



D.M. College of Education
Moga (Punjab)

SELF- APPRAISAL REPORT

SUBMITTED TO:
National Assessment and Accreditation Council
Banglore



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PREFACE

D.M. College of Education, Moga (Punjab) was established by the Late Rai Bahadur Dr. Mathra Dass Pahwa – a well known Arya Samajist, a Gold Medalist and eminent Eye-Surgeon and most revered personality of Moga in 1953. This great and glorious man of Arya samaj was honoured with numerous title and epithets such as Padam Vibhushan, Kesar-i-hind and many more titles at state and national level. Apart from our institution a large number of educational and social welfare institutions are functioning successfully just because of the efforts and hard worked put in by this great man.

With a mission to provide quality education and for promoting the best Teacher Faculty in the society, D.M College of Education has been rendering a unique service to the society by imparting teachers training to the students. We believe that value based education can build a great nation and work as an effective tool to strengthen the foundation and status of any society. We feel that growth of any economy, to a great extent, depends upon the teachers of that country because a teacher is a force that has the capability to explore and execute new ideas, techniques and technologies for the growth and development of a country. We are, hence, committed to train the teachers to work as frontiers to spread the message of love, humanity and morality among the students, which is the real need of today's professional education world.

The college is proud of all its achievements thus far, much is done, much more needs to be done. The college is striving its best for giving quality, need and value based education. It strongly follows the latest trends in teacher education and lays a solid foundation for learning and strengthens the urge to excel.

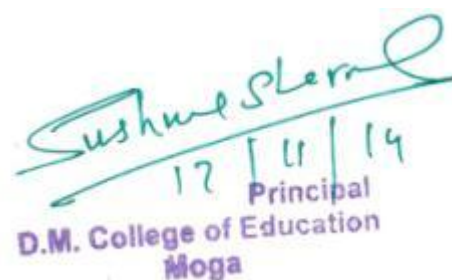
D.M. College of Education is well resourced with a team of highly qualified and experienced faculty. It is also full with material resources. The evaluation and assessment by NAAC will provide us with an opportunity for self -introspection and critical appraisal

of our strengths and shortcomings. We hope that the dignified NAAC team will give us an appropriate and useful insight into the critical issues and direction for future growth and development of the college and the society at large.

I owe my sincere gratitude to all my colleagues for co-operating me in preparing the entire NAAC report and the non-teaching staff for their services. I am sure the college will continue to work for pursuing the goal of excellence in quality teacher education.

Principal

D.M. College of Education Moga



Sushant Sharma
12/11/14
Principal
D.M. College of Education
Moga

FOREWORD

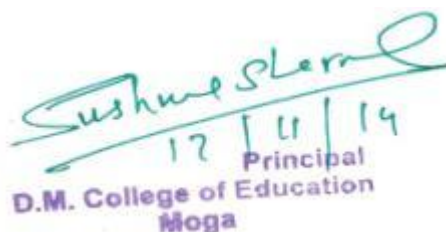
I feel tremendous delight in presenting this Self-Appraisal Report of D.M College of Education, Moga (Pb.) to the National Assessment and Accreditation Council (NAAC) for assessment and accreditation. We have made sincere efforts to prepare the report as per the guidelines of NAAC, after extensive study of the manual for Self- Appraisal of Teacher Education Institutions.

This report has been prepared according to the details given in the manual after internal discussions and great efforts and no part thereof has been outsourced.

The institution will validate the information provided in this SAR during the Peer Team Visit.

Place: Moga

Date: Nov 17, 2014



Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Principal

D.M. College of Education, Moga

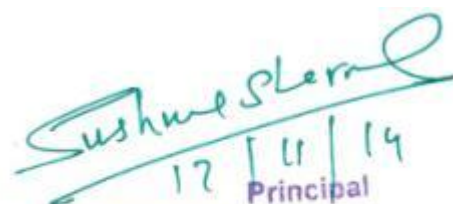
Members of NAAC Committee

Principal : Dr. Sushma Sharma

Co-ordinator: Dr. Ashima Bhandari

Mapping of Academic Activities of the Institution: Ms. Meenu Goyal

Criterion	Criterion Name	In-charge
I	Curricular Aspects	Ms. Meenu Goyal Mr. Shavinder
II	Teaching Learning and Evaluation	S. Jagtar Singh Sandhu Ms. Rashmi
III	Research, Consultancy and Extension	Dr. Ashima Ms. Janka
IV	Infrastructure and Learning Resources	Dr. M.L. Jaidka Ms. Mamta
V	Student Support and Progression	Ms. Vijay Lakshmi
VI	Governance and Leadership	Ms. Lakhveer Kaur
VII	Innovative Practices	Ms. Smily


17/11/14
Principal
D.M. College of Education
Moga

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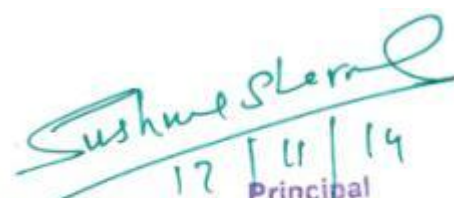
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17/11/14
Principal
D.M. College of Education
Moga

PART: I (A)

PROFILE OF THE INSTITUTION

Section B

The Self-appraisal Report

A. Profile of the Institution:

1. Name and address of the institution: **D. M. College of Education,
Geeta Bhawan Chowk, Moga**
2. Website URL : **www.dmcedumoga.com**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal : <i>Dr. Sushma Sharma</i>	01636-224368	01636-224368	dmce.moga@gmail.com
Vice-Principal	-	-	-
Self - appraisal Co-ordinator : <i>Dr. Ashima Bhandari</i>	01636-225406	01636-224368	ashima33@hotmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal: <i>Dr. Sushma Sharma</i>	01636-224322	99158-13287
Vice-Principal	-	-
Self - appraisal Co-ordinator: <i>Dr. Ashima Bhandari</i>	01636-225406	99144-25406

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural Tribal ☐

Any other (specify and indicate) ☐

(Annexure No. 4 is attached)

5. Campus area in acres:

5

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
July	1953

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

Panjab University, Chandigarh

(Annexure No. 8 is attached)

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

Month & Year

2f

MM	YYYY
November	1956

Month & Year

12B

MM	YYYY
November	1956

(Annexure No. 9 is attached)

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☒

iii. Constituent

☐

iv. Self-financed

☐

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐

vi. Dept. of Education of Composite
College

☐

vii. CTE

☐

Viii. Any other (specify and indicate) ☐

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		B.Ed.	B.A, M.A	Degree	1 Year	Hindi, Punjabi, English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)	B.Ed. Teaching	F.No. F-3/PB- 06/98/4902 & Date : 07/12/98	Permanent	200

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	

Mission

Yes	√	No	

Values

Yes	√	No	

Objectives

Yes	√	No	

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

If yes,

Yes		No	√

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

YES

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

Yes	√	No	

If yes, how many faculty 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.

04

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	√

Number	

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

Yes	√	No	

Number	01

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	

Number	01

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	
Yes		No	√

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

Not in our preview

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

Yes		No	√

Number	

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

Yes	√	No	

Number	01

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

Yes	√	No	

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

Yes	√	No	

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution	☐
b) Common entrance test conducted by the University/Government	☐
c) Through an interview	☐
d) Entrance test and interview	☐
e) Merit at the qualifying examination	☒
f) Any other	☐

(If more than one method is followed, kindly specify the weightages)

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

a) Date of start of the academic year	JULY
b) Date of last admission	27-July
c) Date of closing of the academic year	31-May

d) Total teaching days

169

e) Total working days

229

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	41	159	200	22	56	78	19	103	122
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

Yes		No	√

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

9254

a) Unit cost excluding salary component

b) Unit cost including salary component

49435

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	-	50%	-	45%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	66%	20 %	14%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

2	0

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0

b) Total number of practice teaching days

4	5

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

9	0

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

No. of Lessons In simulation:

No. 10

No. of Lessons Pre-practice teaching: Micro

No. 10

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

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	28 %	72 %
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	2

b) Number of assignments for each paper

0	2

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

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

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

Yes	√	No	

Number	1

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

Yes	√	No	

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

Compulsory	√	Optional	CRAFT

Criterion III: Research, Consultancy and Extension

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

Number	03	23.07	%

2. Does the Institution have ongoing research projects?

Yes		No	√

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

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

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

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

NIL

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

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

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

Yes

☐

No

☒

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

a. Ph.D.

01

b. M.Phil.

X

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

Yes

☒

No

☐

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

	Yes	No	Number
International journals	√		5
National journals – referred papers Non referred papers	√		7
Academic articles in reputed magazines/news papers	√		2
Books			
Any other (specify and indicate)			

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

Yes		No	√

Number	

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

	Faculty	Students
National seminars	53	
International seminars		
Any other academic forum		

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

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

Any other (specify and indicate)

☐

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☒

Part-time

☐

Additional charge

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

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	√
State level	√
National level	√
International level	x

Criterion IV: Infrastructure and Learning Resources

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

4185.22

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

a) Methods lab	Yes	☒	No	☐
b) Psychology lab	Yes	☒	No	☐
c) Science Lab(s)	Yes	☒	No	☐
d) Education Technology lab	Yes	☒	No	☐
e) Computer lab	Yes	☒	No	☐
f) Workshop for preparing teaching aids	Yes	☒	No	☐

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

40

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

70,000 /-

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

71,562 /-

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

NIL

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

20,00,000

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

Yes

✓

No

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M/F	F	M	F
11	0	-	-
4	-	0	-

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
1	-	-	-
-	-	1	-

11. Number of regular and permanent teachers

Open

Reserved

(Gender-wise)

Lecturers

M	F	M	F
0	1	1	1

Readers

M	F	M	F
2	-	-	-

Professors

M	F	M	F
0	1	-	-

√

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

	Open	Reserved		
	M	F	M	F
Lecturers	1	6		
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from

Same state

13

Other states

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1 : 16
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open	Reserved		
	M	F	M	F
Permanent	2	-	1	-
	M	F	M	F
Temporary	2	1	4	1

b. Technical Assistants

Permanent

M	F	M	F
-	-	-	-

Temporary

M	F	M	F
1			

14. Ratio of Teaching – non-teaching staff

14 : 10

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

57 %

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

9:00 A.M To 4:00 P.M

On holidays

10:00 A.M To 2:00 P.M

During examinations

9:00 A.M To 4:00 P.M

18. Does the library have an Open access facility

Yes

No

✓

19. Total collection of the following in the library

a. Books

14000

- Textbooks

5432

- Reference books

1000

b. Magazines

16

c. Journals subscribed

08

- Indian journals	08
- Foreign journals	X
d. Peer reviewed journals	X
e. Back volumes of journals	X
f. E-information resources	100
- Online journals/e-journals	X
- CDs/ DVDs	500
- Databases	X
- Video Cassettes	X
- Audio Cassettes	X

20. Mention the	
Total carpet area of the Library (in sq. mts.)	17 Mtr x 12 Mtr
Seating capacity of the Reading room	60

21. Status of automation of Library	
Yet to intimate	☐
Partially automated	☒
Fully automated	☐

22. Which of the following services/facilities are provided in the library?	
Circulation	☒
Clipping	☒
Bibliographic compilation	☐
Reference	☒
Information display and notification	☒

Book Bank

√

Photocopying

√

Computer and Printer

√

Internet

√

Online access facility

√

Inter-library borrowing

x

Power back up

√

User orientation /information literacy

√

Any other (please specify and indicate)

x

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

35

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

14

by faculty

One Month

Maximum number of books permitted for issue

for students

3

for faculty

8

Average number of users who visited/consulted per month

1265

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

1 : 42

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

4 %

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

	I 2011-2012		II 2012-2013		III 2013-2014	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	-	-	515	132464	-	-
Other books	2045	327466	201	152294	5	2400
Journals/ Periodicals	24	15843	24	11238	24	14833
Any others specify and indicate	-	-	-	-	-	-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1 2013-2014	Year 2 2012-2013	Year 3 2011-2012
D.Ed.			
B.Ed.	6	4	9
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	

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

20

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes		No	√

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

	UG			PG			M. Phil		
	I 2013- 2014	II 2012 - 2013	III 2011 - 2012	I	II	III	I	II	III
Pass percentage	100 %	100 %	100 %						
Number of first classes	190	192	190						
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET			
SLET/SET			
Any other (TET & CTET)		9	5

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

Financial Aid	I	II	III
Merit Scholarship	10	46	49

Merit-cum-means scholarship			
Fee concession	7	11	7
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	√	No	

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes	√	No	

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

Yes	√	No	

If yes, number of students residing in hostels

Men	
Women	6

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

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

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available?

Yes		No	√

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

Yes	√	No	

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	√	-	15
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Youth Festival	-	-	-	√	-	27

(Excluding college day celebration)

Annexure -5.16 (Section-B) is attached regarding the details.

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

	Participation of students (Numbers)	Outcome (Medal achievers)
University	24	1
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2005

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

Yes

☒

No

☐

20. Does the institution regularly publish a college magazine?

Yes

☒

No

☐

21. Does the institution publish its updated prospectus annually?

Yes

☒

No

☐

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

	Year 1 (%) 2013-2014	Year 2 (%) 2012-2013	Year 3 (%) 2011-2012
Higher studies	45%	41%	39%
Employment (Total)	40%	37%	38%
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes

☒

No

☐

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

1 2013-2014	2 2012-2013	3 2011-2012
23	19	13

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

Yes No

- Academic guidance and Counseling

√

- Personal Counseling

√

- Career Counseling

√

Criterion VI: Governance and Leadership

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

Yes

No

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

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

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

Loan facility

Yes	√	No	

Medical assistance

Yes	√	No	

Insurance

Yes	√	No	

Other (specify and indicate)

Yes	√	No	

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

0	2	

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 organisation

N.A

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

National

-	-	-

International

-	-	-

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

0	3	

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

1	2	

e. Research development programmes attended by the faculty

0	4	

f. Invited/endowment lectures at the institution

0	15	

Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	√	No	

b. Student assessment of faculty performance

Yes	√	No	

c. Expert assessment of faculty performance

Yes	√	No	

d. Combination of one or more of the above

Yes		No	

e. Any other (specify and indicate)

Yes		No	

7. Are the faculty assigned additional administrative work?

Yes	√	No	

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

03

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

Grant-in-aid

4889645

Fees

8230,000

Donation

-

Self-funded courses

-

Any other (specify and indicate)

-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		1,40,00000
% spent on the salary of faculty	40 %	72 %
% spent on the salary of non-teaching employees	15 %	15%
% spent on books and journals	2 %	-
% spent on developmental activities (expansion of building)	1 %	1 %
% spent on telephone, electricity and water	1 %	1 %

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3 %	3 %
% spent on maintenance of equipment, teaching aids, contingency etc.	1 %	4 %
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	22 %	1 %
% spent on travel	1 %	1 %
Any other (Retiral Benefits, Other Allowances)	14 %	2 %
Total expenditure incurred	100 %	100 %

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

Surplus in Rs.	Deficit in Rs.
49,84,926	
12,23,696	
30,10,574	

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

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

Administration

Yes

☒

No

☐

Finance

Yes

☒

No

☐

Student Records	Yes	✓	No	

Career Counselling	Yes	✓	No	

Aptitude Testing	Yes	✓	No	

Examinations/Evaluation/ Assessment	Yes	✓	No	

Any other (specify and indicate)	Yes		No	

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

Yes	✓	No	

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

Yes	✓	No	

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

Yes	✓	No	

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

Yes	✓	No	

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

a) for teachers	✓

b) for students	✓

c) for non - teaching staff	✓

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

Yes	✓	No	

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

Yes

☒

No

☐

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

	Category	Men	%	Women	%
a	SC	5	2.5%	25	12.5%
b	ST				
c	OBC	12	6%	29	14.5%
d	Physically challenged				
e	General Category	20	10%	102	51%
f	Rural				

g	Urban				
h	Any other (specify)	5	2.5%	2	1%

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	8	6	54
b	ST				
c	OBC	2	15		
d	Women				
e	Physically challenged				
f	General Category	10	77	5	46
g	Any other (specify)				

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

N.A

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				

General Category				
Rural				
Urban				
Any other (specify)				

Executive Summary

“Education is the manifestation of perfection already in man. The only duty of the teacher is to remove the obstructions in the way”. - *Swami Vivekananda*

Education is the most effective instrument which can ornament people with knowledge, skill and capability to observe and analyse the sense of purpose and to build a confidence for dynamic, vibrant, just and cohesive nation.

D.M. College of Education, Moga has been rendering a unique service to society by imparting ‘Teacher’s Training’ to the students since 1953. The whole credit of this venture goes to Late Rai Bahdur Dr. Mathra Das Pahwa – a well known Arya Samajist, a Gold Medalist and eminent Eye-surgeon and most revered personality of Moga.

Our institution is situated in the hub of Moga City. The beautiful campus presents a peaceful, cheerful, vibrant and conducive teaching learning environment. During its tenure of 61 years the institute has scaled the heights of success in academic, cultural and curricular activities at local and state level. Main highlights of the institute are its three D’s Discipline, Dedication and Duty.

Over the year, our institution always imparted quality education and multi-facet training to mould student-teachers holistically with the help of ICT. The focus of our institution is on quality, curriculum transaction with the use of modern technology and recent trends.

Besides academic activities, the faculty efforts are directed towards social and community service. This facilitates interaction with the community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of faculty and principal.

The institution operates under the control of regulatory bodies, like U.G.C and N.C.T.E. The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education. This endeavour has been accomplished with whole hearted cooperation of every member of the institution through deliberations, discussions, brain storming, team work and cohesive spirit.

Key aspects of D.M. College of Education, Moga:

- The DMCE plans, actions and strategies of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stake holders in institutional planning. It modifies course of action to meet the emerging needs. It develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.
- Teaching–Learning and Evaluation processes are in tune with current trends interlinked with all possible facilities. The admission process is centralized however, transparent and the adopted criteria are equitably applied.
- The students are engaged in active learning, obtain comprehensive learning experiences, enabled to manage diverse learning needs and challenges.
- The practice teaching is a joint venture of the school staff and mentor teachers.
- The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of pupil teachers.
- Use of new technologies is quite good in teaching –learning. The DMCE has promoted and undertaken Research and Extension. It provides maximum possible opportunities for professional development and engages its teachers in research.
- The computerized well equipped library is rich with adequate learning resources.
- Developing leadership qualities through real work-situation among the students is another feature.
- Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

Criterion-I : Curricular Aspects

1.1 Curricular Design and development

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

Ans. D.M College of Education, Moga has been rendering a unique service to the society by imparting ‘Teacher’s Training’ to the students since 1953. The whole credit of this venture goes to Late Rai Bahadur Dr. Mathura Dass Pahwa - a well known Arya Samajist, a Gold Medalist and Eye-Surgeon and most revered personality of Moga. This great and glorious man of Arya Samaj was honoured with numerous titles and epithets such as Padam Vibhushan, Kesar-i-Hind and many more titles at state and National Level.

At present our college is functioning efficiently under the enlightened guidance of D.M College Managing Committee, Moga and taking rapid strides under the dynamic leadership of Sh. Sudarshan Kumar Sharma, President, D.M. College managing Committee. It is spreading fragrance of knowledge all round with the co-operation of experienced, committed and competent faculty. The college is affiliated to the Punjab University, Chandigarh in year 1959 and is recognized by the N.C.T.E for the Degree of Bachelor of Education in 1998.

During its tenure of 61 years the institute has scaled the heights of success in academic, cultural and curricular activities at local and state level functions. The main high-lights of the institute are its three D’s – **Discipline, Dedication** and **Duty**.

Objectives of the Institution: The institution was established with the main aim of providing quality education to the teacher educators. The institution sets the the following objectives:

- To provide skill and trained teachers.
- To foster and nurture good character.
- To keep pace with information & communication technology.
- To provide equal opportunities to all the pupil teachers.
- To create awareness among the pupil teachers about the national and international concerns, economy and the environment.
- To develop social outlook of the students.
- To make good citizens / human beings.
- To associate with the culture, traditions and rituals by organizing co-curricular activities.
- To motivate students for taking part in zonal and inter-zonal youth festival and inter college competitions.
- To impart quality and value based education.
- To develop leadership quality among the prospective teachers to give new direction to the society in different spheres to the society in different types of activities like surveys, rallies, campaigns etc.
- To promote inclusive education.
- To develop awareness and attitude towards global trends.

Major considerations addressed:

Intellectual: The major objective of the institutions is that the teacher educators should be intellectually developed. It is achieved through various programmes was like debates, seminars, workshops, extension lectures etc. Inter-house competitions like creative writing – Essay, Poem, Short story, Editorials , articles for college Magazines, Newsletter etc.

Academic: Weekly and Monthly Tests, examinations, extension lectures, assignments, class seminars and other house activities like extempore speech, seminars by students.

Training: Through teaching practice, workshops, prayer, camps, seminars, skill in teaching, pre-macro teaching lessons, Micro teaching lessons, discussion lessons, different crafts, co-curricular activities etc.

Access to disadvantage: The institution provides reservation to all the disadvantage groups as per the govt. rules.

Equity: Institution provides education to all, irrespective of consideration of caste, creed colour, religion and gender being a co-educational institution.

Self development: Various co-curricular activities like Quiz, sports, Extension Lectures, workshop, wall Magazines. Student seminars, assignment crafts, value education etc are organized in the college as per schedule from time to time.

Community and National development :Through academic activity, NSS Camps, functions, Tours, Social surveys, Extension lectures, seminars, blood donation camps, female foeticide campaigns etc.

Issue of Ecology and environment : To maintain ecology of the college campus lawns are well maintained and cleaned by the students for one week by different houses. For the beautification of campus, different decorative medicated plants & flowers are planted.

Value Orientation: To inculcate values among students Hawan Yajna is organized every Thursday in college campus during this lecture on moral values are delivered by principal, teachers and students and other dignitaries.

Employment: Employment is a major consideration in the design and development of the curriculum. So, the institution has established a counseling and placement cell which provides the counseling and career guidance to the students, workshops on employability skill & extension lectures on career counseling is organized time to time.

Global Trends and Demands: Through articles for magazines, newspapers, extension lectures, seminars, discussion, important days celebration related with globalization, celebration of women day, international peace day, environment day, Red cross and communal harmony flag days etc.

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

Ans. The institution follows the curriculum of B.Ed. course prescribed by Panjab University, Chandigarh which is revised after every 3 years. Workshops are also organized in the college as per allotted schedule by the Board of Studies of Education. Faculty Members of our college participate actively in various workshops organized by various institution. The college is directly participating in the curriculum development process through head of the institutions by virtue of members of Board of Studies, Faculty of education and academic council.

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

Ans. Topics of various global trends are added time to time in the curriculum to meet the emerging needs, global trends and competences reflected in the curriculum. In this way existing courses are modified to provide exposure to students and teacher educators by the university.

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

Ans. Environment, value education and ICT are important components of education today. The institution imparts knowledge about the environment, Value education and ICT through optional and compulsory papers. Apart from this, college also organise curricular activities related to this.

Environment Awareness: Environment Education has been introduced as an optional subject to enable the students to understand the conceptual framework.

- Hawan Yajna.
- Tree plantation.
- Rallies / Project on cleanliness.

Value Education

- Value education has been introduced as an optional subject for the B.Ed. students.
- Organization of lectures on value education is an exclusive feature of D.M. College of Education.
- Students are also participated in various religious functions organized by Arya Samaj, Moga and Devi Dass Charitable Trust, Moga from time to time.
- To inculcate values among students, Hawan yajna is organized at inauguration, end of the session, and every Thursday in the college campus. During this lecture on moral values are delivered by Principal, teachers and students as well.
- Gandhi jayanti is celebrated. Celebration of important days like Birthday of lala lajpat rai is also celebrated.
- An educational trip was organized to Mata Naina Devi, Anandpur Sahib and Virasat-e-khalsa to develop religious, moral and aesthetic values among the students teachers & sensitized towards society.

ICT:-

1. The details of ICT facilities available in the Institution are as:-
 - a) A well equipped computer Laboratory.
 - b) Hardware and software facilities are available in the Laboratory.
 - c) Internet Connectivity.
 - d) Audio-Visual, Other Media and materials are also in the Laboratory.

Optimum use of above facilities:-

- a) B.Ed. Students are divided into 4 Groups comprises of 50 Students in each group and each group visit the laboratory for four days during in a week.
- b) Computer craft students also visit the Laboratory for two days in a week.

- c) Staff members also work on computers and is recorded in logbook.
- d) Computer laboratory is opened for all students from 9:00 A.M to 4:00 P.M.
- 2. There is a provision in the curriculum for imparting computer skills to all students i.e.
 - a) Electronic- Mail (E-mail).
 - b) Ms-Word.
 - c) Ms Excel.
 - d) Ms PowerPoint.
 - e) Ms Office.
 - f) Internet Surfing.
- 3. There is a facility of Projectors in each class room. Through which staff members delivered lectures on PPT as per requirement.
 - a) For the preparation of Lesson Plans, student teachers use computers.
 - b) Delivering Lesson Plans.
 - c) Classroom Transactions.
 - d) Teaching aids are prepared with the help of advance ICT technology.

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

Ans. Yes, ICT are used for curricular planning while preparing:

- Academic Calendar.
- Time table construction.
- Important Notices.
- Examinations.
- Class room teaching.
- Seminars, Extension lectures etc.

1.2 Academic Flexibility

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

Ans. The institution attempt to provide those experiences to the student-teachers that can make teaching a reflective practice. Reflective thinking is enhanced in the following ways.

- The seminars, workshops, extension lectures are organized to give experiences about teaching.
- All the students- teachers are provided a platform during talent hunt to show their talents in various areas like cultural, literary and artistic activities in every session.
- To be reflective on various social issues community service programmes are organized for students-teachers every year.
- Teaching skills are taught through micro-teaching.
- Communication skills are developed through thought for the day, reading of the daily news and other activity. Faculty deliver lectures on macro-teaching before commencement of practice teaching in schools internship programme help the Student-Teacher to get first hand information and real experience of the school working.

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

Ans. To provide adequate flexibility and wider scope for varied learning experiences, pre-practice experiences are given in the campus and field. Students are participating in inter college competitions. The institution provides optional subjects, teaching methodology papers and four crafts to the students. The selection of all papers was done by students according to their interest area offered by Panjab University, Chandigarh.

The student-Teachers have to choose any two teaching subjects under the paper VI & VII (Methodology of teaching) out of the following subject combinations.

- Teaching of Science- Language.
- Teaching of Science- Teaching of Mathematics.
- Teaching of Social Studies-Language.
- Teaching of Economics- Language.
- Teaching of History-Language.
- Teaching of Mathematics-Language.
- Teaching of Economics-Teaching of Mathematics.
- ‘Language’ here includes teaching of English / Punjabi / Hindi.

Under Paper V- Part-B again the curriculum is flexible as the student teaches opt. any one of the following:

- SLS (School Library Services)
- HPE (Health and physical Education)
- Children with special needs.
- Value Education.

Under work experience programme, student teacher also opt any one of the following crafts:

- Gardening Craft.
- Computer Craft.
- Interior decoration Craft.
- Art and painting Craft.

As far as medium of instructions are concerned, students are free to choose according to their command on language like English, Hindi and Punjabi.

While selecting school for teaching the students interest is also taken care.

They also enjoy the full freedom in demonstrating micro skills.

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

Ans. We have not added any special course for it. We have introduced various activities to enhance the communication skills, ICT skills and life skills.

- Pupil-teachers participated in various literary activities viz. debate, Elocution, poem recitation, quiz, creative writing (Essay, poem writing, short story) competitions and heritage festivals organized at zonal and inter-zonal level every year in Panjab University, Chandigarh.
- Poster making competition on the theme female foeticide (Organized by CMO chief Medical officer, Moga).
- Visit to school 'VISTA' (A school for physically handicapped students) every year.
- Talent Hunt every year.
- Community works – N.S.S Survey and one day camp at old age home Chandpurana.
- Inter-college competitions (sports, co-curricular activities, academics activity).
- Blood donation camp.
- Teacher's day celebrations, celebration of Gandhi jayanti and other festivals etc.

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

- i. Interdisciplinary/Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experience / internship**
- vi. Work experience /SUPW**
- vii. Any other (specify and give details)**

Ans.

i. Interdisciplinary/ Multidisciplinary

- The curriculum of B.Ed. follows both Interdisciplinary/ Multidisciplinary approaches. There are in total 8 Teaching subject.
- Students select two methodologies which are interdisciplinary e.g Language & Social science etc.
- There are five compulsory papers which are inter- related.

ii. Multi skill development.

- The Pupil-Teachers have to participate in different cultural activities that are organized throughout the academic year.
- During micro teaching, students practice required micro-skills in each subject as per syllabus.
- The students acquire different skills such as ICT skills, Communication skills, life skills by participating in college programmes like – thought for the day, News paper reading, Debate, Elocution and Extempore speech etc.

iii. Inclusive Education

- The institution is imparting education to all types of students. The students who are admitted under the physically handicapped category are treated like other students

iv. Practice Teaching

- Practice teaching is an integral and compulsory part of B.Ed. program. Each student enrolled in the course has to study two methodologies. In class room teaching students are oriented with the concept of Practice teaching and lesson planning. Before starting the teaching practice, faculty members in their respective subjects give model lessons. The trainees are divided into groups and teacher educators supervise each group. Students delivered 5 pre-practice lessons in simulation.

v. School experience/ Programme

As per syllabus of Panjab University Chandigarh, student teacher is taking 45 days experience in schools during teaching practice students have to:

- Prepares the time-table.
- Conduct one morning assembly.
- Organize any one co-curricular activity in the school.
- Enlist the various mistakes generally committed by the students.
- Maintains the attendance record also.

vi. Work experience/SUPW

- There is a provision for craft paper in the form of Work Experience Programme . Under this scheme, students are given four options i.e Gardening, Interior decoration, computer craft, Art & Painting. Accordingly two periods were allotted in the time table in a week.

1.3 Feedback on Curriculum

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

Ans. The institution have a feedback Performa regarding teaching, learning and evaluation of curriculum. This performa is given to the students after the completion of the course. A suggestion box is also kept in the institution for this purpose.

The feedback is taken from the various stakeholders are:

From the Students: Feedback performa is given to the students after completion of the course.

From the Alumni: Feedback performa are also taken from the alumni.

From the school heads: The heads of the practicing schools who supervise the students of the college during their stay in the school, also give feedback about the performance of the Pupil-Teachers.

Annexure 1.3.1 is attached herewith regarding Feedback.

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

Ans. Yes, There is a mechanism for analysis and use of the outcome from the feedback. The feedback obtained from different sources is collected, properly documented and analysed on the basis of analysis the following changes were brought in the curriculum:

- Students are trained to improve teaching aids.
- Students are trained in the use of sophisticated technological devices like PowerPoint presentation, multimedia etc.
- Students are given training to teach in smart classroom.
- Introduction of personality grooming programmes.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Ans. Principal of the college is the member of BOS (Board of studies), faculty and academic council of the Panjab university (Affiliating university). Dr. M.L. Jaidka is also a member of BOS (Board of Studies). They are participated in discussions during meetings & sends suggestions and feedback time to time.

1.4 Curriculum Update

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

satisfaction? (Provide details of only the major changes in the content that have been made).

Ans. Our institution is affiliated to Panjab University, Chandigarh and Panjab University syllabus is revised after every three years. The faculty members are used to participate in workshops organized by different colleges. D.M. College of Education also organized the workshops on revision in mathematics and teaching of Hindi. The name of the paper computer education is given new name as ICT skill development from the session i.e 2013-2014. Similarly new topics have been added in different papers like individual difference, stress etc. in paper-II.

Annexure 1.4.1 is attached regarding the revised curriculum.

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

Ans. All the members of faculty sit together to discuss the different papers and suggestions were collected and forwarded to dean, Faculty of education Panjab University, Chandigarh to bring change in the curriculum, on the basis of need, Student input and feedback mechanism.

1.5 Best Practices in curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Ans. Various quality sustenance and quality enhancement measures undertaken by the institution are as follows:-

- In curricular aspect, as per the recommendation of Panjab University, Chandigarh, time to time faculty development programmes are conducted by the D.M. College, Moga.

- Varied curricular and co-curricular activities are carried out to inculcate various skills among students.
- Emphasis is laid on inculcation of intellectual, social, moral, asthetic, cultural and spiritual values among students.
- Various types of projects like community projects, social surveys, Computer projects are carried out by the students in a systematic manner.
- In order to develop competency in teaching skills. Students are given an opportunity to observe the model lessons in the teaching subjects.
- Provision of all methodologies in B.Ed. course offered by P.U Chandigarh.
- Inter- college skill in teaching competition is organized every year to give exposure to our students at zonal and Inter-Zonal level. College also organized the skill in Teachingcompetition in teaching of mathematics and science, at zonal level.
- Students are encouraged to give feedback regarding the teaching styles of teachers and in light of feedback given, necessary modification are made.
- To ensure closer supervision of the student's work they are divided into houses. Each house is placed under the supervision of a member of the staff.
- The college has its magazine "The Light" to provide opportunities to students to write articles on educational topics and thereby to grow socially, culturally and professionally.
- Inter House competitions is a regular feature of the college.
- The college has been producing a good number of T.E.T, C.T.E.T qualified students. **Annexure 1.5.1.** is attached regarding this.
- A placement cell has been created through which a large number of B.Ed. students get placement in the different institution. **Annexure 1.5.1.** is attached regarding this.
- The college is also sensitive to the crucial social issues like problem of traffic, female foeticide etc. So, time to time, awareness is created among the students by organizing various extension lectures & seminars in these.
- A guidance cell has been established to give guidance to the students.

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

Ans.

- To enable the students to find out the solution of real classroom problems, action research practice is introduced. **Annexure 1.5.2** is attached herewith.
- Allowing students to participate in various activities i.e seminars, group discussions and quiz based on various subject / papers of syllabus.
- To inculcate scientific attitude, various activities and also certain value oriented activities are included in the curriculum.
- Attempt is made by the institution to enrich the curriculum with such activities that helps to develop open minded / balanced personality.

Criterion-II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Ans. *Admission Process and Admission Policy as notified by the Punjab state government:-*

The institution has an admission policy, which is centralized and it is according to the norms of Panjab University, Chandigarh, NCTE & Punjab Govt.

Criteria for admission:

The institution is having B.Ed. course whose norms & standards are laid down by Punjab government. Punjab state has three universities i.e. Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar – each university conducted admission for two years on rotation basis, through which the students take admission in the institution.

Eligibility:

Candidates who have at least 50% marks either in the Bachelor's Degree or in the Master's Degree or any other qualification declared equivalent, they are eligible for admission to the programme.

The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per rules of the Govt. of Punjab. Any candidate with 50% or less marks would not be eligible. There shall be a relaxation of 5% marks in favour of SC/BC candidates. Candidate with less than 45% marks belonging to these reserved categories shall not be eligible.

Reservation of Seats:-

7) RESERVATION OF SEATS :-

For the State of Punjab

Sr. No.	Category	% age of seats to be reserved
i)	Scheduled Caste	25%
ii)	Backward Classes	5%
iii)	Border Areas/Backward Area (2 %each)	4%
iv)	Sports-persons	2%
v)	Children/Grand Children of Freedom Fighters	1%
vi)	• Disabled persons	
	a) Blind	1%
	b) Deaf & Dumb	1%
	c) Other Handicapped	1 %
	• (If suitable candidates are not available in any one of these sub-categories, the seats so available will be filled up by the candidates from the other sub categories of disabled candidates and if they are not available in any sub- category, then seats shall be filled up from general/open category candidates).	
vii)	a) Wards/widows of defense personnel killed or disabled to the extent of 50% or more in action; Wards of gallantry awardees of serving defense personnel/ex-servicemen b) Wards of ex-servicemen/serving personnel. Note: If any seat (s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.	2%
viii)	a) Wards/widows of para-military forces personnel Punjab Police, PAP and Punjab Home Guards killed or disabled in action to the extent of 50% or more. (1%) b) wards of Para-military forces personnel/ ex-paramilitary forces personnel and Punjab Police/PAP/Punjab Home guards personnel decorated with Gallantry Medals (1%) Note: If any seat (s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.	2%
ix)	November, 1984 riots affected displaced persons, children of the Army deserters killed, 100% Physically disabled; children of the families of persons killed as a result of terrorist violence or by security forces acting in aid of civil authorities and the children of innocent civilians who have sustained 100% disability in terrorist violence or during operation by security forces action in aid of civil authorities.	2%
X	Widows/Divorced Women.	2%
Xi	Ex-Servicemen/ Women	1%
Xii	Wards/Children of all ex-servicemen settlers of Cambell Bay Island of Andaman Nicobar Only.	1%

Note: - The candidates being admitted under 15% quota on All India basis shall be eligible only for reservation provided by the Constitution of India i.e. 25% for SC and 5% for B.C.

Division of seats:

In Punjab 85% seats are reserved for the candidates from Punjab state and 15% seats are open to candidates of other states, U.T on all India basis.

Adherence to the decision of regulatory bodies:

The institution strictly adheres itself to the decisions and all the guidelines/norms of NCTE, Panjab University, Chandigarh and Govt. of Punjab.

Equity:

The government of Punjab has formulated the admission policy on the principles of equity. One university out of three, Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar has conducted the counseling on rotation basis. Then for each subject merit list is allocated category wise. From this merit order list, candidates are selected, as per quote mentioned above.

Moreover, if a sufficient number of concerned candidates belonging to reserve category are not available, the vacant seats are offered to candidates in general category. In the same way if seats under 15% other state quota remains vacant, are converted to 85% state categories and vice-versa.

Access:

As the whole process is done online viz. online registration, Payment through bank E-slip, merit declaration etc. accessible to all.

Transparency:

The admission process for B.Ed. course in the institution is totally transparent because allocation of seats is made through online counseling by the authorized university.(**Annexure no 2.1.1** is attached regarding admission process)

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

Ans. University publishes advertisement in newspapers about information regarding admission programmes like admission schedule, online applications, and date of counseling etc.

- Helpdesk facility is also provided by the college.
- The prospectus of the college is also updated annually. Prospectus elaborates about admission, subject's combination, college activities, college rules & regulations, hostel, banking facilities etc. Prospectus also reveals the list of Teaching, Non-teaching & Para teaching staff (**Annexure No 2.1.2** is attached regarding prospectus).

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

Ans. The admission is done in the college as per the norms of NCTE and Punjab govt. The college admission committee monitors admission process to ensure that the pre determined admission criteria are equitably applied to all students. The admission committee monitors the eligibility of the candidates as well as authenticity of documents.

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

Ans. In our college diverse student population is admitted. The institution providing them following facilities:-

Economic Diversity:

During admission relaxation of the conditions of eligibility is also given as per govt. norms. For the economic upliftment of the students, scholarship is awarded to the student belonging to SC / ST / BC / OBC categories (**Annexure no 2.1.4** is enclosed regarding scholarship).

Cultural and religious diversity:

Students of multi-cultural and multi-religious background study together. They participate in different activities individually as well as groups and support each other. Daily morning assembly & other activities are organized for all students.

Linguistic diversity:

Students have choice of medium of instructions for examination according to their language i.e. Punjabi, Hindi or English.

Physically Challenged:

In admission procedure, reservation policy of Punjab Govt. is followed. Prospectus is attached herewith.

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

Ans. Yes, there is a provision for assessing student's knowledge/needs and skills before the commencement of teaching programme.

- Orientation programme is organized to access & orient them to select options in particular papers according to their choice.
- Before talent search programme, student's potential for different activities are assessed & proper guidance was given to the students by their Teacher Incharges.
- One day talent search programme is organized to access the potential skills of the students in different activities.

2.2 Catering to Diverse Needs

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

Ans The institution creates an overall conducive environment to learning and development of the students.

- By providing democratic environment in the classroom so that students can discuss their problems related to teaching learning process without any hesitation.
- By providing rewards to the brilliant students.
- Institution provides various opportunities in both academic and non academic field, like debates, teaching competitions, skill in teaching, youth festival, games, trips and tours, N.S.S. etc.

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

Ans.

- Educational trips and tours are regular features of D.M. College of Education. Students study tours are organized by the youth welfare club.
- There is an ample provision for games and sports. (**Annexure No 2.2.2** is attached regarding Sports calendar)
- Eminent educationists are invited to address the students on different topics time to time.
- LCD projectors and presentations are also used in teaching to cater the diverse learning needs of the students.
- Assignments and project works are also given to the students.
- Providing opportunities to participate & conduct various cultural and academic activities.

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

Ans. For diversity, the following activities are envisioned in the curriculum.

- Various competitions are held related to different fields.
- Each important day like Women's Day, Independence Day, Gandhi Jayanti, Human Rights Day, Hindi & Punjabi Diwas, Lohri, Diwali etc. are celebrated.

- Provision of moral-education is also there in the college.

For equity

- Morning assembly is organized everyday to provide equal platform to all the students.
- Institution provides equal opportunities to all the students to take part in various activities.(**Annexure no 2.2.3** is attached regarding various activities)

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

Ans.

- The teachers are appointed according to the qualification prescribed by UGC, NCTE, and Punjab Government. For this purpose, interviews are conducted by the experts from Govt. & Universities.
- The institution during appointment of teachers select the teachers with higher qualification, higher percentage, having command over the subject.
- Faculty development programmes are organized, to acquire knowledge, skills and values.
- Faculty members are also sent to attend seminars, workshops, conferences, extension lectures in other institutions.
- Teacher educators demonstrate model lessons in the classrooms in their respective subjects.
- Teacher-Educators are encouraged to use variety of methods of teaching.

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

Ans.

- No discrimination is made on any ground.
- Principal, Teachers, Students, attend the morning assembly collectively.

Morning assembly include:-

- Physical Training (P.T)
- Gayatri Mantra.
- Ved Mantra.
- Bhajan / Shabad.
- Prayer.
- Thought of the day.
- News.
- National Anthem.
- Speech on moral value.

Students from different backgrounds are participated in the morning assembly. The selection of office-bearers in houses are done without any discrimination.

2.3 Teaching Learning Process

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

Ans. Active learning is an essential part of B.Ed. In order to make the students active in teaching learning process, the teaching is made student centered by using question answer device, assignments and seminars etc. The teaching programme schedule and methodologies are planned and organized in advance so that the objectives could be achieved.

Library:

There is a well equipped library for students and teachers. There is a spacious reading room. Students are motivated to spend time in reading books and other reading material available in the library. The college students are issued library cum identity cards to get books issued

from the library. Qualified library staff remains available to guide the students. The students are given assignments and encouraged to collect information from different books. Moreover, library is also used by the students to participate in various academic activities like quiz and creative writing and other competitions etc.

Individual Projects:

Project based assignments are given to student in reach and every theory paper. In various crafts like-interior decoration, computer craft, gardening, art craft, working models they are assigned individual projects.

Simulation:

Before teaching practice each student deliver five lesson in their respective teaching subjects in simulation. During teaching practice where there is a holiday in teaching practice school,the simulation is done in the institution.

Peer teaching:

- Every student delivers the required number of lessons based on micro-teaching skills in front of their peers as per the university syllabus.
- Students also delivered their lesson in front of all students before Zonal and Inter zonal skill in teaching competitions of Panjab University, Chandigarh.

School Experience Programme:

Students are sent to different schools for practice teaching programme in two phases. First in the month of Oct - Nov and then in the month of May. During teaching practice they take up all the duties expected from a regular teacher. The students have to arrange assembly and a function in the school as per syllabus and participate in other school functions.

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

Ans. The teaching learning process is student centered. Students are encouraged to raise questions in the classrooms. For promoting student centered learning, the institution is adopted various experimental learning activities for the learner. The following projects are helping in self- Management of knowledge and skill development by the students.

Activities:-

- Community Survey
- Case study
- Computer Education
- Personality Development
- Communication and Employability
- School Experience etc.

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

Ans. Different type of techniques, approaches, methods have been adopted. These are:

- Remedial instructions.
- Different teaching methods according to the needs of the students are used like inductive deductive, illustration with example.
- Self-learning approach is followed. Students are motivated to access the library resource in free periods.
- Students prepare self-Learning material like linear programme, transparencies.

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

Ans. Nil.

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

Ans. List of Micro-Teaching skills:

- Skill of introducing the lesson.
- Skill of questioning.
- Skill of stimulus variation.
- Skill of probing questions.
- Skill of reinforcement.
- Skill of explanation.
- Skill of illustration with examples.
- Skill of black board writing.

Each student develops at least five micro teaching lesson plans from above mentioned skills according with her own interest, as per university syllabus.

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

Ans. Before actual teaching practice in schools, five macro-teaching lessons in each teaching subjects are prepared by our students and presented in class in simulation. Faculty members give demonstration lessons in their respective teaching subjects. After this, teaching practice is organized in two phase in ten schools. Ratio of student-teacher in practice teaching school is 20:1. Each student delivers two lessons per day. The lessons are supervised by teacher and remarks are also given on the lesson plan copy by teacher. At the end of the day genrral feedback is given by the teacher incharg in group daily. Students organize morning assembly in Practice Teaching school. Student also organizes a cultural function and participated in the

school functions . At the end of teaching practice, students prepare report regarding teaching practice including daily attendance, time table, school map, school staff etc.

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

Ans. After micro lessons and model lessons, students are divided into groups and sent to different schools for teaching for actual class-room experience. One teacher is deputed to supervise the students teaching. Teacher gives proper feedback to the students daily. Each school Principal also gives the feedback and suggestions regarding teaching practice.

Students organize morning assembly and atleast one activity in school like quiz competition, hand writing competition etc. This is the process of Teaching practice in a school.

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

Ans. Yes, the practice teaching sessions developed in partnership and co-operatively involving the school staff and mentor teachers.

- Time tables of teaching practice schools are prepared with the help of the school principal.
- Syllabus is taught by the students which is required by the concerned subject teacher of the school.
- School teachers and Principal supervise the lessons and give their feedback and suggestions to the students during teaching practice.
- Moreover the principal of our college visits the schools to check the performance of students. Our principal gives feedback and suggestions to the students and also give demonstration to the students in the class.

In this way the whole process of teaching practice is conducted in a congenial environment.

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

Ans. Preparation of respective teachers for managing the diverse learning needs of students in schools are done as follows:

- Student-Teachers are oriented to use different teaching methods, skills, devices. They are trained to prepare lesson plan properly and advised them to use more supportive material to satisfy the students diverse needs of the students.
- The students are also taught how to deal with the problematic students in the class by giving individual attention.
- Teacher incharge and student have an interaction with the school teachers before commencement of school experience programme to understand the needs, requirements and syllabus of the school.

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

Ans. The student teachers are encouraged to use and adopt the latest technology in the practice teaching as a teaching aid. They are encouraged to prepare presentations on projectors and computers with the help of teachers and they are provided full guidance apply to the theory of educational technology in teaching learning process.

- ICT skill development is a complete subject for all B.Ed. Students.
- Workshops on ICT skill development is organized to encourage the use of technology.
- Computerized lesson plans are prepared by college students during teaching Practice.
- Presentations are compulsory for all the 200 students with the help of the projector in our institution.

2.4 Teacher Quality

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

Ans. Yes, the practice teaching plans developed in partnership and co-operation involving the school staff and mentor teachers. Head of the institution is also consulted for the availability of duration of time and classes for teaching practice. In this process students develop the lesson plans under the guidance of mentor teachers. Innovative methods and various teaching aids preparation are explained to the students. Mentor teachers visited the school every day during teaching practice and supervise the lessons. Mentor teachers give suggestions and feedback to the students for improvements daily. (Annexure no 2.4.1 is attached regarding teaching practice)

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

Ans. The ratio of student teachers to identified practice teaching school is 20:1. Decision has been taken on the basis of availability of school timings, No. of classes provided by the schools and strength of staff members working in college and the convenience of the students.

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

Ans. Feedback to the students is given on the basis of evaluation.

- To improve practice teaching skills, different types of lessons like micro lessons, ICT based lessons and diary form lessons are properly evaluated.
- During micro lessons, proper feedback is provided by the supervisor and peers.
- Feedback is given to students during teaching practice.

- During pre-practice training, feedback is also given to the students.
- During first teaching practice in school, feedback is given to the students.
- After school hours feedback is also given to the students in groups.

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

Ans. The institution ensures that the student-teachers are updated on the policy direction and educational needs of the schools by doing following activities:

- Extension lectures are organized by inviting experts from other schools/ education department to understand the educational needs of school students.
- Training is provided to the students to use ICT in schools.
- Some topics are discussed through seminars, extempore speech etc.

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

Ans. The students and faculty keep pace with the recent developments in school subjects and teaching methodologies by:

- ICT experts from different fields invited to deliver talks and conduct workshops.
- Orientation to the students is given about the grading system, C.G.P, C.C.E, Competitive examination & examination system in the schools.

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

Ans.

- The college makes arrangement for a number of extension lectures by experts from various institutions for updating knowledge of the faculty and the student teachers.

- The institution allows the teachers to attend seminars, conferences and workshops in different institutions.
- By providing latest study material like journals, magazines, and encyclopedias in the library.
- Faculty development workshops are the regular feature of our institution.

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

Ans. Yes, the following is the mechanism of motivation and reward:-

- Every faculty member is encouraged to use the latest technologies in teaching.
- They are also motivated to use ICT in classroom while teaching.
- They are encouraged to attend orientations, seminars, workshops etc. to update their knowledge.
- Institution allows duty leave, participation fees, T.A, D.A to teachers for attending seminars and conferences.

2.5 Evaluation and Reforms

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

Ans. By conducting

- Discussions with the students.
- Through observation by the staff members and authorities.
- Easy access to the chair by the students by any mode.
- Through suggestion box.
- By established grievance cell.

2.5.2 Provide details of various assessment/evaluation processes (internal assessment, midterm assessment student learning.

Ans. The institution follows a continues comprehensive evaluation procedure to evaluate the students in different areas.

- i. Assignments related to each paper are given to students and these are evaluated by the teachers.
- ii. There is provision of practical work in each theory paper. Assessment of practical paper is made on the basis of practical file and viva-voca.
- iii. Sessional work is evaluated.
- iv. Students are assessed during teaching practice by the teachers.
- v. Community work is evaluated on the basis of student participation in community work organized by the institution.
- vi. Internal assessment is performance based.
- vii. Internal assessment is based on the performance of the students in house examinations and attendance and general behaviour of the students.
- viii. Communication and employability skill component is properly followed by our college. Students prepared a file of editorials and share life experiences in classes, wall magazine.
- ix. Assessment / Evaluation process also include attendance system, students behaviour in college, participation in co-curricular activities, houses test etc. (**Annexure no 2.5.2.** is attached regarding internal assessment)

2.5.3 How are the Assessment / Evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Ans.

- The marked answer sheets are given back to the students to provide them an opportunity to look into their performance.

- The subject teachers used to discuss the question paper in the class by high-lighting the general deficiencies of the students about each and every question's attemptation / right answers.
- Students get an opportunity to discuss with the teacher about their papers individually.
- Special tests are conducted for failure students.
- For improvements, teachers discuss all the mistakes committed in house tests and assignments in the class with students.
- Rewards are also given to the brilliant students in each and every field in the form of trophies / certificates on the Annual day / sports functions etc..

2.5.4 How is ICT used in assessment and evaluation processes?

Ans. ICT is used in assessment in the following manner.

- By keeping the records in the computers.
- Online system of sending assessment to the Panjab University, Chandigarh
- Total assessment is entered in the computers. which makes an easy and objective process of assessment.
- The final result of the college is recorded in the computer.
- Keeping all sort of records of the institution in computer.

2.6 Best Practices in teaching learning and evaluation.

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

Ans.

- After completion of the topics / unit a holistic view is provided and recapitulated in order to ensure proper understanding. All possible questions related to the topics are discussed by the concerned teachers.
- A question bank has been created in college library / subject wise / paper wise.
- Innovative techniques of teaching like seminars, projects, presentations are used.
- Institution also covers various components of syllabus like field experiences, extension lectures, workshops etc.
- ICT is the integral part of teaching learning process.
- N.S.S. camp, Blood donation camp, field survey are the regular features of our institution.

2.6.2 How does the institution reflect on the best practices in the delivery of instruction including use of technology?

Ans. The institution has reflected the best practices in the delivery of instruction by the use of following:-

- Technology is well utilized in the form of PowerPoint presentations.
- All sort of instructions are provided to the students during morning assembly.
- Tests are evaluated and marks are recorded in the computers.
- PowerPoint presentations are used by students in teaching practice, in discussion lesson and in final lesson.
- Seminars on projectors are compulsory for all the students.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Ans. To divert bend of mind towards research in education, the institution always motivates its teachers in the following manner:

- Encouraging the staff to pursue research at every level.
- Prompting teachers to take up the research at college level in the form of **action research**.
- Stimulating teachers to attend research related activities.
- College sponsors faculty members for paper presentations in seminars, reimburse the expenditure and treats them on duty leave.
- Accessibility of research related books, encyclopedias and journals.
- Motivate teachers to publish their research papers in different research journals.
- Flexibility in time-table is given for attending programmes & seminars.
- Stirring teachers to attend and present papers in different seminars and workshops from time to time.
- Internet facility is given to teachers for research purposes.

The Principal and staff has already done research work during their educational courses (**Annexure No.3.1.1** is attached regarding research work).

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

Ans. Our students do project work (Community work) in Paper-I “Philosophical and sociological basis of education” in which adequate research procedure is followed at the diminutive level with the help of their respective mentor teachers. NGO named as ASER (Annual Status of Education Report) is also associated with the college for conducting this

survey. Report has been published every year in the form of booklet named as Annual Status of Education Report (Rural) by government of India at national level. Students also do surveys relating to different social problems every year.

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

Ans. Action Research is an essential part of paper-III “Teacher Learning Process and Evaluation” of B.Ed. syllabus. The Action Research is conducted by the Student- Teacher during their school experience programme in actual class- room teaching. The various steps followed by them are:

Identification of the problem:

- Defining and delimiting the problem.
- Formulating Objectives.
- Formulating Hypotheses.
- Preparing Action Research Design.
- Data Analysis & Interpretation.

In this way each and every pupil teacher gets a practical experience of conducting an action research and writing its report.

Some of problems are:

- Problems of indiscipline in classes.
- Spelling mistakes in Languages.
- Pronunciation problems.
- Lack of interest in Math/Science/S.St. etc.
- Problems of Children with special Needs.

Annexure No. 3.1.3. is attached here with regarding the research problems taken by the student.

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

Ans. The college has organized a National Level seminar on “*Professionalization of Teacher Education*” held on 22nd, Feb 2014. A book has also been published with ISBN No.

The college has organized a State Level seminar on “ICT and Effectiveness of Teaching Process” held on 31st Jan 2007.

Delegates from various prestigious institutions shared and presented their expert views.

The college faculty is also attending and presenting papers in workshops, Seminars, conferences etc. The Record of participation in workshops, Seminars, conferences papers presented/ Papers published etc. is as follows:

Annexure 3.1.4. is enclosed regarding the details.

S.No.	Name	Seminars	Workshops	Conferences	Papers Presented	Paper Published
1	Dr.(Mrs.) Sushma Sharma	10	9	-	6	4
2	Mr. Umesh Kumar Dhiman	2	2	-	-	-
3	Dr. M.L Jaidka	15	10	2	9	5
4	Dr. Ashima	24	5	2	16	10

	Bhandari					
5	Ms. Meenu Goyal	3	8	-	2	2
6	Ms. Rashmi Rani	4	5	1	3	3
7	Ms. Smily Hans	6	5	-	5	4
8	Ms. Lakhveer Kaur	8	6	1	5	4
9	Ms. Janka Rani	5	5	-	4	4
10	Ms. Mamta	2	4	-	1	0
11	Ms. Vijay Lakshmi	7	4	1	6	1
12	Mr. Shavinder	2	2	-	2	2

3.2 Research and Publication Output

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

Ans. The institution with the help of students has developed the following material for enhancing the quality of teaching:

- Lesson Plans.
- Charts
- Flash cards
- Transparencies.
- Slides
- Question Banks
- Models (2D and 3D) / Working models.
- Power Point Presentations.
- Lesson Plan Cd's
- Preparation of teaching aids is regular feature and each student teacher prepares items like charts models and other materials during the session under the supervision of faculty. Proper training is given to the students to prepare models & Transparencies on the basis of subject content.

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

Ans. For developing instructional material the institution provides the following:

- ICT resource centre with Internet / Educational Technology Research Center(ETRC).

- Computer Instructor is available to guide students to prepare computer based instructional material.
- Printers.
- Scanners.
- Digital Camera
- Photocopier.
- Health & Physical Education Resource Centre (HPERC).
- Science & Math Resource Centre (SMRC).
- Psychology Resource Centre (PRC).
- Art and Craft Resource Centre (ACRC).
- Well-trained teachers are guiding the students to prepare teaching aids in their respective subjects.

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

Ans. Yes, in every subject CDs, Powerpoint Presentations/Slides etc. are developed by the institution. Besides teaching various topics of curriculum, these are also used during teaching practice and seminars. Moreover, Internet facilities are always available for teachers and students. Students are also encouraged to make their assignments and present the lessons by using ICT in the teaching subjects and also developed number of PowerPoint presentations in every teaching subject.

Annexure No. 3.2.3. is enclosed regarding the details.

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

a. Organised by the institution

b. Attended by the staff

c. Training provided to the staff

Ans. Training Programme organized by the institution regarding curricular activities:

- Staff and Students get training in preparing various teaching aids like charts, models, transparencies for OHP, PowerPoint presentations for LCD and interactive Board (Smart Board) globes, maps etc.
- Our institution organized Panjab University Zonal Skill in teaching and on the spot preparation of teaching aids competition in the subject of teaching of Maths, science, home Science, computer Science, Music on 6th Jan 2014.
- Moreover in every teaching subject teacher delivers one model lesson in Math, Science, History, Economics and Social sciences and five model lessons in languages. Then students are sent to their respective allotted schools with their teacher incharges.

Training for the development of co-curricular activities organized by the institution.

- **Art and Craft training:** Knitting, Phulkari, Pakhi Designing, Crochet, Dasuti, Mehandi Designing and application. The material is developed in college campus.
- **Fine arts training:** On the spot painting, still life, Collage making, Clay Modeling, poster making, Cartooning, Rangoli. The material is prepared by students under incharge of teachers.
- **Literary Training:** literary training is given to the students to enhance their interest in literature for their betterment. Training is provided for various literary activities like creative writing (Essay, story, poem) Poem recitation, songs etc. The developed creative material is published in college magazine.

Training provided to the staff

- Training provided to the students and the staff through workshop on “**Personality Development**” from Academy of learning technique, Research and training Gurgaon from last 5 Years.

- Faculty development programme related with “**ICT related instructional material and e-resources**” organized from Academy of Learning technique, Research and training, Gurgaon on 19th Jan. 2014.
- Faculty development programme related with “**Instructional Design**” organized on 12/11/2014.

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

Ans.

Dr. Sushma Sharma

- Published a research paper on the topic “**Teaching competence in relation to general and emotional intelligence**” in GHG Journal of 6th Thought research journal Vol. I(i) 2014.
- Published a research paper on the Topic “**Teaching Competence in relation to emotional intelligence, gender and Location of residence**”, International Journal of Psychometric and Education, 4391), 13-17.
- Published a research paper on the topic “**Academic Achievement in Hindi in relation to attitude towards Hindi**” in Fusion Vol. 3 (2012).
- Published a research paper on the topic of “**A comparative study of value pattern of adolescents**” in the Education New Horizon Journal Vol. v on 17th Oct, 2007.
- Published a research paper on the topic of “**Human Rights and scriptures**” in the Education New Horizon Journal Vol. V on 17th Oct, 2007.

Dr. M.L. Jaidka

- Published a research paper on the topic “***Effect of role conflict on life satisfaction of Teachers***” in a quarterly research journal, Partap College of Education, Ludhiana Vol. (i) 2014.
- Published a research paper on the topic “***Construction and standardization of achievement test in mathematics***” in a quarterly international peer reviewed with reference research journal of Education MD college of Education, Abohar Vol. II (ii) 2014.
- Published a research paper on the topic of “***A Comparative study of Teaching competence of scheduled caste and non-scheduled caste pupil teachers of Punjab***” in a journal of social success *page no. 129-144 Vol. 4-5 2011.*
- Published a research paper on the topic of “***Comparative study of Academic achievement of scheduled caste and non-scheduled caste adolescence***” in a international peer reviewed scholarly research for interdisciplinary studies quarterly Vol. I/11 *page no. 77-82 Vol.1/11in 2012.*

Dr. Ashima Bhandari

- Published a research paper on the topic “***Review of self concept social intelligence and emotional maturity as a correlate of life satisfaction***” in the International Journal of Education and Applied Research (IJEAR) Vol. I 2011.
- Published a research paper on the topic “***Need and significance of self concept social intelligence and emotional maturity as a correlate of life satisfaction***” in the International Journal of Education and Applied Research (IJEAR) Vol. I 2011.

Ms. Mamta

- Published a research paper on the topic “***Mathematical achievement of 8th Class students in relation to educational aspiration***” in the SADHBHAVNA Research Journal of Human Development Vol. II, issue IV Dec. 2012, ISSN-2249-6424.

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

Ans. Nil.

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

Ans. Nil.

3.3 Consultancy

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

Ans. Yes, the institution does provide consultancy services on the regular basis.

Guidance and counseling cell: - has been made for solving personal problems of the students following students are benefitted with the consultancy provided through guidance and counseling cell.

Kulwinder Singh (Roll No. 217; Session- 2012-2013 Case: Personal Family Problem) was given Liberty to attendance during the session.

Rajveer Singh (Roll No. 219; Session- 2012-2013; Case: Personal Family Problem (Mother Sickness)) was given Liberty to attendance during the session.

Jaspreet Singh (Roll No. 240; Session- 2012-2013 Case: Mental Stress) was advised and solved his problem.

Kusum (Roll No. 126; Session- 2012-2013 Case: Depression) was advised and solved her problem.

Karamjeet kaur (Roll No. 162; Session- 2012-2013 Case: Family Problem) was guided and given Liberty to attendance during the session.

Harveer Kaur (Roll No. 110; Session- 2013-2014 Case: Adjustment Problem) Problem was solved by making her well adjusted.

Kuldeep Singh (Roll No. 210; Session- 2013-2014 Case: Financial Problem) was given financial help to continue his course.

Jasleen Kaur (Roll No. 133; Session- 2014-2015; Case: Marriage) was given the marriage leave.

Baljinder Singh (Roll No. 205; Session- 2014-2015 Case: Personal Problem) was given guidance.

Grievances and Redressal Cell :- A cell has been established in the college to sort out the problems of the students. Principal Dr. Sushma Sharma is the head of this cell along with teachers and students. A suggestion box is hanged in the corridor so that students can put their problems or suggestions in the box and then they can be dealt accordingly. This box is opened every fortnight and the problems of the students are taken into the considerations. We have not faced any severe problem till now, as the students can easily access the principal for the solution of their problems.

Placement cell is available for the students-Teachers:

Annexure No. 3.3.1. is attached regarding the details.

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

Ans. Yes, the staff members of the institute are competent to undertake consultancy in different areas. The following types of consultancy and extension programmes are provided by the institution:

- a) Delivery Talks/extension lectures on wide variety of subjects/issues.
- b) Communication skills.
- c) Placement.

- d) Guidance and counselling.
- e) Computer and Information Technology
- f) Science education.
- g) Library Science.
- h) Art education.
- i) Psychological Testing.
- j) Sports education.
- k) Mathematical Education.
- l) Value education.

Steps followed to publicize the expertise include:

- Informing current session students.
- Informing alumni of the institution.
- Informing local schools and colleges
- Informing other stakeholders.
- Through media/college magazine and press releases.

The senior staff members and the Principal went to various institutes through DIET under Sarav Shiksha Abhiyan to provide consultancy services. They are acted as resource person over there.

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

Ans. No revenue has been generated through consultancy.

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

Ans. Nil.

3.4. Extension Activities.

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

Ans. Community has been benefited by the institution as follows:

- Sharing of human expertise.
- Sharing of material resources.
- Principal and staff members acted as resource persons to various institutions in different capacities.
- Participation of community in the institution in the observance of the importance days like: Rishi Bodh Utsav, Teacher's day, Hindi Diwas, New Punjab Day (Punjabi Diwas), Woman's Day, Gandhi Jayanti etc.
- Various social awareness rallies such as voter awareness, National unity awareness, female foeticide, Drug Abuse, Cleanliness, and Girl's Education were organized by the college from time to time. Students made and display posters and banners related with the above mentioned issues.
- The college premises is given to local administration for election, Pulse polio campaign and other social purposes like making adhaar card and voting cards etc.
- Inter school poetical recitation competition, organized every year by 'Hindi Sahaitya Sabha'.
- Students also visit to 'VISTA' (A school for physically & Mentally challenged children) and old age home, Chandpurana, to extend their services to community under the programme of community services.
- Our institution is collaborated with Lions club(Punjab), Red cross society, National foundation for communal harmony, Delhi. Thereby helping the needy people by means of eatables, money, clothes and many other commodities.

- Institution also sends money to Prime Minister Relief fund for disaster happened at different areas of india.
- Guidance and counseling and placement cell provide its services to the needy students and alumni.
- N.S.S camps are the regular features of D.M.C.E. Several camps are organized in the college campus from time to time which benefitted the local community a lot. During the camp we visited and cleaned public places like railway station, Civil Hospital, Parks, Cremation grounds etc.

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

Ans. The community benefits the institution in the form of intellectual, moral, spiritual inputs and exchange of thoughts through interactions.

- It provides us resources to do practical activities (schools for teaching practice).
- It provides knowledge about changing needs of education in present era.
- Bank facility.
- Post facility.
- Security facility (Police).
- Facility of Tele-communication.
- D.M College of Education has linkage with the various schools, universities and various teacher education institutes through social networking where principals, administrators of schools helped D.M.C.E a lot for effective implementation of community programmes like social surveys, awareness campaigns etc.
- DMCE has good association with schools of the town and 3 villages (Talwandi Bangeria, Dhale-ke and Chandpurana) of surrounding areas.

- Institution is having good linkages with ASER, Lion club and PEHAL at Jalandhar. They are maintaining networking and serving each other's interests in multiple ways.
- An extension Lecture by Mr. Ashwani Kumar (Head of First Computer Center, Moga) regarding development of Computer skills on 9th January, 2014 was organized by DMCE.
- An Extension Lecture delivered by S. Gurinder Singh Sandhu on Stress Management on Sep. 2, 2014.
- An extension lecture on Spiritual development by Swami Omkar Ananad on 15th Aug, 2014 was organized by DMCE.
- A Govt. health project named as "Beti Bachao Project" was organized in college campus to aware the society on 13th January, 2014.
- An Extension lecture delivered by S. Baldev Singh Saraknama on Punjabi language on 1st March, 2014 in college campus.
- Students of DMCE have attended Personality Development programme organized by Guru Nanak College, Moga from 26th October, 2013 To 29th October, 2013.
- An Extension lecture on Punjabi Language by Amar Sufi on 28th Nov., 2013 was organized in college campus.
- An Extension lectures by Dr. Vinay Kapoor, Prof. of Law Deptt. From GNDU, Amritsar on legal issues on 26 March, 2014.
- An Extension Lecture was given by Dr. Khushwinder on Human Resource Development on 5th Sept, 2013.
- An Extension lecture given by Dashmesh Driving School, Moga regarding Traffic Rules on 22nd, Dec, 2012 in college campus.
- An Extension lecture was given by Mr. S.K Bansal, State Secretary, N.G.O's Punjab on legal services and RTI act on 23rd Dec, 2012.
- An Extension lecture was given by Mr. Ashwani Gupta (Principal M.D.S Sen. Sec. School, Moga) & Harpreet Singh on Motivation and Language development on 26th Dec, 2011.

- An Extension Lecture on Values by Dr. Balwinder Kumar, Lecturer D.M College, Moga on 27th, Dec, 2011.
- An Extension Lecture on “Reinforcement” given by Major. Pardeep Kumar(Lecturer, Govt. Sen. Sec. School, Moga) on 28th Dec, 2011.
- An extension lecture on Common diseases of Eyes given by Dr. Rajesh Puri (S.M.O, Civil Hospital, Moga) on 29th Dec., 2011.
- An extension lecture on HIV & T.B. delivered by Dr. Arvinder singh Gill (Head T.B Center, Civil Hospital, Moga) on 30th Dec, 2011.

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

Ans. The institution is planning to organize the following activities in future:

- National service scheme camps (Seven days as well as One day).
- Awareness rallies & plantation in the society.
- Increasing awareness on health and hygiene.
- Extending social visit programmes in collaboration with different social organisation.
- Street plays by the students in slum areas on current issues and problems.
- To work with slum parents to encourage them about their children education and govt. schemes.
- Value oriented education.
- Trips and Tours.
- Literacy programme.

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

Ans.

- A community work on ‘Identification and Diagnosis of the problems prevailing in community’ has been done in the “Paper-I: Philosophical and sociological bases of education”.
- Each one - teach one by the students of every session (are submitted to the institution).
- Case studies by students of every session are submitted to the institution as it included in the paper of guidance and counseling. The subjects of the case studies are delinquents, backward, physically challenged, slow learner on the basis of psychological tests.
- Each one – Plant one by students of every session.
- Adopted old age home at Chandpurana, Moga. Students are visiting in this old age home from time to time and done various activities over there.

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

Ans.

- Every year students are going to various institutions like old age home (Chandpurana, Moga), ‘VISTA’(A school for physically & Mentally challenged students, Moga), Village Talwandi Bhangeria, Dhalle-ke, Railway stations, Kashmiri Park etc. in order to develop social and good citizenship values among themselves like co-operation, civic sense, dignity of labour.
- The curricular activities e.g teaching-learning experiences, Teaching Practice, Seminar, Workshop, Extempore speech, quiz, emphasize democratic, social and citizenship values and awareness of human rights in pupil teacher.
- The co-curricular activities e.g first aid, physical education, sports, work experience, yoga etc. prepare pupil teachers to face challenges of life. yoga camp was organized for several days in the morning in the college campus from 26-12-2011 to 31-12-2011, from 22-12-2012 to 27-12-2012 and one day Yoga Camp was organized 10-5-2014.

- Many public figures, NRIs and educationists visit the college every year. These visits provide opportunities to pupil teachers for interaction and exchange of views and sharing of their experiences in person.
- Community work report maintained by the students of every session in which students are divided in 30 to 35 groups (More than 2 maximum 6 each) and sent to various areas to conduct surveys. They are guided by the ASER, principal and staff members. Our students conducted survey on educational problems, quality of education, facilities of education, Human rights and sex ratio etc.
- Blood donation camp, voter awareness rally and N.S.S camp provide an opportunity to develop social and citizenship values.
- Religious & social festivals are organized with the help of Arya Samaj like Rishi Bodh Utsav, Krishan Janam Ashtmi and Diwali.
- Teachers and students attended all functions organized by Devi dass Charitable organization.

3.5 Collaborations

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

Ans.

- The institution is recognized with National Council for Teacher Education (NCTE).
- The institution is affiliated with Panjab University, Chandigarh and following guidelines, admission Policy, Eligibility criteria, curriculum evaluation procedure etc.
- The institution is also the member of CTE (Council of Teacher Education) , Many staff members are also the members of CTE.

- The institution has also established linkages with number of National Local NGO's like Lion's Club(MOGA), ASER – Annual status of Education Report, State Red Cross Society, National Foundation for communal Harmony Delhi, PEHAL N.G.O etc.
- We regularly subscribe the journals and newsletters of NCERT, association of Indian Universities (University News).

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

Ans. Dr. (Mrs.) Sushma Sharma Principal of this college is the life member of WCCI (World Council of Curriculum Institution).

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

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

Ans. The whole B.Ed. teaching programme is enriched through such linkages with various institutions. These linkages help us to understand the new and recent trends concerning curriculum development, training, teaching practice, remedial teaching, evaluation and students placement etc. such as:

Curriculum development: Various workshops are conducted by Panjab University, Chandigarh. regarding the curriculum development which are attended by faculty members. It

enables them to have a part of curriculum reforms. Linkages with schools enables teachers to understand the problems, requirement and expectations of schools from the teacher educators.

Teaching & Training: Student-Teacher are trained in various skills through seminars, workshops, Enrichment lectures in collaboration with various institutions which help in the improvement of quality of teaching and making Teaching Learning process interesting and affective.

Practice Teaching: During their teaching practice, student teachers get the practical knowledge and experience of the various requirements, demands and expectations of schools. Thereby enables the students to understand their requirements. For this purpose department of school education, through the D.E.O permits the trainees to undergo practice teaching in the Government/ Aided school.

Research: Linkages with schools during practice teaching help in recognizing the problems of children like in vocabulary, spelling mistakes, pronunciation, mathematical solving abilities etc. and taking up action research and suggesting them ways to improve them.

Consultancy: Experienced faculty members of other institutes and eminent educationists are often consulted which help student teachers in conceptualization of certain doubtful areas.

Extensions: Contacts with various institutions during extensions and out reach activities help in establishing good relationship with community.

Student Placement: The institution involves in the placement directly as well as indirectly. Many reputed affiliated and privately managed schools and even our teaching practice schools offer jobs to our Student-Teachers. Interaction with outside agencies/schools lead to absorption of our trainees. Beside this, there is a well placed mechanism that aims at placing students at suitable positions.

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

Ans. The pass-out students of the institution are recruited in various teaching practice schools and other schools of the city and schools situated in the sub-urban areas.

- The institution has excellent rapport with the schools where in the students are sent for their teaching practice. In addition, the institution remains in touch with other schools.
- School experience programme in reputed schools provides students with adequate exposure to get jobs of their satisfaction. Every year students are absorbed by the schools, where the students undergo for School experience programme prior to the declaration of the final result too.
- Institution also obtains feedback from practicing schools on skill in teaching programme.
- Our institution organize community work every year in which students and staff members visit the community schools like VISTA (A school for physically and mentally challenged students).
- Besides these, heads and teachers of the schools are invited in the institution and on various occasions to act as judge in various competitions held from time to time.
- Principals and experienced school teachers are appointed as external examiners and also invited to act as judges in competitions related to skill in teaching and celebration of various days etc.

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

Ans. Yes, the faculty members are actively engaged to design, monitor and evaluate practice teaching as:

- Before the commencement of school based practice teaching, the faculty and the student-teachers interact with the school personnel to check out the activities to be carried out during their stay in the school on the basis of need, relevance and requirements of practicing schools.

- At the time of practice teaching our faculty remains present in the respective schools to supervise the performance of the student teachers. Teacher educators play the vital role in giving feedback on the teaching efficiency and useful tips in classroom practice.
- The teachers of respective schools also provide feedback on their performance which helps the student-teachers for enhancing the performance.
- The faculty along with student-teachers actively participate in all the functions and extra-curricular activities during their stay in the practicing schools.
- Feedback is obtained from the heads of the schools and performance of the student-teachers is recorded and taken into consideration.

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

Ans. DMCE have very cordial relation with other institutions. The institute works in co-ordination with them for some activities. The college has collaboration with schools in respect of teaching practice.

- College also has collaboration with other colleges in terms of sending and calling faculty members to workshops, seminars, examination duties and providing expertise and delivering lectures etc and vice versa.
- Several faculty members are also invited to act as evaluators, judges in various programmes and competitions.
- College collaborates with university faculty by inviting them as resource persons in seminars etc. such interactions yield mutual benefits in the form of updating the knowledge.
- Principal and senior faculty members are representing the college in various committees like academic council, Board of Studies, Experts selection committee, Research committee, curriculum development committee etc.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the quality of research consultancy and extension activities during the last five years?

Ans. The college extends its expertise for consultancy services to educational institutions and organizations in various manners as:

Research

- Minor Research Projects are undertaken by teachers during every academic year.
- Publishing research articles in reputed journals.
- Faculty members guide the pupil teachers to conduct Action Research in school settings during teaching practice.
- Faculty members without Doctoral degrees are encouraged to do so by providing them opportunities.
- Teachers are encouraged to pursue research activities, present papers in seminars conferences and publish them.

Consultancy

- Placement Cell, Grievance Redressal Cell, Counseling Cell, Meeting with NGOs.
- Deputing faculty to act as resource persons in orientation programme for guiding student in the selection of optional subjects.

Extension

- The college holds seminars, workshops and extension lectures for professional development.
- Visit to community resources.

3.6.2 What are the significant innovations/ good practices in research, consultancy and extension activities of the institution?

Ans.

- Teachers are encouraged to participate in research activities, Present paper in Seminars/ Conferences and publish them.
- Eminent educationists are invited from time to time to address the faculty and the students about the various researches and research practices in different areas of their specializations.
- Action research conducted by student-teachers on classroom problems in the supervision of teacher educators.
- Internet facility is provided to teacher educator.

Criterion IV : Infrastructure and Learning Resources

4.1. Physical Facilities

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

Ans. Yes, D.M College of Education, Moga (Punjab) has the physical infrastructure as per NCTE Norms. The institution has been rendering a unique service to the society by imparting Teacher's Training to the students since 1953. The College is affiliated to the Panjab University, Chandigarh and is approved by the NCTE for the degree of B.Ed. The institution has the following Infrastructural facilities:-

- Principal's Office-It is spacious and well furnished.
- Administrative Office: It is Well equipped with communication facilities and sufficient storage area for official records.
- Library and Reading Room with total capacity of 60 students having Research Section, Journal Section, Book Bank Section, Reference Section etc.
- Seminar Hall with seating capacity of 225.
- Multipurpose Hall with spacious seating capacity.
- Eight Classrooms which are spacious, well-ventilated, having comfortable seating arrangements with well lightening system.
- Resource Centres: Institution has well furnished resource centres. These resource centres include: ICT cum Educational Technology Resource Centre, Psychology Resource Centre, Science/Mathematics Resource Centre, Art and Craft Resource Centre, Social Science Resource Centre, Health and Physical Resource Centre and a Language Resource Centre.

- Staff Room: Well equipped having comfortable seating arrangement with neat and clean attached washroom.
 - Store Rooms: Five rooms for various storing purposes and maintaining old official records.
 - Visitor Room: Spacious and well furnished with the facility of filtered water dispenser in hostel.
 - Canteen for male students
 - Open Stage for holding various functions.
 - Toilet Facility: Neat and clean washrooms separately for staff and students with washbasins.
 - Parking facility for four wheelers and two wheelers .
 - Open space for lawns & gardening craft etc. is there for various eco-friendly activities.
 - Guidance and Placement Cell.
 - Grievance Cell Room.
 - Girls Common Room.
 - Medical Room.
 - Women Hostel within the campus.
 - Space for Expansion: The College has 200 seats in B.Ed Course. The built up area can be increased to keep pace with growth and can accommodate more courses in-the campus.
- In previous years, lacs of rupees are invested to develop the building and other infrastructure of the institution as below:-

Items	Money Invested
Building	Rs. 1104803/-
Equipments	Rs. 3716780/-

Computers	Rs. 656430/-
Books and Journals	Rs. 639745/-

Master Plan of the institution is enclosed as **Annexure No. 4.1.1**

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

Ans. Since Institutional plan is for the improvement and development of the institution. With the help of good infrastructure facilities, the institution tries best for the proper growth of students. To keep pace with the academic growth, the institution plans and do the needful for growth and supplement the infrastructure accordingly.

- The Principal has the power for taking decisions in consultation with appropriate committee to take the necessary action.
- The management actively offer help as and when any infrastructural change is required. The infrastructural enhancement is liberally funded on need base as per the availability of the funds.
- Feedback is obtained from students and staff members in the capacity of in-charge of different committees and advisory council.
- If the augmentation is not possible in one go it is done on instalment basis. Once the feedback is obtained it is analyzed in terms of urgency, vitality and finances needed.

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

Ans The students make optimum use of all the physical and material resources that are well maintained by the college. List of Infrastructure facilities available for co-curricular activities and extra-curricular activities:

- Seminar Hall

- Multipurpose Hall
- Psychology Resource Centre.
- Science/Mathematics Resource centre
- Health and Physical Education Resource centre
- Art and Craft Resource centre
- Information Communication Technology Resource centre
- Language Resource Centre
- Social Science Resource Centre
- Guidance and Placement Cell
- N.S.S store
- Girls Common Room
- Open Stage

Games & Sports

- Badminton Court
- Kho-Kho Ground
- Volley Ball Ground
- Kabbadi Ground

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

Ans. D.M.College of Education is running B.Ed. Course only. The entire infrastructure is meant for B.Ed. Course only. But college shared its Physical Infrastructure with other institutions as below:-

- a) Teaching Practice programme.
- b) Sports Grounds.
- c) Conducting Surveys.
- d) N.S.S Camping Programmes.

- e) Conducting University examinations and other public examinations.

College infrastructure is also shared by various social organizations both govt. as well as non-govt. for different activities including examination purposes, Election purposes, Census work, Blood Donation, Pulse Polio, Adhar and Voter Cards etc.

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

Ans. To ensure the health and hygiene of the students and staff, the following facilities are available:-

- a) A canteen for males.
- b) Hostel Mess for females
- c) Visit by the doctor.
- d) Wash room facilities for Men and Women.
- e) Staff Room.
- f) Girls Common room.
- g) Neat and clean grassy lawns.
- h) Proper Cleanliness.
- i) Purified Water Facilities.
- j) Electricity and Generator arrangement.
- k) Good Furniture facilities.

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

Ans. The college has hostel facility for girls. Girl's hostel is located in the college campus, accommodates 42 students. A neat and clean environment and a comfortable place to live in

under the care of a lady hostel warden. This hostel has a Dining hall, a mess, a canteen, a visitor room, a common room and an outdoor court for Badminton. Water-purifiers have been installed with water-coolers on each floor. Geysers for winter season have also been fitted. Architecturally, the hostel has been laid out aesthetically, with plenty of open space and a lot of greenery. The rooms (dormitory-type) are equipped with fans, lights and hard furniture. The seats are allotted on shared basis.

4.2. Maintenance of Infrastructure

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

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

Ans. Budget allocation and utilization for the maintenance of the following items as below:-

Budget allocation and utilization

Building	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization
To Repairs +Maintenance	1,35,000/-	1,35,833/-	35,000/-	39,868/-	90,000/-	90,788/-	75,000/-	83,489/-	10,00,000/-	**

To Electricity	1,60,000/-	1,51,430/-	1,90,000/-	1,88,285/-	1,60,000/-	1,67,570/-	1,70,000/-	1,51,947/-	-	**
To Telephone	15,000/-	18,760/-	25,000/-	25,306/-	29,000/-	29,659/-	35,000/-	35,138/-	-	**
To Generator maintenance	20,000/-	23,590/-	22,000/-	24,720/-	65,000/-	65,464/-	50,000/-	51,825/-	-	**
Furniture	-	-	-	-	10,000/-	10,200/-	1,50,000/-	1,54,049/-	5,00,000/-	**
Equipments	500/-	1000/-	13,00,000/-	13,02,256/-	1,35,000/-	1,38,074/-	-	-	5,00,000/-	**
					28,70,000/-	28,68,080/-				
Misc. (laboratory, Transport & contingency)	1,40,000/-	1,46,573/-	70,000/-	75,309/-	1,20,000/-	1,24,079/-	5,50,000/-	5,87,195/-	8,00,000/-	**

** Utilization will be made upto 31/3/2015 against the allocation budget 2014-2015.

Budget is enclosed as **Annexure No. 4.2.1.**

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

Ans. Institutional Plan for the optimum utilization of Infrastructure:-

- ICT resource centre is freely used by student-teachers during college time. Latest information is provided by the computer teacher.
- Science/Mathematics Resource Centre is helpful for students growth.

- c) Interior decoration and gardening activities are also helpful for developing a sense of dignity of labour among students.
- d) A well equipped hall is also useful for developing personality of the students through activities like morning assembly, physical exercise, workshops, convocations, examinations and various competitions.
- e) A good library is a source of inspiration for students and staff members. The members of staff and students obtained maximum information and benefits from it. Library is open for students during college time and even during summer and winter breaks.
- f) Health and sports periods are allotted in the time table during which students use the sports ground and sports material for indoor and outdoor games.
- g) Utmost care is taken to avoid wastage and damage of the property for maintenance of available infrastructure regular white washing, cleaning the drains, cleaning of the equipments of various resource centres, technical services of computers, printers, generators, furniture, water filters etc. is done periodically.

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

Ans. Environmental issues associated with the Infrastructure:-

- a) Water Purifier facility is available.
- b) Proper arrangement of electricity.
- c) Neatness & cleanliness in the campus.
- d) Grassy Lawns.
- e) Common Room for Girls.
- f) Neat & Clean Washrooms.
- g) A healthy Environment.
- h) No Public Disturbance.
- i) No Traffic and no Dust.

4.3 Library as a Learning Resource.

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

Ans. Institution have a qualified Librarian, one restorer and one peon to support the library. Computer Facility is available in the Library.

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

Ans. The available Library resources to the staff and students are as under:-

- a. Number of Books-14000.
- b. Text Books-5432
- c. Reference Books – 1000.
- d. Number of Magazines - 16.
- e. Number of Journals-08.
- f. E-information resources-100.
- g. CDs/DVDs-Around 500.
- h. Computer-03
- i. Photocopier/Printer/Scanner-01.

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

Ans. There is a library committee:-

1. Principal (Chair Person).

2. Mr. J.S.Sandhu (Librarian-convenor).
3. Dr. M. L. Jaidka.
4. Dr. Ashima Bhandari.

(Students)

5. Pargat Singh.
6. Sukhchain Singh.
7. Diksha Arora.
8. Gurpreet Kaur.

D.M.College of Education has a Library Committee to superintend the over all functioning of the Library.The committee plans developmental activities of the library including library expansion, purchase of new books and library reforms.Library Committee also solves the problems of the Pupil Teachers related to library.

The committee meets quarterly and as and when there is additional need to discuss the suggestions and complaints that may come through the Library Suggestion Box. The committee also examines the need, proposals and requests for making new requisitions in the library. Library Committee welcomes the suggestions for betterment and requisition for making additions. Likewise the committee sees that no obsolete (discard-worthy) material occupies precious space in the library.

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

Ans. Library is partially computerized. The record of books are maintained in the computer. Library Management Software is used for this purpose.

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

Ans Yes, these facilities are available in the library. Library have three computers with internet facility and facility of printer and photocopier. Log book is available in the library regarding usage. It has no facility of reprography.

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

Ans. No INFLIBNET/ DELNET / IUC facilities are in the college library.

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

Ans. College Library is open in all working Days from 9:00 A.M to 4:00 P.M except holidays.

- a) 226 days in an academic year.
- b) 6 days a week.
- c) 7 hours a day.
- d) 42 hours a week.

The library remains closed on Sundays and National/Public holidays.

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

Ans. Information related to new arrivals in the library comes to the notice of faculty and PTs through the display in display board, announcements during morning assembly. The librarian personally informs the Principal of the College.

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

Ans. Yes, there is a book bank facility for the poor students. Books are issued to the students for the whole year.

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

Ans. Routine facilities are available to all students particularly physically challenged persons. More books are issued to those students for the session.

4.4 ICT as Learning Resource.

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

Ans. The details of ICT facilities available in the Institution are as:-

- a) A well equipped Information and Communication Technology Resource Centre.
- b) Hardware and software facilities are available in the Information Communication and Technology Resource Centre.
- c) Internet Connectivity.
- d) Audio-Visual, Other Media and materials are also available in the Information and Communication Technology Resource Centre.
- e) The faculty members make use of internet for updating current information for preparing their lessons and term-papers to be presented in seminars, conferences and workshops.
- f) The faculty members prepare slides, transparencies which are projected through OHP and also prepare slides on PowerPoint with the support of their colleagues.
- g) All students use internet facility to enrich their content for high achievement in tests.
- h) Students download required information from internet & use it for preparing lesson plans to present it in the teaching sessions.
- i) Students download information as required for preparing quiz and other competitions.

- j) Through its website and E-mail I.D., the institution maintains its contacts with other organizations and persons.

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

Ans. Yes, there is a provision in the curriculum for imparting computer skills to all students. There is a compulsory paper-V (A) in the curriculum. There is also option paper as a computer craft for those students who willing to take computer as optional craft along with ICT.

- a. B.Ed. Students are divided into four groups comprises 50 Students in each group and each group visit in the Information and Communication Technology Resource Centre for two days during a week.
- b. Computer craft students also visit Information and Communication Technology Resource Centre for two days in a week.
- c. Staff members also visit in the Information and Communication Technology Resource Centre for working on computers.
- d. Day time Information and Communication Technology Resource Centre is opened for all students during working hours.

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

Ans. There is a provision in the curriculum for imparting computer skills to all students i.e.

- a. Electronic- Mail (E-mail).
- b. Ms-Word.
- c. Ms Excel.
- d. Ms PowerPoint.
- e. Ms Access.
- f. Internet Surfing.

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

Ans. There is a facility of Projectors in each class room. For which staff members delivered lectures on PPT as per requirement.

- a. For the preparation of Lesson Plans, pupil teachers use computers.
- b. Developing Lesson Plans.
- c. Classroom Transactions.
- d. Teaching aids are prepared with the help of advance technology.

4.5 Other facilities

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

Ans. Instructional infrastructure of the institution is optimally used:-

1. Many institutions avail our library facility for getting required books and information. The students of Panjab University, Chandigarh Bachelor of Education (Correspondance classes) and B.Ed students of Indra Gandhi National Open University also avail our library facilities.
2. The teaching aids and PPTs as prepared by our students are used during teaching practice for presenting their lessons in the practising schools.
3. During B.Ed. online admission, candidates are allowed to use our computers and printers etc. to apply for the admission. For the involvement of community, we circulate pamphlets in newspapers and advertisements on cable TVs for giving information about help desk for online admission purpose.

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

Ans. We have a separate ICT Educational Technology Resource Centre under the incharge of a computer teacher, in which students are made acquainted with the latest techniques of teaching. It includes the following aids:

- OHP with screens
- LCP Projector
- Slide Projector
- Television
- DVD Player
- Educational CD's
- Programmed Learning Material.
- Educational Charts.

Students are encouraged to use these aids in their teaching practice. They are helped to know the methods of operating these aids to develop self-confidence in teaching process.

List of Audio / Visual facilities and details of Electronic Equipment is enclosed in **Annexure 4.5.2.(a) & 4.5.2.(b).**

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

Ans. We have the following Resource Centres in the institution-

1. Psychology Resource Centre(PRC).
2. Art & Craft Resource Centre (ACRC).

3. Science / Mathematics Resource Centre (SMRC).
4. Information Communication Technology Resource Centre (ICTRC).
5. Language Resource Centre(LRC).
6. Social Science Resource Centre(SSRC).
7. Health & Physical Education Resource Centre (HPERC).

Apart from these, there are some special subjects and rooms, in which charts and models and other teaching material is kept for use, as and when required.

The Resource Centres are maintained by funds available from the institute. Hired technicians maintain their concerned Resource Centres. Everything is done under the incharge ship of the committee.

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

Ans. The following facilities are available in the college campus:-

- Eight class rooms are specifically meant for arranging regular periods.
- Art & Craft Resource Centres -we have a spacious Art & craft resource centre, in which material related to art subject like drawing and painting items, clay modeling, collage making, poster preparation etc is kept.
- Health & physical Resource Centres -we have health and physical resource centre to keep sports equipments and to arrange indoor-sports competitions like Chess, Carom Board etc. We have a large campus for outdoor games. Students are taught the skills in outdoor games such as Kho-Kho, shotput, discus throw and athletics etc. in the college time. College organizes annual sports meet and participates in various competitions at zonal/inter-zonal and university level.
- Music Room-There is no separate room for music as a subject. However music instruments are kept under the custody of Teacher Incharge of Youth Festival.

- Multi-purpose Hall is available for large gatherings. Morning Assembly is held there. Being equipped with sound system, this hall is also used for various competitions and activities. Extension lectures and community based activities are also organised in the hall.
- Seminar Hall-A new hall is also developed with modern facilities for seminars, workshops, extension lectures, alumni meet etc.
- Transport facility is provided to the students in the college from outside as there is no own transport vehicles of the college.

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

Ans. All the classrooms have the facility for the using latest technologies like projectors, OHP etc. Since the teacher educators can comfortably use technology, each classroom and multi-purpose hall has its own smart boards.

4.6 Best Practices in Infrastructure and Learning Resources

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

Ans. For carrying out the best practices, the institution makes use of the available technology. The college is already using the latest technology for Teaching-Learning process. Our institution have sufficient funds to update the technological aids, As per requirements, sufficient funds are provided by the college for the betterment of the curricular and co-curricular activities.

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

Ans. D.M.College of Education believes that the use of PPT has been found to be a very effective communication tool in teaching-learning process. PPT makes the content covered to be demonstrated in a very articulate manner. It becomes very easy for the learners to understand the topic by the live demonstration.

The institute has selected the following innovative practices related to the use of ICT for enhancement in quality education:

- In library, all books are computerized.
- ICT Component is made compulsory for all the trainees.
- Trainees are encouraged to use ICT in teaching practice and other related tasks.
- Making lesson plan through IT.
- Lesson delivery through PPT.
- Preparation and use of slides.
- Preparation and use of PowerPoint presentation.
- Collecting information through Internet.
- Increasing use of projectors for classrooms and seminars/workshops.
- Sharing of experiences and information through e-mail, face book and blogs.

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

Ans. The practices in infrastructure and learning resources as adopted by the institution are as follows:-

- Library is the backbone of any educational institution. D.M.College of Education has been privileged to have Book Bank facility for the benefit of the Pupil Teachers. The library remains open for seven hours on all working days. Such a library facility is a boon to the Pupil TeacherS as well as to the faculty.

- The reading room is provided with newspapers and magazines subscribed for the PTs. There is a sports room having some of the basic sport facilities for the PTs.
- D.M.College of Education ensures availability of qualified faculty and non-teaching staff needed to achieve the stated objectives and the workload. Policies and practices encourage the faculty to be engaged in a wide range of professional and administrative activities.
- Use of OHPs and LCD projectors in class teaching.
- Maximum use of the learning resources available.
- Well equipped Resource Centre with latest technology.
- The college library is enriched regularly with latest books.
- Internet facility is available to the trainees, free of cost.

Remedial teaching is given to the backward students and special classes are arranged for the gifted students.

Criterion V: Student Support and Progression

5.1 Student Progression

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

Ans. D.M College of Education, Moga is situated in Punjab and affiliated with Panjab University, Chandigarh. This is grant-in-aid college, Assessment of students preparedness for the programme is the first step checked on the basis of eligibility to enter in course decided by the state government and affiliated university.

For the entry in the B.Ed. program students belong to general category must have degree of graduation with at least 50% marks and students related to reserve S.C / B.C must have 45% marks in their graduation / Post graduation.

A centralised counselling process is followed for state university B.Ed. course. Admission seekers apply in counseling process and a merit list is prepared by the university. Students choose their college and get admission in the college on the basis of merit as per their choice.

Five days orientation programme is organized to orient the students about the programme, i.e orientation about the syllabus of B.Ed. , teaching subjects, craft options, physical activities, practice teaching, extension services, contemporary issues etc. they get some insight into infrastructure facilities available and have personal interaction with the faculty.

For the identify the other co-curricular activities preparedness a programme named ‘Talent Search’ is organized. Name of the students according to their interest in craft, literary items, singing, dancing, acting, heritage item etc are noted down and accordingly proper training is provided.

In order to ensure that the Student teachers receive appropriate academic and professional advice through the commencement of their professional education program up to its completion, the college provides qualified and experienced faculty that remain in personal touch with Student Teachers. Student Teachers are divided into houses and each house is placed under the care of a mentor to look after their programme growth and related problems of the B.Ed. Programme.

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

Ans. The campus environment is so good as to promote, motivate, satisfy, develop and ensure performance improvement of Pupil-Teachers. The process starts from the first day of the session i.e commencement of the session. All academic and non-academics activities aims at accilimazation and minimizing difficulties of the new entrants. Keeping in view this purpose, DMCE organizes an interactive orientation programme to provide ample opportunity for knowing / understanding each other and building amicable inter-personnel relationships with the peers and the faculty. During Orientation Programme, the Student-Teachers comes to know about the course of B.Ed. including curricular and co-curricular activities. They come to realize that the college is a home away from home but a zero tolerance place for things like discrimination, indiscipline, anti-social behavior etc. The learner friendly humane environment is nourished further in the following ways.

Guidance and counseling cell: Guidance & Counselling is a permanent feature of DMCE. Proper and timely counseling remain available to all through out the year. Pupil-Teachers are

not only made to adjust but also facilitate to enjoy in the new environment of the college. The Guidance & Counselling cell is headed by the principal Dr. Sushma Sharma along with teachers..

The cell provides guidance and counseling services to the Pupil-Teachers to save them from reality shock, telling them what is expected from them, what they are supposed to do, how/when they are supposed to do and how to tackle the different situations inside/ outside the classroom.

Cultural Activities: Student-Teachers are encouraged to participate in the various cultural events and literacy events organized by the college on National days. Annual Day, N.S.S camp, anti illiteracy drive etc. as part of the training programme. Student-Teachers are motivated by giving rewards, certificates, incentives and recognition of their efforts by showering praises on them for good performance.

Various cultural and literary events organized by DMCE are:-

- Debate
- Slogan writing
- Poem Recitation.
- Drawing and Painting.
- Pot Making.
- Poster Making
- Clay Modelling
- Turban Tie
- Dance.
- Quiz.
- Rangoli.
- Extempore.

➤ Cooking competition.

Sports Events: Pupil-Teachers are encouraged to participate in sports activities/Events (indoor and outdoor).

Pupil-Teachers are encouraged to participate in the sports events organized by the Panjab University, Chandigarh & other educational institutions.

Other co-curricular activities: DMCE organize time to time awareness rallies based on social evils, Women Empowerment, Environmental issues etc.

Library Service_:- The library service are provided regularly to all the Student-Teachers. They are issued library cards and are enabled to borrow books. The book bank facility is provided to poor Student-Teachers.

ICT:- Use of ICT is a mandatory feature of teaching learning process of DMCE. The Student-Teachers are also guided to undertake a project related to training in ICT. This comprises of activities like opening an E-mail account, transferring and sharing the information, preparing lesson plans, PPT etc.

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

Ans. The drop out rate is calculated by taking into account the number of Student-Teachers who were admitted to the course and left it before the completion of the programme. The gender wise drop out rate of the Student-Teachers is shown in the table given below:

Gender	Male	Female
Year		
2009-2010	0	1

2010-2011	2	1
2011-2012	2	7
2012-2013	2	2
2013-2014	1	5

The students who dropped out in between the course due to higher studies and govt. job / Personal problems.

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

Ans. D.M College of Education, running free coaching classes for B.Ed student to appear in the T.E.T (Teacher Eligibility Test), C.T.E.T exam.

Following students have cleared TET & CTET.

Session	Number of Students
2012-13	09
2011-12	05

(List of students enclosed in **Annexure 5.1.4**)

Guidance and counseling cell has been established in college campus for providing them guidance for higher education and jobs. Students choose M.Ed., M.Sc. ,M.A as the higher education and few joined preparatory classes for appearing other competitive exams. Career counseling seminars are also conducted in the campus time to time.

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

Ans. After completion of degree students try to get teaching job. Near about 30-40% students adjusted in job and nearly 45% students go for further studies.

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

Ans. Institution is always ready to provide all infrastructural facilities which are available in college to their ex-students. Library is opened on all working days during college hours. After getting the permission from the principal, ex-students can use library facility and even they can access internet and take the advantage to use the ICT Resource Centre . No charge is taken from the students.

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

Ans. Yes, the institution provide placement services. Schools are linked with college and their faculty members. They inform about vacant seats to the placement cell. They informed them verbally or by telephonically for about the requirements. Placement cell displays the advertisements of various public, government schools and other institutions from time to time on notice board.

Placement cell detail is attached **Annexure 5.1.7 (a) & (b).**

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

Ans. The placement cell is working smoothly and efficiently. No major obstacle is coming across its way. Sometime only choice of nearby school from their residence by female Students-Teachers is not be fulfilled. Secondly few schools demand teachers for particular subject in very short span of time and in that case cell have not sufficient time to inform the students.

5.1.9. Does the institution has arrangements with practice teaching schools for placement of the student teachers?

Ans. Yes, the institution has arrangements with practice teaching schools for placement of the student teachers. College maintain face to face and telephonic communication with practice teaching schools for placement of the students teachers. Brilliant students are identified during teaching practice by the head of institution and they offer job after the completion of the course.

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

Ans. D.M.C.E provides Human resources (Teaching and Non-Teaching support) which required for the smooth functioning of the placement cell. The record of placement cell is kept in ICT resource centre and computer instructor maintains and records the data pertaining to it.

5.2 Student Support

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

Ans. D.M College of Education affiliated to Panjab University, Chandigarh. Curricular, Co-curricular extra curricular programmes are planned in the light of university calendar and social objectives of the society and local community. Starting of the session a meeting is organized by the principal for inviting ideas and suggestions from the faculty members. On the basis of suggestions and ideas institution develops its own activity calendars including the both type of activities curricular and co curricular. To evaluate the curricular activities there is provision of Class tests, House tests, examinations, assignments, practical work, seminar, competition.

For co-curricular and extra curricular activities, different types of inter house competitions related to sports, athletic, cultural programme, participation in Panjab University youth festivals are performed under the supervision of faculty and experts of the fields. Feedback from the staff members as well as students is collected to make the modifications for next session.

Annual Calendar is enclosed in **Annexure: 5.2.1**

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

Ans. Curricular planning for physically challenged is done according to the demand / need.

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

Ans. Yes, the D.M.C. E have mentoring arrangement at the different stages of the programme. Student-Teachers are divided into small groups (15-20 Students-Teachers) and these groups are allotted to mentors (Faculty). The mentors create an informal environment in which the Student-Teachers feel encouraged to discuss their needs and circumstances openly and with confidence. The mentors provide expertise to individuals in advance about their careers and enhance their education besides helping Student-Teachers to complete their sessional work successfully. The Student-Teachers need any help regarding curricular or co-curricular activities, they are accordingly provided with every help possible by the mentor. There is

provision of house period, remedial teaching in the every week for the Student -Teachers. At D.M.C.E the mentoring aims at empowering the Student-Teachers to move forward with confidence towards their goal. The women cell plays the role of a mentor for the girls Student -Teachers throughout the academic year.

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

Ans. D.M.C.E providing very encouraging and conducive work environment for faculty as well as Student -Teachers. All the members of college work as a unit. There is both upward and downward congenial communication system. Being a mentor faculty is critical to the success of our practicum programme. Mentor faculty are chosen with good ability to conduct quality teaching practices and create classroom environment that support personal, social and academic success for all students. They are enriched further by arranging discussions, talks, seminars on the themes like cultural scenarios, inclusiveness and straight away on mentoring.

To make the teaching more effective all classrooms enriched with Smart Boards with Projectors. Faculty member used audio visual aids, OHP, internet frequently.

There is provision for attending various faculty development programmes. DMCE adopt for Student-Teachers a liberal attitude permitting the faculty to attend orientation/refreshing course, symposia, conferences, workshops and seminars. University News, popular educational journals and magazines for consultation and reference are available in college library.

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

Ans. www.dmcedumoga.com is the DMCE official website. Following information are posted on the website.

Information about DMCE college profile, its location and contact details; details of the faculty and non-teaching staff. Overall information about the infrastructure facilities available at the college, the course structure and subject option, photo graphs of various activities.

The website is updated frequently as per need.

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

Ans. Yes, DMCE has remedial programme for low achievers. Low achievers are identified with the help of tests taken by subject teacher after completion of the unit. After this process special remedial classes are provided for clarifying the doubts in the content already taught. Even with the teachers in their free periods, students discuss their educational problems. To built the self confidence during teaching in schools, simulating teaching and teaching in front of all students in halls done along with the counselling services.

5.2.7 What special teaching strategies are adopted for teaching.

(a) Advanced learners and

(b) Slow learner.

Ans. During the first month of the academic session, two type of learners are identified and teaching strategies are adopted as under:

(a) Advanced Learners

The advanced learners are motivated to take part in extra-curricular activities as prescribed Subject-Teachers.

The advanced learners are made members of different committees i.e academic council, student council, games & sports committee, grievance redressal cell, science club, Social science club and different languages club (Hindi, Punjabi & English), editorial board etc.

The advanced learner are assigned extra responsibilities of a group of Student-Teachers to help them in the area of their weakness especially while doing statistical part of curriculum, making PowerPoint presentation, developing micro/macro lesson plans etc.

(b) Slow learner

Personal care and one-to-one counseling is done for the slow learners by their mentors. Slow learners are provided with extra help in their studies. Remedial classes are arranged for them if required, personal teaching is done.

5.2.8. What are the various guidance and counselling services available to the students?

Give details.

Ans. Guidance and Counselling starts from the very first day, when the Student-Teachers enter the college. Detail Services are given below.

- Guidance and Counselling concerning admission to the course.
- The selection of teaching subjects and optional / elective paper.
- The teaching practice and internal submissions.
- The matters relating personal relationship i.e on emotional & domestic issues.
- Maintenance of health of physically weak students especially anemic girls and personal hygiene sessions are organized.
- The matter related to higher education.
- Placements in schools.
- Women cell providing Guidance and Counselling throughout the year for welfare of Student-Teachers.
- Guidance is providing on cleanliness of surroundings.

5.2.9 What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

Ans. At DMCE grievance redressal mechanism adopted as below:

- Grievance and Redressal Cell consists of two senior Faculty members and four student representatives.
- Complaint/Grievance/Suggestion box is kept outside the entry of office to drop written grievances. Even oral complaints can be made to the Grievance and Redressal Cell.
- After 15 days, the Grievance and Redressal Cell opens the box and attends the complaints if any.
- If the complaint needs any broader or large scale discussion that is done by cell in the presence of Principal.
- The suggestions / Conclusions are taken and communicated.

Detail grievances received during the last two years by the Grievance Redressal Cell are given below:

2013-2014 , 2014-2015

- Lack of preparation leave before the first terminal examination.
- Supply of drinking water.
- Problem of Lavatory.

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

Ans. The progress of the candidates at different stages of programme monitored throughout the academic year. Appropriate methods are used. Detail is given below:

Informative Evaluation approach is used to assess the abilities of Student-Teachers to answer the question posed by teachers, by asking questions from the teacher, ability to present any fact with or without examples.

Diagnostic Evaluation adopted when Student-Teachers face problems during teaching learning process. These problems are solved with the help of faculty and encouraged to solve their problems using co-operative learning technique.

Summative evaluation technique is used by faculty to monitor the progress of Student-Teachers. Test of the content cum methodology subjects are taken. The better performers are encouraged to perform their best. Any one, lagging behind or under performance is given effective follow up. They are also guided by practicing how to answer the question in order to secure better marks in theory paper examination in group and individually.

Monitoring the performance of the Pupil-Teachers in the written tests and practical activities are organised. Their performance in practice teaching is likewise monitored by the teacher educator in term of remarks related to personality, linguistic, body language, pronunciation, methodology, technique, classroom management, B.B writing confidence etc.

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

Ans. The Student-Teachers undertake practice teaching exercise in following steps.

Micro Teaching:- Student-Teachers are familiarized with the concept of micro teaching, different teaching skills and techniques to be practiced like – introduction, developing lesson, questioning, demonstration, explanation, BlackBoard writing, Probing questions reinforcement, stimulus variation etc. Student-Teachers are guided how to make micro plans and transact it to the peer group. Student-Teachers have to give demonstration of lesson plan (based on different teaching skills and techniques) before the peers, the peers evaluated it on the basis of components of particular on evaluation sheet and suggest for improvements.

Lesson Planning:- Student-Teachers are familiarized with the concept, purpose and ways of developing lesson plans. They are guided how to prepare a effective and workable lesson plan for effective teaching in particular subject/ Content area. A format of lesson plan and evaluation is also provided for Student-Teachers convenience.

Model Lesson & Simulated Teaching:- The teacher educators deliver demonstration lessons through PPTs, models real objects etc to the Student-Teachers for realizing how various skills

are used in a single lesson plan. Student-Teachers are encouraged and asked to deliver their lessons in their peer groups in the presence of their subject teacher. All Student-Teachers present their lesson plans based on their major and minor teaching subject.

Follow-up Support:- After successful completion of the simulated teaching in both subjects the Student-Teachers are provided with Post lesson feedback through discussion and suggestion for improvement of teaching skill and in delivery of lesson. During teaching the teacher educator remains present to guide and evaluate the Student-Teachers.

Actual Teaching in Schools:- After simulation the Student-Teachers are ready to deliver their lesson in real classroom situation. They are assigned different schools for teaching practice. During practice teaching the evaluation is done by the Teacher incharge, Peer Student-Teachers and school teachers.

Post-Practice Teaching Follow up:- DMCE procures detailed feedback from the Teacher Practice teaching schools as well as from the faculty and Student-Teachers for taking measures for improvement of future planning.

5.3 Student Activities

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

- (i) list the current office bearers**
- (ii) Give the year of the last election**
- (iii) List Alumni Association activities of last two years**
- (iv) Give details of the top ten alumni occupying prominent position.**
- (v) Give details on the contribution of alumni to the growth and development of the institution.**

Ans. Yes, DMCE has an Alumni Association.

(i)Following is the list of the current office bearer (2014-2015)

S.No.	Name of the Office Bearer	Position
1	Dr. Mrs Satinder Dhillon	Patron
2	Dr. M. L. Jaidka	Convener
3	Dr. Indu Rehani	President
4	Dr. Parineeta Goyal	Vice-President
5	Mr. Jatin Goyal	Secretary
6	Dr. Seema Bhatia	Joint Secretary
7	Dr. Ashima Bhandari	Treasurer

(ii) Elections are held every year. But the members choose the office bearers with unanimously. It is formed each year.

(iii.) Last few years activities performed by the association are as below .

Regular meetings are conducted in College. They actively Participated in various programmes, held in college. They assured co-operation for placement.

(iv.) The top ten alumni occupying prominent positions.

S.No.	Name of the Alumni Member	Designation	Name of the institution
1	Dr. B.K. Passi	Ex-Principal, Educationist	
2	Dr Satinder Dhillon	Ex Principal	Dev Samaj College Of Education, Chandigarh
3	Ms. Satwati	Ex Secretary	Dev Samaj Managing society, Ferozpure
4	Mr Navjeet Singh	I.T Officer	Income Tex Department, Ludhiana, Punjab
5	Ms Jaspinder Narula	Singer	Punjabi & Hindi Singing

			Industry,
6	Dr Baldev Singh	D.E.O(Secondary)	Moga
7	Dr Monika Verma	Principal	Lala Hans Raj College Of Education,Moga
8	Mr.Satyaparkash Uppal	Ex-S.B.I Employee and Writer	Rajindera Estate, Moga
9	Mr Jaspal Singh	D.E.O(Primary)	Moga
10	Mr Amarjeet Singh Babri	Journalist	Moga

(v)Contributions of the Alumni to the growth and development of the college.

(i)The members of the Alumni Association actively participation in various programmes, seminars and other activities arranged by college.

(ii) The members provided many healthy suggestions and feedback for better working.

(iii) Alumni member denoted 100 chairs for infrastructural growth.

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

Ans. The extra curriculum activities are integral part of B.Ed course. For effective participation Principal and Staff members encourages the students. DMCE believes in the development of overall personality. For development of different aspects of personality various associations and clubs are formed. They organized different type of activities to encourage the students. Details is given below.

- DMCE encourage Pupil-Teachers to participate in curricular & co-curricular activities like debate quiz ,poem recitation, rangoli, painting, mehendi competition, solgan writing, wall magazine , pot painting, music ,acting and many other activities or his/her choice.

- Everyday each Student-Teacher individually or in a group has to take part in different activities of the college like convening morning assembly, reading news, thought of the day, updating bulletin board, prayer etc.
- Outdoor and indoor games facility is available in DMCE campus. The college organizes games i.e shot put, disc throw, javelin throw, 100 mts, badminton, table tennis, race, 400 mts race, long jump, carom, chess, table tennis etc DMCE also encourages students to participate at zonal & inter zonal level competitions.
- All national festivals and cultural days are celebrated in college. songs, skits, mime, dance folk songs, folk dances, speeches are the attractive part of these celebrations.
- In view of the professional needs of B.Ed course every Student-Teacher has to organize few compulsory activities in addition to participation in all the activities of the college from time to time these activities are assessed and carry marks.

Achievements of the students during last two years

1. Co curricular and extra curricular Activities.

Students participated in different activities at different colleges are performed remarkably.

List of positions is attached (**Annexure 5.3.2 (a)**).

2. Achievements of sports – (Annexure 5.3.2(b)).

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

Ans. DMCE always encourages their Pupil-Teachers for creative writing. They do the following activities

- Submission of report on school Teaching practice is mandatory for all students.

- Review of book and development of question paper with their evaluation is part of our curriculum.
 - Review of article from the news paper is compulsory .
 - C .V. writing is also the one feature of curriculum.
 - Student-Teachers write articles for college magazine
 - Survey report on different topics are written.
 - Also Student-Teachers write case study report
 - Besides, major publications material brought out by the Student-Teachers for college magazine are
- (i) Self composed poems
 - (ii) Quotations by eminent persons
 - (iii) Articles on currents issues, historical, geographical, scientific & cultural issues.

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

Ans. Yes, DMCE has a body concerned with Welfare of Student-Teachers named as ‘Student Council’.

- The Student Council is formed at the start of the academic year. The Council has specified posts, which may be changed/modified with unanimity.
- The election/Selection for different post continues to be unanimous.
- The office bearers during the current academic year are:
 - (1) President
 - (2) Vice-President
 - (3) Secretary
 - (4) Joint Secretary
 - (5) Treasurer.
- Class representatives are also the members of Student Council.

Different activities are organized by the Student Council during the session at college level the same is funded by the institution.

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

Ans. The following are some of the Committees in which student representation has been provided.

- Grievance and Redressal Cell
- Disciplinary Committee.
- Library Advisory Committee
- Editorial Board
- Hindi Sahitya Sabha.
- Punjabi Sahit Sabha
- English Association.
- Social-Science Club
- Mathematics Club.
- Science club.
- Games & Sports Committee
- Student Council
- Alumni Association

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

Ans. At the end of the academic year, the written feedback from each Student-Teacher is taken. The information which collected is duly analyzed by DMCE and all relevant

suggestions are taken into consideration while making and planning the programme for development of the College. Self prepared performs are used for this purpose.

5.4 Best Practices in Student Support and Progression

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

Ans. D.M.C.E provides modern infrastructure facilities and timely effective support to their students to complete the B.Ed. programme supporting and caring process starts from the beginning of the academic session. Some of the best practices that D.M.C.E has adopted for the Pupil-Teachers are given below:

Liberal fee payment mode :- D.M.C.E's management and administration authority ensure that no student is deprived of any facility due to financial constraints. If any financial weak Student-Teacher approaches for huge financial help, then arrangements are made by the Principal from social groups and in person. Institution allows the poor Student-Teachers to pay their fees in instalments. Half fee concession and student aid from Student aid fund is also given to financially weak student.

Scholarship :- college also provides scholarship for B.C / S.C students under the scheme named as "ASHIRWAD" .

Book bank Facility:- Book bank facility without any charge is providing to poor students.

Enrichment program:- D.M.C.E arranges remedial classes, guest lectures, group discussion, Seminars, workshops and conferences from time to time. With the objective of making Student-Teachers more aware and informative.

Smart classrooms:- All the classrooms are enriched with Smart Board and faculty delivered their lectures with PPTs to make teaching and learning effective.

ICT:- Well equipped ICT lab is established and students are free to use computer and internet.

Library services: - library is opened during working hours. Library is enriched with text books, reference books, journals, encyclopedias, magazines, newspapers, research journals etc.

Congenial environment:- The rapport between teachers and students is congenial. Both always worked as a Team.

Cooperative learning:- Student-Teachers are also encouraged to learn cooperatively in and outside of the classroom or wherever they are.

Curricular, co-curricular and extra curricular activities:- D.M.C.E encourages the Student-Teachers to participate in various activities organized by the college and other educational institutions at any level.

Grievance and Redressal Cell:- Grievance and Redressal Cell always ready to provide solutions of the problems and Grievances of the Student-Teachers.

Placement Cell: Placement cell ensures to place the students in various educational institution and other jobs which suites their interest and capability.

Guidance and Counseling Cell:- Guidance and counseling cell is an important part of institution which always provides valuable guidance to the students related to education, and Personal problems.

Criterion-6 Governance and Leadership

6.1 Institutional vision and Leadership

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

Ans.

Purpose:

- To develop leadership qualities among the pupil teachers.
- Competency and skill to meet the social and economic need of society.
- Excellence in teaching methods and strategies with ICT.
- To cultivate human and spiritual values.
- Social training.
- The growth of an enlightened personality of pupil teachers.
- To develop scientific temper and independence of mind and spirit.

Vision:

- To develop quality in teacher education.
- To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future.
- To equip the students as catalyst for the transformation of the society and nation building.
- To be recognized as one of the finest institution in the Town for its Quality, Commitment and Excellence in Education.
- To promote academic excellence by maintaining high teaching standards.

Mission:

- To make the teacher students more confident to face challenges in their day to day teaching activities and life.

- To prepare teachers professionally so that they can preserve, enrich and transmit the Indian culture & values to the next generation.
- To develop a sense of discipline among pupil teachers by introducing code of conduct, including punctuality. Dress code, uniform and approved behaviour are as per institutional norms.
- To enable the students to live in harmony with self and with others in profession.
- To provide opportunities to student teacher and faculty members to under take action research projects whole heartedly to gain new insight in teaching learning process.
- To develop skill for information-processing and life long learning to handle technological advanced equipments & media.
- To create awareness in student-teachers about the modern trends in Education.
- To play multifacet role in new millennium, it serves the society by producing productive & committed teachers.

Values:

- To develop core values like inner qualities have good character, Punctuality, co-operation and truthfulness etc.
- To build up self-esteem, self-discipline.
- To enhance the qualities of co-operation, mutual understanding and dedication.
- To provide Moral based education.
- Equality.
- To inculcate teaching ethics and respect for human values.

The purpose, vision, mission and values are made known to stakeholders through institution's website, News-Letters, media, alumni meet, academic calendar, through group discussions, meetings, by observing important days and other community welfare activities undertaken throughout the session.

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Ans. Yes, the Mission includes the institution's goals and objectives.

The institute is committed to provide excellence in Education, entailing its all goals and objectives through teaching learning process and extension activities based on needs of the society.

The Institution tries to fulfil it by :-

- Providing Vocational training.
- Inculcating values.
- Enable them to become a good citizen.
- Education institution's traditions and value orientation.
- Organizing various activities.
- Conducting Morning assembly.

It also takes into account the various demands and requirements of school sector and make meaningful efforts to prepare its pupil teacher for various challenges of this dynamic sector through various curricular activities and co-curricular activities organized by it during course work.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Ans. D.M. College managing committee (registered)has its own by laws. The members of the committee are dedicated. They have sense of devotion, zeal and commitment towards the institution. Dr. Mathra Dass an eminent eye specialist of the area, after whom the D.M. college of Education has been Named. He has set up a chain of educational institutions. The Moga city owes a gratitude to the renowned personality for his great contribution in the field

of education. Besides this college, managing committee of D.M College is running four other institutions i.e D.M. College, M.D.A.S sen. sec. School for boys, M.D.A.S model school, D.N Model school, Moga. Managing committee takes care of overall governance of the college. It is comprised of 15 members. Out of whom Nine members of which technically speaking are vested with all powers. The executives take all the policy decisions, issues required objective, need based directives etc. which are to be enforced. The executive committee is comprised of President, Vice President, Secretary, Joint Secretary, Treasurer and other members.(**Annexure 6.1.3(a)** is attached regarding management committee list)

The Management is doing the following efforts for effective transition of teaching learning process through various sub-committees nominated by top management time to time.

- To attain the goal of the Institution, committee is providing conducive environment.
- To ensure quality Teacher Education, management is recruiting intelligent, well qualified, socially responsible teacher educators.
- By recreating values in the Student-Teachers and Teacher Educators.
- By developing this College as a center of excellence in the field of Education.
- To seek co-operation from all the stakeholder.
- To inculcate spirit and sense of service of humanity among the student teachers and teacher educator.

Leadership role: - Providing physical infrastructure, water and electricity, financial support, guidance to achieve objectives of the institution in congenial environment.

- Motivating Principal & Faculty to take initiative for betterment of the institution.

Annexure No. 6.1.3(b) is attached regarding the list of committees formed at the college level.

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

Ans. While assigning the duties, aptitude, interest of the teacher is always kept in mind due to decentralized mechanism of working.

In the beginning of the session Principal assigns the workload to the staff members according to their interest, experience and capabilities. Different committees are formed. For proper & smooth working of these committees duties are assigned. While assigning them duties & responsibilities the principle of equal distribution is always kept in mind. Normally management does not interfere in the day to day working & decision of the principal. Management provides everything that is required to carry out responsibilities in time. Regular meeting are held between management & principal.

Similarly meetings of Principal with staff members is also a regular feature to ensure that the responsibilities and the decisions of the management are properly communicated to the staff. Procedure of feedback & review is also followed regularly. During meetings suggestions of staff members are accepted & decisions are always taken in democratic way. During the session all the staff members are appraised and feedback is given to them regarding their work. Staff meetings and committee meetings are organized from time to time for planning and reviewing the working of the institution. They look after all activities and resources are provided to them. However, day to day functioning of the college is looked after by the principal.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Ans. Head of the institution conveys the information to management on telephone immediately and later on in writing. Feedback obtained from different sources i.e students, Parents, teachers resource persons and guests etc. are assessed and validated through dialogues with respective persons on that basic decisions are undertaken and the same are communicated. Necessary changes & revisions are made where needed. Very healthy mechanism is adopted by the institute to inform the management about the relevant

information about its performance. Principal meets the management before commencement of the session, and discuss the policy directives on the basis of feedback and her own perception. The management issued directives and makes the required sources available for meeting the changing needs. Report of various activities and performance is conveyed to the management from time to time. All type of relevant record about functioning & administration is kept update and always available in the institution. Management also gets information through personal contacts with staff members, students, teachers, parents and members of the community about the functioning of the institution and its various extension activities.

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

Ans. No barrier has been identified till date. However, the institution follows a mechanism i.e frequent interaction between principal and management formal & informal. They always serve as catalyst.

However, for fulfillment of objectives, Vision, Mission and Goals, various committees are formed who are monitoring the progress of the various programmees. It is a regular feature of the institution. Lapses in any programme are eradicated with mutual consent of committee members. All the students are oriented through meetings.

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

Ans. During informal meetings between management and staff members, suggestions of staff members are considered. Management encourage, appreciation and support the involvement of the staff for the improvement of effectiveness of the institutional process. Management actively involves in professional growth of the faculty members by providing facilities of extension lectures by eminent personalities of nearby universities and colleges through experts, Seminars, Workshop in the college. Management also encouraged them to participate

in various seminars, conferences workshops organized by other institutions. Delegation fees, T.A, D.A are also given to the faculty members for participating in them. The staff is also encouraged to engage themselves in research oriented activities by giving duty leave .

For increasing efficiency & effectiveness of the institution, the non-teaching staff are also included in the activities.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Ans. The Head of the institution plays a dynamic role in governance and Management of the curriculum, administration, allocation and utilization of resources for the preparation of students through:-

- Monitoring & coordinating the efforts and works of the faculty members for this purpose.
- Fostering a strong work culture and a congenial environment for staff & pupil teachers.
- Providing democratic leadership for teaching and non-teaching staff and giving them proper suggestions time to time for improvement.
- Doing regular teaching to teach different subjects in the absence of staff members to establish healthy relationship with students. Adjustment are also taken by her. She is also teaching methodology paper, whenever there is no teacher due to non availability.
- Constituting various committees and assigning the work to each committee. While constituting committees, experience, interest and capacities of the teachers are always keeping in mind. There is conducive & democratic environment in the institution where every member is as important as the other.
- Providing administrative, academic leadership in association with various faculty members by properly guiding & participating in each and every activity i.e academic and non-academic.
- Evolving strategies for academic development & growth of college.

- Leadership of the head also ensures decentralized administration of academic affairs.
- Autonomy is also coupled with accountability, participation in decision making and learning process.
- The head takes care of the requirements of faculty, individual appreciation, personal care, and adjustment during their personal problems & other concerns for the staff members.
- Students teachers are also taken in to consideration by the principal & the management of the institution.
- The head of the institution is always available to student teachers & staff members for their grievance and also act as links between student teachers, faculty members, the management & university.
- Employees and students have direct and easy access to the head when required for their academic, personal requirements and redressal of grievance. She has efficient and effective internal co-ordinating & monitoring system (By delegating the responsibility to faculty members).
- The head is aware about modern managerial concepts like strategic planning, team work decision making & Total quality management.
- In this way the head of the institution provides academic leadership, acts as facilitator between the colleges & society.
- The principal is participating with the University by virtue of member of various board and committees like faculty of Education, Board of studies, Academic Council, admission Committee, Syllabus revision and selection committee as an expert .

6.2 Organizational Arrangements

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

Ans. The organizational structure and the detail of committees of the institution are as follows:-

Functioning and Composition of various committees

The functions of various committees are well defined and the members are apprised for functions. Head of the institution as a leader of the team ensures the democratic ways.

List and Functions of various committees

The following committees are working to accomplish the various task:-

- Admission Committee (For admission of the students).
- Guidance and Counseling Committee. (To guide the students and provide counseling regarding students problem.)
- Annual Calendar and time table committee.(To plan activities for the whole academic year).
- Discipline Committee (To maintain discipline in the institution).
- Examination Committee (To conduct terminal and annual examination.)
- Sports Committee (To conduct sports activities.)
- Grievance redressal Committee (To redressal the grievance of the student and stakeholders.)
- Teaching Practice Committee (To conduct teaching practice in various schools)
- Alumni cell (Various alumni meets have been conducted).
- Co curricular and Cultural academic Committee (To organize various co-curricular activities like teachers day, women's day, prepare students for youth festival etc.).
- Placement Cell (To place the students in various institutions).

- Library advisory Committee (To make plan regarding purchase of new books, formulating rules and regulation for the library)

The Committees are formulated by the Principal with the consent of the Members of the staff according to their interest.(Annexure 6.2.1 is attached regarding list of committee)

Academic

For academic management, in the beginnig of session academic calendar is prepared for the session. Annexure is enclosed here with.

Accordingly time table is prepared by time table committee seeking the consent of the teachers about their teaching papers both from general theory Part I & methodology of teaching. Decision regarding the academic management are taken with the help of particular committee with in staff meetings according to time table.

These committees ensure smooth functioning of the academic management under the guidance & supervision of conscientious principal throughout the year (Annexure enclosed here with).

Financial :The relevant committee gives request to the principal about expenditure incurred on activities for present and future. On that basis principal being head discuss the matter with joint secretary of management and request him to call meeting. During meeting decisions are taken and keep the proceedings in written form and gets signed by the members of the committee finally by the president of D.M College committee

Infrastructure: Matters concerning infrastructural requirements are taken up by management committee, library advisory committee regarding library. However, cleanliness and college beautification matters are taken up by different houses and student council.

House responsibility is to maintain the campus clean for one week and report back to the authority for taking necessary action.

Faculty & Research:- The governing body & advisory committees take care of the matters concerning faculty members. The committees identify the areas that require focuses attention

for improvement of programme, extension services to other institutions, workshops & seminars etc.

The committee also identifies research based requirements. Decisions are taken to promote research at institution level. Faculty is motivated to contribute more in research publications present papers in seminars & publication of books etc. The faculty is also suggested to develop research attitude among student teachers by guiding them to prepare projects, action research, case studies, surveys, wall magazine & articles for college magazine to continue for creative writing slogans & teaching aids in various forms.

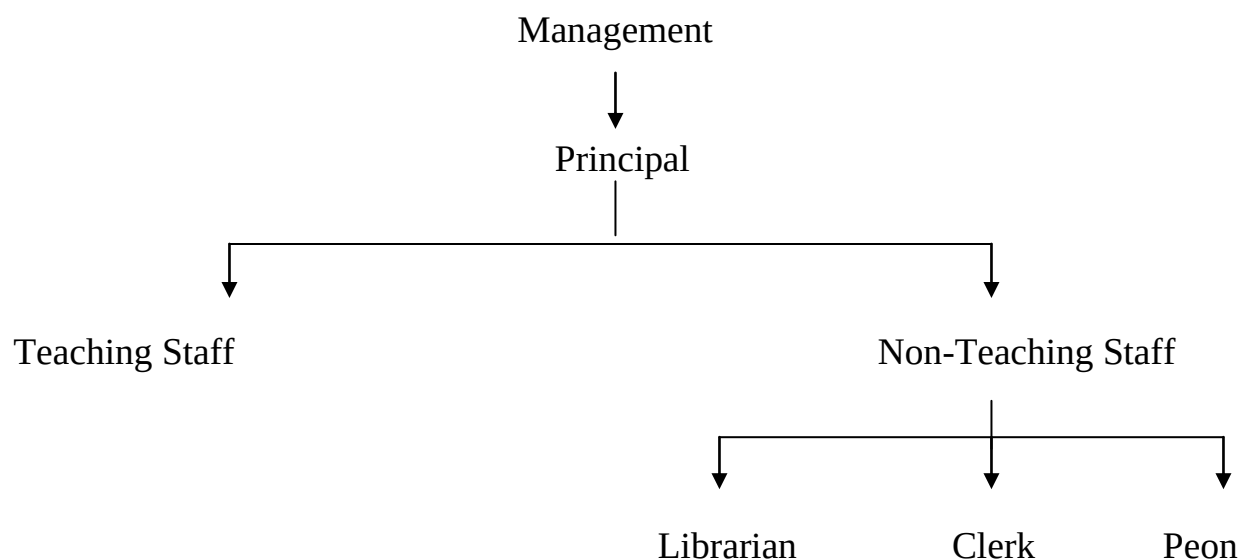
Extension & Linkages: - The relevant committee take care of extension services and establish new linkages and keep the old ones active, energetic and express opinions for effective implementation of academic calendar, cultural committee, games & sports committee study tours & trips committee, Alumni cell, guidance & placement cell, time table committee plan their respective activities and see how to utilize the sources maximally and establish more contacts to widen the network.

Examination:- The examination committee plans the schedule for continues comprehensive evaluation of students through class tests, House examinations, internal assessment for theory and practical remedial tests, golden chance tests, revision tests etc. The committees also play its important role in conducting external theory and practical exams.

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

Ans.

Organizational Structure



The institution has well defined organizational structure. There are academic and administrative bodies to carry out diverse responsibilities in the institution. The organizational structure and the details of academic and administrative bodies of the institution are as.

Our institution is run by D.M College managing committee (Regd.) which is the highest administrative body/ Governing body of our institution consists of:

1. President
2. Vice President
3. Secretary
4. Joint Secretary
5. Member of Committee (Four)
6. Principal (Ex- Officio)

Governing body exercises its powers through various committees, sub committees and major functionaries. In the academic body of the institution principal is an educational and administrative leader who takes all the decisions after consulting and discussing the matter with the members of the staff and the same are communicated to the management. (**Annexure no 6.2.2** regarding teaching staff and non teaching staff)

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

Ans. The institution has provision of decentralization of powers to accomplish the tasks. There are academic planning and management bodies to carry out the various responsibilities. The Management of College ensures the overall smooth & proper functioning of the institution in Coordination with the Principal.

The various committees are constituted for adequate educational and administrative work. All these committees are working under the supervision of teacher incharges who are directly responsible and accountable for their working in the system. Interest aptitude and potentiality are the basis for appointing the faculty members of these committees. During staff meetings every member is encouraged to participate in the proceedings and to express their views. An effective monitoring and coordinating decentralized mechanism of working is observed hereby the principal and representative of committees.

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

Ans. To collaborate with other sections & school personnel, we have effective mechanism which aims at quality of education. The institution has developed a healthy and congenial tradition to make collaborations with school personal to improve and Plan the quality of educational provisions in the following ways:

➤ At the start of every academic session, the head of different schools & colleges are invited to participate in inaugural function. The head of the schools are requested to allow our Pupil teachers for practice in their respected schools during teaching practice phases. Written request are sent to the practicing schools. At the end of the teaching practice the heads & teachers of practicing school are requested for their general feed- back about the performance of Pupil teachers

and suggestions are noted for successful organization of Teaching Practice programme and for quality improvement.

- Whenever, there are cultural & other activities the teachers of various institutions are invited to act as judge. They provide us with their valuable suggestions as how can quality be enhanced in the institution.
- Various seminars, workshops, exhibition & extension lectures are organized. At that time, eminent personalities from different sections of the society, heads and all teachers of different schools are invited to ensure the quality of educational provisions & to improve the collaboration. The institution has very cordial relationship with all its schools of teaching practice & other educational institutions of the city.
- Faculty members are also working as an aid in improving the coordination & collaboration with other organisations.
- Faculty provides extension services to other institutions.
- Sending the faculty members to participate in other campus for seminars and workshops.
- Faculty members also encouraged to visit libraries of other institutions and university and department of education. This enables to meet people and exchange views, ideas and methods.
- Visit to community centers (Red cross society, special schools, old age home etc.) in order to achieve educational objectives.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and proformance improvement? If yes give details.

Ans. Yes, the institution uses the information obtained from the feedback in decision making and performance improvement. Feedback from teachers, alumni, heads of institutions of

practicing Schools and other sources are taken into consideration. Issues of immediate attention are given due importance. Even the comments, observations and suggestions are also taken into consideration.

In the review meeting, feedback is placed before competent authorities and decision making functionaries. Correct action is taken in the existing system for bringing improvement & efficiency.

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

Ans. All the activities of the institution are planned in such a way that the faculty member's works in Co-operation, enrich their personal abilities through the sharing of Knowledge and skills.

➤ Involving Teachers in staff meetings.

Inviting the intellectual personalities and subject specialists from various universities and seeking guidance them from time to time.

6.3 strategies Development and Development

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

Ans- Yes, the institution has updated and well managed management information system (MIS) in place to select, collect, align and integrate data and information. The in-charges of different committees, houses and clubs keep every relevant record updated, accessible and proper register is maintained. There is a complete transparency in all records.

- Teacher mentors record their activities in teacher's diary too in a cumulative way. Examination in charge maintains the record of student's performance and on that basis internal assessment is prepared.
- Proper record for skill in teaching and community work is maintained.
- Activity register serve as record for various types of activities held in the institution.
- Besides all this, the evaluation of mentor teachers by self appraisal and by the pupil-teachers is also maintained in the form of a proforma which is further utilized for the purpose of improvement in planning the strategies for the coming sessions.

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

Ans. Financial Resources: The institution has well defined process of budgetary allocation for various planned activities for the session. The budget is prepared by the institution and approved by the managing committee. Besides this there is a provision of need based amount for meeting the exigencies arising out of modifications of action plans.

- To allocate financial resources, the institution has internal and external financial audit mechanism.
- Institution is always in capacity to spend extra amount of funds over and above, Though some activities are sponsored by funding agencies like Panjab University, UGC etc.

Human Resources: Institution employs human resources as expected by the regulatory and affiliating bodies. In case of augmented need due to changes in action plan, principal with the consent of management appoint persons on ad- hoc basis.

- To enhance the quality aspect of academic environment of the institution, eminent and dynamic resource persons are invited from every walk of the life. Principal of the institution is quite empowered for taking such decisions. (Annexure no 6.3.2 is attached regarding the budget)

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

Ans. To support the implementation of mission and goals academic calendar for the whole session is prepared in advance covering the activities related to teaching learning, curriculum and Co-curricular domain. To carry out these activities smoothly, the human and financial resources are planned in the form of budget which permission obtained from the Managing Committee.

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

Ans. Academic calendar of the university is kept in mind while institution develops its own academic calendar for the session . The feedback received from the practice teaching schools, faculty and administration is taken into consideration at the time of preparing academic plan. The calendar is prepared by the academic planning committee and circulated among faculty member before the beginning of session to follow strictly.

Practice teaching Schedule is prepared by teaching practice committee along with the Principals of all the practicing schools. Their consent is taken regarding the date and time accordingly the teaching practice is carried out. Principal of schools and faculty are also taken in confidence while allotting the classes and syllabus to our pupil teacher for smooth teaching.

Time Table in charge of respective school is also actively engaged in the process of preparing the time table for the pupil teachers for practice teaching.

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

Ans. The goals, objectives and missions of the institutions are properly conveyed to employees at the start of the academic session through personal interaction with the principal and management. It contributes, enormously for the attainment of those objectives.

In due course of time, the staff members have developed a strong and intimate bond with everyone related to institution. Staff members work whole heartedly for the overall growth and development of the institution.

- Entire Programme of the session is worked out in advance in the form of academic calendar.
- In the light of academic calendar, duties/responsibilities are assigned to each and every members of the faculty.
- Staff meeting is organized regularly.
- Time to time notices are circulated among the students and staff members.
- Regular meeting are held in the institution in which latest issues are discussed.
- Important information is passed onto the students and staff by displaying notices on the notice board.

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

Ans. To ensure the quality and to assist the academic standards of the institution, vision, mission and implementation to plans are monitored, evaluated and revised after every academic session. Feedback is obtained from the students, stakeholders, alumni, Principal of practicing schools. The institution has the mechanism to revise its vision and mission if required in the dynamic circumstances.

6.3.7. How does the institution plan and deploy the new technology?

Ans. The institution has well equipped Information communication technology (Computer and Educational Technology) resource centre in which computers with latest technology has been made available for the student Teacher.

- Institution has ICT resource centre having computers, OHP, LCD projectors.
- Language resource centre for enhancing communication skills of Student Teacher.
- The institution has adopted the policy of liberal funding for the technology up gradation.
- Faculty members use ICT, Power print presentation for delivering lectures.
- Students prepare their lessons on PPT for delivering lessons during teaching practice.
- All faculty members and students teachers have their email ids and they communicate exchange the study material through mails.
- The library is partially computerized and has internet facility.

6.4 Human resource Management

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

Ans. All the Faculty members fulfill the minimum eligibility criteria needed for taking the respective courses. In order to cope up in this competitive era, there is a continuous need of searching faculty development needs and career progression. Faculty development needs and career progression of staff is identified in the following way:-

- Faculty is given self appraised forms individually and the report is studied care fully by the Principal who arranges faculty development and career progression Programmes accordingly.
- Principal personally interacts with the staff members to identify career progression needs & tries to motivate them.
- The latest encyclopedias and reference books, renowned journals are subscribed for keeping the knowledge of the staff up to date in their respective subjects.
- They are also encouraged to carry out research, attend research oriented seminars & workshops, publish research papers etc. for their career progression.
- The College identifies those who do not posses degrees in research programmes or training in research methodology and further encourages them to read research books and to attend the research programmes.
- In our educational setup various innovative trends emerges from time to time. For making members well conversant, the institute encourages the faculty members to attend various seminars, workshops, conferences etc.
- Feedback from the students is taken regularly to identify the gap between, what they have already been exposed to and what are the wider curricular requirements.
- Teachers are involved in various Co curricular activities to develop their career progression needs.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Ans. The institution has the following mechanism in place for performance of assessment teaching, research and service of faculty and other staff:-

- Our College has suggestion box for volunteering suggestion on the performance of the faculty members, from the students and peers.
 - Time management is also considered to be one of the parameters to measure the performance of teachers.
 - To improve teaching the latest teaching aids & tools are provided to the faculty members.
 - Students are free to express their views or problems and give suggestions regarding teaching and learning process and services provided to the Principal. Even the principal interact with the council to find out the areas of improvements.
 - Assessment of Teaching is also done through student feedback Proforma. The students are required to give their feedback about the performance of their teacher.
 - Self appraisal proforma to be filled by the teachers themselves and is verified by the head of the institution.
 - Research performance of faculty members is assessed in terms of publication output (research papers, publications in various journals) and attending various workshops in the field of research.
 - Academic result analysis is done paper wise which gives an idea of the performance of the teaching staff in their respective subjects.
- Yes, the institution uses the evaluations to improve teachings, research and service of the faculty and other staff.

All the suggestions and feedback are analyzed and placed before the faculty and the staff. After discussion, the analysis report is implemented for the betterment of the faculty and staff.

Concerned decision making bodies and committees provide necessary resources and issue directives for its implementation.

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

Ans. The institution provides a conducive, friendly and democratic environment for the efficient team work, staff well-being, satisfaction and motivation are always ensured. Welfare measures for the staff and faculty includes:

1. The College arranges faculty development programme for their welfare.
2. Financial assistance (T.A & D.A and deligation fees) and duty leave to faculty for paper presentation & participation in seminar are given by the institution..
3. Provision of maternity leave & medical leave to Teaching & Non-Teaching staff.
4. Facilities of Contributing provident fund(CPF), Employee provident fund (EPF). LIC to teaching and non-teaching employees. At the time of personal problem college stand by them morally as well as financially.
5. Various seminars/workshops/conferences are organized for improving teaching skills and professional growth.
6. Provision for all time internet facilities to staff to assess any information.
7. Supporting staff members are given sessional uniforms, sweets and gifts on diwali.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Ans. Yes, the institution organizes workshops on communication skills, E-learning, personality development, instructional design for the staff. Lectures on personality and moral development are also organized from time to time.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Ans. The university regulate sends of the subject experts for the recruitment of the diverse faculty. Non-teaching staff are recruited through management. Salary structure and services conditions for the faculty and other staff are according to the norms of U.G.C./NCTE/Punjab govt.

The institution recruits the faculty and other staff by advertising the posts in the leading newspapers. The regular posts are filled as per the norms of Panjab University/DPI colleges of Punjab, NCTE & UGC norms and Pay scale is granted to them as per the norms of state Govt. The selection committee consists of VC nominee, DPI nominee, subject experts, the president of the governing body and the principal. The service conditions are as per the norms of the Panjab University and State Govt. / NCTE / UGC.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Ans. The Part Time / Adhoc faculty is appointed as per norms of NCTE / Panjab University. Adhoc faculty appointment procedure is regular advertisements in the leading newspapers and by the way of conducting interview and suitable candidates are selected for a particular session. The pay scale is granted to them as per the norms of Panjab University. However,

preference is given to UGC/ NET qualified candidates. Adhoc appointment are made purely on temporary basis. The salary of such faculty is consolidated as per their experience and Panjab University norms according to their specialization at post graduation level.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Ans. The institution have policies and resources that support & ensure the Professional development of the faculty. The institution always encourage all faculty members to undertake and complete higher education like M.Phil & Ph.d. Along with their teaching. They are granted study leave. The college enables its faculty to attend seminars, workshops, conferences. For this purpose T.A & D.A, delegation fee are provided to them. Institution also organized extension lectures seminars, workshops for their professional growth. The institute also provides the facilities of international & national journal, encyclopedias, reference books, text books etc. in the library. The faculty members are the members of various academic organization and they are also advised to become member of professional associations.

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

Ans. The institution has provided ample physical facilities for efficiency & comfort. All staff members are provided lockers. The office of the staff is well furnished for their comfort, attached washroom is also provided. There are also provision of various resources like:-

- Well stocked Library ,Computer and Internet facility.
- College office with all necessary amenities.

- Psychology Resource Centre.
- Guidance and Counselling Cell.
- Math & Science Resource Centre.
- Fine-arts Resource Centre.
- Physical Education Resource Centre.
- Maths Resource Centre.
- ICT Resource Centre including E.T Resource centre.
- Language resource centre.

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

Ans. The institution has a tradition of keeping personal relationships and close networking, which facilitates in the acquisition of information to faculty and stakeholders. The following mechanism is followed:

- The staff members get information through notices/circulars about various events.
- The information regarding administration is available in the administrative office for all the faculty members and stakeholders.
- The college website is available for all concerned for the basic information about the college.
- Stakeholders can get the information through the prospectus at the time of admission.
- Various stakeholders can seek any information through Right To Information even its link has been provided on the college website too.
- The stakeholders may avail the information telephonically.
- The main events are sending for publication in the Local and National newspapers for the information of the stakeholders.
- Moreover Principal is always available individually for consultation.

Mechanism for complaints

- Faculty members and stakeholders can consult the Principal to make complaints and to sort out their problems.
- Grievance and redressal cell is available in the college premises to make complaints.
- Faculty and stakeholders may send their complaints on the college e- mail also.
- Suggestion box has been fixed in the college for the purpose.

6.4.10.Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Ans. The workload policies are based on the norms mentioned by the affiliating Panjab University. Uniformity and transparency is maintained while distributing the workload among the faculty members as:

- The main events of the academic session are mentioned in the academic calendar. which provides beforehand knowledge to the faculty about the events in advance.
- Duties among teachers for various events are allocated equally and democratically.
- Time table of the college is made on the basis of the norms mentioned by the panjab University and the workload in the time table is based on the principle of equity and transparency.
- Utmost care is taken for the allocation of equal examination duties to the staff members without any biasness.
- Moreover, equal numbers of students are allotted to the faculty members during teaching practice, community service programme, tutorial groups and houses, etc.
- Workload is assigned by taking into consideration the capabilities, potentialities, interest of individual faculty member with reference to functional needs of college.

6.4.11. Does the institution have any mechanism to reward and motivate staff members?

If yes, give details.

Ans. Yes, the institution has mechanism to reward and motivate staff members.

- At the end of every successful event and celebration, Principal of the college appreciates the efforts of the staff members and it is also sent for publication in leading newspaper with photographs. The achievement is also announced in the morning assembly of the day and put on the notice board of the institution.
- The achievements of the faculty members are also read during the presentation of the annual report in the Convocation.
- There is very healthy provision of giving compensatory leave to staff members.
- Staff members are encouraged to pursue the higher studies and to participate in various academic activities to improve their professional skills in other institution.

After the completion of every successful event, all the staff members assemble in the principal office. Principal congratulate to the staff and incharges of the activities. Feedback and suggestion are taken for further improvement in near future. (A cup of tea is served by the institution as a sought of thanks and gratitude to all the staff members.)

6.5 Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Ans. Yes, the institution has financial aid from state government and UGC. The grant received in the last three year from state govt. are:

Year	Session
2011-2012	63,28,854
2012-2013	35,76,641

2013-2014	48,89,645

From UGC :

Year	Amount
2012-2013	29,70,000
2013-2014	2,50,000

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

Ans. The institution has not getting any donations. College fees and grants from the govt. are only sources of income.

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Ans. Yes, at the present operational budget of the institution is adequate enough to cover the day-to-day expenses. Till date the budget has in surplus not in deficient.(Annexure no 6.5.3 is attached regarding budget)

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit).

Ans. Grants received from state government / UGC and fee collected from students is the only budgetary resources to fulfill the missions and offer quality programme. Future planning includes further in infrastructure development as per additional requirements of the institution.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit papers, objections raised and dropped).

Ans. Yes, the accounts are audited regularly. There are various modes of auditing the institutional accounts as :

1. Pre audit is done by finance department of Govt. of Punjab every year at the time of submission of annual budget to the state government.
2. Post audit is also done by the finance department of Punjab govt. as per their convenience.
3. Internal audit is done by chartered account of the college.
4. There is no pending case or pending audit para raised or dropped by any auditing agency / team.
5. College bursar verifies the accounts.

6.5.6. Has the institution computerized its finance management systems? If yes, give details .

Ans. Yes, the institution has computerized its finance management system. Even the administrative office has computerized many of its daily working. It has providing following online facility for EPF, Income Tax, all Grants received, sending various university fees.

6. 6 Best practices in Governance and Leadership

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

Ans. Management give a free hand to the head of the institution to carry out the college activity in desired manner. As there is no interference of the management in day to day routine of the college, it creates a healthy environment for working independently and efficiently.

Regular meetings of the staff and student council are held for effective functioning of the institute. Mutual discussions take place before deciding any matter. Students are consulted in governance and leadership activities. The faculty members are encouraged by the head of the institution to work as a team for enhancing efficiency . Adequate incentives and motivation are provided to the teachers, non-teaching staff and the students for performing their duties well. Whenever any faculty member is on leave adjustment are taken by the principal, in case of deficiency of staff due to non-availability that the subject is also taken by the principal herself.

During teaching practice, principal herself used to visit the schools and in every school observe each and every lesson even gives demonstration to individual students while teaching in the class if required to improve the student's teaching . The problems raised by the students during the teaching practice in the morning sessions are discussed by the head of the institution in hall meeting. Even after, the completion of each teaching practice terms, feedback is provided by the teacher in their respective teaching subject and principal as a whole. overall there is a favorable, constructive and value oriented environment for all round development of the faculty and students as a whole.

Criterion-7: INNOVATIVE PRACTICE

7.1 (Internal Quality Assurance Cell)

7.1.1. Has the institution established internal quality Assurance cell (IQAC)? if yes, give its year of establishment, composition and major activities undertaken.

Ans. Yes, the institution has internal quality assurance cell (IQAC) for internal quality assurance system. This is for quality enhancement and to maintain high academic standards.

a) Establishment : It was established in August 12, 2013.

b) Composition/ structure: The composition is as follows:

FORMATION OF IQAC

(Internal Quality Assurance Cell)

1. Chairperson - Head of the Institution

Principal - Dr. (Mrs.) Sushma Sharma

2. A few senior Administrative Officers

1. Mr. Umesh Kumar Dhiman

2. Dr. M.L. Jaidka

3. Mr. Jagtar Singh Sandhu

3. One of the teachers as the Coordinator/Director of the IQAC.

Dr. Ashima Bhandari

4. Three to Eight Teachers

a) Ms. Meenu Goyal

b) Ms. Vijay Laxmi

c) Mr. Shavinder

5. One member from the Management

a) Mr. Yogesh Goyal

6. One/ Two Nominees from local Society, Students and Alumni

- a) Mr. Satya prakash uppal
- b) Mr. Satish sood
- c) Ms. Neetu
- d) Mrs. Seema Bhatia.
- e) Ms. Mamta sharma

7. One/two nominee from employers/ Industrialists/Stake holders.

- a) Mr. Ashwani Kumar Sharma (Mattu)
- b) Mr. Rabinder sood
- c) Mr. Rawinder Goyal
- c) Mr. Anurag Dhuria.
- d) Mr. Jagdish aggarwal

The major activities undertaken by the IQAC are as follows:-

- To record the various programmes/ activities leading to quality improvements.
- To organize workshops, seminars, discussions on quality related themes.
- Special programmes to inculcate values and patriotic feeling in the youth.
- Development of Teaching Aids, Powerpoint Presentation, CDs, ICT oriented technology through IQAC.
- New Psychological tests for psychology laboratory were purchased.
- Pots and plants are prepared for the beautification of the college campus.

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

Ans. Goals and objectives of the institution are:

- To provide skill and trained teachers.
- To foster and nurture good character.
- To keep pace with information & communication technology.
- To provide equal opportunities to all the pupil teachers.

- To create awareness among the pupil teachers about the national and international concerns, economy and the environment.
- To develop social outlook of the students.
- To make good citizens / human beings.
- To associate with the culture, traditions and rituals by organizing co-curricular activities.
- To motivate students for taking part in zonal and inter-zonal youth festival and inter college competitions.
- To impart quality and value based education.
- To develop leadership quality among the prospective teachers to give new direction to the society in different spheres to the society in different types of activities like surveys, rallies, campaigns etc.
- To promote inclusive education.
- To develop awareness and attitude towards global trends.

The mechanism used by the institution to evaluate the achievement of goals and objectives are:

- Internal and External Evaluation mechanism.
- Feedback Procedure.
- Periodic and continuous evaluation.
- Old students' opinion in Alumni Meet.
- Parents' opinion.
- Supervision of students and teachers activities.
- Calling teachers and experts during competitions-as judges.
- Class interaction and daily observation.

7.1.3. How does the institution ensure the quality of its academic programmes?

Ans. The institution ensures the quality of its academic programmes in the following manners:

- By engaging qualified staff.
 - By developing college calendar containing academic and co-curricular activities. **Annexure 7.1.3 (a)** is enclosed regarding annual calendar.
 - By using Audio Visual aids during the Micro-Macro phase of Practice Teaching.
 - By framing the time table and allocating appropriate time to each subject and activities.
 - By holding staff, Management and IQAC meetings time to time.
 - By using ICT and Internet.
 - By conducting various tests for improving the performance of students.
- By receiving feedback from the school principal seeking their suggestions for the qualitative improvement of teacher training programme. **Annexure 7.1.3 (b)** is enclosed regarding feedback.
- By organizing workshops, extension lectures, academic activities-Debate, extempore, Discussion.
 - By organizing Personality development workshop every year by Academy of learning techniques Research and training, Gurgaon to improve communication skills, CV(curriculum Vitae) writing, attending interviews etc. which is a part of communication and employability skill.

7.1.4. How does the institution ensure the quality of its administration and financial management process?

Ans. The Principal of D. M College of Education monitors the working of the administrative staff in a meticulous manner. Working of Non-teaching staff is checked and supervised.

- To ensure the quality of administration, the management arranges meetings with principal and non-teaching staff from time to time. The students' suggestion and criticism are taken into serious consideration.

- In addition to this, the principal holds meetings with the teaching and administrative staff. The purpose of these meetings is to review the tasks accomplished and do advance planning of the tasks to be undertaken.
- The administration is transparent and systematic.
- Easy access of faculty and trainees to the principal.
- Team work is ensured when any activity is organized in the institution.
- All official documents are digitalized and well documented.
- Finance is jointly maintained by accounts clerk and office superintendent.
- Cash, ledger books are maintained by the accounts clerk.
- Permission by management is taken before hand for doing expenditure. Auditing is done by internal C.A (chartered accountant) and Government.
- Budget and balance sheets are prepared by office superintendent.
- In order to meet the day to day expenditure of the institution, imprest money is allotted to the superintendent. The vouchers are prepared and transferred in cash books. All the bills are verified by the college bursar after the signature of teacher incharge of the activities and members of subcommittee. Major bills are also signed by members of management and rest of the bills by principal of the institution. After clearance, payments are done to the parties. Same process is followed throughout the year.

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

Ans. Good practices are ensured at all stages for continuously adding values to the students' personality.

- The college provides placement services to the deserving students.
- The college has also set up guidance and counselling cell to deal with day to day educational or psychological problems of students.

- Decisions are taken by principal with collaboration of staff. Staff meetings are called time to time and before meeting, agenda is circulated among staff members.
- Functions are organised under the incharge of teachers. Cooperative efforts are taken for the success of the function. After the completion of function, all staff members gather in the principal's office to appreciate and congratulate the incharge of function over a cup of tea.
- Faculty development programme, extension lectures are organized where resource persons are invited.
- A thoughtful quote is written everyday on the college notice board by students under the guidance of a House incharge.
- Subject wise Wall Magazines are displayed regularly.
- Visits to various community resources [like VISTA(A School for physically and mentally challenged), old age home chandpurane, Dhalle-Ke, village Talwandi Bhangeria, Railway Station, Kashmiri park]
- Inter school competitions and inter house competitions are held.

7.2 INCLUSIVE PRACTICE

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

Ans. The teachers are sensitized to the issue of inclusion through the following:

- By attending seminars regarding inclusion.
- Teachers also come to know about these issues from the various magazines and journals available in the library and from the media.
- Latest information regarding issues of inclusion is circulated among staff members.

Our institution follows the admission policy which ensures the inclusion of all irrespective of their caste, creed, ethnic, social and economic background etc. Our Institution provides an

open learning environment to all the students coming from all sections of society like General category SC/ BC physical disabled etc. our institutions tries to fulfill the needs of all students. Our institution sensitizes our student-teachers to issues of inclusion by the following means:-

- No discrimination on cast, creeds, category or economics status is done.
- Equal opportunities are given to all students teachers to express their views.
- Celebration of women's day.
- Equal opportunities are given to all students to participate in each and every activity.

7.2.2. What is the provision in the academic plan for students to learn about inclusion exceptionalities as well gender differences and their impact on learning?

Ans. Institution offers following provisions in academic plan in this respect:

In B.Ed syllabi, they have topics on these issues. There is a provision of subject 'Education of children with special Needs.' Students opt this paper every year. They learn about exceptional children, their characteristics and education to be provided to different types of exceptional like learning disabled, mentally retarded children, speech impaired and orthopedically handicapped children.

- There is also a chapter of 'Education of children with special needs' in subject 'The learner nature and development' which includes gifted, backward and delinquent children. All the B.Ed students study this chapter in this paper and learn about them and their educational provisions.
- Last year a seminar on topic i.e. Inclusive Education was attended by principal and faculty members at LLRM college of Education, Dhudi-Ke.
- Case studies are prepared by students in paper Guidance and counselling on different types of children like gifted children, backward children or slow learners and delinquent children. They prepare a report regarding collection of academic data, home conditions and physical health of child and provide guidance accordingly.

Other than these activities the academic plan of the institution includes various co-curricular activities through which values related to gender equality are inculcated among them. The institution is co-educational. Hence equal opportunities of participation of both genders are provided in various activities conducted according to academic plan.

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

Ans. D.M. college of education strives to promote education based on values, social justice, social responsibilities and good citizenship amongst Pupil-Teachers. The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self motivation among Pupil Teachers:

- Teaching practice provides opportunity to trainees for interaction with school community. During this period, teacher trainees come in contact with students of all social strata.
- During teaching practice, every Pupil Teacher has to deliver lessons and take part in all the activities going on in the school i.e. morning assembly, attendance record and co curricular activities.
- Blood donation camp is organized in collaboration with 'Pehal', Civil Hospital Moga and DMC Ludhiana through 'Lions club.' All stakeholders and public are allowed to donate the blood. It fosters positive social interaction as well as welfare of society.
- Survey is conducted by ASER (Annual Status of Education Report) to improve the quality of primary education from last ten years. All college students go to villages to collect data from schools and homes whose annual report is published by the Central Government.
- Participation in inter college/ inter house competitions inculcates healthy competitive spirit amongst Pupil Teachers of different social stratum.

- Teaching Practice provides opportunity to trainees for interaction with school community. During this period teacher trainees come in contact with students of all social stratus.
- Assignments, projects, group discussions, quiz and computer assisted learning foster the motivation among students.
- Educational tour, exhibition of models made by students broaden the social horizon of pupil teacher.
- 7 days N.S.S camp is organized in rural and urban areas of Moga district to foster social interaction. Students along with teachers and Principal visits different public places according to various objective of the campus. Apart from this, Rallies for creating awareness among masses about social problems are organised.
- Experts are invited from society to talk on different issues and students are encouraged to ask questions to remove their doubts.
- Visit to different schools during teaching practice also enhance social interaction.
- The institution honours the student teachers for their meritorious positions in sports, academic and co-curricular activities. In this way they get self motivation.
- This institution is associated with Lions club (Punjab), Pehal, Red Cross society, National foundation for communal harmony that helps the needy.

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

Ans. The children from diverse backgrounds and exceptionalities face several problems of adjustment in classroom so they need special care and education for their proper adjustment and maximum utilization of their abilities. The institution takes special care to train PTs to tackle these children coming from diverse background and exceptionalities during teaching practice as:

- It is ensured that the pupil teachers tackle the normal students and students of exceptionalities simultaneously but also fulfill the requirements of exceptional children

by giving special attention to them. They are getting theoretical knowledge about these children in theory papers.

- A keen observation is done by the student teachers by the way of home assignments and extra curricular activities etc. So as to ensure that there might not be any student left who need special attention in this regard.
- The institution also conducts special visit to the institution that are meant for exceptional children like VISTA (A school for physically and mentally challenged).
- All organized activities have a hidden agenda to develop qualities like empathy, co-operation, tolerance and altruism which widens the mental horizon of teacher trainees and hence they learn to work with children from diverse background. For this:
 - Yoga exercise is done.
 - N.S.S - in-group irrespective of any discrimination.
 - Celebration of days.
- Regular Hawan on Thursday is organized in which purohit of Arya samaj recites Bhajan highlighting different values. Similarly Discourse of saints and dignitaries from other Arya institution from time to time also enhance proficiency to work together
- Institution also ensures that student teachers develop proficiency through group living (hostel facility), project works, trips and making them to learn to respect individuality.
- Individual attention is provided as well as giving facilities to physically handicapped children by managing/arranging classes on ground floor.
- Identified on the basis of House examination, Principal and faculty members give special attention to slow learners. They are taking remedial classes, special counseling is done by principal. Principal devote special time to make clear their doubts and give questions to solve in light of annual examination. For slow writers, they are advised to do dictations at home. Questions are given to students and advised them to do within 30 min. special tests are arranged. Assignments are given as well.

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

Ans. Normally one or two physically challenged Pupil-Teachers take admission in each academic session. The following provisions fulfill the special demands of these types of students:

- Proper seating arrangement for the students with special needs.
- During teaching practice, schools are allotted as per their convenience.
- Teachers mentally prepare their peer students to provide them help.
- There are extra classes for slow learners and adequate guidance is provided by principal.
- The college extends special help to handicapped and poor pupil teachers by providing winter clothes like sweaters.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Ans.

- There is provision of grievance cell in the institution whose incharge take care of various problems. However severe cases are solved by principal of the institution.
- There is women cell to solve the problems of women. Any girl can place her problem-personal, family related to course before the women cell.
- Institution has provided a girls' common room. For creating awareness among girls, cell organizes different activities like women day, competition among students like slogan writing, women education.

International women day is celebrated every year on 8th march. The position of today's women in present scenario, her professional growth, laws, rights, duties, discrimination, role and various other aspects in woman's life are discussed by experts.

- Lady P.C.S officer was invited to deliver lecture during N.S.S camp.
- Seminar was organized by CMO (Chief Medical official) on 'Beti Bchao Programme' students prepared and displayed posters and declamation contest was organized where

1st 2nd and 3rd positions were honoured. CMO, civil hospital Moga gives awareness about medical problem.

- Suggestion box by Punjab Police is available in the institution. Apart from that suggestion box of college is also available.

7.3 Stakeholder Relationships

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

Ans. The information on organizational performance is provided to all the stakeholders i.e. students, principal, teacher-mentors, members of managing committee, alumni member and community members via the medium of print and electronic media viz. college magazines, newspapers, prospectus, notices, circular in the institution, telecasts, alumni meet and the website of the institution. The institution believes in strengthening the partnership between stakeholders for the growth and success of the organization. Following ways are adopted in this regard:

- Regular meetings are arranged by it with the various stakeholders.
- Various programmes are organized by it from time to time like debates, seminars, workshops, discussions, conferences, extension lectures, etc. in which different stakeholders are involved.
- Information is also imparted through e-mails.
- The university result is put on the notice board and every student is also informed individually. The management and its members are duly informed about the output of students in academic and non academic activities.

- The website of the college is updated from time to time and latest developments in the institution are added in it which is accessible to everyone. College website serves as an important source to access the information on organizational performance.
- An active feedback is a mechanism of the institution. Students, alumni and employees give feedback on various academic programmes. Their feedback is valued and is incorporated in all the future programmes of the institution.
- Planning for the development of the institution including implementation and evaluation of the academic programs is discussed in the meeting of managing committee.
- Meetings of the principal and staff for discussing the decisions taken by the Management committee.
- College website serves as an important source to access the information on organizational performance.
- Parental interaction with staff and head of the institution and management.
D.M. College of Education maintains year-wise Internal Assessment Record (Curricular and co-curricular both) of Pupil Teachers. **Annexure 7.3.1(a)** is enclosed regarding assessment.
- Local as well as state newspapers and magazines also serve as a source of information to be accessed by the stakeholders.
- College magazine ‘The Light’ is published every year.
Annexure 7.3.1(b) is enclosed regarding college magazine

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement.

Ans.

- Various activities are organized under the guidance of the principal with the underlying objectives of maintaining and enhancing the quality of various activities at academic and administrative level.
- The institution shares successes in the form of news coverage in various regional and local newspapers to encourage and felicitate winners of different activities.
- Student-teachers are also reinforced from the information obtained on success. Failures are also guided accordingly to improve their performance.
- Comparing the college results with the university results.
- Successful acts and effects of the Pupil Teachers are appreciated and rewarded.
- Trophies and merit certificates are given to meritorious Pupil-Teachers for the success of their efforts in curricular and co-curricular activities.

7.3.3 What are the feedback mechanism in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program, quality? How does the institution use the information for quality improvement?

Ans.

- Feedback Performas are filled in by the students about teachers at the end of academic session.
- The students of B.Ed. are also divided into houses. The respective house incharges also seeks the suggestions of the students on existing curriculum and about its implementation.
- Face to face discussions are also done and views are taken from students when they return after visiting school experience programmes and community work.
- They also express their grievances to the grievance and redressal cell.
- Comparing the college results with the university results.
- We discuss all our activities in the staff meetings and meetings with student council and try to implement the suggestions given by student teachers.

From professional community

- Feedback is taken from the Principals of schools in which teacher trainees go for their School Experience Programme. The genuine suggestions given by them are incorporated.

From Alumni

During the alumni meet, feedback is taken from them regarding changes that can be incorporated keeping in view the professional needs of school teachers.

Other Stakeholders

- Parents' feedback also helps to improve and use innovative methods.
Visitors' feedback is also considered.

Sushma Shrivastava
Principal
12/11/14
D.M. College of Education
Moga



D. 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.

Place: *Moga*

Date: *17/11/14*

Sushma Sharma
17/11/14
Signature of the Head of the institution
with seal: Principal
D.M. College of Education
Moga

Section C: Appendices

1. Sample Questionnaires for feedback from Students
2. Sample formats for Teacher appraisal Reports
3. Value Framework for Assessment of Higher Education Institution and Suggested Parameters
4. Documents to be annexed with the Self-appraisal Report
5. Data Sheet to record the “Best Practice”
6. Glossary
7. Abbreviations

Appendix 1: Sample Questionnaires for Feedback from Students

A Sample suggestive questionnaire to obtain feedback from students is given in this Appendix. As the sample questionnaires are framed for institutions catering to liberal Arts and Science streams it is advised that the TEI's evolve suitable questionnaires as for the programme requirements. The data/information collected through such questionnaire, analysed and appropriately used is expected to form an important input for quality enhancement of the institution.

Sample Questionnaires for Feedback from Students

Affiliated / Constituent Colleges

Questionnaire No. 1

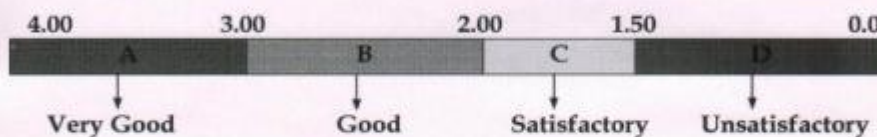
D.M. College of Education, Moga

Programme:

Department:

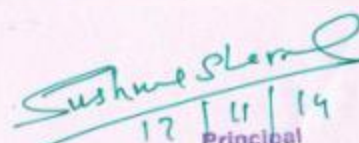
Semester/Term/Year:

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		✓		


 17/11/19
 Principal
 D.M. College of Education
 Moga

Questionnaire No. 1

Source - NAAC

D.M. College of Education, Moga

Feedback from students

Items	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
A	60.27%	45.20%	64.38%	60.27%	50.58%	58.90%	61.64%	61.64%
B	46.57%	57.53%	36.98%	32.87%	50.68%	39.72%	41.09%	36.98%
C	0.00%	4.10%	5.47%	13.69%	5.47%	8.21%	4.1%	8.21%
D	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

A-Very Good, B- Good, C- Satisfactory, D- Unsatisfactory

Total No. of Participants = 73

Item wise Analysis : 1-8

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Questionnaire No. 2

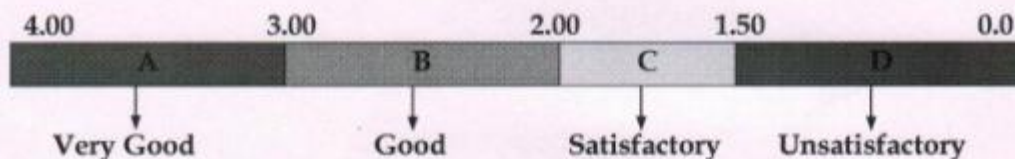
D.M. College of Education, Moga

Student Feedback on Teachers

Department : Education

Semester/Term/Year : 2013-14

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher: Mrs. Meenu

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		✓		


 12/11/14
 Principal
 D.M. College of Education
 Moga

Questionnaire No. 2
Source - NAAC
D.M. College of Education, Moga
Student Feedback on Teachers

Sr. no	1	2	3	4	5	6	7	8	9	10
A	88.88 %	74.07%	75.92%	79.62%	64.81%	74.07%	68.51%	70.37%	70.37%	81.48%
B	14.81 %	27.77%	25.92%	20.37%	33.33%	22.22%	29.62%	20.37%	29.62%	18.51%
C	0.00%	1.851%	1.851%	1.851%	3.70%	1.851%	3.70%	7.407%	1.851%	1.851%
D	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

A- Very Good, B- Good, C- Satisfactory, D- Unsatisfactory

Item wise analysis 1-10
Total Items = 54

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Questionnaire No. 3

D.M. College of Education, Moga

Students' overall Evaluation of the programme and Teaching

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

Department : Education

Course : B.Ed

Teacher : —

Year : one

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.

D.M College of Education gives us lot of opportunities during B.Ed. Teachers always motivated us to take part in activities. Our Teachers inculcated moral values among us. However, use of ICT should be increased. Time duration should be increased so that proper time can be given to Teaching Practice. Curriculum should be appropriate according to present

Scenario.

Sushma Sharma
12/11/14
Principal
D.M. College of Education
Moga

Questionnaire No. 3
Source – NAAC
D. M. College of Education, Moga.

Student's overall Evaluation of the programme and Teaching

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	65.7 5 %	15.0 6%	34.2 4%	15.0 6%	19.1 7%	71.2 3%	24.6 5%	64.3 8%	65.7 5%	58.9 %	71.2 3%	54. 79 %	71.2 3%	72. 6%	41. 09 %	60.2 7%	90.4 1%	10.9 5%
B	2.73 %	49.3 1%	58.9 %	60.2 7%	69.8 6%	27.3 9%	69.8 6%	32.8 7%	15.0 6%	39.7 2%	30.1 3%	39. 72 %	30.1 4%	10. 95 %	56. 16 %	28.7 6%	5.47 %	0.00 %
C	30.1 3%	0.00 %	5.47 %	27.3 9%	4.1% %	5.47 %	0.00 %	1.36 %	0.00 %	1.36 %	0.00 %	5.4 7%	4.1 %	12. 32 %	1.3 6%	10.9 5%	1.36 %	0.00 %
D	0.00 %	31.5 %	0.00 %	0.00 %	0.00 %	0.00 %	2.73 %	1.36 %	20.5 4%	0.00 %	0.00 %	5.4 7%	1.36 %	5.4 7%	5.4 7%	0.00 %	0.00 %	0.00 %

Total No. of Participants = 73
Item wise Analysis 1-18

Sushme Sharma
 12/11/14
 Principal
 D.M. College of Education
 Moga

Appendix- 2: Sample formats for Teacher appraisal Report (Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

i) General Information

- a) Name : *Dr. M.L. JAIDKA*
- b) Address (Residential) : *H.No.- 1194*
2-Vedant Nagar
Moga Ph. No. : *01636-230474*
9888116845
- c) Designation : *Associate Professor*
- d) Department : *EDUCATION (B.Ed)*
- e) Date of Birth : *March 12, 1962*
- f) Area of Specialization : *Teacher Education, Tgt of Maths + School Management*

A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	<i>PSEB Mohali</i>	<i>Eng, Phy, Ch, Sc, Math, Hist, Drawing</i>	<i>March 1978</i>	<i>2nd</i>
Higher Secondary or Pre-degree	<i>P.U. CHD</i>	<i>Eng, Math, Phy, Eco</i>	<i>Ap 1980</i>	<i>2nd</i>
Bachelor's Degree (s)	<i>BA P.U. CHD</i> <i>B-Ed P.U. CHD</i>	<i>Eng, Math, Sci</i> <i>Phil, Psy, Trig, Math, Music</i>	<i>Ap 1983</i> <i>Ap 1984</i>	<i>2nd</i> <i>2nd</i>
Master's Degree (s)	<i>M.Sc P.U. CHD</i> <i>M-Ed P.U. CHD</i>	<i>M.Sc (Maths)</i> <i>Education</i>	<i>1986</i> <i>Ap 1987</i>	<i>2nd</i> <i>1st</i>
Research Degree (s)	<i>Ph.D (Edu.) P.U. CHD</i>	<i>EDUCATION</i>	<i>OCT 1995</i>	<i>Degree Awarded</i>
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. (EDUCATION)	A comparative study of job satisfaction among SC & non-SC TEs in relation to their adjustment & attitude towards TEs	P. U. CHD
Post-Doctoral	—	—
Publications (give a list separately)	Annexure - I	Attached
Research Guidance (give names of students guided successfully) Ph.D. (Edu)	1 Dr. Gurmit Singh 2 Dr. Rajni Bala 3 Dr. Mohika Selhi 4 Dr. Ritu 5 Dr. Shriya Sharma 6 Dr. Viplove Passi	P. U. CHD P. U. CHD P. U. CHD P. U. CHD P. U. CHD P. U. CHD
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 Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Seminars Conferences Workshops	Annexure - II	attached

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed.) (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	P. U. CHANDIGARH (D.M. College of Edu, Moga)	Sept 1987 as temporary 8 Nov 1988 regular, till date
v) P.G. (M.A./ M.Sc., etc.)	—	—
vi) M.Phil	—	—
vii) Any other IGNOU	Indira Gandhi National Open Univ. N. Delhi.	Programme Incharge Since 2006

Total Teaching Experience :

27 yrs (1 yrs Temporary + 26 yrs Regular)

a) Under-graduate (Pass) :

B.Ed

b) Under-graduate (Hons):

—

c) Post-graduate :

—

viii) Innovations/Contributions in Teaching

- Design of Curriculum — Attended workshops related with design of curriculum and its reforms (P.U. B.Ed curriculum)
- Teaching methods — Latest methods of Tps adopted as Analytic, Lab, project and Problem solving method.
- Laboratory experiments — Power point presentation of Maths, preparation of Tps aid material.
- Evaluation methods — Class Tests, observation, Snap tests, House tests, Class discussion, Lesson presentation etc.,
- Preparation of resource material — Preparation of Question papers, Maths Including books, reading materials, Brok, notes, Tps aids etc.
- Remedial Teaching / Student Counseling (academic) — Remedial coaching classes for slow learners & preparation of T.E.T.
- Any Other — * Evaluator of M.Ed dissertations for IGNOU

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.
 * Campaign organised for Environment protection, AIDS awareness, work for peace, work for flood & drought relief etc.
- ii) National Literacy Mission
 * Worked on NLM during NSS programmes.
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity
 * To act as a Incharge of Tours & Trips, Youth welfare activities and act as a NSS Incharge.

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
 * 27 yrs devoted for teaching in B.Ed course and Incharge of Time-Table, Student Teaching practice, Bursar, Incharge Youth festival, Maintenance (Building+repairing) Incharge etc.,
- b) Co-curricular Activities
 * To act as over all Incharge of P.U. Zonal and Inter-Zonal level festivals & Incharge of Skill-In-Ts competitions.
- c) Enrichment of Campus Life (Hostels, sports, games, cultural activities)
 * Hostel maintenance Incharge, and to act as Volleyball team Incharge, football team, Organised various cultural activities like Lohri festival & other important days.
- d) Students Welfare and Discipline
 * Member of Students welfare Committee & Discipline Committee.
- e) Membership/Participation in Bodies/Committees on Education and National Development
 * Worked as member of faculty related member of P.U.
 * At present member of B.O.S. in Education (Punjab University)
- f) Professional Organization of Teachers.
 * Member of C.T.E.

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

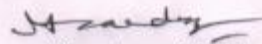
- * Distt Co-ordinator
Rajiv Gandhi Study Circle
- * Incharge, IGNOU for B.Ed course

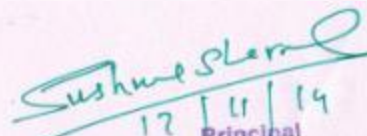
(b) Editorship of Journals

— nil —

F. Any other information

- * Acted as a
Member of NCERT Text book on
Maths Review Committee


(Signature of the Teacher)
8/11/2014


12/11/14
Principal
D.M. College of Education
Moga

Format- 2

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

A. General Information

- a) Name *Dr. M. L. JAIDKA*
- b) Date of Birth *March 12, 1962*
- c) Address (Residential) *H.No. - 1194* Ph.No. *01636-230474*
7- Vedant Nagar (M) *9888116845*
Moga
- d) Designation *Associate Professor*
- e) Department *Education*
- f) Area of Specialization *Teacher Education*
- g) Date of Appointment
- (i) in the institution → *7 Sept 1987 as temporary &*
8 Nov 1988 as regular
- (ii) in the present post *Associate professor (01-01-2006)*
- h) Honors Conferred *Ph. D. (Education)*

B. Teaching**(a) Classes Taught**

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

Manual for Self-appraisal of Teacher Education Institutions

i) U.G. <i>B.Ed.</i> (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)	<i>LT/P</i> <i>18/6 = 24p</i> <i>Weekly</i>	<i>LT/P</i> <i>(180/229)</i> <i>687/229</i> <i>= 916 Periods</i> <i>annually</i>	<i>Extra classes,</i> <i>Remedial classes</i> <i>& other work</i> <i>of the college</i> <i>regarding Teaching</i> <i>& other work</i> <i>And delivered</i> <i>extension lectures</i> <i>in various institutions</i> <i>&</i> <i>also act as a</i> <i>resource person in</i> <i>a number of institutions</i>
ii) PG (M.A./M.Sc.etc.)	—	—	
iii) M.Phil	—	—	
iv) Any other	—	—	

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

- b) Regularity and Punctuality : *Always follow rules & regularity & punctuality & show accountability*
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students * *yes always plan regarding teaching prepare synopses of lectures, notes provided to students.*
- d) Details of participation in the following:
- (i) University Education * *P.U. Research Committee participation*
 - (ii) Internal Evaluation * *Yes, Curricular as well as Co-curricular*
 - (iii) Paper Setting * *P.U. CHD Paper better for B.Ed - 4 yrs integrated course & internal paper better for B.Ed.*
 - (iv) Assessment of Home assignments * *Home assignments of students checked & evaluated as per P.U. B.Ed course guidelines.*
 - (v) Conduct of Examinations * *Act as a Centre Superintendent, deputy Supdt & supervisor & member of flying squads as per duty chart.*
 - (vi) Evaluation of Dissertation etc. * *M.Ed (IGRIS)*

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

- a) Design of curriculum * Being the member of board of studies in Education, everything regarding curriculum is discussed and at present syllabus is divided into 2 semester courses.
 - b) Teaching methods * New methods of Teaching regularly used.
 - c) Laboratory experiments * Preparation of Teaching aids like charts, models 2D & 3D, PPT preparation etc.
 - d) Evaluation methods * House tests, Assignments, Snap tests, Micro tests, Macro tests, observation, tests projects, participation in various activities.
 - e) Preparation of resource material including books, reading materials, laboratory manuals etc. * Notes, PPT, Test aids.
 - f) Remedial Teaching / Student Counseling (academic) * Remedial Teaching for slow learners
 - g) Any other * TET preparation
* Enrichment programme for gifted students.
— Programme Incharge of IGNOU.
- 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.

Annexure - III

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.	Education	3	1

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

Annexure - I

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
—	—	—

d) Details of Seminars, Conferences, Symposia organized

Attended } ⇒ Seminars = 15 (in one seminar act as a Resource Person)
 ⇒ Conferences = 2
 ⇒ Workshops = 6
 Organised = Two Seminars

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

— nil —

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

• Member of Board of Studies in Education

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. ** Campaign organised for environment protection, work for peace, work for flood & drought relief, & worked in NLM during NSS camps.*
 - 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. *⇒ To act as a Incharge of Trips + Trips, youth welfare activities and act as a NSS Incharge.*

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution *✓ 27 yrs devoted for tgs in B.Ed. course and Incharge of Time-Table, student teaching practice, Bursar, Incharge Y. Festival, maintenance Incharge of Building etc.*
- b) Co-curricular activities *To act as Incharge (overall) of P.U. Zonal & Inter Zonal level festivals. And Incharge of Skill-In-Ts Competitions*
- c) Enrichment of campus life (hostels, sports, games, cultural activities) ** Hostel maintenance Incharge To act as Incharge of volleyball, football, organised various cultural activities like Lohri festival & other important days*
- d) Students welfare and Discipline ** Member of Students Welfare Committee & Discipline Committee.*
- e) Membership/Participation in Bodies/Committees on Education and National Development ** Worked as P.U. Faculty member*
- f) Professional Organizations of Teachers ** Apparent member of B.O.S. in Education. * Member of C.T.E.*

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught ** Group discussion, interviews, general appearance, Tests, participation in activities etc.*

I. General Data

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

- (a) achievements — satisfactory
(b) difficulties faced — nil
(c) Suggestions for improvement — More time to be devoted other than college work for enhancing achievements
- (Signature of the Teacher)
8/11/14

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 ✓

Ashwini
8/11/14.
(Signature of the Person authorized*)

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

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Value framework for assessment of higher education institutions and suggested parameter

1) Value/Goals : contributions to National Development

a) More access with equity.

- D.M. College of education orients Pupil-Teachers towards national, social and global issues through various activities like debates, survey, skits etc. to generate the feeling of equality.
- The admission process is clear and transparent according to the Govt. / NCTE & university norms and conditions.
- D.M. college of Education fosters the democratic values through academic and non academic programmes.

b) Developmental thrust in identification of research areas and academic programmes.

- The institute promotes research activities among Pupil-Teachers by organizing workshop, extension lecture and action research followed on assigning project on current problems of classroom teaching and project on case study of childrens with special needs.
- Organization of seminars/conferences/workshop extension lectures is a regular features of D.M. college of Education to inculcate an aptitude for research work among faculty.
- The management of D.M. college of Education motivates faculty to undertake various research projects and participate in seminars/conferences/workshop and rewards for better work.

C) Community engagement

- D.M. college of education conducts various outreach programmes like awareness rallies, environment campaign ,rally on female foeticide, RTI, education of girl child, HIV etc to seek Pupil-Teachers interaction with the community and other social issues and problem among the society.

- D.M. college of Education organized a Blood Donation Camp so as to contribute towards a social cause.
- D.M. College of Education undertakes programmes like N.S.S. camp one day and seven days, guide camp in order to equip the Pupil-Teachers with a spirit of social and national service.

2) Fostering global competencies among students.

a) Development of generic skills.

D.M. College of Education conducted various workshops from time to time for grooming the overall personality of pupil teachers through workshops on:-

- Communication skills.
- Inclusive education.
- Personality development programme.
- Career and personal counselling.

b) Development of application skills

- D.M. college of Education undertakes such programmes that develop the specific skills in pupil teachers so that they emerge as an ideal teacher. This includes microteaching, Simulated teaching, practice teaching, seminars, workshops, debates, quiz, different project/assignments, power point presentations etc. Besides this, the institution conducts such programmes like awareness rallies, plantation of trees.

c) Development of life skills

- To inculcate life skill among Pupil-Teachers. D.M. college of Education organizes number of activities like conducting morning assembly, Pupil-Teachers Thought for the day, News reading, National anthem, Gayatri mantra, Bhajan, Ved Mantra, Shanti Path.
- While conducting these activities emphasis is given on co-operative learning. Blood donation camp, environment conservation and yoga activities are done to provide training in various life skills.

3) Inculcating value system in students.

a) Value integration in academic programmes.

- Sensitization toward the inclusive education for children with special needs by giving the project on case study.
- Encouraging Pupil-Teachers to opt environment & value education as an optional subject so as to generate a concern towards environment conservation and value orientation.

b) Value integration in management practices

- Appereciation/ Awards to faculty or non teaching staff for their excellence in their fields.
- Providing incentives/facilities to all these who contribute in research work and participate in Seminars, Workshop, conferences & other activities related to curriculum.
- Distribution of workload according to the potential / ability of the faculty.
- Loan facility is available for welfare of staff (Teaching/Non Teaching).

c) Value inculcation through co-curricular and extra activities.

Morning assembly is conducted to foster punctuality and spiritual mobilization. It includes Morning prayer, thought for the day and news update, Dress code uniform, Hawans, ved mantars, play, bhajan shabad, Inculcation of moral, professional and social values through various programmes like:

- 1) Co-operative learning.
- 2) Community/outreach programmes.
- 3) NSS camp.
- 4) Surveys.
- 5) Craft Work.

4. Promoting the use of technology

a) For enrichment of learning

- The institute provides a rich source of information through well equipped libraries , CD's , e book, internet facilities , newspapers, updated magazines, journals etc.

- Facility of participation in curricular & co-curricular activities in other institution is also provided.
- Use of technology by faculty in classroom teaching-learning process and by Pupil-Teachers during pre practice and simulation is a regular features of DMCE.
- ICT is frequently used during seminars, conference and workshops. The Pupil-Teachers and faculty prepare macro & micro lesson plans, presentations through power point, transparencies etc.

b) For increasing the access on-line programme

- Every student has own personal E-mail id.
- D.M. College of Education is providing internet facility for accesing various online programme.
- Provision of downloading the information from internet related to subject matter,methodologies and techniques.

c) For System Management

- The detailed internal evaluation record is also maintained with the use of technology.
- All the office records, information of faculty / PT are maintained in the form of database.
- Training is provided regarding time table preparation, daily attendance and for maintaining records.

5 Quest for excellence.

A. Development of benchmarks for excellence.

- DMCE provides a platform to PTs as well as to faculty to present their best in all the field/ activities(intra / inter college) and prepare them for smart classes.

- It gives remarkable activities related to educational development, Evaluation & Development of B.Ed curriculum for quality Education and organisation of games, debate competitions etc.

B. Best practices applications:

1. Reflective teaching
2. SEP (School Experience Programme)
3. Community involvement

C. Institutionalization of continuous improvement System.

- Multi purpose evaluation system is practiced to update and keep pace with the growth and excellence.
- Quest for excellence is satisfied by providing vast exposure and opportunities to the PTs through various curricular and extra curricular activities such as seminars, workshops, powerpoint, presentation, debates, quizzes , project exhibitions, social surveys etc.

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Documents to be annexed with the Self-appraisal Report

The SAR should be accompanied by the supporting documents for the statements made. The following list gives the details of some of the important documents to be sent to the NAAC along with the SAR. These will help NAAC and the peer team in its pre-visit preparation.

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)
2. Institutional academic calendar and timetable.
3. A copy of the syllabus.
4. Master plan of the institution
5. Sample of student feedback on curriculum and faculty, if any
6. Audited income-expenditure statement for the previous financial year
7. A copy of the latest recognition order issued by NCTE
8. University results for previous academic year
9. Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools

Besides these, any other records (supporting documents) necessary to make an objective study, such as minutes of meetings, excerpts of administrative records, etc., may have to be made available as and when they are called for during peer team visit. You may be required to arrange for Photocopies of some of them on request of the peer team.

TEACHER EDUCATION SCENARIO IN PUNJAB

A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)

Punjab is a state which is located in the north of the India and has an area of 50,362 km². The state is bordered by the Indian states of Himachal Pradesh to the east, Haryana to the south and southeast and Rajasthan to the southwest as well as the Pakistani province of Punjab to the west. It is also bounded to the north by the Indian state of Jammu and Kashmir. The state capital is located in Chandigarh, which is a Union Territory and also the capital of the neighbouring state of Haryana.

To match the pace of economic development in the region, the state lays high emphasis on spreading technical and specialized education. With a well-developed educational system in place, Punjab is served by several colleges and universities for higher education. Mainly three types of teacher education institutions exist in Punjab:

- (a) Government
- (b) Govt. aided and
- (c) Self-financed and privately managed.

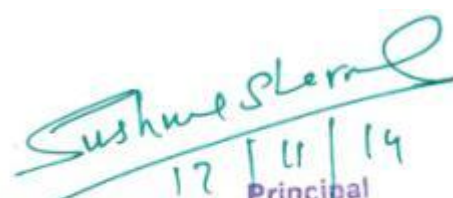
The colleges/departments of education have to abide by the Policies, Rules and Regulations issued by the State, Affiliating University and the ones laid down by the NCTE. A new college can be started with the permission of the Government of Punjab. The Government imposes the condition of adhering to the rules of the State and other authorities for establishing a college. It regulates quality of teaching, budgetary provisions for research and other related activities, availability of infrastructure and monitors compliance from time to time.

The other regulatory body is the affiliating University that enforces compliance to the provisions of the Act and other provisions. Our college is affiliated to Panjab University, Chandigarh. It regulates admissions, curriculum, examination, selection of staff, ensures transparency and faculty development. It regulates appointment of adequate qualified staff, student related amenities and facilities and maintenance of prescribed infrastructure and augmentation of required learning resources. It demands status and progress report and conducts inspection on its own volition. Affiliation is conditional upon strict adherence to all the mandated conditions.

The third is the NCTE that regulates whole of infrastructure, physical and human. It specifies the conditions for building, labs, library, workshops, games and sports facilities and amenities. Before granting approval for starting and running the course, it also augment the conditions for appointing well-qualified faculty and other staff in the required strength.

The conditions governing human and physical resources as laid down by the NCTE for establishing a college is similar to those of the state and the affiliating University which two bodies maintain, watch with consistency, and ensure adherence to the comprehensive regulations almost on regular basis.

The state government decides the fee structure of various colleges and revise it from time to time. The state / central universities follow UGC norms in the selection of teachers. The B.Ed. colleges being run recruit teachers as per the NCTE , affiliating university and government norms.


17/11/14
Principal
D.M. College of Education
Moga

University Academic Calendar 2014-2015

1.2.3.

PANJAB UNIVERSITY, CHANDIGARH

From	To
The Deputy Registrar (Colleges), Panjab University, Chandigarh.	1. The Principals of all the Colleges of Education/ Physical Education affiliated to P.U., Chandigarh 2. S.O. to Vice-Chancellor, P.U., Chandigarh 3. P.A. to Dean of University Instruction, P.U. 4. P.A. to Registrar, P.U. 5. P.A. to Dean Student Welfare, P.U. 6. P.A. to Dean, College Development Council, P.U. 7. P.A. to Controller of Exams, P.U. 8. All the Heads of the Branches of the Administrative Block, P.U. 9. O.S. (Enquiry)

No. Misc./A-6/54166-54266 Dated: 11/9/2014

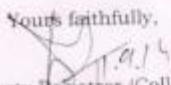
Subject: Academic Calendar for the Session 2014-2015.

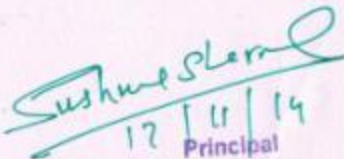
Sir/Madam,

The Vice Chancellor has approved the Academic Calendar for B.Ed/ B.Ed
Yoga/B.P.Ed. Courses being run in the Colleges of Education/Physical Education
(Semester System) affiliated to Panjab University as per Appendix-A and M.Ed.
(General) course being run in the Colleges of Education affiliated to Panjab
University (Except Last date of Admission which will be notified later on) as per
Appendix-B on behalf of the Syndicate vide Paragraph 13 of the minutes of its
meeting held on 26-04-2014 for the session 2014-15.

This is for your information and necessary action.

Encl: As above

Yours faithfully,

Deputy Registrar (Colleges)


17/11/14
Principal
D.M. College of Education
Moga

1.2.3

**Academic Calendar (2014-15) semester system B.Ed/ B.Ed yoga/B.P.Ed.
Courses being run in the Colleges of Education/Physical Education affiliated
to Panjab University, Chandigarh**

College reopen on	: 17.07.2014
Academic Term	: 28.07.2014 to 31.05.2015
Autumn Break merged with winter break	: 28.12.2014 to 13.01.2015

Admission Schedule:

Normal Admission	: Upto last Counseling (upto 30.08.2014)
Late Admission allowed by the college Principal	: 7 days after last counselling 08.09.2014
Late Admission allowed by the Vice-Chancellor	: 15 days after last counseling (upto 23.09.2014)

Semester I

Teaching to start on	: 28.07.2014
Teaching Practice (Phase I)	: November 2014
House test/Class test	: October 2014
Practical Examination	: 05.12.2014 to 07.12.2014
Theory Examination	: 09.12.2014 to 27.12.2014

Semester II

Teaching to start on	: 14.01.2015
House test/Class test	: March 2015
Teaching Practice (Phase II)	: April 2015
Practical Examination	: 25.05.2015 to 27.05.2015
Theory Examination	: 01.06.2015 to 16.06.2015 (16 days)
Summer Vacation	: 01.06.2015 to 16.07.2015
Total working days	: (Sem.I=116days+Sem.II=110 days)=226 days

Sushant Sharma
17/11/14
Principal
D.M. College of Education
Moga

Annexure 5.2.1. & 7.1.3(a)

D.M. College of Education, Moga

Annual Calendar

Session 2014-2015

S.No.	Activity	Date
1	Orientation Programme	28/7/2014 – 6/8/2014
2	Hawan Yajana	7/8/2014
3	Orientation to students regarding Grievance Cell	9/8/2014
4	Celebration of Independence Day	14/8/2014
5	Inter House Badminton Tournament on National Sports day	29/8/2014
6	Wall Magazine	1/9/2014
7	Extension Lecture on Stress Management by Dr. Gurinder Singh Sandhu	2/9/2014
8	Teacher's Day	4/9/2014
9	Inter House Competition on Extempore Speech	10/9/2014
10	Hindi Diwaas	13/9/2014
11	First Monthly Test	15/9/2014 To 18/9/2014
12	Talent Search	19/9/2014
13	Inter House Mehandi Competition	22/9/2014
14	Inter House Creative writing competition	23/9/2014
15	Inter house Art Competition	24/9/2014
16	Inter House Competition on Gandhi Jayanti	1/10/2014
17	Stage Rehearsal	4/10/2014
18	P.U Zonal Youth Festival at Bhutta College of Education	7/10/2014 – 10/10/2014
19	Blood Donation Camp	14/10/2014
20	Personality Development workshop by Alert Knowledge services	15/10/2014
21	Survey by ASER	16/10/2014
22	Demonstration Lesson	17/10/2014
23	First Teaching Practice	20/10/2014

24	Inter House competitions cooking for girls, poster making, turban tie for boys	31/10/2014
25	Punjabi Diwas (Inter House Poem Recitation competition)	3/11/2014
26	Inter Zonal Youth festival at D.A.V College, Chandigarh	28/10/2014 – 31/10/2014
27	Celebrate National Unity Day	4/11/2014
28	Inter House Kho Kho Competition	5/11/2014
29	Celebrate of Birthday of shri Guru Nanak Dev ji	7/11/2014
30	Extension lecture on Awareness on Consumer Right by Siddheshwar Sharma	7/11/2014
31	Alumni Meet	8/11/2014
32	Inter House slogan writing competition	12/11/2014
33	One Day N.S.S	23/11/2014
34	Awareness Rally (Anti Drug etc.)	23/11/2014
35	Second Monthly Test	25/11/2014-30/11/2014
36	Celebration of Human Rights Day	10/12/2014
37	Final Theory paper	10/12/2014
38	Seven Days NSS Camp	7/1/2015-14/1/2015
39	Community Involvement activity	9/1/2015-13/1/2015
40	Lohri Celebration	15/1/2015
41	Inter house Preparation of Teaching Aid	19/1/2015
42	Inter house Black Board writing competition	20/1/2015
43	Seminar	23/1/2015
44	Discussion Lessons	27/01/2015
45	Extension Lecture	30/1/2015
46	Annual Athletic Meet	6/2/2015
47	Skill in Teaching Panjab University competition(Zonal and inter zonal)	7/2/2015-25/2/2015
48	Extension Lecture	9/2/2015
49	Inter house Painting	11/2/2015

	competition	
50	Women's Day	9/3/2015
51	Celebration of Dayanand Day	12/3/2015
52	Convocation	20/3/2015
53	Placement Cell (Jobs Fair)	27/3/2015
54	Educational Tour	28/3/2015
55	Extension Lecture	3/4/2015
56	Inter house quiz competition	5/4/2015
57	Extension Lecture	29/4/2015
58	Extension Lecture	4/5/2015
59	Final Teaching Practice	7/5/2015
60	Annual Function cum Prize distribution and farewell	25/5/2015
61	Final Theory Paper	1/6/2015

Sushma Sharma
12/11/14
Principal
D.M. College of Education
Moga

D.M COLLEGE OF EDUCATION, MOGA

Time Table **Session 2014-2015**

Period & Time	Section-A(1-50)	Section-B(51-110)	Section-C(111-Onwards)	Section-D(201-Onwards)
P.T.------(9:00-9:10) AM -----(1-6)-----MORNING ASSEMBLY----(9:10-9:30)				
Ist (9:30- 10:10) AM	Paper-I (1-3) (5-6) Janka	Paper-I (1-3) Mamta (5-6) Shavinder	Paper-III (1-3) (5-6) Rashmi	Paper-III (1-3) (5-6) Ashima
------(4) Thursday-----HAVAN (Moral Education)-----				
II nd (10:10- 10:50) AM	Paper-II (1-3) V.L. (4-6) M.G	(1-2) Sukhjit (HSP) Paper-IV-A (3-6) M.L.J	Paper-II (1-3) Lakhveer (4-6) V.L	Paper-V(A) (1-4) Priyank Paper I (5-6) Shavinder
III rd (10:50- 11:30) AM	Paper-III (1-6) Ashima	Paper-V(A) (1-4) Priyank Paper III (5-6) Rashmi	Paper-IV-A (1-4) Smily (5-6) Sukhjit (HSP)	Paper-II (1-6) M.G
-----Short Break 11:30 to 11:40-----				
IV th (11:40- 12:20)	(1-2) CES Smily Paper-V(A) (3-6) Priyank	Paper-II (1-6) Lakhveer	Paper-I (1-6) Mamta	Paper-IV-A (1-4) M.L.J (5-6) Sukhjit (HSP)
V th (12:20-1:00)	Paper -IV(A) (1-4) Smily	Paper-III (1-4) Rashmi	Paper V-A (1-4) Priyank	Paper-I (1-3) Janka 4 Sahvinder
5 Group - I (Micro Teaching) Eng, Maths (G-II), Hindi, Punjabi (G-I,II,III) 6 Group - II (Micro Teaching) Maths (G-I), Science, S.St.(G-I,II), History, Economics				
-----1:00 to 1:20 pm RECESS-----				

VI th (1:20-2:00) pm	<u>Teaching (1-6)</u> Maths (G-II) -----M.L.J English -----Ashima Hindi -----V.L. Punjabi (G-I) ----- J.S.S Punjabi (G-II) -----Rashmi Punjabi (G-III) -----Janka				
VII th (2:00 – 2:40) pm	<u>Teaching (1-6)</u> Maths (G-I) ----- Mamta Science ----- Principal S.St (G-I) -----M.G S.St (G-II) -----Lakhveer History ----- Shavinder Economics -----Smily				
VIII th (2:40-3:20) pm	<u>Microteaching (1-3)</u> Maths (G-II) -----M.L.J English -----Ashima Hindi ----- V.L. Punjabi (G-I) ----- J.S.S Punjabi (G-II) -----Rashmi Punjabi (G-III) -----Janka				
	<u>Microteaching (4-6)</u> Maths (G-I) -----Mamta Science ----- Principal S.St (G-I)-----M.G S.st (G-II) -----Lakhveer History ----- Shavinder Economics -----Smily				
IX (3:20-4:00) pm	<u>COMPONENT IV-A (1-2)</u>				
	Gardening -----Janka(Girls)/Shavinder (Boys) Computer Craft ----- Priyank Art & Painting ----- U.K.D Interior Decoration ----- M.G				
	-----House Meeting (3) -----				
	Section A Paper-I (4) Janka (5-6) HSP Sukhjeet	Section B Paper-I (4) Shavinder (5-6) CES 5 Rashmi 6 Ashima	Section C Paper-III (4) Rashmi (5-6) CES Janka	Section D Paper III (4) Ashi (5-6) CES Smily	

UKD=Umesh Kumar Dhiman MLJ= Mohan Lal Jaidka J.S.S= Jagtar Singh Sindhu, M.G.= Meenu Goyal,
V.L.= Vijay Laxmi

Sushant Sharma
17/11/14
Principal
D.M. College of Education
Moga

Annexure 1.4.1

1

PANJAB UNIVERSITY, CHANDIGARH -160014 (INDIA)
(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)
FACULTY OF EDUCATION
SYLLABI
FOR
BACHELOR OF EDUCATION (B.Ed.) (Semester System)
REGULAR COURSE
(1st & 2nd Semester)
EXAMINATIONS, 2014-2015
AND
BACHELOR OF EDUCATION (B.Ed.) (Semester System)
TWO YEAR COURSE
(Through Correspondence)
(I to IV Semesters)
EXAMINATIONS, 2014-2015

--: 0 :--

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2

PANJAB UNIVERSITY, CHANDIGARH
Scheme outlines of tests, syllabi and courses of Reading for Bachelor of Education (B.Ed.) General
(Two Semesters) Examination, December 2014 and May 2015

Note:- Use of all brands of non-programmable calculators having signs of addition, subtraction multiplication and division and square root etc. Only, is allowed in the examination centre (in paper II only), but these will not be provided by the university/college. Radio, Pagers/ Mobiles are not allowed in the examination hall. The examination shall consist of two parts as under.

1.1 Scheme outline of B.Ed General in Semester I and Semester II

Semester-I

Part-A (Theory)

S.No. Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

1. I

Philosophical and

Sociological bases of education

5

5

40

50

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2. II The Learner-Nature and Development

5

5

40

50

3. III

Teaching Learning process and
Evaluation

5

5

40

50

4. IV-A School Management

5

5

40

50

5. V-A ICT Skill development

16

6

6

32

60

6.

VI

&VII

Methodology of any two Teaching
subjects

5

5

5

5

40

40

50

50

Total=360

Part-B (Practical)

Components of Practical work. The distribution of the Practical work shall be as under:

S.No. Components Practical External Internal Total

1. I-A ISE 00 15+15=30 30

2 II-A WEP 30 20 50

3. III-A CES ----- 10 10

4. III-B HSP 30 20 50

Total Marks=140

Total of Semester-I

Part-A =360

Part-B=140

Total=500

ISE : Initiatory School Experiences

WEP : Work Experience Programme

CES : Communication and Employability Skills

HSP : Health and Sports Programme

3

Semester-II

Part-A (Theory)

S.No. Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

1. I

Philosophical and Sociological bases of
education

5

5

40

50

2. II The Learner-Nature and Development

5

5

40

50

3. III

Teaching Learning process and
Evaluation

5

5

40

50

4. IV-B Guidance and Counselling

5 5 40 50

5. V-B Any **one** of the Options

4

4

32

40

6.

VI

&VII

Methodology of any two Teaching
subjects

5

5

5

5

40

40
50
50

Total=340

Part-B (Practical)

There will be following components of Practical work. The distribution of the Practical work shall be as under:

S.No. Components Practical External Internal Total

1. I-B SEP 70+70=140 30+30=60 200

2 II-B SEC 30 20 50

3. IV CCC -- 10 10

Total Marks=260

Total of Semester-II

Part-A =340

Part-B =260

Total =600

SEP : School Experience Programme

SEC : Simple Expressional Competencies

CCC: Co-Curricular, Cultural and Community Activities

Total marks of B.Ed Semester I and II = 500+600 =1100

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Scheme outlines of tests, syllabi and courses of Reading for Bachelor of Education (B.Ed.) Two Year Course (I to IV Semesters) (Through Correspondence)

Examinations, 2014-2015

SEMESTER-I

Part-A (Theory)

S.

No.

Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

1 I Philosophical and

Sociological bases of education

5

5

40

50

2 II The Learner-Nature and Development -----

5

5

40

50

3 III Teaching Learning process and

Evaluation

5

5

40

50

SEMESTER-II

Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

I Philosophical and Sociological bases of education

5

5

40

50

II The Learner-Nature and Development -----

5

5

40

50

III Teaching Learning process and Evaluation -----

5

5

40

50

SEMESTER-III

S. No. Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

4 IV-A School Management

5

5

40

50

5 V-A ICT Skill development

16

6

6

32

60

6

VI & VII

Methodology of any two Teaching

subjects

----- 5

5

5

5

40

40

50

50

5

SEMESTER-IV

S. No. Paper Subject External

Practical

Internal

Practical

Internal

Evaluation

External

Theory

Total

4 IV-B Guidance and Counselling

5

5

40

50

5 V-B Any **one** of the Options

4

4

32

40

6

VI & VII

Methodology of any two Teaching

subjects

----- 5

5

5

5

40

40

50

50

Part-B Practicals

Semester-I HSP

Semester-II SEC and CCE

Semester-III ISE and WEP

Semester-IV SEP and CES

Total Marks

PartA Part B Total

Semester I 150 50 200

Semester II 150 60 210

Semester III 210 80 290

Semester IV 190 210 400

Grand Total 700 400 1100

Paper Vth (PART-B) :Any one of the following options:

- (i) School Library and Information Services (ix) Yoga Education
- (ii) Comparative Education (x) Value Education
- (iii) Life Long Learning (xi) Educational Technology
- (iv) Health and Physical Education (xii) Elementary Education
- (v) Education of Children with special needs (xiii) Women Education & Indian Society
- (vi) Population Education (xiv) Co-Curricular Activities in Schools
- (vii) Distance Education and Open learning (xv) E-Education Resource Development
- (viii) Environmental Education

PAPERS-VI & VII : Methodology of Teaching of any two of the following :

- 1. Teaching of English 12 Teaching of Life Science
- 2. Teaching of Hindi 13. Teaching of Physical Science
- 3. Teaching of Punjabi 14. Teaching of Home Science
- 4. Teaching of Sanskrit 15. Teaching of Fine Arts
- 5. Teaching of History 16. Teaching of Music
- 6. Teaching of Geography 17. Teaching of Physical Education
- 7. Teaching of Economics 18. Teaching of Agriculture
- 8. Teaching of Social Studies 19. Teaching of Computer Education
- 9. Teaching of Commerce 20. Teaching of Political Science
- 10. Teaching of Mathematics 21. Teaching of Public Administration
- 11. Teaching of Science 22. Teaching of Sociology

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1.2 Guidelines:

(i) Admission to the B.Ed. course is subject based. At the time of the admission, each candidate shall opt. for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/two year at Master's level.

(ii) The students having honours course shall opt for major subject in which they have obtained honours, the minor subject should have been studied at least for one year/one semester.

(iii) The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

(iv) B.Com./B.B.A./M.Com. Graduates/Post-Graduates may opt two teaching subjects. One is Teaching of Commerce and the other shall be Teaching of Economics/Math/Commerce or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

Note : Students with B.Com./B.B.A. degree shall be considered in Commerce stream only, even though they may have passed additional Arts subjects unless they have done Masters in Arts.

(v) B.C.A. Graduates may opt for Teaching of Computer Science and Applications as one subject. The other subject shall be Teaching of Mathematics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(vi) B.E./B.Tech. Graduates shall opt for any two subject combinations out of Mathematics, Computer Science, Science or Language.

(vii) B.Sc. (Home Science) graduates may opt for two Teaching Subjects. One is Teaching of Home Science and other shall be out of the subjects studied by the candidates at the Graduate level i.e. Teaching of Science or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(viii) B.Sc. (Medical) graduates shall opt for two teaching subjects out of the following :

(a) Teaching of Life Science/Teaching of Science.

(b) Teaching of Physical Science.

(c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(ix) B.Sc. (Non-Medical) graduates shall opt for two teaching subjects out of the following :

(a) Teaching of Science/Physical Science.

(b) Teaching of Mathematics/Teaching of Computer Science.

(c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

(x) Arts Graduates may opt for any two teaching subjects selecting one each from the following (a) and (b):

(a) Teaching of Social Studies/Fine Arts/Music/Physical Education/Home Science/Economics/History/Geography/Political Science/Sociology/Public Administration.

(b) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit provided that the candidate has studied the subject at the graduate level.

(xi) Graduates with Fine Arts/Music/Computer Education/Home Science/Physical Education /Mathematics/Statistics/Quantitative Techniques shall opt for any of these subjects with the other subject combinations available in the offered college.

(xii) Teaching of Social Studies shall be opted by the graduates who have taken up any two of the following subjects at B.A./M.A. level (In case a candidate who have done masters/higher degree with 50% each in any two of the following can also opt for teaching of Social Studies):

(i) History (ii) Geography (iii) Political Science (iv) Sociology (v) Economics (vi) Public Administration (vii) Philosophy (viii) Psychology (ix) Education (x) Defence Studies (xi) Religious Studies.

Note :

1. The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Fashion Design/Fashion Technology at his/her B.A. examination or possesses B.A. Degree with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

2. The candidates should have studied the major subject for three years of Bachelor's degree level/two years at Master's Degree level. However, the minor subject should have been studied for at least one year/one semester at the graduation level.

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3. The candidates shall be given the required subject combinations depending upon their availability in the colleges.

4. Candidates who have passed Shastri/Gyani/Prabhakar/Honors/Elective Subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester.

1.3 In the above said subject combinations, one subject should be major which the candidates have studied for three years at graduation level/for two years at Master's level, the other subject may be minor which the candidate has studied for at least one year/ one semester at graduation level.

Note:-

(i) Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).

(ii) Teaching of Computer Education shall be taught by the Lecturer who has qualified M.C.A., M.Sc. (IT/CS) with B.Ed. preferably M.Ed.

(iii) Paper V-(Part B) Option (i) School Library Services and Option (iv) Health and Physical Education shall be taught by the approved College Librarian and D.P.E./Lecturer in Physical Education respectively.

(iv) ICT Skill Development Paper V (Part-A) and Component II (Part A) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One Year Post Graduate Diploma of computer or higher qualification from recognized institution).

1.4 For the setting of Theory Question papers, the following rules should be observed for both semesters :

(i) In paper I, II and III, 80 marks are for external theory (40 in each semester for said subjects), 10 marks are for Internal Practical work (5 marks are for each semester in said subjects), 10 marks are for continuous Internal evaluation (5 marks are for each semester for said subjects). In paper IV (Part A in First Semester) and Paper IV (Part B) in Second semester), 40 marks are for External Theory, 5 marks are for Internal Practical work and 5 marks are for continuous internal evaluation. In paper V (Part A in First semester), 32 marks are for external Theory, 16 marks are for External Practical, 6 marks for Internal practical work and 6 marks for continuous internal evaluation. In Paper V (Part B) in Second semester), 32 marks are for external theory, 4 marks for Internal Practical work and, 4 marks for continuous internal evaluation. Two teaching methodology papers VI & VII opted by the candidate will be of 100 marks (50 in each semester). 80 marks i.e 40 marks in each semester for both Teaching subject for External theory, 10 marks (5 marks in each semester) for internal preparatory file and 10 marks (5 marks in each semester) for continuous internal evaluation)

(ii) The papers shall be set by external examiner; **each paper will be of two hours duration.** In papers I, II and III (in both semesters) the Question paper shall be divided into four parts. First three parts will pertain three units of the course content. Two questions will be set from each unit of the course & candidates will be required to attempt one question from each part. Each question will carry 10 marks. Fourth part of the Question paper will be compulsory. It will consist of two short answer types'

questions and these questions will cover the entire course. Each short answer type question will be of 5 marks and answer should not exceed 90 words. Each theory paper in both semester will be of $10 \times 3 = 30 + 5 \times 2 = 10$ total 40 marks (5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in discussions held in the class, term papers, attendance etc in both semesters. $5 \times 2 = 10$. 5 marks are allotted for internal evaluation of the practicals work in each paper for both semester. Total marks allotted to each paper in both semester are 100 (40+5+5 and 40+5+5)

(iii) Paper IV shall be divided into two semesters -paper IV A - (PART A, School Management , in Sem.-I) and paper IV B- (PART B, Guidance and Counselling, in Sem.-II). In paper IV - (PART A) the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 10 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be of five marks and the answer should not exceed 90 words. This theory paper will be of $(10 \times 3) = 30 + (5 \times 2 = 10) = 40$ marks. In paper IV- (PART B) the question paper shall be divided into three parts. First two parts will pertain two units of the course content; two questions will be set from each

unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 10 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions two from each unit and these questions will cover the entire course content uniformly. Each short type question will be of five marks and the answer should not exceed 90 words. This theory paper will be of $(10 \times 2) = 20 + (5 \times 4) = 20 = 40$ marks. In paper IV - (PART A) and IV - (PART B) 5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. 5 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV- PART A and IV - PART B are 50 each. For external theory examination there shall be two hours for each paper i.e IV (Part –A & Part –B)

(iv) Paper V shall be divided into two parts – Paper V - PART A (ICT Skill, in Sem.-I) and Paper V - PART B (for one subject opted by the candidate from the list given, in Sem.-II). In paper V – PART A the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 3 = 24) + (4 \times 2 = 8) = 32$ marks. In paper V - PART B, the question paper shall be divided into three parts. First two parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions and two from each unit these questions will cover the entire course content uniformly. Each short answer type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 2 = 16) + (4 \times 4 = 16) = 32$ marks. For paper V -PART A, 28 marks are allotted for practical work out of which 16 marks are for external (Practical), 6 marks are for (internal) practical work and 6 marks for continuous internal evaluation. Total marks for paper V - PART A = $32 + (16 + 6 + 6) = 60$, in Sem.-I. In paper V - PART B, 4 marks are for (internal) practical work and 4 marks are allotted to continuous internal evaluation. Total marks for paper V- PART B = $32 + (4 + 4) = 40$, in Sem.-II. For external theory examination there shall be two hours for each paper i.e. V (Part –A & Part –B)

(v) Internal evaluation and Internal practical work in the above papers shall be done by the committee consisting of at least three members of faculty (of the particular subject) with the principal as moderator.

(vi) Papers IV- A and IV- B as well as for Papers V- A and V-B will be in separate semesters.

(vii) Papers VI and VII will comprise of Methodology of Teaching of any two teaching subjects in which the scheme of marks will be as follows : $2 \times \{2 \times (40+5+5=50)\} = 200$ marks,

(viii) Paper VI and VII will be of 50 marks in both semesters out of which 40 marks are for external theory

in both semester, 5 marks are for internal practical work. Each question paper shall be divided into four parts in each semester, first three parts will pertain three units of the course content in each semester. Two questions will be set from each unit of the course in each part of the question paper. The candidates will be required to attempt one question from each part in each semester. Each question will carry 10 marks in each semester. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions from IV Unit of the course content in each semester. Each short answer type question will be of 5 marks and answer should not exceed 90 words in both semesters. This theory paper will be in both semester $2 \times (10 \times 3) + (5 \times 2) = 80$ marks. 10 marks will be in both semester, 5 marks are for continuous internal evaluation in each semester will be done on the basis of written assignment (01), snap tests, participation in the discussions held in class room, term paper attendance etc. Total marks allotted to each paper are 100.

1.5 Each theory paper will be allotted 6 periods per week and methodology paper will be allotted 8 periods per Week and Paper-IV (a) ,IV (b), V (a) ,V (b) allotted 4 periods. each.

1.6 There will be at least two demonstration/Model lessons in each teaching subject to be delivered by the concerned subject teachers.

To appear in the final examination qualifying marks in each of these components is 40%.

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SEMESTER –I -- PAPER-I

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

OBJECTIVES : To enable students to

- ☐ make student teachers understand the concept of education.
- ☐ understand the historical background of education in India.
- ☐ help them to know the concept of philosophy and its relationship with education.
- ☐ enable them to know the concept of sociology and its relationship with education.
- ☐ understand socio-cultural context of education.
- ☐ sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- ☐ acquaint the student teachers with the recent trends in education.

COURSE CONTENT

UNIT – I

(a) Concept of Education; Indian and Western, Types of education; informal, formal and non-formal, role of home, school and society as agencies of education.

(b) Indian systems of Education : Ancient, medieval and modern.

(c) Factors determining aims of education : Individual, Social, cultural, political and economic.

UNIT – II

(a) Concept of Sociology, Education as an Agent of social adjustment and development: relationship between sociology and education.

(b) Culture: concept, characteristics and its interactions with education.

(c) Education for democracy, national integration, international understanding and globalization.

UNIT – III

(a) Educational Provisions in Constitution of India.

(b) RTE (2009) – Major suggestions and their implications.

PRACTICAL WORK

Preparation of Report on Human Right Awareness in rural population.

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SEMESTER – II-- PAPER-I

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

OBJECTIVES : To enable students to

- help them to know the concept of philosophy and its relationship with education.
- understand the educational philosophy of some reputed thinkers.
- understand socio-cultural context of education.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- acquaint the student teachers with the recent trends in education.

COURSE CONTENT**UNIT – I**

- a) Concept, nature and functions of philosophy, relationship between philosophy and education.
- b) Impact of idealism, naturalism and pragmatism on education.
- c) Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

UNIT – II

- a) Values : Concept, types, sources and role of teacher in inculcating values.
- b) Human Resource Development : Concept, need and role of education in HRD.
- c) Human rights : Concept, role of education in promoting human rights.

UNIT – III

- a) Contemporary policy documents on education in India: NPE 1986, NCF 2005 Major suggestions and their implications.
- b) National knowledge commission report: Recommendation on school education.

PRACTICAL WORK

Community Work (Identification and diagnosis of the problems prevailing in the community). To be conducted under the subject teacher and project report to be submitted. Due weightage will be given to authenticated report.

BOOKS SUGGESTED:

- Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.
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- Blake, N.; Smeyers, P.; Smith, R. and Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
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- Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). *Education: Culture, Economy and Society*. New York: Oxford University Press.
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- Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). *Globalization and Indigenous People in Asia*. New Delhi : Sage Publishers.
- National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.
- National Curriculum Framework. (2005). www.ncert.nic.in
- National Knowledge Commission (2007). Recommendations on School Education. Government of India. www.knowledgecommission.gov.in

National Policy on Education. (1986). Ministry of Human Resource Development. Government of India.

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SEMESTER – I-- PAPER-II

THE LEARNER : NATURE AND DEVELOPMENT

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

- o To understand the learner and his abilities.
- o To understand the process of human development with special reference to adolescence.
- o To understand the process of learning and the factors influencing it.
- o To understand the psychology of learners with special needs and teach them accordingly.
- o To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENT

UNIT-I

- (a) Educational Psychology – Concept, Nature, Scope and Importance.
- (b) Growth and Development – Concept, Principles, stage of adolescence period with special reference to issues of stress and strain.
- (c) Heredity and Environment - Concepts, Laws and relative role of Heredity and Environment in the development of learner.

UNIT-II

- (a) Nature of Learning – Learning as a process and as an outcome, Factors affecting learning.
- (b) Theories of Learning – Trial and Error theory, Classical Conditioning, Kohler's Insight theory.
- (c) Motivation – Concept, types and techniques for enhancing motivation.

UNIT-III

- (a) Children with special needs – Meaning, Types: Gifted, Delinquents, Educationally Backward Children and their educational programmes.
- (b) Creativity – Concept, dimensions and identification of creative potential, educational programmes for developing creativity.

INTERNAL PRACTICAL

Administration and interpretation of any one psychological tests, mentioned below :

- (a) Learning
- (b) Creativity.

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SEMESTER – II-- PAPER-II

THE LEARNER : NATURE AND DEVELOPMENT

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

1. To understand the learner and his abilities.
2. To understand the nature of personality, intelligence and its assessment.
3. To make the student teacher familiar with the concept and implications of emotional intelligence.
4. To understand and promote the process of healthy adjustment.
5. To understand the basic concepts of elementary statistics.
6. To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENT

UNIT-I

- (a) Intelligence – Meaning, theories of intelligence (Spearman, Thurstone, Gardner and Guilford's), measurement of intelligence : (Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
- (b) Emotional Intelligence : Concept, dimensions, role of teacher in promoting emotional intelligence.

UNIT-II

- (a) Personality – Concept, determinants, assessment.
- (b) Individual differences - Concept, Areas and Educational Implications.
- (c) Stress: Meaning, Types and Coping Strategies.

UNIT-III

- (a) Elementary Educational Statistics – Meaning, uses and computation of measures central tendency (mean, median and mode).
- (b) measure of variability (standard deviation).
- (c) measurement of correlation by rank difference method.

PRACTICAL WORK

Administration and interpretation of **any one** psychological tests, selecting one from mentioned below :

- (a) Intelligence.
- (b) Personality.

BOOKS SUGGESTED :

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- Wheldall, Kevin (2006). *Developments in Educational Psychology*. New York: Routledge.
- Woolfork, Anita (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

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SEMESTER – I-- PAPER-III

TEACHING LEARNING - PROCESS AND EVALUATION

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

After this course, pupil teachers will be able to :

- ☐ Explain the concept & relation of teaching and learning & describe the principles of teaching.
- ☐ Explain the concept of Educational technology and models of teaching.
- ☐ Explain the innovations in Educational technology with special reference to Micro teaching and Programmed Instructions.

COURSE CONTENT

UNIT-I

- (a) Concept of teaching and learning, relationship between teaching and learning.
- (b) Maxims and Principles of teaching.
- (c) Phases of teaching and Levels of learning.

UNIT-II

- (a) Meaning, importance and Approaches of Educational Technology.
- (b) Models of teaching: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
- (c) Suchman's Inquiry Training Model.

UNIT-III

- (a) Instructional objectives in terms of Bloom's Taxonomy.
- (b) Programmed Learning — Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathematics).
- (c) Concept of Micro Teaching, Merits and limitations.

INTERNAL PRACTICAL

Preparation of Programmed Instruction Material (linear programme of 30 frames)

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SEMESTER – II-- PAPER-III

TEACHING LEARNING - PROCESS AND EVALUATION

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

After this course, pupil teachers will be able to :

- ☐ Explain the concept of Information and Communication Technology
- ☐ Explain the concept of class room problems and solve them through Action Research.
- ☐ Explain evaluation process.
- ☐ Explain the recent trends in evaluation.

COURSE CONTENT

UNIT-I

- (a) Flander's Interactional Analysis System.
- (b) Role of Information and Communication Technology (ICT) in teaching and learning, Computer Assisted Instructions.
- (c) Concept and principles of selection and utilization of learning resources, Online learning resources: e-journals and e-books.

UNIT-II

- (a) Action Research – Meaning, goals and steps in action research.
- (b) Class Communication – Concept, process and types, Barriers and Remedial measures of class room communication.
- (c) Classroom problems– Types and solutions of Classroom problems.

UNIT-III

- (a) Concept and Principles of Measurement and Evaluation.
- (b) Types of Evaluation – Diagnostic, Formative and Summative, Continuous Comprehensive Evaluation – Concept and techniques.
- (c) Recent trends in Examination Reforms: Semester System : Concept and application, Grading System : Concept and application.

INTERNAL PRACTICAL

Action Research

BOOKS SUGGESTED :

- Aggarwal, R.N. and Bipin Asthana (1983). *Educational Measurement & Evaluation*. Agra: Vinod Pustak Mandir.
- Apter, Michel, J. (1968). *The New Technology of Education*. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). *Foundations of Teaching Learning Process*, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). *A Textbook of Programmed Instruction*. New Delhi: Sterling.
- Dececco, John, P. (1964). *Educational Technology, Reading in Programmed Instruction*. Holt Rinehart and Winston.
- Joyce, Bruce and Marsha Wali. (1985). *Model of Teaching*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
- Richmond, Menneth (1969). *The Teaching Revolution*, London : Methuen & Co.
- Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashan.
- Sampath, K. ; Panneerselvam A. and Santhanam, S. (1984). *Introduction to Educational Technology*. New Delhi:

Sterling Publishers.

Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.

Sharma, R.A. (1977). *Shikshan Takniki*. Meerut: Modern Publishers.

Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra : Bhargwa Book House.

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SEMESTER – I-- PAPER-IV

Paper IV (PART-A) : SCHOOL MANAGEMENT

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

After the course, pupil teachers will be able to :

- ☐ Understand the Concept and operational aspects of school management.
- ☐ Enlist the physical resources of the school and their maintenance.
- ☐ Understand the importance of social life in school and the role of administrators and the teachers in it.
- ☐ Become successful teachers in future.
- ☐ Develop practical skills in organizing school programmes and activities.

COURSE CONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

(a) School as Organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.

(b) School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.

(c) Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.

UNIT-II : ESSENTIAL FACETS OF SCHOOL ORGANIZATION

(a) Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.

(b) School Time Table: Importance, types and principles of time table construction.

(c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS

(a) Supervision : Meaning, aims, principles, areas, types and procedures of supervision, modern trends in supervision.

(b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.

(c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities- Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

Total Marks: : (05)

Construction of Time Table : (03)

Maintenance of Attendance Registers. : (02)

BOOKS SUGGESTED :

Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.

Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyall Book.

Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centres.

Sarkaria, M.S.; Singh, Jaspal and Gera, Manju (2008). *Modern School Management*. Ludhiana: Kalyani Publishers.

Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.

Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

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SEMESTER – II-- PAPER-IV

Paper IV (PART-B) : GUIDANCE AND COUNSELLING

Total Marks : 50

External Theory : 40

Internal Practical : 5

Internal Evaluation : 5

Objectives:

- To help the student teachers to understand the meaning, aims, objectives and need of Guidance.
- To acquaint the students with various types of Guidance.
- To develop skills in administering and interpreting testing and non-testing tools of data collection and to understand the potential of students.
- To enable the student teachers to organize guidance programme in the secondary schools.

COURSE CONTENTS

Unit-I

- (a) Historical Perspective of Guidance & Counseling in Indian context.
- (b) Guidance- Meaning, Need, Aims & Objectives, Principles and Scope.
- (c) Organization of Guidance Programme at Secondary Level, Guidance Programme for Dropouts and Drug Abused.

Unit-II

- (a) Tool and Techniques of Data Collection:
Testing Techniques (Interest Inventories, Aptitude and Achievement Tests)
Non-Testing Techniques (Interview, Rating Scale, Cumulative Record)
- (b) Educational and Information Service (Techniques of Dissemination), Placement Services.
- (c) Recent Trends in Guidance

Unit –III

- (a) Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling.
- (b) Counseling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counseling), Role of Counselor.
- (c) Recent Trends in Guidance

PRACTICAL WORK:

- (a) Group Guidance-One career Talk
- (b) Make a study of Guidance Centre-prepare a report

SUGGESTED BOOKS:

- Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House
- Asch, M. (2000). *Principles of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Bhatia, K.K. (2002). *Principles of Guidance & counseling*. Ludhiana: Kalyani Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson Education.
- Jonse, R.N. (2000). *Introduction to Counseling skills: Text and Activities*. New Delhi, Sage Publications.
- Linda Seligman (1994). *Developmental Career Counseling and Assessment*. (2nd ed.) London: Sage Publications.
- Pandey, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. & Nevied, J. S. (1980). *Adjustment and Growth: The challenges of life*. New York: Rinehart and Winston.
- Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper & Row.
- Safaya, B.N. (2002). *Guidance & Counseling*. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.
- Sidhu, H.S. (2005). *Guidance and Counseling*. Patiala: Twenty First Century.
- Sodhi, T.S. and Suri, S.P. (1999). *Guidance & Counseling*. Patiala: Bawa Publication.
- Strang, R. (2005). *Counselling Techniques in Colleges and Secondary Schools*. New York.

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SEMESTER – I-- PAPER-V (Part A)

Paper V (PART A) : ICT Skill Development

Total Marks : 60

External Theory : 32

Internal Evaluation : 06

External Practical : 16

Internal Practical : 06

Objectives :

- ☐ To understand different parts of computer and their Functions.
- ☐ To understand various Computer Applications.
- ☐ To run different Software on Computer.
- ☐ To familiarize student teachers with Internet and its uses.
- ☐ To enable student teachers to use Computer for enhancing teaching learning process.

COURSE CONTENTS**Unit I**

- a) ICT: Meaning, importance and tools of ICT
- b) Classification of Computers
- c) Generations of computers
- d) Computer Hardware: Input-Output Devices

Unit II

- a) Memory of computers: Primary and Secondary
- b) Introduction to Operating System
 - a. Features of GUI (MS-Windows) and CLI (MS-DOS)
 - b. Files and directory operations
 - c. Windows Explorer and desktop
- c) Introduction to Application Software
 - a. Word Processor
 - b. Spreadsheets
 - c. Presentations
 - d. Database Management System

Unit III

- a) Applications of computers in various fields and specifically in education
- b) Characteristics of a good computerized lesson plan
- c) Application of computer in Teaching Learning Process (Attendance, Evaluation, e Content, daily planner etc.)
- d) Internet: Introduction, advantages and disadvantages

PRACTICAL

- (a) Functions of operating system (DOS, Windows)
- (b) To prepare Project File in MS-Office (WORD, POWER POINT, EXCEL)
- (c) Internet surfing (Using e-mail, e-learning,)

SUGGESTED READINGS

Kumar, Gaurav (2014) ICT Skill Development, Patiala: 21st Century Publication.
Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
Kumar Khushvinder and Kumar Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
Sharma, Lalit (2006). *Computer Education*. Ferozepur Cantt: Wintech Publications.
Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.
Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.
Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon publication, Ludhiana.

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SEMESTER – II-- PAPER-V (Part B)**(i) SCHOOL LIBRARY AND INFORMATION SERVICES**

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

- ☐ To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- ☐ To impart knowledge to student teachers about the need and importance of library services in the present school education.
- ☐ To acquaint them with basic principles of school libraries.
- ☐ To acquaint and prepare student-teachers for the application of information technologies in school libraries.

Unit-I

- (a) Meaning, Aims & Objectives, Need and Importance of School Library in Education.
- (b) Specific problems of School Library and their solutions
- (c) Five laws of Library science and their solutions
- (d) Open and Close access system, Library-rules and regulations

Unit-II

- (a) Cataloguing and Classification
- (b) Circulation Service: charging and discharging system (Ledger, Newark & Browne)
- (c) Library Centered Teaching and role of Library teacher/Student in developing and making use of a School Library, Library period.
- (d) Reference books, E-Library, Library Soft wares.

PRACTICAL WORK:

Any two from the following:

- a. To prepare entries of 10 titles in the Accession Register.
- b. Classification of at least 10 books at 3 digits level according to DDC.
- c. Important web sites for E-Books, E-Journals and other study material for Schools.

BOOKS SUGGESTED:

Devi, Savitri and Johri, Nutan (1986). *Bibliographic Reprints: Library Science and Informatics*. New Delhi: NASSDOC

Kaur, Sumeet *School Library and Information Services*. Ludhiana: Tandon Publications.

Kumar, Krishana (1997). *Library Organisation*. Vikas Publishing House Pvt. Ltd.

Singh, Sewa (1985-1990). *Indian Library and Information Science Literature*. New Delhi: Ess Ess Publications.

Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). *Indian Library Literature*. New Delhi: Today and Tomorrow's.

Upneja, Sunil K. (2007). *School Library Services*. Ludhiana: Tandon Publishers.

Wadhawan, Rajan (2009). *School Library Services*. Ludhiana: Tandon Publications.

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(ii) COMPARATIVE EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives :

After completing the course, the teachers shall be able to :

- ☐ Describe the meaning, concept, aims, scope and limitations of comparative education.
- ☐ Compare and contrast foundations of education in U.S.A., Australia and India.
- ☐ Discuss new trends, innovations and expenditure in education.
- ☐ Compare and contrast primary and secondary education.
- ☐ Acquaint the students with universalization of elementary education.
- ☐ Compare and contrast distance education, educational administration and its different agencies.
- ☐ Acquaint the students with vocationalization.

COURSE CONTENTS:

UNIT – I

(a) Meaning, Concept, Aims, Scope with special reference to comparative education and factors influencing education system in India.

(b) Foundation of education with special reference to Social, cultural, Economical, Political and Geographical areas in U.S.A., Australia and India.

(c) New trends, Innovations and Expenditure in education with special reference to India.

UNIT - II

(a) Primary education (Aims, Content, Methods of instruction and Evaluation system) in Australia, U.S.A., and India. Concept of universalization of Elementary education and its implications in India.

(b) Secondary education and its vocationalization in Australia, U.S.A. and India.

(c) Distance education (Meaning, Scope and its Structure), Educational Administration and agencies in U.S.A., Australia and India.

PRACTICAL WORK:

Visit to a Secondary School or Centre of Higher Education to review course study, Institutional Practices

and the Examination System and write its report. It will be compulsory for all the students.

BOOKS SUGGESTED:

- Bexday, G.Z.L. (1964). *Comparative Methods in Education*. : New Delhi Oxford and IBH Publishing Co.
Chaube, S.P. (1985). *Features of Comparative Education*. Agra: Vindo Pustak Mandir.
Chaube, S.P. and Chaube, A. (2001). *Comparative Education*. New Delhi: Vikas Publishing House, Pvt. Ltd.
Dutt, B. Surya, Venkata and Rao, D.B. (2004). *Comparative Education*. New Delhi: Saujanya Books.
Hans, Nicholas (1961). *Comparative Education*. London: Routledge and Kegan Paul.
Kandel, L.L. (1959). *Studies in Comparative Eduaction* .New York: George Harrup.
Kubow, Patrica K. and Fossum, Paul R. (2002). *Comparative Education Exploring issues in International Context*. New Jersey: Prentice Hall, United State.
Mishra, B.K. and Mohanty, R.K. (2000). *Trends and Issues in Indian Education*. Meerut: Surya Publication.
Rai, B.C. (2005). *Comparative Education*. Lucknow: Prakashan Kendra.
Sharma, Y.K. (2004). *Comparative Education*. Delhi: Kanishaka Publisher.
Shrivastva, S.K. (2006). *Comparative Education*. New Delhi: Vedams Books Pvt. Ltd.
Sodhi, T.S. (2003). *Text Book of comparative Education*. New Delhi: Vikas Publishing House, Pvt., Ltd.

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(iii) LIFE LONG LEARNING

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

- ☐ To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- ☐ To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- ☐ To prepare them to create awareness among illiterate adults for their development.
- ☐ To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- ☐ To enlighten the student teachers about the Life Long Learning policies of the country.

COURSE CONTENTS

Unit-I

- (a) Meaning and concept of Life Long Learning.
- (b) Aims and Objectives of Life Long Learning
- (c) Need and Importance of Life Long Learning for the development of an individual for social change
- (d) Problems and suggestive measures for Life Long Learning.

Unit-II

- (a) Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM
- (b) Adult learner- characteristics, problems and motivation
- (c) Life long teaching- Different methods, Role of Mass Media.
- (d) Evaluation of Life Long Learning.

PRACTICAL WORK:

- ☐ Field based project work
- ☐ Assignment, seminar and over all performance

BOOKS SUGGESTED:

- Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.
Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
Ministry of Education (1987). *Adult Education Research- Future Directions*.
Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.
Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organization.
Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.
Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.
Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K. : Longman Groups.
Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

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(iv) HEALTH AND PHYSICAL EDUCATION

Total Marks : 40
External Theory : 32
Internal Evaluation : 04
Internal Practical : 04

Objectives:

- ☐ To enable the student teachers to develop an understanding of the importance, meaning, concept, aims and objectives of Health and Physical Education.
- ☐ To enlighten the student teachers about infectious diseases and their control.
- ☐ To aware the students teachers about balanced diet.
- ☐ To impart knowledge to use good posters for various purposes and First Aid.

COURSE CONTENT

UNIT-I

- (a) Physical Education: Definition, its Aims and Objectives.
- (b) Importance of Physical Education Programmes in Schools.
- (c) Concept of Health, Health Education: Aims and Objectives.
- (d) School Health Programme: Health Services, Health Supervisions and Health Instructions.
- (e) Common Health Problems and Preventions: Accidents, Environmental Pollution, Over population, Alcoholism, Smoking, Drug Abuses.
- (e) Diet: Functions of Food, Elements of Balanced diet, Food Habits and Malnutrition.

UNIT-II

- (a) Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- (b) Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- (c) Recreation: Meaning, Significance and Recreational Programmes in Schools.
- (d) Layout of the Grounds and Rules and Regulations of the following games: Badminton, Volleyball and Kho- Kho.
- (e) Yoga: Meaning, Need, Importance and Benefits of Yoga asanas.
- (f) Athletic meet – Meaning, Importance, How to organize athletic meet at school level.

PRACTICAL :

1. Prepare a Project Report on: Three types of Sports Ground
2. Project report on Athletic Track
3. Perform Any 3 Yoga Asan

BOOKS SUGGESTED :

Atwal & Kansal (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.
Bucher, C.A. (1979). *Foundations of Physical Education and Sports*. St. Louis: C.V. Mosby & Co.
Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
Kaur, Manjeet (2003). *Health and Physical Education*. Ludhiana: Tandon Publications.
Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: GBD Publications.
Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.
Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
Singh, Ajmer; Gill, Jagtar Singh; Brar, Racchpal Singh; Bains, Jagdish; Rathee, Sonia Kanwar; Gill, Manmeet Kaur and Brar, R.S. *Teaching Methodology and Educational Technology in Physical Education*. Ludhiana: Kalyani Publishers.
Sydentop, Daryl (1994). *Introduction to physical education, fitness and sports (2nd ed.)*. London: Mayfield Publishing Company.
Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health*. Delhi: Friends Publisher.

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(v) EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Total Marks : 40
External Theory : 32
Internal Evaluation : 04
Internal Practical : 04

Objectives :

- ☐ To acquaint the student teachers with the concept of exceptionality and exceptional children.
- ☐ To equip the students with latest trends in the education of exceptional children.
- ☐ To develop an awareness and skill in identifying the exceptional children.

- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools.

COURSE CONTENTS :

UNIT-I

- (a) Concept of Exceptional Children — Meaning, Need and Classification.
- (b) Special Needs of Exceptional Children.
- (c) Trends in the Education of Exceptional Children viz. Inclusion, Deinstitutionalization, Mainstreaming, Community Based Rehabilitation, and Individualized Education Programme.

UNIT-II

Identification, Characteristics, Causes and Education of the following Categories of Exceptional Children :

- (a) Learning Disabled.
- (b) Mentally Retarded Children.
- (c) Orthopedically Handicapped Children.
- (d) Speech Handicapped Children.

PRACTICAL WORK :

- i. A report based on actual visit to school for exceptional children.
- ii. Case study of a child with any of the disability mentioned in Unit II.

BOOKS SUGGESTED :

Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
 Mangal, S.K. (2007). *Education of Exceptional Children*. New Delhi: Printice Hall of India.
 Panda, K.C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
 Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.
 Samuel, A. Kirk. (1997). *Educating Exceptional Children*. 8th Edition, New York: Houghton.
 Sharma, R.A. (2006). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
 Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21st Century Publication.
 Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha*. Patiala: 21st Century Publication.

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(vi) POPULATION EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

- To be aware of population trends in the world
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the nature

COURSE CONTENTS

UNIT-I

- (a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.
- (b) Population Situation in India on the world's perspective. Causes of Population Growth, Demographic Terminology --- Birth rate, Death rate, Sex ratio, Life Expectancy and Population Density.
- (c) Affect of Population Growth on
 - (i) Economic Development.
 - (ii) Social Development.
 - (iii) Educational Development
 - (iv) Environment and Natural Resources
 - (v) Health and Nutrition.

Unit II

- (a) Role of Government and Non-Govt. Agencies concerning Population Education
- (b) Integration of Population Concept in different School Subjects.

(c) Population Education through Co-Curricular activities

(d) Role of the Teacher in Population Education program.

PRACTICAL WORK:

Conducting any one of the following surveys in the local area and prepare a report: 1. Progress in the field of literacy, 2. Health and Balanced Diet awareness, 3. AIDS awareness, 4. Environmental awareness,

BOOKS SUGGESTED

Aggarwal, S.N. (1985). *India's Population Problems*. New Delhi: Tata McGraw Hill Pub. House.

Parakh, B.S. (1985). *Population Education Inception to Institutional*. New Delhi: NCERT.

Rao, D.G. (1974). *Population Education: A Guide to Curriculum and Teacher Education*. New Delhi: Sterling Publishers, Pvt. Ltd.

Sharma, R.C. (1988). *Population Resources, Environmental and Quality of Life: Hand Book on Population Education*. New Delhi: Rai & Sons.

Sodhi T.S. (2006). *Population Education*. Patiala: Bawa Publications.

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(vii) DISTANCE EDUCATION & OPEN LEARNING

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

☐ To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.

☐ To help them understand the opportunities and challenges in the field of Distance education and open learning.

☐ To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.

COURSE CONTENT

UNIT-I

DISTANCE EDUCATION & OPEN LEARNING- INTRODUCTION, CONCEPT AND HISTORY

(a) Distance Education & Open Learning Concept, Need and Characteristics.

(b) Distance Education in Independent India : Achievements and Challenges, NPE- 86 (relating to DEOL).

(c) Distance Education at Different Levels: School level, Higher Education & Vocational Education with examples of course being offered.

(d) DDE's & State Open Universities: Need, Importance and Functions,

UNIT-II

LEARNER SUPPORT SERVICES IN DISTANCE EDUCATION & OPEN LEARNING AND MAJOR AGENCIES

(a) Learner Support Services: Meaning, Need and importance.

(b) Assignments and Projects in DEOL : Concept, Need, Types & Evaluation, Types of Comments on Assignments.

(c) Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.

(d) NIOS: Establishment, Goals and Courses offered

(e) DEC: Need, Functions and Limitations

PROJECT WORK:

Prepare a detailed report on the functioning of any one DEOL system at school level or higher education level or vocational level.

BOOKS SUGGESTED

Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas Publishing House.

Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: Concept Publishing House.

Bandhu, D. (1994). *Distance Education in India*. Jammu: Vinod Publisher & Distributors.

Kumar, Anil (1997). *Learner Performance in Distance Education*. New Delhi: Commonwealth Publishers.

Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.

Rai, Amarnath (2005). *Distance Education*. New Delhi: Author Press.

Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APH Publishers.

Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.

Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: Shipra Publications.

Rao, V.K. (2010). *Distance Education*. New Delhi: APH Publishing Corporation.

Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.

Singh, U.K. (1996). *Distance Education*. New Delhi: Discovery Publications.

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(viii) ENVIRONMENTAL EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

- ☐ To acquaint the student teachers with the concept of Environment and Ecology.
- ☐ To create awareness and generate interest of student-teachers in Environmental Education.
- ☐ To provide knowledge to the student-teachers about Pollution and its control.
- ☐ To sensitize student-teachers to the Global Environmental problems.
- ☐ To sensitize student-teachers to the need for Conservation of the resources.
- ☐ To develop desirable attitude, values and respect for the Environment.

COURSE CONTENTS

UNIT – I

ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

(a) Introduction to Environment and Ecology : Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

(b) Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

UNIT-II

POLLUTION CONTROL AND NATURAL RESOURCES MANAGEMENT

(a) Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.

(b) Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management. Wildlife Conservation especially Endangered Species.

PRACTICAL WORK :

Carrying out any one Environmental Awareness Activity of the following:

1. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
2. Carrying out a Project on Environment and preparing its detailed report.

BOOKS SUGGESTED:

Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.

Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications.

Khoshoo, T.N. (1999). *Environmental Concerns and Strategies*. New Delhi: Ashish Publication House.

Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.

Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation*. I-VI, New Delhi: A.P.H. Co.

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(ix) YOGA EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives :

1. To enable the pupil – teachers to know the historical and philosophical background of Yoga.
2. To enable them to learn about the deferent types of Yoga and understand their educational implications.
3. To enable them to know about major classical Yogic texts.
4. To give them an insight into the practical aspect of Yoga in contemporary times.

5. To enable them to understand to concept of holistic health and contribution of Yoga in promoting holistic health.
6. To enable them to apply Yogic knowledge in educational and stress related situations.
7. To acquaint them with major Yogic practices.

COURSE CONTENT:

UNIT-I

- (a) Yoga : Historical and philosophical background, Meaning, Definitions.,
- (b) Types of Yoga : Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakati Yoga, Karam Yoga – their main features, nature and educational implications.
- (c) Major Yogic texts :
 - i. Patanjli's Yoga Sutra : Nature of Chitta – Vritties, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
 - ii. Hatha Yoga Pradipika : Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT-II

- (a) Modern Age Yoga : Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
- (b) Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old – aged people .
- (c) Human abilities and Yoga :
 - i. Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
 - ii. Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

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PRACTICAL WORK:

- (i) Practice of Followings:

Yogic

Activities

Contents

Yogic

Exercises

Surya Namasakar and Pawan mukat series.

Shatkriyas Jal Neti – Vaman Dhauti, Kapalbhathi and Trataka.

Asanas

A. STANDING POSE

1. Tadasana, 2. Hastpadasana, 3. Konasana , 4. Nataraj asana.

B. SITTING POSE

1.Vajrasana 2.Vakrasana 3. Paschimottan asana 4.Gomukhasana

C. LYING POSE (SPINE FACING GROUND)

1.Sarvangasana 2.Ardhmatsyasana 3.Halasana 4. Uttanpadasana.

D. LYING POSE (STOMACH FACING GROUND)

1.Bhujangasana, 2.Shalabhasana 3.Dhanurasana 4.Makarasana

Pranayama Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari.

Meditation Meditation : Yoga Nidra, Vipasana T.M.

- (ii) Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.

BOOKS SUGGESTED

- Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co.
- Gupta, S.N. Das.(1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
- Hota, Bijaylaxmi. (2008). Yoga for school Children. New Delhi, Rupa & Co.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
- Kuvalayananda, Swami and Dr. S.L. Vinekar, (1971).Yoga Theraphy, Kaivalyadhama, Lonavala.

- Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan, Bombay.
- Kuvalayananda, Swami, Asanas, (1983) Popular Prakashan, Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.
- Niranjana, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W. Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
- Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.
- Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Society.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.
- Venkateswaram, P.S. (2008). Yoga for Healing. New Delhi, Jaico Publishing House.
- Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
- Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.
- Yogindra, Shri, (1970), Yoga Hygiene simplified. The Yoga Institute Bombay.

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(x) VALUE EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives :

- To enable student teachers to understand meaning, nature & importance of value education.
- To enable them to understand the moral development; approaches and stages.
- To orient the student teachers with various strategies of value orientation.

COURSE CONTENTS

UNIT-I

VALUE EDUCATION AND MORAL DEVELOPMENT

- (a) Concept of Value Education, its need and importance.
- (b) Psychological & Sociological bases of values as viewed by various philosophies with special emphasis on Indian philosophy.
- (c) Moral Development of the child - Concept and Approaches (Psycho-analytical approach, learning theory approach and cognitive development approach).

UNIT-II

STAGES AND STRATEGIES OF VALUE DEVELOPMENT

- (a) Stages in value development as a dimension of an effective domain.
- (b) Strategies of Value-orientation: Experimental approach, value clarification technique, critical enquiry approach, total atmospheric approach, value sheet method, role playing technique, case method, attitude development technique and integrated curriculum approach.

PRACTICAL :

Application of one strategy of value inculcation among school children and its report

BOOKS SUGGESTED:

- Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionetic Analysis*. Delhi: Gian Pub.
- Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated Pub.
- Kulshrestha, S.P. (1979). *Emerging Value-pattern of Teachers and New Trends of Education in India*. New Delhi: Light & Life Publishers.
- Reddy, V. Narayan Karan (1979). *Men Education and Values*. New Delhi: B.R. Pub. Corp.
- Ronald, King (1969). *Values and Involvement in Grammar School*. London: Routledge.

Sharma, S. R. (Ed.) (1999). *Teaching of Moral Education*. New Delhi: Cosmos, Pub.
Singh, Samporn (1979). *Human Values*. Jodhpur: Faith Pub.

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(xi) EDUCATIONAL TECHNOLOGY

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

After the course, pupil teachers will be able to –

- ☐ Understand the concept and scope of Educational Technology
- ☐ Formulate instructional objectives
- ☐ Explain the meaning and use of cybernetics
- ☐ Explain modifying teaching behaviour techniques
- ☐ Explain innovations in Educational Technology

COURSE CONTENTS

UNIT- I

(a) Educational Technology- Meaning, Nature, Scope, Importance and its types: 'Technology in Education', 'Technology of Education' and 'system Approach'.

(b) Task analysis and instructional objectives-taxonomic categories of objectives. Mager's Approach– formulation of instructional objectives.

(c) Cybernetics: Meaning and use in the development of instructional designs.

UNIT- II

(a) Modification of Teacher Behaviour- Interaction analysis: Equivalent category system and Flander's Interaction analysis system.

(b) Innovations in Educational Technology: e-learning, cooperative learning, mobile learning: concept, advantages and limitations.

PRACTICAL WORK

(a) Any one classroom interaction analysis by Flanders Interaction analysis system or Self evaluation of one lesson in teaching subject through video recording.

(b) Prepare a file on E.T resources: OHP, LCD Projector, camera and Interactive board.

BOOKS SUGGESTED

Apter, Michael, J. (1968). *The New Technology of Education*. London: MacMillan.

Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques*. New Delhi: Kanikshka Publishers Distributors.

Bhushan, A. and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.

Kulkarni, S.S. (1986). *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). *Educational Technology and Communication Media*. Cuttack: Nalanda.

Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.

Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*. London: Weidenfield and Nicolson.

Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashsn.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited.

Sharma, H. L. and Sharma, S. (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*. New Delhi: Gagandeep Publications.

Sharma, R. A., *Technology of Teaching*. Meerut: International Publishing House.

Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*. New York: Routledge.

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(xii) ELEMENTARY EDUCATION

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

On completion of the course, the teacher trainee will be able to :

- ☐ Acquaint with the concept as well dimensions of elementary education.
- ☐ Identify various issues and problems of elementary education.
- ☐ Suggest measures to solve the problems related to elementary education.
- ☐ Gain knowledge about the strategies required for achieving universalization of Elementary education

COURSE CONTENTS**UNIT-I**

(a) Elementary Education : Concept, qualitative and quantitative aspects of Universalization of Elementary Education (UEE).

(b) Sarv Shiksha Abhyan : Genesis, targets and plan of action.

(c) Right to Education Act – 2009 : Origin, salient features and critique.

UNIT-II

(a) Strategies for achieving UEE: Early Childhood Care and Education (ECCE), School Mapping, Operation Blackboard (OB), Non Formal Education (NFE), low achievement levels.

(b) Problems and remedies: non-enrollment, school dropouts, Education for the girl child.

PRACTICAL WORK:

(a) Interview of school dropouts and enlist factors responsible for the same.

(b) Study of any innovative intervention programme at elementary level.

BOOKS SUGGESTED :

Aggarwal, J.C. (2004). *Modern Indian Education: History, Development and Problems*. New Delhi: Shipra Publications, 2004.

Chatterjee, Bhaskar (2006). *Education for All: The Indian Saga*. New Delhi: Lotus Press.

Grover, R.P. (Ed.) (1996). *Education for All*. Ambala Cant: The Associated Publishers.

Kumar, Ravi (Ed.) (2006). *The Crisis of Elementary Education in India*. New Delhi: SAGE.

National Policy of Education (1992) and POA. New Delhi: MHRD Govt. of India.

Shukla, Sureshchandra and Kaul, Rekha (Eds.) (1998). *Education, Development and Underdevelopment*. New Delhi: Sage Publications.

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(xiii) WOMEN EDUCATION AND INDIAN SOCIETY

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives :

- ☐ To sensitize the future teachers towards the status of women in Indian society.
- ☐ To help them understand the contribution of women in social, economic and political development of the society.
- ☐ To appraise the efforts at national and international level for the acknowledgement of women's contribution in the development process.
- ☐ To provide them a glimpse of the efforts of Indian Government to empower women through education and other developmental programmes.
- ☐ To sensitize them towards their role as teachers in providing equal status to girl child.

COURSE CONTENTS**UNIT-I****WOMEN IN INDIAN SOCIETY**

(a) Situational analysis of women in Indian society (focus on sex ratio pattern, education, health, work participation, violence against women).

(b) Participation of women in planning and decision making.

(c) Women's access to and participation in formal and non-formal education.

UNIT-II**HUMAN RIGHTS AND EMPOWERMENT OF WOMEN**

(a) Education as a tool for empowerment of women.

(b) Women and sustainable development.

(c) National efforts to promote women's human rights.

PRACTICAL WORK

Prepare a case study related to problems of women.

BOOKS SUGGESTED

Arya, Anita (2000). *Education and Empowerment*. New Delhi: Gyan Pub. House.
Chatterji, Shoma A. (1993). *The Indian Women in Perspective*. New Delhi: Ajantha Publications.
Devendra, Kiran (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
Gupta, Amit Kumar (1986). *Women and Society: The Developmental Perspective*. New Delhi: Criterion Publishers.
India Country Report for Action. (1995). New Delhi: Department of Women and Child Development, MBRD. Govt. of India.
Kumar, Radha (2001). *The History of Doing, Kali for Women*. New Delhi.
National Human Development Report (2001) New Delhi: Planning Commission, Govt. of India.
National Policy of Education (1986). New Delhi: MHRD, Government of India.
Programme of Action (1986). New Delhi: MHRD, Government of India.
Ruhela, Sarya (Ed.) (1999). *Understanding the Indian Women Today*. Delhi: Indian Publishers Distributors.
Rustagi, Preet (2003). *Gender Biases and Discrimination against Women: what do different indicators say?* New Delhi: UNIFEM South Asia Regional Office.

34

(xiv) CO-CURRICULAR ACTIVITIES IN SCHOOLS

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives :

To enable the student teachers to

- ☐ Understand the need and importance of co-curricular activities in the personality development of the children.
- ☐ Organize various co-curricular activities i.e. cultural, social games, and sports etc. in the school.
- ☐ Develop and use of various tools and techniques of evaluation of non-scholastic performance.

COURSE CONTENTS

UNIT-I

- (a) Co- curricular activities: Meaning, purpose and importance in education.
- (b) Types of co-curricular activities at school level i.e Games, Literary Activities like Debate, Symposium, Declamation Contest etc., Music, Painting, Activities for Leisure (Hobbies) Craft Activities, Excursion Activities, Activities for civic development, Social welfare activities and Projects.
- (c) Principles of organizing and planning co-curricular activities.

UNIT-II

- (a) Role of teacher in organizing co-curricular activities.
- (b) Management aspects of co-curricular activities–Team spirit, leadership, co-ordination, and cooperation.
- (c) Evaluation in any two co-curricular activities organized in the college.

PRACTICAL WORK

- (a) Organization of two co-curricular activities in a secondary school
- (b) Participation in any two co-curricular activities organized in the college.

BOOKS SUGGESTED

Farooqi, S.A. and Ahmad, Ikram (1996). *Co-curricular Activities in School*. IASE, New Delhi: Jamia Millia Islamia.
Hendry, Leo, B. (1978). *Schools, Sports and Leisure*. London: Lepus Books.
Kilzer, L.R.; Stephenson, H.H. and Nordberg, H.O. (1956). *Allied Activities in the Secondary School*. New York: Herper Brothers, Publishers.
Mohanty, Jagannath (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep Publication.
Nambiar, K.K. (1981). *Viyayan, Work Experience and Curricular Subjects*. Ambala Cantt : The Indian Publication.
National Policy on Education (1986). New Delhi: MHRD, Govt. of India, Ministry of Education.
Committees and Commissions on Indian Education–A Bibliography (1947-1977). New Delhi: NCERT.
Programmes of Action (1992). New Delhi: MHRD, Govt. of India, Ministry of Education.
Report of the Acharya Ram Murty Commission (1988). New Delhi: MHRD, Govt. of India, Ministry of Education.
Safaya, Raghunath and Shadia, B.D. (1979). *School Administration and Organisation*. Delhi: Dhanpat Rai & Sons.
Swaminathan, Indira (1986). *Developing Creativity in Young Children*. New Delhi: NCERT.

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(xv) E-EDUCATION RESOURCE DEVELOPMENT

Total Marks : 40

External Theory : 32

Internal Evaluation : 04

Internal Practical : 04

Objectives:

1. To introduce the student teachers to the concept of systems and its Application in Information Management.
2. To familiarize the student teachers with the concepts and practice of e-communication, e-learning and eeducation.
3. To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
4. To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

UNIT-I

- a) Systems : Concept, Elements, Types, SDLC (System Development Life Cycle), System Analyst, Functions of System Analyst, IMS (Information Management System).
- b) e-education : Introduction, Need & Importance of e-education, Benefits of E-Education in contrast with traditional method.
- c) Multimedia: Concept, types, and implications of multimedia in teaching learning process.
- d) Audio : Equipments, Audio formats, steps to record an audio.

UNIT-II

- a) Audio : Equipments, formats and steps to record video.
- b) Images: Imaging devices (Scanner and Digital Camera), steps to scan a picture, various picture formats.
- c) Internet : Basics, web browser, application of internet in education, communication and learning, internet protocols.
- d) Virtual Learning Environment : Concept, Elements, Popular Virtual Learning Systems available and their usage.

PRACTICALS :

- ☐ Recording and editing of three audio files in different formats.
- ☐ Digitize at least 10 images in at least three formats using a scanner.
- ☐ Recording and editing of at least three video clips of approximately five minutes duration.

BOOKS SUGGESTED:

Campbell, Katy (2004). *E-ffective Writing for E-Learning Environments*. U.S.A.: Information Science Publishing (an imprint of Idea Group Inc.).

Holmes, Bryn and Gardener, John (2006). *E-Learning Concepts and Practices*. London: SAGE Publications Ltd.

Pawlowski, Jan Martin (2006). *Handbook on Quality and Standardization in E-Learning*. New York: Springer Heidelberg.

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PAPER VI & VII

SEMESTER- I

1. TEACHING OF ENGLISH

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

Objectives

- ☐ To promote awareness in student teachers to create a warm and accepting classroom environment conducive to learning.
- ☐ To enable student teachers to understand the nature and characteristics of language and use of English language.
- ☐ To review critically some important methodologies and techniques of teaching English.
- ☐ To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- ☐ To enable student teachers to prepare and use appropriate audio-visual teaching aids for effective teaching of English.

COURSE CONTENT

UNIT-I

1. TEACHING OF ENGLISH IN INDIA

- (a) Language Teaching in Historical Perspective.
- (b) Importance of English-National and International level.
- (c) Aims and objectives of Teaching English at different levels.
- (d) Prevailing conditions of Teaching English (Favourable and Unfavourable)

2. NATURE OF LANGUAGE

- (a) Linguistic Principles
- (b) General principles of teaching and learning a language

UNIT-II

METHODS AND APPROACHES OF TEACHING (CONCEPT, MERITS AND LIMITATIONS)

- 1. Grammar Translation Method
- 2. Direct Method
- 3. Bilingual Method
- 4. Structural —situational approach
- 5. Communicative Approach

UNIT –III

LESSON PLANNING AND EVALUATION

- 1. Lesson Planning
 - a. Ingredients of good macro lessons : Prose, poetry, story, grammar and composition.
 - b. Micro Lessons :
 - (i) Skill of Introducing a lesson
 - (ii) Skill of Stimulus variation
 - (iii) Skill of questioning
 - (iv) Skill of illustrating with examples
 - (vi) Skill of Reinforcement
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3. Audio-Visual Aids

- a. Educational significance and practical use of teaching aids in English.
- b. Essential qualities of teaching aids — with special reference to OHP, LCD projector, Computers.
- c. Language Laboratory — Its set-up, uses and limitation.
- d. Language games.

UNIT- IV

Writing skills: Paragraph writing, Precis writing, letter writing, dialogue completion, report writing and notemaking.

INTERNAL PRACTICAL:

Preparation of Blue Print and Writing Objective - Based Test items.

SEMESTER- II

TEACHING OF ENGLISH

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- ☐ To enable student teachers to teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- ☐ To help student teachers to use the school and village resources for professional inputs.

COURSE CONTENT:

UNIT-I

Developing Language Skills: Listening and Speaking

- 1. Phonetics
 - a) Phonetic Transcription
 - b) Description of vowels and consonants (with special reference to organs of speech)
 - c) Features of connected speech - Stress, rhythm, intonation, juncture
- 2. Teaching of English Pronunciation
- 3. Contrastive analysis of English against Mother tongue
- 4. Developing Listening Comprehension

5. Teaching of Presentation Skills

- a) Poetry recitation
- b) Dramatization
- c) Declamation
- d) Paper reading
- e) Extempore
- f) Role playing

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UNIT-II

Developing Language Skills: Reading and Writing

1. Teaching Reading Skills :

- a. Mechanics of Reading (Eye Span, Pause, Fixation, Regression, Speed Pace)
- b. Types of Reading : Skimming, Scanning, Reading aloud, Silent Reading, Intensive Reading, Extensive Reading
- c. Teaching Reading Comprehension
- d. Teaching of Poetry

2. Teaching Writing Skill

- a. Teaching of composition from controlled to free practices
- b. Creative writing

3. Grammar & Vocabulary

- (a) Teaching of Grammar — Place of grammar, types of teaching grammar.
- (b) Teaching of Vocabulary — Levels of meaning, Word meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary.

UNIT-III

Evaluation :

- a. Continuous and Comprehensive evaluation in English Language Teaching.
- b. Types of test and characteristics of a good test.
- c. Development of test items for testing language activities in English.

UNIT-IV

Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB Pattern).

- 1. Grammar: Part of speech, reported speech, voice and vocabulary items.
- 2. Reading skills: Unseen passage (factual passage and literary passage).

INTERNAL PRACTICAL:

Evaluation of any one English Text book (from syllabus of 8th to 10th class)

BOOKS SUGGESTED :

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. *Teaching of English in India*. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.

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- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
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SEMESTER – I

2. Teaching of Hindi

ihñdI BwÀw iS–x

kulul AMkMk : 50

iliKq prI–w : 40

AwMqMqirk mU–UXwMkMkn : 5

AwMqMqirk pRXXog : 5

smX : 3 G&ty

l—X:

1. BwvI iS–koM myM ihñdI iS–x ky ilE BwÀw sùbnDI AwDwrBUq Xo©XqwAoM kw ivkws krnw [

2. BwvI iS–ko myM ihñdI BwÀw iS–x sùbnDI Xo©XqwAoM kw ivkws krnw [

3. shwXk swmgRI ky inmwéx Evm@ pRXog kI kuSlqw kw ivkws krnw [

iS–x Xo©XqwEÂ :

BwvI iS–koM myM AwDuink iS–x iviDXoM v qknIk kw ihñdI iS–x myM aicq }p sy pRXog krny kI –mqw aoepñn krnw[

1 ekweé :

(k) BwÀw : AQé, AwDwr Evm` pRkfiq

(K) dyvnwgrI ilip kI ivSyÀqwEÂ Evm` sImwEÂ

(g) ihñdI BwÀw kw mhÈv - mwqfBwÀw Evm@ rwÂt%IX BwÀw ky }p myM

(G) ihñdI iS–x ky swmwñX Evm@ iviSÂ ad@dyX

(i) BwÀw iS–x ky swmwñX isd`Dwñq Evm` sUZ

2 ekweé :

(k) gÖ iS–x - ad@dyX, sopwn Evm` iviDXwÂ

(K) pÖ iS–x - ad@dyX, sopwn Evm` iviDXwÂ

(g) rcnw iS–x - mhÈv, ad@dyX Evm` iviDXwÂ (inbND v khwnI)

(G) vvcn iS–x - ad@dyX, vvcn mñdqw ky kwrX Evm` apwX

3 ekweé :

(k) dfX - ±X swDn pRXog Evm` mhÈv

(K) pwT Xojnw - AiBpRwX, guX Evm` sopwn

(g) sU—m iS–x - AiBpRwX Evm` kOSI - pRÆqvwv nw kOSI, pR^n AnuSIl n kOSI, punbél n

kOSI, dfÂtwMq ±Xw\$Xw kOSI,

4 ekweé:é:

(k) ihñdI S<doM kw vgIékrx - (AQé, aoepiÄ, ±XuoepiÄ)

(K) A–r ivñXws

AwMqMqirk pRXXog

pR^n pZ inméwx (ekweé EvN vwiÀék) Evm` ivolyÀx

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SEMESTER – II

ihñdI BwÀw iS–x

kulul AMkMk : 50

iliKq prI–w : 40

AwMqMqirk mU–UXwMkMkn : 5

AwMqMqirk pRXXog : 5

smX : 3 G&ty

l—X:

1. BwvI iS–ko myM ihñdI sùbnDI iviBñn k–ooewr BwiÀk Evm@ swihioeXk ik®XwAoM ky AwXojn kI –mqw kw ivkws krnw[

2. shwXk swmgRI ky inmwéx Evm@ pRXog kI kuSlqw kw ivkws krnw [

1 ekweé :

(k) bolcwl kI iS-w - ad@dy^oX Evm` gux
(K) açcwrX kI iS-w - mhÈv, açcwrX doÂ ky kwrX v apwX
(g) ±XwkrX iS-x - mhÈv, ad@dy^oX Evm` iviDXwÂ
(G) sulyK iS-x - gux, ad@dy^oX Evm` iviDXwÂ

2 ekweé :

(k) pwT@X - puÆqk kI ivSyÀqwEÂ Evm` inmwéx ky isd`Dwñq
(K) BwÂw iS-x myM puÆqkwX kI apXoigqw Evm` ±XvÆQw
(g) ihñdI AÎXwpk ky gux Evm` kÃé±X

3 ekweé :

(k) ihñdI myM mU-XwMkn EvM prl-wEÂ - AiBpRwX, mhÈv v ivivD pRkwr
(K) pR^on pZ inmwéx - AwdSé pR^on pZ ky isd`Dwñq

4 ekweé :

(k) ihñdI ÎvinXoM kw vglÉkrX - (mwZwEÂ, açcwrX ÆQL, pRwx qÈv)
(K) muhwvry Evm` lokoi#qXwÂ

AwMqMqirk pRXXog

AwTvIM qQw dsvIN kI ihñdI pwT@X - puÆqk kw mU-XwMkn

iqLqLrd lwpwph

mek, eaxy. fgUnh f'k{k.k . ubZ fnYyh : vk;Z cqd fMiks A

[kUuk] T;ksfr (2006). fgUnh f'k{k.k . ubZ fnYyh : /kuirjk; ,.M dEiuh A

t;, tloUr flag (1975). vk/kqfud fgUnh f'k{k.k i)fr. tkyU/kj : New Book Company.

thr, ;ksxsUnz HkkbZ (1972). fgUnh f'k{k.k . vkxjk : fouksn iqLrd efUnj A

izlkn, ds'ko (1976). fgUnh f'k{k.kka . fnYyh : /kuirjk; ,.M lUl A

HkkfV;k] ds.ds. vkSj ukajx] lh.,y. (1989). vk/kqfud fgUnh fof/k;ka . Ykqf/k;kuk : izdk'k czntZ
ifCy'kj A

jeu, fcgkjh yky (1997). fgUnh f'k{k.k . esjB : jLrksxh ,.M dEiuh A

oekZ, cSlukFk izlkn (1973). fgUnh f'k{k.k i)fr. iVuk : fcgkj fgUnh xzUFk vdkneh A

'kekZ, T;ksfr HkuksV. vxzksueq[k fgUnh & f'k{k.k . yqf/k;kuk : V.Mu ifCyds'kut A

'kekZ] Mh.,y. (1992). fgUnh f'k{k.k . t;ij : izf'k{k.k] nso ukxj izdk'ku A

'kekZ] Mh.ds. (1999). fgUnh f'k{k.k fof/k;ka . yqf/k;kuk : V.Mu ifCyds'kut A

lQk;k, j?kqukFk (1997). fgUnh f'k{k.k fof/k . tky/kj : iatkc fdrkc ?kj A

flag, lkfo=h (1997). fgUnh f'k{k.k . esjB : Ykk;y cqd fM;ks A

flUgk, izlkn 'k=q?u (1964). fgUnh Hkk"kk dh f'k{k.k fof/k . iVuk : fnYyh iqLrd lnu A

{kf=, ds. (1968). Ekr`Hkk"kk f'k{k.k . vkxjk : fouksn iqLrd efUnj A

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SEMESTER- I

3. Teaching of Punjabi

pMjwbI BwSw dI is`iKAW ivDI

kul AMk : 50

ilKqI pRliKAw : 40

AMdrUnI mulwx : 05

AMdrUnI pRXog : 05

aududySyS:-

□ ividAwRQI AiDAwPkW nUM BwSw, pMjwbI BwSw Aqy gurmuKI ilpI bwry m`uFlw igAwn
dyxw[

□ mwq BwSw dI is`iKAw dy audySW Aqy mh`qv dI soJI krvwauwxw[

□ BwSw hunrW Aqy ikirAwvW dI suc`jI vrqoN krnw isKwauwxw[

- sYkMfri SyRxIAW leI inrDwirq pMjwBI pwT sm`grI iv`coN nukiqAW dI cox km iv`c shwieqw krnl[
- ividAwRQI AiDAwpkW nUM v`K-v`K AiDAwpn kOSIW ivc inpuMn krnw[
- ividAwRQI AiDAwpkW nUM BwSw AiDAwpn ivc pMjwBI ivAwkrx dy mh`qv qoN jwxMU krvwauwx[

AiDAwpn XugugqW:-

BwSx ivcwr-vtWdrw, kMm sONpxIAW, srvyKx, pwTWqr-ikirAwvW, ivSlySx, AiBAws, rIivaU, sYmInwr Aqy pwT pRdrSn[

pwT sm`g`grI:-

iekweI 1:-

1. BwSw-pirBwSw, ADwr Aqy pRikRqI [
2. pMjwBI BwSw dw inkws qy ivkws[
3. ilpI dy ArQ, gurmukI ilpI dI pRwcInqw Aqy AnukUlqw[
4. is`iKAw dy Kyqr iv`c mwq-BwSw dI is`iKAw dy audyS Aqy mh`qv[

iekweI 2:-

1. BwSw is`iKAw iv`c suxn Aqy smJx dw mh`qv, suxn SkqI dy ivkws leI loVINdy AiBAws[
2. bolcwl dI is`iKAw dw mh`qv, ASu`D aucwrx dy kwrx Aqy suDwr, mOiKk ikirAwvW (vwrqwlwp, vwd-ivvwd, BwSx, khwxI suxwauwx)[
3. pVHnw isKwauX dIAW m`uK ivDIAW Aqy pVHweI is`iKAw dIAW iksmW-sUKm pVHweI Aqy sQUl pVweI, au`cI pwT Aqy mOn pwT dw mh`qv[
4. ilKx klw dw mh`qv, ilKxw isKwauX dIAW Av`sQwvW, ivDIAW, AS`uD Sbd joVW dy kwrx Aqy suDwr[

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iekweI 3:-

1. pwT Xojnw-ArQ, audyS Aqy iqAwRI (kivqw, khwxI, inbMD, ivAwkrx, vwrqk)
2. sUKm AiDAwpn-Dwrnw, pRikirAw Aqy mh`qv[
3. AiDAwpn kOSl-jwx pCwx, AiBAws (jwx pCwx kOSl, pRSn au`qr kOSl, ivAwiKAw kOSl, audIpn pirvrqn kOSl)

iekweI 4:-

1. vrx boD-svr, ivAMjn, Anunwisk, lgW-mwqrW, lgw^r, du`q A`^r, Sbd joVW dy inXm[
2. Sbd boD, SbdW dy Byd-Sbd rcnw, Agyqr, ipCyqr, ivroDI Sbd, bhuqy SbdW dI QW ie`k Sbd, bhu-ArQk Sbd[

AMdMdrUnUnI pRXXogog:

slwnw pRSn p`qr dw inrmwx

SEMESTER-II

pMjMjwBI BwSw dI is`i`iKAW ivDI

kul AMk : 50

ilKqI pRIiKAw : 40

AMdrUnI mulwkx : 05

AMdrUnI pRXog : 05

aududySyS:-

- pMjwBI BwSw dy AiDAwpn qy mulWkx dy vrqmwn p`Dr nMU aucyrw cu`kx leI swrQk suJwA dyxw[
- swihq dy v`K-v`K rUpW dy AiDAwpn FMgW bwry jwxkwrI dyxw[
- ividAwRQI AiDAwpkW nUM BwSw pusqkwIw Aqy pRXogSwlw dI aupXogI vrqoN sbMDI igAwn dyxw[
- ividAwRQI AiDAwpkW nUM BwSw AiDAwpn ivc pMjwBI ivAwkrn dy mh`qv qoN jwxMU krvwauwx[

AiDAwpn XugugqW:-

BwSx ivcwr-vtWdrw, kMm sONpxIAW, srvyKx, pwTWqr-ikirAwvW, ivSlySx, AiBAws, rIivaU, sYmInwr Aqy pwT pRdrSn[

pwT sm`g`grl:-

iekweI 1:-

1. mwq-BwSw dI pwT pusqk-mh`qv, ivSySqwwW Aqy smliKAw [

2. BwSw pusqkwlw-mh`qv Aqy pVHn rucIAW dw ivkws[

3. BwSw pRXogSwlw-ArQ, audyS, aupXogI mh`qqw[

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iekweI 2:-

1. mwq-BwSw dw pwTkRm-ArQ, mh~qv Aqy inrmwx dy isDWq [

2. kivqw Aqy vwrqk dI is`iKAw-kivqw Aqy vwrqk ivc AMqr,pVHwaux dy audyS,

ivDIAW [

3. ivAwkrx dI is`iKAw-audyS, iksmW Aqy BwSweI mhq`qw [

iekweI 3:-

1. idRStI-sroq shwieK swDn-iksmW Aqy pRXogI mh`qv [

2. BwSw is`iKAw dw AiDAwpk [

3. BwSw XogqwwW dw mulWkx-Dwrnw, pRliKAw Aqy mulWkx iv`c &rk, mulWkx dy swDn,

pRSnW dIAW iksmW Aqy AwdrS pRSn p`qr dy inrmwx dy isDWq[

iekweI 4:-

1. vwkbOD, vwK rcnw-vwK vMf, vwK vtWdrw, ivSrwm icMnH, muhwvry[

2. rcnw-pYrHw rcnw, ic`TI p`qr, Axif`Tw pYrHw[

AMdMdrUnUnI pRXRXogog :

inrDwirq pwT pusqk dw mulWkx

shwieK pususqkW:-

isMG, h. (1966). pMjwbI bwry. pitAwlw: pMjwbI XUnIvristI[

isMG, hrkIrk. pMjwbI Sbd rUp Aqy Sbd [

isMG, jI. (1971). gurmukI ilpI bwry. Ludhiana: Lahore Book Shop.

isMG, jI.bI. (1950). gurmukI ilpI dw jnm qy ivkws. cufIlgV : pMjwb XUnIvristI[

isMG, qIrQ. pMjwbI AiDAwpn.[

isMG, pRym pRkwS. pMjwbI BwSw dw ipCokV [

sy^oN, s.s. Aqy sy^oN p.p. (1961). pMjwbI bolI dw ieIqhws. Punjab: Bhasha Vibhag.

sy^oN, s.s. Aqy sy^oN m.k. (2009). pMjwbI BwSw dw AiDAwpn. Ludhiana: Kalyani Publishers.

sMGw, s.S. (2004). pMjwbI BwSw ivigAwn. jIIMDr : pMjwbI BwSw AkwdmI [

kMg, kulbIr isMG. BwSw ivigAwn, pMjwbI BwSw qy gurmukI ilpI [

js, jsvMq isMG (2012). mwq-BwSw dI is`iKAw ivDI. Jalandhar: New Book Company.

nMdrw, ieMdrdyv isMG (2008). pMjwbI BwSw dw AiDAwpn. Patiala: Twenty First Century Publication.

nMdrw, ieMdrdyv isMG Aqy sPwieAw, r.k. (2008). AwDuink pMjwbI AiDAwpn. Ludhiana: Vinod Publications.

pdm, ipAwrw isMG (1969). pMjwbI bolI dw ieIqhws. pitAwlw: klm mMidr [

pMjwbI BwSw, ivAwkrx Aqy bxqr. pitAwlw: pMjwbI XUnIvristI[

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SEMESTER-I

4. sMÆMÆkfqfq iS-x iviD

kulul AMkMk : 50

iliKq prI-w : 40

AwMqMqirk mU-UXwMkMkn : 5

AwMqMqirk pRXRXog : 5

l-X:

1. CwZw%XwpkoM myM sMÆkfq iS-x ky ilE AwvXk AwDwrBUq Xo©XqwAoM kw ivkws krnw [
2. CwZw%XwpkoM myM sMÆkfq k-w iS-x şubnDI Xo©XqwAoM kw ivkws krnw [
3. CwZw%XwpkoM ko sMÆkfq BwÀw ky mhoev qQw asky iS-x ky ad@dyXoM sy Avgq krnw [
4. CwZw%XwpkoM ko sMÆkfq iS-x ky l—XoM kl şupRwi,q ky ilE pRBwvI swDnoM, iviDXoM EvM ad@dyXpUxé apwgmoM sy Avgq

krnw [

A%Xwpn kuSuSlqwEM :-

BwÀx ccwé, ivcwr ivçlyÀx, vwd-ivvwd, A™Xws, dÈqkwXí, swihoeXk ik@XwEM EvM sYmInwr [ekweé - 1

1. sMÆkfq AOr BwrqIX BwÀwAo N kl Eyiqhwisk pfÂTBUim
2. sMÆkfq BwÀw iS-x kw mhÈv
3. sMÆkfq BwÀw iS-x ky ad@dyX
4. pwT@XkRm myM sMÆkfq kw ÆQwn

ekweé - 2

1. sMÆkfq BwÀw iS-x ky swmwñX isdawnq EvM sUZ
2. s"—m qQw foLr`r ikB Xojnw
3. sMÆkfq BwÀw iS-x kl iviBñn pdaiqXW - ad@dyX, ivSyÀqwEM, lwB qQw sImwEÂ [
4. sMÆkfq myM açcwrX iS-x - A”kq)q) mPpkj.k ky pRkwr, kwrX EvM sDu wr ky apwX [

ekweé - 3

- 1 sMÆkfq myN gÖ iS-x - vfHkizk;] ad@dyX EvM sopwn
- 2 sMÆkfq myN pÖ iS-x - vfHkizk;] ad@dyX EvM sopwn
- 3 sMÆkfq myM ±XwkrX iS-x - vfHkizk;] ad@dyX EvM sopwn
- 4 sMÆkfq myM rcnw iS-x - vfHkizk;] ad@dyX EvM sopwn
- 5 sMÆkfq myM Anuvwd iS-x - vfHkizk;] ad@dyX EvM sopwn

ekweé - 4

AwTvIM AOr dsvIM kl pwT@X - puÆqk myM sy : -

1. Loj lfUÌ

2. izR; – Dr] DRok] rO;] vuh;

AwMqMqirk pRXXog :

s"—m iS-x ky kOSloN ky Anuswr s"—m pwT Xojnw (2)

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SEMESTER-II

sMÆMÆkfqf iS-x iviD

kulul AMkMk : 50

iliKq prI-w : 40

AwMqMqirk mU-UXwMkMkn : 5

AwMqMqirk pRXXog : 5

l-X:

1. CwZw%XwpkoM myM sMÆkfq iS-x ky ilE AwvXk AwDwrBUq Xo©XqwAoM kw ivkws krnw [
2. CwZw%XwpkoM myM sMÆkfq k-w iS-x şubnDI Xo©XqwAoM kw ivkws krnw [
3. CwZw%XwpkoM myM sMÆkfq ky pRBwvI iS-x ky ilE BwÀw kOSloM EvM iviBñn swihoeXk-ivDwAoM kl iS-x iviDXoM EvM
- qknIkoM ky pRXog kl -mqw ivkisq krnw [
4. CwZw%XwpkoM myM sqq@ EvM ±Xwpk mU-XwMkn krny kl kuSlqw ivkisq krnw [

Ekweé - 1

1. sMÆkfq myM mOiKk kwXé [
2. sMÆkfq iS-x myM mwqfBwÀw kw pRXog [

3. vŌj foU;kl f'k{k.k – lkekU; v'kqfð;kj] dkj.k ,oa fuokj.k ds mik; A

4. sMÆkfq A%Xwpk

ekweé - 2

1. sMÆkfq BwÀw iS–x EvM puÆqkwIX

2. sMÆkfq iS–x myM df□X J±X swDn

3. sMÆkfq pwT@X puÆqk

4. sulyK

ekweé - 3

1. mU–XwMkn - mhÈv, prI–wAoM ky pRkwr, ABIĀt prI–w pRxwII [

2. gfhkwXé EvM askw sMSoDn

3. AwdSé pR□n ky inmwéx isdáwñq

ekweé - 4

1. 'kCn:i – jke] efr] unh] Hkkuq] bne~] loZ A

2. Dwqu:i - (dsoy lt@ rFkk lf@ esa) Hkw] xe~] pqj] ue~] dFk~] iB ~

3. Anuvwd

AwMqMqirk pRXXog :

AwTvIM AOr dsvIN k–w kI sMÆkfq kI pwT@X puÆqk kw mU–XwMkn [

puÆuÆqk scucu I:

izlkn, ds'ko (1976). fgUnh f'k{k.kka . fnYyh : /kuirjk; ,.M lUl A

HkkfV;k] ds.ds. vkSj ukajx] lh.,y. (1989). vk/kqfud fgUnh fof/k;ka . Ykqf/k;kuk : izdk'k czntZ ifCy'kj A

sMÆkfq iS–x iviD - pRBwSMkr im^a

sMÆkfq iS–x iviD - rwmSu#l pw&fyX

lQk;k, j?kqukFk. sMÆkfq iS–x iviD. tky/kj : iatkc fdrkc ?kj A

l Q k ; k, j ?k qu k Fk (1997). fgUnh f'k{k.k fof/k. tky/kj : iatkc fdrkc ?kj A

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SEMESTER – I

5. TEACHING OF HISTORY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

- ☐ To enable the student teachers to understand the importance of History.
- ☐ To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
- ☐ To provide knowledge of different methods of teaching History.
- ☐ To help the student teachers to understand the role of current events in teaching of History.
- ☐ To emphasize the role of History in developing the national integration and international understanding.
- ☐ To develop an interest in teaching of History.

SKILLS:

- ☐ Use of various methods and techniques of teaching.
- ☐ Preparation and Use of Teaching Aids such as Maps, Models, Charts, Graphics, Time-Lines and Computer.
- ☐ Writing instructional objectives.
- ☐ Interpretation of Historical Data.
- ☐ Analysis of Present Day Problems in Historical Perspective.
- ☐ Establishment of Cause and Effect Relationship among Historical Events and Geographic Phenomena.

ATTITUDES:

- ☐ Critical Thinking
- ☐ Tolerance
- ☐ Observation

- ☐ Historical outlook
- ☐ To develop democratic citizenship

COURSE CONTENT:

UNIT-I

- a) Meaning, Nature, Scope and Importance of History as a subject.
- b) Aims, Instructional Objectives according to Behavioral domain of Teaching of History at Secondary Level.
- c) Relation of History with other School Subjects (Geography, Economics, Political Science, Art, Language, Sociology).

UNIT-II

(a) Meaning, Need, Types, Preparation and Use of Teaching Aids in History with special reference to:- Chalk Board, Charts, Graphs, Maps, Models, Specimens, Time-Line, Field Trips, Bulletin Board, Over Head Projector, Computer.

(b) Methods of Teaching History

- (i) Story Telling method
- (ii) Lecture Method
- (iii) Discussion Method
- (iv) Source method
- (v) Project Method

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UNIT-III

- a) Meaning, Need and Role of current events in Teaching of History.
- b) Teaching Micro Skills with special reference to the following:-
 - i. Skill of introducing the lesson.
 - ii. Skill of fluency in questioning
 - iii. Skill of explanation.
 - iv. Skill of Stimulus Variation.
- c) Meaning, Need and Steps of construction of a Lesson Plan.

UNIT-IV

- a) Harappan Civilization
- b) Ashoka The Great, Chandra Gupta, Samudragupta.
- c) Slave Dynasty, The Mughals.

INTERNAL PRACTICAL:

To arrange a visit to a historical place and write a report of the same

SEMESTER – II

TEACHING HISTORY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Knowledge:

- ☐ To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
- ☐ To provide knowledge of different devices of teaching History.
- ☐ To acquaint the student teachers with different audio-visual and latest information technology.
- ☐ To emphasize the role of History in developing the national integration and international understanding.
- ☐ To acquaint the student teachers with different techniques of evaluation.
- ☐ To develop an interest in teaching of History.

Skills:

- ☐ Use of various devices and techniques of teaching.
- ☐ Preparation of test items of an achievement test.
- ☐ Organization of Discussions, Tours and Other Practical Activities.
- ☐ Interpretation of Historical Data.
- ☐ To develop skill in making use of educational technology.

Attitudes:

- ☐ Time Sense and Space Sense
- ☐ Critical Thinking
- ☐ Tolerance
- ☐ Observation
- ☐ Historical outlook
- ☐ To develop democratic citizenship

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COURSE CONTENT:

UNIT-I

- (a) Meaning and Need of good Textbook, Criteria for Selection of a Good Textbook.
- (b) Devices of Teaching History
 - a) Questioning
 - b) Illustration
 - c) Assignment
 - d) Narration
- (b) Cultivation of time and space sense.

UNIT-II

- (a) Concept and Principles of Curriculum construction and Different approaches to Construct Curriculum to teach History.
 - (i) Chronological or Periodical approach
 - (ii) Concentric approach
 - (iii) Topical approach
- (c) Qualities and Role of History Teacher.

UNIT-III

- a) Concept, need and types of evaluation.
- b) Need, equipment and Maintenance of History room with special reference to museum.
- c) Meaning and Importance of Local History

UNIT-IV

- a) Revolt of 1857, Formation of Indian National Congress, Partition of Bengal, Jallian Wala Bagh
- b) Non-Cooperation, Civil Disobedience, Quit India Movement.
- c) Meaning, objectives and Organs of U.N.O.

PRACTICAL WORK:-

1. Critical analysis of History text book of 8th or 10th class

BOOKS SUGGESTED :

Aggarwal, J.C. (1983). *Teaching of History*. New Delhi: Vikas Publishing House Pvt. Ltd.

Burston, W.H. and Green, C.W. (1962). *Principles of History Teaching*. London: Methuen.

Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.

Dash, B.N. (2006). *Teaching of History*. Hyderabad: Neel Kamal Publishing Pvt. Ltd.

Hil, C.P. (1953). *Suggestion of Teaching of History*. Paris: Unesco.

Johnson, Henry (1915). *Teaching of History in Elementary and Secondary Schools*. New York: The Macmillan company.

Kochar, S.K. (1972). *The Teaching of History*. Delhi: Sterling Publishers.

Shaida, B.D. & Singh, S. (1973). *Teaching of History*. Jalandhar: Dhanpat Rai & Sons.

Singh Y.K. (2009). *Teaching of History*. Meerut: Surya Publication.

Singh, R.P. (2001). *Teaching of History*. Meerut: Surya Publication.

Tyagi, G. (2008). *Teaching of History*. Agra: Vinod Pustak Mandir.

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SEMESTER - I

6. TEACHING OF GEOGRAPHY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Knowledge:

To enable the Pupil – Teachers to:

1. Develop an understanding of the need for learning Geography.
2. Develop knowledge about basic principles governing construction of curriculum.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgement through different practical activities.
5. Develop proper understanding of nationalism and internationalism.
6. Acquaint the Pupil teachers with the preparation and use of different audio-visual aids.

Skills:

1. Acquire the ability to develop instructional support material such as Maps, Models, Charts, Graphs etc.
2. Finding the location and Collection of Information from Books of Reference and Standard Books on Geography.
3. Constructing various types of tests.
4. Develop the ability of organizing of tours, field trips and other activities related with community resources.
5. To understand the Current Events in their proper perspective.
6. Understand concept of evaluation.
7. Acquire skills to develop lesson plans for instruction.
8. Developing map reading skills.

Attitude:

1. Global Outlook.
2. Scientific Observation.
3. Critical Thinking.
4. Tolerance and Peace.
5. Developing Sense of Inter-dependence.

COURSE CONTENTS

UNIT-I

- a) Meaning, Nature & Scope of Geography: Importance of geography as school subject.
- b) Aims and Instructional objectives of Teaching of Geography according to Behavioral domain
- c) Correlation with other School Subjects—History, Maths, Science, Civics, Arts, Economics and Languages.

UNIT-II

(a) Need, Importance Preparation and use of Teaching Aids: Chalk Board, Flannel Board, Radio, T.V., Maps, Globe, Graphs, Overhead Projectors, Slide Projectors, LCD Projectors and Internet.

(b) Methods of Teaching Geography

- ☐ Lecture Method
- ☐ Discussion Method
- ☐ Project Method
- ☐ Excursion Method
- ☐ Laboratory Method

Criteria for selection of suitable method

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UNIT-III

- a) Writing of Lesson Plans in Geography – Micro and Macro Lesson Plans.
- b) Role of Geography in developing National and International Outlook.
- c) Map reading skills

UNIT- IV

- a) Directions and Methods to find out True North.
- b) Land Forms made by Glacier, River.
- c) Composition and Structure of Atmosphere.

Internal Practical

Critical Study Report of existing curriculum of Geography at Secondary School level.

SEMESTER – II

TEACHING OF GEOGRAPHY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Knowledge:

To enable the Pupil – Teachers to:

1. Develop an understanding of the need for learning Geography.
2. Develop knowledge about basic principles governing construction of curriculum.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism.
6. Acquaint the Pupil teachers with the preparation and use of different audio-visual aids.

Skills:

1. Finding the location and Collection of Information from Books of Reference and Standard Books on Geography.
2. Constructing various types of tests.
3. Develop the ability of organizing of tours, field trips and other activities related with community resources.
4. To understand the Current Events in their proper perspective.
5. Understand concept of evaluation.
6. Acquire skills to develop lesson plans for instruction.
7. Developing map reading skills.

Attitude:

1. Global Outlook.
2. Scientific Observation.
3. Critical Thinking.
4. Tolerance and Peace.
5. Developing Sense of Inter-dependence.

COURSE CONTENTS**UNIT –I**

- a) Need and Importance of Geography Room and its Equipments, Geography Museum.
- b) Geography Textbooks: Need and Importance, Qualities of Good Textbooks.
- c) Geography Teacher: Qualities, Role and Professional Growth

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UNIT-II

(a) Principles of Curriculum Construction and its Various Approaches – Topical, Regional, Concentric for Organizing Geographical Material; Critical Study of existing curriculum of Geography at Secondary School level.

(b) Local Geography: Meaning & Importance.

UNIT-III

- a) Evaluation of Geography, Modern Concept, Need and Importance.
- b) Different Types of Tests – Essay Type, Short Answer Type and Objective Type.
- c) Study of Current Events in Geography.

UNIT-IV

- a) Factors affecting climate of a Region.
- b) India – Relief and Agriculture.

INTERNAL PRACTICAL

Preparation of blue print and writing objective based test items

BOOKS SUGGESTED:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup & Sons Publisher.
- Broadman David (1985). *New Directions in Geography Education*. Fehur Press, London: Philadiphla.
- Ch. Orelly, R.J. (1970). *Frontiers in Geography Teaching*. London: Mathews and Co. Ltd.
- Arora, K.L. (1989). *Teaching of Geography*. Ludhiana: Prakash Brothers (in Punjabi, English, Hindi).
- Basha, S.A. Salim (2004). *Method of Teaching of Geography (Hindi)*. Delhi: A.P.H. Publisher.
- Brar, J.S. (2001). *Teaching of Geography*. Ludhiana: Hind Publisher.
- Srivastva, Kanti. *Mohan Geography Teaching*. Agra: Sahitya Prakshan.
- Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.
- Rao, M.S. (1999). *Teaching of Geography*. New Delhi: Anmol Publisher Pvt. Ltd.
- Shaيدا, B.D. and Sharma, J.C., *Teaching of Geography*. Jallandhar: Dhanpat Rai & Sons.
- Siddiqui, Mujibul Hassan (2004). *Teaching of Geography*. New Delhi: A.P.H. Publisher.
- Singh, R.P. (2004). *Teaching of Geography*. Meerut: R. Lall Book Depot.
- Varma, O.P. (2005). *Geography Teaching*. New Delhi; Sterling Publishers Pvt. Ltd.

Verma, J.P. (1960). *Bhugol Adhyan*. Agra: Vinod Pustak Mandir.
Verma, O.P. (1984). *Geography Teaching*. New Delhi: Sterling Publication Ltd.
Yogesh, K. Singh (2004). *Teaching of Geography (Hindi)*. Delhi: A.P.H. Publisher.
Zaidi, S.M., Modern Teaching of Geography. New Delhi: Anmol Publisher.

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SEMESTER - I

7. TEACHING OF ECONOMICS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

(A) Knowledge:

- ☐ To provide an understanding of growing concept, principles and theories of economics.
- ☐ To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
- ☐ To acquaint them with various economic problems which our country is facing.
- ☐ To provide knowledge of different methods of teaching, devices and techniques of evaluation.
- ☐ To provide knowledge of different teaching aids.
- ☐ To develop an interest in teaching of economics.

(B) Skills:

- ☐ Preparation and uses of teaching aids.
- ☐ Use of devices and techniques of teaching.
- ☐ Use of various methods of teaching.
- ☐ Organize symposium, discussions, tours and other practical activities.
- ☐ Writing instructional objectives.
- ☐ To develop skill in making use of educational technology.
- ☐ To analyze present day problems in economic perspective.

(C) Attitudes:

- ☐ To promote among pupil-teachers an attitude of :
- ☐ Critical thinking
- ☐ Critical analysis
- ☐ Economic outlook
- ☐ Observation
- ☐ Wise consumerism
- ☐ Providing solution to economic problems.
- ☐ To develop democratic citizenship

COURSE CONTENT

UNIT-I

(a) Meaning, Nature and Scope of Economics.

(b) Place and Importance of Teaching of Economics at secondary level.

(c) Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics

UNIT-II

a. Methods of Teaching:-

- I. Lecture Method
- II. Discussion Method
- III. Project Method
- IV. Survey Method
- V. Inductive-Deductive Method

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b. Techniques and Devices of Teaching Economics

- i) Assignments
- ii) Seminars
- iii) Brain Storming
- iv) Tours and Excursions

v) Supervised Study

vi) Case Study

UNIT-III

a. Teaching Aids – Meaning, importance and types:

Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

b. Teaching Micro Skills with special reference to five skills

i) Skill of introducing the lesson.

ii) Skill of Probing Questions.

iii) Skill of Explanation.

iv) Skill of Stimulus Variation.

v) Skill of Reinforcement.

c. Lesson Planning – Meaning, characteristics, importance and steps.

UNIT-IV

BRIEF CONTENT OF THE FOLLOWING:-

(a) Indian Economy—Main Basic Features, Main Sectors, Main Problems—Poverty, unemployment and price rise.

(b) Concept of LPG (Liberalization, Privatization and Globalization)

INTERNAL PRACTICAL:

1) Collection of year books, Newspaper, Magazines and articles clippings related to economics

2) Conducting economic survey in a locality with references to Population , Savings

SEMESTER – II

TEACHING OF ECONOMICS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

(A) Knowledge:

- ☐ To provide an understanding of growing concept, principles and theories of economics.
- ☐ To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.
- ☐ To acquaint them with various economic problems which our country is facing.
- ☐ To develop an interest in teaching of economics.

(B) Skills:

- ☐ Conducting economic surveys.
- ☐ Writing instructional objectives.
- ☐ Preparation of test items of an achievement test.
- ☐ To develop skill in making use of educational technology.
- ☐ To analyze present day problems in economic perspective

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(C) Attitudes:

- ☐ To promote among pupil-teachers an attitude of :
- ☐ Critical thinking
- ☐ Critical analysis
- ☐ Economic outlook
- ☐ Observation
- ☐ Wise consumerism
- ☐ Providing solution to economic problems.
- ☐ To develop democratic citizenship

COURSE CONTENT

UNIT-I

a. Correlation of Economics with Mathematics, Statistics, History, Geography, Science, Political Science, Commerce and Agriculture.

b. Concepts and Principles of Constructing Curriculum of Economics.

c. Critical Analysis of Economics Syllabus at the Secondary and Senior Secondary Stage.

UNIT-II

a. Approaches of Organization of Material of Economics Curriculum

i. Unit

ii. Concentric

iii. Topical

b. Economics Room –Importance and Equipments.

c. Teacher of Economics – Importance, Qualities and Competence.

UNIT-III

a. Text Book (Meaning, importance and qualities of a good textbook of economics), Supplementary Material (Meaning and sources).

b. Evaluation, Meaning and importance of evaluation.

c. Types of evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests.

UNIT-IV

BRIEF CONTENT OF THE FOLLOWING:-

a. Concept of WTO (world trade organization), Sustainable Economic Development.

b. Consumer Awareness—Forms and factors of consumers' exploitation, Rights and Duties of Consumers and Consumer Protection Measures

INTERNAL PRACTICAL:

a) Preparation of unit plans in economics.

b) Collection of pictures for album related to economic concepts.

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BOOKS RECOMMENDED:

Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach*. Agra: Vinod Pustak Mandir.

Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.

Dhillon, S. and Chopra, K. (2002). *Teaching of Economics*. Ludhiana: Kalyani Publishers.

Kanwar, B.S. (1973). *Teaching of Economics*. Ludhiana: Prakash Brothers.

Lee, N. (Ed.) (1975). *Teaching Economics*. London: Heinemann Educational Books.

Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi University Press.

Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum*. London: Routledge and Kegan Paul.

Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R. Lall Book Depot.

Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd.

Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.

Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication.

Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt. Ltd.

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SEMESTER - I

8. TEACHING OF SOCIAL STUDIES

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Knowledge & Understanding:

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.

Skills:

1. Preparation and effective use of teaching aids.
2. Organization of discussions, seminar, tours, exhibitions and practical activities.
3. To develop the skill of preparation of lesson plan and its presentation.

Attitude:

1. To promote social and democratic outlook.
2. To promote an attitude for global citizenship.

COURSE CONTENTS

UNIT-I

- a) Meaning, Nature, Scope and Importance of Social Studies.
- b) Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy.
- c) Relationship of Social Studies with other subjects – Maths, Commerce, Science, Arts and Languages.

UNIT-II

- a) Methods of teaching of social studies— Lecture, discussion, socialized recitation, source and project method.
- b) Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.

UNIT-III

- a) Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
- b) Social studies text book – Need and Qualities.

UNIT-IV

- b) India's struggle for independence –
 - (i) Revolt of 1857 (causes and effects)
 - (ii) Quit India Movement (1942).
- c) Indian Constitution (features), Features of Foreign Policy of India.

INTERNAL PRACTICAL

Critical evaluation of existing text book of social studies at school level.

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SEMESTER – II

TEACHING OF SOCIAL STUDIES

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Knowledge & Understanding:

- 1. To develop ability to organize curriculum of Social Studies.
- 2. To develop proper understanding of modern concepts and tools of evaluation.
- 3. To acquaint the pupil-teachers with current events and Community Resources.

Skills:

- 1. Skill to organise curriculum according to different approaches.
- 2. To set and equip the social studies room.
- 3. Analysis of present day problems in social context.
- 4. To develop the skill of preparation and evaluation of question papers.

Attitude:

- 1. To promote independent, rational and critical thinking.
- 2. To promote objective evaluation.
- 3. To promote an attitude for global citizenship.

COURSE CONTENTS :

UNIT- I

- a) Curriculum – Meaning, Principles of organizing social studies curriculum.
- b) Approaches of organizing social studies curriculum – Concentric, Topical and Unit approach.

UNIT- II

- a) Social studies teacher – Qualities and Role in Global Perspective.
- b) Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment and field trip.
- c) Social studies room – Need & Importance and Equipment.

UNIT –III

- a) Utilizing Current Events and Community Resources in teaching of social studies at Secondary level.
- b) Critical evaluation of existing curriculum of social studies at secondary stage.
- c) Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.

UNIT - IV

- a) U.N.O—Organs.

- b) Earth – Layers and Land Forms.
- c) Need and Problems of Agriculture and industry in India.

INTERNAL PRACTICAL

Preparation of Blue Print and Writing Objective-Based Test items.

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BOOKS SUGGESTED:

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Pub.
- Binning, Arthur C. (1935). *Teaching of Social Studies in Secondary School*. New York: McGraw-Hill Book Company.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Mofatt, M.R. (1955). *Social Studies Instruction*. New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School*. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rhinehart and Company.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Social Studies*. Jalandhar: Panjab Kitab Ghar.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies*. Boston: D.C. Herth and Co.

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SEMESTER – I

9. TEACHING OF COMMERCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

COURSE OBJECTIVES

- ☐ Upon completion of the course, the student-teachers will have understanding of the nature of commerce, business studies and accountancy.
- ☐ Knowledge about aims, objectives and values of teaching commerce in senior secondary school.
- ☐ Knowledge of wider range of teaching methods and techniques in order to enable them to plan their lessons in teaching of commerce.
- ☐ Acquaintance with the role of teaching aids and various learning resources in commerce opportunity to rejuvenate their content knowledge concerning commerce.
- ☐ Develop interest in knowing the recent development in the teaching methodology and technological developments in commerce.
- ☐ Develop a desirable positive attitude towards the teaching of commerce.

UNIT-I

- a) Meaning, Nature and Scope of Commerce, Business Studies and Accountancy.
- b) Aims and objectives of Teaching Commerce at senior secondary level with special reference to Bloom's Taxonomy.
- c) Writing Instructional Objectives in Behavioral Terms.

UNIT-II

- a) Instructional Material in Commerce: Need and Importance, Classification of Instructional Material (Projected Material and Non- projected Material), Criterion for the selection of Effective Instructional Material.
- b) Use of Various Instructional Materials in Teaching and Learning of Commerce (Films, Television, Computers, Chart, Graphs, Model, Tables, Original Material, Internet).
- c) Instructional Strategies and Methods of Teaching Commerce : (a) Importance of Instructional Strategies, Difference between Instructional Strategy and Method (b) Steps and usability of different methods in

teaching of commerce (c) Discussion Method, Project Method, Problem solving method, Socialized Recitation Method, Lecture Method and Lecture cum Discussion Method.

d) Micro Skills in Teaching Commerce: Formation of Micro lesson plan (Skill of Reinforcement, Skill of Probing Questions, Skill of Explaining, Skill of Illustration with examples and Skill of Stimulus Variation)

UNIT-III

a) Lesson Planning- Importance, Steps and Approaches to Lesson Planning.

b) Commerce Teacher- Qualities, Role and Professional Development.

c) Co-Curricular Activities : (a) Objectives, Need and Importance of Co- curricular Activities (b) Types of cocurricular activities in teaching of commerce (c) Organization of Debates, Field Trips/ Excursion in Teaching of Commerce

UNIT-IV

a) Pedagogical Analysis- Aspects and Utility of Pedagogical Analysis for commerce teachers.

b) Banks-Types of banks, Functions of Commercial Banks.

INTERNAL PRACTICAL:

a) Dummy filling of Bank forms, Central Excise and Taxation forms, VAT and Income Tax Documents (any two).

b) Collection of e-learning resources in education and commerce.

Or

Undertaking a project on the success story of a business establishment.

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SEMESTER - II

TEACHING OF COMMERCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

COURSE OBJECTIVES

- ☐ Knowledge about aims, objectives and values of teaching commerce in senior secondary school.
- ☐ Acquaintance with the commerce curriculum, classroom management techniques and technology in and of education at senior secondary level.
- ☐ Develop interest in knowing the recent development in the teaching methodology and technological developments in commerce.
- ☐ Develop a desirable positive attitude towards the teaching of commerce.

UNIT-I

a) Place of Commerce in Secondary School Curriculum.

b) Curriculum: Concept and Principles of Curriculum Construction in Teaching of Commerce.

c) Critical Appraisal of Existing Commerce Curriculum at Senior Secondary Level (PSEB/CBSE/I CSE).

UNIT-II

a) Evaluation in Commerce - Purposes of evaluation, Formative and Summative Evaluation, Tools and Techniques of Evaluation (Quantitative and Qualitative).

b) Achievement Test in Commerce - Purposes, Uses and Construction of Achievement Tests.

c) Unit Tests in Commerce - Construction of a unit-test and Preparation of Blue print.

d) Commerce Text Book: Need and Importance: Criteria for the evaluation of text Books, Role of Library and Reference Books in Teaching of Commerce.

UNIT-III

a) Item Analysis - Purpose and Methods of Item Analysis, Criteria for Item Selection and Rejection.

b) Principles, Instructional objectives and Approaches of Teaching Book - keeping and Accountancy.

UNIT-IV

a) Double Entry System - Books of Accounts under double entry system, Principles of Double Entry System, Counting Procedure

b) Final Accounts - Objectives of Preparing Financial Statements, Trading A/C, Profit and Loss A/C, Balance Sheet

INTERNAL PRACTICAL:

a) Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report.

b) Detailed listing of Different Learning Resources in Commerce Education

OR

Reviewing at least 3 research articles on teaching of commerce.

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BOOKS SUGGESTED

- Aggarwal, A.N. (1995). *Business Methods & Machinery*. Part I & II, Allahabad: Kitab Mahal.
- Aggarwal, J.C. (2003). *Teaching of Commerce*. New Delhi: Vikas Publication.
- Bruce, J. McFarlane and Roger Ottewill (2001). *Effective Learning & Teaching in Business & Management*. London: Routledge.
- Chopra, H.K. and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers, Ludhiana.
- Dalal, D.C. and Dalal V.C. (2008). *Teaching of Commerce*. (Hindi version). Patiala: Twenty First Century Publications.
- Gupta, Rainu. (2009). *Teaching of Commerce*. New Delhi: Shipra Publications.
- Jain. K.C. (1982). *Vanijya Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
- Kaur, Ravdeep (2012). *Teaching of Commerce*. Gurusar Sadhar: GBD Publications.
- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- Monga, Vinty (2009). *Teaching of Commerce*. Patiala: Twenty First Century Publications.
- Par Martensson, Magnus Bild, Kristina Nilsson (2008). *Teaching and Learning at Business Schools: Transforming Business Education*. London: Ash Gate.
- Peter Davies, Jacek Brant (2006). *Business, Economics and Enterprise: Teaching School Subjects 11-19*. London: Kogan Page.
- Rao, Seema (2002). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
- Roland Kaye, David G, Hawkrigde (2003). *Learning & Teaching for Business: Case Studies of Successful Innovation*. London: Routledge.
- Shankar T. (2007). *Methods of Teaching Commerce*, New Delhi: Crescent, VIII

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SEMESTER - I

10. TEACHING OF MATHEMATICS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

Upon completion of the course, the student-teachers will have.

- Understanding of nature of mathematics.
- Understanding of historical developments leading to modern mathematics concepts.
- Understanding of learning theories and their application in mathematics education.
- Improve competencies in secondary level mathematics. .

UNIT - I

- Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Bhaskaracharyas, Aryabhatta, Ramanujan & Contributions of Euclid, Pythagoras, Rene-Descarte.
- Nature of mathematics & difference among assumptions, postulates & axioms.
- Values of teaching mathematics & place of mathematics in school.
- Aims & objectives of teaching mathematics at secondary school stage, framing of objectives according to Bloom's taxonomy.

UNIT - II

- Inductive- Deductive & Analytic- Synthetic methods with examples.
- Problem-solving: Definition, importance of problem solving & mathematical modeling.
- Concept formation & assimilation, use of Concept Attainment Model, planning and implementation of strategies in teaching mathematical concept.

UNIT – III

- Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
- Micro Lesson Planning: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Stimulus Variation and Black Board writing.
- Teaching aids: Projective and Non-Projective.

UNIT – IV

a. Arithmetic:-

Number System (Knowing the Numbers, Playing with Numbers, Natural, Whole Numbers, Integers, rationals, Irrationals & Real numbers.)

Exponents (surds, squares, cube, square root & cube root)

Profit & Loss, Simple & Compound Interest and Discount.

Ratio and Proportion.

b. Algebra:-

Introduction to Algebraic Identities and Polynomials.

Linear, Simultaneous and Quadratic equations with their solution.

INTERNAL PRACTICAL

Development of a learning aid on any topic in mathematics and procedure for using it

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SEMESTER - II

TEACHING OF MATHEMATICS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

Objectives: -Upon completion of the course, the student-teachers will have.

- ☐ Understanding of nature of mathematics.
- ☐ Improve competencies in secondary level mathematics.
- ☐ Understanding preparation and use of diagnostic test and organize remedial teachings.
- ☐ Application of appropriate evaluation techniques in mathematics.

UNIT-I

- (a) Principle and rationale of Curriculum development.
- (b) Organization of syllabi both logically and psychologically according to the age group of children.
- (c) Recent curriculum reforms at National Level/State Level & their critical appraisal.
- (d) Pedagogical analysis of different topics of mathematics

UNIT-II

- a) The Van-Hiele Levels of Geometric thinking.
- b) Nature & kinds of proof: direct proof, mathematical induction, proof by contradiction, disproof by counter example.
- c) Learning Resources in Mathematics:
 - i. Text-book quality (academic and technical).
 - ii. Mathematics Laboratory-planning & organizing lab activities.

UNIT-III

- a) Fixing devices: Oral, written, drill work, questioning, supervised study & Mathematical Modeling.
- b) (a) Diagnosing basic causes for difficulties in mathematics learning.
- (b) Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.
- c) Construction of appropriate test items for assessing product (learning outcomes) and developmental (thinking skills) out comes.

UNIT-IV

- (a) Geometry:
 - Basic geometrical ideas(2-D & 3-D shapes)
 - Symmetry: (reflection)
 - Constructions (Using straight edge scale, protractor, compasses)
 - Quadrilaterals
 - Menstruations (circle, sphere, cone, cylinder, triangles)
- Data handing, statistics

SESSIONAL WORK

- (a) Planning and implementation of instructional strategies to remedy the diagnosed learning difficulties.
- (b) Construction of diagnostic test/achievement test (unit/terminal) in mathematics

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BOOKS SUGGESTED:

Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France*.

Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.

Kumar, Khushwinder and Kaur, Jaspreet (2012). *Learning Mathematics- A Lab Experience*. Gurusar Sadhar : GBD Publishers.

Kumar, Sudhir and Ratan, P.N. (2003). *Teaching of Mathematics*. New Delhi: Anmol Publication Pvt. Ltd.

Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot.

N.C.E.R.T. Text Books 6th to 10th Standard.

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Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT

Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co-operation.

Sidhu, K.S. (1998). *Teaching of Mathematics*. New Delhi: Sterling Publication Pvt. Ltd.

Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.

Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach)*. Florida: HBJ Publishers

Websites :

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<http://rse.sagepub.com>
<http://www.edfac.unimelb.ed.ac>
<http://www.eric.ed.gov>
<http://www.merga.net.au>
<http://ling.springerimages.com>
<http://www.ibe.unesco.org>
<http://www.ibe.unesco.org>

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SEMESTER – I

11. TEACHING OF SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

The student teacher will be able to

1. Familiarize with nature of Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Apply various approaches and methods of teaching physical science.
5. Select appropriate text books
6. Plan lessons in Science
7. Explain the concept of Micro Teaching and Related Skills
8. Understand the basic concepts of science.

COURSE CONTENT

UNIT-I

- (a) Science and technology: Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Science
 - (i) Blooms' Taxonomy of educational objectives (revised form also)
 - (ii) Instructional objectives.
 - (iii) Writing objectives in behavioral terms (Magers' approach and RCEM approach)
- (c) (i) Science curriculum- Rationale, principles and values
 - (ii) Critical evaluation of school science curriculum of class X

UNIT-II

Approaches and Methods of Teaching Science.

- (a) Inquiry and problem solving, Inductive and Deductive approach, Lecture cum demonstration method, project

method, Concept Mapping.

(b) Scientific Attitude- Concept and its inculcation among learners.

(c) Science Teacher and his Professional Growth.

UNIT-III

(a) Learning Resources in Science.

(b) Text books, teacher manuals- importance and characteristics.

(c) Lesson planning- Herbartian Approach. Micro teaching skills - introducing lesson, probing questions, skill of explaining, illustrating with examples

UNIT-IV

(a) Motion- Laws of Motion and its application.

(b) Nuclear Fission and fusion

(c) Human Eye- structure and defects.

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INTERNAL PRACTICAL

Performance of any two:

(a) General information about five national and international science journals.

(b) Information about five institutes of scientific importance.

(c) Life history of any three Nobel Prize winners.

SEMESTER - II

TEACHING OF SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

The student teacher will be able to

1. Organize Co-curricular activities in Science.

2. Organize practical work and improvise Science apparatus.

3. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.

4. Explain the concept of evaluation and construct blue print of question paper.

COURSE CONTENT

UNIT-I

a) Instructional Media- Need and importance. Edgar Dales' Classification , principles of selection and integration of media (use of chalk board, models, edusat computers)

(c) Co-curricular activities in Science- Science clubs, science museum, science fair, field trips, wall magazines.

UNIT-II

(a) Practical work in Science.

(i) Need, Importance and organization.

(ii) Improvisation of science apparatus.

(b) Science Laboratory- White House Plan.

(c) Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.

UNIT-III

(a) Evaluation in Science.

(i) Evaluation and Assessment- concept and importance in Science.

(ii) Continuous and comprehensive evaluation – concept, techniques and weightage distribution (IX-X)

(b) Types of test items for evaluation- essay type, short answer type, objective type and preparation of blue print.

UNIT-IV

(a) Pollution- Air, water, soil, depletion of ozone layer.

(b) Artificial satellites and their applications.

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INTERNAL PRACTICAL

Performance of any two experiments:

1. To verify laws of reflection and refraction.

2. To collect and preserve one plant

3. Preparation of Co₂ and CH₄ gas.

REFERENCES:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Cartin, A.A. and Sund, R.D. (1972). *Teaching Science through Discovery*. London: Merrill.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Hurd Dihurt, P. (1971). *New Directions in Teaching School Science*. Chicago: Rand McNally Co.
- Joshi, R.; Kulkarni, V.G. and Sinha, Somdatta (1999). *A Text book of Science of Class X*. New Delhi., NCERT.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot.
- New UNSECO Source Book for Science*. France: UNSECO.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
- Vaidya, Narendra N. (1997). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Pub.Co.
- Vishin, G.L. and Ticku, S.P. (1998-99). *A New Approach to Teaching of Science*. Ludhiana: Vinod Publications.

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SEMESTER - I**12. TEACHING OF LIFE SCIENCE**

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

The pupil teacher will be able to

1. Familiarize with nature of Life science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing Life science curriculum at secondary level.
4. Apply various approaches and methods of teaching Life science.
5. Acquaint with the ways and means for professional growth.
6. Understand the basic concept of life science.
7. Plan lesson in life science
8. Explain the concept of microteaching skills in view of various skills of teaching.

COURSE CONTENT**UNIT-I**

- (a) Life Science Education- Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Life Science
- (i) Blooms' Taxonomy of educational objectives (revised form also)
- (ii) Instructional objectives.
- (iii) Writing objectives in behavioral terms.
- (d) Science curriculum- Rationale, principles and values.

UNIT-II

- (a) Approaches and Methods of Teaching Life Science.
- (i) Inquiry and problem solving approach.
- (ii) Inductive and Deductive approach.
- (iii) Lecture cum demonstration method.
- (iv) Project method.
- (v) Scientific Method and Concept Mapping.
- (b) Scientific Attitude- Concept and its inculcation among learners.

UNIT-III

- (a) Life Science Teacher – Role in fostering Creativity, ways and means of professional growth.
- (b) Lesson Planning.
- (i) Preparation of model lesson plan
- (ii) Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples.

UNIT-IV

- (a) Nutrition- Autotrophic and Heterotrophic

- (b) Respiration- Aerobic and Anaerobic
- (c) Control and Co- ordination- Endocrine System and Hormones.

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INTERNAL PRACTICAL

Any One

- (a) Collection and preservation of plants and animal specimen (one each)
- (b) To prepare a report on any non-renewable energy sources on the basis of information collected by you.
- (c) Preparation and presentation of one lesson plan using Power Point.

SEMESTER - II

TEACHING OF LIFE SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities in biological science.
3. Organize practical work and improvise science apparatus.
4. Acquaint with laboratory plan, equipments and materials.
5. Explain the concept of evaluation and construct blue print of a question paper.
6. Understand the basic concept of life science.
7. Select appropriate text books

COURSE CONTENT

UNIT-I

- (a) Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, Specimen and Computers.
- (b) Co-curricular activities in Life Science- Field Trips, Excursions, Nature Club, Exhibitions and fairs.

UNIT-II

- (a) Practical Work in Life Science Need, Importance and organization.
- (b) Biological Laboratory- Setting up of laboratory, purchase and maintenance of equipments.
- (c) Laboratory Techniques- Preservation of Plants and animal specimens, preparation of slides.

UNIT-III

- (a) Evaluation and assessment- Concept, Types and new trends.
- (b) Construction of unit test- Design and blue print, Item Construction and marking scheme.
- (c) Learning Resources in Life Science.
 - (i) Text books, Teacher Manuals, Reference Books and Journals.
 - (ii) Aquarium, Museum and Botanical Garden.

UNIT-IV

- (a) Environmental Problems such as Green House effect, Acid Rain, Global Warming and ozone layer depletion, Biodiversity Loss.
- (b) Heredity and Development- Structure of DNA and Gene, Sex Determination.

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INTERNAL PRACTICAL

Any two

- (a) Life history of any three Nobel Prize winners in Life Science.
- (b) Collect information about CSIR, FRI, IARI.
- (c) Preparation of two permanent slides using plant material

SUGGESTED BOOKS:

Edgar, Marlow and Rao, Digmurti Bhaskar (1996). *Science Curriculum*. New Delhi: Discovery Publishing House.

Gupta, V.K. (1994). *Life Science Eucation Today*. Chandigarh: Arun Pub. House.

Joshi, S.R. (2005). *Teaching of Science*. New Delhi: APH Publishing Corporation.

June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. *The Teaching of Science in the Elementary Schools* Prentice Hall.

Kulshhrehtha, S.P. (2006). *Teaching of Science*. Merrut: R. Lall Book Depot.

Laybourn, K. and Bailey C.H. (1971). *Teaching Science to the Ordinary Pupil*. London: The English Language

Book Society and University of London Press Ltd.
New UNESCO Source Book for Science. France: UNESCO.
Science Teachers Handbook. edited by C.S. Rao and the American peace Volunteers of India Publishers American Peace Corps. 1969.
 Siddiqui, Majibul Hasan (2005). *Teaching of Science*. New Delhi: APH Publishing Corporation.
 Sood, J.K. (1987). *Teaching of Life Science, A Book of Methods*. Chandigarh: Kohli Publications.
 Sood, J.K. (1989). *New Directions in Science Teaching*. Chandigarh: Kohli Publications.
 Vaidya, Narendra (1968). *Problem Solving in Science*. New Delhi: S.Chand & Co.
 Vaidya, Narendra N. (1971). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Pub.Co.
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 Yadav, K. (1993). *Teaching of Life Science*. New Delhi: Anmol Publications.

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SEMESTER – I

13. TEACHING OF PHYSICAL SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

The pupil teacher will be able to

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing physical science curriculum at secondary level.
4. Apply various approaches and methods of teaching physical science.
5. Plan lesson in physical science
6. Explain the concept of microteaching skills
7. Understand the basic concepts of physical science.

COURSE CONTENT

UNIT-I

- (a) Physical science: concept and importance.
- (b) Bloom's taxonomy of Education, instructional objectives, formulating objectives in behavioral terms.
- (c) Scientific attitude – concept, characteristics and role of science teacher in their development.

UNIT-II

- (a) Curriculum in physical sciences : rationale, principles and critical evaluation of X class Curriculum.
- (b) Unit Planning & Lesson planning: concept importance and design.
- (c) Micro-Teaching skill : Introducing the lesson, probing questions, explanation and illustrating with example.

UNIT-III

- (a) Approaches and methods of Teaching physical science: problem solving approach, inductive & deductive approach, Lecture cum Demonstration Method, Project Method.

UNIT-IV

- (a) Motion : Types and its application.
- (b) Work, Power and energy, law of conservation of energy.

INTERNAL PRACTICAL (Any one)

- (a) General information about five national / international science journals.
- (b) Enlist five institutes of scientific importance in physical science

SEMESTER – II

TEACHING OF PHYSICAL SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

The pupil teacher will be able to

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1. Select appropriate text books.

2. Organize practical work.
3. Acquaint with laboratory plan, equipments and materials.
4. Explain the concept of evaluation.
5. Develop a blue print.
6. Acquaint with the ways and means for professional growth
7. Understand the basic concepts of physical science.

COURSE CONTENT

UNIT-I

- (a) Physical sciences laboratory- need and importance, design, maintenance of apparatus, equipment and safety measures.
- (b) Developing low cost experiments in physical sciences.

UNIT-II

- (a) Instructional material: Need, importance, selection and use (periodic tables, chalk board, working models and computers).
- (b) Physical science text book: - Need importance and criteria for selection, use of reference books and journals in teaching Physics and Chemistry.
- (c) Co-curricular activities in physical science : Science club, science exhibition, science excursions and quiz.

UNIT-III

- (a) Evaluation & Assessment in physical science: Concept, importance, CCE : concept, techniques, Grading, weightage, Preparation of objective based test items and blue print .
- (b) Creativity in teaching physical science - need, importance, inculcation among students.
- (c) Professional growth of physical science teacher, Role of national bodies IAPT/IAC (Indian Association of Physics/Chemistry Teacher), HBCSE (Homi Bhaba Centre for Science Education)

UNIT-IV

- (a) Metals and Non – Metals: Physical and chemical properties.
- (b) Atomic structure model: Rutherford and Bohr's model.

INTERNAL PRACTICAL

Life history of any three Nobel Prize winners in physical science

Performance of any three experiments :

1. Ohm's law verification
2. Laws of reflection & refraction
3. Laws of friction verification
4. Preparation of CO_2/CH_4 gas.

REFERENCES:

Bulletin (monthly). Kanpur: Indian Association of Physics Teachers .
 Gupta, S.K. (1991). *Teaching Physical Sciences in Secondary Schools*. New Delhi: Sterling Publishers.
 Kohli, V.K. (2004). *How to Teach Science*. Ambala: Vivek Pub.
 Mangal, S.K. and Mangal, Shubra (2007). *Teaching of Physical Science*. Meerut: International Publishing house.
 NCERT, *Science Textbooks for classes VII-X*, (2003).
 Sharma , R.C. (1998-99). *Modern Science Teaching*. New Delhi: Dhanpat Rai. Pub. Co.
 Thurber, W. and Collete, A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
 Vaideya, Narendra (1981). *Impact of Science Teaching*. New Delhi: oxford and IBH Publishing Co.

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SEMESTER - I

14. TEACHING OF HOME SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.

5. Develop lesson plan for teaching Home Science subject.
6. Understand the basic concept of Home Science

COURSE CONTENT:

UNIT-I

- (a) Meaning, scope and importance of Home Science.
- (b) Aims of Teaching Home Science at secondary level.

UNIT-II

Micro teaching skills relevant in Home science.

- (i) Skill of writing instructional objectives.
- (ii) Skill of introducing the lesson.
- (iii) Skill of explanation.
- (iv) Skill of questioning
- (v) Skill of blackboard writing.

UNIT-III

- (a) Lesson Planning: Meaning, importance and essentials of lesson planning.
- (b) Meaning, importance and use of teaching aids in Home Science.

UNIT-IV

- (a) Food, its constituents, functions and sources.
- (b) Guidelines for making flower arrangement and rangoli.

INTERNAL PRACTICAL:

Any one Practical based on UNIT-IV

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SEMESTER – II

TEACHING OF HOME SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

To enable the student teachers to:

1. Correlation of Home Science with other school subjects
2. Selection of appropriate text book
3. Critical evaluation of Home Science curriculum
4. Understanding the basic concept of Home Science
5. Train the student teachers to use problem-solving approach in problems related to home life.

COURSE CONTENT:

UNIT-I

(a) Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

(b) Organization of Home Science Department.

UNIT-II

(a) Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science.

(b) Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-III

(a) Qualities and Competencies of a good Home Science teacher.

(b) Meaning, Importance, essentials and limitations of Home Science text books

UNIT-IV

(a) Care and maintenance of cotton, wool and silk.

(b) Immunization Schedule

(c) Organisation of mid-day meals in schools.

INTERNAL PRACTICAL :

Any one Practical based on UNIT-IV

BOOKS SUGGESTED:

Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. New Delhi: Anmol Publications.

Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.

Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. New Delhi: Sterling Publisher.

Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers.
 Kapoor, Ritu (1994). *Teaching of Home Science*. Ludhiana: Parkash Book Depot.
 Mago, Neelam *Teaching of Home Science*. Ludhiana: Tandon Publications.
 Sessaiah, Ponnana Rama (2004). *Methods of Teaching Home Science*. New Delhi: Discovery Publishing House.
 Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi.
 Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.
 Yadav, Seema (1994). *Teaching of Home Science*. New Delhi: Anmol Publications.

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SEMESTER - I

15. TEACHING OF FINE ARTS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

To enable student teachers to:

- ☐ Develop the skill of using various teaching methods for teaching of Arts.
- ☐ Develop the Aesthetic sense.
- ☐ Acquaint the students with different techniques of painting.
- ☐ Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- ☐ Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

1. What is Art : Concept and Scope of Art.
2. Origin & development of Art in India with special reference to Pre-historic & Mughal period.
3. Importance of Art in Life and Education.

UNIT-II

1. Principles of Art.
2. Aims and objective of teaching Art.
3. (a) Stages of Development in Child Art.
- (b) Principles of curriculum construction at secondary level.

UNIT-III

1. Lesson planning to teach:
 - ☐ Still life.
 - ☐ Design.
 - ☐ Landscape.
 - ☐ Composition.
 - ☐ Poster.
2. Micro teaching- Micro skill with special reference to :
 - ☐ Skill of introducing the lesson.
 - ☐ Skill of Questioning.
 - ☐ Skill of Blackboard Writing.
 - ☐ Skill of Illustration with examples.

UNIT-IV

1. Qualities of Good poster.
2. Design- Its meaning & types.
3. Colour- Types and effects.

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INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18"X 22" to be submitted along with the sheets.

I. Landscapes - 2

II. Still life – 2

SEMESTER – II

TEACHING OF FINE ARTS

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES:

To enable student teachers to:

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

1. Significance of Fine Art & its correlation with other school subjects.
2. Six limbs of Indian Art (Shadanga).
3. Importance of Field trips and Excursions in Art.

UNIT-II

1. Methods of teaching art:
 - a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
2. Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral
3. Importance of art Room and its requirements.

UNIT-III

1. The importance of Exhibitions & Competitions in encouraging creative expression among Students.
2. Qualities and functions of an art-teacher.
3. Elements of Art.
4. Art & Society.

UNIT-IV

1. Importance of Colours in life.
2. Elements of Good Landscape.
3. Appreciation of Art.

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INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

I. Poster - 2

II. Composition – 2

BOOKS RECOMMENDED:

Brown, Percy (1953). Indian Painting, Calcutta.

Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

Lowenfeld Viktor . Creative and Mental Growth.

Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.

Sharma, L.C., History of Art, Goel Publishing House, Meerut.

Read, Herbert. Education through art [paperback].

Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

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SEMESTER – I

16. TEACHING OF MUSIC

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- ☐ To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- ☐ To provide knowledge of different methods and techniques of teaching music.
- ☐ To acquaint student teacher with latest teaching skills.
- ☐ To equip with various types of Ragas and different talas.
- ☐ To enable student teachers to organise competitions.
- ☐ To develop understanding & aesthetic sense in student.

COURSE CONTENT

UNIT-I

- (a) Aims & objectives of teaching of music.
- (b) Music Curriculum construction
- (c) Importance, suggestions for the popularization of Indian Classical Music in Schools & Colleges.

UNIT-II

- (a) Methods of teaching music
- (b) Relationship of music with other Fine Arts
- (c) Voice-culture & larynx

UNIT-III

- (a) Writing a lesson plan (Macro-Micro)
- (b) Evaluation in Music

UNIT-IV

- (a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
- (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

INTERNAL PRACTICAL

Preparing a scrap book

SUGGESTED READINGS :

Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.

Saryu Kalekar - Teaching of Music

Panna Lal Madan - Teaching of Music

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SEMESTER – II

TEACHING OF MUSIC

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- ☐ To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- ☐ To provide knowledge of different methods and techniques of teaching music.
- ☐ To acquaint student teacher with latest teaching skills.
- ☐ To equip with various types of Ragas and different talas.
- ☐ To enable student teachers to organise competitions.
- ☐ To develop understanding & aesthetic sense in student.

COURSE CONTENT

UNIT-I

- (a) Audio-Visual Aids for teaching of music
- (b) Knowledge of Notation & Rhythm
- (c) Settings of Music Room (Vocal and Instrumental)

UNIT-II

- (a) Music & Folk Music
- (b) The effect of music on behaviour, activity & Fatigue

UNIT-III

- (a) Knowledge of swaras, division of swaras in measures of shruti.
- (b) Qualities of a Music Teacher - Singer, Vada, Vagayakar

UNIT-IV

- (a) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
- (b) Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

INTERNAL PRACTICAL

Demonstration of any two musical skills

SUGGESTED READINGS :

Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.

Saryu Kalekar - Teaching of Music

Panna Lal Madan - Teaching of Music

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SEMESTER – I

17. TEACHING OF PHYSICAL EDUCATION

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. To enable the pupil teachers to develop an understanding of aims, objectives and importance of Teaching Physical Education in schools/institutions.
2. To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
3. To help the pupil teachers in becoming efficient and effective physical education teachers.
4. To promote Physical Education through various methods of teaching.
5. To make the teaching of Physical Education more interesting and innovative.

SKILLS

1. Organization of intramurals, tournaments, camps, tours and other nature related activities.
2. To develop body co-ordination through games and Physical activities.
3. To organize exhibitions and demonstrations.
4. Organization of annual athletic meet including laying out of the track and other arenas.

COURSE CONTENT:

UNIT-I

- (a) Basic concepts of teaching and learning in Physical Education.
- (b) Physical Education: Meaning, Aims and objectives of teaching Physical Education in school curriculum.
- (c) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.

UNIT-II

- (a) Teaching Methods: Concept and Factors affecting teaching methods.
- (b) Intensive Study of Lecture method, Command method, Project method, Discussion method, Demonstration Method, Part method, Whole method, Whole-part whole method.
- (c) Audio-Visual Aids and their classification, Importance of Audio Visual Aids in teaching Physical Education.

UNIT-III

- (a) Micro teaching : Concept and Procedure,
- (b) Teaching Micro Skills with special reference to
 1. Skill of Introducing the lesson
 2. Skill of Questioning
 3. Skill of Explanation
 4. Skill of Demonstration
 5. Skill of using Black Board
- (c) Lesson Planning: Meaning, Importance, Steps of Lesson planning and construction of Lesson Plan.

UNIT-IV

- (a) Recreation : Meaning, significance and recreational programmes in school.
- (b) Posture : Meaning and Importance of good posture.
- (c) First Aid : Meaning, need and importance of First Aid.

INTERNAL PRACTICAL

(a) Participation in Athletic/Games

(b) Project Work related to Physical Education-1

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SEMESTER – II

TEACHING OF PHYSICAL EDUCATION

Max Marks : 50

External Theory : 40
Internal Evaluation : 05
Internal Practical : 05

OBJECTIVES:

1. To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
2. To help the pupil teachers in becoming efficient and effective physical education teachers.
3. To make the teaching of Physical Education more interesting and innovative.

SKILLS:

1. Organization of intramurals, tournaments, camps, tours and other nature related activities.
2. To develop body co-ordination through games and Physical activities.
3. To organize exhibitions and demonstrations.
4. Organization of annual athletic meet including laying out of the track and other arenas.

COURSE CONTENT

UNIT- I

- (a) Qualities, Qualifications and Responsibilities of a Physical Education teacher.
- (b) Need, Importance and Qualities of a good Physical Education Textbook.
- (c) Need and importance of Physical Education room and equipment.

UNIT –II

- (a) Class Management: Meaning, Importance and Factors affecting class management.
- (b) Curriculum: Concept, Principles of curriculum construction and Importance of Physical Education in school curriculum.

UNIT-III

- (a) Supervision: Meaning, Types and importance of supervision.
- (b) Evaluation: Need and Importance of Evaluation in Physical Education.
- (c) Motivation: Meaning, Importance and types.

UNIT – IV

- (a) Warming up and Cooling down : Meaning and Importance.
- (b) Rules and Regulations :
Game : Badminton and Kho Kho.
Athletics : Sprints-start and finish.
Shot put and Long jump.

INTERNAL PRACTICAL

- (a) Participation in Athletic/Games
- (b) Project Work related to Physical Education-2

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- Bucher, C.A. (1979). *Foundation of Physical Education*. St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. *Psychology in Physical Education & Sports*. New Delhi: Metropolitan Book Co.
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Parkash Brothers.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
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- Singh, Ajmer; Gill, Jagtar Singh; Brar, Rachhpal Singh; Bains, Jagish and Rathee, Nirmaljit Kaur (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Pub.
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- Trinarayan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press.

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SEMESTER - I

18. TEACHING OF AGRICULTURE

Max Marks : 50
External Theory : 40
Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. To make student teachers familiar with the importance of the subjects.
2. To develop power of critical thinking in the student teachers.
3. To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENT

UNIT-I

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Correlation of Agriculture with Economics, Geography and Biology.

UNIT-II

- (a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Lesson Planning.
- (c) Use of Teaching Aids in Agriculture.

UNIT-III

- (a) Brief History of Agriculture in Punjab after 1947.
- (b) Minimum equipments for Agriculture required for a school.

UNIT-IV

- (a) Soil: Type, Formation, Soil Fertility, Soil Conservation.
- (b) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
- (c) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

INTERNAL PRACTICAL :

Preparation of kitchen garden (Size 10 x 10 feet)

85

SEMESTER – II

TEACHING OF AGRICULTURE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. To make students self-reliant and self-confident during the field studies and surveys.
2. To make them scientific minded.
3. To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in various types of constructive activities.
4. To develop in them the good healthy habits and social skills.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENT

UNIT-I

- (a) Principles of curriculum construction in Agriculture.
- (b) Critical study of the existing School Agriculture Curriculum of Secondary Classes.
- (c) Kitchen Gardening as a part of curriculum.

UNIT-II

- (a) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (b) Agriculture Farm and Laboratory.

UNIT-III

- (a) Agriculture Teacher and his professional growth.
- (b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
- (c) Evaluation – Importance, different types of tests for theory and practicals.

UNIT-IV

- (a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.

(b) Weeds and Weed control.

INTERNAL PRACTICAL :

Critical evaluation of a text book of Agriculture syllabus at secondary level.

BOOKS SUGGESTED:

ICAR Handbook of Agriculture. New Delhi: Govt. of India.

Handbook of Agriculture. Ludhiana: PAU.

Sharma, R.C. *Modern Science Teaching*.

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SEMESTER - I

19. TEACHING OF COMPUTER EDUCATION

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- To emphasize the need and importance of computer education as a subject.
- To aware the pupils of different teaching methodologies for teaching of computer education.
- To underline the need and importance of computerized lesson planning and its evaluation.

COURSE CONTENT:

UNIT-I

a) Computer Education: Concept, need and important, Application of computers with special reference to education and society.

b) Aims and objectives of computer education, present and future of computer education in Indian schools.

c) Formulation of instructional objectives in behavioral terms

UNIT-II

a) Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method

b) Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching

UNIT-III

a) Computer Education Curriculum: Concept and principles of curriculum for computer education, need of curriculum development cell for computer education

b) Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan.

UNIT-IV

a) Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.

b) Programming languages: Concept and generations

INTERNAL PRACTICAL:

Construction of ICT based Two lesson plans.

SUGGESTED READINGS:

Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kaur Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer*. Gurusar Sadhar: GBD Publications.

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SEMESTER – II

TEACHING OF COMPUTER EDUCATION

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- To discuss the importance of computer curriculum and computer textbooks.
- To teach the proper computer laboratory planning and to outline qualifications of computer staff.
- To bring awareness regarding the practical and latest computer technology.

COURSE CONTENT:

UNIT-I

- a) Advanced methods of teaching: CML, CAI, mobile learning, and online learning
- b) e-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

UNIT-II

- a) Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- b) Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.

UNIT-III

- a) Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.
- b) Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical. Role of computers in evaluation

UNIT-IV

- a) Internet: Use and application of internet. Internet as a source of learning, practical hands on publications of web pages
- b) Recent trends in computer teaching learning process

Internal Practical:

Critical analysis of text book of Computer at secondary stage.

SUGGESTED READINGS:

Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kaur Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer*. Gurusar Sadhar: GBD Publications.

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SEMESTER - I

20. TEACHING OF POLITICAL SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Political Science.
- To provide knowledge of different methods of teaching Political Science.
- To acquaint the student teachers with different audio-visual aids and latest information technologies.

Skills:

- Preparation and effective use of teaching aids.
- Organisation of discussions, tours, exhibitions and practical activities.
- To develop the skill of preparation of lesson plan and its presentation.

Attitudes:

- To promote independent, rational and critical thinking.
- To promote creativity for positive social outlook.

COURSE CONTENT

UNIT-I

- (a) Meaning, Nature, Scope and Importance of Political Science as a subject
- (b) Aims and objectives of Teaching of Political Science at Secondary level.
- (c) Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, Psychology and Law.
- (d) Recent Trends in Political Science.

UNIT-II

- (a) Methods of Teaching Political Science:- Story telling, lecture, discussion, source, problem solving, project and socialized recitation.
- (b) Lesson Plan:- Need, Importance and steps of writing it in teaching of Political Science.

UNIT-III

- (a) Need, Importance and use of Audio-Visual Aids:- Chalk board, Display boards, Maps, Model, Charts, Graphs, Time lines overhead Projectors, Specimen, Field Trips, Flash cards, Exhibitions, Radio, T.V. and Computer.
- (b) Political Science Text Books: Need, Importance and Qualities.

UNIT-IV

- (a) Indian Constitution: Features, Parliament and Judiciary.
(b) Fundamental Rights, Fundamental Duties and Universal Declaration of Human rights.

INTERNAL PRACTICAL:

Critical evaluation of Text Book of Political Science at School level.

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SEMESTER – II

TEACHING OF POLITICAL SCIENCE

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

- To enable the student teachers to construct and analyze critically the curriculum and textbooks of the teaching of Political Science at secondary stage.
- To help the student teachers to understand the role of current events in teaching of Political Science.
- To emphasize the role of Political Science in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.

Skills:

- Skill to organise curriculum according to different approaches.
- Interpretation of socio-economic and geographical data.
- Analysis of present day problems in Political Science context.
- To develop the skill of preparation and evaluation of question papers.

Attitudes:

- To promote creativity for positive social outlook.
- To promote national integration for cosmopolitan outlook.

COURSE CONTENT

UNIT-I

- (a) Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach.
(b) Critical study of existing curriculum of Political Science at Secondary level.
(c) Political Science Teacher- Qualities and Role in changing times

UNIT-II

- (a) Devices of Teaching Political Science:- Assignments, Questioning, Illustration, Exposition, Narration and Description.
(b) Need and Importance of Political Science Room.

UNIT-III

- (a) Utilizing current events and community resource in teaching of Political science.
(a) Role of Teaching of Political Science in developing National Integration and Internationalism.
(b) Evaluation in Political Science:- Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.

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UNIT-IV

- (a) Political Participation, Political socialization.
(b) Election Commission and Electoral Reforms.

INTERNAL PRACTICAL

Preparation of blue print & write objective based test items.

BOOKS RECOMMENDED :

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
Faria, B.L., Indian Political System.
Kashyap, Subash, Indian Constitutions.
Preston, R.C., Teaching of World Understanding.
Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
Singh, Gurmit (2008). ;wkie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
Singh, R.L., Teaching of History of Civics.
Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.
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SEMESTER - I

21. TEACHING OF PUBLIC ADMINISTRATION

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Public Administration.
2. To acquaint pupil teachers with different methods and techniques of teaching of Public Administration.
3. To acquaint the pupil-teachers with different audio-visual aids.
4. To acquaint the pupil-teachers with recent trends in Public Administration.
5. Preparation and effective use of teaching aids.
6. Organization of discussions, tours, exhibitions and practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.

COURSE CONTENTS

UNIT-I

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other social sciences; politics science, history, psychology, sociology, geography, laws, economics.
3. Importance of teaching of public administration : Aims and Objectives.

UNIT-II

1. Methods of teaching :
(a) Lecture method (d) Source method
(b) Discussion method (e) Problem method
(c) Project method (f) Survey method
2. Techniques and devices of teaching :
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning

UNIT-III

1. Emerging areas of public administration : New public administration, new public management, educational administration, local government (rural and urban).
2. Lesson Plan : Need, importance and steps of writing it in teaching of public administration.

UNIT-IV

1. Principles of Public Administration : Planning, Coordination, Communication, Centralization & Decentralization.
2. Local Government : Main provisions of 73rd and 74th Constitutional Amendment Act.

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INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat

SUGGESTED READINGS :

Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
Singh, Gurmit (2008). ;wkie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER - II

TEACHING OF PUBLIC ADMINISTRATION

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

1. To develop an understanding of pupil teachers concerning curriculum organization.
2. To develop proper understanding of different techniques of evaluation.
3. Preparation and effective use of teaching aids.
4. Organization of discussions, tours, exhibitions and practical activities.
5. To set the room to teach public administration.

COURSE CONTENT

UNIT-I

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
(a) Unit (b) Concentric (C) Topical
3. Role of public administration in developing national integration and internationalism.

UNIT-II

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teaching aids : Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.

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UNIT-III

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public administration—Importance, qualities and competence.
3. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

UNIT-IV

1. Concept and Principles of Educational Administration.
2. Health Administration: Primary, secondary and tertiary health services.

INTERNAL PRACTICAL

Critical analysis of Text book of public administration at the senior secondary stage.

SUGGESTED READINGS :

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History and Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

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SEMESTER - I

22. TEACHING OF SOCIOLOGY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

Knowledge and understanding:

- a) To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.

- b) To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- c) To acquaint the pupil-teachers with different audio-visual aids.

Skill :

- 1. Preparation and effective use of teaching aids.
- 2. Interpretation of socio-economic and population data.
- 3. Analysis of present day problems in social context.
- 4. To develop the skill of preparation of lesson plan and its presentation.

Attitude :

- 1. To promote independent, rational and critical thinking.
- 2. To promote creativity for positive outlook.
- 3. To promote objective evaluation.
- 4. To promote national integration and cosmopolitan outlook.

COURSE CONTENTS

UNIT-I

- 1. Meaning, nature, scope and importance of sociology in modern context.
- 2. Relation of Sociology with other subjects, Political Science, History, Literature (languages), Psychology and Geography.
- 3. Aims, objectives and values of teaching of Sociology.

UNIT-II

- 1. Methods of teaching
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem method
 - (c) Project method (f) Survey method
- 2. Teaching aids : Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

UNIT-III

- 1. Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- 2. Sociology text-book; importance and qualities, supplementary material

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UNIT-IV

- 1. Social Instructions – Marriage, Family, Kinship.
- 2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.

INTERNAL PRACTICAL

Critical analysis of Sociology Text book at the senior secondary stage

SUGGESTED READINGS :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development. Available at books.google.co.in/books?isbn=812610984X
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER – II

TEACHING OF SOCIOLOGY

Max Marks : 50

External Theory : 40

Internal Evaluation : 05

Internal Practical : 05

OBJECTIVES

Knowledge and understanding:

- a) To develop an understanding of pupil teachers concerning curriculum organization
- b) To develop proper understanding of different techniques of evaluation.

c) To acquaint the pupil-teachers with recent trends in sociology

Skill:

1. Organization of discussions, tours, exhibitions and practical activities
2. Analysis of present day problems in social context.
3. To develop the skill of preparation and evaluation of question papers.
4. To set and equip the room to teach sociology

Attitude :

1. To promote independent, rational and critical thinking.
2. To promote creativity for positive outlook.
3. To promote objective evaluation.
4. To promote national integration and cosmopolitan outlook.

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UNIT-I

1. Principles of constructing curriculum of Sociology.
2. Approaches of organization of Sociology curriculum.
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the senior secondary stage.

UNIT-II

1. Sociology room – Importance, equipments.
2. Teacher of Sociology – Importance, qualities and competence.
3. Techniques and devices of teaching :
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning

UNIT-III

1. Recent trends in teaching of Sociology.
2. Role of Sociology in developing national integration and internationalism.
3. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

UNIT-IV

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

Internal practical

Preparing blue-print and writing objective based test items.

SUGGESTED READINGS :

Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development. Available at books.google.co.in/books?isbn=812610984X
Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*Samajik Adhain da Adhiapan*). Ludhiana: Chetna Parkashan.
Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
Singh, R.L., Teaching of History of Civics.
Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

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Note: Various Practical Components will be as under:

COMPONENTS

COMPONENT – I (PART A): INITIATORY SCHOOL EXPERIENCES

Total Marks : 15+15 = 30 (Internal)

Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the specificity of different levels of

learning.

- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
- To learn to plan and execute lessons in a typical formal school setting.

Note on Evaluation: Entire curriculum transaction of this course shall be continuous in nature. It shall be evaluated by the internal 'Teacher Educator Mentor'. All activities shall be documented and the records be preserved for minimum six months after the declaration of the Annual University result. After that period the records of the three toppers from each subject be documented in the reference section of the college library.

Course Details : For Two Teaching Subjects

Task Set 1: Initiatory Experiences (10)

- Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in two teaching subjects. (05+05)

Task Set 2: School as an 'Enabling Learning Environment' (10+10)

- Planning and execution of micro lesson plans in at least two teaching skills (Minimum 4 skills; Two in each subject). (05+05)

- Discussion Lessons : Planning and delivering at least four macro lesson plans (two in each subject). (05+05)

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COMPONENT – I (PART B): SCHOOL EXPERIENCE PROGRAMME

Total Marks : 100+100 = 200 Marks (Two teaching Subjects)

Internal : 30 + 30 =60 Marks

External: 70 + 70 =140 Marks

Objectives :

- To understand the content and pedagogical principles, issues and problem related to teaching.
- To acquire competencies and skills required for effective classroom teaching, class management & evaluation of student learning/organization of co-curricular activities in the school.
- To develop professional ethics and values.
- To familiarize with the existing functioning of school.

Course detail

- a) Teaching Practice file for each teaching subject is to be prepared. 10 marks
- b) Identification of mistakes generally committed by school students in concerned subject. 2 marks
- c) Performance in actual practice in school. 5 marks
- d) Critical observation of 20 lessons in each subject . 5 marks
- e) Organization co-curricular activities & morning assembly. 5 marks
- f) A report of reflection on school experience programme with suggestions for further 3 marks improvement.
- g) Final lesson 70 Marks

Details of Teaching Practice file:

(i) 45 lesson plans (spread over 45 days) in each subject during internship performance. Out of 45 lesson plans first 30 detailed plans, 2 based on ICT, 2 test based lesson plans, one discussion, last 10 Lesson Plans in diary form, briefly mentioning specific objectives, method, teaching aids & teaching points.

(ii) Report of School plant.

(iii) Time table and attendance record of the students.

Details of final lesson in each subject :

- (i) Written lesson plan 10 marks
- (ii) Presentation 40 marks
(Method, questioning, student participation)
- (iii) Teacher Traits 10 marks
- (iv) Teaching aids used 10 marks

Total 70 Marks

Note : (a), (c), (e), (f) will be evaluated by Teaching Practice incharge, while (b) & (d) will be evaluated by the subject teacher. Final lesson i.e. (g) will be of 70 marks, will be evaluated by external & internal examiners both.

99

COMPONENT – II (PART A)

WORK EXPERIENCE PROGRAMME

(i) COMPUTER CRAFT

Total Marks: 50

External Practical : 30

Internal Practical : 20

Weightage to various aspects to be given as under:-

Practical: 20

Viva: 05

Practical File: 05

Total: 30

□ **Practical Work:** To prepare a project on Power Point/ MS-Excel/ MS-Access/ Internet

□ **File Work:** Hard copy (In black & white printing both sides) and Soft copy

(ii) CANDLE MAKING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- i. To provide hands on experience and develop dignity of work
- ii. To develop sense of organization and aesthetic sense in students
- iii. To provide opportunities for creative expression
- iv. To enable them to make different types of candles

Theory:

(1) Wax:- Introduction of different types of wax.

(2) Basic requirements of candle making

(3) Procedure of candle making

(4) Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.

(5) Safety measures in candle making.

Preparation and decoration of ten candles of different shapes. (10 marks)

Practical:

Preparation of candle on the spot at the time of practical exam. (10 marks)

Practical File (5 marks)

Viva Voce (5 marks)

Books Suggested:

Khanna, Sunil. Candle Making, Chandigarh: Triveni Publications.

100

(iii) CANE MAKING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- (i) To provide hands on experience and develop dignity of work
- (ii) To develop sense of organization and aesthetic sense in students
- (iii) To provide opportunities for creative expression
- (iv) To learn to handle and display material
- (v) To prepare and improvise teaching aids for effective teaching and learning

Practical Work:

(1) Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave

(2) To prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag

Books Suggested :

Grewal, N. A text book of home science B.A. II (H), A.P. Publishers, Jalandhar.

(iv) CLAY MODELLING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- (i) Development of creativity and imagination.
- (ii) Develop a sense of beauty.
- (iii) Develop a sense of organization and an aesthetic sense in them.
- (iv) To prepare /improve teaching aids for effective teaching learning.
- (v) Learn to handle and display teaching material.

Practical work:

To prepare a file and any 10 items of the following :

- (i) Dancing Figure
- (ii) Mother and child
- (iii) Man in resting pose
- (iv) Any animal
- (v) Animal in action
- (vi) Labourer in action
- (vii) Mountain
- (viii) Carry capture (Cartoon)
- (ix) Political Leader
- (x) Any Player
- (xi) Any face (Man, Woman, Child)
- (xii) One educational model in teaching subject is compulsory.

101

(v) COTTON CRAFT

Total Marks: 50

External Practical : 30

Internal Practical : 20

Theory:

- a) Characteristics of cotton Fibers.
- b) Simple knowledge of preliminary process of Spinning & Weaving.
- c) Use of different equipments of Hand Spinning & Weaving.
- d) Calculation of count, evenness and strength of Yarn.
- e) Wrap & Cloth calculation.
- f) Getting up of the loom.
- g) Importance of cotton craft in schools.

Practical Work:

- 1. Ginning
- 2. Slivers making
- 3. (a) Spinning on Takli 5 Latties
- (b) Spinning on charkha 5 Latties
- 4. Bobbin winding and Prin winding
- 5. Preparation of Wrap
- 6. Drafting and denting of Wrap
- 7. Weaving one meter plain cloth on fly shuttle frame loom.

(vi) CARD BOARD MAKING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- (a) Develop a sense of organization and an aesthetic sense in them.
- (b) To prepare /improve teaching aids for effective teaching learning.
- (c) Learn to handle and display teaching material.

Practical work:

- (a) Cutting the cardboard of various thicknesses with nail cutter, scissor etc.
- (b) Molding the cardboard in rectangular & round shapes.
- (c) Decoration of the articles with cut work of binding cloth with water or oil colours.

Prepare any five articles:

- (i) Boxes
 - (ii) Waste Paper Basket
 - (iii) Tray
 - (iv) File Covers
 - (v) Flowers Vase
 - (vi) Table Lamp
 - (vii) Photo Frame
- (d) One educational model in each teaching subject is compulsory.

102

(vii) WOOD WORK

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- (a) To give knowledge about different kinds of wood.
- (b) Acquaint them with defects in timber and their remedies.
- (c) To prepare /improve teaching aids for effective teaching learning

Theory:

To prepare a file of the following:

- (a) Workshop equipment.
- (b) The timber for woodwork – grain of wood, defects in timber and their remedies.
 - ☐ Shisham
 - ☐ Teak
 - ☐ Kali
 - ☐ Ply wood
- (c) Seasoning of wood
- (d) Tools of various kinds
- (e) French and wax polish
- (f) Wamishpaint
- (g) Nail and screw joints, halved joints and mortise and tenon joints, dovetail joints and mitred joints.

Practical:

To prepare any five articles:

- (i) A set of legs
- (ii) Soap case stand
- (iii) Mirror stand
- (iv) Tray
- (v) Drawing Board
- (vi) Clip Board
- (vii) Tool Box

(viii) MUSIC CRAFT

Total Marks: 50

External Practical : 30

Internal Practical : 20

Practical Work:

- (a) Five Alankaras/Palte
- (b) Talas-Dadra, Kaharwa, Teental on Tabla
- (c) Rendition of any one of the following :
Gazal, Folk Song, Bhajan, Shabad, Patriotic Songs
- (d) Playing National Anthem on Harmonium

103

(ix) INTERIOR DECORATION

Total Marks: 50

External Practical : 30

Internal Practical : 20

I. To prepare any seven out of the following:

- i. Making and arranging flowers of paper and cloth (Minimum three (3) types).
- ii. Using waste articles for preparation of decorative items.
- iii. Wall hanging for decoration (glass painting mural making etc.)
- iv. Paper mashing work.
- v. Collage making for preparing any innovative item (using any material).
- vi. Fabric painting
- vii. Pot painting
- viii. Floor decoration (Rangoli, Alpna, paper cutting etc. minimum 2'x2')
- ix. Tile painting and decoration (minimum 1'x1')
- x. Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

II. A compulsory album depicting different colour schemes (Monochromatic, harmonium, contrasting etc.), utilization of space/corners in relation of size of rooms, kitchen, drawing room, children's room etc.) (Any (10) sheets).

(x) GARDENING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Theory:

- a) Gardening: Meaning and Importance
- b) Soil: Types and Fertility
- c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.
- d) Parts of a typical Flowering Plant
- e) Seed Germination
- f) Gardening Tools and Equipments
- g) Methods of Irrigation
- h) Weeds: Important Weeds of Crops and their Control
- i) Growing of Important Crops like brinjal, onion, cabbage, Cauliflower, Spinach and radish.
- j) Procedure for Potting a Plant

Practical Work (External)

- a) Preparation of a lawn/flowerbed/kitchen garden - 10 marks
- b) Potting the Plants - 5 marks
- c) Collection of Seeds and Leaves - 5 marks
- d) Preparation of Practical Note Book - 5 marks
- e) Viva voce - 5 marks

30 marks

Note: - Internal Assessment of 20 marks will be based on maintenance of College Lawns and preparation of charts and models.

104

(xi) HOME CRAFT

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives :

- (i) To provide hands on experience and develop dignity for work.
- (ii) To develop sense of organization and aesthetic sense in students.
- (iii) To provide opportunities for creative expression.
- (iv) To acquaint the students with different methods of cooking.

(A)

- i. Table setting for different meals : Breakfast, lunch, dinner and evening tea.
- ii. Table manners

(B)

- i. Different methods of cooking
- ii. Cooking of any 5 recipes (Indian, Mexican, Italian, Chinese)

(C) Making one sample each of the following embroidery stitches :

- i. Satin stitch
- ii. French knot
- iii. Chain stitch
- iv. Stem stitch
- v. Lazy daisy

(D) Construction of any two utility items (Apron, Chapati Wraps, Multi-purpose hangings)

Books Suggested :

Mehta, Nita (2009). Low Calorie cooking for the Indian kitchen. New Delhi: Variety Book Depot.

Dalal, Tarla (2008) . Healthy Snacks. Mumbai: Sanjay & Co.

Mehta, Nita (2004). Maxican: Cooking for the Indian Kitchen. New Delhi: Snab Publishers.

Chin, Leann and Crocker, Betty (1990). Betty Crocker's New Chinese Cook book. Macmillan

(xii) ART & PAINTING

Total Marks: 50

External Practical : 30

Internal Practical : 20

(a) Evaluation of 30 marks shall be external by a competent Art teacher teaching in a college of education.

(b) Internal assessment of 20 marks shall be based on student's marks in the house tests, participation in various painting competitions and class work.

(c) Distribution of marks

(i) Practical : 10

(ii) Viva : 05

(iii) Practical File : 15

(iv) External Total : 30

(v) Internal Assessment : 20

105

Practical Work

1. 5 sheet depicting types of colours, colour schemes and principles of art.
2. 10 Free hand sketches of still life, nature, study with pencil in light & shade.
3. 5 sheets of Animal and bird drawings
4. 5 Poster theme based sheets
5. 5 Landscape painting in any medium
6. 3 sheets of Mottos
7. 2 Design – Geometrical/Floral

(xiii) PHOTOGRAPHY

Total Marks: 50

External Practical : 30

Internal Practical : 20

Creative Photography on the following topics (Five Photographs at least)

A (i) Outdoor photography in Natural Light Science.

(ii) Wildlife.

(ii) Sports (action photography).

(iv) New coverage.

(vi) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc).

(vi) Indian Culture.

B. (i) Mounting Photographs and displaying using creativity.

(ii) Organising Photo Exhibition.

Books Suggested :

1. Barbara and John, Upton Photography, Utle Brown and Co., 1980.

2. Michael Langford, Advanced Photography, London : Focal Press, 1988.

(xiv) TIE AND DIE

Total Marks: 50

External Practical : 30

Internal Practical : 20

To prepare design on the cloth by typing it with thread, using beads, marble, pulses, matchsticks, bangles, bottle caps etc. and make the following items (Any 8)

1. Kurta
2. Scarf
3. Cushion covers – 2
4. Pillow covers – 2
5. Table cloth
6. Napkin
7. Runner
8. Tray cover
9. Chapatti Wrapper
10. Tea cozy cover

106

COMPONENT – II (PART B): SIMPLE EXPRESSIVE COMPETENCIES

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives :

The programme of the Simple Expressive Competencies will enable the students teachers to :

- i) Acquaint them with sketching for expression and communication purpose.
- ii) Develop sense of organization and an aesthetic sense in them.
- iii) To prepare/improve teaching aids for effective teaching learning.
- iv) Write legibly on Chalk board.
- v) Learn to handle and display teaching material.

PART –A

- 1) Drawing and Sketching - 20 sheets
 - a) Pencil sketches - 2 sheets
 - b) Landscapes - 2 sheets
 - c) Collages - 4 sheets (2 each from Teaching Subjects)
 - d) Alphabets writing in blocks (A to Z)
capital : - 5 sheets
small : - 2 sheets
 - e) Number drawing (0 to 9) -1 sheet
 - f) Cutting and Pasting -4 sheets (2 each from Teaching Subjects)
- 2) Motto writing -4 sheets
(3 English and 1 Mother tongue)
- 3) Action Drawing - 5 sheets
- 4) Black Board plans - 6 sheets (3 each from Teaching Subjects)
- 5) Charts (Display and write-up) - 2 (one for each Teaching Subjects)

PART – B

B.B. Writing & Sketching on any topics from two teaching subjects.

Activities : (Session Work File should include)

- (a) Only Poster and water colours in flat or graded tone.
- (b) Cutting, Pasting and Display of 2 pictures on display board.
- (c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari.
- (d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard.
- (e) Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.
- (f) Keeping record of these activities duly signed by the teacher educators.

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General Note :

- (a) The teacher educator in Art will teach Component II. (Part-B)
- (b) Single external examiner will evaluate Part (A) and Part (B). The external examiner will be a qualified teacher

of Art in a college of education recognized by the university.
(c) The Principal of the College concerned will be moderator.
(d) Weightage to various aspects will be given as under:-

Total Marks : 50

External Marks : 30

Internal Marks : 20

PART-A

Ext. Int.

(a) Practical Work : 18 12 06

(b) Practical Files : 06 03 03

(c) Charts/Folders/Model : 06 03 03

30 18 12

PART-B

Ext. Int.

(a) Writing & Sketching : 15 12 03

(b) Spacing : 03 -- 03

(c) Correct Posture : 02 -- 02

20 12 8

Note : 1. Two periods per week per section shall be allotted for simple expressional competencies. These periods will be taken by Lecturer in Art & Painting.

2. The blind students in lieu of the above mentioned activities shall opt for any craft as per facilities available in the college .

108

COMPONENT – III (PART A): COMMUNICATION AND EMPLOYABILITY SKILLS

Total : 10 Marks (Internal)*

Objectives:- After the completion of this course, pupil teachers will:

- ☐ have effective communication skills
- ☐ develop an insight into the expository reading, journalistic writing, thinking and communicating in the language of instruction.
- ☐ develop various employability skills.

Unit-I GENERAL ORIENTATION

Communication- Concept and types of communication, overcoming barriers of communication.

Activities: (1) Exposure (Native Speaker) to be given to students by using ICT followed by discussion.

(2) Narrating/describing a related account from one's life experience (in front of a smaller group) by student teacher.

Unit-II ENGAGING WITH JOURNALISTIC WRITING

A. Student teachers will select text from newspaper/magazine, articles on topics of contemporary issues and analyse the structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.

B. Write articles topics of interest for college magazine/newspaper/wall magazine etc.

Unit-III ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

A. Student teachers (in small groups) will make a choice of a specific topic in their subject area which they could research from a set of available reference books.

B. Search relevant reference books from Library/Internet sources and extract relevant information

C. Make notes on these ideas in some schematic form (Flow Diagramme/Mind Map etc.)

D. Plan a presentation with display and oral comments

E. Make presentation to whole group

Unit- IV DEVELOPING EMPLOYABILITY SKILLS

- Workshop on C.V. writing

- Conducting mock Interviews

- Orientation for Teacher Eligibility Tests (National and Regional)

** The student teacher will be evaluated internally on the basis of their performance in the sessional activities. The institute will maintain the record in the form of project file/ audio-video recordings/photographs.*

109

COMPONENT – III (PART B): HEALTH AND SPORTS PROGRAMME

Total Marks: 50

External Marks: 30

Internal Marks: 20

OBJECTIVES:

- ☐ To develop awareness among student teachers about good health practices (Physical, Mental, Social and Emotional) and demonstrate skill for healthy living.
- ☐ To make student teachers understand about the effects of exercise on Human body.
- ☐ To develop knowledge of Safety and First aid.
- ☐ To acquaint them with harmful effects of drinking, smoking and drug abuse.
- ☐ To identify communicable and non-communicable diseases—their mode of infection, prevention and control.
- ☐ To conduct friendly matches among students to promote sports and create their interest in sports. Spot the sports talent among students.
- ☐ To sport the Sports talent among students.
- ☐ To arrange healthy recreational activities and inculcate in them the spirit of sportsmanship.
- ☐ To motivate students to participate in the University C-Division inter college competitions.

ACTIVITIES :

- (a) Organization of days related with health, sports meet, sanitation week, Minor games etc.
- (b) Preparation of chart/poster on any two of the following :
Balanced diet, postural deformities, drug abuse, personal hygiene, communicable and non-communicable diseases, various systems of body, family welfare, safety and first aid, road signs.
- (c) Preparation of file including the layout of the ground, brief history, fundamental skills and rules and regulations of Athletics and any one game of the following :
 - (i) Basketball.
 - (ii) Badminton.
 - (iii) Kho-Kho.
 - (iv) Volleyball.
 - (v) Table Tennis.
 - (vi) Yoga (Asanas).

(D) THEORY

- (i) Physical Education : Meaning, aims and objectives.
- (ii) Health Education : Meaning, aims and objectives.
- (iii) Effect of exercise on Human body.
- (iv) Posture : Meaning, Postural deformities, causes and their remedial measures.
- (v) Safety measures on Road, in School, in Swimming Pool, at Gymnasium and Play Grounds.

(E) PRACTICAL

- 1. (a) Participation in one of the above mentioned six games. **(05)**
- (b) Compulsory participation in the events of Annual Athletic Meet of the college. **(10)**
- (c) Discipline and regularity for the health and sports programme. **(05)**
- 2. External examiner along with Health and Sports Programme (HSP) Incharge will award 30 marks on the basis of performance and participation in the practical examination of games and Athletics by conducting viva-voce exam.

110

REFERENCES :

- 1. Atwal & Kansal, A Textbook of Health, Physical Education and Sports, Jalandhar: A. P. Publisher, 2003.
- 2. Brar, T.S., Officiating Techniques in Track and Field, Gwalior: Bhargava Press, 2002.
- 3. Kaur, Manjeet, Health and Physical Education, Ludhiana: Tandon Publications, 2003.
- 4. Malik, Neeru & Malik, Rakesh, Health and Physical Education, Ludhiana: Gurursar Book Depot Publications, 2005.
- 5. Sandhu, S.S, Health and Physical Education, Ludhiana: Chetna Parkashan, 2008.
- 6. Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani Publishers.
- 7. Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Sonia Kanwar; Gill Manmeet Kaur and Brar, R.S. Teaching Methodology and Educational Technology in Physical Education. Ludhiana: Kalyani Publishers.
- 8. Singh, Hardayal, Science of Sports Training, New Delhi: D.V.S. Pub., 1991

COMPONENT – IV

CO-CURRICULAR, CULTURAL AND COMMUNITY ACTIVITIES

Total Marks : 10 (Internal)

Objectives :

Co-curricular, cultural and community activities programme will enable the student teachers to:-

- (i) Develop right attitude towards dignity of labour and world of work.
- (ii) Develop an interest in leadership qualities, human relations and resourcefulness.
- (iii) Develop favourable attitude to serve the community.
- (iv) Organize cultural programmes and excursions.
- (v) Understand the importance of community living.
- (vi) Appreciate cultural heritage.
- (vii) Understand the importance of sanitation.

Activities :**(A) Co-curricular and Cultural (Any Three)**

- (a) Organization of college functions.
- (b) Participation in programme of co-curricular cultural activities and morning assembly.
- (c) Celebration of important days.
- (d) Organizing educational trips/tours.

(B) Community Activities (Any Two)

- (a) Cleanliness and beautification of Campus.
- (b) Participation in NSS.
- (c) Helping the needy—Donating blood/literacy programme.

Evaluation :

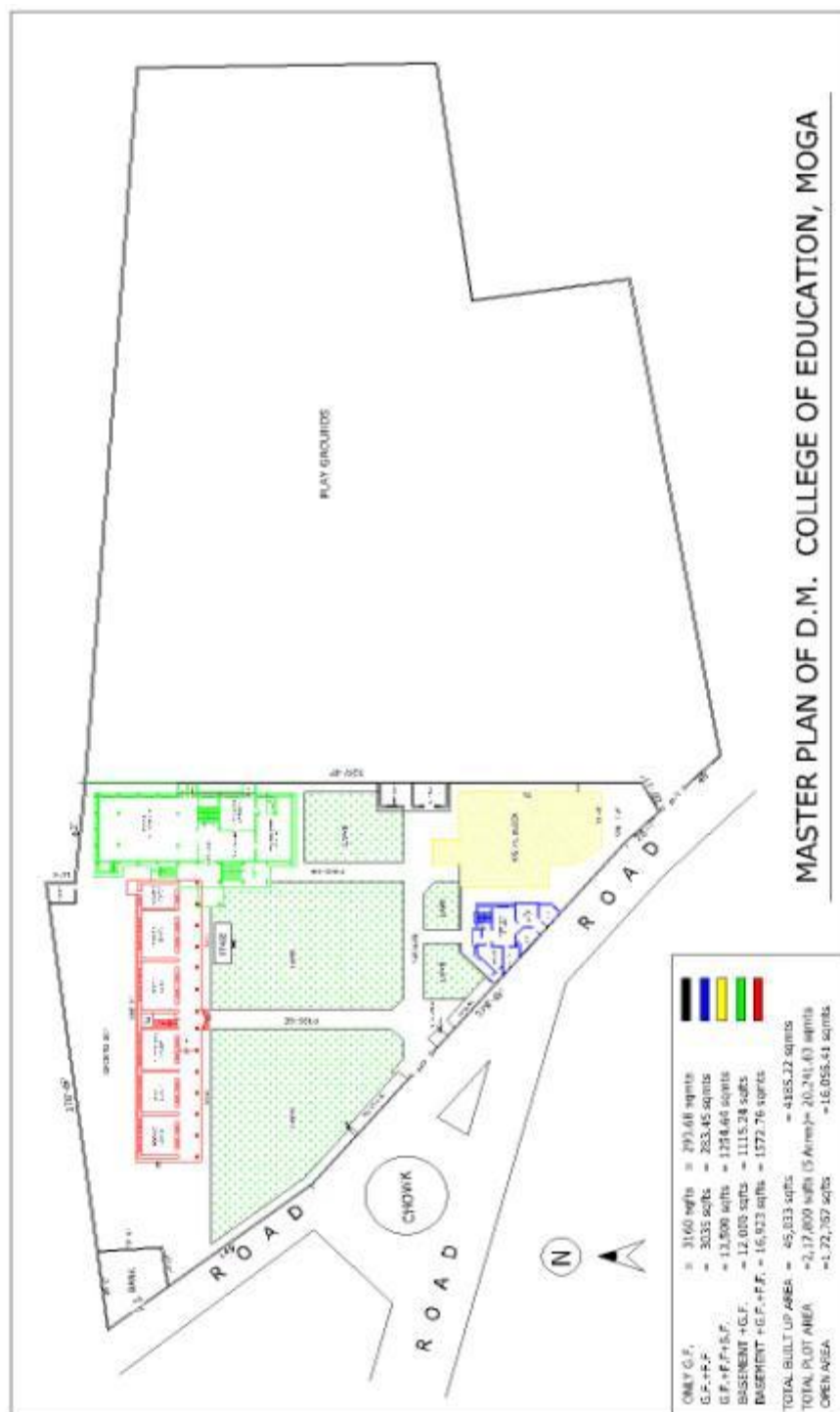
The tutor in charge will award the marks to their wards on the basis of performance in above activities during the whole session out of 10 (05 for co-curricular and cultural activities and 05 for Community activities).

Published by : Prof. A.K. Bhandari, Registrar, Panjab University, Chandigarh.

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Master Plan of the institutions

Annexure 4.1.1



Sushant Sharma
17/11/14
Principal
D.M. College of Education
Moga

Annexure 1.3.1

D M College of Education, Moga

TEACHER'S EVALUATION FORM Teacher: Dr. M-L Jaidka Sir

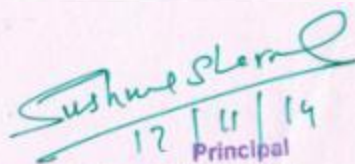
Directions: Do not sign your name. Read each item carefully. Put a check in the number on the right that describes what you believe to be true about your teacher.

1. Excellent 2. Strong 3. Average 4. Weak 5. Very Poor

Statements		Rating				
		1	2	3	4	5
1.	Shows interest in us	✓				
2.	Treats us Kindly	✓				
3.	Is really interested in helping us	✓				
4.	Respects us	✓				
5.	Has a sense of humor		✓			
6.	Speaks clearly and distinctly	✓				
7.	Uses language that we can understand	✓				
8.	Tries to see our point of view	✓				
9.	Seems happy and interested			✓		
10.	Seems to like and enjoy teaching			✓		
11.	Keeps class under control without being too strict		✓			
12.	Treats everyone fairly	✓				
13.	Gives fair punishment				✓	
14.	Treats us as individuals		✓			
15.	Knows the subject being presented	✓				
16.	Tries new teaching methods			✓		
17.	Gives good fair assignments		✓			
18.	Presents a suitable appearance			✓		
19.	Leads good class discussions			✓		
20.	Explains topics clearly		✓			
21.	Praises good work			✓		
22.	Listens to our ideas		✓			
23.	Encourages us to work alone			✓		
24.	Permits us to express our ideas		✓			
25.	Gives fair examinations	✓				
26.	Grades fairly			✓		
27.	Has interesting classes	✓				
28.	Encourages differences of opinion			✓		
29.	Encourages us to be responsible			✓		
30.	Gives sufficient time to complete projects/assignments.	✓				

Please answer the questions (use the back of this page).

- How could this class be improved?
- What do you like least about this class?
- What is the best aspect according to you of the class?


 12/11/14
 Principal
 D.M. College of Education
 Moga

Teacher's Evaluation Form

Source – D. M. College of Education, Moga (Self Prepared).

Item	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
1	71.4	66.6	76.1	80.9	66.6	52.3	61.9	57.1	52.3	61.9	71.4	66.6	42.8	47.6	52.3	52.3	47.6	42.8	66.6	71.4	61.9	52.3	57.1	66.6	76.1	61.9	61.9	61.9	61.9	80.9
2	28.5	19.0	19.0	19.0	28.5	38.1	28.5	23.8	33.3	28.5	23.8	19.0	19.0	28.5	23.8	23.8	19.0	19.0	28.5	28.5	28.5	33.3	19.0	33.3	19.0	19.0	28.5	23.8	19.0	19.0
3	0.00	14.2	4.76	0.00	4.76	4.76	9.52	19.0	14.2	9.52	4.76	14.2	23.8	23.8	19.0	19.0	19.0	28.5	14.2	14.2	9.52	14.2	14.2	0.00	4.76	19.0	9.52	14.2	19.0	0.00
4	0.00	0.00	0.00	0.00	0.00	4.76	0.00	0.00	0.00	0.00	0.00	0.00	4.76	0.00	4.76	0.00	0.00	0.00	4.76	0.00	0.00	4.76	9.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.52	0.00	0.00	4.76	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

1. Excellent, 2. Strong, 3. Average, 4. Weak, 5. Very Poor

Total No. of Participants : 21

Item wise Analysis: 1-30

Sushant Sharma
12/11/14
Principal
D.M. College of Education
Moga

Income and Expenditure Statement

Income & Expenditure Account of D.M. College Of Education, Moga of 31.3.2014			
Particulars	Expenses	Particulars	Income
To Salary paid to Aided Teaching Staff	79,64,950	By Fees & Funds	82,30,000
To Salary paid to Aided Non Teaching Staff	11,55,813	By State Govt. Grant Received	48,89,645
To P.F. Excess share Aided Teaching Staff	7,31,438	By State Govt. Grant Receivable	31,44,614
To P.F. Excess share Aided Non Teaching Staff	1,06,297	By Interest on SF	6,27,882
To Salary paid to Un-Aided Teaching Staff	14,50,096	By Duplicate I Card Fees	250
To Salary paid to Un-Aided Non Teaching Staff	8,40,548	By Recurring Grant	2,500
To P.F. Mngt. share Un-Aided Teaching Staff		By Building Rent	1,28,208
To P.F. Mngt. share Un-Aided Non Teaching Staff	31,548	By Canteen Rent	18,000
To Advertisement	40,472	By Fines	8,587
To Legal Fees	30,120	By P.U. C.C. A/c	10,089
To Donation Uttarakhand	25,000	By Collection	82,200
To NAAC Application Fees	28,090		
To Telephone Expenses	35,138		
To Electricity Expenses	1,51,947		
To Generator Maintenance	51,825		
To Postage	3,940		
To Student Aid Fund	10,000		
To Water & Sewerage	2,498		
To Sports Expenses	71,880		
To Panjab University Skill-In -Teaching	44,430		
To Subscription	1,700		
To Misc. Expenses	1,350		
To amount deposited in the treasury Excess Grant	2,700		
To Seminar & Workshop Expenses	1,12,233		
To Books & Journals	2,400		
To Fees & Taxes	200		
To News Paper & Periodicals	13,133		
To Bank Commission	478		
To Youth Festival Expenses	2,50,555		
To Allowances	68,400		
To Fees Refund	77,182		
To DPI Sports Fees	10,500		
To Computer Expenses	1,000		
To Repair & Maintenance	83,489		
To Function	23,713		
To Printing & Stationery	71,562		
To Cleanliness	2,400		
To Travelling Expenses	22,596		
To Uniforms	10,720		
To Honorarium	2000		
To Electric Goods	7,960		
To Panjab University Expenses	5,31,855		
To House Tax	12,180		
To Website Expenses	4,500		
To Refreshment	28,065		
To Prospectus	12,500		
To Excess of Income Over Expenses	30,10,574		
TOTAL	1,71,41,975		1,71,41,975

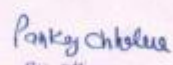
Balance Sheet

Name of the college: D.M.College of Education, Moga

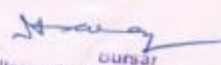
Balance Sheet as of 31-3-2014

<u>Liabilities</u>	<u>Amount</u>	<u>Total. Amount</u>	<u>Current Assets</u>	<u>Amount</u>	<u>Total. Amount</u>
Capital Fund	2,51,69,979.98	2,51,69,979.98	Current Assets		
			Investments	1,80,67,996.00	1,80,67,996.00
Other Liabilities			Fixed Assets	44,92,368,40.00	44,92,368,40.00
Securities	13,35,000.00		Bank Balances		
Cheque Pending	3360.00		O.B.C. C/A No. 100001	50,235.10	
Other Liabilities	824.00	13,39,184.00	OBC C/A No. 100002	2,10,566.83	
			PNB C/A No. 5	16,678.00	
			Post Office G.P. Fund	1,432.71	
			SBI	3,139.94	2,82,052.58
			Old Grants Receivables		
			1996-1997	86,172.00	
			2011-2012	999.00	
			2013-2014	31,44,614.00	32,31,785.00
			U.G.C. Grants Receivable		
			2001-2002	19,272.00	
			2002-2003	35,706.00	54978.00
			2% Free ship claim		
			Receivable		6984.00
			P.U Endowment Fund		3,00,000
			Loans and Advances		
			Loan D.M. College Moga	20,000.00	
			Alert Knowledge Services	50,000.00	
			Telephone Security	3,000.00	73,000.00
Grand Total		2,65,09,163.98	Grand Total		2,65,09,163.98


Chartered Accountant
With Seal


Pankaj Chakraborty
Supdt.


Principal
D.M. College of Education
Moga


Officer
D.M. College of Education

A Copy of the latest Recognition order issued by NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION
A STATUTORY BODY OF THE GOVERNMENT OF INDIA
Northern Regional Committee

TO BE PUBLISHED IN GAZETTE OF INDIA - PART- III SECTION - 4

F.No. F-3/PE-36/98 / 42

Registered post with AD
DATED : 07.12.98

ORDER

In exercise of the authority vested under Section 14 (3) (a) of the National Council for Teacher Education Act, 1993, the Northern Regional Committee grants recognition to D. M. College of Education, Moga-142001, Punjab, for B.Ed. One year course, from the academic year 1998-99 with annual intake of 200 students.

This recognition is subject to the condition that the institution continues to meet the norms laid down under the regulations and submission of Annual Report in this regard.

By order,

Regional Director

The Manager
Publications, (Gazette Section)
Civil Lines
Delhi-110054

CC:

1. Education Secretary, Government of Punjab, Punjab Secretariat, Chandigarh
2. Director/DPI, Education (Higher/Secondary), Punjab, Chandigarh
3. Co-ordinator, (B Ed., Pre Test) Guru Nanak Dev University, Amritsar
3. Registrar, Punjab, Chandigarh
4. The Member Secretary, National Council for Teacher Education, New Delhi
5. The Principal, D. M. College of Education, Moga-142001, Punjab
6. Office Order file.

Regional Director

कार्यालय : ए-46, शाही पेठ, चित्तूर नगर, जयपुर - 302 004
कार्यालय : ए-46, शाही पेठ, चित्तूर नगर, जयपुर - 302 004
कार्यालय : ए-46, शाही पेठ, चित्तूर नगर, जयपुर - 302 004

Office : A-46, Shahi Path, Chittur Nagar, Jaipur - 302 004
Office : A-46, Shahi Path, Chittur Nagar, Jaipur - 302 004
Office : A-46, Shahi Path, Chittur Nagar, Jaipur - 302 004

Phone : 0141-423601 Fax : 0141-423610

Principal
D. M. College of Education
Moga

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

University Result for Previous Academic Year

PANJAB UNIVERSITY
 Notification No. B.Ed./2014-A/4
RESULT OF THE
 Bachelor of Education (B.Ed.) Part-I Examination April, 2014

Don't forget to Result for

In continuation of this office result notification No. B.Ed./2014-A/1, dated 20-8-2014, the result of the following candidates is notified as shown in the column of Result. Marks have been shown in the column of Result means pass. R means to re-appear in the paper/s shown in the brackets as per regulation. C means compartment in the paper/s shown in the brackets.

Roll No.	Regd. No.	Name of Candidate	Result
University School of Open Learning, Panjab University, Chandigarh			
14181	13-USOL-9203	Gurdev Singh	R(Part-I)
14207	13-USOL-9240	Ravinder Kaur	359
14341	13-USOL-9665	Sonia Rani	344
14345	99-WDF-117	Salwinder Kaur	335
14392	13-USOL-9208	Kanchan Bala	300
14405	04-EZ-14013	Harpreet Kaur	334
14513	92-GL-386	Ramanjit Singh	342
14550	13-USOL-9276	Bhupinder Kaur	C(TLP)
14674	03-AG-210	Amandeep Kaur	392

Total:- 09

Chandigarh
October 13, 2014

*Mr. Pauley
Innocent
Subash Singh*

[Signature]
O.S.E.III

[Signature]
Assistant Registrar (Exams) III

PANJAB UNIVERSITY
 Notification No. B.Ed./2014-A/33
RESULT OF THE
 B.Ed. (General) Examination April, 2014

In continuation of this office result notification No. B.Ed./2014-A/1, dated 30-7-2014, the result of the following candidates is notified as shown in the column of Result. Marks have been shown in the column of result means pass

Roll No.	Regd. No.	Name of Candidate	Result
D.M. College of Education, MOGA			
3035	09-EZ-19596	Karishma Malhotra	732
3042	09-EZ-11356	Ramandeep Sandhu	733
3134	10-USOL-7915	Rupinder Singh	743

Total:- 03

[Signature]

[Signature]

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result

D.M. College of Education, Moga

3101	15710000417	Sandeep Kaur	Jaswant Singh / Paramjeet Kaur	731
3102	15710000425	Taranam	Kamal Kumar / Munisha	896
3103	15710000383	Davinder Kaur Sekhon	Sukhdev Singh / Daljeet Kaur	813
3104	15710000406	Paminder Kaur	Harchand Singh / Jaswinder Kaur	795
3105	15710000420	Sukhdeep Kaur	Gurmeet Singh / Parminder Kaur	837
3106	13-TM-4	Gagandeep Kaur	Satnam Singh / Rajwanti Kaur	883
3107	11610000709	Neetu	Yashpal / Radha	799
3108	11610000634	Jasmeet Kaur	Gurjant Singh / Davinder Kaur	741
3109	13010000056	Kanwalpreet Kaur	Sukhdev Singh / Jasvir Kaur	879
3110	14310000957	Shikha Grover	Inder Mohan Grover / Nisha Grover	849
3111	13-TM-8	Navdeep Kaur	Harjinder Singh / Baljeet Kaur	899
3112	18008001049	Priya Arora	Raj Kumar Arora / Sumita Arora	822
3113	15710000407	Pooja	Sunil Kumar / Sangeeta	834
3114	15710000394	Khashboo Aggarwal	Ashok Aggarwal / Poonam	794
3115	15710000426	Vardeep Kaur	Resham Singh / Karamjit Kaur	839
3116	15710000389	Jaswinder Kaur	Parmeet Singh / Harjinder Kaur	755
3117	15710000396	Loveneen Kaur	Ranjot Singh / Amandeep Kaur	885
3118	13-TM-7	Mandeep Kaur	Jora Singh / Surjeet Kaur	867
3119	15708000114	Jaswinder Singh	Mohinder Singh / Bhajan Kaur	801
3120	10-USOL-7373	Harjeet Singh	Gurpreet Singh / Hardeep Kaur	794
3121	11210000208	Mandeep Singh	Hakam Singh / Jasbir Kaur	748
3122	15710000094	Jagdeep Singh	Jagraj Singh / Surinder Kaur	791
3123	03-DM-492	Yadvinder	Raj Kumar / Nirmala Kumari	731
3124	10-USOL-7437	Chandan Garg	Kimat Rai / Rashmi	773
3125	11-EZ-6403	Lekh Raj	Kanshi Ram / Kamshya Devi	757
3126	15710000133	Manjit Singh	Charan Singh / Baljeet Kaur	782
3127	15710000171	Sukhdeep Singh	Harbans Singh / Sukhwinder Kaur	759
3128	15807000104	Amandeep Singh	Gulzar Singh / Balwinder Kaur	745
3129	15710000152	Rajdeep Singh	Hamir Singh / Amarjeet Kaur	781
3130	11110000047	Davinder Singh	Janjit Singh / Manjit Kaur	686
3131	17410000218	Kamal Deep	Gurdeep Singh / Neelam Rani	716
3132	11510000059	Gurbhaj Singh	Randhir Singh / Baljit Kaur	739
3133	13-TM-19	Tarlok Singh	Dharam Singh / Iqbal Kaur	690
3134		Rupinder Singh	Gurpreet Singh / Amarjeet Kaur	CS
3135	15710000430	Bhupinder Singh	Gurpreet Singh / Amarjeet Kaur	746
3136	13-TM-20	Vishal Gandhi	Sanjeev Kumar / Anju Bala	783
3137	13-TM-18	Saroop Singh	Darshan Singh / Amarjeet Kaur	803
3138	13-TM-17	Gurpreet Singh	Ajit Singh / Sangeet Kaur	717
3139	15710000457	Rachpal Singh	Gurpreet Singh / Paramjeet Kaur	683
3140	15710000432	Chetan Sharma	Radhika Sharma / Manju Sharma	752
3141	15710000438	Gurpreet Singh	Kulwant Singh / Shinderpal Kaur	759
3142	15710000443	Harpreet Singh	Harbhajan Singh / Charanjeet Kaur	733
3143	15710000434	Gurbhaj Singh	Balbir Singh / Balbir Kaur	764
3144	15710000458	Rajandeep Singh	Kulwinder Singh / Karamjeet Kaur	700
3145	15709000366	Sukhdeep Singh	Jagdev Singh / Amarjeet Kaur	737
3146	13010000108	Ravi	Jagan Ram / Laxmi	Absent
3147	13010000133	Amit Kumar	Manohar Lal / Parveen Lata	719
3148	14210000270	Kuldeep Singh	Gurpreet Singh / Karamjit Kaur	745
3149	- 3150	Gop		

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result
D.M. College of Education, Moga				
3053	11-EZ-25709	Neha Rani	Ram Murti / Kanta Rani	741
3054	11-EZ-25719	Pooja Rani	Yaspal / Neelam Rani	738
3055	15910000162	Ritika	Shiv Kumar / Urmila	833
3056	15910000022	Babandeep Kaur	Jaswinder Singh / Bhupinder Kaur	815
3057	15710000025	Shalini	Subhash Chander / Sushma Rani	731
3058	15810000060	Ramanpreet Kaur	Jaswinder Singh / Baljit Kaur	764
3059	15710000029	Swati	Ravinder Kumar / Madhu	769
3060	15710000023	Sarita Devi	Lakta Parshad / Usha Devi	718
3061	15710000021	Ritika	Tejinder Kumar / Sapna Sood	810
3062	08-MATH-24	Pritika	Sita Ram Aggarwal / Anita	823
3063	15808000079	Puspa Kumari	Ram Suresh / Raj Kumari	783
3064	15910000173	Sagna	Lekh Raj / Kuldeep Kaur	789
3065	15908000127	Renu Kumari	Harbilas / Rama Kanti	756
3066	15009000293	Mehak Gupta	Bhushan Kumar / Neelam	752
3067	15910000134	Preeti	Om Parkash / Rama Rani	715
3068	15910000135	Priya Arora	Om Parkash / Satish Rani	798
3069	15910000177	Seema	Rampal Gupta / Kamlesh Gupta	867
3070	15910000105	Meenakshi Rani	Tribhawan Dass / Suman Bala	767
3071	15910000194	Tamanna	Surinder Kumar / Renu Bala	779
3072	15910000154	Ramanpreet Kaur	Parghat Singh / Narinder Kaur	865
3073	15908000122	Roena	Chand Krishan / Meenu Arora	880
3074	15908000128	Richa	Chand Krishan / Meenu Arora	845
3075	15910000120	Nishma Sharma	Surinder Pal Sharma / Sunita Sharma	805
3076	15910000104	Manpreet Kaur	Paramjeet Singh / Parkash Kaur	822
3077	15907000143	Shailza	Tarsem Lal / Shashi	796
3078	14310000025	Anchal Vohra	Ashwani Kumar Vohra / Pinku Rani Vohra	769
3079	15710000008	Himanshu Sood	Umesh Sood / Naresh Sood	738
3080	12208000053	Navdeep Kaur	Nand Singh / Karamjeet Kaur	730
3081	15910000160	Richa Rani	Subhash Chand / Malika Devi	687
3082	15908000056	Kiran Bala	Prem Kumar / Jyoti	869
3083	15908000151	Shivani Kansal	Raj Kumar / Jyoti Kansal	714
3084	15910000074	Kanchan Rani	Om Parkash / Santosh Rani	717
3085	15910000175	Sarita	Ram Nath / Raj Pati	684
3086	19510000068	Kulveer Kaur	Harcharan Singh / Sukhwinder Kaur	775
3087	15910000176	Satwant Kaur	Balwant Singh / Daljeet Kaur	783
3088	15910000170	Sandeep Kaur	Kuldeep Singh / Surjeet Kaur	869
3089	15910000014	Amarjeet Kaur	Narayan Singh / Manjeet Kaur	755
3090	15910000190	Sukhdeep Kaur	Mohinder Singh / Harbans Kaur	682
3091	06-EZ-19890	Gurjinder Kaur	Kulwant Singh / Shamjeet Kaur	727
3092	11-EZ-5926	Kulwinder Kaur	Avtar Singh / Surjeet Kaur	744
3093	13-TM-12	Satinder Kaur	Lakhwinder Singh / Ravinder Kaur	826
3094	11609000055	Gurjeet Kaur	Jagtar Singh / Amarjeet Kaur	772
3095	15910000088	Lovedeep Kaur	Karam Singh Purba / Surinder Kaur	839
3096	15909000043	Harpreet Kaur	Surinder Singh / Kuldeep Kaur	645
3097	13010000004	Amandeep Kaur	Darshan Singh / Avtar Kaur	760
3098	11610000707	Neelam Bala	Tilak Raj / Suroj Bala	755
3099	13010000071	Maninder Kaur	Sukhdev Singh / Paramjeet Kaur	801
3100	13-TM-5	Harveer Kaur	Mohan Singh / Balwinder Kaur	819

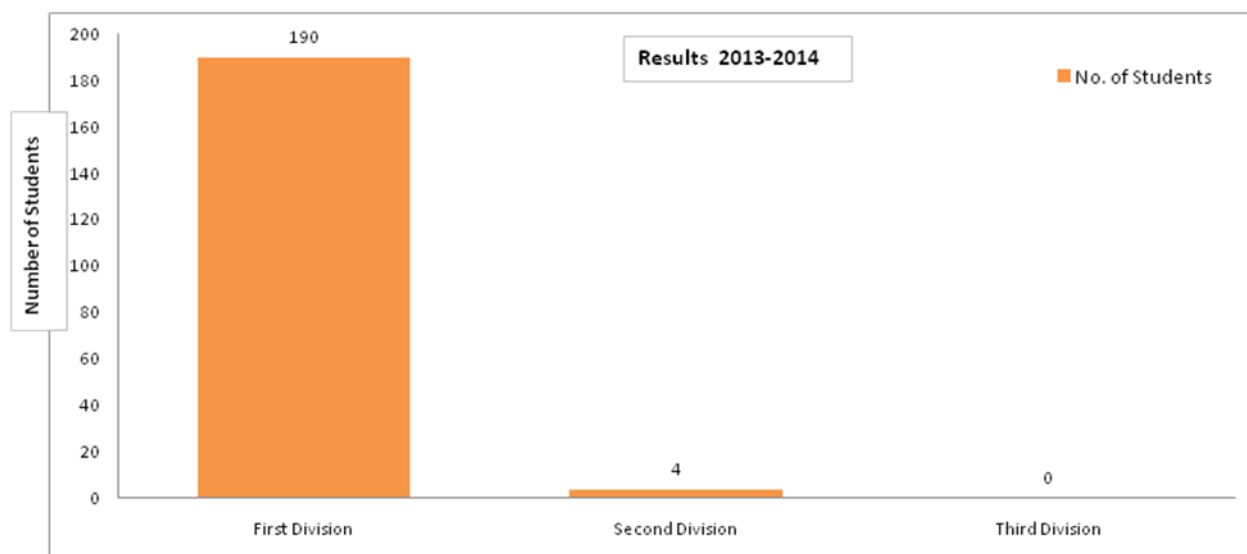
Sushma Sood
17/11/14
Principal
D.M. College of Education
Moga

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result
D.M. College of Education, Moga				
3005	15907000186	Rena Bala	Sukhdev Raj / Shashi Bala	880
3006	15905000148	Priya Midha	Suresh Kumar / Asha Rani	757
3007	15910000157	Reetika Gupta	Manohar Lal / Neelam Rani	782
3008	15910000071	Kamaldeep Kaur	Gurnail Singh / Daljit Kaur	880
3009	13-TM-9	Preety Sood	Pawan Sood / Jyoti Sood	868
3010	11-EZ-28777	Arshdeep Kaur	Mukhtiar Singh / Paramjit Kaur	703
3011	10-EZ-9623	Paramvirpal Kaur	Ajmer Singh / Manjeet Kaur	Absent
3012	11-EZ-28654	Dharmveerpai Kaur	Ajmer Singh / Manjeet Kaur	Absent
3013	08-EZ-29228	Lovepreet Kaur	Sarbjit Singh / Ranjit Kaur	733
3014	15910000042	Gitika	Krishan Garg / Nirmla Garg	752
3015	13-TM-14	Sukhjinder Kaur	G S Sihra / Baljit Kaur	759
3016	18806000035	Harpreet Kaur	Darshan Singh / Kulwinder Kaur	869
3017	15908000102	Prabhjot Kaur	Harbajan Singh / Gurmit Kaur	791
3018	11-EZ-26107	Daljeet Kaur	Harjinder Singh / Sharnjeet Kaur	805
3019	15710000016	Nancy Bansal	Rajesh Bansal / Preeti Bansal	798
3020	06-EZ-8508	Amandeep Kaur	Banta Singh / Sukhwinder Kaur	815
3021	13-TM-6	Jaspinder	Gurbuchan Singh / Jasmeet Kaur	849
3022	11-EZ-28853	Rajni	Vidya Bhasin / Surinder Kaur	867
3023	15910000061	Isha	Surinder Kumar / Rajni Bala	887
3024	15910000019	Asha	Narhe Lal / Sunita Devi	881
3025	13-TM-11	Rani	Jag Ram / Seeta Devi	740
3026	08-EZ-19326	Rakhi Sharma	Raj Kumar / Shanti Sharma	748
3027	11-EZ-28945	Gurpreet Kaur	Gurdial Singh / Sarjeet Kaur	750
3028	11-EZ-28795	Kirandeep Kaur	Gurmeet Singh / Jaswinder Kaur	786
3029	15906000148	Resu	Ramnarayan / Sonia	772
3030	11-EZ-5918	Manpreet Kaur	Puran Singh / Manjit Kaur	796
3031	15810000015	Harpreet Kaur	Jagdish Singh / Rajinder Kaur	712
3032	15810000001	Amrjeet Kaur	Nirmal Singh / Balwinder Kaur	775
3033	10-EZ-8491	Rena Bala	Janak Raj / Janak Rani	748
3034	08-EZ-19595	Harpreet Kaur	Mangal Singh / Sukhwinder Kaur	800
3035		Karishma Malhotra	Sunil Kumar Malhotra / Anu Malhotra	CS
3036	11-EZ-28388	Rachna	Des Raj / Amrjeet Kaur	801
3037	15910000161	Rimpu	Karam Singh / Karamjeet Kaur	762
3038	15910000137	Pushpinder Kaur	Jagtar Singh Bhatti / Harpal Kaur Bhatti	746
3039	11-EZ-3638	Silka	Rajinder Kumar / Suman Rani	792
3040	11-EZ-6064	Margeet Kaur	Lachman Singh / Balwinder Kaur	743
3041	11-EZ-28619	Shelly Kalra	Pardeep Kumar Kalra / Prem Rani	761
3042		Ramandeep Sandhu	Gurcharan Singh / Paramjeet Kaur	CS
3043	13-TM-2	Amandeep Kaur	Darshan Singh / Paramjeet Kaur	786
3044	09-EZ-7385	Jeevan Jyoti	Subhash Chander / Soma Wanti	701
3045	13-TM-3	Dilraj Kaur	Gursewak Singh / Poolesh Kaur	637
3046	11108000023	Navjot Kaur	Diljeet Singh / Gurmeet Kaur	617
3047	08-EZ-19394	Deepika	Subhash Chander / Shashi Bala	762
3048	11-EZ-2281	Heera	Harinath / Savitri Devi	773
3049	15910000191	Sunaina	Avtar Singh / Balwinder Kaur	756
3050	17410000047	Rajwanti Kaur	Kashmir Singh / Baljeet Kaur	811
3051	11-EZ-25804	Mandeep Kaur	Ranjit Singh / Baljit Kaur	751
3052	11-EZ-25699	Oshin Garg	Jaswinder Kumar / Parveen Lata	774

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

R.No.	Regd. No.	Name of the candidate	Father's / Mother's Name	Result
D.M. College of Education, Moga				
2956	1581000032	Lovpreet Kaur	Pritpal Singh / Ragbhir Kaur	752
2957	11-EZ-5872	Sandeep Kaur	Iqbal Singh / Jaspreet Kaur	701
2958	1581000054	Rajvir Kaur	Jagseer Singh / Mandeep Kaur	781
2959	1580600035	Jasveer Kaur	Thana Singh / Jaswinder Kaur	743
2960	08-EZ-9333	Parveen Kanta	Om Parkash / Sudeash Rani	648
2961	11-EZ-5050	Simarjeet Kaur	Balwinder Singh / Krishan Kaur	738
2962	11-EZ-28518	Ranjeet Kaur	Kulwant Singh / Parmjit Kaur	711
2963	11-EZ-28784	Lakhveer Kaur	Bachittar Singh / Charanjeet Kaur	728
2964	1580800071	Pamandeep Kaur	Balwant Singh / Bhupinder Kaur	816
2965	15808000114	Simranjeet Kaur	Balwinder Singh / Ranjeet Kaur	729
2966	07-EZ-5119	Ramandeep Kaur	Jagtar Singh / Sarabjeet Kaur	743
2967	1990800029	Harpreet Kaur	Balkar Singh / Jasbir Kaur	703
2968	09-EZ-7913	Sukhpal Kaur	Kikar Singh / Inderjit Kaur	784
2969	09-EZ-7193	Charanjit Kaur	Lashman Singh / Sukhjit Kaur	725
2970	11-EZ-26026	Amandeep Kaur	Gora Singh / Jaswinder Kaur	786
2971	1580600097	Surinder Kaur	Mukhtiar Singh / Hardeep Kaur	683
2972	11-EZ-5007	Manpreet Kaur	Balvir Singh / Jaswinder Kaur	671
2973	13-TM-16	Veerpal Kaur	Angrej Singh / Balveer Kaur	777
2974	03-EZ-12936	Meena Rani	Kewal Krishan / Kamlesh Rani	Absent
2975	1880900017	Harneet Kaur	Balour Singh / Baldeep Kaur	674
2976	15910000138	Pushwinder Har	Gurjeet Singh / Kuldeep Kaur	692
2977	1880800009	Daljeet Kaur	Ajmer Singh / Gurinder Kaur	724
2978	09-EZ-28712	Sukhdeep Kaur	Ajmer Singh / Balwinder Kaur	762
2979	11-EZ-29068	Jyoti	Subhash Chand / Kailash Rani	748
2980	1590400049	Amandeep Kaur	Gurmail Singh / Mohinder Kaur	723
2981	1581000050	Rajdeep Kaur	Mohinder Singh / Satnam Kaur	725
2982	11-EZ-6045	Priya	Chaman Lal / Kamlesh	789
2983	1570900009	Harshdeep Kaur	Taljeet Singh / Kulwinder Kaur	777
2984	11-EZ-5068	Parmjit Kaur	Sulhmander Singh / Jaspal Kaur	726
2985	09-EZ-28699	Jagdeep Kaur	Kuldip Singh / Jungir Kaur	727
2986	02-EZ-13944	Karamjeet Kaur	Mulkeet Singh / Javant Kaur	801
2987	02-WM-3	Amandeep Kaur	Raj Kumar / Surinder Kumari	812
2988	17110000329	Sukhdeep Kaur	Ajmair Singh / Jasveer Kaur	675
2989	11-EZ-29049	Navdeep Kaur	Parmjit Singh / Gurnmeet Kaur	778
2990	15908000082	Navjot Kaur	Rajinder Singh / Sukhwinder Kaur	772
2991	07-EZ-4680	Amritpal Kaur	Sehan Singh / Jaswinder Kaur	744
2992	09-EZ-29013	Harwinder Kaur	Daljit Singh / Nirmal Kaur	808
2993	10-EZ-13729	Anju Bala	Balveer Singh / Gurdev Kaur	708
2994	11-EZ-25808	Lakhvir Kaur	Ranjit Singh / Kuldeep Kaur	755
2995	10-EZ-7123	Veerpal Kaur	Surjit Singh / Kuldip Kaur	747
2996	08-EZ-1655	Amandeep Kaur	Jagroop Singh / Giam Kaur	711
2997	11-EZ-28327	Gurmeet Kaur	Anoop Singh / Balwinder Kaur	808
2998	15710000027	Sharanpreet Kaur	Kuldeep Singh / Amarjit Kaur	760
2999	13-TM-10	Ramandeep Kaur	Manjit Singh / Sukhpal Kaur	751
3000	13-TNM-13	Sharanjit Kaur	Daljinder Singh / Parminder Kaur	767
3001	11610000277	Ranjit Kaur	Balkar Singh / Nirmal Kaur	767
3002	02-WM-174	Neha	Tarsem Lal / Krishna Devi	793
3003	15810000051	Rajina	Shamshad Ali / Sardaro Bibi	734
3004	13-TM-1	Amandeep Kaur	Jasvinder Singh / Jasvir Kaur	738

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga



2013-2014				
No. of Seats	PTs Appeared	First Division	Second Division	Third Division
200	194	190	4	0

Sushme Sharma
 17/11/14
 Principal
 D.M. College of Education
 Moga

Annexure 1.3.1

Self Prepared By D.M. College of Education,

FEEDBACK PROFORMA OF TEACHING PRACTICE BY TEACHER EDUCATORS AND PEERS

Name: Navjot Kaur Sub: Punjabi Date: Nov-7, 2013
 Class: B.Cd Topic: JIT RT Punjabi (परीक्षा) Duration: 35 Min.

Instruction : Please Tick mark (v) under 1, 2, 3 as applicable.

	1 Good			2 Satisfactory			3 Needs Improvement		
	1	2	3	1	2	3	1	2	3
*Introduction :									
Relevant		✓			✓			✓	
Concise		✓			✓			✓	
Based on Previous Knowledge	✓						✓		
*Teaching Methodology									
Relevant method of Teaching	✓								✓
Teaching devices		✓			✓				
Teaching aids		✓			✓			✓	
Relevant Questions	✓							✓	
Questions were grammatically Correct		✓							
*Demonstration was:									
Relevant	✓							✓	
Shown at proper time			✓					✓	
Done with the help of student involvement		✓							
Visible properly	✓								✓
Done step wise		✓						✓	
Helpful in development of lesson	✓								
*Teaching aid was:									
Used at proper stage of teaching			✓						
Relevant		✓						✓	
Well prepared	✓								
Displayed properly		✓							
Visible to whole class	✓								✓
Removed when not required			✓					✓	
*Correction work done side by side		✓							
*Reinforcement :									
Positive teacher comments	✓								
Positive teacher gestures		✓							
*Pupil Teacher's Voice was :									
Audible		✓						✓	
Clear		✓						✓	
Well modulated	✓								
*Personality of the P.T									
Appearance									✓
Gesture		✓							
Posture		✓						✓	
Well Prepared		✓						✓	
*Class management									
Discipline		✓							
Students were motivated for learning								✓	
Healthy class room environment was created								✓	
*Black Board work was :									
Done side by side									✓
Systematic								✓	
In straight line		✓							
Properly spaced		✓							
Formation of the words								✓	
*Time management								✓	
*Recapitulation was done at the end of the lesson									✓
*Home Assignment :									
Creative									✓
Relevant								✓	

Signature of the Pupil-Teacher: Navjot Kaur
 Signature of the Teacher Educator Mentor: Janki

Sushma Sharma
 12/11/13
 Principal
 D.M. College of Education
 Moga

Moga

Annexure 1.3.1 & 7.1.3. (b)

ਵੱਲੋਂ :	ਵੱਲ :
ਪ੍ਰਿੰਸੀਪਲ, ਸਰਕਾਰੀ ਸੀਨੀ: ਸੈਕੰ: ਸਕੂਲ, ਗੋਪੇਵਾਲਾ ਬਸਤੀ (ਜ਼ਿਲ੍ਹਾ ਮੋਗਾ) E-mail:- gsss.moga.godhewala@gmail.com Phone No. 01636-230545	D.M College of Education MOGA.
ਪੱਤਰ ਨੰ: 2013-14-1	ਮਿਤੀ 26/5/2014.

I feel honoured to share my experience of Teaching Practice conducted by the teacher students in Session 2013-14. A group of 19 students from D.M. College of Education started their teaching practice on 6-11-13 to 6-12-13 and then on 5-5-14 to 24-5-14. I observed the students pretty keenly along with their supervisor Ms. Smily. The trainees showed their potential very well to train the nation builders.

Teacher trainees made full use of their teaching aids and their lessons were well planned. The classroom behaviour of the teacher students was as real as of the trained teachers. They worked with full responsibility and conducted the daily activities like Morning assembly etc. Their supervisor Ms. Smily kept them guiding in all the possible ways. She observed them and assigned remarks properly.

On the last day, the teacher trainees organised an educational cum cultural programme that showed the inner most efforts made by them. The students of our school took full participation.

ਵੱਲ :

ਵੱਲ :

ਪ੍ਰਿੰਸੀਪਲ,
ਸਰਕਾਰੀ ਸੀਨੀ: ਸੈਕੰ: ਸਕੂਲ,
ਗੋਧੇਵਾਲਾ ਬਸਤੀ (ਜ਼ਿਲ੍ਹਾ ਮੋਗਾ)
E-mail:- gsss.moga.godhewala@gmail.com
Phone No. 01636-230545

ਪੱਤਰ ਨੰ: ਜਮੀਨ-1

ਮਿਤੀ 26/5/2014...

in the function organised by trainee students.
The trainees observed the rule of proper rewards
and incentives by giving away the prizes to
the winners. I wish the teacher trainees
all the success in life.

B.Y.L.W

ਪ੍ਰਿੰਸੀਪਲ
ਸਰਕਾਰੀ ਸੀਨੀ: ਸੈਕੰ: ਸਕੂਲ
ਗੋਧੇਵਾਲਾ ਬਸਤੀ, ਮੋਗਾ-142001
ਫੋਨ : 01636-230545

Sushme Sharma
17/11/14
Principal
D.M. College of Education
Moga

Best practice-1 Reflective Teaching

Reflecting Teaching: Exploring our own classroom Practice.

INTRODUCTION

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or modified for better learning outcomes. It means looking at what you do in the classroom and thinking about why you do it. It works as a process of self observation and evaluation by teacher herself, her colleagues and students.

By collecting information about what goes on in our classrooms and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

OBJECTIVES

- 1) To improve teaching- learning process
- 2) To do self evaluation.
- 3) To establish democratic environment.
- 4) To enhance the faculty- PTs(Pupil Teachers) interaction.

PRACTICE:

Teacher Diary- Teacher educator keeps diary for their own assessment after each lesson. They also describe feelings and difficulties on the part of the Pupil-Teachers.

Peer Observation- Colleagues evaluate their teacher educators through observation schedule. They come to their class to collect information about their lessons.

PTs Observation- Teacher educators are also evaluated by PTs supervisors on a set of observation schedule during delivering demonstration lessons by methodology teachers.

Student Feedback- Feedback is done by filling feedback performa. PTs are asked about their views on individual teachers' performance.

Obstacle- PTs were unable to evaluate the faculty.

Overcome- PTs were counselled by the principal.

Impact- All this provides insight for thinking, planning and execution of ideas for changes and their implementation. In this way, teacher educators could improve their skills and further can apply in their teaching to make it more effective.

BEST PRACTICE-II SCHOOL EXPERIENCE PROGRAMME

During School Experience programme PTs are encouraged to visit school, and interact with the permanent teaching staff of the schools where they go for practice teaching. Before actual practice Teaching, micro teaching for developing various skills and simulated teaching to get first hand information are emphasized. School Experience Programme is organised in well disciplined way where PTs participate in activities like conducting of morning assembly, attendance register, preparation of time table, co-curricular activities etc.

OBJECTIVES:

1. To ensure the professional development of PTs regarding various aspects of teaching (Preparation, presentation and evaluation).
- 2.To provide them with the experiences of the psychological behaviour and the problems of a special child .

PRACTICES: DMCE understands following activities/practices under its school Experience Programme.

- Before actual teaching practice, Methodology Teachers prepare two demonstration lessons to deliver to the college students which are observed by the PTs after which discussion is always followed. Then simulated teaching is organised in college campus. Students deliver five macro lessons in their respective subjects. This exercise is done to provide confidence, to face a real classroom situation and help PTs to overcome stage fear. In this way, PTs face actual classroom situations and are encouraged for self evaluation. Peer observation and feedback is done as well.
- During school experience programme, morning assembly is conducted in every school. Attendance record is maintained. Co-curricular activities are also organised at the end of teaching practice.
- PTs are trained to make use of CD's, PowerPoint presentation and deliver two lessons through ICT enabled classrooms.
- Peer evaluation is also encouraged during school experience programme. It helps PTs a lot in understanding real classroom problems.
- Mentor teachers also visit the school every day during teaching practice & supervise the lessons delivered by PTs. Mentor teachers give suggestions and feedback everyday to the students for improvement. Principal also visits schools time to time and guide them for further improvements.

Thus school experience programme for the development of teaching skills comprises of :

1. Micro teaching (5+5)
2. Simulated Teaching (5+5)
3. Actual practice teaching or school experience programme (45+45 lessons) along with the real school experience.

OBSTACLES:

- Sometimes schools are not allotted by D.E.O as per requirement of college.

- Some schools do not have the facilities for the use of ICT enabled technologies due to lack of infrastructure.
- Proper time is not given by some schools due to house examination and some other reasons
- Sometimes there is non co-operation of the teachers and the students in the practicing school.
- The teachers in all the schools are not always supportive in giving the feedback to our PTs.

IMPACT- School Experience programme has helped PTs to draw out their hidden talent and manifest them to the fullest extent. The success of our training program is reflected through our placement cell records, which shows that a big percentage of our PTs are absorbed in the well reputed schools. A number of our PTs have qualified T.E.T / C.T.E.T.

BEST PRACTICE- III COMMUNITY INVOLVEMENT

Community Work: It involves work done by community by Non-Profit or not-for-Profit associations, whether they are incorporated or unincorporated. It is important to note that both employed staff and unpaid volunteers do community work.

Community work means a range of things:

Being involved in local or neighbourhood groups, a volunteer or unpaid worker, an institution doing work for public interest or public benefit work and doing work for a ‘cause’ or a ‘calling’.

Our institution believes in the Moto of N.S.S that is ‘NOT ME BUT YOU’. The community involvement campaign is fulfilled its (below mentioned) objectives with the observance of N.S.S unit. Thus institution is endowed with the responsibility of generating an attitude of community involvement concern in future citizens. Community involvement thus bears an immense importance to the teachers, so that they can effectively convey their message to the masses.

Our institution is also associated with various NGO's, Organizations and societies like Red cross, National foundation of communal Harmony, Lions Club and schools like VISTA (a school for physically and mentally challenged children), old age home (Chandpurana) , village Dhalleke and Talwandi Bhangeria. A community work project is done by the students every year under the guidance of ASER (Annual Status of Educational Report).

Objectives of community involvement

- To serve the society.
- To aware the society about the problems of society.
- To make the volunteers responsible.
- To enhance the dignity of labour among the volunteers.
- To inculcate social and moral values among the citizens and volunteers.
- To prepare the students to accept challenges of society.

Practices:

Community involvement is a regular feature of our institution. Many activities are organised by the institution.

Following are the activities:

N.S.S. Camp:

- 7 Days N.S.S Camp
- 1 Day N.S.S. Camp
- Yoga 1 day Camp
- Various social awareness rallies such as voter awareness, National unity awareness, female foeticide, Drug Abuse, Cleanliness, Girl's Education are organized from time to time by the teachers and students of our college. Students made posters and banners related with the above mentioned issues.
- Students also visit to 'VISTA' (A school for physically and mentally challenged children) and old age home, Chandpurana, to extend their services to community under the programme of community services.

- Our institution is collaborated with Lions club (Punjab), Red Cross society, Pehal organisation, National foundation for communal harmony. Thereby helping the needy people by means of eatables, money, clothes and many other commodities.
- Our students conducted survey on educational problems, quality of education, facilities of education, Human rights and a report maintained by the students of every year. They are guided under the 'ASER' (Annual Status of Educational Report).

Obstacle:

- Non co-operation from few people of society.
- Non-payment by Govt. for ten days N.S.S .camp.
- Sometimes students are reluctant in attending these camps.

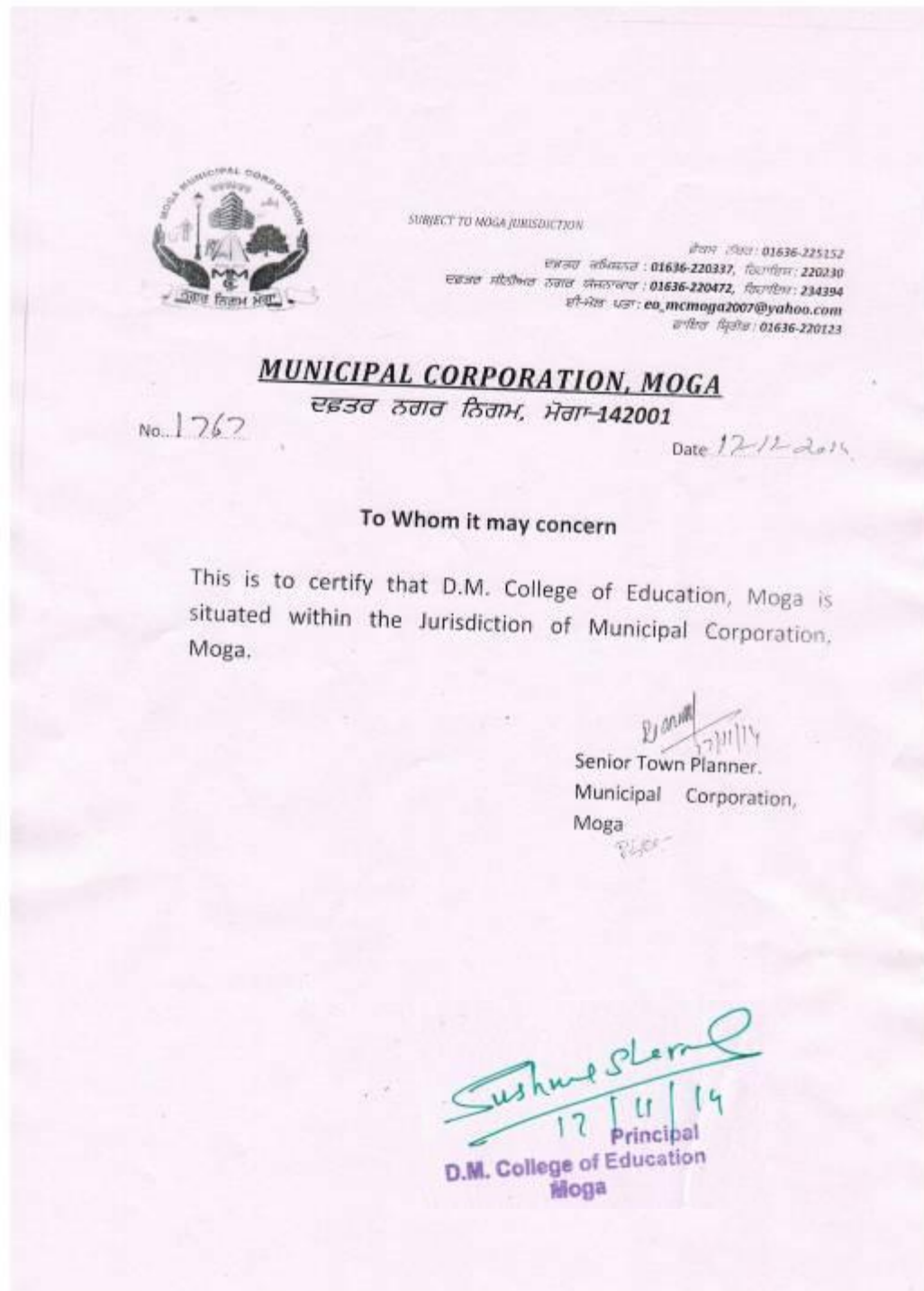
Overcome obstacles:

- Motivated and counselled the students for preparing them to participate in Ten days N.S.S camp.
- Institution maintained a proper fund for N.S.S unit.
- Our institution is fostering these campaigns by inviting the prominent personalities of the society and honouring them.

Impact of Practice: This community involvement has brought a positive impact on faculty, pupil teachers and villagers. It provides physical and mental awards to reduce stress and make them healthy. It saves resources of community and uniting people from diverse back ground to work towards a common goal and motivate for team work. Volunteers learn a lot about self work and community service. It inculcate the sense of dignity of labour among the students and sensitised the students towards multifaceted community feeling.

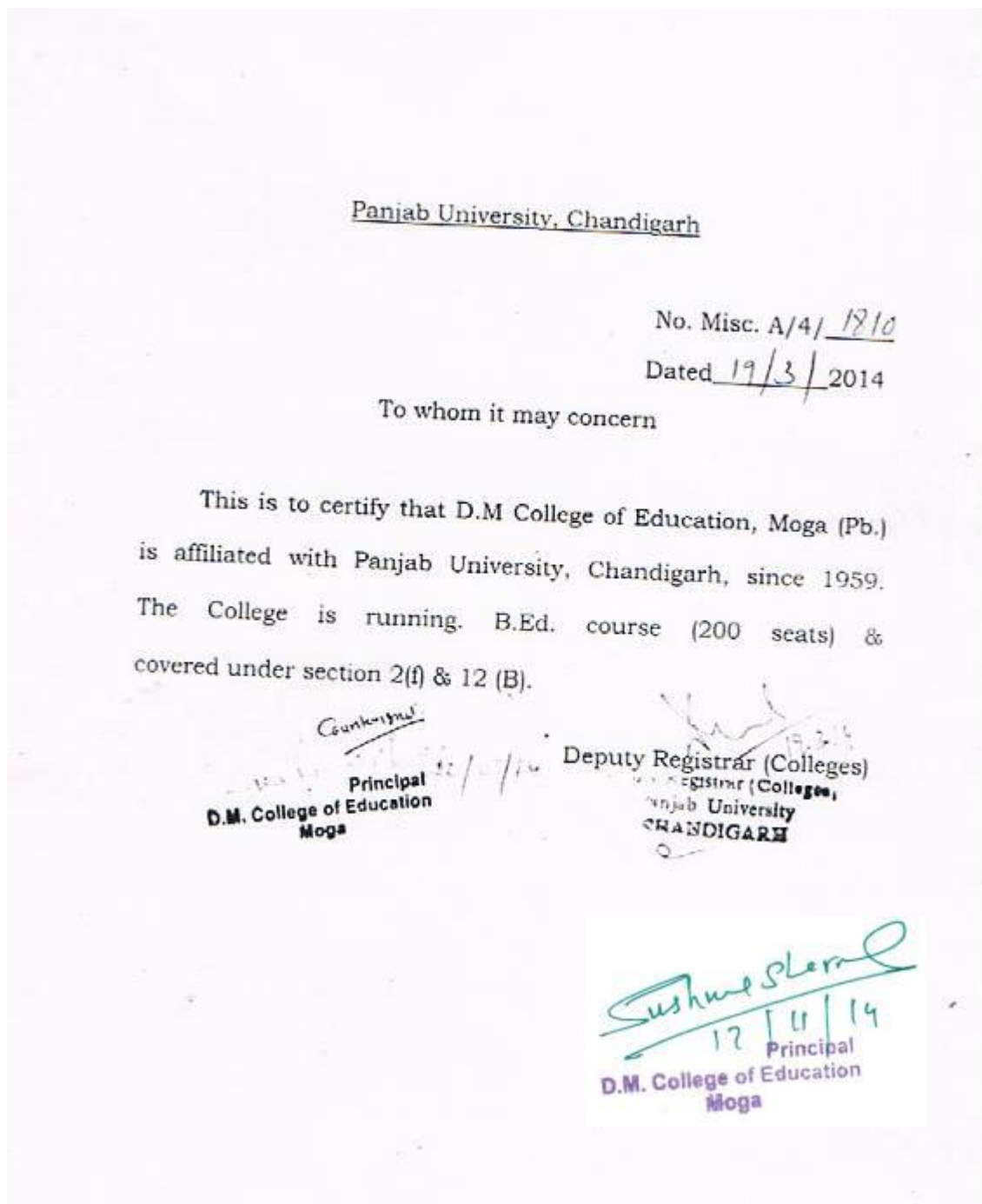
Sushma Sharma
17/11/19
Principal
D.M. College of Education
Moga

Annexure No.4
(Section-B Profile of the



institute)

Annexure No.8
(Section-B Profile of the institute)



Annexure No.9

(Section-B Profile of the

 **UGC Certificate**

UNIVERSITY GRANTS COMMISSION
Northern Regional College Bureau (NRCB)
35, Ferozeshah Road
New Delhi-110001
Ph- 011-23381261(O)

No 2-2(4)/2012[UG/NRCB] March, 2013

The Under Secretary (FD-III)
University Grants Commission
Bahadur Shah Zafar Marg,
New Delhi-110 002

(College Code-176013)

Sub: Development Assistance to College during 12th Plan period under UG Scheme - equivalent to the 25% of General Development Assistance (GDA) allocated during XIth Plan

Re: Masterplan

I am directed to convey the Sanction of the University Grants Commission to the payment of an annual grant of Rs- 2,50,000/- (Rupees Two Lakh Fifty Thousand only) to the Principal, D.M.College of Education, MOGA, DIST.-MOGA, PUNJAB-142001. The College may utilize this grant on items relating to Books & Journals and Equipment in the ratio of XI Plan allocation as these items.

The Break-up of grant under various components is as under:

S. No.	Category	Head of Account No.	Code-35 (Rs.)
1	EC - 25.0%	1 B1(B101)	37,500/-
2	ET - 5%	1 B1(B101)	18,750/-
3	General 70.5%	1 B1(B1)	1,93,750/-
	Total		2,50,000/- (Rupees Two Lakh Fifty Thousand only)

- The Sanction is valid for Payment during the financial year 2012-13.
- The amount of the Grant shall be drawn by the Under Secretary (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-aid bill and shall be disbursed to and credited to the Principal, D.M.College of Education, MOGA, DIST.-MOGA, PUNJAB-142001 through Cheque / Demand Draft / Mail Transfer.
- The sanction is valid only for Govt. or Govt. aided (getting salary grants from Govt.) colleges. In case, the college is found to be self-financing (Unaided) - Private College at a later stage, the college would refund the sanctioned amount along with the interest earned on the sanctioned grant.
- The Grant is subject to the adjustment on the basis of Utilization Certificate in the prescribed Form submitted by the University/ College/Institution.
- The University/College shall maintain proper accounts of the expenditure out of the Grants which shall be utilized only on approved items of expenditure.
- The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned, shall be furnished to the University Grants Commission as early as possible after the close of the current financial year.
- The assets acquired wholly or substantially out of UGC Grant shall not be disposed or encumbered or utilized for the purposes other than those for which the grant was given without proper sanction of the University Grants Commission and should at any time the college ceased to function, such assets shall revert to the University Grants Commission.

Contd./2

Principal
D.M.College of Education
Moga


17/11/14
Principal
D.M. College of Education
Moga

institute)

Universities & Colleges

Colleges under section 2 (f) & 12(B) of the UGC Act 1956

- Colleges Under Section 2(f) & 12(B)
- Autonomous Colleges
- Colleges With Potential for Expansion
- Assistant Staff Colleges
- Institutes of National Importance
- Universities (UGC)
- Councils (CIC/CA)
- Basic Research Research
- Visiting Committee Reports
- Central Universities
- State Universities Upt
- Deemed Universities
- Private Universities
- Para Universities

List of Colleges pending to submit under Section 2(f) & 12(B) of the UGC Act 1956 due to non completion of documents from the Colleges

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B) of UGC Act, 1956 as per approved pattern of assistance under various schemes.

The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

Colleges Search by State Grants Released to colleges

Sl. No.	College	University	Status
1	A.S. College Khanna Dist., Ludhiana, Punjab Punjab		Under Section - 2(f) & 12(B)
2	A.S. College for Women Khanna Dist., Ludhiana, Punjab Punjab		Under Section - 2(f) & 12(B)
3	Alkal Degree College Mastana, Dist., Sangrur, Punjab Punjab		Under Section - 2(f) & 12(B)
4	Alkal Degree College for Women Sangrur, Punjab Punjab		Under Section - 2(f) & 12(B)
5	Amarendra Singh Bhargava Memorial College Mukandpur Dist., Jalandhar, Punjab Punjab		Under Section - 2(f) & 12(B)
6	Amrit Anand B.A. & B.B. Memorial College Dera Dist., Feroze, Punjab - 140 111 Punjab - 140 111	Punjab University	Under Section - 2(f) & 12(B) File No.: S-64/2014(CPP-14)
7	Amritsar College of Engineering & Technology 12th, Stone, Amritsar Jalandhar, G.T. Road, Amritsar, Punjab - 143 301 Punjab - 143 301	Punjab Technical University	Under Section - 2(f) & 12(B) File No.: S-64/2014(CPP-14)
8	Arjun College of Fine Arts Jalandhar Dist., Jalandhar, Punjab Punjab		Under Section - 2(f) & 12(B)
9	Arjun Datta College Guramast, Dist., Feroze, Punjab Punjab		Under Section - 2(f) & 12(B)
10	Arya College Ludhiana, Dist., Ludhiana, Punjab Punjab		Under Section - 2(f) & 12(B)
11	B.B.K.D.A.V. College for Women Amritsar, Dist., Amritsar, Punjab Punjab		Under Section - 2(f) & 12(B)
12	B.D.S. College of Education Sector 32-A, Urban Estate, Chandigarh Rural, Ludhiana Punjab Punjab		Under Section - 2(f)
13	B.D.S. College of Education Sector 32-A, Urban Estate, Chandigarh Rural, Ludhiana Punjab Punjab		Under Section - 2(f)

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Moga

14	B.L.J. Girls College Newarohan, Dist. Jalandhar, Punjab Punjab		Under Section : 2(54)(3)
15	B.S.S.G. Govt. College Bachar P.O. Nangpur, Dist. Ludhiana, Punjab Punjab		Under Section : 2(54)(3)
16	Baba Ratha College Bhatinda, Dist., Amritsar, Punjab Punjab		Under Section : 2(54)(3)
17	Baba Jai Chand Govt. College Santargam Bhatinda, Punjab Punjab	Punjab University	Under Section : 2(54)(3) File No.: 8474/2011(CP)UCQ
18	Baba Zameer Singh P.B. Girls Khalsa College Munira, Dist., Rupnagar, Punjab Punjab		Under Section : 2(54)(3)
19	Babbar Akali Khosla Khalsa College Garcharhan Dist., Hoshiarpur, Punjab 144 027 Punjab 144 827		Under Section : 2(54)(3)
20	Baba Ke Anand Medical College & Hospital V.P.O. : Daathan Dist. Moga Punjab 142 002 Punjab 142 005	Guru Nanak Dev University	Under Section : 2(5) File No.: 8468/2011(CP)UCQ
21	Banarsi Das Arya Girls College Jalandhar, Dist., Jalandhar, Punjab Punjab		Under Section : 2(54)(3)
22	Baring Union Christian College Bhatia, Dist., Gurdaspur, Punjab Punjab		Under Section : 2(54)(3)
23	Basant College of Engg. & Technology Gurmukh Dist. Gurmukh Punjab Punjab		Under Section : 2(5)
24	Beta Nanki University College Mithra, P.O. Nangpur, Dist., Jalandhar, Punjab 144 005 Punjab 144 008	Guru Nanak Dev University	Under Section : 2(54)(3) File No.: 8468/2011(CP)UCQ
25	Beta Nanki Khalsa College for Women Chandigarh, Dist., Gurdaspur, Punjab Punjab		Under Section : 2(54)(3)
26	Bhai Akal Singh Girls College Doriana Mandi, Dist., Bathinda, Punjab Punjab		Under Section : 2(54)(3)
27	Christian Medical College Brown Road Ludhiana, Punjab 141 008 Punjab 141 008		Under Section : 2(54)(3)
28	D.A.V. College Amritsar, Dist., Amritsar, Punjab Punjab		Under Section : 2(54)(3)
29	D.A.V. College Jalandhar, Dist., Jalandhar, Punjab Punjab		Under Section : 2(54)(3)
30	D.A.V. College Bhatinda, Punjab Punjab		Under Section : 2(54)(3)
31	D.A.V. College Hoshiarpur, Dist., Hoshiarpur, Punjab Punjab		Under Section : 2(54)(3)
32	D.A.V. College Hoshiarpur, Dist., Hoshiarpur, Punjab 152 107 Punjab 152 107		Under Section : 2(54)(3)

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

33	D.A.V. College Akhai, Dist., Ferozepur, Punjab Punjab	Under Section : 2(5A)(2B)
34	D.A.V. College for Women Ferozepur City, Dist., Ferozepur, Punjab Punjab	Under Section : 2(5A)(2B)
35	D.A.V. College of Education Hoshiarpur, Dist., Hoshiarpur, Punjab Punjab	Under Section : 2(5A)(2B)
36	D.A.V. College of Education Akhai, Dist., Ferozepur, Punjab Punjab	Under Section : 2(5A)(2B)
37	D.A.V. College of Education for Women Amritsar, Dist., Amritsar, Punjab Punjab	Under Section : 2(5A)(2B)
38	D.M. College of Education Moga, Dist., Moga, Punjab - 142 001 Punjab - 142 001	Under Section : 2(5A)(2B)
39	D.M.Y.D.A.V. Chitwaning College Pillaur, Dist., Jalandhar, Punjab Punjab	Under Section : 2(5A)(2B)
40	Deekshesh Gita College Batal, Dist., Muktsar, Punjab Punjab	Under Section : 2(5A)(2B)
41	Deekshesh Khushi College Muktsar, Dist., Muktsar, Punjab Punjab	Under Section : 2(5A)(2B)
42	Deekshesh Gita College Batal, G.T. Road, Muktsar, Dist., Hoshiarpur, Punjab - 144 211 Punjab - 144 211	Under Section : 2(5A)(2B) File No. : 44820015(CPP-10)
43	DPS College for Girls Garnahana, Dist., Hoshiarpur, Punjab Punjab	Under Section : 2(5A)(2B)
44	Dayanand Amritsar College of Education Nawanshahr - District, Jalandhar, Punjab Punjab	Under Section : 2(5A)(2B)
45	Dayanand Aryavastha College Mahatma Hans Raj Marg, G.T. Road, Dist., Jalandhar, Punjab Punjab	Under Section : 2(5)
46	Dayanand Multivision College Moga, Dist., Moga, Punjab - 142 001 Punjab - 142 001	Under Section : 2(5A)(2B)
47	Dayanand Medical College & Hospital Gidli Lines Ludhiana, Punjab - 141 008 Punjab - 141 008	Under Section : 2(5A)(2B)
48	Devi Suman College Bardwal Chur, Dist., Sangrur, Punjab Punjab	Under Section : 2(5A)(2B)
49	Devi Suman College for Women Ferozepur City, Dist., Ferozepur, Punjab Punjab	Under Section : 2(5A)(2B)
50	Devi Suman College of Education for Women Ferozepur City, Dist., Ferozepur, Punjab Punjab	Under Section : 2(5A)(2B)

1 2 3 4 5

For Students

For Faculty

3 of 4

Sushme Sharma
17/11/14
Principal
D.M. College of Education
Moga

-11-2014 11:25



Sushmita Serna
17/11/14
Principal
D.M. College of Education
Moga

Annexure -5.16

(Section-B Profile of the institute)

Detail of Cultural Events at Inter collegiate

1. Declamation
2. Poem recitation
3. Patriotic Song
5. Mock tails
6. Fruit Punch
7. Poster Making
8. Collage
9. Power Point presentation
10. State Cuisine
11. File cover
12. Essay Writing
13. Story Writing
14. Poem Writing
15. Cartooning

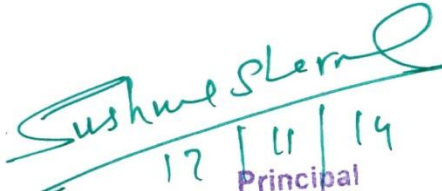
Sushma Sharma
12 / 11 / 14
Principal
D.M. College of Education
Moga

Annexure -5.16

(Section-B Profile of the institute)

Cultural Events in University Zonal Youth Festival

1. Suhaag
2. Mehendi
3. Crostiching
4. Knitting
5. Crochet
6. Pakhi
7. Bagh
8. Rangoli
9. Cartooning
10. Land Scape
11. Clay Modelling
12. Still Life
13. Luddi
14. Vaar
15. Kaavishri
16. Story Writing
17. Poem Writing
18. Essay Writing
19. Poem recitation
20. Elocution
21. Debate
22. Quiz
23. Photography
24. Play
25. Mimicary
26. Bhangra
27. Gidha


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Annexure 1.3.1

(14)

D. M College Of Education, Moga

Evaluation of the College by the Alumni

Name : AMANDEEP

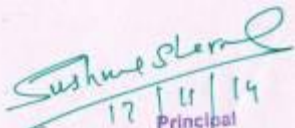
Year of Study : 2009

Present Occupation : MATH MISTRESS

Residential Address : H.No. 5/514, BASTI GOBINDGARH, MOGA

Given below are a number of statements relating to the college. Against each statement you may tick (v) your response in the space provided. You may strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D), or Strongly Disagree (SD). Your response will be kept strictly confidential.

1. I am proud of having studied in this college.
 SA ☒ A ☐ NO ☐ D ☐ SD ☐
2. Personality development programme was organised.
 SA ☐ A ☒ NO ☐ D ☐ SD ☐
3. The teachers made a comprehensive evaluation.
 SA ☒ A ☐ NO ☐ D ☐ SD ☐
4. The educational tours proved to be informative.
 SA ☐ A ☐ NO ☒ D ☐ SD ☐
5. The library facilities are adequate.
 SA ☒ A ☐ NO ☐ D ☐ SD ☐
6. The course helped me in improving my professional competency.
 SA ☒ A ☐ NO ☐ D ☐ SD ☐
7. Powers was decentralised in the college.
 SA ☐ A ☒ NO ☐ D ☐ SD ☐
8. The infrastructure facilities were adequate.
 SA ☐ A ☒ NO ☐ D ☐ SD ☐
9. Top scores in the university examination are facilitated
 SA ☒ A ☐ NO ☐ D ☐ SD ☐
10. The organisation of various clubs in the college enhance me to develop my intellectual and social skills
 SA ☐ A ☒ NO ☐ D ☐ SD ☐
11. Healthy competition was insured by the grouping of students into houses.
 SA ☒ A ☐ NO ☐ D ☐ SD ☐


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12. I often cherished glorious moments of my life in the college.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
13. Remedial coaching for student was provided by the college.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
14. There existed cordial relation between staff and students.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
15. This institution helped me to fulfil ambition to become a teacher.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
16. The internal assessment in this college was balanced and objective.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
17. The teacher devoted extra time for the welfare of students.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
18. Teachers adopted several innovative methods for Pupil-Teachers.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
19. The thought for the day programme and seminars were very helpful in developing independent and critical thinking.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
20. There were ample opportunities to take part in extra curricular activity.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
21. There are adequate facilities for physical training and games.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
22. The college organised various extensions programmes
SA ☐ A ☒ NO ☐ D ☐ SD ☐
23. Discipline was properly maintained in the college campus.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
24. Value based education was given in the college campus
SA ☐ A ☒ NO ☐ D ☐ SD ☐
25. Communication skills are developed among Pupil-Teachers
SA ☐ A ☒ NO ☐ D ☐ SD ☐

Sushant Sharma
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D.M. College of Education
Moga

Alumni Feedback Analysis
Source - D.M. College of Education, Moga (Self prepared)

Items	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
SA	24%	40%	48%	36%	84%	64%	20%	4%	40%	60%	4%	48%	12%	32%	60%	60%	52%	40%	52%	64%	32%	48%	92%	64%	52%
A	4%	48%	52%	40%	12%	36%	72%	92%	48%	36%	6%	44%	68%	64%	4%	4%	48%	6%	48%	36%	68%	84%	8%	36%	48%
ND	0%	12%	0%	24%	4%	0%	4%	0%	8%	4%	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
DA	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SDA	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SA- Strongly Agree, A-Agree, NO- No Opinion, D-Disagree, SD- Strongly disagree

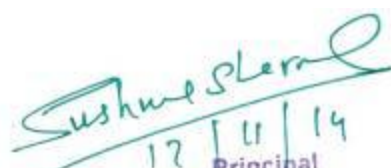
Total Alumni Participants = 25
Item wise analysis 1-25
Total Items = 25

Sushme Sharma
12/11/14
Principal
D.M. College of Education
Moga

Annexure 1.5.1. & 5.1.4.

List of Students qualified T.E.T, C.T.E.T.

Session	Name	T.E.T / C.T.E.T
2012-2013	Neetu	T.E.T
2012-2013	Sarita	T.E.T
2012-2013	Palwinder	T.E.T
2012-2013	Sandeep Singh	T.E.T
2012-2013	Akansha Ghai	C.T.E.T
2012-2013	Satveer	T.E.T
2012-2013	Adeshbir Kaur	C.T.E.T
2012-2013	Meenakshi	C.T.E.T
2012-2013	Manpreet Singh	T.E.T
2011-2012	Sakshi Marwaha	T.E.T
2011-2012	Randhir Kaur	C.T.E.T
2011-2012	Jasmeet Singh	T.E.T / C.T.E.T
2011-2012	Kuldeep Singh	C.T.E.T
2011-2012	Navdeep Kaur	T.E.T / C.T.E.T


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Annexure 1.5.1, 3.3.1 & 5.1.7 (a)**Students Placed in various Institutions**

S.No.	Student name	Father's Name & Address	Name of the Institution where Placed	Contact No.
1	Gurpreet kaur (2011-12)	Jaswinder singh	Sacret heart school ,Moga	01636-228662
2	Kamaldeep kaur (2011-12)	Daljeet singh	Sacred heart school,Moga	9041819426
3	Rupinder kaur(2011-12)	Joginder singh	Hemkunt school, kotisekhan	9465903868
4	Prahbjot kaur(2011-12)	Amarjeet singh	Larrence school,baghapurana	9464445207
5	Ina(2011-12)	Ramesh kumar	S.D college For women.(TET 1,2)	89668234808
6	Navdeep kaur(2011-12)	Bakshish singh	Shri guru gobind singh public school,jindra(CTET)	8437712106
7	Randhir Kaur(2011-2012)	Jagtar Singh	SBBS College Of Education, Sukhanand	9478011923

8	Amanpreet Kaur(2011-2012)	Jagjit Singh	Baba Khushaal School,Chidhak	9914654940
9	Savita (2011-2012)	Ram Kirpal	Public school, Lakhon-Ke	9876491669
10	Davinder Singh(2011-2012)	Gurmeet Singh	PCTE ,Baddowal	9814872105
11	Kuldeep Singh(2011-2012)	Jagtar Singh	Public School,Dalama Mandi	9780112244
12	Ramandeep Kaur(2011-2012)	Darshan Singh	Kinder Garten,Makhu	9915980317
13	Jasmeet Singh(2011-2012)	Joginder Singh	Tagore Sen.Sec. School, Wanderana	7837856042
14	Jaswinder Kaur (2012-13)	Jagdev Singh (V.P.O Varo ke Distt. Moga)	Pratham NGO, ASER Ludhiana (Punjab)	98886-56438
15	Sipika Rani (2012-13)	Ramesh Kumar (VPO Kot sukhia Distt. Faridkot)	Pratham NGO, ASER Ludhiana (Punjab)	81948-11149
16	Neetu Bajaj (2012-13)	Rakesh Kumar #874, New Geeta Colony, Moga	Govt. College, Ludhiana (Punjab)	98551-24788

17	Sarita (2012-13)	Mr. Gopal Dutt 698/6, Vedant Nagar, Moga	Navyug Shishu Mandir High School,Moga (Punjab)	99147-33442
18	Kanwalpreet Kaur (2012-13)	V.P.O Duneke, Moga	Dr. Kitchlu Public School, Moga (Punjab)	94782-73260
19	Priyanka (2012-13)	Pawan Ralgn #79, G-6, bhim Nagar, Moga	Sacred Heart School,Moga	9878604786
20	Ravneet kaur (2012-13)	Mukhtiar Singh #995/2 InderSingh Gill nagar,Dosanj Road,Moga	Sacred Heart School,Moga	9988678114
21	Sakshi Marwha (2012-13)	Satinder Kumar CIA Staff, Nanak Nagar,Moga	Blooming Buds School, Moga	8699107252
22	Sharnbir Kaur (2012-13)	Balbir Singh #74,W-10,Subhash Nagar,Dutta Road,Moga	Blooming Buds school,Moga	9888967756
23	Charu Bansal (2012-13)	Anil Kumar H.NO: 466/1,New Town,Moga	Geeta Bhawan School,Moga	01636221242
24	Meenakshi (2012-13)	Ramesh Chander #253/9,New Town,Moga	Dev Samaj school,Moga	9464250912

25	Rajni Gupta (2012-13)	Krishan chand Gupta	S.D College,Moga	9646370899
26	Rajni (2012-13)	Pardeep Kumar	R.K.S School,Moga	9876198573
27	Rakhi (2012-13)	Ramkrishan Sharma #541,W-11,Old Grain Mkt,Moga	Public School,Badni Kala	9814434705
28	Jaspal Singh (2012-13)	Gurdev Singh #1210,W-16,Moh. Soohin,Moga	H.S brar ,Moga	8054411150
29	Prabhjit Singh (2012-13)	Avtar Singh #222,Gandhi Chowk,Shahkot	Divya Jyoti School School,Shahkot	9814023009
30	Ramandeep Kaur (2012-13)	Darshan Singh Vill Chander P.O. Mudki	New Guru teg Bahadur,School,Mudki	9915195098
31	Hira Singh (2012-13)	Kuldeep Singh VPO Bukanwala Disst Moga	Akal Academy, Moga	9530619519
32	Jaspreet Singh (2012-13)	Manjit Singh VPO Rania Teh Nihal Singh Wala ,Dist Moga	Govt. High School,Ghodiyaana	991496641

33	Deepika (2013-14)	Subash Chander H.No. 691/29, near Krishna Mandir wali Gali, Moga	S.B.R.S Gurukul, Mehna, Moga (Punjab)	99143-82044
34	Paramjeet Kaur (2013-14)	Sukhmander Singh VPO Sibian Teh. Kotkapura, Distt Faridkot	Sacred Heart School, Moga(Punjab)	98880-59372
35	Preety Sood (2013-14)	Pawan Sood, 3, New Town, Moga	Sacred Heart School, Moga(Punjab)	98789-30315
36	Renu (2013-14)	Ram Narayan, Akalsar Road, Sardar Nagar, Near Rattan Cinema, Moga	Sacred Heart School,Moga(Punjab)	97791-18761
37	Manpreet Kaur (2013-14)	Paramjeet Singh H.No. 1435, W.No. 4, New Civil Line, Moga	Sacred Heart School, Moga (Punjab)	98557-28969
38	Davinder (2013-14)	Jangir Singh VPO Dharamkot	Hemkunt School,Kot- ise-khan,Moga (Punjab)	99148-27654
39	Ramandeep Kaur (2013-14)	Manjeet Singh(VPO Tohna, Faridkot)	MGM Senior Sec. School, Faridkot (Punjab)	98721-43056

40	Veerpal Kaur (2013-14)	Ajmer Singh (VPO Mahlakalan, The. Bhaghapurana, Distt. Moga)	Veer Singh memorial sr. sec. school, Nathuwala Garbi, Moga (Punjab)	96465-90463
41	Swati (2013-14)	Omparkash (Mahashya Karam ChandNagar,Moga)	Spring Dale Sr. Sec. School, Moga (Punjab)	97799-91371
42	Manpreet Kaur (2013-14)	Balbir Singh (VPO Samalsar The. Baghapuran,Distt. Moga)	Baba farid Model School, Samalsar (Punjab)	95921-14053
43	Amandeep Kaur (2013-14)	Gora Singh (VPO Landeke The. Baghapurana, Distt. Moga)	Baba farid Model School, Samalsar (Punjab)	88725-02609
44	Mandeep Kaur (2013-14)	Jora Singh (VPO Dhandian The Zira Distt. Ferozepur)	Shree Hemkunt Sen. Sec. School, Kot-ise- khan, Moga (Punjab)	96460-63893
45	Shikha Grover (2013-14)	Inder Mohan Grover (Main Bazar Mohalla Nohrian, Dharamkot Distt. Moga)	Baba Ramji S.V.M , Dharamkot, Moga (Punjab)	98727-20327
46	Davinder	Jangir Singh	Shri Hemkunt Sen.	99148-27654

	Singh (2013-14)	(VPO Dharamkot, Distt. Moga)	Sec. School, Kot-ise- Khan, Moga (Punjab)	
47	Daljeet Kaur (2013-14)	Harjeet Singh (VPO Ferozshah The & Dstt. Ferozepur)	F.A.S.W.M Public School, Ghall Khurd , Moga (Punjab)	94177-16494
48	Shalini (2013-14)	Subash Chander (Bahona Chowk, Nachattar Singh Teacher Moga)	Ram Vidya Public School Moga (Punjab)	98786-50567
49	Ritika Sood (2013-14)	Sh. Tejinder Kumar Sood (H.No.701 W. 31 Mohalla sodian wala,Purana,Moga)	Arya Girls Sen. Sec. School,Moga (Punjab)	85578-26027
50	Simranjeet Kumar (2013-14)	Balwinder Singh (VPO Bhinder Khurd,Moga)	D.A.G Dasmesh grammer school, Moga (Punjab)	88721-29688
51	Pushpa Kumari (2013-14)	Sh. Ram Suresh (VPO)	Golden earth convent school, jogewala, moga (Punjab)	87290-64926
52	Vardeep Kaur (2013-14)	V.P.O Chugha Khurd, Moga	Lala Lajpat Rai International school, Moga (Punjab)	84279-64114

53	Gitika (2013-14)	Mr. Krishan Garg	Dr. Kitchlu Public School, Moga (Punjab)	99149-33858
54	Navjot Kaur (2013-14)	Rajinder Singh	Cambridge Convent School, kot-ise-khan, Moga	99145-57131
55	Vishal Gandhi (2013-14)	Mr. Sanjeev Gandhi	Baba jass Sen.Sec. School, Moga (Punjab)	96463-81703

Sushma Sharma
17/11/14
Principal
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Annexure 1.5.2. & 3.1.3.

LIST OF ACTION RESEARCH PROJECTS

- To improve the errors of grammar (in English) of students of class VIII.
- Incorrect Pronunciation in English.
- To improve the errors of spellings in English of students of class VIII.
- To improve the errors of spellings in English of students of class VII.
- To improve the errors of pronunciation of English of students of class IX.
- To improve the errors of spellings in English of students of class IX and X.
- हिन्दी के छात्रों की वर्तनी सम्बन्धी अशुद्धियों में सुधार लाना ।
- आठवीं कक्षा की छात्रों की वर्तनी सम्बन्धी अशुद्धियों का अध्ययन करना तथा उनमें सुधार लाना ।
- हिन्दी के छात्रों की वर्तनी सम्बन्धी अशुद्धियों में सुधार करने के लिए अध्ययन ।
- हिन्दी भाषा में छात्रों के उच्चारण सम्बन्धी दोषों का अध्ययन करना ।
- छात्रों की व्याकरण सम्बन्धी अशुद्धियों को दूर करना ।
- हिन्दी के छात्रों की उच्चारण सम्बन्धी अशुद्धियों में सुधार हेतु अध्ययन ।
- Homework is not done by the students of mathematics
- Do mistakes in multiplication, division, addition, subtraction by the students of 8th class.
- Least interested in geometrical concepts by the students of 9th & 10th class
- Don't complete homework properly by the students of 8th class.
- Errors related to calculation of 7th class.
- Students of class 8th are not able to understand the concept in science.
- The short attendance of students in science practical class.
- Lack of interest in doing homework.
- Students does not complete their homework regularly.
- ਜਮਾਤ ਅਠਵੀਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਰੁਚੀ ਨਾ ਹੋਣਾ
- ਜਮਾਤ ਨੌਵੀਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦਾ ਘੱਟ ਗਿਆਨ ਹੋਣਾ
- ਜਮਾਤ ਅਠਵੀਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀਆਂ ਸ਼ਬਦ ਜੋੜਾਂ ਦੀਆਂ ਗਲਤੀਆਂ ਹੋਣਾ
- ਸਤਵੀਂ ਜਮਾਤ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਲਤ ਉਚਾਰਨ ਕਰਨਾ
- ਜਮਾਤ ਛੇਵੀਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦਾ ਘੱਟ ਗਿਆਨ ਹੋਣਾ

Sushma Serna
12/11/14
Principal
D.M. College of Education
Moga

ਡਾਇਰੀ ਨੰ. 4227
ਮਿਲੀ ਦੀ. 1956/11/2

NOTIFICATION

न. २. (१)

Dated, Cessodigam:

Accordingly, the following scheme is notified for the information of all concerned.

- I. Names of Colleges of Education & the number of seats available therein as per approval granted by the National Council for Teacher Education:-

Sr. No.	Name of the College	No. of Sanctioned Seats
	Colleges of Education affiliated to Punjabi University, Patiala	
1.	Government College of Education, Patiala	140
2.	Government College of Education, Patiala	200
3.	Government College of Education, Maierkotla	100
4.	Education Department, Punjabi University, Regional Centre F. Thinda	100
	Colleges of Education affiliated to Guru Nanak Dev University, Amritsar	
5.	Government College of Education, Jalandhar	200
6.	D.A.N. College of Education, Nawanshahar	150
7.	D.A.V. College of Education for Women, Amritsar	200
8.	Guru Nanak College of Education for Women, Kapurthala	110
9.	Khalsa College of Education, Amritsar	200
10.	Kirti College of Education, Jalandhar	200
11.	Rangharia College of Education, Phagwara, Kapurthala	200

Sushme Sarda
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D.M. College of Education
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	Colleges of Education affiliated to Panjab University Chandigarh	
12.	D.A.V. College of Education, Abohar	250
13.	D.A.V. College of Education, Hoshiarpur	300
14.	D.M. College of Education, Moga	200
15.	Dev Samaj College of Education for Women, Ferozepur	250
16.	G.H.G. Khalsa College of Education for Women, Sidhwan Khurd, Ludhiana	250
17.	G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana	200
18.	Khalsa College of Education Mukatsar	100
19.	Malwa Central College of Education for Women, Ludhiana	250
20.	S.D.S. College of Education for Women, Lapon (Moga)	250
	Total	3850

Note:

- (1) Before printing & publishing of the prospectus the University will ensure that each and every institute is duly affiliated with the respective University for the seats as quoted in this notification.
- (2) Seats up to 70% of sanctioned intake at Malwa Central College of Education for Women, Ludhiana shall be reserved for rural women candidates who are bonafide residents of Punjab State.
- (3) Counselling will be subject to the outcome of L.P.A. No. 1267 of 2010 in Civil Writ Petition No. 10091 of 2009.
- (4) The University conducting centralized online admission process, before initiating the process of admission, may seek the consent of self-financed colleges whether they would like to be included in the admission process.
- (5) In case some self financed colleges do not wish to participate in the centralized admission process and want to hold their admission independently, they are required to submit the schedule of admission within 10 days from date of issue by this notification to Punjabi University Patiala and DPI (Colleges) Punjab. Thereafter, observers will be deputed from Govt. of Punjab as well as from the affiliating university for the counselling of such colleges.

Sushme Sharma
12/11/14
Principal
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Moga

2. **Mandatory Proforma to be Submitted By College of Education**
(any college not filling up this proforma shall not be permitted to admit students for session 2014-15.)

1. Name of the College _____
2. Name of the Principal _____
3. E-mail address: _____
4. Phone No. of Principal (O) _____
(R) _____
(M) _____
5. Approved student intake _____
6. Punjab Government notification number under which college was granted permission to open the college. _____
7. University to which college is affiliated. _____
8. University approval number vide which affiliation granted _____
9. Is Hostel accommodation available in college?

Yes	No
10. Nature of College :

Co- Education	Women Only
11. Subjects for which the teachers are available in the college.
(Attach a separate list as appendix A on the college letter head under the seal and signature of Principal).
12. Subject combinations offered by the college (Please note: Only those combinations are allowed for which the college has requisite teachers)
(Attach a list of subjects offered and the number of seats for each subject).

Declaration

- a) I/We have read the Punjab Govt. notification and shall abide by all the points mentioned in it.
- b) In case we do not communicate the list of selected management quota candidates, as per the schedule prepared by the Admission Committee, the Co-ordinator of the Admission Committee shall be empowered to treat these seats as vacant and shall be allowed to offer these seats to the general category candidates according to on going merit.
- c) No student will be forced by us to stay in the college hostel, use college transport or buy dresses/ books from college or any particular shop.
- d) The above declaration is correct, if any claim is found incorrect the decision of Coordinator, Admission Committee will be binding on me and my college.

*Name of the Principal/ Dean Faculty of Education _____

*Signature of Dean/Principal _____

Date: _____

College Development Council

Place: _____

of the affiliating University.

Date: _____

Place: _____

*(All signatures must be accompanied by the respective official seal.)

Sushme Sharma
17/11/14
Principal
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Moga

(3) **ELIGIBILITY:-**

- a) i) **Candidates with at least 50 % marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, are eligible for admission to the programme.
- ii) **The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per rules of the concerned Govt. of Punjab.

****The above norms are as per Para 3(2) of Appendix IV of N.C.T.E. Notification No. F-51/FU/2007-N.C.T.E (N&S) dated 27-11-2007.**

- Note-i):- Any candidate with less than 50% or less marks would not be eligible.
- Note-ii):- There shall be a relaxation of 5 % marks in favour of SC/BC of candidates. Candidate with less than 45% marks belonging to these categories shall not be eligible.

Provided that such minimum qualifying marks shall not automatically entitle a candidate to get admission in an institution but only entitle the candidate concerned to fulfill other institutional criteria notified by the institution concerned or by the Government concerned from time to time to apply for admission.

- b) Candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level. Honours students shall opt for major subject in which they have obtained Honours, the minor subject should have been studied at least for one year.
- c) Candidates who have appeared for qualifying examination and whose results have not been declared may be provisionally allowed to apply for counseling at their own risk and responsibility but they shall become eligible for counseling only after they have produced the evidence of having satisfied the above said conditions on the date of counselling.
- d) Result Late (RL) / Re-evaluation/ Compartment cases, if their results are declared before final counseling, shall be considered subject to availability of the seats only.
- e) In case of students who have done Honours in languages such as Hindi, Punjabi and English, the major subject will be language. Such

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candidates would be allotted minor subject by the college on the basis of other subject option/s permissible to the candidate by the respective University and the availability of the same in the respective college.

5) **PLACEMENT OF CANDIDATES :-**

- a) The admission to various Education Colleges of these Universities & situated in state of Punjab will be done strictly as per norms laid down by N.C.T.E and by the admission committee to be constituted by the Punjabi University, Patiala . The mode of admission shall be determined and notified separately by the Punjabi University, Patiala.

However, admission to the seats under 15% (All India) quota will be done as per Reservation Policy of the Central Govt.

- b) When two or more candidates have secured equal marks in the counseling their inter-se merit admission will be decided on the following criteria in the order of preference:-
- (i) Candidate with higher percentage of marks in Master's Degree.
 - (ii) Candidate with higher percentage of marks in the qualifying examination.
 - (iii) Candidate older in age.

6) **DIVISION OF SEATS :-**

- a) In Punjab, 85% seats will be reserved for the Candidates from within the State and 15% will be open to candidates of other States/U.Ts on All India basis. The eligibility criteria for 85% seats will be that the candidate must be a resident of Punjab State in terms of Punjab Government, Department of Personnel and Administrative Reforms (PP-11 Br.) Letter No. 1/3/95-3PP-11/96 19, dated the 6th June, 1996 and letter No. 1/3/95-3PP-11/80, dated 1st January, 1999 or have passed 10+1 and 10+2 examination as a regular candidate from a recognized institute situated in Punjab. However, wards of Defence Personnel posted in Punjab are exempted from this condition to the extent that they should have passed qualifying examination i.e. 10+2 from a recognized institution situated in Punjab. Each candidate would be required to submit a certificate to this effect on the prescribed proforma from the Principal/ Head of Institute from where this examination has been passed.
- (b) If the sufficient number of candidates belonging to reserved category (ies) are not available, the vacant seats will be offered to candidates in the open category. Likewise, if seats under 85% state category remain

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vacant, these would be transferred to 15% all India category and vice-versa.

(C) The above Clause No.6(a) regarding resident of Punjab State shall not be applicable to the following categories of candidates :-

- (i) Children, wards and dependents of Punjab Government employees and employees of Boards/ Corporations/Statutory Bodies/Companies/ Co-operative Society set up or owned or controlled by the Punjab Government including those established by or under an Act of the State of Punjab or a Central Act, by the Punjab government, posted within or outside the State of Punjab
- (ii) Children, wards and dependents of members of All India Services born on Punjab Cadre, irrespective of where the office is posted, This shall also include children, wards and dependents of members of All India Services borne on cadres other than that of Punjab provided the said officer is on deputation with Punjab Government or any of its Boards, Corporations, Statutory Bodies, Companies, Co-operative Societies irrespective of his place of posting.
- (iii) Children, wards and dependents of the Central Government employees who have served for at least two years in connection with the affairs of the Punjab Government or any of its Boards, Corporations, Statutory Bodies, Companies, Co-operative Societies out of 5 years preceding the year of counseling.
- (iv) Children, wards and dependents of the Punjab Government pensioners settled outside Punjab.
- (v) Children, wards and dependents of military/para military forces personnel belonging to the State of Punjab as per record at the time of their entry in service (A certificate on prescribed Proforma by the Commanding Officers of the Unit to be furnished) and
- (vi) Children, wards and dependents of the ex-employees of military & para military forces personnel belonging to the State of Punjab as per record at the time of their entry into service.
- (d) The guidelines issued for the grant of residence certificate/bonafide resident of Punjab by the Department of Personnel and Administrative Reforms (PP-2 Branch) vide No. 1/3/95-3PP-2/9619, dated the 6th June, 1996 and No. 1/3/95-3PP-2/80 dated the 1st January, 1999 and further instructions, issued by the Department, if any, will be adhered to in letter and spirit while making admission.

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7) **RESERVATION OF SEATS :-**

For the State of Punjab

Sr. No.	Category	% age of seats to be reserved
i)	Scheduled Caste	25%
ii)	Backward Classes	5%
iii)	Border Areas/Backward Area (2 %each)	4%
iv)	Sports-persons	2%
v)	Children/Grand Children of Freedom Fighters	1%
vi)	Disabled persons	
	a) Blind	1%
	b) Deaf & Dumb	1%
	c) Other Handicapped	1 %
	(If suitable candidates are not available in any one of these sub-categories, the seats so available will be filled up by the candidates from the other sub categories of disabled candidates and if they are not available in any sub- category, then seats shall be filled up from general/open category candidates).	
vii)	a) Wards/widows of defense personnel killed or disabled to the extent of 50% or more in action; Wards of gallantry awardees of serving defense personnel/ex-servicemen b) Wards of ex-servicemen/serving personnel. Note: If any seat (s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.	2%
viii)	a) Wards/widows of para-military forces personnel Punjab Police, PAP and Punjab Home Guards killed or disabled in action to the extent of 50% or more. (1%) b) wards of Para-military forces personnel/ ex-paramilitary forces personnel and Punjab Police/PAP/Punjab Home guards personnel decorated with Gallantry Medals (1%) Note: If any seat (s) remains vacant from (a) or (b) category the same can be filled up by way of interchangeability also.	2%
ix)	November, 1984 riots affected displaced persons, children of the Army deserters killed, 100% Physically disabled; children of the families of persons killed as a result of terrorist violence or by security forces acting in aid of civil authorities and the children of innocent civilians who have sustained 100% disability in terrorist violence or during operation by security forces action in aid of civil authorities.	2%
X	Widows/Divorced Women.	2%
Xi	Ex-Servicemen/ Women	1%
Xii	Wards/Children of all ex-servicemen settlers of Cambell Bay Island of Andaman Nicobar Only.	1%

Note: - The candidates being admitted under 15% quota on All India basis shall be eligible only for reservation provided by the Constitution of India i.e. 25% for SC and 5% for B.C.

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(8) **GENERAL CONDITIONS :-**

1. The merit of each candidate shall be determined on the basis of marks secured by him or her in the qualifying degree i.e graduation. There will not be any entrance test.
2. The combined merit list will be prepared on the basis of marks secured by the candidates in the qualifying examination (i.e. graduation).
3. As 5% marks will be given to candidates seeking admission under 85% quota, who have passed their 8th and 9th classes examination from school situated in rural areas of Punjab. For this, they will have to submit a certificate of that school falling in rural area at the time of passing 8th as well as 10th class issued by the Head of the School, duly counter signed by the concerned D.E.O. (by the concerned Sarpanch in case of school affiliated to C.B.S.E./I.C.S.E.).
4. The University will notify the last date for submission of application forms for admission and counseling.
5. The reservation of seats as given above shall be strictly adhered to. However, in case seats in a reserved category remain vacant, on account of non-availability of qualified candidates, such seats may be filled up from the general category candidates.
6. The admission of total number of seats in the colleges of education for candidates belonging to different subjects will be done as per the norms laid down by the N.C.T.E as per clause 3.1 of the appendix no. i.e.1-25 students per teacher for a school subject.
7. Candidates applying for the reserved category shall carefully indicate the claim for only one category in the admission form to be submitted to the University in the first instance before the counseling. No change of category will be entertained /permitted at a later stage in the application form.
8. The allocation of college will be made through on-line counseling by the authorized university.
9. There will be only one counselling (As per Hon'ble Supreme Court of India's CWP No. 276 of 2012) for admission to B.Ed. seats and the total process of counseling will be completed in 25 days by the university.
10. That in the case of subject combination, every institute must fill at least 24% seats out of the total approved intake of seats with any one or more of the following combinations:-
Science- Maths/Language*
Physical Science- Maths/Life Science/Language*
Computer Education-Maths/Science/Language*
(* Language; English/Punjabi/Hindi/Sanskrit)

The affiliating university will ensure that no college is affiliated for less than 24% of the seats in the above mentioned subjects in any case. Punjabi University, Patiala will also ensure the same while conducting counseling to fill up the seats in the respective colleges.

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management quota seats and shall be brought out of the purview of centralized counseling to be conducted by the University.

- (2) The University shall exclude the management quota seats (showing the subject combination) from the centralized counseling and accordingly publish the details of these seats (institute-wise) provided by the respective institutes.
- (3) The seats under the management quota shall be filled up by the concerned institute in the following manner:-
 - (a) The management quota seats will be filled up after counseling only.
 - (b) Each institute duly authorized by the University conducting the counseling shall publish an advertisement, mentioning the name of the institute and seats against subject-wise combinations offered, in two leading newspapers (i.e. one in English and one in Punjabi Language) on the last day of counseling and may repeat this advertisement subsequently.
 - (c) The Management of the Institute shall fill up management quota seats on the basis of combined merit list through its own counseling in a transparent manner.
 - (d) There shall be no reservation, whatsoever, in respect of the prescribed management quota seats.
 - (e) The concerned college shall have to inform in advance whether stay in hostel is compulsory or not and if yes what are the hostel charges inclusive of rent, mess charges etc.
 - (f) The basic eligibility criteria regarding educational qualification etc. shall remain the same as printed in the Brochure/Prospectus and as prescribed by the respective university.

10. The Schedule for B.Ed. Admissions will be notified / published by the Panjabi University, Patiala.

11. Fees & Funds:

- i) For admission to private self financed B. Ed. colleges the fee and funds structure i.e. Rs. 40,000/- (Rupees Forty Thousand only) shall be as per Punjab Government (Higher Education Department) Memo No. 12/11/04-6 Edu. 1/2183 dated 07-10-2010.

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12. In case of any dispute, the decision of the Panjabi University, Patiala shall be final.

Dated, Chandigarh
02-06-2014

Dr. Roshan Sunkaria
Principal Secretary to Govt. of Punjab
Department of Higher Education

Endst. No.14/18/2011-3Edu.1/

Dated, Chandigarh:-

A copy is forwarded to the Controller, Printing and Stationery Department, Punjab, Chandigarh with the request that the above notification may please be published in Punjab Govt. Gazette (Ordinary) and 30 copies thereof be supplied to this Department.

Special Secretary Higher Education

Endst. No. 14/18/2011-3Edu.1/ 236593/3-6 Dated, Chandigarh:- 4/6/14

A copy is forwarded to the following for information and necessary action:-

1. The Director, Public Instruction (C), Punjab, Chandigarh.
2. ✓ The Vice-Chancellor, Punjabi University, Patiala. . He is requested that each and every event of the matter be reported to the Government.
3. The Vice-Chancellor, Panjab University, Chandigarh
4. The Vice-Chancellor, Guru Nanak Dev University, Amritsar.

Special Secretary Higher Education

Sushmita Sharma
17/11/14
Principal
D.M. College of Education
Moga

Annexure 2.1.1.

Exterior - 2.1.1


Admission to B.Ed. Course (Session 2014-15)
GENERAL NOTICE FOR ALL THE PARTICIPANTS

As per notification of the Govt. of Punjab, Deptt. of Higher Education, Education-I Branch Endst. No. 14/18/2011-3Edu.1/236593/3-6 dtd. CHD 4-8-14, Punjabi University, Patiala has been appointed as the authority competent to conduct the Centralized **Online Counselling for B.Ed. Course for the Session 2014-15** in the Colleges of Education in Punjab affiliated to (i) Panjab University, Chandigarh; (ii) Guru Nanak Dev University, Amritsar and (iii) Punjabi University, Patiala.

The list of Colleges taking part in this centralized on-line counselling is displayed on the website www.pupbed2014.co.in as per Govt. notification.

Through this notice, the University seeks the consent of self-financed colleges whether they would like to be associated in this admission procedure. Self-financed colleges desirous of associating with Punjabi University, Patiala will give their consent in writing within three days of this advertisement to the University. The self-financed colleges who do not wish to participate in the centralized admission process and want to hold their admission independently, they are required to submit the schedule of admission to Punjabi University, Patiala and DPI (Colleges), Punjab immediately and shall proceed as per the Notification.

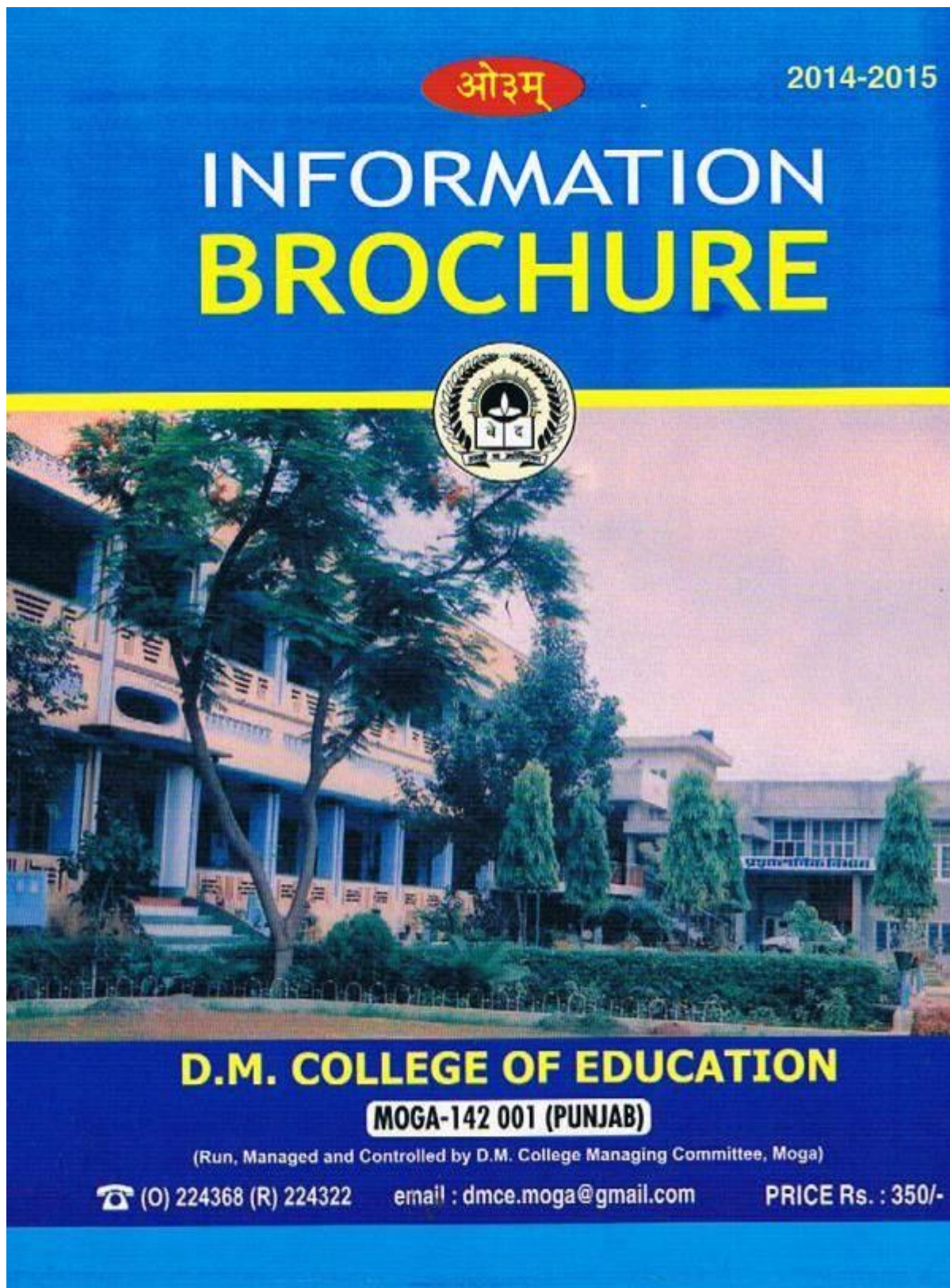
Note :

1. All participating Colleges (including self-financed college desirous of association with the University) have to submit mandatory Proforma displayed on the website along with the seat distribution matrix (both soft and hard copy). Duly completed Proforma and seat matrix must reach the **B.Ed. Admission Cell, Women's Studies Centre, Punjabi University, Patiala by 04.07.2014.**
2. There will not be any Entrance Test for admission. Eligibility, Division of Seats, Reservations, etc. are as per the Notification. There will be only one counselling.
3. Candidates can register for on-line counselling from **07.07.2014 to 12.07.2014 (upto 2:00 p.m.)** by submitting application processing fee of Rs. 500/- for SC/ST candidates and Rs. 1,000/- for all other candidates. The fee can be deposited in any branch of State Bank of Patiala. Additional Bank charges, if any, are to be borne by the candidate.
4. All interested candidates and colleges are requested to regularly follow the Website for admission process, details and referring notifications.

1710/DPRDEAN, ACADEMIC AFFAIRS

Sushma Sharma
17/11/14
Principal
D.M. College of Education
Moga

Annexure 2.1.2



कृष्णन्तो

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विश्वमार्यम्



महर्षि दयानन्द सरस्वती
(1824-1883)

ॐ भूभुवः स्वः । तत्सवितुर्वरेण्यं । भर्गो देवस्य धीमहि ।
धियो यो नः प्रचोदयात् ।

आर्य समाज के दस नियम

1. सब सत्य विद्या और जो पदार्थ विद्या से जाने जाते हैं, उन सबका आदि मूल परमेश्वर है।
2. ईश्वर सच्चिदानन्दस्वरूप, निराकार, सर्वशक्तिमान, न्यायकारी, दयालु, अजन्मा, अनन्त, निर्विकार, अनादि, अनुपम, सर्वाधार, सर्व-व्यापक, सर्वान्तर्यामी, अजर, अमर, अभय, नित्य, पवित्र और सृष्टिकर्ता है। उसी की उपासना करने योग्य है।
3. वेद सब सत्य विद्याओं की पुस्तक है। वेद का पढ़ना-पढ़ाना और सुनना-सुनाना सब आर्यों का परम धर्म है।
4. सत्य के ग्रहण करने और असत्य को छोड़ने में सर्वदा उद्यत रहना चाहिए।
5. सब काम धर्मानुसार अर्थात् सत्य और असत्य को विचार करके करने चाहिए।
6. संसार का उपकार करना इस समाज का मुख्य उद्देश्य है अर्थात् शारीरिक, आत्मिक और सामाजिक उन्नति करना।
7. सबसे प्रीतिपूर्वक, धर्मानुसार यथायोग्य बर्तना चाहिए।
8. अविद्या का नाश और विद्या की वृद्धि करनी चाहिए।
9. प्रत्येक को अपनी उन्नति से सन्तुष्ट न रहना चाहिए किन्तु सबकी उन्नति में अपनी उन्नति समझनी चाहिए।
10. सब मनुष्यों को सामाजिक सर्वहितकारी नियम पालने में परतंत्र रहना चाहिए और प्रत्येक हितकारी नियम में सब स्वतन्त्र रहें।

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः, सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःख भाग्भवेत्

Message



"A Teacher is an agent appointed to develop citizens who can live successfully in the culture of the country " Curtis Stuart.

A teacher is the living ideal, the fountain in head of the knowledge and potential guide to provide directive for growth and development of teachers of today as a worthy citizens of tomorrow.

Moreover, the teacher is the backbone of education system and architect of society. He plays crucial and demanding role in the process of teaching learning by creating a congenial environment.

Such appropriate environment can be created by quality of teachers which further depends upon the quality of education provided across various platforms. To provide that stable platform, our institution makes a leap on grassroot level in the ocean of various institutions to nurture the correct and indigenous methods of education, providing excellent teachers for creating stable intellectual generation for future.

DR. (MRS.) SUSHMA SHARMA
Principal

संदेश

सुदर्शन शर्मा

प्रधान, डी. एम. कॉलेज मैनेजिंग कमेटी, मोगा



यह निर्विवाद सत्य है कि छात्र ही राष्ट्र की आधारशिला होते हैं। सबल और स्वस्थ राष्ट्र का निर्माण सुशिक्षित छात्र ही कर सकते हैं। राष्ट्र की सच्ची जागृति तभी सम्भव है जबकि छात्र शिक्षित एवं सुसंस्कृत होकर भावी पीढ़ी को उन्नति के पथ पर अग्रसर कर सकें। इस तथ्य को दृष्टि में रखते हुए एवं महर्षि दयानन्द सरस्वती के सिद्धान्तों के अनुरूप मोगा के दूरदर्शी आर्य नेताओं ने डी. एम. कॉलेज आफ एजुकेशन की स्थापना की थी। यह संस्था शिक्षा के क्षेत्र में अपना महत्वपूर्ण योगदान डाल रही है। यह संस्था छात्रों को नैतिक शिक्षा, चरित्र निर्माण और देश प्रेम की भावनाओं से ओत प्रोत करती हुए निरन्तर उन्नति के पथ पर अग्रसर हो रही है।

नये सत्र में प्रवेश पाने वाले छात्रों एवं छात्राओं के उज्ज्वल भविष्य की शुभ कामनाओं सहित-

सुदर्शन कुमार शर्मा

प्रधान

डी.एम. कॉलेज मैनेजिंग कमेटी,

मोगा



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तमसो मा ज्योतिर्गमयः

D.M. COLLEGE OF EDUCATION, MOGA

(FOUNDED IN 1953)

AFFILIATED TO THE PANJAB UNIVERSITY, CHANDIGARH

&

RECOGNISED BY THE N.C.T.E.

INFORMATION BROCHURE 2014-2015

D.M. College of Education, Moga has been rendering a unique service to the society by imparting 'Teacher's Training' to the students since 1953. The whole credit of this venture goes to Late Rai Bahadur Dr. Mathra Dass Pahwa – a well known Arya Samajist, a Gold Medalist and eminent Eye-Surgeon and most revered personality of Moga. This great and glorious man of Arya Samaj was honoured with numerous titles and epithets such as Padam Vibhushan, Kesar-i-hind and many more titles at State and National Level.

The greatest honour this luminary received from the people of this region was their spontaneous love, affection and over-flowing reverence. Apart from our institute a large number of Educational and Social Welfare institutions are functioning successfully just because of the efforts and hard work put in by this great man. We cannot ignore the fact that not only our present generation but also succeeding generation will follow in the foot-prints of this great missionary, magnificent in his faith and heroic in his efforts. He was incarnation of courage, moral strength and humility. Let all of us take a solemn pledge that we shall ever try to follow the path shown by this pious and honourable personality never allow the torch of freedom to be blown out.

At present our college is functioning efficiently under the enlightened guidance of D.M. College Managing Committee, Moga and taking rapid strides under the dynamic leadership of Sh. Sudarshan Kumar Sharma, President, D.M. College managing committee. It is spreading fragrance of knowledge all round with the co-operation of experienced, committed and competent faculty. The college is affiliated to the Punjab University, Chandigarh and is approved by the N.C.T.E. for the Degree of Bachelor of Education.

During its tenure of 59 years the institute has scaled the heights of success in academic, cultural and curricular activities at local and state level functions. The main high-lights of the institute are its three D's - Discipline, Dedication and Duty.

The college is housed in its own spacious building situated on an open site facing the Kashmiri Park. It is a co-educational institution. It has a separate practicing school of its own to provide teaching to the student teachers of both sexes. The college provides very congenial and conducive atmosphere for student's growth and development. To house girl students there is an ultra modern Hostel in the campus with the capacity of 44 seats. Seats are allocated on first come – first served basis. The duration of the course for the Degree of Bachelor of Education (B.Ed.) is one year.

I pray to the Almighty to shower His blessings on this institute so that it may fulfill its commitment to the Nation by providing competent and committed teachers to the society.

ELIGIBILITY

- (a) (i) **Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, are eligible for admission to the programme. Any candidate with 49.9 or less marks would not be eligible.
- (ii) **The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable. There shall be a relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates. Candidate with 44.9% marks or less would not be eligible.



** Added vide Para 3.2 of Appendix IV of N.C.T.E. Notification No. F-51F1/2007-N.C.T.E (N&S) dated 27-11-2007.
Provided that such minimum qualifying marks shall not automatically entitle a candidate to get admission in an institution but only entitle the candidate concerned to fulfil other institutional criteria notified by the institution concerned or by the Government concerned from time to time to apply for admission.

- Candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level. Honours students shall opt for major subject in which they have obtained Honours the minor subject should have been studied at least for one year.
- Candidates who have appeared for the qualifying examination and whose results have not been declared may be provisionally allowed to apply for counselling at their own risk and responsibility but they shall become eligible for counselling only after they have produced the evidence of having satisfied the above said conditions.
- Compartment cases, if their results are declared before final counselling, shall be considered subject to availability of the seats.
- In case of students who have done Honours in languages such as Hindi, Punjabi and English, the major subject will be language. Such candidates would be allotted minor subject by the college on the basis of other courses studied by the candidate. In case of such candidates language will not be a minor subject.

TEACHING SUBJECT COMBINATION FOR B.Ed. CLASS 2013-2014

Candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level. Honours students shall opt for major subject in which they have obtained Honours the minor subject should have been studied at least for one year. However, the candidate opting for teaching of Social Studies as major subjects should have studied any two of the following subjects.

Teaching of Social Studies

- History
- Economics
- Education
- Community Education
- Geography
- Public Administration
- Defence Studies
- Political Science
- Philosophy
- Religious Studies
- Sociology
- Psychology
- Social Work

The candidate opting for Teaching of Science/Physical Science/Life Science should have studied any one of the following subjects listed against each category.

Teaching of Physical Science	Teaching of Life Science	Teaching of Science
Physics	Biology	Physics
Chemistry	Botany	Chemistry
Honours in Physical Science	Microbiology	Biology
Geophysics	Zoology	Botany
Medical Physics	Genetics	Zoology
Industrial Chemistry	Environmental Science	Biochemistry
	Ecology	Biotechnology
	Agriculture	Microbiology
	Entomology	Genetics
	Human Biology	Anthropology
	Honors in Life Science	Agriculture
	Human Genomics	Entomology
	Microbial Biotechnology	Nanotechnology
	System Bio and Bioinformatics	Nuclear Physics
	Medical Physics	Geology
	Nuclear Medicine	Environmental Science
	Bio Physics	Ecology



5. In case of students who have done Honours in languages such as Hindi, Punjabi and English, the major subject will be language.

* Following is the list of the major subjects which the students can opt :

Sr. No.	Degree Completed	Major Subjects
1.	B.Sc. (Medical)	Science/Life Science/Physical Science
2.	B.Sc. (Non Medical)	Science/Physical Science/Mathematics/Computer Education/Computer
3.	B.Sc. (Home Science)	Home Science/Science
4.	B.Com/BBA	Commerce
5.	BCA	Computer Education/Computer
6.	BE/B.Tech.	Mathematics/Science/Computer Education/Computer
7.	BA (only for Social Studies combination)	Social Studies (the candidates must have studied any of the two subjects from the following : History/Geography/Political Science/Sociology/ Economics/Public Administration/ Philosophy/ Psychology/Education/Defence Studies/Religious Studies/Social Work/Community Education)
8.	BA	History/Geography/Political Science/Sociology/ Economics/Public Administration/ Fine Arts/Music/Computer Education/Computer/Physical Education/Home Science/Mathematics
9.	BA (Honours Languages)	English/Hindi/Punjabi/Sanskrit (the language in which Honours has been completed)
10.	M.A.	Subjects studied at the Master level should be from above mentioned list of Major Subjects (provided that the candidate fulfills other eligibility conditions)
11.	M.Sc.	Subjects studied at the Master level should be from the below mentioned reference list of Major Subjects (provided that the candidates fulfills other eligibility conditions)

Reference List for the M.Sc. Candidates

Teaching of Physical Science	Teaching of Life Science	Teaching of Science
Physics	Biology	Physics
Chemistry	Botany	Chemistry
Honours in Physical Science	Microbiology	Biology
Geophysics	Zoology	Botany
Medical Physics	Genetics	Zoology
Industrial Chemistry	Environmental Science	Biochemistry
	Ecology	Biotechnology
	Agriculture	Microbiology
	Entomology	Genetics
	Human Biology	Anthropology
	Honours In Life Science	Agriculture
	Human Genomics	Entomology
	Microbial Biotechnology	Nanotechnology
	System Bio and Bioinformatics	Nuclear Physics
	Medical Physics	Geology
	Nuclear Medicine	Environmental Science
	Bio Physics	Ecology



* Candidate must have honours studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level. Honours students shall opt for major subject in which they have obtained Honours.

RESIDENCE REQUIREMENT

The admission to this course shall be open only to a bonafide residents of Punjab & Chandigarh Administration or the son or daughter of an employee or retired employee of the Punjab Govt. or U.T. Administration, Chandigarh or Defence personnel or the Central Government employees and employees of scheduled Nationalised Banks, Public Sector Organisations, who may be posted in Punjab at the relevant time. Attach true copy of the relevant certificate signed by competent authority.

GENERAL

- (i) The medium of instruction for B.Ed. course as prescribed by the University is English, Hindi & Punjabi.
- (ii) There are only 200 seats in the B.Ed. class to which both men and women are eligible.
- (iii) Admission to B.Ed will be made on the basis of merit and above said combinations.
- (iv) Application forms for this college will be supplied by the college office alongwith a copy of the Information Brochure on receipt of Rs. 350/- by cash at the counter only to the candidates recommended for admission at D.M. College of Education, Moga by the Co-ordinator, B.Ed. Admissions, P.U University, Chandigarh.
- (v) A candidate seeking admission is required to attach the following documents with his/her application :
 - (a) A certificate of good character from the college in which he/she has/had last studied. In the case of a teacher, from the head of the Institution in which he/she had/had last served. It should be duly attested by the D.E.O. concerned.
 - (b) An attested copy of certificate of his/her date of birth.
 - (c) An attested copy of his/her Degree, Diploma etc. (the original of which shall be presented at the time of interview).
 - (d) A certificate of Physical Fitness (for married women only).
 - (e) He/She shall also sign a declaration accepting as binding on him/her the college rules and regulations in all matters.
 - (f) Sports' certificate for consideration in the sports category is from the Sports Deptt. of the Pb. Govt.
- (vi) The graduates of other Universities should submit migration certificates from the University at the time of admission.
- (vii) The submission of the documents by the candidates on the date he/she has appeared is restricted only upto the time of interview and no additional certificate will be entertained after the interview.
- (viii) The signature of every candidate shall be taken datewise at the time of interview.

EXPLANATION

1. The reservation of seats shall be strictly as per Panjab Govt. Norms. In case seats in Reserved Category remains vacant on account of non-availability of qualified candidates, seats will be filled up from the General Category. Candidates who apply for a reserved category will be considered for that particular category applied for. No change of category will be allowed.
2. The candidate applying for the Relief/Reserved Category shall carefully indicate his/her claim for one category in the Application Form. No change in the category will be entertained/permitted at a later stage.
3. A Candidate applying for Admission under **category 02** i.e. against the seats reserved for Schedule Castes/ Schedule Tribes category shall be considered, provided he/she produces a certificate signed by the District Magistrate/Additional District Magistrate/Collector/Deputy Commissioner/Additional Deputy Commissioner/Deputy Collector/First Class Stipendiary Magistrate/City Magistrate/Sub Divisional Magistrate/Taluka Magistrate/Executive Magistrate/Extra Assistant Commissioner (not below the rank of 1st Class Stipendiary Magistrate) and Revenue Officer not below the rank of Tehsildar as per U.O. No. 10/2/96-2 SW/11-12-13-14 Dated, Chd. 8.1.99.
4. A candidate applying for Admission under **category 03** i.e. against the seats reserved for Backward classes category shall be considered, provided he/she produces income certificates of parents along with Backward class certificate signed by the S.D.O. (Civil), Executive Magistrate, Tehsildar, Naib-Tehsildar, Block Development Officer, District Revenue Officer as per latest instructions of the Punjab Government. **Only the recent certificate will be considered.**
5. A candidate shall be eligible for admission under **category 04** only if he/she is from a town/village within 10 miles from the International Border or his/her village falls within the Bet/Backward area limits excluding the towns of Ferozepur and Gurdaspur. A certificate to this effect should be obtained from S.D.M./G.A. to D.C./D.C.
6. A candidate claiming admission under **category 05** will produce a gradation certificate issued by the Director of Sports from respective States. **Sports achievement at the school level will not be accepted.**



7. A candidate seeking admission under **category 06** will produce a certificate from the respective Deputy Commissioner
8. A candidate claiming admission under **categories 07–09** must at least be 50 percent handicapped duly certified by the C.M.O. and also must produce a certificate from the C.M.O. that he/she would be able to teach.
9. A candidate claiming Admission under the **categories 10 and 11** will produce a certificate from the Commanding Officer/Commandant/SSP.
10. In order to decide the eligibility of riot-affect (**Category 12**), the candidates must produce a certificate from the respective Deputy Commissioner to the effect that he/she is a November, 1984 riot affected displaced person. As regards a terrorist affected person/dependent of Terrorist affected families in Punjab, a certificate from the respective Deputy Commissioner to this effect is required. Dependents of terrorist affected family will mean a family which has lost its bread-earner in some terrorist action in Punjab.
11. In case of **category 13** a widow must produce a death certificate of her husband and a divorced woman a legal certificate containing the final decision of the court.
12. In case of **category 14** ex-servicemen/women themselves must produce the discharge certificate.
13. In case of **category 15**, the Ex-servicemen settlers of Campbell Bay island of Andaman Nicobar, the candidate must produce the certificate from the Competent Authority.
14. For claiming Reservation under **category 16** the Kashmir Migrant Students temporarily residing in Pb. State must submit proof in support of their claim.
15. A candidate applying in the reserved category shall carefully indicate his/her claim for only one category in the application form. In case the candidate wrongly indicates claim for more than one reserved categories, the one claimed in the first instance shall be considered. No change of category will be entertained/permitted in the application form or otherwise at the later stage.

Note : The verification of certificates in the case of admission in the reserved categories is subject to the production of the certificate from the specific competent authority.

COLLEGE ACTIVITIES

The college performs all activities through Education Forum, Psychological Association, Science Club, Punjabi Sahitya Sabha, Hindi Parishad, English Literary Society, Social Studies Club and Arts Club. These societies and clubs hold their meetings very frequently. Presence in Assemblies and Activities through clubs are very essential. Audio-Visual Education and Computer Education are also provided. Film-shows are shown from time to time when documentaries are received from the Central and State Government Film Libraries and Zonal Extension Services. There is an ample provision for Games and Sports. National Days and Religious Festivals are celebrated in the college. Eminent educationists are invited to address the students. The Inter-College contests are also organised while the students are encouraged to participate in such competitions.

TUTORIALS & SEMINARS

To ensure closer supervision of the student's work, they are divided into tutorial groups. Each group is placed under the supervision of a member of the staff who acts as tutor and keeps record of all activities of students placed under him/her. This record is taken into account while issuing character certificates to students.

COLLEGE UNIFORM FOR EVERY THURSDAY MORNING

For Boys	:	White Shirt, Black Pant
For Girls	:	White Shirt, White Salwar and Magenta Dupatta
& Rest of Days	:	Formal Dress

COLLEGE MAGAZINE

The college has its magazine "The Light" to provide opportunities to the students to write original articles on educational topics and thereby to grow socially, culturally and professionally.

The fee will be charged as per Panjab Govt./Pb. Uni. norms.

GENERAL RULES

1. All students are required to take part in games, students' programmes and other curricular and co-curricular activities.



2. During the period of training, a student shall not attend or take part in any anti-government, anti-college or any other type of subversive activity. Those who commit a breach of this rule may be removed from the college rolls at the sole discretion of the college Principal.
3. Rules regarding discipline, payment of fee, grant of leave and use of library etc. must be strictly adhered to.
4. No one who is in employment (whole-time, part-time or honorary service) shall be allowed to join B.Ed. Course without taking leave from his/her institution/office etc. from the date of commencement of the academic session upto the final University Examination in student-teaching.
5. No student shall take to any private tuition work.
6. During the course of training and at any time, the Principal may at her discretion, drop from the rolls of the college, a student who has failed to make reasonable progress in his/her studies or has otherwise proved himself unfit to be retained in the college.
7. All students are required to attend not less than 75% of the lectures delivered in each subject. Students failing to fulfil this condition shall not be sent up for the University Examination.
8. Movement from one room to another must be quiet and orderly. LOITERING and making a noise in the corridors or anywhere in the college premises is strictly prohibited.
9. Students are not to damage the college property or deface the walls, desks etc. The furniture of a room is not to be shifted to other rooms without proper prior written permission from the Office/Principal.
10. No one shall tamper with or otherwise mis-handle the fans, regulators, switches, holders, bulbs, tubes etc.
11. Due care should be taken for the college lawns against damaging.
12. Smoking and the use of intoxicants in the premises of the college is forbidden.
13. Political meetings and demonstrations in the college premises are strictly prohibited.
14. No sale or organised distribution of books, pamphlets, lottery tickets etc. is allowed to be carried on nor is any subscription or donation collected without the express permission of the Principal.
15. All cases of misconduct and indiscipline shall be dealt with severely and may lead to even expulsion or rustication of the student from the college.
16. A student may be called upon to withdraw from the college if in the opinion of the Principal his/her stay in the college is not conducive to his/her own well-being or is detrimental to the interests of the institution or to other students.
17. Security deposit will be refunded to the depositor on his/her leaving the institution but after declaration of the final University result and upto 31.5.2016 provided further that
 - (i) he/she has cleared all the college dues and
 - (ii) he/she has applied for the refund of the amount within one year of his/her discharge from the college. The security will ip-so-facto lapse thereafter i.e. after 31.5.2016.
18. Students must look up the Notice Board regularly. Ignorance of a notice shall not be entertained as an excuse for non-compliance.
19. Guests are normally not allowed to see the students during college hours. However, in case of emergency, Principal's permission to do so is essential.
20. Students are not allowed to sit in the college canteen aimlessly in their vacant periods but are required to sit in the reading room.
21. Anybody showing discourtesy towards girl-students shall be severely dealt with and may be expelled from the college.
22. No notice should be displayed on the Notice Board by any student unless it bears the signatures of the Principal.
23. Disturbing the classes and calling out any student from the class during the period is a serious offence.
24. All students will carry their identity cards in their possession.
25. Any student misbehaving with the teachers, ministerial staff will be severely punished.
26. Students are not allowed to bring Mobile Phones during college hours, if they failed to do so serious action will be taken against them.

RULES RELATING TO LEAVE ETC.

1. Ordinarily, no leave is granted to student-teacher during the course of their training.
2. A very serious notice is taken of those students who absent themselves from the college or from the Practising School without having got sanctioned leave.
3. Applications for leave are entertained only on the printed leave application forms available from the college office. Leave upto three days is granted by the tutor. Any leave for more than three days is granted by the Principal but Tutor's recommendation.
4. Leave sought on ground of illness for more than three days must be certified by a competent medical authority (not RMP).



5. Absence from the house examination is taken seriously and the defaulter will be fined as a disciplinary and corrective measure. Application for exemption on ground of illness may be entertained only when supported by a proper medical certificate.
6. All serious breaches of college discipline and long absence without leave shall be vested with punishment, which may even extend to expulsion. Overstaying the sanctioned leave is taken as a serious offence.
7. Defaulters were fined for
 - (a) Absence from a single class Rs. 2.00
 - (b) Absence for the whole day without leave Rs. 10.00
8. Students must not leave station without getting duly sanctioned prior permission from the college authorities. In case of an emergency, the application must be submitted by post from the station where the applicant had gone to. No request for leave will be entertained after it has already been availed of.
9. Applicants must state the exact reason as to why does he/she require leave? Vague excuses like 'urgent business, being unwell, important piece of work' are liable to be rejected.
10. Leave will be granted to the Trainees only if their applications are countersigned by their parents/guardians.
11. If any student does not attend the college within a week of the opening day, his/her admission will be cancelled.
12. If a student remains continuously absent for seven days without leave during the session, his/her name shall be struck off from the college rolls. However, he/she may be re-admitted at the sole discretion of the Principal on payment of the usual re-admission fee and all arrears outstanding against him/her.

HONOURS AND PRIZES

1. A student who stands first in the University Examination is awarded a silver medal.
2. Prizes shall be awarded on the basis of (a) result in the University Examination (b) result in the college examination and (c) distinction in games, athletics and (d) social service.
3. Prizes will be given for the highest aggregate in the final B.Ed. examination provided that the marks obtained are not less than 75% of the maximum marks.
4. Only those students shall be eligible for the college academic prizes who, after having appeared in the college house examinations, pass in all the subjects.
5. Prizes are awarded to athletes and sportsmen who distinguish themselves in the Tournaments organised by the college during the year.
6. Prizes are also awarded for (i) Contribution to the College Magazine (ii) Craftmanship (iii) Fine Arts (iv) Cultural Activities (v) Good conduct and (vi) All round best performance.
7. Prizes are also awarded to the winners of different competitions organised by the college.
8. Certificates of merit are awarded to those who pass in all subjects in the examination and secure not less than 75% of the total marks in the house examination.
9. Certificates of merit are awarded to Captains and Secretaries of Games, Clubs and Associations.
10. A College Colour is awarded to each of the best athletes among men and women students.
11. Certificates of merit are also given to Secretary, Education Forum and to the Student-Editors of College Magazine.

TESTIMONIALS & CERTIFICATES

- (i) Testimonials and character certificate are issued to students ordinarily on completion of their training after due inquiry from their teachers and tutors. **A character certificate cannot be claimed as a matter of right.**
- (ii) Certificates may be withheld in case of misconduct, irregular attendance and unsatisfactory progress in studies or non-payment of dues.
- (iii) **A student adjudged by the Principal to be guilty of serious offence forfeits his/her claim to any character certificate, honour and distinction.**

EDUCATIONAL TRIPS & TOURS

Educational trips and tours are regular features of this college. Trips are arranged to important educational centres in the country under the guidance and supervision of the college staff. Excursions and outings are organised to neighbouring places of educational interests with a view to arousing interest of trainees in the educational survey and study of their neighbourhood. Students' study tours are organised under the Youth Welfare Scheme of the Government of India and similar schemes of the State Govt. (if any).

GUIDANCE AND COUNSELLING CELL

Under the Psycho-lab, there is a Guidance & Counselling Cell functioning for the future vocational and career



advancement of the students.

LIBRARY

The need for spending more and more time in the library is increasingly felt at college level to encourage independent reading and strengthen the urge for keeping in touch with the latest developments in various fields. More than 11,000 books are there on its shelves with various periodicals and journals having spaciouly large accommodation for reading.

LIBRARY RULES

1. Three books are issued to every student for a period of 15 days. However, books could be renewed for another 15 days at the sole discretion of the college Librarian.
2. A fine of Rs 1/- per day per volume is charged for the books returned after the due date, subject to change, if any.
3. Reference books, rare books, periodicals and journals will not be issued except for consultation in the library only.
4. The students must possess Library-cum-Identity cards while inside the Library/Reading Room. The defaulters will be asked to leave the library and their cases will be reported to the Principal.
5. Books issued from the Library should be kept very carefully and in no case these be underlined or disfigured. If a book is already damaged in any form, it be got checked and brought to the notice of the issuing authority otherwise the student shall be held responsible for the damage.
6. The borrower shall be required to replace the books lost by him/her.
7. A perfect silence is required to be observed by the students in the reading room and they should not disturb the within atmosphere in any way.
8. The students has to return the library books before the commencement of annual examination.

DAK

Letters addressed to the students can be collected from the office. Letters addressed to the Girl Students can also be collected from the Principal. Letters of Boarders are delivered through the Women's Hostel Warden. Letters will be censored by the Warden/Principal.

RULES FOR ADMISSION TO UNIVERSITY EXAMINATION

A person who possesses the qualification laid down has been on the rolls of a college affiliated to the course for B.Ed. degree during the academic year preceding the examination, and produces the following certificates signed by the Principal of the college shall be eligible to appear in the examination :

- (A) (i) of good character ;
(ii) of having undergone the course of training for the degree of Bachelor of Education for one academic year at a college affiliated for this examination; and
(iii) of having attended not less than 75 per cent of the total lectures delivered in each subject, tutorials, seminars, practicals etc.
- (B) The examination shall consist of two parts as under :
Part I : Theory Papers (as per details given in the syllabus)
Part II : Practicals (as per details given in the syllabus)

WOMEN HOSTEL

"Living in a hostel pre-supposes high degree of integrity, consciousness, co-operation and hard work for a bright future and good image of the institution."

A Hostel is a home away from home. Aware of this special need and requirement of students, especially the Girls, who come from far-flung areas to this college for learning, the college Management has provided them with this surrogate home. This girls' hostel is located in the college campus, accommodates 44 students. It is expected that we will try to give its students a neat and clean environment and a comfortable place to live in under the care of a lady Hostel Warden. The Warden and Attendants on duty would remain on the campus for betterment and care of students. This hostel has a Dining Hall, a Mess, a Canteen, a Visitor's Lounge, a Common Room and an Outdoor Court for Badminton. Water-purifiers have been installed with water-coolers on each floor. Gysers for winter have also been fitted.

Architecturally, the hostel has been laid out aesthetically with plenty of open space and a lot of greenery. The rooms (dormitory-type) are comfortable-fitted with fans, lights and hard furniture and are allotted on shared basis.



Man, by nature, is a social animal and needs to interact with others. For this purpose in fore-front, resident-students are encouraged to participate in cultural and social activities with colourful get-together evenings of songs and dances. The inmates are encouraged to live in harmony like a big-joint family by extending a helping hand and mutual co-operation to make hostel life a rich and fruitful experience.

There is no doubt that these will be the formative years of students in the hostel but life-long bonds do develop and friendships do get blended. This is a time that will stand out in the memory as a golden period and it would be a stepping stone to an adult life of responsibility and care.

Note :

1. The admission of a candidate who fails to deposit his/her fee in time shall automatically stand cancelled and he/she shall have no claim for admission/Re-admission. His/Her seat shall be offered to the next candidate on the waiting list.
2. All charges are subject to change without notice.
3. If any student does not attend the college within a week of the opening day announced by the college, his/her admission will be cancelled.
4. Admission and other dues once paid will not be refunded.
5. A medical check-up of all hostellers is mandatory. It shall be done by a qualified Dr. on Wednesdays.
6. This Information Brochure does not constitute a legal document.

HOSTEL RULES

1. The Principal/Members of Hostel Committee will inspect the hostel frequently.
2. Allotment of the rooms is done by the Warden in consultation with the Principal.
3. A boarder may be asked to leave the hostel if her hostel fee is more than a month in arrears.
4. A boarder may be expelled from the hostel if she stays away from the hostel without permission or is negligent in studies or is found guilty of misconduct.
5. A boarder, absent on account of sanctioned leave from the college shall have her seat reserved for her for a period not exceeding one month on payment of full fees for the period of absence.
6. Lights shall remain switched off from 12-00 midnight to 5-00 a.m. for late night studies, special permission has to be obtained from the Principal/Warden.
7. Lights and fan must be switched off when not in use. Students found keeping lights on in their absence from the room will be fined for their mistake.
8. The use of any kind of electrical appliances like heaters, rod, iron or stove etc. is not allowed in the hostel. Disciplinary action will be taken against the defaulters.
9. All reports of thefts etc. (if any) should be reported in writing to the Warden immediately. The residents are advised to keep their belongings locked. They will not keep expensive jewellery or cash exceeding Rs. 200/- with them.
10. All complaints against rowdy students should be made to the Warden. No student is allowed to take law in the own hands.
11. Boarders shall not pluck flowers or leaves of plants.
12. Boarders should avoid spitting at all odd places.
13. Walls, doors and furniture should not be defaced with pencil and ink marks or scrubbing.
14. Shouting, hooting, violent knocking or any other act, movement or behaviour that is likely to cause disturbance is strictly prohibited. There shall be no loud discussion or chatting in the verandahs at any hour of the day or night. No student is allowed to whistle as whistling by girls is not lady-like.
15. Removal of electric holders, electric bulbs and electric switches from the room/rooms is punishable with a heavy fine. Residents are not to tamper with the electric and sanitary installations. The cost of repairs or any damage done, shall be realized from the students, in addition to fine for negligence.
16. An order of Principal or the Warden conveyed through the peon shall immediately be obeyed.
17. Furniture will be provided by the Hostel Warden. The boarders should use and handle the furniture with care. The furniture should not be damaged or disfigured and removed from one room to the other. The students should bear in mind that Hostel Building and Hostel Furniture etc. are as much their property as that of the college.
18. No boarder shall leave the Hostel without personally handing over the charge of the furniture to the Hostel Warden.
19. No resident student may see the Principal at his/her residence without first making an appointment with him/her. All



- official business will be transacted in the College Office only. This rule, however, does not apply in case of an emergency.
20. All cases of sickness should be reported to the Hostel Warden.
 21. Boarders shall present themselves in person for daily Roll Call/Attendance at 8.00 p.m.
 22. All correspondence of the boarders must pass through the hands of the Principal/Warden. The Principal/Warden may open the letters at her discretion. Serious action shall be taken against the boarder who posts and receives letters through other sources.
 23. All the boarders shall dine in the Dining hall only. On no account shall a boarder order a servant to serve meals to her in her room. Only in case of sickness, boarder shall be served meal in her room but with the permission of the Hostel Warden/Principal.
 24. No non-vegetarian food is served or is allowed to be brought in, cooked or eaten in the boarding house.
 25. Meals are served at fixed hours. Late comers will not be served any food.
 26. A boarder, staying out of the hostel for seven or more days with the permission of the Principal/Warden is entitled to a refund of her mess charges according to prescribed rules.
 27. Boarders shall not take the hostel utensils to their rooms other than the utensils belonging to them.
 28. Servants shall not be encouraged to enter the students' rooms, nor shall they be asked by boarders to run private errands for them.
 29. Students shall not purchase articles on credit from shops. Cash payments must be made for all purchases.
 30. Dhobies, Dry Cleaners and Tailors etc. not approved by the Principal may not be engaged.
 31. Students' Mess Committee is to meet at least once a month.
 32. If Mess charges are not paid by the 10th of every month, meals may not be served.
 33. The resident-students are expected to dress simply and modestly in keeping with the long standing tradition of the college. Wearing of heavy jewellery and use of cosmetics are also not permitted. They have to follow the ideal of **SIMPLE LIVING AND HIGH THINKING.**
 34. Students are not allowed to enter the dining hall if not properly dressed in suit with dupatta.
 35. Students are not allowed to talk, move about, write letters or read books other than on their subjects during fixed study hours.
 36. For proper functioning of Flush Lavatories, the following instructions must be followed :
 - (a) Pull the push button gently after use. Once emptied, the custom takes a few minutes to fill. So, it would not work until it is full.
 - (b) Do not throw any thing into the latrine seats as they would get blocked. If there is anything to throw, it should be thrown into dustbins placed in lavatory.
 - (c) If the flush system is out of order, use water from the tap to flush out. Also report immediately to the Warden that flush was out of order.
 - (d) Taps of the bathrooms and latrines etc. should always be turned off after use.
 37. Father/Guardian of the student should also complete Visitors' Register at the time of arrival in the Hostel. No visitor is allowed without identity card.
 38. The day-scholars are not allowed to visit the Hostel except with written permission of the Teachers/Warden, as a special case. Any boarder who invites or allows the day scholars to visit them in the Hostel will be fined.
 39. The resident students are not permitted to keep more than Rs. 200/- with them in their hostel rooms. Extra money should be kept in personal account with D.M.College of Education Extension Counter of Oriental Bank of Commerce.
 40. For proper democratic functioning of the hostel, several committees such as, Common Room Committee, Mess Committee, Canteen Committee etc. will be formed.
 41. Twenty diets in a month shall be charged even if you have missed the meals.
 42. For each late entry or leaving Hostel without permission, Rs. 50/- as fine shall be levied.
 43. In case of shortage of accommodation, students would share the rooms with other students in the dormitories/Hall.
 44. All Rooms including Almirahs and Belongings are open to inspection by the warden at any time.
 45. Ragging is strictly prohibited.
 46. Subsequent changes and seeking of local guardians to avoid stay in the college hostel for outstationed girls are not allowed.



47. The address shown in the admission form - affiliated in by the candidates shall be the sole criteria for determining t out of station status of the candidates.
48. Boarders shall present themselves for a regular medical check up on every Wednesday and for which purpose qualified lady medical doctor has been deputed to visit hostel every fortnightly.
49. Boarders are permitted (in groups) to visit places of their religious belief/faith/worship (Mandir/Gurudwara/Nagat Church/Mosque) after 7.00 a.m. They should record their visits in the outgoing/Exit Register and seek permission fr the hostel warden.
50. Outings are permitted on fixed days.
51. Students within the peripheral distance of 30 kms from Moga are exempted from Hostel. While others are not permitt to commute daily. Girls are to stay in the College Hostel and Boys are to make their own stay arrangement at Mog

VISITORS

1. When a student joins the hostel, the Father/Guardian shall submit in the office personally or by post a list of visitors w may be permitted to visit his ward in hostel and whom she may visits at their houses. Only three visitors includi parents and local guardians are allowed.
2. The list of such visitors is to be submitted on prescribed form available from the office. Every column of this form st be filled in neatly by the Father/Guardian.
3. No person whose name does not appear in the given list and whose specimen signatures are not there with the Colle Hostel, shall be allowed to visit the student **unless he brings a letter of permission** from the student's Fath Guardian.
4. The Principal can at his sole discretion, disallow a person named in the list to visit a student.
5. No boarder is allowed to meet a visitor-male or female-without the permission of the Warden. Severe action would taken against a boarder disobeying this order.
6. Any other restriction which the parents may desire to be imposed on their wards should be sent to the Principal by Father/Guardian in writing alongwith the visitor's list.
7. Specimen signatures of all the visitors must be supplied on the visitors list.
8. Photographs of all visitors must also be supplied duly authenticated by the Father/Guardian.
9. Such relatives of the boarders who themselves are students would not be allowed to act as local Guardians of boarders.

VISITING HOURS

SATURDAY : 3.00 p.m. to 5.00 p.m. (in Winter) ; and 5.00 p.m. to 7.00 p.m. (in Summer)
SUNDAY : 9.00 a.m. to 12.30 p.m. and 3.00 p.m. to 6.00 p.m.
(Subject to change at the sole discretion of the Principal/Warden)

FOR SPECIAL ATTENTION OF PARENTS/ GUARDIANS

1. Approved visitors including parents are allowed to visit the boarders on Saturdays and Sundays only during the fi visiting hours as given above.
2. No visitor is allowed to visit a boarder more than once a week.
3. Visitors are not allowed to go to students' rooms. They can meet their wards only in the Visitor's Lounge.
4. Visitors are expected to leave immediately after the visiting time is over.
5. Visitors are not allowed to see the boarder during the college hours or on non-visiting days.
6. Parents/Guardians want to see the Principal should seek appointment from her.

RULES FOR LEAVE FROM THE HOSTEL

1. No student can leave the hostel without seeking prior permission of the Hostel Warden/Principal.
2. The resident-scholars would be allowed to visit only such relatives as have been approved by the Principal.
3. Only two visits including vacations in a month are allowed to Hostellers for visiting their approved locals or out statio relatives.



4. Leave of absence from the college does not mean leave from the hostel. Leave from hostel must be obtained personally on prescribed leave application form from the Warden atleast two days before it is availed of. Leave application must be supported by a letter of permission from Father/Guardian. Father/Guardian should send letter of permission by post so as to reach the Warden two days before the leave is required to be availed of. A duplicate copy of the letter of permission be sent to his ward to be attached by her with the leave application.
5. Leave for closed days should be obtained on prescribed Leave Application Form from the Warden atleast two days before availing it. If leave is required on a working day, it should be obtained from the Principal after obtaining Warden's recommendation.
6. Warden/Principal be approached for leave during hours fixed for this purpose.
7. No boarder shall be allowed to leave the hostel alone to visit her local relatives. The local guardians must send some one to escort her out and to leave her back to the hostel.
8. **No Boarder shall be allowed to leave station to visit her parents/guardians unless a permission letter has been received by post by the Principal/Warden from parents/guardians.**
9. The parents/guardians shall inform the warden in writing about the arrangements made by them for escorting their wards during the holidays.
10. Boarders, who absent themselves from the hostel without previous permission from the Warden would do so at their own risk. Penalty may take the form of expulsion from the hostel.
11. A boarder before leaving the hostel for short for long period, shall enter departure in the Exit and Entrance Register. On returns to the hostel, she shall make entry of time of her return.
12. A boarder on leave from the hostel, must be back in hostel by 5-00 p.m. in winter and by 7.00 p.m. in summer on the day her leave expires.
13. After a long vacation all resident students are required to be back in the hostel in the evening before the college re-opens. No leave for joining late will be granted except on medical ground supported by a certificate from a qualified medical practitioner. The defaulters shall be punished and their privilege may be forfeited.
14. The boarders shall maintain their Record Book properly.

WITHDRAWAL FROM THE HOSTEL

1. Application for withdrawal from the hostel should be submitted to the Principal through the Warden on the prescribed form duly endorsed by the father/guardian. Until a boarder has withdrawn her stay formally she shall have to pay hostel fee and fines even though she may have vacated her room. No boarder shall leave the hostel without clearing all hostel dues and personally handing over the charge of the hostel articles issued to her.
2. After the University Examinations, no student will be allowed to stay in the College Hostel during the Summer Vacation.

MEETINGS AND PARTIES

For all meetings and parties to be held in the hostel, permission of the Principal must be obtained in advance. List of non-resident invitees to the hostel parties and functions should be submitted to the Principal through the Warden for approval before issuing an invitation.

MISCELLANEOUS

1. No Society or Association can be formed in the hostel unless approval in writing in regard to its constitution has been obtained from the Principal.
2. Notice put up on the Notice Board which does not bear the signature of the Principal or of the Warden have no validity. Students are not permitted to put up such notices.
3. Students are advised not to give any gift in any form to any employee of the college hostel/mess/canteen.
4. Any problem/complaint regarding hostel/mess/canteen should be brought to the notice of the Principal.

Note : All rules in the Information Brochure (2014-2015) should be carefully read and scrupulously observed. Any breach thereof will render the student liable to heavy punishment in the form of fine, withdrawal of concession and stipend or even expulsion from the hostel depending on the seriousness of the offence. It is no pleasure for the authorities to punish the student if they have to resort to it sometimes, it is only in the interest of discipline of the institution. The authorities, however, earnestly hope that the students so conduct themselves as not to give any occasion to resort



this unpleasant duty. Ignorance of rules will not be accepted as an excuse for this non-observance. Hostel Rule College/Hostel dues are subject to change and such changes shall be binding on all students. All changes (if any) in the above rules and regulations shall be duly notified.

BANKING FACILITIES

Oriental Bank of Commerce is functioning in the college campus. Parents can remit money to their wards Cheques/Drafts payable at any bank at Moga. Online NEFT facility is also available. IFSC Code No. PRBC0101028 College Office Hours are from 9.00 a.m. to 4.00 p.m. with 1/2 hourly break at 1.00 p.m.

PANJAB UNIVERSITY, CHANDIGARH

Scheme, Outlines of tests, syllabi and courses of reading for Bachelor of Education (B.Ed.)

General (Two Semesters) Examination, December 2014 and May 2015

Note : Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre (in Paper II only), but these will not be provided by the University/College. Radio pagers/mobiles are not allowed in the examination. The examination shall consist of two parts under :

1.1 Scheme outline of B.Ed. General in Semester I and Semester II

SEMESTER - I

PART-A (Theory)

S.No.	Paper	Subject	External	Internal	Internal	External	Total
1.	I	Philosophical and Sociological Bases of Education	—	5	5	40	50
2.	II	The Learner-Nature and Development	—	5	5	40	50
3.	III	Teaching Learning Process and Evaluation	—	5	5	40	50
4.	IV-A	School Management	—	5	5	40	50
5.	V-A	ICT Skill Development	16	6	6	32	60
6.	VI & VII	Methodology of any two Teaching subjects	—	5	5	40	50
			—	5	5	40	50
TOTAL = 360							

PART-B (Practical)

Components of Practical work. The distribution of the Practical work shall be as under :

S.No.	Components	Practical	External	Internal	Total
1.	I-A	Initiatory School Experiences	00	15+15=30	30
2.	II-A	Work Experience Programme	30	20	50
3.	III-A	Communication and Employability Skills	—	10	10
4.	III-B	Health and Sports Programme	30	20	50

Total Marks = 140

Total of Semester-I

Part-A = 360

Part-B = 140

Total = 500

ISE : Initiatory School Experiences
WEP : Work Experience Programme
CES : Communication and Employability Skills
HSP : Health and Sports Programme



SEMESTER - II PART-A (Theory)

S.No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1.	I	Philosophical and Sociological Bases of Education	–	5	5	40	50
2.	II	The Learner-Nature and Development	–	5	5	40	50
3.	III	Teaching Learning Process and Evaluation	–	5	5	40	50
4.	IV-B	Guidance and Counselling	–	5	5	40	50
5.	V-B	Any one of the Options	–	4	4	32	40
6.	VI & VII	Methodology of any two Teaching subjects	–	5	5	40	50

TOTAL = 340

PART-B (Practical)

There will be following components of Practical work. The distribution of the Practical work shall be as under :

S.No.	Components	Practical	External	Internal	Total
1.	I-B	School Experience Programme	00	15+15=30	30
2.	II-B	Simple Expressional Competencies	30	20	50
3.	IV	Co-Curricular, Cultural and Community Activities	–	10	10

Total Marks = 260

Total of Semester-II

Part-A = 340

Part-B = 260

Total = 600

SEP : School Experience Programme

SEC : Simple Expressional Competencies

CCC : Co-Curricular, Cultural and Community Activities

Total Marks of B.Ed. Semester I and II = 500 + 600 = 1100

GUIDELINES

- (i) Admission to the B.Ed. course is subject based. At the time of the admission, each candidate shall opt for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level.
- (ii) Honours students shall opt for major subject in which they have obtained honours, the major subject should have been studied at least for one year/one semester.
- (iii) The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- (iv) B.Com./B.B.A./M.Com. Graduates/Post-Graduates may opt two teaching subjects. One is Teaching of Commerce and the other shall be Teaching of Economics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
Note : Students with B.Com./B.B.A. degree shall be considered in Commerce stream only even though they may have passed additional Arts subjects unless have done Masters in Arts.
- (v) B.C.A. Graduates may opt for Teaching of Computer Science and Applications as one subject.
The other subject shall be Teaching of Mathematics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit
- (vi) B.E./B. Tech. graduates shall opt for any two subject combinations out of Mathematics, Computer Science, Science or Language.



- (vi) B.Sc. (Home Science) graduates may opt for two Teaching Subjects. One is Teaching of Home Science and other shall be out of the subjects studied by the candidates at the B.Sc. and Graduate level i.e. Teaching of Science or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (vii) B.Sc. (Medical) graduates shall opt for two teaching subjects out of the following :
- (a) Teaching of Life Science/Teaching of Science.
 - (b) Teaching of Physical Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (ix) B.Sc. (Non-Medical) graduates shall opt for two teaching subjects out of the following :
- (a) Teaching of Science/Physical Science.
 - (b) Teaching of Mathematics/Teaching of Computer Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (x) Arts Graduates may opt for any two teaching subjects selecting one each from the following (a) and (b) :
- (a) Teaching of Social Studies/Fine Arts/Music/Physical Education/Home Science/Economics/History/Geography/Political Science/Sociology/Public Administration.
 - (b) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit provided that the candidate has studied the subject at the graduate level.
- (xi) Graduates with Fine Arts/Music/Computer Education/Home Science/Physical Education/Mathematics/Statistics/Quantitative Techniques shall opt for any of these subjects with the other subject combinations available in the offered college.
- (xii) Teaching of Social Studies shall be opted by the graduates who have taken up any two of following subjects at B./M.A. level (In case a candidate done to masters/higher degree with 50% each in any two of the following can also opt for teaching of Social Studies) :
- | | | | |
|----------------|----------------------------|-------------------------|-------------------|
| (i) History | (ii) Geography | (iii) Political Science | (iv) Sociology |
| (v) Economics | (vi) Public Administration | (vii) Philosophy | (viii) Psychology |
| (ix) Education | (x) Defence Studies | (xi) Religious Studies | |

Note :

1. The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Fashion Design/Fashion Technology at his/her B.A. examination or possesses B.A. Degree with Diploma in Drawing and Painting Arts and Craft Teacher's course from a recognized institution.
2. The candidates should have studied the major subject at least for full three years of Bachelor's degree level/Master's Degree level. However, the minor subject should have been studied for at least one year/one semester at the graduation level.
3. The candidates shall be given the required subject combinations depending upon their availability in the colleges.
4. Candidates who have passed Shastri/Gyani/Prabhakar/Honours/Elective Subjects in languages can opt for two language combinations provided they have studied the other language for one year/one semester.

1.3 In the above said subject combinations, at least one subject should be major which the candidates have studied for three years at graduation level/for two years at Master's level, the other subject may be minor which the candidate has studied for at least one year at graduation level.

Note :

- (i) Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).
- (ii) Teaching of Computer Education shall be taught by the Lecturer who has qualified M.C.A., M.Sc. (IT/CS) with B.Ed. preferably M.Ed.
- (iii) Paper V-(Part B) Option (i) School Library Services and Option (iv) Health and Physical Education shall be taught by an approved College Librarian and D.P.E./Lecturer in Physical Education respectively.
- (iv) ICT Skill Development Paper V (Part-A) and Component II (Part-A) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One Year Post Graduate Diploma computer or higher qualification from recognized institution).

1.4 For the setting of Theory Question papers, the following rules should be observed for both semesters)

- (i) In paper I, II and III, 80 marks are for external theory (40 in each semester for said subjects), 10 marks are for Internal



Practical work (5 marks are for each semester in said objects), 10 marks are for continuous Internal evaluation (5 marks are for each semester for said subjects). In paper IV (Part A in First Semester) and Paper IV (Part B) in Second semester) 40 marks are for External Theory, 5 marks are for Internal Practical work and 5 marks are for continuous internal evaluation. In paper V (Part A in First semester), 32 marks are for external Theory, 16 marks are for External Practical work, 6 marks for Internal practical work and 6 marks for continuous internal evaluation. In paper V (Part B) in Second semester), 32 marks are for external theory, 4 marks for Internal Practical work and, 4 marks for continuous internal evaluation. Two teaching methodology papers VI & VII opted by the candidate will be of 100 marks (50 in each semester). 80 marks i.e. 40 marks in each semester for both Teaching subject for External theory, 10 marks (5 marks in each semester) for internal preparatory file and 10 marks (5 marks in each semester) for continuous internal evaluation.

- (ii) The papers shall be set by external examiner each paper will be of two hours duration. In papers I, II and III (in both semesters) the Question paper shall be divided into four parts. First three parts will pertain three units of the course content. Two questions will be set from each unit of the course & candidates will be required to attempt one question from each part. Each question will carry 10 marks. Fourth part of the Question paper will be compulsory. It will consist of two short answer types' questions and these questions will cover the entire course. Each short answer type question will be of 5 marks and answer should not exceed 90 marks. Each theory paper in both semester will be of $10 \times 3 = 30 + 10 \times 2 = 50$ total 40 marks (5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in discussions held in the class, terms papers, attendance etc in both semesters. $5 \times 2 = 10$. marks are allotted for internal evaluation of the practicals work in each paper for both semester. Total marks allotted to each paper in both semester are 100 ($40 + 5 + 5$ and $40 + 5 + 5$)

- (iii) Paper IV shall be divided into two semesters -paper IV A - (Part A, School Management, Semester-I and Paper IV B (Part B, Guidance and Counselling, in Sem-II). In paper IV - (Part A) the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question for each part. Each question will carry 12 marks.

Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be two marks and the answer should not exceed 30 words. This theory will be of $(12 \times 3) = 36 + (2 \times 2 = 4) = 40$ marks. In paper IV - (Part B) the question paper shall be divided into three parts. First two parts will pertain two units of the course content; two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(12 \times 2 = 24 + (4 \times 4) = 16 = 40$ marks. In paper IV (Part A) and IV (Part B) 5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. 5 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV Part A and IV Part B are 50 each. For external theory examination there shall be two hours for each paper i.e. IV (Part-A & Part-B)

- (iv) Paper V shall be divided into two parts - Paper V - Part A (ICT Skill, in Sem-I) and Paper V - Part B (for the subject opted by the candidate from the list given, in Sem-II). In Paper V - Part A the question paper shall be divided into four parts. First three parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 3 = 24) + (4 \times 2 = 8) = 32$ marks. In paper V - Part B, the question paper shall be divided into three parts. First two parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be four marks and the answer should not exceed 75 words. This theory paper will be of $(12 \times 2 = 24) + (4 \times 2 = 8) = 32$ marks. For paper V Part A, 28 marks are allotted for practical work out of which 16 marks are for external (Practical), 6 marks are for (internal) practical work and 6 marks for continuous internal evaluation. Total marks for paper V - Part A = $32 + (16 + 6 + 6) = 60$, in Sem-I. In paper V - Part B 4 marks are for (internal) practical work and 4 marks are allotted to continuous internal evaluation. Total marks for paper V - Part B = $32 + (4 + 4) = 40$, in Sem-II. For external theory examination there shall be two hours for each other i.e. V (Part - A & Part - B)



- (v) Internal evaluation for practical work in the above papers shall be done by the committee consisting of atleast member of faculty (of the particular subject) with the principal as moderator.
- (vi) Paper IV - A and IV - B as well as for Papers V- A and V-B will be in separate semesters.
- (vii) Papers VI and VII will comprise of Methodology of Teaching of any two teaching subjects in which the scheme marks will be as follows : $2 \times (2 \times (40+5+5 = 50)) = 200$ marks.
- (viii) Paper VI and VII will be of 50 marks in both semesters out of which 40 marks are for external theory in both semesters, 5 marks are for internal practical work (preparation of blue print of question paper - 2½ marks and box review in the continuous internal evaluation. Each question paper shall be divided into four parts in each semester. Ten questions will be set from each unit of the course in each part of the question paper. The candidates will be required attempt one question from each part in each semester. Each question will carry 10 marks in each semester. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions from IV Unit of the course content in each semester. Each short answer type question will be of 5 marks and answer should not exceed 90 words in both semesters. This theory paper will be in both semester $2 \times (10 \times 3) + (5 \times 2) = 80$ marks. 10 marks will be in both semester, 5 marks are for continuous internal evaluation in each semester will be done on the basis of written assignments (01), snap tests, participation in the discussions held in class room, term paper attendance etc. Total marks allotted each paper are 100.

1.5. Each theory paper will be allotted 6 periods a week and methodology paper will be allotted 8 periods a week.

1.6. There will be atleast two demonstration lessons in each teaching subject to be delivered by the concerned subject teachers.

To appear in the final exam., qualifying marks in each of these components is 40%.

STAFF MEMBERS LIST

TEACHING FACULTY MEMBERS

1. Dr. (Mrs.) Sushma Sharma	Principal
2. Sh. Umesh Kumar Dhillon	Associate Professor
3. Dr. Mohan Lal Jaldka	Associate Professor
4. Dr. Ashima Bhandari	Assistant Professor

ON ADHOC CONTRACT/BASIS

1. Mr. Jagtar Singh Sandhu	Librarian & Teaching of Punjabi
2. Mrs. Meenu Goyal	Assistant Professor
3. Mrs. Rashmi Rani	Assistant Professor
4. Ms. Smily Hans.	Assistant Professor
5. Ms. Janka	Assistant Professor
6. Ms. Lakhveer Kaur	Assistant Professor
7. Ms. Vijay Laxmi	Assistant Professor
8. Mr. Shavinder Singh	Assistant Professor
9. Vacant	Assistant Professor
10. Mr. Sukhjeet	D.P.E.
11. Ms. Nancy	Computer Instructor

FACULTY NON-TEACHING STAFF

ADMINISTRATIVE STAFF

1. Mr. Pankaj Chhabra	Office Supdt.

ON ADHOC/CONTRACT BASIS

1. Ms. Rabina Taneja	Accounts Clerk
2. Mr. Vishal Goyal	Clerk Cum Computer Operator

CLASS-IV EMPLOYEES

1. Chotto Lal	Peon
2. Ram Kirpal Singh	Peon
3. Rajesh Kumar	Peon
4. Ram Chander	Peon
5. Ram Raj	Peon
6. Hem Raj	Peon
7. Mr. Harbans Singh	Gate Man
8. Yadwinder	Night Watchman



College Holidays - 2014-2015

1. Id-ul-Fitar	29th July Tuesday
2. Independence Day	15th Aug. Friday
3. Janam Ashtami	18th Aug. Monday
4. Agarsain Jayanti	25th Sep. Thursday
5. Mahatama Gandhi Jayanti	02nd Oct. Thursday
6. Dussehra	03rd Oct. Friday
	04th Oct. Saturday
7. Id-ul-Zuha (Bakrid)	06th Oct. Monday
8. Birthday of Maharishi Balmiki Ji	08th Oct. Wednesday
9. Birthday of Guru Ram Dass	09th Oct. Thursday
10. Diwali	23rd Oct. Thursday
	24th Oct. Friday
11. Muharram	04th Nov. Tuesday
12. Birthday of Sri Guru Nanak Dev Ji	06th Nov. Thursday
13. Martyrdom Day of Sri Guru Teg Bahadur Ji	24th Nov. Monday
14. Christmass Day	25th Dec. Thursday

2014-2015

1. Birthday of Sri Guru Gobind Singh Ji
2. Republic Day
3. Guru Ravi Dass Jayanti
4. Mahashivratri
5. Holi
6. Shahidi Divas of S. Bhagat Singh Ji
7. Ram Naumi
8. Mahavir Jayanti
9. Baisakhi
10. Ambedkar Jayanti
11. Good Friday
12. Parashuram Jayanti
13. Martyrdom Day of Shri Guru Arjun Dev Ji

Sushma Serna
17/11/14
Principal
D.M. College of Education
Moga

SAR OF D.M. COLLEGE OF EDUCATION, MOGA

[illegible]

PROPOSAL FOR AWARD OF SCHOLARSHIP FOR B.TECH

Sl. No.	Proposed Name	Proposed Institute	Proposed Scheme	Proposed Type	Proposed Date	Proposed Year	Proposed Fee
14	422764 Aditya	Female	10	325	1284	38716	40000
15	422771 Anshu	Female	10	325	1284	38716	40000
16	422775 Anshu	Female	10	325	1284	38716	40000
17	422785 Anshu	Female	10	325	1284	38716	40000
18	422792 Anshu	Female	10	325	1284	38716	40000
19	422801 Anshu	Female	10	325	1284	38716	40000
20	422824 Anshu	Female	10	325	1284	38716	40000
21	422825 Anshu	Male	10	325	1284	38716	40000
22	422869 Anshu	Male	10	325	1284	38716	40000
23	422903 Anshu	Male	10	325	1284	38716	40000
24	422940 Anshu	Female	10	325	1284	38716	40000
25	422941 Anshu	Female	10	325	1284	38716	40000
26	422948 Anshu	Male	10	325	1284	38716	40000

Declaration:

Certified that this institution is affiliated to P.O. University of Jalandhar and is recognized by the Government of India/State Government of Punjab.

Above applicants are regular students of this institution. The information furnished by the students in their applications is verified and they are found eligible to get the scholarship. In case the applicant leaves institution or otherwise discontinues the studies or accepts any other regular scholarship/skip the fact will be immediately reported to the authority for award of scholarship/skip.

Principal
D.M. College of Education
Moga

(Signature & Seal of Head of the Institution)

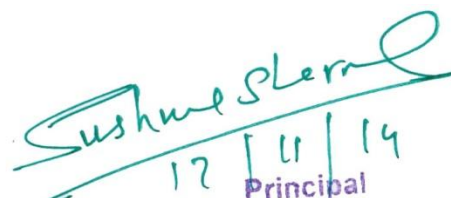
This Proposal is generated by Scholarship Portal Printed on 17/01/14

Annexure 2.2.2. & 5.2.1.

Sports Calendar

(Session 2014-2015)

S. No.	Date	Activity	Cell / Club	Mission to be Achieved
1	29/8/2014	National Sports Day (Badminton Inter House Competition)	Sports Club	To enhance the level of sports
2	21/10/2014	Trials for Athletic Meet	Sports Club	To bring out the hidden talent
3	5/11/2014	Kho-Kho Inter house Competition	Sports Club	To enhance the level of sports
4	Jan 2015	Trials for Major Games	Sports Club	To bring out the hidden talent
5	Nov 2014	Annual Athletic Meet	Sports Club	To enhance the level of sports
6	Feb 2015	Volley ball inter house Competition	Sports Club	To enhance the level of sports
7	March 2015	Kabaddi inter house Competition	Sports Club	To enhance the level of sports


17/11/14
Principal
D.M. College of Education
Moga

Annexure 2.2.3

डॉ. अ.म. वालस आइ एजुकेशन विथे जेता बेंप सा अजेंसन

डॉ. अ.म. वालस आइ एजुकेशन विथे जेता बेंप सा अजेंसन...

डीएम कॉलेज के होनहार विद्यार्थी सम्मानित

डीएम कॉलेज के होनहार विद्यार्थी सम्मानित...

डीएम कॉलेज का नया सत्र शुरू

डीएम कॉलेज का नया सत्र शुरू...

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत...

छात्राओं ने की मोगा रेलवे स्टेशन की सफाई

छात्राओं ने की मोगा रेलवे स्टेशन की सफाई...

डॉ.एम. कॉलेज आफ एजुकेशन में वार्षिक खेल समारोह सम्पन्न

डॉ.एम. कॉलेज आफ एजुकेशन में वार्षिक खेल समारोह सम्पन्न...

डॉ.एम. कॉलेज का नया सत्र शुरू

डॉ.एम. कॉलेज का नया सत्र शुरू...

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत...

छात्राओं ने की पार्क की सफाई

छात्राओं ने की पार्क की सफाई...

डॉ.एम. कॉलेज आफ एजुकेशन में वार्षिक खेल समारोह सम्पन्न

डॉ.एम. कॉलेज आफ एजुकेशन में वार्षिक खेल समारोह सम्पन्न...

डॉ.एम. कॉलेज का नया सत्र शुरू

डॉ.एम. कॉलेज का नया सत्र शुरू...

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत

डी.एम. कॉलेज में खन वडन से हुई नए सेशन की शुरुआत...

Annexure 2.4.1.

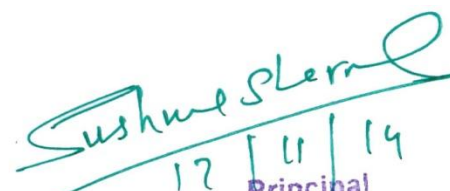
D.M. COLLEGE OF EDUCATION, MOGA

1st Term Teaching Practice Programme w.e.f

20th October, 2014

Grou p	Name of the School	No. of the Students	Teachin g Incharge
I	<u>Arya Girls Sr. Sec. School, Moga</u> 1,6,12,13,14,15,20,34,52,67,70,82,87,95,102,145,146,168,169,171	20	Mrs. Meenu Goyal
II	<u>Arya Model High School, Moga</u> 5,7,21,22,23,24,37,104,109,110,111,118,128,129,130,141,152,154,156, 166	20	Ms. Lakhveer Kaur
III	<u>Bhupinder Khalsa Sr. Sec. School for Boys, Moga</u> 68,69,73,75,77,80,81,121,122,137,138,139,140,148,149,150,151,159, 160	20	Mrs. Ashima
IV	<u>Dev Samaj Sr. Sec. School for Boys, Moga</u> 8,9,10,19,25,26,27,28,29,30,31,32,33,48,76,90,107,116,142,158	20	Ms. Janka
V	<u>Govt. Sr. Sec. School Bhim Nagar, Moga</u> 201,202,211,219,222,226,227,229,230,231,232,233,234,238,239,240, 241,242,243,244	20	Mr. Shavinder Singh
VI	<u>Govt. Sr. Sec. School, Godhewal, Moga</u> 16,17,51,53,54,55,56,91,93,94,97,98,112,126,127,131,132,153,155	19	Ms. Smily
VII	<u>Govt. Sr. Sec. School for Girls, Moga</u> 2,3,57,58,59,59,83,84,86,89,103,106,119,120,124,125,133,134,143, 144,147,157,165,170	23	Mrs. Rashmi
VIII	<u>Guru Teg Bahadur Sr. Sec. School, Moga</u> 18,46,61,62,63,64,65,66,108,113,114,115,117,135,136,161,162,163, 164	19	Mrs Vijay Laxmi
IX	<u>Khalsa Girls Sr. Sec. School, Moga</u> 4,11,35,36,38,39,40,41,42,43,44,45,49,50,60,99,100,101	18	Dr. M.L Jaidka
X	<u>M.D.A.S Sr.Sec. School for Boys, Moga</u> 203,205,206,207,208,209,210,212,213,214,215,216,218,220,221,223, 224,228,235,236,237	21	Ms. Mamta

All the captains with their teacher incharges of Respective school will go to their schools to obtain time-table on 18th October,2014 and must also provide the programme to the students seeking guidance under them.

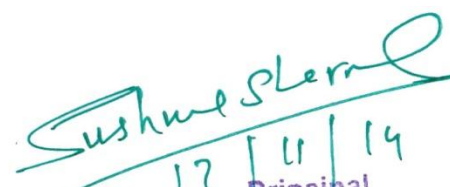

17 | 11 | 14
Principal
D.M. College of Education
Moga

Incharge

Principal

Dr. M.L Jaidka

Dr. (Mrs.) Sushma Sharma


17 | 11 | 14
Principal
D.M. College of Education
Moga

Annexure 2.5.2 & 7.3.1

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, Mooga -

Theory Internal Assessment

Bachelor of Education

Roll No	Name	SUB11	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
2951	Amandeep Kaur	PSE	8	LND	9	TLP	8	SMG	4	GAC	5	ICT	5	HPE	3	PBI	9	SST	8	SEP	47	SEC	15	HSP	18	GAR	18	CCA	7
2952	Lakshmi Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	47	SEC	16	HSP	17	GAR	18	CCA	7
2953	Veerpai Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	SST	7	SEP	48	SEC	15	HSP	18	GAR	17	CCA	9
2954	Gurpreet Kaur	PSE	8	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	HPE	3	PBI	7	SST	7	SEP	44	SEC	18	HSP	16	GAR	18	CCA	9
2955	Palwinder Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	3	HPE	3	PBI	7	SST	7	SEP	47	SEC	18	HSP	17	GAR	18	CCA	9
2956	Lovpreet Kaur	PSE	7	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	HPE	3	PBI	8	SST	8	SEP	48	SEC	17	HSP	17	APN	17	CCA	8
2957	Sandeep Kaur	PSE	7	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	8	SST	8	SEP	47	SEC	17	HSP	16	APN	17	CCA	7
2958	Rajvir Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	SST	7	SEP	47	SEC	17	HSP	16	APN	18	CCA	7
2959	Jasveer Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	8	SST	7	SEP	50	SEC	17	HSP	18	APN	17	CCA	9
2960	Parveen Kanta	PSE	7	LND	7	TLP	8	SMG	4	GAC	3	ICT	3	HPE	3	PBI	7	SST	7	SEP	46	SEC	17	HSP	15	APN	17	CCA	7
2961	Smritjeet Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	47	SEC	16	HSP	16	APN	17	CCA	9
2962	Ranjeet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	3	HPE	3	PBI	7	SST	7	SEP	45	SEC	16	HSP	17	APN	17	CCA	7
2963	Lakshmi Kaur	PSE	8	LND	7	TLP	7	SMG	3	GAC	3	ICT	3	HPE	3	PBI	7	SST	7	SEP	46	SEC	16	HSP	17	APN	16	CCA	7
2964	Pamandeep Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	HPE	3	PBI	9	SST	9	SEP	52	SEC	17	HSP	16	APN	16	CCA	8
2965	Smritjeet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	SST	8	SEP	46	SEC	16	HSP	18	APN	16	CCA	9
2966	Ramandeep Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	3	HPE	3	PBI	8	SST	8	SEP	47	SEC	18	HSP	16	APN	18	CCA	8
2967	Harpreet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	51	SEC	17	HSP	16	APN	18	CCA	7
2968	Sukhpal Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	8	SST	7	SEP	52	SEC	18	HSP	17	APN	18	CCA	8

R.H.F.
C. Indragan

Principal
Principal
D.M. College of Education
MOGA

(a)

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, Moga -

Theory Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
2969	Charanjit Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	HPE	3	PBI	7	SST	8	SEP	49	SEC	16	HSP	16	APN	17	CCA	7
2970	Amandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	8	SST	8	SEP	50	SEC	16	HSP	16	IDE	16	CCA	7
2971	Surinder Kaur	PSE	7	LND	8	TLP	8	SMG	3	GAC	3	ICT	3	HPE	3	PBI	7	SST	7	SEP	45	SEC	16	HSP	15	CCR	14	CCA	7
2972	Manpreet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	EEC	3	PBI	7	SST	7	SEP	48	SEC	17	HSP	17	GAR	17	CCA	8
2973	Veerpal Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	EEC	3	PBI	8	SST	8	SEP	49	SEC	16	HSP	17	GAR	18	CCA	8
2974	Meena Rani	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	PBI	AB	SST	AB	SEP	AB	SEC	AB	HSP	AB	GAR	AB	CCA	AB
2975	Harnaeel Kaur	PSE	8	LND	8	TLP	7	SMG	3	GAC	4	ICT	4	EEC	3	PBI	7	SST	7	SEP	43	SEC	15	HSP	17	CCR	16	CCA	7
2976	Pushwinder Har	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	EEC	2	PBI	7	SST	7	SEP	48	SEC	15	HSP	15	IDE	16	CCA	8
2977	Deljeet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	EEC	2	PBI	7	SST	7	SEP	45	SEC	15	HSP	18	IDE	16	CCA	8
2978	Sukandeep Kaur	PSE	7	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	48	SEC	15	HSP	17	IDE	17	CCA	7
2979	Jyoti	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	48	SEC	15	HSP	16	IDE	16	CCA	7
2980	Amandeep Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	47	SEC	15	HSP	16	IDE	16	CCA	8
2981	Rajdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	47	SEC	15	HSP	15	IDE	16	CCA	7
2982	Pritya	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	8	SEP	48	SEC	16	HSP	16	CCR	15	CCA	8
2983	Harshdeep Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	SLS	3	PBI	7	SST	7	SEP	47	SEC	15	HSP	16	GAR	15	CCA	9
2984	Parnajit Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	49	SEC	16	HSP	16	GAR	17	CCA	8
2985	Jagdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	45	SEC	15	HSP	15	GAR	16	CCA	7
2986	Karamjeet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	8	SEP	51	SEC	15	HSP	16	GAR	16	CCA	8

Rafiq Singh

Sukhdev Singh
Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, MoGA -

Theory Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
2987	Amandeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	SLS	3	PBI	9	SST	9	SEP	52	SEC	18	HSP	17	GAR	18	CCA	8
2988	Sukdeep Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	48	SEC	18	HSP	16	APN	16	CCA	7
2989	Naydeep Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	8	SST	8	SEP	48	SEC	18	HSP	16	APN	16	CCA	9
2990	Nayot Kaur	PSE	9	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	9	SEP	48	SEC	18	HSP	16	APN	17	CCA	9
2991	Amritpal Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	45	SEC	17	HSP	16	APN	17	CCA	8
2992	Hawinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	8	SEP	47	SEC	17	HSP	16	APN	17	CCA	9
2993	Anju Bela	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	45	SEC	17	HSP	16	APN	17	CCA	8
2994	Lakhvir Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	47	SEC	17	HSP	17	APN	17	CCA	9
2995	Veeralpal Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	8	SEP	50	SEC	17	HSP	16	APN	18	CCA	7
2996	Amandeep Kaur	PSE	7	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	3	PBI	7	SST	7	SEP	48	SEC	16	HSP	16	APN	16	CCA	9
2997	Gurmeet Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	VED	4	PBI	8	SST	8	SEP	49	SEC	16	HSP	16	APN	16	CCA	9
2998	Sharandeep Kaur	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	VED	3	PBI	7	SST	7	SEP	51	SEC	16	HSP	17	APN	16	CCA	8
2999	Ramandeep Kaur	PSE	7	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	VED	3	PBI	7	SST	7	SEP	49	SEC	15	HSP	17	GAR	17	CCA	7
3000	Sharqit Kaur	PSE	7	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	3	PBI	7	SST	8	SEP	51	SEC	15	HSP	18	IDE	17	CCA	9
3001	Ranjit Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	3	PBI	8	SST	8	SEP	47	SEC	16	HSP	16	CCR	15	CCA	9
3002	Neha	PSE	8	LND	9	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	ENG	8	SST	8	SEP	51	SEC	17	HSP	17	CCR	17	CCA	8
3003	Rajna	PSE	7	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	ENG	7	SST	7	SEP	50	SEC	15	HSP	18	CCR	16	CCA	7
3004	Amandeep Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	ENG	7	SST	7	SEP	47	SEC	16	HSP	16	GAR	18	CCA	7

Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY - April, 2014

D.M. College of Education, Moa -

Theory Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3005	Renu Bala	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	APN	18	CCA	9
3006	Priya Mishra	PSE	7	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	EEC	3	ENG	7	SST	7	SEP	45	SEC	17	HSP	16	CCR	17	CCA	8
3007	Rachika Gupta	PSE	8	LND	9	TLP	9	SMG	4	GAC	4	ICT	5	EEC	3	ENG	9	SST	9	SEP	45	SEC	15	HSP	17	CCR	18	CCA	8
3008	Kamaldeep Kaur	PSE	9	LND	8	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	CCR	19	CCA	8
3009	Preeti Sood	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	GAR	19	CCA	8
3010	Anshdeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	EEC	3	ENG	7	SST	7	SEP	45	SEC	16	HSP	16	IDE	18	CCA	8
3011	Parnivipal Kaur	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	ENG	AB	SST	AB	SEP	AB	SEC	AB	HSP	AB	IDE	AB	CCA	AB
3012	Dharamveerpal Kaur	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	ENG	AB	SST	AB	SEP	AB	SEC	AB	HSP	AB	IDE	AB	CCA	AB
3013	Lovepreet Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	EEC	3	ENG	8	SST	8	SEP	48	SEC	15	HSP	16	CCR	18	CCA	8
3014	Gillika	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	SLS	3	ENG	7	SST	7	SEP	46	SEC	16	HSP	18	GAR	17	CCA	7
3015	Sukhyinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	SST	7	SEP	49	SEC	15	HSP	17	CCR	17	CCA	7
3016	Harpreet Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	SLS	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	CCR	17	CCA	9
3017	Prabhjot Kaur	PSE	8	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	SLS	3	ENG	8	SST	8	SEP	47	SEC	15	HSP	16	CCR	18	CCA	7
3018	Dejjeet Kaur	PSE	9	LND	8	TLP	7	SMG	5	GAC	4	ICT	5	SLS	3	ENG	9	SST	9	SEP	44	SEC	16	HSP	16	CCR	18	CCA	9
3019	Nancy Bansal	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SST	8	SEP	46	SEC	17	HSP	16	GAR	18	CCA	9
3020	Ananddeep Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	VED	4	ENG	9	SST	9	SEP	48	SEC	17	HSP	17	GAR	18	CCA	8
3021	Jaspinder	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	VED	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	IDE	18	CCA	9
3022	Rajni	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	VED	4	ENG	9	SST	9	SEP	54	SEC	18	HSP	18	IDE	18	CCA	9

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C. Singh

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Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, Mooga -

Theory Internal Assessment

Bachelor of Education

Roll No	Name	SUB1 M1	SUB2 M2	SUB3 M3	SUB4 M4	SUB5 M5	SUB6 M6	SUB7 M7	SUB8 M8	SUB9 M9	SUB10 M10	SUB11 M11	SUB12 M12	SUB13 M13	SUB14 M14
3023	Ishu	PSE 9	LND 9	TLP 9	SMG 5	GAC 5	ICT 5	VED 4	ENG 9	SST 9	SEP 54	SEC 18	HSP 18	CCR 18	CCA 9
3024	Asha	PSE 9	LND 9	TLP 9	SMG 5	GAC 5	ICT 5	VED 4	ENG 9	SST 9	SEP 54	SEC 18	HSP 18	CCR 18	CCA 9
3025	Rani	PSE 7	LND 8	TLP 7	SMG 4	GAC 3	ICT 4	VED 4	HIN 7	SST 8	SEP 48	SEC 15	HSP 18	IDE 16	CCA 9
3026	Rakhi Sharma	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	VED 3	HIN 8	SST 8	SEP 51	SEC 16	HSP 17	IDE 18	CCA 9
3027	Gurpreet Kaur	PSE 8	LND 7	TLP 7	SMG 4	GAC 4	ICT 4	VED 3	HIN 7	SST 7	SEP 48	SEC 15	HSP 15	IDE 17	CCA 8
3028	Krandeep Kaur	PSE 7	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	VED 3	HIN 7	SST 7	SEP 50	SEC 16	HSP 16	APN 17	CCA 7
3029	Renu	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	VED 3	HIN 8	SST 8	SEP 50	SEC 15	HSP 16	GAR 15	CCA 7
3030	Manpreet Kaur	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	VED 3	HIN 8	SST 8	SEP 48	SEC 18	HSP 18	CCR 16	CCA 8
3031	Harpreet Kaur	PSE 7	LND 8	TLP 8	SMG 3	GAC 3	ICT 5	EEC 3	HIN 7	SST 7	SEP 50	SEC 15	HSP 16	IDE 16	CCA 8
3032	Amargreet Kaur	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	EEC 3	HIN 8	SST 8	SEP 48	SEC 15	HSP 16	IDE 17	CCA 9
3033	Renu Bala	PSE 7	LND 7	TLP 7	SMG 4	GAC 4	ICT 4	EEC 3	HIN 7	SST 7	SEP 48	SEC 15	HSP 16	IDE 18	CCA 7
3034	Harpreet Kaur	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 5	EEC 3	HIN 8	SST 8	SEP 50	SEC 18	HSP 18	APN 17	CCA 8
3035	Karishma Malhotra	PSE 7	LND 8	TLP 7	SMG 3	GAC 3	ICT 5	EEC 3	HIN 7	SST 7	SEP 48	SEC 17	HSP 16	APN 18	CCA 8
3036	Rachna	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 4	EEC 3	HIN 8	SST 8	SEP 50	SEC 18	HSP 16	APN 17	CCA 8
3037	Rinpu	PSE 8	LND 8	TLP 8	SMG 4	GAC 4	ICT 5	EEC 3	HIN 8	SST 8	SEP 51	SEC 16	HSP 16	APN 17	CCA 8
3038	Pushpreet Kaur	PSE 7	LND 7	TLP 7	SMG 4	GAC 4	ICT 4	EEC 3	HIN 7	SST 7	SEP 50	SEC 18	HSP 16	APN 17	CCA 8
3039	Silka	PSE 8	LND 8	TLP 7	SMG 4	GAC 4	ICT 4	EEC 3	HIN 7	SST 7	SEP 50	SEC 16	HSP 16	GAR 17	CCA 9
3040	Manpreet Kaur	PSE 8	LND 8	TLP 7	SMG 3	GAC 3	ICT 4	SLS 3	HIN 7	SST 7	SEP 48	SEC 18	HSP 17	IDE 17	CCA 8

Principal
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Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3041	Shelly Kalra	PSE	7	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	SST	8	SEP	53	SEC	16	HSP	16	IDE	16	CCA	8
3042	Ramandeep Sandhu	PSE	8	LND	7	TLP	8	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	SST	7	SEP	47	SEC	16	HSP	16	APN	16	CCA	7
3043	Anandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	HIN	9	SST	8	SEP	48	SEC	17	HSP	16	GAR	18	CCA	8
3044	Jeevan Jyoti	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	HIN	8	SST	8	SEP	50	SEC	16	HSP	15	GAR	16	CCA	7
3045	Divraj Kaur	PSE	6	LND	6	TLP	6	SMG	3	GAC	3	ICT	3	SLS	3	HIN	6	SST	6	SEP	41	SEC	15	HSP	15	GAR	14	CCA	7
3046	Navjot Kaur	PSE	7	LND	6	TLP	6	SMG	3	GAC	3	ICT	3	SLS	3	HIN	6	SST	6	SEP	42	SEC	14	HSP	15	GAR	14	CCA	7
3047	Deepika	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	SLS	3	HIN	8	SST	8	SEP	50	SEC	15	HSP	16	CCR	16	CCA	8
3048	Heena	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	HIN	8	SST	8	SEP	48	SEC	16	HSP	16	IDE	16	CCA	8
3049	Sumana	PSE	7	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	2	PBI	7	MAT	9	SEP	42	SEC	16	HSP	16	CCR	18	CCA	8
3050	Rajwanti Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	PBI	8	MAT	9	SEP	52	SEC	16	HSP	17	CCR	17	CCA	8
3051	Mandeep Kaur	PSE	9	LND	8	TLP	9	SMG	4	GAC	4	ICT	5	EEC	3	PBI	8	MAT	8	SEP	52	SEC	15	HSP	16	CCR	17	CCA	7
3052	Oshin Garg	PSE	9	LND	8	TLP	9	SMG	5	GAC	4	ICT	5	EEC	3	PBI	9	MAT	9	SEP	46	SEC	15	HSP	15	IDE	17	CCA	7
3053	Neha Rani	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	PBI	7	MAT	9	SEP	46	SEC	15	HSP	15	IDE	16	CCA	7
3054	Pooja Rani	PSE	9	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	PBI	8	MAT	9	SEP	46	SEC	15	HSP	16	IDE	16	CCA	8
3055	Ritika	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	SLS	4	PBI	8	MAT	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3056	Babandeep Kaur	PSE	9	LND	9	TLP	9	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	MAT	9	SEP	48	SEC	15	HSP	16	IDE	17	CCA	9
3057	Shalini	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	MAT	6	SEP	50	SEC	15	HSP	17	GAR	18	CCA	8
3058	Ramanpreet Kaur	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	MAT	8	SEP	48	SEC	15	HSP	16	IDE	17	CCA	9

Signature
Principal

Principal
D.M. College of Education
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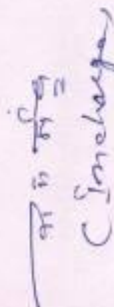
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Roll No	Name	SUB11	M1	SUB12	M2	SUB13	M3	SUB14	M4	SUB15	M5	SUB16	M6	SUB17	M7	SUB18	M8	SUB19	M9	SUB20	M10	SUB21	M11	SUB22	M12	SUB23	M13	SUB24	M14
3059	Swati	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	PBI	7	MAT	9	SEP	48	SEC	15	HSP	16	CCR	16	CCA	7
3060	Sarita Devi	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	2	PBI	7	MAT	7	SEP	52	SEC	16	HSP	16	APN	17	CCA	8
3061	Rishi	PSE	9	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	PBI	8	MAT	9	SEP	50	SEC	18	HSP	16	APN	18	CCA	9
3062	Priika	PSE	9	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	ENG	8	MAT	9	SEP	54	SEC	18	HSP	17	IDE	18	CCA	9
3063	Pooja Kumari	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	MAT	9	SEP	49	SEC	15	HSP	16	CCR	16	CCA	7
3064	Sagna	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	HIN	8	MAT	8	SEP	50	SEC	17	HSP	17	IDE	18	CCA	9
3065	Renu Kumari	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	HIN	8	MAT	8	SEP	51	SEC	15	HSP	16	GAR	16	CCA	8
3066	Mehak Gupta	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	HIN	8	MAT	7	SEP	49	SEC	17	HSP	16	GAR	13	CCA	7
3067	Preeti	PSE	8	LND	7	TLP	5	SMG	3	GAC	4	ICT	4	SLS	3	HIN	7	MAT	7	SEP	47	SEC	16	HSP	16	CCR	16	CCA	7
3068	Priya Arora	PSE	8	LND	9	TLP	9	SMG	4	GAC	4	ICT	5	SLS	4	ECO	9	MAT	8	SEP	50	SEC	17	HSP	16	CCR	17	CCA	8
3069	Seema	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	SLS	4	ECO	9	MAT	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3070	Meenakshi Rani	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	ECO	7	MAT	9	SEP	50	SEC	15	HSP	16	CCR	16	CCA	8
3071	Tamanna	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	SLS	4	ECO	8	MAT	8	SEP	52	SEC	15	HSP	16	IDE	18	CCA	9
3072	Ramandeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	HPE	4	ECO	9	MAT	9	SEP	54	SEC	18	HSP	18	IDE	18	CCA	9
3073	Reena	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ECO	9	MAT	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3074	Richa	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ECO	9	MAT	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3075	Nishita Sharma	PSE	9	LND	8	TLP	9	SMG	5	GAC	4	ICT	5	EEC	4	ECO	8	MAT	8	SEP	51	SEC	15	HSP	16	CCR	18	CCA	8
3076	Manpreet Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	VED	4	ECO	9	MAT	8	SEP	51	SEC	16	HSP	17	CCR	18	CCA	9


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3077	Shalita	PSE	8	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	PBI	9	ECO	8	SEP	50	SEC	15	HSP	16	IDE	18	CCA	9
3078	Anchal Vohra	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	PBI	7	ECO	8	SEP	47	SEC	16	HSP	18	IDE	18	CCA	8
3079	Himanshu Sood	PSE	8	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	SLS	3	PBI	7	ECO	7	SEP	45	SEC	17	HSP	17	APN	18	CCA	9
3080	Navdeep Kaur	PSE	8	LND	7	TLP	7	SMG	3	GAC	4	ICT	5	VED	4	HIN	7	ECO	7	SEP	47	SEC	14	HSP	16	CCR	17	CCA	8
3081	Richa Rani	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	ENG	7	ECO	7	SEP	43	SEC	16	HSP	17	CCR	16	CCA	9
3082	Kiran Bala	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	HIN	9	HIS	9	SEP	54	SEC	18	HSP	18	GAR	18	CCA	9
3083	Shivani Kansal	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	HIN	8	HIS	8	SEP	49	SEC	16	HSP	16	GAR	16	CCA	7
3084	Kanchan Rani	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	EEC	3	HIN	8	HIS	8	SEP	49	SEC	16	HSP	16	APN	16	CCA	8
3085	Sarita	PSE	8	LND	8	TLP	7	SMG	3	GAC	4	ICT	4	SLS	3	HIN	7	HIS	7	SEP	46	SEC	16	HSP	16	APN	16	CCA	9
3086	Kulveer Kaur	PSE	8	LND	8	TLP	9	SMG	4	GAC	4	ICT	5	HPE	4	PBI	7	HIS	8	SEP	48	SEC	15	HSP	17	GAR	18	CCA	9
3087	Salwant Kaur	PSE	8	LND	8	TLP	9	SMG	4	GAC	4	ICT	5	HPE	4	PBI	7	HIS	9	SEP	50	SEC	17	HSP	18	IDE	17	CCA	9
3088	Sandeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	PBI	9	HIS	9	SEP	54	SEC	18	HSP	18	IDE	18	CCA	9
3089	Amarjeet Kaur	PSE	9	LND	8	TLP	8	SMG	5	GAC	4	ICT	5	EEC	2	PBI	8	HIS	8	SEP	43	SEC	15	HSP	16	APN	17	CCA	9
3090	Sukdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	HIS	7	SEP	46	SEC	16	HSP	18	APN	16	CCA	7
3091	Gurinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	HIS	7	SEP	48	SEC	16	HSP	18	APN	17	CCA	7
3092	Kulwinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	HIS	8	SEP	49	SEC	18	HSP	16	APN	18	CCA	9
3093	Salinder Kaur	PSE	9	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	PBI	9	HIS	9	SEP	52	SEC	17	HSP	17	CCR	18	CCA	9
3094	Gurjeet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	PBI	7	HIS	8	SEP	48	SEC	15	HSP	18	CCR	16	CCA	9

Sukdeep
Principal
D.M. College of Education
MOGA

ਮਨਜੀਤ
(Incharge)

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3095	Lovedeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	ENG	9	HIS	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3096	Harpreet Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	HIS	7	SEP	45	SEC	14	HSP	16	IDE	18	CCA	8
3097	Amandeep Kaur	PSE	8	LND	7	TLP	8	SMG	3	GAC	3	ICT	4	EEC	3	PBI	7	SCI	7	SEP	49	SEC	17	HSP	17	APN	17	CCA	9
3098	Neelam Bala	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	ENG	7	SCI	8	SEP	48	SEC	17	HSP	17	APN	17	CCA	9
3099	Maninder Kaur	PSE	9	LND	9	TLP	9	SMG	4	GAC	4	ICT	5	VED	4	ENG	7	SCI	9	SEP	47	SEC	16	HSP	17	IDE	17	CCA	8
3100	Harveer Kaur	PSE	9	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SCI	8	SEP	51	SEC	19	HSP	16	APN	19	CCA	9
3101	Sandeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	4	ENG	7	SCI	7	SEP	45	SEC	15	HSP	16	GAR	18	CCA	9
3102	Tarannum	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	VED	4	ENG	9	SCI	9	SEP	54	SEC	18	HSP	18	GAR	18	CCA	9
3103	Devinder Kaur Selhon	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	7	SCI	8	SEP	50	SEC	15	HSP	16	GAR	18	CCA	7
3104	Paminder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SCI	8	SEP	47	SEC	15	HSP	16	GAR	18	CCA	9
3105	Sukhdeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	5	ICT	5	VED	3	MAT	7	SCI	8	SEP	48	SEC	16	HSP	16	GAR	18	CCA	7
3106	Gagandeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	VED	4	MAT	9	SCI	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3107	Neetu	PSE	9	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	EEC	3	MAT	8	SCI	8	SEP	53	SEC	17	HSP	16	CCR	18	CCA	9
3108	Jasmeet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	EEC	3	MAT	7	SCI	8	SEP	47	SEC	15	HSP	16	CCR	18	CCA	9
3109	Kamwalpreet Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	MAT	9	SCI	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	7
3110	Shikha Grover	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	EEC	3	MAT	9	SCI	9	SEP	49	SEC	17	HSP	17	CCR	18	CCA	7
3111	Naveed Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	EEC	4	MAT	9	SCI	9	SEP	54	SEC	18	HSP	18	CCR	18	CCA	9
3112	Priya Arora	PSE	9	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	MAT	8	SCI	8	SEP	49	SEC	17	HSP	16	IDE	17	CCA	9

Suhag Kaur

Principal
D.M. College of Education
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P. S. Singh
C. Singh

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3113	Pooja	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	SLS	4	MAT	9	SCI	9	SEP	53	SEC	16	HSP	18	IDE	18	CCA	9
3114	Khusboo Aggarwal	PSE	9	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	MAT	8	SCI	8	SEP	53	SEC	16	HSP	16	IDE	18	CCA	9
3115	Vardeep Kaur	PSE	9	LND	8	TLP	9	SMG	5	GAC	4	ICT	5	SLS	3	MAT	9	SCI	9	SEP	51	SEC	15	HSP	17	IDE	17	CCA	9
3116	Jaswinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	MAT	7	SCI	7	SEP	50	SEC	15	HSP	16	IDE	17	CCA	9
3117	Lovneen Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	5	ICT	5	SLS	4	MAT	9	SCI	9	SEP	54	SEC	17	HSP	18	IDE	18	CCA	9
3118	Mandeep Kaur	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	HPE	3	MAT	8	SCI	9	SEP	51	SEC	18	HSP	17	CCR	18	CCA	9
3119	Jaswinder Singh	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	HPE	3	PBI	8	SST	8	SEP	45	SEC	17	HSP	16	GAR	17	CCA	9
3120	Harjeet Singh	PSE	8	LND	8	TLP	7	SMG	3	GAC	4	ICT	4	HPE	3	PBI	7	SST	8	SEP	49	SEC	17	HSP	18	APN	17	CCA	9
3121	Mandeep Singh	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	4	PBI	7	SST	7	SEP	47	SEC	15	HSP	16	GAR	18	CCA	8
3122	Jagdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	7	SST	9	SEP	50	SEC	16	HSP	17	APN	18	CCA	8
3123	Yadvinder	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	4	HIN	7	SST	8	SEP	45	SEC	16	HSP	18	CCR	17	CCA	9
3124	Chandan Gang	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	HIN	8	SST	8	SEP	48	SEC	15	HSP	16	CCR	17	CCA	7
3125	Lesh Raj	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	HIN	7	SST	7	SEP	48	SEC	17	HSP	16	CCR	17	CCA	9
3126	Mangit Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	MAT	7	SEP	52	SEC	18	HSP	18	GAR	18	CCA	9
3127	Sukdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	4	PBI	8	MAT	7	SEP	45	SEC	17	HSP	18	GAR	16	CCA	9
3128	Amandeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	4	PBI	8	MAT	7	SEP	52	SEC	15	HSP	17	APN	17	CCA	8
3129	Rajdeep Singh	PSE	9	LND	9	TLP	9	SMG	4	GAC	4	ICT	5	HPE	3	HIN	8	MAT	8	SEP	48	SEC	17	HSP	17	CCR	17	CCA	9
3130	Davinder Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	SLS	3	HIN	7	HIS	7	SEP	43	SEC	17	HSP	16	APN	17	CCA	9

R. Singh
Charge

S. Subhakar
Principal
D.M. College of Education
Moga

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, MoGA -

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Bachelor of Education

Roll No	Name	SUB11	M1	SUB12	M2	SUB13	M3	SUB14	M4	SUB15	M5	SUB16	M6	SUB17	M7	SUB18	M8	SUB19	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3131	Kamal Deep	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	7	SEP	49	SEC	17	HSP	17	APN	17	CCA	9
3132	Gurthaj Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	7	SEP	44	SEC	16	HSP	18	GAR	17	CCA	9
3133	Tarlok Singh	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	8	SEP	44	SEC	16	HSP	18	GAR	16	CCA	7
3134	Rupinder Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	4	PBI	7	HIS	7	SEP	47	SEC	16	HSP	18	GAR	18	CCA	9
3135	Bhupinder Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	4	MAT	8	SCI	8	SEP	50	SEC	17	HSP	17	APN	18	CCA	9
3136	Vijeta Gandhi	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	VED	4	MAT	8	SCI	9	SEP	51	SEC	17	HSP	16	APN	17	CCA	9
3137	Saroon Singh	PSE	9	LND	9	TLP	9	SMG	5	GAC	4	ICT	5	VED	4	MAT	8	SCI	9	SEP	50	SEC	17	HSP	18	APN	18	CCA	8
3138	Gurpreet Singh	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	4	MAT	7	SCI	7	SEP	43	SEC	17	HSP	18	APN	17	CCA	9
3139	Rachitpal Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	4	MAT	7	SCI	7	SEP	43	SEC	17	HSP	18	GAR	17	CCA	9
3140	Chetan Sharma	PSE	9	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	MAT	8	SCI	8	SEP	52	SEC	16	HSP	17	CCR	17	CCA	9
3141	Gurpreet Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	MAT	8	SCI	8	SEP	51	SEC	16	HSP	18	GAR	17	CCA	9
3142	Harpreet Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	2	MAT	8	SCI	7	SEP	49	SEC	17	HSP	18	GAR	18	CCA	9
3143	Gurthaj Singh	PSE	9	LND	9	TLP	9	SMG	4	GAC	4	ICT	4	HPE	3	MAT	8	SCI	8	SEP	52	SEC	17	HSP	18	GAR	18	CCA	9
3144	Rajendar Singh	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	2	MAT	7	SCI	8	SEP	43	SEC	16	HSP	18	GAR	18	CCA	9
3145	Sukhdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	2	MAT	7	SCI	8	SEP	50	SEC	17	HSP	18	GAR	16	CCA	9
3146	Ravi	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	HPE	AB	MAT	AB	SCI	AB	SEP	AB	SEC	AB	HSP	AB	CCR	AB	CCA	AB
3147	Anil Kumar	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	2	MAT	8	SCI	8	SEP	47	SEC	16	HSP	18	CCR	16	CCA	7
3148	Kuldeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	3	PBI	7	ECO	7	SEP	48	SEC	18	HSP	16	GAR	17	CCA	9

Principal
C. Singh

D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

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Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
2951	Ananddeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	4	PBI	8	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2952	Lakhvir Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	5	HPE	3	PBI	7	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2953	Veerpal Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	6	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2954	Gursharan Kaur	PSE	7	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2955	Pavinder Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	8	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2956	Lovepreet Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2957	Sandeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2958	Rajvir Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	4	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2959	Jasveer Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2960	Parveen Kaur	PSE	6	LND	7	TLP	4	SMG	3	GAC	2	ICT	3	HPE	2	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2961	Simarjeet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	HPE	3	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2962	Ranjeet Kaur	PSE	7	LND	7	TLP	6	SMG	3	GAC	3	ICT	4	HPE	3	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2963	Lakhveer Kaur	PSE	7	LND	7	TLP	6	SMG	3	GAC	3	ICT	4	HPE	3	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2964	Pamandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	8	SST	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2965	Simranjeet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2966	Ramandeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2967	Harpreet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2968	Sukhpal Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	8	SST	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—

Principal
C. J. Chahal

Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

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Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
2669	Charanjit Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
2670	Ananddeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	HPE	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2671	Surinder Kaur	PSE	5	LND	5	TLP	4	SMG	4	GAC	2	ICT	3	HPE	2	PBI	6	SST	6	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
2672	Mangonet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	5	EEC	3	PBI	6	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2673	Veeral Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	PBI	7	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2674	Meena Rani	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	PBI	AB	SST	AB	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2675	Harmeet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	EEC	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
2676	Pushwinder Har	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	EEC	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2677	Daljeet Kaur	PSE	7	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	EEC	3	PBI	6	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2678	Sukhdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2679	Jyoti	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2680	Ananddeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2681	Rajdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2682	Priya	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
2683	Harshdeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	4	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
2684	Pamijit Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	SLS	3	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2685	Jagdeep Kaur	PSE	7	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	PBI	6	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
2686	Karamjeet Kaur	PSE	7	LND	7	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—

in file
(In charge)

Subeet Singh

Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY - April, 2014

D.M. College of Education, Mooga -

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Bachelor of Education

Roll No	Name	SUBJ1	M1	SUBJ2	M2	SUBJ3	M3	SUBJ4	M4	SUBJ5	M5	SUBJ6	M6	SUBJ7	M7	SUBJ8	M8	SUBJ9	M9	SUBJ10	M10	SUBJ11	M11	SUBJ12	M12	SUBJ13	M13	SUBJ14	M14
2987	Amandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	5	SLS	4	PBI	8	SST	8	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---
2988	Sukhdeep Kaur	PSE	8	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	PBI	7	SST	6	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2989	Nandeep Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	PBI	8	SST	8	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2990	Narjot Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	SST	8	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2991	Amritpal Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	SLS	3	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2992	Harvinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	SST	8	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2993	Anju Bala	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	6	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2994	Lehvir Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	SLS	3	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2995	Veerpai Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	PBI	7	SST	8	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2996	Amandeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	VED	4	PBI	6	SST	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2997	Gurmeet Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	3	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2998	Sharanpreet Kaur	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	VED	4	PBI	8	SST	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
2999	Ramandeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	VED	3	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---
3000	Sharnjit Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	VED	4	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	IDE	---	CCA	---
3001	Ranjit Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	VED	3	PBI	7	SST	7	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3002	Neha	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	4	ENG	7	SST	7	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3003	Rajna	PSE	8	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	ENG	6	SST	6	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3004	Amandeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	ENG	7	SST	6	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---

प्रति
Cincharge

Sushobh
Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, Moda -

Practical Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3005	Renu Bala	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ENG	8	SST	9	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3006	Priya Mishra	PSE	8	LND	8	TLP	7	SMG	4	GAC	3	ICT	4	EEC	3	ENG	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3007	Rashika Gupta	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ENG	7	SST	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3008	Kamandeep Kaur	PSE	8	LND	9	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ENG	9	SST	9	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3009	Preeti Sood	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ENG	9	SST	9	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3010	Arshdeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	EEC	3	ENG	6	SST	6	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3011	Parmvirpal Kaur	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	ENG	AB	SST	AB	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3012	Dharamveerpal Kaur	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	EEC	AB	ENG	AB	SST	AB	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3013	Lovepreet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	ENG	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3014	Gulika	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3015	Sushinder Kaur	PSE	7	LND	7	TLP	8	SMG	4	GAC	3	ICT	4	SLS	3	ENG	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3016	Harpreet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	ENG	9	SST	9	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3017	Prabjyot Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	SST	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3018	Daljeet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	ENG	7	SST	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3019	Nancy Bansal	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	4	ENG	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3020	Amandeep Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	3	ICT	5	VED	3	ENG	8	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3021	Jaspinder	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SST	8	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3022	Rajni	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	9	SST	9	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—

Handwritten signature and 'C' Incharges

Handwritten signature and Principal D.M. College of Education MOGA

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, MoGA -

Practical Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3023	Ishu	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SST	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3024	Asha	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	8	SST	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3025	Rani	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	VED	3	HIN	6	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3026	Rakhi Sharma	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	VED	3	HIN	8	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3027	Gurpreet Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	VED	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3028	Kirandeep Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	VED	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3029	Renu	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	VED	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3030	Manpreet Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	5	VED	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3031	Harpreet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	EEC	4	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3032	Amarjeet Kaur	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	EEC	4	HIN	7	SST	8	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3033	Renu Bala	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	5	EEC	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3034	Harpreet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	HIN	8	SST	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3035	Kanshima Mahotra	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	EEC	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3036	Rachna	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	EEC	4	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3037	Rimpu	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	EEC	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3038	Pushpinder Kaur	PSE	7	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	EEC	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3039	Silka	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3040	Manpreet Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—

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Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3041	Shelly Kalra	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	HIN	7	SST	7	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3042	Ramandeep Sandhu	PSE	8	LND	7	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	HIN	7	SST	8	SEP	7	SEC	7	HSP	7	APN	7	CCA	7
3043	Amandeep Kaur	PSE	8	LND	8	TLP	7	SMG	3	QAC	4	ICT	4	SLS	4	HIN	8	SST	7	SEP	7	SEC	7	HSP	7	GAR	7	CCA	7
3044	Jeevan Jyoti	PSE	7	LND	7	TLP	6	SMG	3	GAC	4	ICT	4	SLS	3	HIN	7	SST	7	SEP	7	SEC	7	HSP	7	GAR	7	CCA	7
3045	Divraj Kaur	PSE	4	LND	4	TLP	4	SMG	3	GAC	2	ICT	3	SLS	2	HIN	5	SST	4	SEP	7	SEC	7	HSP	7	GAR	7	CCA	7
3046	Narvot Kaur	PSE	5	LND	5	TLP	4	SMG	3	GAC	2	ICT	2	SLS	2	HIN	5	SST	4	SEP	7	SEC	7	HSP	7	GAR	7	CCA	7
3047	Deepika	PSE	8	LND	8	TLP	6	SMG	3	GAC	4	ICT	4	SLS	3	HIN	7	SST	7	SEP	7	SEC	7	HSP	7	CCR	7	CCA	7
3048	Heena	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	4	HIN	7	SST	7	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3049	Suraina	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	5	EEC	2	PBI	6	MAT	8	SEP	7	SEC	7	HSP	7	CCR	7	CCA	7
3050	Rajwanti Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	EEC	3	PBI	6	MAT	7	SEP	7	SEC	7	HSP	7	CCR	7	CCA	7
3051	Mandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	4	PBI	7	MAT	7	SEP	7	SEC	7	HSP	7	CCR	7	CCA	7
3052	Oshin Garg	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	EEC	3	PBI	8	MAT	8	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3053	Neha Rani	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	PBI	6	MAT	9	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3054	Pooja Rani	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	EEC	4	PBI	8	MAT	8	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3055	Ritika	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	MAT	9	SEP	7	SEC	7	HSP	7	CCR	7	CCA	7
3056	Babandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	PBI	8	MAT	8	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7
3057	Shalini	PSE	7	LND	8	TLP	5	SMG	4	GAC	4	ICT	5	HPE	3	PBI	6	MAT	8	SEP	7	SEC	7	HSP	7	GAR	7	CCA	7
3058	Ramandeep Kaur	PSE	8	LND	8	TLP	7	SMG	4	GAC	3	ICT	5	HPE	3	PBI	7	MAT	8	SEP	7	SEC	7	HSP	7	IDE	7	CCA	7

*Principals
Chinabagar*

Singh

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Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3059	Swati	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	PBI	7	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3060	Santa Devi	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	5	HPE	3	PBI	6	MAT	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3061	Ritika	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	HPE	4	PBI	8	MAT	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3062	Priyika	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	ENG	7	MAT	9	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3063	Pustipa Kumari	PSE	8	LND	8	TLP	7	SMG	4	GAC	3	ICT	5	SLS	3	ENG	7	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3064	Sapna	PSE	7	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	HPE	3	HIN	8	MAT	9	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3065	Renu Kumari	PSE	8	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	MAT	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3066	Mehak Gupta	PSE	8	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	MAT	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3067	Priyeli	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	4	SLS	3	HIN	7	MAT	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3068	Priya Akora	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	ECO	8	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3069	Seema	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	ECO	8	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3070	Meenakshi Rani	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	SLS	3	ECO	7	MAT	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3071	Tamanna	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	SLS	3	ECO	7	MAT	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3072	Ramaprasad Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	4	ECO	9	MAT	9	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3073	Reena	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ECO	9	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3074	Richa	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ECO	9	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3075	Nehma Sharma	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	ECO	8	MAT	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3076	Manpreet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	3	ECO	8	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—

Dr. N. S. Singh
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3077	Shalza	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	PBI	8	ECO	8	SEP	---	SEC	---	HSP	---	IDE	---	CCA	---
3078	Anchal Votra	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	PBI	7	ECO	8	SEP	---	SEC	---	HSP	---	IDE	---	CCA	---
3079	Himanshu Sood	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	SLS	4	PBI	7	ECO	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3080	Nanddeep Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	VED	3	HIN	8	ECO	8	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3081	Richa Rani	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	HPE	3	ENG	7	ECO	7	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3082	Kiran Bala	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	HIN	8	HIS	9	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---
3083	Shivani Kansal	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	EEC	2	HIN	7	HIS	7	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---
3084	Kanchan Rani	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	EEC	2	HIN	7	HIS	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3085	Serla	PSE	8	LND	8	TLP	5	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	HIS	6	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3086	Kulveer Kaur	PSE	7	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	8	SEP	---	SEC	---	HSP	---	GAR	---	CCA	---
3087	Sahvanti Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	9	SEP	---	SEC	---	HSP	---	IDE	---	CCA	---
3088	Sandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	5	ICT	5	EEC	4	PBI	8	HIS	9	SEP	---	SEC	---	HSP	---	IDE	---	CCA	---
3089	Amanjeet Kaur	PSE	8	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	EEC	3	PBI	8	HIS	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3090	Sukhdeep Kaur	PSE	8	LND	7	TLP	6	SMG	3	GAC	4	ICT	4	SLS	3	PBI	6	HIS	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3091	Gurinder Kaur	PSE	7	LND	8	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	PBI	6	HIS	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3092	Kulwinder Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	SLS	3	PBI	7	HIS	7	SEP	---	SEC	---	HSP	---	APN	---	CCA	---
3093	Selinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	5	ICT	5	VED	3	PBI	8	HIS	8	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---
3094	Gurjeet Kaur	PSE	7	LND	8	TLP	7	SMG	3	GAC	4	ICT	4	VED	4	PBI	7	HIS	7	SEP	---	SEC	---	HSP	---	CCR	---	CCA	---

Tin Singh
Cincheya

(Signature)
Principal
D.M. College of Education
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PANJAB UNIVERSITY- April, 2014

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3095	Lovandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	ENG	8	HIS	9	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3096	Harpreet Kaur	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	5	SLS	3	ENG	8	HIS	6	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3097	Amandeep Kaur	PSE	7	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	EEC	3	PBI	5	SCI	6	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3098	Nadlam Bala	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	5	HPE	3	ENG	7	SCI	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3099	Morinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	7	SCI	8	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3100	Harveer Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	7	SCI	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3101	Sandeep Kaur	PSE	7	LND	7	TLP	7	SMG	4	GAC	4	ICT	4	VED	3	ENG	6	SCI	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3102	Taranam	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	ENG	9	SCI	9	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3103	Davinder Kaur Selhian	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	3	ENG	7	SCI	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3104	Parinder Kaur	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	3	ENG	7	SCI	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3105	Sukhdeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	VED	3	MAT	7	SCI	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3106	Gagandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	VED	4	MAT	8	SCI	9	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3107	Neetu	PSE	8	LND	7	TLP	8	SMG	3	GAC	4	ICT	5	EEC	3	MAT	7	SCI	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3108	Jasmeet Kaur	PSE	8	LND	8	TLP	7	SMG	3	GAC	4	ICT	5	EEC	3	MAT	6	SCI	6	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3109	Kanwalpreet Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	MAT	8	SCI	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3110	Shikha Grover	PSE	8	LND	8	TLP	7	SMG	4	GAC	4	ICT	5	EEC	3	MAT	8	SCI	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3111	Nandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	4	MAT	9	SCI	9	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3112	Priya Arora	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	EEC	3	MAT	7	SCI	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—

Pr
C. Singh

Sub-Collector
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3113	Pooja	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	MAT	8	SCI	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3114	Khushboo Aggarwal	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	MAT	7	SCI	7	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3115	Varddeep Kaur	PSE	8	LND	7	TLP	8	SMG	4	GAC	4	ICT	4	SLS	4	MAT	8	SCI	8	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3116	Jaswinder Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	SLS	3	MAT	7	SCI	6	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3117	Loveleen Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	4	MAT	9	SCI	9	SEP	—	SEC	—	HSP	—	IDE	—	CCA	—
3118	Mandeep Kaur	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	HPE	4	MAT	8	SCI	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3119	Jaswinder Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	SST	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3120	Harjeet Singh	PSE	8	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	HPE	3	PBI	6	SST	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3121	Mandeep Singh	PSE	7	LND	7	TLP	7	SMG	4	GAC	3	ICT	4	VED	4	PBI	7	SST	7	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3122	Jagdeep Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	4	VED	4	ENG	7	SST	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3123	Yashvinder	PSE	7	LND	7	TLP	7	SMG	3	GAC	4	ICT	4	VED	4	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3124	Charan Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	5	SLS	3	HIN	7	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3125	Lekh Raj	PSE	8	LND	8	TLP	8	SMG	3	GAC	4	ICT	5	SLS	3	HIN	8	SST	7	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3126	Manjit Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	PBI	7	MAT	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3127	Sukhdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	4	PBI	8	MAT	8	SEP	—	SEC	—	HSP	—	GAR	—	CCA	—
3128	Anandeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	VED	3	PBI	8	MAT	8	SEP	—	SEC	—	HSP	—	APN	—	CCA	—
3129	Ragdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	5	ICT	5	HPE	4	HIN	8	MAT	8	SEP	—	SEC	—	HSP	—	CCR	—	CCA	—
3130	Davinder Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	SLS	3	HIN	7	HIS	7	SEP	—	SEC	—	HSP	—	APN	—	CCA	—

R. H. Singh
(incharge)

Sushobhan
Principal
D.M. College of Education
MOGA

PANJAB UNIVERSITY- April, 2014

D.M. College of Education, Mooga -

Practical Internal Assessment

Bachelor of Education

Roll No	Name	SUB1	M1	SUB2	M2	SUB3	M3	SUB4	M4	SUB5	M5	SUB6	M6	SUB7	M7	SUB8	M8	SUB9	M9	SUB10	M10	SUB11	M11	SUB12	M12	SUB13	M13	SUB14	M14
3131	Kamal Deep	PSE	8	LND	8	TLP	8	SMG	4	GAC	4	ICT	4	HPE	3	PBI	7	HIS	8	SEP	--	SEC	--	HSP	--	APN	--	CCA	--
3132	Gurbhraj Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	PBI	8	HIS	7	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3133	Tarlok Singh	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	HPE	4	PBI	7	HIS	7	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3134	Rajinder Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	VED	3	PBI	8	HIS	8	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3135	Bhupinder Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	5	VED	3	MAT	7	SCI	8	SEP	--	SEC	--	HSP	--	APN	--	CCA	--
3136	Vimal Gandhi	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	5	VED	3	MAT	8	SCI	8	SEP	--	SEC	--	HSP	--	APN	--	CCA	--
3137	Saroop Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	5	VED	3	MAT	8	SCI	8	SEP	--	SEC	--	HSP	--	APN	--	CCA	--
3138	Gurpreet Singh	PSE	7	LND	7	TLP	7	SMG	3	GAC	3	ICT	4	VED	3	MAT	7	SCI	8	SEP	--	SEC	--	HSP	--	APN	--	CCA	--
3139	Rachhpal Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	VED	3	MAT	7	SCI	8	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3140	Chetan Sharma	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	5	EEC	4	MAT	8	SCI	8	SEP	--	SEC	--	HSP	--	CCR	--	CCA	--
3141	Gurpreet Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	MAT	8	SCI	7	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3142	Harpreet Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	MAT	8	SCI	7	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3143	Gurbhraj Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	HPE	3	MAT	8	SCI	8	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3144	Rajendar Singh	PSE	7	LND	7	TLP	8	SMG	3	GAC	3	ICT	4	HPE	3	MAT	6	SCI	8	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3145	Sukdeep Singh	PSE	8	LND	8	TLP	8	SMG	4	GAC	2	ICT	4	HPE	3	MAT	6	SCI	7	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--
3146	Ravi	PSE	AB	LND	AB	TLP	AB	SMG	AB	GAC	AB	ICT	AB	HPE	AB	MAT	AB	SCI	AB	SEP	--	SEC	--	HSP	--	CCR	--	CCA	--
3147	Anil Kumar	PSE	8	LND	8	TLP	8	SMG	4	GAC	3	ICT	4	HPE	3	MAT	6	SCI	8	SEP	--	SEC	--	HSP	--	CCR	--	CCA	--
3148	Kuldeep Singh	PSE	8	LND	8	TLP	8	SMG	3	GAC	3	ICT	4	VED	3	PBI	6	ECO	8	SEP	--	SEC	--	HSP	--	GAR	--	CCA	--

R. N. Singh
Principal

D.M. College of Education
MOGA

Annexure 3.1.1.

Research Topic undertaken by Faculty

Sr. No.	Name of Faculty	Degree	Topic
1.	Dr. Sushma Sharma	Ph.D.	Comparative Study-Family and Peer Group Influence on the Vocational Interests of Gifted Adolescents Studying in Different Types of Schools in Punjab.
2.	Dr. Mohan Lal Jaidka	Ph.D.	A Comparative Study of Job Satisfaction among Scheduled Caste and Non-Scheduled Teachers in Relation to their Adjustment and Attitude towards Teaching
3.	Dr. Ashima Sharma	M.Ed., Ph.D.	Effect of Extra Coaching on the Students of Accountancy in Relation to Intelligence. Self Concepts, Social Intelligence and Emotional Maturity as a Correlate of Life Satisfaction
4.	Mrs. Meenu Goyal	M.Phil	A Comparative Study of Attitude towards Teaching Profession among Schedule and Non-Schedule Caste. B.Ed. Students of Colleges of Education of Punjab.
5.	Mrs. Vijaylaxmi	M.Ed., M.Phil	Development of Secondary Education in District Ludhiana (Punjab) Since:1986: Perspectives of Teacher Educators about the Mashroom Growth of B.Ed. Colleges.
6.	Mrs. Rashmi Rani	M.Ed.	Attitude of College Students Towards E-Learning.

7.	Ms. Smily Hans	M.Ed.	A Comparative Study of Mental Health of Students of Govt. and Private Schools in Relation to Their School Environment.
8.	Ms. Janka	M.Ed.	Occupational Aspiration of Adolescents in Relation to Their Parental Support.
9.	Mr. Shavinder Singh	M.Ed.	Family Environment as a Determinant of Self Esteem among Adolescence.
10.	Ms. Mamta	M.Ed.	Mathematical Achievement of 8 th class Students in Relation to Educational Aspiration.
11	Ms. Lakhveer Kaur	M.Ed.	Occupational Aspiration of Secondary School Students in Relation to Their Parental Encouragement and Socio-Economic Status.

Sushma Sharma
12 / 11 / 14
Principal
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Moga

Annexure 3.1.4

Dr. Sushma Sharma (Principal)

1. Attended a national seminar on “**Punjab, Punjabi & Punjabyat**” on 25 Feb 2010 by D.M College, Moga.
2. Attended a workshop sponsored by UGC on “**Capacity Building of Women Managers in Higher Education**” on 17th -21st Dec 2010 S. D college of women, Moga.
3. Attended a workshop on “**Employability Skills and Development Programme**” organized by Academy of Learning Techniques, Research and Training session 2009-2010 at D.M.College of Education, Moga.
4. Attended a workshop on “**Employability Skills and Development Programme**” organized by Academy of Learning Techniques, Research and Training session 2009-2011 at D.M.College of Education, Moga.
5. Attended a workshop on “**Employability Skills and Development Program**” organized by Academy of Learning Research Techniques, and Training session 2011-2012 at D.M. College of Education, Moga.
6. Presented and published a paper in the National seminar on the theme “**Human Rights & Scriptures**” in journal ‘Reflection’ 2012 by S.D.College for Women, Jalandhar.
7. Attended a workshop on “**Employability Skills and Development programme**” organized by Academy of Learning Research Techniques, and Training session 2012-2013 at D. M. College of Education, Moga.
8. Attended a workshop cum seminar “**Journey Towards Self Culture**” on 2-3 Feb.2012 by Malwa central college of education for women, Ludhiana.
9. Presented a paper in National Seminar “**Paradigms of Teacher Education in Present Context**” on 13th-14th Dec, 2013 at Shukdeva Krishna College of Education for Girls, Moga.

10. Presented and published paper in the National Seminar as a Resource Person on the topic “**Professionalization of Teacher Education**” on 22nd Feb 2014 by D.M. college of education, Moga.
11. Presented and published paper in the National seminar on the theme “**Peace Conflict Prevention and Intercultural Education**” on 7th May 2014 by Moga college of Education, Moga.
12. Presented a paper in the National seminar on the topic “Inclusive **Education-Vision to Practice**” on 30th Nov. 2013 by LLRM college of Education Dhudike Moga.
13. Attended a workshop on “**Faculty Development programme on topic “ E-Learning ”**” by Academy of Learning Techniques, Research and Training, Gurgaon on 19th Jan 2014.
14. Presented a paper in national seminar on the topic “**Right to Education Act 2009**” on 25th Jan, 2014 by Satyam College of Education, Moga.
15. Attended a workshop on “**Employability skills and development programme**” organized by Academy of Learning Techniques, Research and Training session 2013-2014 at D.M. College of Education, Moga.
16. Published paper on “**Teaching Competence in Relation To general And Emotional Intelligence**” In GHG journal of Sixth Thought Vol -1 no.1 March 2014.
17. Attended a paper on “**Revitalising Education policy for Safer Women World**” on 16th Sep.2014 organised by Bhartiya Shikshan Mandal Punjab at D.A.V. College, Amritsar.
18. Attended a workshop on “**Employability Skills and Development Programme**” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
19. Attended a workshop on “**Faculty Development Programme**” On Topic “**Instructional Design**” on 12 November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

Umesh Kumar Dhiman (Associate Professor)

1. Attended a national seminar on the theme “***Punjab, Punjabi and punjabiyat***” held on 25th Feb.2010 by D.M. College, Moga.
2. Attended a workshop on “***Faculty Development Programme***” on topic “***E-Learning***” by Academy of Learning Techniques Research and Training, Gurgaon on 19th Jan 2014.
3. Attended a paper in national seminar on the theme “***Professionalization of Teacher Education***” on 22nd Feb, 2014 by D.M. College of Education, Moga.

Dr. M.L. Jaidka (Associate Professor)

1. Attended a International workshop on “***Content Based Learning Cycle***” on 9-11 Jan, 2009 at BCM college of Education, Ludhiana.
2. Attended a national seminar on the theme “***Punjab, Punjabi and punjabiyat***” held on 25th Feb, 2010 by D.M. College, Moga.
3. Attended a national seminar on the topic “***I.C.T and Globalization***” on 4th Oct 2010 by D.A.N College of education for women, Navan shahar.
4. Attended a national seminar on the topic “***Nurturing Research & Culture***” on 27th Mar2010 by B.C.M. College of education, Ludhiana .
5. Presented and Published a paper in state level seminar on the topic “***Revamping: The Education System***” on 19th Dec, 2011 by B.C.M. College of Education, Moga.
6. Attended a workshop on “***Employability Skills and Development Programme***” organized by Academy of Learning Techniques Research and Training at D.M. College of Education, Moga on session 2009-2010.
7. Attended a workshop on “***Employability Skills and Development Programme***” organized by Academy of Learning Techniques Research and Training at D.M. College of Education, Moga on session 2010-2011.

8. Attended a workshop on “**Employability Skills and Development Programme**” organized by Academy of Learning Techniques Research and Training at D.M. College of Education, Moga on session 2011-2012.
9. Presented and Published a paper in a National Seminar on the theme “**Globalisation and Indian Culture**” on 5th Feb, 2011 at Babe- Ke -College, Mudki Fez.
10. Attended a workshop on “**Pedagogy of Maths**” on 7th – 11th Feb. 2011 by Department of Education in Math and Science, NCERT at New Delhi.
11. Attended a national seminar on the topic “**Environment Education**” on 14th May 2011 by Babe- Ke -College of education , Daudhar, Moga.
12. Participated in a workshop on subject “**Distance Education and Open Learning**” in Panjab University, Chandigarh syllabus on 14 dec,2011 by P.U. Chd.
13. Attended a World Conference on topic “**Shaping a Future Classroom**” on 6th & 8th April, 2012 by Lovely Professional University, Phagwara.
14. Presented a paper on the field “**Quality Sustainance in Teacher Education**” On 4th feb 2012 at Partap College of Education, Ludhiana .
15. Attended a workshop “**Employability skills and Development Programme**” by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga on session 2012-2013.
16. Attended a workshop on “**Faculty Development programme**” on topic “**E-Learning**” by Academy of Learning Techniques, Research and Training, Gurgaon on 19th Jan 2014.
17. Presented a paper on the topic “**Dynamics of rural Non-Farm sector in Punjab**” on 9th Feb. 2013 at Guru Nanak College, Moga.
18. Attended national conference under UGC Development Scheme on the theme “**Continuous Professional Development for Learning Professionals**” on 27th & 28th Feb 2013 by Partap College of Education, Ludhiana.
19. Attended a national seminar on the topic “**Paradigms of Teacher education**” on 14th dec. 2013 at S.K.College of Education ,Moga.

20. Presented and Published a Paper in a National Seminar on the topic “**Promoting Quality Culture in Teacher Education**” on 8th & 9th March 2013 at B.C.M College of Education, Ludhiana.
21. Presented and Published paper in a seminar on the theme “**Inclusion as a Method and a Approach and Barriers to Inclusive Teacher Education**” on 30th Nov,2013 at LLRM College of Education, Dhudhike, Moga.
22. Presented a paper in national seminar on the topic “**Right to Education Act 2009 key features**” on 25th Jan, 2014 by Satyam College of Education, Moga.
23. Presented and Publish a paper in national seminar on the theme “**Restructuring Teacher Education to Promote Professionalization**” on 22nd Feb, 2014 by D.M. College of Education, Moga.
24. To act as resource person in the a national seminar on the topic “**Mathematics and its Interdisciplinary Applications**” on 25th Feb, 2014 by DAV College, Pehowa, Kurukshetra.
25. Presented a paper on the theme “**Value Crises – A global concern**” On 12 &13 Sep, 2014 by Lala Lajpat rai college of Education, Dhudike, Moga.
26. Attended a workshop on “**Employability Skills and Development Programme**” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
27. Attended a workshop on “**Faculty Development Programme**” On Topic “**Instructional Design**” on 12 November, 2014 organised by “Alert Knowledge Service” Gurgaon.

Refresher & Other Courses

1. Attended a training and orientation course held on 10th -22nd Oct, 1991 at P.U. CHD.
2. Participated in a UGC college teacher training programme on the topic “**Computer Awareness**” on 28th Mar – 9 Apr, 1994 at PUCHD.

3. Participated in general orientation course on 6th Apr -3rd May 1995 by academic staff college
4. Participated in orientation refresher course on 27th oct – 16th November 1995 by academic staff college K. U, Kurukshetra.
5. Participated in three week refresher course on the subject education on 2nd December – 22nd December 2000 by K.U, Kurukshetra.

Dr. Ashima Bhandari (Assistant Professor)

1. Organized and presented a paper on the topic “***How to Develop Work Culture***” in National Seminar on '**Work- Culture in Educational Institutions**' dated 18th Feb. 2009 held at Moga College of Education for Girls, Moga.
2. Presented a paper in National conference held in Satyam College of Education on the theme “***Instructional strategies and Design for Imparting Education***” on dated 2nd and 3rd March, 2009.
3. Presented a paper in National Seminar on "*Constructivism- A self Learning Approach*" held on 17th Feb, 2010 at Moga College of Education for Girls, Ghall Kalan, Moga
4. Presented a paper in Joint International Conference on "*E-Learning in Teacher Education*" held on 25th March, 2010 organized by Babe-ke College, of Education Mudki & Babe- Ke College of Education,. Daudhar.
5. Presented a paper on the theme "*Educational Development Inequities and Challenges*" in National Seminar on Education and Development (Socio-Economic & Cultural Dimensions) held on 3rd January, 2011 at Shukdeva Krishna College of Education For Girls, Moga.
6. Participated in Seminar on "*Praxis of Contemporary Evaluation Policies*” at School Level in India' held on 29th January, 2011 at B.C.M. College of Education, Ludhiana.
7. Presented a paper on the theme "***Concept of Globalization and Indian Culture***" in

Seminar on "***Repercussions of Globalization on Indian Culture***" held on 5th Feb, 2011 at Babe- ke College of Education, Mudki.

8. Attended National level Seminar–Cum-Panel Discussion on “*Environment Challenges in 21st Century*” held on 9th March, 2011 at Moga College of Education for Girls, Ghall kalan, Moga.
9. Participated in National Seminar on “*Higher Education in India: Where Are We Heading?*” held on 21st January, 2012 at Doraha College of Education, Ludhiana.
10. Attended National Workshop on "*Some Basics in Educational Research Formulation of Research Problem and Statistical Analysis*" held on 4th Feb., 2012 at Babe- ke College of Education, Mudki.
11. Presented a paper entitled “*Role of ICT- Teaching and Learning Mathematics*” in National Seminar on “*Facilitating Learning Experiences Through ICT*” held on March 5th & 6th, 2012 at Lala Lajpat Rai Memorial College of Education, Dhudike.
12. Presented a paper in a State Level Seminar on the theme “*Education for Sustainable Development*” on 13th March, 2012 at Guru Gobind Singh Khalsa College of Education for Women, Kamalpura, Ludhiana.
13. Published a paper National level Seminar on the theme “*Strategies for Holistic Health*” on 9th Feb, 2013 at G.H.G. Harparkash College of Education, Sidhwan Khurd, Ludhiana. The paper is published in a Book with ISBN No. - 978-93- 80144-83-2.
14. Presented a paper in National Level Seminar on the theme "*Quality Assurance & Employment Generation in Teacher Education*" on 11th Feb., 2013 at G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana.
15. Published a Paper at BCM College of Education, Ludhiana on 8th & 9th March, 2013 on the topic “*Strategies to Enhance Quality in classroom Transaction Practices*”. This paper is published in book with ISBN No. – 98-81-923919-6-0.
16. Published and Presented a Paper on “*Quality Education in Higher Education: A*

- New Paradigm*” at Moga College of Education for Girls, Ghall Kalan, Moga on 21st March, 2013 on the topic “*Student Participation for Quality Enhancement in Higher Education*”. This paper is also published in book with ISBN No. - 978-93-80144-27-6.
17. Attended Seven Days Workshop on Research Methodology from 11th Sep. to 17th Sep., 2013 organized by Babe- ke College of Education, Daudhar.
 18. Attended Faculty Enrichment Programme cum Workshop on Research Methodology and Use of SPSS on 18th January, 2014 organized by Satyam College of Education, Moga.
 19. Presented a Paper on the theme “*Right to Education (2009) Challenges Ahead*” at Satyam College of Education, Ghall Kalan, Moga on 25th January, 2014. This paper also published in book title “*Right to Education- Power to Fight*” with ISBN No. –
 20. Organized and attended Faculty Enrichment Programme cum Workshop on “**Research Methodology**” on 4th Feb., 2014 organized by Moga College of Education, Moga.
 21. Presented and Published a Paper in National Seminar on “***Evolve Her-Empowering Women from the Inside Out***” held on 8th Feb., 2014 at Babe- ke College of Education, Mudki with ISBN Number.
 22. Attended state level seminar on the theme “***Student health care***” held at dev samaj college of education for women, ferozepur city on 11th feb, 2014.
 23. Presented and Published two paper on “***Professionalization of Teacher Education***” in National Level Seminar held on 22nd Feb., 2014 at D.M.College of Education, Moga.
 24. Presented a paper in National Level Seminar on “**Contract Farming**” held on 8th March, 2014 at Guru Nanak College, Moga.
 25. Presented a Paper in National Level Seminar on “***Inclusive Education- Vision To Practice***” on March 1, 2014 at at Lala Lajpat Rai Memorial College of Education, Dhudike.
 26. Organized and presented a paper in the national level seminar on the theme “***Research as an indispensable part of education***” on 7th May. 2014 Moga College of Education for

girls, Ghal Kalan, Moga. Two papers are also published in the book with ISBN No. 978-93-8014-552-5 published at seminar.

27. Presented and published a paper in a National Seminar on the theme on the theme **“Contribution of Mass Media (especially internet) in environmental awareness”** at Babe-ke college of Education, Daudhar, Moga on 14th May, 2014 in a book ISBN No. 978-93-8014-556-3.
28. Attended a paper on **“Revitalising Education policy for Safer Women World”** on 16th Sep.2014 organised by Bhartiya Shikshan Mandal Punjab at D.A.V. College, Amritsar.
29. Attended a workshop on **“Employability Skills and Development Programme”** on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
30. Attended a workshop on **“Faculty Development Programme”** On Topic **“Instructional Design”** on 12 November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

MRS. MEENU GOYAL (Assistant Professor)

1. Attended a workshop on **“Employability skills and Development Programme”** organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga on session 2009-2010.
2. Attended a workshop on **“Employability skills and Development Programme”** organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga on session 2010-2011.
3. Attended a workshop on **“Employability skills and Development Programme”** organised by Learning Techniques, Research and Training at D.M. College of Education Moga on session 2011-2012.

4. Attended a workshop on ‘**Faculty Development Programme**’ on topic “ **E-Learning**” organised by Academy of Learning Techniques, Research and Training on 19th January, 2014 Gurgaon at D.M. College of Education, Moga.
5. Attended a workshop on “**Employability skills and Development Programme**” organised by Learning Techniques, Research and Training at D.M. College of Education Moga On session 2012-2013.
6. Attended a workshop on “**Employability skills and Development Programme**” organised by Learning Techniques, Research and Training at D.M. College of Education Moga On session 2013-2014.
7. Presented and Published a Paper in seminar on “**Sexual Harrassment of Women at Work place**” on 7th May, 2014 by Moga College of Education, Moga.
8. Attended a seminar on “**Students Health Care**” responsibility of school authorities or state government on 11th feb. 2014 at Dev Samaj College of Education (fez.).
9. Presented and Published a paper in national seminar on the theme “**UGC-NET a Gateway of Teaching as a Profession**” on 22 Feb, 2014 by D.M. College of Education, Moga.
10. Attended a workshop on “**Employability Skills and Development Programme**” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
11. Attended a workshop on “**Faculty Development Programme**” On Topic “**Instructional Design**” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

Ms.Vijay Laxmi (Assistant professor)

1. Presented a paper in the seminar on “**Alternatives to Corporal Punishment**” on 11th December, 2008 at Department of education, Panjab University, Chandigarh.

2. Presented a paper in National seminar on the theme “***Teacher Education for a Better Tomorrow-Curriculum of Teacher Education***” on 19th December, 2008 at Desh Bhagat College of Education, Mandi Gobindgarh.
3. Presented a Paper in 23rd National conference on the theme “***Instructional strategies for under achievers***” on 2-3rd March, 2009 at Satyam College of Education, Moga.
4. Presented a paper in National seminar on the topic entitled “***Challenges in front of Economics for Sustainable Development***” on 10th December, 2010 at Patiala College of Education for Girls, Patiala.
5. Attended National seminar on the theme “***Redefining Teaching and Learning: New Trends and Innovations***” on 15th March, 2011 at Nancy College of Education, Samana.
6. Attended a National seminar on the theme “***Societal issues in India: Concern and Measures***” on 16th March, 2011 .
7. Presented a paper in National seminar on the topic entitled “***Teacher should be Master of Technology not the Servant of it***” on 24th April, 2011 at Modern college of Education , Bir kalan.
8. Attended workshop on “***Research Methodology and uses of SPSS***” at Satyam College of Education on 18th January, 2014.
9. Presented a paper in National seminar on the topic entitled “***RTE: Analysis of Objectives on Practical Path of Implementations***” on 25th January, 2014 at Satyam College of Education. Paper is also published in the book.
10. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
11. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

Ms. Rashmi Rani (Assistant professor)

1. Attended a National seminar on “**Quality Assurance in Teacher Education**” on 6th March , 2012 at G.H.G.Harprakash College of Education, Sidhwan.
2. Attended a World Conference on “**Shaping A Future Classroom:A Global Perspective**” on 6th August, 2012 at Lovely Professional University,Jalandhar.
3. Attended a workshop on ‘**Employability Skills and Development programme**’ organised by Acadamy of Learning Techniques, Research and Training session 2012-2013 at D.M.College of Education, Moga.
4. Attended a workshop on ‘**Employability Skills and Development programme**’ on topic “**E Learning**” organised by Acadamy of Learning Techniques, Research and Training session 2013-2014 at D.M.College of Education, Moga.
5. Attendend a ‘**Faculty Development Programme**’ organised by Academy of Learning Techniques, Research and Training on 19th January, 2014 at D.M. College of Education, Moga.
6. Presented and Published a paper in a National Seminar on the topic “**Restructuring Teacher Education to Promote Professionalism**” on 22nd Feb 2014 by D.M. college of education.
7. Presented and Published a paper in National seminar on the topic “**Research as an Indispensable part of Education**” on 7th may 2014 by Moga college of Education, Moga.
8. Presented and published a paper in National seminar on “**Mass Media-A Powerful Agent for Environment Awareness**” on 14th May 2014 at Babe -Ke College of Education, Daudhar on.
9. Attended a workshop on “**Employability Skills and Development Programme**” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

10. Attended a workshop on “**Faculty Development Programme**” On Topic “**Instructional Design**” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

MS. Smily Hans (Assistant professor)

1. Attended a workshop on ‘**Employability Skills and Development programme**’ organised by Academy of Learning Research and Training session 2012-2013 at D.M.College of Education, Moga.
2. Attended a workshop on ‘**Employability Skills and Development programme**’ organised by Academy of Learning Research and Training session 2013-2014 at D.M.College of Education, Moga.
3. Presented a paper in the National seminar on the topic “**Inclusive Education-Vision to Practice**” on 30th nov. 2013 by LLRM college of Education, Dhudike Moga.
4. Attended a National seminar on “**Paradigms of Teacher Education in Present Context**” on 13-14th Dec., 2013 organised by Shukdeva Krishna College of Education for Girls, Moga.
5. Attended a ‘**Faculty Development Programme on the topic “E-Learning**” organised by Academy of Learning Techniques, Research and Training on 19th January, 2014 at D.M. College of Education, Moga.
6. Presented and Published a paper in National Seminar on “**Restructuring Teacher Education to Promote Professionalism**” on 22nd Feb.,2014 by D.M College of Moga.
7. Presented and Published a paper in National seminar on the topic “**Research as an indispensable part of Education**” on 7th may 2014 by Moga college of Education, Moga.
8. Presented and published in a National Seminar paper entitled “**Mass Media-A Powerful Agent for Environment Awareness**” at Babe Ke College of Education, Daudhar on 14th May, 2014.

9. Presented and Published a paper on “***Inculcating Values in Social and Moral Context***” in National seminar on 13th-14th July 2014 at L.L.R.M.College of Education, Dhudike (Moga).
10. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
11. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

MS. Janka Rani (Assistant Professor)

1. Attended a workshop on ‘***Employability Skills and Development programme***’ organised by Academy of Learning Research and Training session 2012-2013 at D.M.College of Education, Moga.
2. Attended a workshop on ‘***Employability Skills and Development programme***’ organised by Academy of Learning Research and Training session 2013-2014 at D.M.College of Education, Moga.
3. Attended a National seminar on “***Paradigms of Teacher Education in Present Context***” on 13th -14th Dec, 2013 in a by S.K.College of Education for Girls, Moga.
4. Attended a ‘***Faculty Development Programme E-Learning***’ organised by Academy of Learning Techniques, Research and Training on 19th January, 2014 Gurgaon at D.M. College of Education, Moga.
5. Presented and published a paper in National Seminar on the topic “***Restructuring Teacher Education to Promote Professionalism***” on 22nd Feb 2014 by D.M. college of Education.
6. Presented and Published a paper in National seminar on the topic “***Sexual Harassment of Women at Work Place***” on 7th May 2014 by Moga college of Education, Moga.

7. Presented and published a paper in National seminar entitled “***Environment-Education a Panacea for Environmental Crises***” at Babe-Ke College of Education, Daudhar on 14th May, 2014.
8. Presented and Published a paper on “***Value Crisis-A challenge for Education***” in National seminar on 13th -14th July, 2014 at L.L.R.M.College of Education, Dhudike (Moga).
9. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
10. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

Ms.Lakhveer Kaur(Assistant Professor)

1. Participated in a Seminar-cum-Workshop on “***Contemporary Indian Identities, Philosophy of Literature and Arts***” on 29th – 30th Jan, 2009 in the Department of Philosophy, Panjab University Chandigarh.
2. Attended a National Workshop on “***Some Basics in Educational Research : Formulation of Research Problem and Statistical Analysis***” on 4th Feb, 2012 held in Babe-ke College of Education, V.P.O Mudki (Ferozepur).
3. Participated in a National Workshop on “***Research Methodology***” in MGN college of Education Jalandhar on 19th 20th March, 2012.
4. Participated in National Seminar on “***Facilitating Learning Experiences Through ICT***” sponsored by NAAC Bangalore on 5th -6th March, 2012 in Lala Lajpat Rai Memorial College of Education Dhudike, Moga.

5. Attended a workshop on “***Employability Skills and Development programme***” organised by Academy of Learning Research Technique, and Training session 2013-2014 at D.M. College of Education, Moga.
6. Presented a paper in the National seminar on the topic “***Inclusive Education-Vision to Practice***” on 30th Nov. 2013 by LLRM college of Education, Dhudike, Moga.
7. Attended a National Seminar on “***Paradigms of Teacher Education in Present Context***” on 13th -14th Dec., 2013 by Shukdeva Krishna College of Education for Girls, Moga.
8. Attended a ‘***Faculty Development Programme on the topic “ E-Learning”***’ organised by Academy of Learning Techniques, Research and Training on 19th January, 2014 Gurgaon at D.M. College of Education, Moga.
9. Presented and Published a paper in National Seminar on the topic “***Evolution of Teaching as a Modern Profession***” 22nd Feb, 2014 by D.M. College of Education”.
10. Presented and Published a Paper in National seminar on the topic “***Sexual Harassment of Women at Work Place***” on 7th May, 2014 by Moga college of Education, Moga.
11. Presented and published a paper in a National Seminar entitled “***Environment Education –A Panacea for Environmental Crisis***” at Babe Ke College of Education, Daudhar on 14th May, 2014.
12. Presented and Published a paper on “***Value Crisis-A challenge for Education***” in National seminar on 13th -14th July, 2014 at L.L.R.M.College of Education, Dhudike, Moga.
13. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
14. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

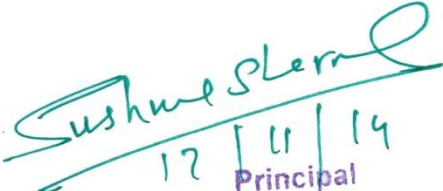
Ms. Mamta (Assistant Professor)

1. Attended a workshop on “***Employability skills and Development Programme***” organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga on session 2009-2010.
2. Attended a workshop on “***Employability skills and Development Programme***” organised by Learning Techniques, Research and Training at D.M. College of Education Moga on session 2010-2011.
3. Attended a National seminar on “***Education and Development (Socio-Economic & Cultural Dimension)***” on 8th January, 2011 at S.K. College of Education, Moga.
4. Presented a paper in a National seminar on “***Relevance of Subsidies to Indian Agriculture Sector in the Era of Globalization***” on 15th Feb., 2012 at R.S.D. College, Ferozpur.
5. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
6. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.

Mr. Shavinder Singh (Assistant professor)

1. Presented and Published a Paper in the National Seminar on “***Challenges for Quality Teacher Education in the Present Scenario***” on Feb 2013.
2. Presented and published a paper in the national seminar on “***Right to Education Challenges and Implementations***” on March 2014.

3. Attended a workshop on “***Employability Skills and Development Programme***” on 15th Oct, 2014 organized by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.
4. Attended a workshop on “***Faculty Development Programme***” On Topic “***Instructional Design***” on 12th November, 2014 organised by Academy of Learning Techniques, Research and Training at D.M. College of Education, Moga.


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Annexure 3.2.3.

ICT RELATED INSTRUCTIONAL MATERIALS USED AND PREPARED BY FACULTY AND STUDENTS

PPT s / CDs / TRANSPARENCIES:

Education and its types

1. Agencies of Education
2. Indian Education Systems
3. Democracy
4. National Integration
5. International Understanding
6. Globalization
7. Right to Education
8. Constitutional Provisions
9. Educational Psychology
10. Creativity
11. Growth and Development
12. Children with Special Needs
13. Motivation
14. Learning Theories
15. Micro Teaching
16. Bloom Taxonomy
17. Programmed Learning
18. Model of Teaching
19. Levels and Phases of Teaching
20. Educational Technology
21. CDs related to Methodology Papers
22. Transparencies related to Methodology Papers

Sushma Sharma
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Annexure – 4.2.1 &

BUDGET ALLOCATION FOR THE YEAR		
2013-2014		
PARTICULARS	Allocation	Utilization
To Salary Teaching Staff Covered Posts	86,00,000	86,96,388
To Salary Non Teaching Staff Covered Posts	12,50,000	12,62,110
To Salary Teaching Staff Un-Covered Posts	14,50,000	14,50,096
To Salary Non Teaching Staff Un-Covered Posts	8,70,000	8,72,096
To Gratuity	-	-
To Leave Encashment	-	-
To Advertisement	40,000	40,472
To Printing & Stationery	70,000	71,562
To Repairs & Maintenance	75,000	83,489
To Youth Festival & Function	2,90,000	2,74,268
To Electricity	1,70,000	1,51,947
To Telephone	35,000	35,138
To Students Activities	40,000	44,430
To Generator Expenses	50,000	51,825
To Allowances	74,000	74,400
To Fees & Taxes	10,000	12,380
To Students Aid & Funds	12,000	10,000
To Furniture	1,50,000	1,54,049
To Newspaper & Periodicals	10,000	13,133
To Legal Fees	50,000	30,120
To Books & Journals	5,000	4,100
To Equipments	-	-
To Seminar Expenses& Equipments	1,00,000	1,12,233
To Other Contingency Expenses	5,50,000	5,87,195
To Sports	50,000	71,880
To NAAC Application Fees	28,090	28,090
TOTAL EXPENSES (A)	1,39,79,090	1,41,31,401
Less: Amount recd. from UGC Grant (B)	2,50,000	-
Less: Received from State Govt. (C)	8034259	8034259
Total Grant Received (D)	8284259	8034259
Net Budget (A-D)	56,94,831	60,97,142



Pankaj Chelue
Bursar
D.M. College of Education
Moga

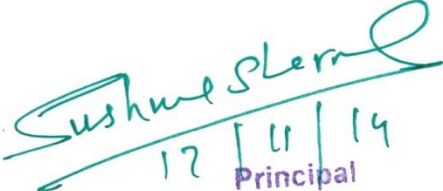
Sushanta
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6.5.3.

Annexure 4.5.2.(a)

Audio Visual Facilities

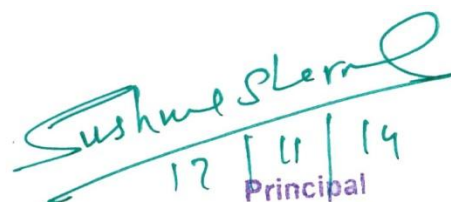
1. Black Board/White Board
2. Real Objects
3. Models
4. Slide
5. Charts
6. Graphs
7. Maps
8. Globe
9. Photos
10. Journals and Magazines
11. News Paper
12. Bulletin Board and Flannel Board
13. L.C.D Projector
14. Television
15. Computer
16. CDs/CD Rom.
17. Video Camera
18. Encyclopedias
19. Laptop


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Annexure 4.5.2(b)

Details of Electronic Equipments

1. Laptop
2. Computers
3. Tape Recorder
4. T.V.
5. Public Address System
6. Amplifier
7. Mikes
8. Speakers
9. Cyber Shot Camera
10. Camera Kodak
11. V.C.D. Player
12. O.H.P.
13. L.C.P. Projector
14. Video Camera-HD
15. Water Cooler
16. Printer/Scanner
17. Fax Machine
18. Laser Printer
19. Printer/Scanner
20. Photocopier
21. Aqua Guard
22. Digital Learning Apparatus
23. Generator Set


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Annexure 5.3.2. (a)

ACHIEVEMENTS OF STUDENTS IN DIFFERENT ACTIVITIES (2012-2013)

P.U Zonal Youth festival (13-10-2012 to 16-10-2012)held at Lala Hans Raj College of Education, Moga Punjab

S.No	Name	Activities	Positions
1.	Avneet Kaur Chahal	On the spot painting	1 st
2.	Avneet Kaur Chahal	Cartooning	2 nd
3.	Minakshi Puri	Folk Dance	3 rd individual
4.	Ranju Bala	Drama	3 rd individual
5.	Suman Rani	Mime	3 rd individual
6.	Sukhpal kaur	Mehandi	1 st
7.	Mandeep Kaur	Cross Stitch	2 nd
8.	Sipika Rani	Giddh	3 rd individual
9.	Jaspreet kaur	Kavishri	1 st individual
10.	Hira Singh	Vaar	1 st individual
11.	Team	Drama	3 rd
12.	Team	Giddha	3 rd
13.	Team	Vaar	1 st

In Indo Soviet Friendship Pharmancy College, Moga Pb , Students hold the positions in different activities held on 10-11-1012. Zonal Level

S.No	Name	Activities	Positions
1.		Documentary	1 st
2.	Amit	Slogan Writing	3 rd
3.	Manpreet Singh	Slogan Writing	Consolation
4.	Jaspal singh Purba	Power Point Presentation	3 rd

5.	Ramandeep kaur	Poetry recitation	3 rd

At Inter Zonal Level

1.	Documentry	3rd

Achievements of students in different activities in session 2013-14

P.U Zonal Youth Festival heald at Partap College of Education, Ludhiana,Pb on 04-10-2013 to 07-10-2013.

S.No	Name	Activities	Position
1.	Priya Arora	Clay Modeling	3 rd
2.	Harveer Kaur	Cartooning	3 rd
3.	Harjeet singh	Play	1 st individual
4.	Veerpal Kaur	Crostich	1 st
5.	Manjeet Singh	Poem recitation	3 rd
6.	Harjeet Singh	Mimicry	1 st
7.	Sukhdeep Singh	Bhangra	3 rd individual
8.	Harshdeep kaur	Giddha	3 rd
9.	Team	Vaar	3 rd
10.	Team	Play	1 st
11.	Team	Bhangra	3 rd
12.	Team	Kaavishri	1 st

Students hold the positions in different activities held in L.L.R.M College of Education, Dudhike,Punjab

S.No	Name	Activities	Positions
1.	Preeti Sood	Declamation	3 rd
2.	Harjeet Singh	Poem Recitation	3 rd

P.U Inter Zonal Skill-In-Teaching & On The Spot Teaching Aids Preparation Competition held at on 24-02-2014

S.No	Name	Activities	Position
1.	Manpreet Kaur	Teaching Science	3 rd
2.	Loveneen Kaur	Teaching Science	3 rd

P.U Inter Zonal Skill-In-Teaching & On the Spot Teaching Aids Preparation Competition Held on 28-02-2014

S.No	Name	Activities	Position
1.	Preet Sood	Teaching English	1 st
2.	Ramanpreet kaur	Teaching Economics	3 rd
3.	Krishna Malhotra	Teaching Hindi	2 nd

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Annexure 5.3.2. (b)

ACHIEVEMENTS OF STUDENTS IN SPORTS ACTIVITIES

**Positions at University level in Annual Athletic Meet Panjab University, Chandigarh on
19/11/2011**

Session 2011-12

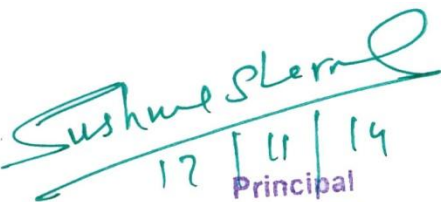
1st Position in Relay Race (4x100) (Boys)

2nd Position in Shot-Put – **Baljinder singh**

**Positions at University level in Annual Athletic Meet Panjab University, Chandigarh on
25/11/2013**

Session 2013-14

3rd Position in 800 Mtr Race – **Harpreet Singh**


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Annexure 6.1.3 (a)

LIST OF MANAGING COMMITTEE

Sr. No	NAME	Desisgnation
1	Sh. Sudarshan kumar	President
2	Sh. Krishan gopal	Vice president
3	Sh. Yogesh goyal	Vice president
4	Sh. Davinder Sharma	Secretary
5	Sh. Ashwani kumar sharma	Joint secretary
6	Sh. Ravinder sood	Treasury
7	Sh. Satyapal gupta	Member
8	Sh. Subhash sood	Member
9	Sh. Sardari lal	Member
10	Sh. Neeraj sood	Member
11	Dr. Madan Bansal	Member
12	Sh. Vijay sathi	Member
13	Sh. Jagish puri	Member
14	Sh. Jagdish rai	Member
15	Sh. Parveen goyal	Member


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Annexure 6.1.3 (b)

FORMATION OF COMMITTEE

IQAC Co-ordinator: Dr. Ashima Bhandari

TEAM:

PROGRAMME ACTION COMMITTEE

1. Academic Planning & Management Committee

- Jagtar Singh Sandhu
- Meenu Goyal
- Sukhjit Singh D.P.E

2. Admission Committee Member

- Umesh Kumar Dhiman
- Dr. M.L. Jaidka
- Sh. Jagtar Singh Sandhu
- Dr. Ashima

3. Disciplinary Committee

- Sukhjit Singh
- Lakhveer
- Mamta Sharma
- All House captains

4. Teaching Practice Committee

- Dr. M.L. Jaidka
- Smily

5. Library Advisory Committee

- Dr. (Mrs.) Sushma Sharma
- S. Jagtar Singh Sandhu
- Dr. M.L Jaidka
- Dr. Ashima
- **(Students)**
- Pargat Singh
- Sukhchain Singh
- Diksha Arora

- Gurpreet Kaur

6. Tutorial Committee

- Ms. Rashmi Rani
- Dr. Ashima

7. Survey & Wall Magazine Committee

- Jagtar Singh Sandhu
- Ms. Meenu Goyal
- Ms. Vijay Laxmi
- Ms. Janka
- Ms. Mamta

8. Cultural Academic Committee

- Dr. M.L Jaidka
- Meenu Goyal

9. Time Table Committee

- Dr. M.L. Jaidka
- Dr. Ashima
- Ms. Meenu Goyal

10.Examination & Internal Assessment

- Dr. (Mrs.) Sushma Sharma
- S. Jagtar Singh Sandhu
- Ms. Meenu Goyal
- Ms. Lakhveer

11.Games & Sports Committee

- Sukhjit Singh
- Ms. Rashmi Rani

12.Study Tours & Trips Committee

- Dr. M.L. Jaidka
- S. Jagtar Singh Sandhu

13.College Magazine & Prospectus

- S. Jagtar Singh Sandhu
- Chandni

14. Physical Resource Management Committee

- Mr. Sukhjit Singh
- Ms. Smily Hans
- Ms. Rashmi Rani
- Mr. Shavinder Singh

15.Women Cell Committee

- Dr. (Mrs.) Sushma Sharma
- Ms. Meenu

16. Guidance & Placement Cell

- Dr. (Mrs.) Sushma Sharma (Principal)
- Ms. Janka
- Dr. Ashima Bhandari

17.Scholarship Committee

- Dr. (Mrs.) Sushma Sharma
- Mr. Pankaj Chhabra

18.Academic Linkage & Community Service Cell as N.S.S, Survey.

- Sh. Jagtar Singh Sandhu
- Ms. Janka
- Mr.Shavinder Singh
- Ms. Mamta Sharma

19.Clubs:

- Red Ribbon Club - Sh. Jagtar Singh Sandhu
- Mathematics Club - Dr. M.L. Jaidka, Ms. Mamta Sharma
- Science Club – Dr. Sushma Sharma
- Social science club – Mrs. Meenu Goyal, Ms. Lakhveer Kaur, Ms. Smily, Mr. Shavinder Singh
- Hindi Association Club – Mrs. Vijay Lakshmi
- Punjabi Sahit Sabha – S. Jagtar Singh Sandhu, Ms. Janka, Mrs. Rashmi Rani
- English Association – Dr. Ashima Bhandari

- Press regarding club - Dr. M.L. Jaidka, Mr. Shavinder Singh, Office

20. Grievance Redressal Cell

- Jagtar Singh Sandhu
- Vijay Lakshmi

(Students)

- Jaswinder Singh
- Manjeet Kaur
- Ramanpreet Kaur
- Ramandeep kaur

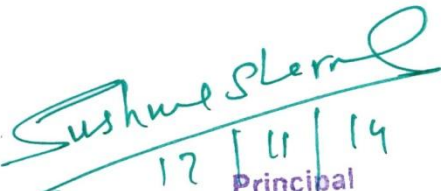
21 Feedback Incharge - Ms. Lakhveer Kaur, Ms. Smily

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Annexure 6.2.2

List of Non Teaching Staff

Sr. No	Name	Designation
1	Pankaj Chhabda	Office Supdt.
2	Rabina Taneja	Accounts Clerk
3	Vishal Goyal	Clerk
4	Priyank Arora	Computer Instructor
5	Karamjeet Kaur	Library Restorer
6	Rajesh Kumar	Sweeper
7	Ram Kirpal	Peon
8	Ram Chander	Mali
9	Ram Raj	Peon
10	Hem Raj	Sweeper
11	Harbans Singh	Day Watchman
12	Yadwinderpal	Night Watchman
13	Joginder Kaur	Attendant


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Annexure 6.2.2

List of Faculty Session 2014-2015

Sr. No	Name	Designation	D.O.B.	Qualification	Experience
1.	Dr. Sushma Sharma	Principal	12-12-1956	M.A.(Pol. Sci.,Hindi) B.A.(Honours Pol. Sci.) M.Ed.,Ph.D. in Education	32 Yrs
2.	Mr. Umesh Kumar Dhiman	Associate Professor	20-02-1962	M.A.(Finearts),M.Ed	27 Yrs
3.	Dr. Mohan Lal Jaidka	Associate Professor	12-03-1962	M.sc.(Maths), M.Ed., Ph.D. in Education	27 Yrs
4.	Dr. Ashima Bhandari	Assistant Professor	19-09-1976	Ph.D.(Edu.) ,M.A.(Eng.)M.Com., M.Ed. ,UGC(Net)	12 Yrs
5	Mrs. Meenu Goyal	Assistant Professor	05-10-1974	M.A (Economics), M.Phil.(Edu.), M.Ed.	8 Yrs.
5.	Mrs. VijayLaxmi	Assistant Professor	15-10-1976	M.Phil(Edu),M.A.(Hindi, Pol.Sci.) M.Ed., B.Ed., UGC(Net)	5 Yrs
6.	Mrs. Rashmi Rani	Assistant Professor	09-11-1980	M.A.(Pbi.), M.Ed.	2 Yrs
7.	Ms. Smily Hans	Assistant Professor	04-07-1987	M.A.(Eco.),M.Ed.	2 Yrs
8.	Ms. Janka Rani	Assistant Professor	14-02-1986	M.A.(Pbi.), M.Ed.	2 Yrs
9.	Ms. Lakhveer Kaur	Assistant Professor	19-01-1988	M.A.(Philosophy), M.Ed.	1 Yrs

10.	Mr. Shavinder Singh	Assistant Professor	15-07-1980	M.A.(History), M.Ed. UGC(Net)	2 Yrs
11.	Ms. Mamta	Assistant Professor	05-01-1988	M.A.(Eco.), M.Ed.	--
12.	Mr. Jagtar Singh Sandhu	Librarian	3-3-1952	B.Lib. Sci , M.A(Pbi.), M.Ed, P.G.Diploma HR	32 Years
13.	Mr. Sukhjeet Singh	Director of Physical Education	04-05-1987	M.P.Ed , B.Ed	—

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Annexure 7.3.1 (b)



THE LIGHT

2013-2014



D.M. COLLEGE OF EDUCATION

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NEWSLETTER

Newsletter 2014



D.M College of Education, Moga

D.M. College Of Education Moga was established in 1953 to impart teacher training to the students. It is infact a precious gift bestowed on the people of this region by Arya Samaj. It was the LATE. RAI BAHADUR DR. MATHAR DAS PAHWA WHO ESTABLISHED THIS INSTITUTION. He was a well known Arya Samajist, a Gold medalist and an eminent eye surgeon. He had a great spirit and unbounded zeal. He was honoured with numerous titles and epithete such as Padam Vibhushan, Kesar-i-Hind and many more title at state and national level. This college is AFFILIATED TO PANJAB UNIVERSITY, CHANDIGARH AND IS Recognised BY N.C.T.E. for degree of Bachelor of Education i.e B.ED.

INSTITUTIONAL VISION AND LEADERSHIP

Purpose

- ♦ To develop leadership qualities among the pupil teachers.
- ♦ Competency and skill to meet the social and economic need of society.
- ♦ Excellence in teaching methods and strategies with ICT.
- ♦ To cultivate human and spiritual values.
- ♦ Social training.
- ♦ The growth of an enlightened personality of pupil teachers.
- ♦ To develop scientific temper and independence of mind and spirit.

Vision

- ♦ To develop quality in teacher education.
- ♦ To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future.
- ♦ To equip the students as catalysts for the transformation of the society and nation building.
- ♦ To be recognized as one of the finest institution in the Town for its Quality, Commitment and Excellence in Education.
- ♦ To promote academic excellence by maintaining high teaching standards.

Mission

- ♦ To make the teacher students more confident to face challenges in their day to day teaching activities and life.
- ♦ To prepare teachers professionally so that they can preserve, enrich and transmitted the Indian culture & values to the next generation.
- ♦ To develop a sense of discipline among pupil teachers by introducing code of conduct, including punctuality. Dress code, uniform and approved behavior are as per institutional norms.
- ♦ To enable the students to live in harmony with self and with other in profession.
- ♦ To provide opportunities to student teacher and faculty members to under take action research projects to gain new insights in teaching learning process.
- ♦ To develop skill for information-processing and life long learning to handle technological advanced equipment & media.
- ♦ To create awareness in students-teachers about the modern trends in Education to play multifaceted role in new millennium providing to serve the society by producing productive & committed teachers.

Values

- ♦ To develop core values like inner qualities have good character, Punctuality, co-operation and truthfulness etc.
- ♦ To build up self-esteem, self-discipline and respect for human values.
- ♦ To enhance the qualities of co-operation, mutual understanding and dedication.
- ♦ To provide Moral based education.
- ♦ Equality.

Our Shinning Stars of the College 2013-2014



Navdeep Kaur
1st in College



Tarannum
2nd in College



Ishu
3rd in College



Harjeet Singh
Inter-Zonal Level
First in Mimicry



Harpreet Singh
Bronze Medal in 500mtr race
Best Athlete in College



Simerjeet Kaur
Best Athlete in
College



**A Renowned Personality from Arya Samaj-
Swami Chaitnya Muni. Preaching the
Students regarding moral values**



Performing Skit on Teacher's Day.



Reciting Suhaag on Talent Search



Interschool Competition on Hindi Diwas



Honouring Teachers by Lion Club Moga City



Stage Rehearsal

Newsletter 2014



Honouring the Play team who won the first prize in Zonal Youth festival level.



Workshop on Personality Development Programme



Career Talk by Dr. sandeep sood, G.N.D.U



Poster making Competetion regarding Female foeticide, Civil Hospital, Moga

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**Celebrating Lohri in
College Campus**



**Extension lecture
during faculty
Enrichment
Programme**



**On the spot Teaching
aid Preparation,
P.U Zonal
Competition**



**Resource Persons
(Team of eminent ed-
ucationist gathered
during the national
Seminar on Profes-
sionalism of Teacher
day)**

Newsletter 2014



**Reciting Mantra's
during Hawan**



**Celebrating
International
Women Day**



**Players in action
during Sports Meet**



**Career talk by mrs.
Vinay Kapoor from
the development of
law, G.N.D.U**

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One Day N.S.S Camp



**Honoured S. Baldev
Singh Sadhak Nama
By Punjabi sahit sabha**



**"Not me, But you"
Working during N.S.S
Camp at Geeta Bhawan**



**"Good health is the big-
gest Treasure". Students
Doing Yoga**



**Awarding students
during Prize
Distribution System**



D.M College of Education, Moga (PB), India