

SELF-APPRAISAL REPORT
ABHILASHI COLLEGE OF EDUCATION
(A POST GRADUATE COLLEGE)

Submitted for Assessment and Accreditation to



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

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



ABHILASHI COLLEGE OF EDUCATION, NER-CHOWK
TEH. BALH, DISTT. MANDI, HIMACHAL PRADESH-175008

November, 2015

Part-I: Institutional Data:

A. Profile of the Institution

1. Name and address of the institution:

Abhilashi College of Education, Ner-Chowk

Teh. Balh, Distt. Mandi (H.P.)-175008

2. Website URL:

www.abhilashi-edu.in

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Narbada Devi	01905-243328 (O) 09418484239	01905-243328	abhilashigroup@gmail.com
Vice –Principal Dr. Anup Kumar	01905-243328 (O) 09418652321	01905-243328	anupkumar750@gmail.com
Self-appraisal Co-ordinator Dr. Anup Kumar	01905-243328 (O) 09418652321	01905-243328	anupkumar750@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Narbada Devi	09418484239	09418484239
Vice –Principal Dr. Anup Kumar	09418652321	09418652321
Self-appraisal Co-ordinator Dr. Anup Kumar	09418652321	09418652321

4. Location of the Institution: **Rural**

5. Campus area in acres: **1.2 Acres**

6. Is it a recognized minority institution? **No**

7. Date of establishment of the institution: **December, 2002**
Month & Year

MM	YYYY
12	2002

8. University/Board to which the institution is affiliated:
H. P. University, Shimla-5

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

2f

MM	YYYY
.....

12B

Month & Year

MM	YYYY
.....

10. Type of Institution:

a. By funding **Self-Financed**

b. By Gender **Co-education**

c. By Nature **Affiliated College**

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

No

If yes, has the institution applied for autonomy?

N.A.

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)	Secondary/ Sr. Secondary	B.Ed.	Graduation	Degree	One Year (Upto Session 2014-15)	Both Hindi and English
					Two Year (From the session 2015-16)	
ii)	Post Graduate	M.Ed.	Graduation and B.Ed.	Degree	One Year (Upto Session 2014-15)	Both Hindi and English
					Two Year (From the session 2015-16)	

Note: Duration of B.Ed. and M.Ed. Courses was one year upto session 2014-15 and from the session 2015-16 the duration of B.Ed. and M.Ed. Courses is two years.

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

Level	Programme	Order No. and Date	Valid upto	Sanctioned Intake
Secondary/ Sr. Secondary	B.Ed.	F.NRC/NCTE/F-3/HP- 86/2003/2161 Dated 03-07-2003 and, F.NRC/NCTE/F-7/HP- 230/ 2007 /27 437 -43 Dated 13-09-2007 and, F.No./NRC/NCTE/HP- 86 & HP- 230/2015/116713-718 Dated15- 06-2015	Permanent	200

Post Graduate	M.Ed.	F.NRC/NCTE/F-7/HP 230/ 2007 /27 437 -43 Dated 13-09-2007 and, F.No./NRC/NCTE/HP- 227/2015/113084 Dated16-06- 2015	Permanent	35 (In Session- 2014-15) 50 (From the Session-2015- 16)
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Note: Number of seats in M.Ed. Course in session 2014-15 was 35 and from the session 2015-16, the number of seats in M.Ed. Course is 50

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes

Mission

Yes

Values

Yes

Objectives

Yes

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

Yes

If yes,

How many programmes?

02 (Two only)

Fee charged per programme

B.Ed.	Rs. 50,325/- (Fifty Thousand Three Hundred Twenty Five), Annually
M.Ed.	Rs. 42,460/- (Forty Two Thousand Four Hundred Sixty), Annually

The fee shown above in respect of B.Ed. and M.Ed. programmes is inclusive of 10% levy charges on tuition fee charged by Himachal Pradesh University, Shimla-5.

Note: The revision of fee for both courses is under process on account of change of duration of both courses.

3. Are there programmes with semester system

Yes

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

No

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

-NIL-

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

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.

08

M.Ed. (Full Time)

04

As per new syllabus (with effect from the session 2015-16)

B.Ed. (Methods)

B.Ed. (Elective)

M.Ed. (Methods)

6. Are there Programmes offered in modular form

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

8. Are there Programmes with faculty exchange/visiting

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

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

8-9 Months

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

No

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

Yes

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

Yes

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

Yes

Criterion II: Teaching-Learning and Evaluation

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

- a) Common entrance test conducted by the University/Government

Yes

- b) Merit at the qualifying examination

Yes

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

Date of start of the academic year/Start of Admissions B.Ed. 28th July, 2014
M.Ed. 27th October, 2014

Date of last admission B.Ed. 30th August, 2014
M.Ed. 6th November, 2014

Date of closing of the academic year B.Ed. 12th June, 2015
M.Ed. 3rd October, 2015

Total teaching days B.Ed. 130
M.Ed. 100

Total working days B.Ed. 214
M.Ed. 249

3. Total number of students admitted

For Academic Session: 2013-14

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	93	107	200	70	49	119	23	58	81
M.Ed. (Full Time)	03	32	35	02	03	05	01	29	30

For Academic Session: 2014-15

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total

B.Ed.	72	128	200	53	68	121	19	60	79
M.Ed. (Full Time)	06	29	35	04	06	10	02	23	25

4. Are there any overseas students?

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).

Unit cost excluding salary component

23621

Unit cost including salary component

49153

Note: *The unit cost has been calculated in a combined manner for B.Ed. and M.Ed. programmes for the session 2014-15 because Abhilashi Educational Society (parent body of the college) operates funds and finances in a joint manner for all of its institutions functioning under its aegis.*

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	No Range	50% (in Graduation/Post Graduation)	No Range	45% (in Graduation/Post Graduation)
M.Ed. (Full Time)	No Range	55 % (in B.Ed. both in theory and Practice teaching)	No Range	50% (in B.Ed. both in theory and Practice teaching) and minimum qualifying marks in the

		and 35% in Entrance Test		Entrance Test is reduced until the full SC/ST quota for admission has been exhausted)
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7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

8. Does the institution develop its academic calendar?

Yes

9. Time allotted (in percentage)

Programme	Theory	Practice Teaching	Practicum
B.Ed.	61.90%	14.48%	21.42%
M.Ed. (Full Time)	54.76%	12.44%	28.57%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days for session 2014-15

B.Ed.	105
M.Ed.	41

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

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.	30 Lessons 20 Micro Lessons and 10 Simulation Lessons
M.Ed.	14 Lessons 10 Micro Lessons and 4 Model Lessons

As per new syllabus (from session 2015-16)

B.Ed.	40 Lessons 20 Micro Lessons and 20 Simulation Lessons
M.Ed.	Minimum number of pre-practice teaching lessons given by each student in M.Ed. course w.e.f. the session 2015-16 is not mentioned in the new syllabus of M.Ed. course

11. Practice Teaching at School

a) Number of schools identified for practice teaching

12

b) Total number of practice teaching days

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.	Min. 30 Days (Including Holidays)
M.Ed.	Min. 30 Days (Including Holidays)

As per new syllabus (from session 2015-16)

B.Ed.	Four months (16 weeks) in the third semester
M.Ed.	Total number of practice teaching days for M.Ed. students is not mentioned in the new syllabus of M.Ed. course but during M.Ed. Students will observe and supervise B.Ed. students during practice teaching in third semester

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

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.	Min. 20 Lessons in each of Two Teaching Subjects Min. 10 Observation Lessons in each of Two Teaching Subjects
M.Ed.	Supervision of Min. 20 Lessons (10 in any two teaching subject) Observation of Min. 10 Lessons through FIAT

As per new syllabus (from session 2015-16)

B.Ed.	Min. 50 Lessons in each of Two Teaching Subjects Min. 30 Observation Lessons in each of Two Teaching Subjects
M.Ed.	There is no requirement of minimum number of practice teaching lessons given by M.Ed. students in the new syllabus of M.Ed. course prescribed by Himachal Pradesh University, Shimla-5.

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

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.	Number of Simulation Lessons: 10 Number of Lessons Pre-Practice Teaching: 20 Micro Lessons
M.Ed.	Number of Simulation Lessons: -NIL- Number of Lessons Pre-Practice Teaching: 10 Micro Lessons

As per new syllabus (from session 2015-16)

B.Ed.	Number of Simulation Lessons: 20 (10 lessons per teaching subject in the beginning of third semester) Number of Lessons Pre-Practice Teaching: 20 Micro Lessons
M.Ed.	Number of Micro and Simulation Lessons: -NIL

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

Yes

14. Does the institution provide for continuous evaluation?

Yes

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

As per old syllabus (from session 2010-11 to 2014-15)

Programme	Internal	External
B.Ed.	20 %	80%
M.Ed. (Full Time)	20 %	80%

As per new syllabus (from session 2015-16)

Programme	Internal	External
B.Ed.	20 %	80%
M.Ed. (Full Time)	20 %	80%

16. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

As per old syllabus (from session 2010-11 to 2014-15)

B.Ed.	05
M.Ed.	05

As per new syllabus (from session 2015-16)

B.Ed.	04 (Courses having four units and total 100 marks) 02 (Courses having two units and total 50 marks)
M.Ed.	04

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

Facility	Yes	No
Computers	Yes	--
Intranet	Yes	--
Internet	Yes	--
Software / courseware (CDs)	Yes	--
Audio resources	Yes	--
Video resources	Yes	--
Teaching Aids and other related materials	Yes	--
LCD Projector	Yes	--
OHP	Yes	--
Slide Projector	Yes	--
Television	Yes	--
Radio	Yes	--
CD Player	Yes	--
DVD Player	Yes	--
Tape Recorder	Yes	--
Video Camera	Yes	--

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

Yes

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

Yes

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

In new curriculum w.e.f. the session 2015-16 for B.Ed. Course, a compulsory subject 'ICT in Teaching Learning Process' of 40 marks theory examination is included in third semester (paper XV) in M.Ed. programme it is not compulsory as per the curriculum framework, but the students are imparted training in computers and their use in teaching learning process.

Criterion III: Research, Consultancy and Extension

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

Number	05	26.31%
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2. Does the Institution have ongoing research projects?

No

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

No

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

X

○ Adjustment in teaching schedule

○ Providing secretarial support and other facilities

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

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

a) Ph.D.	04
b) M.Phil.	-NIL-

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

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

	Yes	No	Number
International journals	Yes	--	06
National journals – referred papers	Yes	--	15
Non referred papers	--	--	--
Academic articles in reputed magazines/newspapers	--	--	--
Books	--	--	--
Psychological Test	Yes	--	09
Chapter in Book	Yes	--	01

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

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

	Faculty	Students
National Seminars	08	--
International Seminars	02	--
Institutional Level	01	--

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

(Mark ` ` for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

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

If yes, indicate the nature of the post.

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

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

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

16. Does the institution provide consultancy services?

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

Local	Yes
State	ICDEOL,(Dr.Vishal Sood)
National	-----

Criterion IV: Infrastructure and Learning Resources

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

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

a) Methods lab Yes

b) Psychology lab Yes

c) Science Lab(s) Yes

d) Education Technology lab Yes

e) Computer lab Yes

f) Workshop for preparing teaching aids Yes

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

20 in Computer Lab. And 7 in other Lab.

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year (2014-15)?

70,000

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

35,000

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

57,000

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

3 Crore

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

Yes

9. Total number of posts sanctioned

Note: As per the norms of NCTE/HP Govt., there is no such gender-wise division of sanctioned posts of teaching and non-teaching staff in open and reserved categories. Hence, the information has been provided with respect to total no. of sanctioned teaching and non-teaching posts.

Teaching

As per old norms (from session 2010-11 to 2014-15)

B.Ed.	14 Posts
M.Ed.	05 Posts

Non-teaching

Librarian	01 Post
Assistant Librarian	01 Post
Tech. Asstt.	01 Post
Office Supdt.	01 Post
Accountant	01 Post
Typist/Clerk	01 Post
Helpers	02 Post

Teaching

As per new norms (from session 2015-16)

B.Ed.	15 Posts
M.Ed.	05 Posts

Non-teaching

Librarian	01 Post
Assistant Librarian	01 Post
Tech. Asstt.	01 Post
Office Manger	01 Post
I.T. Executive/ Maintenance Staff	01 Post
Account assistant cum- computer operator	01 Post
Helpers/ Sport staff	03 Post
Lab. Attendant	01 Post
Store Keeper	01 Post

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	00	00	00	00
Non-teaching	00	00	00	00

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

	Open		Reserved	
	M	F	M	F
Lectures	0	1	0	3
Readers	1	0	1	0
Professors	0	0	0	1

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

	Open		Reserved	
	M	F	M	F
Lectures	1	6	4	1
Readers	0	0	0	0
Professors	0	0	0	0

c. Number of teachers from Same state

Other states

12. Teacher student ratio (program-wise)

From the session 2010-11 to 2014-15

Programme	Teacher student ratio
B.Ed.	1:15
M.Ed. (Full Time)	1:7

With effect from 2015-16

Programme	Teacher student ratio
B.Ed.	1:3
M.Ed. (Full Time)	1:2

13. a. Non-teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	2	3	1	4
Temporary	----	----	----	----

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	0	0	0

Temporary

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

14. Ratio of Teaching – non-teaching staff

19: 11 =2:1

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

For Session 2014-15

55%

16. Is there an advisory committee for the library?

Yes

17. Working hours of the Library

On working days

9:00 AM to 5:00 PM

On holidays

Closed

During examinations

9:00 AM to 5:30 PM

18. Does the library have an Open access facility?

No

19. Total collection of the following in the library

a. Books

7395

- Textbooks	5607
- Reference books	606
b. Magazines	09
c. Journals subscribed	17
– Indian journals	17
–Foreign journals	-NIL-
d. Peer reviewed journals	06
e. Back volumes of journals	413
f. E-information resources	Delnet
- Online journals/e-journals	
- CDs/ DVDs	30
- Databases	Yes
- Video Cassettes	05

-Audio Cassettes

20. Mention the
Total carpet area of the Library (in sq. mts.)

Seating capacity of the Reading room

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

23. Are students allowed to retain books for examinations?

Yes

24. Furnish information on the following

Average number of books issued/returned per day

35

Maximum number of days books are permitted to be retained

by students

14 Days

by faculty

21 Days

Maximum number of books permitted for issue

for students

04 Books

for faculty

06 Books

Average number of users who visited/consulted per month

800-900

Approx

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

1:22

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

2%

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

	I		II		III	
	(2013)		(2014)		(2015)	
	Number	Total cost	Number	Total cost	Number	Total cost
		(in Rs.)		(in Rs.)		(in Rs.)
Text and other Books	205	41000	205	51250	207	54380

Journals/Periodicals	24	11380	25	11785	26	12460
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Criterion V: Student Support and Progression

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

Programme	Year III (2012-13)	Year IV (2013-14)	Year V (2014-15)
B.Ed.	1 girl	Nil	Nil
M.Ed. (Full Time)	Nil	Nil	Nil

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

Yes

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

As per old curriculum

5 to 7

As per new curriculum

4 to 5

3. Does the institution offer Remedial instruction?

Yes

4. Does the institution offer Bridge courses?

No

5. Examination Results during past three years.

	UG (B.Ed.)			PG (M.Ed.)		
	I (2012-13)	II (2013-14)	III (2014-15)	I (2012-13)	II (2013-14)	III (2014-15)
Pass percentage	80.0%	91.0%	97.50%	71.43%	97.14%	97.14%
Number of first classes	113	166	185	22	34	34
Number of distinctions	----	----	----	----	10	1
Exemplary performances(Gold Medal and university ranks)	----	----	----	----	----	

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

	I (2012-13)	II (2013-14)	III (2014-15)
NET	01	----	----
SLET/SET	----	----	----
Any other TET	02	05	10

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

Financial Aid	I (2012-13)	II (2013-14)	III (2014-15)
Merit Scholarship	----	----	----
Merit-cum-means scholarship	----	----	----

Fee concession	16 students	5 students	1 student
Loan facilities	----	----	----

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

9. Does the institution provide Residential accommodation for:
Faculty

Non-teaching staff

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

If yes, number of students residing in hostels

Men

Women

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

Sports fields

Indoor sports facilities

Gymnasium

12. Availability of rest rooms for Women

13. Availability of rest rooms for men

Yes

14. Is there transport facility available?

Yes

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

Yes

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	----	No	Nil	----	----	----
Inter-university	----	No	Nil	----	----	----
National	----	No	Nil	----	----	----
Inter-House Competitions (in College)	Yes	----	Mostly on each Saturday after lunch	----	----	----

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

Nil

18. Does the institution have an active Alumni Association?

Yes

If yes, give the year of establishment

2009

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

20. Does the institution regularly publish a college magazine?

21. Does the institution publish its updated prospectus annually?

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

	I (2012-13)	II (2013-14)	III (2014-15)
Higher studies	----Not Available---		
Employment (Total)			
Teaching Non teaching			

Data not maintained by the college.

23. Is there a placement cell in the institution?

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

I (2012-13)	II (2013-14)	III (2014-15)
04	06	20

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

- 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

2. Frequency of meetings of Academic and Administrative Bodies: (2014-15)

Governing Body/management	02
Staff council	10
IQAC/or any other similar body/committee	03
Library Advisory Committee	02

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

Loan facility

Medical assistance

Insurance

EPF

Transport Facility on requirement

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

5. Furnish the following details for the past three years

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

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:

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

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution **08**

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

a) Self-appraisal

b) Student assessment of faculty performance **Yes**

c) Expert assessment of faculty performance **No**

7. Are the faculty assigned additional administrative work?

Yes, various administrative duties such as volunteers, in blood donation, organizing seminars, workshops and other social works.

If yes, give the number of hours spent by the faculty per week **N.A.**

8. Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid **NIL**

Fees **1,15,00000**

Donation/Contributions by Society Members

5,00,000

9. Expenditure statement (for last two years)

I- (2013-14) II-(2014-15)

Total sanctioned Budget	11000000	11551100
% spent on the salary of faculty and % spent on the salary of non-teaching employees	50%	55%
% spent on books and journals	2%	1%
% Spent on developmental activities (expansion of building)	12%	20%
% spent on telephone, electricity and water	3%	2%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	10%	2%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	1%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1%	1%
% spent on travel	1%	1%
% spent on Advertisement	4%	2%
% spent on counseling fee, affiliation fee, inspection fee, levy charges, mgt. quota fee, processing fee, exam fee	15%	15%
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.
Year 2012-13	<input type="text" value="--"/>
Year 2013-14	<input type="text" value="--"/>
Year 2014-15	<input type="text" value="25092713"/>

11. Is there an internal financial audit mechanism?

Yes, Conducted by Abhilashi Educational Society (parent body of College)

12. Is there an external financial audit mechanism?

Yes, Conducted by the Chartered Accountant Appointed by Society

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

Administration	<input type="text" value="Yes"/>
Finance	<input type="text" value="Yes"/>
Student Records	<input type="text" value="Yes"/>
Career Counselling	<input type="text" value="Yes"/>
Aptitude Testing	<input type="text" value="Yes"/>

Examinations/Evaluation Assessment

No

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

Yes

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

Yes

Yes

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

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

Yes

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

a) for teachers

Yes

b) for students

Yes

c) for non - teaching staff

Yes

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

No

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

Yes

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

Yes

Criterion VII: Innovative Practices

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

Yes

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

Yes

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

B.Ed. for Session 2013-14

Category	Men	%	Women	%
SC	53	26.50	33	16.50
ST	06	3.00	04	2.00
OBC	11	5.50	11	5.50
Physically Challenged	00	00	01	0.50
General Category	23	11.50	58	29.00
Rural	89	44.50	100	50.00
Urban	04	2.00	07	3.50

B.Ed. for Session 2014-15

Category	Men	%	Women	%
SC	27	13.50	44	22.00
ST	06	3.00	08	4.00
OBC	19	9.50	16	8.00
Physically Challenged	01	0.50	00	00
General Category	19	9.50	60	30.00
Rural	71	35.50	126	63.00
Urban	01	0.50	02	1.00

M.Ed. for Session 2013-14

Category	Men	%	Women	%
SC	01	2.85	01	2.85
ST	00	00	00	00
OBC	01	2.85	02	5.71
Physically Challenged	00	00	00	00
General Category	01	2.85	29	82.85
Rural	03	8.57	30	85.71
Urban	00	00	02	5.71

M.Ed. for Session 2014-15

Category	Men	%	Women	%
SC	03	8.57	02	5.71
ST	00	00	02	5.71
OBC	01	2.85	01	2.85
Physically Challenged	00	00	01	2.85
General Category	02	5.71	23	65.71

Rural	06	17.14	25	71.42
Urban	00	00	04	11.42

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

B.Ed. Programme

Category	Teaching Staff	%
SC	25	25%
ST	00	----
OBC	04	25%
Women	11	65%
Physically Challenged	00	00
General Category	08	50%

M.Ed. Programme

Category	Teaching Staff	%
SC	00	00
ST	00	00
OBC	03	60%
Women	03	60%
Physically Challenged	00	00
General Category	02	40%

Non-Teaching Staff (Combined for two programmes)

Category	Non Teaching Staff	%
SC	05	45.45%
ST	00	00
OBC	00	00
Women	07	63.63%
Physically Challenged	00	00
General Category	06	54.54%

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

B.Ed. Programme

Category	At Admission		On Completion of the Course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)
SC	86	71	71 (82.55)	69 (97.18)
ST	10	14	09 (90.00)	14 (100)
OBC	22	35	21 (95.45)	35 (100)
Physically Challenged	01	01	01 (100)	01 (100)
General Category	81	79	80 (98.76)	76 (96.20)
Rural	189	197	172 (91.00)	192 (97.46)
Urban	11	03	10 (90.90)	03 (100)

M.Ed. Programme

Category	At Admission		On Completion of the Course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)
SC	02	05	02 (100)	04 (80)
ST	00	02	00	02 (100)
OBC	03	02	03(100)	02 (100)
Physically Challenged	00	01	00	01 (100)
General Category	30	25	30(100)	25(100)
Rural	33	31	33(100)	30(96.77)
Urban	02	04	02(100)	04(100)

EXECUTIVE SUMMARY

Abhilashi Educational Society was formed in the year 2000 under the chairmanship of Late Sh. T.R. Abhilashi, a renowned educationist, visionary and philanthropist. He was great follower of 'Sant Nirankari Mission' that works for the cause of humanity and spread of moral values in the society. He has a passion for the noble cause of education and was of the opinion that education is the only tool that can widen our horizons and enlighten the society. So, it is of vital significance to provide our society with committed and dedicated teachers having a professional and social outlook.

Keeping these objectives and vision in forefront, Abhilashi Educational Society started its educational endeavors with a small coaching centre and a school in 2001. Later on, in its endless efforts, a milestone was achieved in December, 2002 when Abhilashi College of Education was established to serve the down trodden people of rural areas of the State. Apart from this college, a number of educational institutions viz. Abhilashi University, Abhilashi College of Pharmacy, Abhilashi Institute of Management Studies, Abhilashi Institute of Life Sciences, T.R. Abhilashi Memorial Institute of Engineering and Technology, Genius International Public School are managed by the Society. Abhilashi University, Chailchowk, Tehsil Chachiot, Distt. Mandi (H.P.) is established by the Government of Himachal Pradesh and is a Government recognized university. The campus of the University is located at Chailchowk near Mandi (H.P.). Abhilashi University is the fastest emerging private University of Himachal Pradesh having various technical and professional courses viz. BAMS, B.Sc. (Hons.) Agriculture, B.Pharmacy (Allopathy), D. Pharmacy, M. Pharmacy, B.Tech. (CE), B.Tech. (ME), M.Tech. (CE), M.Tech. (ME), BHM, BCA, BBA, MCA, MBA, B.Sc. Nursing, Bachelor of Physiotherapy, M.Sc. (Agro-Economics), M.Sc. (Agriculture Extension Education), M.Sc. (Plant Pathology), Ph.D. (Agricultural Economics), Diploma in Veterinary Sciences, M.Sc. (Zoology), M.Sc. (Chemistry), M.Phil (Chemistry), M.Phil. (Zoology), Ph.D. Chemistry, Ph.D. Zoology, M.Tech. (Modular) Civil Engg. and M.Tech. (Modular) Mechanical Engg. Abhilashi University has enrolled students across the country and is an ultimate destination for the students who can ensure their career and future.

Out of one flower of the Society, Abhilashi College of Education is a self-financing, privately managed co-educational college approved by State government of Himachal Pradesh, recognized by NCTE and affiliated to Himachal Pradesh University, Shimla-5. It started with an intake of 100 seats in B.Ed. course in 2002 which was increased to 200 in the year 2007-08. In the same year, the college attained the status of post graduate institution when M.Ed. course with an intake of 25 seats

was started which was increased to 35 seats in the year 2010 and 50 seats in the year 2015.

The college is situated at NH-21 in Balh Valley of Himachal Pradesh and is well connected by transport facilities with every corner of the country throughout the whole year. The college has well developed infrastructure and a team of dedicated faculty members working cooperatively to achieve the vision and mission of the institution. As a result of this, the college has received recognition and acceptance among local schools and community members through its long lasting efforts in producing good quality teachers since its inception.

The SWOT analysis in respect of the college is as under:

Strengths:

- i. It is situated at Central Location and is easily approachable.
- ii. High quality infrastructure and its proper maintenance.
- iii. Outreach to society by extension services/programmes.
- iv. Good relationship with practicing schools.
- v. Student- centred approach for imparting training.
- vi. Use of ICT by faculty as well as students.

Weakness:

The college needs some improvement which are listed below:

- i. There is a need for bridge course/programme.
- ii. The condition of link road joining the institution and the NH-21 needs improvement.

Opportunities:

There are following opportunities for the college to flourish:

- i. Taking up research projects.
- ii. Linkages with national and international organizations.
- iii. Publication of research journal.

Threats:

A major decline was noticed in the enrolment of students in B.Ed. and M.Ed. course throughout the State from the session 2015-16. So, the college desires to be pioneer in the field of teacher education by imparting quality training to its prospective teachers.

CRITERION-WISE ANALYSIS

Criterion I : Curricular Aspects:

1.1 Curricular Design and Development

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

The institution has been established with the main aim of providing quality teacher education to the students of rural areas of Himachal Pradesh. The institution is striving hard for preparing effective and efficient teachers through various academic, co-academic and social activities. The main motto of the institution is '*Vidya Dadati Vinayam*' which means "to bestow student-teachers with right kind of attitude, behaviour and values like social service, dignity of labour, temperance and spirit of humility". For preparing such future teachers, the institution with the committed visionaries in Abhilashi Educational Society (parent body of the college) and dedicated faculty members tries to achieve the following objectives:

- (i) To develop reflective, critical and creative thinking among prospective teachers.
- (ii) To develop inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers.
- (iii) To bring about physical, emotional, intellectual and ethical integration of student-teachers with a view of evolving a 'Complete Teacher' possessing the basic values of secularism, national integration and truthfulness.

The vision and mission of the college is as given ahead:

Vision of the College:

In accordance with the philosophy of “Sadguru Nirankari Baba Hardev Singh ji Maharaj”, the endeavour of the college is:

- (i) To prepare and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- (ii) To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.
- (iii) To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

Mission of the College:

To imbibe in our prospective teachers, 4 D’s i.e. Dedication, Diligence, sense of Discrimination and Dignity of teaching profession through the development of;

- (i) Head, Heart and Hand (3 H’s).
- (ii) Ability, Aptitude and Achievement (3 A’s).
- (iii) Communication Skills, Character and Computer Awareness (3 C’s).

For achieving the mission and objectives of the institution, a number of academic as well as co-academic activities are being organized by the college through mutual co-operation and efforts of students and faculty members.

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

The curriculum for B.Ed. and M.Ed. courses is developed by Himachal Pradesh University, Shimla-5 and same is circulated to the affiliated colleges by the University. Although, there is no direct role of the college in curriculum development process, however, the college put forward the suggestions for making improvement in curriculum as and when it is desired by the University. In the year 2013 collective feedback was provided by the faculty member of B.Ed. and M.Ed. course regarding the existing curriculum of the courses and also some valuable suggestions were also given to improve the existing curriculum.

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

The curriculum of B.Ed. and M.Ed. programmes is being developed by Himachal Pradesh University, Shimla. Various modern aspects of teacher education are added by affiliating body in both the programmes with effect from the session 2015-16. In B.Ed. programme role of ICT in teaching-learning process and construction of knowledge, new trends in ICT, concept, elements and advantages of smart classroom, EDUSAT, internet and online learning resources are included. In addition to this, B.Ed. programme deals with various social issues like domestic violence against women, female foeticide, infanticide and dowry. Further, B.Ed. programme included education for human values, therapeutic values of yoga, inclusive education and education for peace and role of social agencies in imparting education for peace. There is a special paper for B.Ed. students concerning their health and physical education.

Similarly, for M.Ed. programme the affiliating body has added modern trends in education communication such as e-mail, wiki, blogging, social networking, web based learning as well as challenges in integrating the technology for classroom instruction. Revised M.Ed. curriculum has led great emphasis on peace education, challenges of

education in 21st century and education for eradication of poverty. In addition to these curricular aspects, various value added and topics of current affairs are discussed in the morning assembly to prepare the future teacher to have a glance into the global perspectives. Various international days like AIDS Awareness Day, Human Rights Day, Teacher's Day, World Environment Day, and International Women's Day etc. are celebrated to make students aware of global issues. In order to ensure effective teaching learning practice, students friendly teaching aids and techniques such as OHP transparencies, power point presentations, audiovisual aids, seminars, assignments, class tests, group discussion and debates are employed in both B.Ed. and M.Ed. programmes.

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

Although, the curriculum for B.Ed. and M.Ed. courses is developed by the respective affiliating body. For bringing awareness among the teacher trainees regarding human values the affiliated body has included in the B.Ed. curriculum two papers viz. 'Understanding the Self' in third semester and 'Education for Peace' in fourth semester. In M.Ed. programme peace education is included in paper 'Historical and Sociological bases of Education in second semester. For emphasizing the importance and role of ICT in teacher education a paper entitled 'ICT in Teaching Learning Process' is included in the B.Ed. course. In M.Ed. the topics related to ICT are included in the paper Educational Technology in third semester. However, at the time of curriculum transaction in the college, the teacher trainees are provided educational experiences with the help of OHP, LCD projector as well as they are also trained in the use of these modern technologies in classroom teaching-learning process. Apart from this various activities like visit to old age home, visits to

nearby special school, cleanliness campaign, activities related to hazards of drug addiction and women empowerment, environment awareness rally, AIDS awareness related activities etc. are being organized by the college so as to develop among students various social, environmental and moral values. This helps in moving towards the achievement of objectives of the institution.

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

The college has itself no particular role in the process of curricular planning in any of the two programmes i.e. B.Ed. and M.Ed.

1.2 Academic Flexibility

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

(i) The teacher trainees in B.Ed. programme are provided training with the help of audio-visual aids, group discussion in classes, seminar presentations, class quizzes, team teaching etc. The teachers make use of teaching aids while imparting experiences to the students in the classroom. In addition to this, the students are provided training in various teaching skills as well as classroom management skills by the techniques of micro-teaching, simulation, practice teaching in schools. The first hand experiences to the students are provided with the help of demonstrations and practice in different laboratories.

(ii) Similarly, the students of M.Ed. programme are provided educational experiences with the help of modern technologies like OHP, LCD projector and other teaching aids as per the requirement of the topics. Students also act as mentors during sessions of micro-teaching, simulation, laboratory demonstrations and co-curricular activities of B.Ed. students. Along with this, micro-teaching, seminar presentations, writing school report after visit, observation lessons (through FIAT) in schools, supervising lessons of B.Ed. trainees are also an integral part of M.Ed. curriculum. This helps them in perceiving and understanding the

role and functions of a teacher educator. Before carrying out the dissertation work, M.Ed. students prepare research proposals and present them in front of all peers and M.Ed. faculty. The research proposals are critically discussed and necessary modifications are made. After this exercise, the research/dissertation work is initiated by the students.

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

For providing various types of learning experiences to the students of both the programmes, the college does not only stick to the curriculum prescribed by the concerned affiliating body. College organizes various activities which are not specifically mentioned in the curriculum like seminars, guest lectures, workshops, environment awareness rally, AIDS awareness related activities, observing celebration of various important days, cleanliness campaign, plantation, visits to nearby schools, visit to old age home, preparation of teaching aids in various subjects, conducting activities related to art education, organizing various cultural activities and sports activities (inter-house competition), gardening and campus beautification activities etc. These all activities are organized by following 'participant-centered approach' and the students themselves organize these activities and the role of the teachers is to guide and supervise them and provide help as and when required by the students. This helps in developing self-confidence and skills of organizing various activities in the schools at a later stage.

In additions to this, the college makes efforts to provide training to the prospective teachers not only in five specified teaching skills (Skill of Explaining, Skill of Reinforcement, Skill of Probing Questioning, Skill of Stimulus Variation, Skill of Using Blackboard), but additional teaching skills are integrated with other main teaching skills during micro teaching are as given below:

- (i) Skill of Set Induction.
- (ii) Skill of Writing Instructional Objectives in Behavioral terms.
- (iii) Skill of Class Management.
- (iv) Skill of Illustration with Examples.
- (v) Skill of Achieving Closure.

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

Although, no specific value added courses have been introduced by the college in a formal manner. However, the students of both the programmes are motivated and inspired by the faculty members to join some additional courses to develop among them better communication skills (especially in English). With regard to this, the college organizes in-campus introductory lectures and demonstrations by the nearby institutes (that provide courses in personality development and communication skills development). Apart from this, guest lectures are also organized by the institution in which intellectual and experienced persons from different fields like law and order, yoga, education, local community etc. are invited so as to develop among students awareness regarding their role and responsibility as a citizen and community member and inculcating better habits of leading a good and happy life.

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

➤ **Interdisciplinary/ Multidisciplinary:**

Different courses in both programmes are taught by the faculty members by showing and describing the correlation of one subject with other subjects.

➤ **Multi-Skill Development:**

For developing various skills among students, simulation, micro teaching, observation of peer group lessons are the integral part of curriculum in both the programmes. Apart from this, the faculty members make use of various strategies like group discussions, seminar presentations, class quizzes, use of modern technological gadgets (OHP, LCD Projector) during classroom teaching so as to develop communication skills and self-confidence among students. Various co-curricular activities and extension activities are organized by the student-teachers under the supervision of M.Ed. students (Mentors) and overall guidance of faculty members. This helps in developing civic and social values among the students.

➤ **Inclusive Education**

The concept of 'Inclusive Education' has been included in the course "Inclusive School" in B.Ed course. In this subject, student-teachers are acquainted with following aspects of inclusive education.

- Disabilities and Inclusion in Education Disability: Concept and Nature; Disabled Children: Types, Characteristics and their Identification. Inclusion in Education: Meaning, Need, Scope and Advantages.
- Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.
- Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents' Participation in Creating Inclusive Schools.
- Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource

Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.

- Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.
- Identifying Barriers to Learning and Participation of CWSN.
- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

Similarly, at M.Ed. level, in the course 'Inclusive Education', the students are provided with knowledge and understanding about following areas of inclusive education.

- Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.
- Difference between Special Education, Integrated Education and Inclusive Education.
- Need for Inclusive Education and barriers in the Implementation of the scheme.
- Adaptations in Instructional Objectives , curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet basic Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

- The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)
- National Initiatives for children with special needs:
 - Integrated Education for Disabled Children (IEDC, 1974).
 - Project Integrated Education for disabled children (PIED, 1987).
 - Sarva Shiksha Abhiyan and RTE 2009
- Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.
- Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.
- Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).
- Evaluation and Follow Up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.
- Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.
- Role of NGO's in Inclusive Education - A Critical Appraisal.

➤ **Practice Teaching:**

Practice Teaching is an integral and compulsory part in B.Ed. programme.

Procedure of Practice Teaching before the academic session 2015-16

The student-teachers are to undergo practice teaching in nearby situated secondary schools for a minimum period of 30 days. During practice teaching, the student teachers take classes in their concerned teaching subjects, prepare lesson plans, develop teaching aids, observe peers, prepare daily reports and maintain students' attendance registers and organize different co-curricular activities. In M.Ed. programme, the students are not directly involved in classroom teaching in schools but these students are involved in observing B.Ed. students (through FIAT), supervising lessons of B.Ed. trainees and preparation of reports. Along with this, M.Ed. students are provided training during practice teaching in giving feedback and suggestions to B.Ed. trainees for improvement of their teaching skills/competencies and supervising/guiding other academic and co-curricular activities during practice teaching.

Procedure of Practice Teaching from the academic session 2015-16

Practice teaching of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject. During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a

candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying. M.Ed. students will observe and supervise B.Ed. students during practice teaching in schools.

➤ **School Experience/Internship:**

Procedure of School Experience/Internship before the academic session 2015-16

There was no provision of school experience/internship in the prescribed curriculum of any of two programmes. Only students are to undergo practice teaching as explained in above paragraph.

Procedure of School Experience/Internship from the academic session 2015-16

The students are required to go through a school internship for one month during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying. The school internship of one month duration will be held in second semester. The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second week of practice teaching will include study of maintenance of various school records (e.g. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on

school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying. M.Ed. students will observe and supervise B.Ed. students during internship in schools.

➤ **Work Experience/SUPW:**

Procedure of Work Experience/SUPW before the academic session 2015-16

Work Experience/SUPW was compulsory and integral part of B.Ed. and M.Ed. programmes. In B.Ed. programme, there is one compulsory external theory examinations of 'Work Education and Work Experience' of 100 marks as well as grades are awarded by the college to the students in 'Practicum' part of this course. In M.Ed. programme, 'Practicum' is also compulsory part and students are given grades on the basis of their participation in various co-curricular activities and activities related to work experience/SUPW.

Procedure of Work Experience/SUPW from the academic session 2015-16

In B.Ed. Course from the session 2015-16 a theory paper 'Vocational and Work Education', (Paper XVIII , 50 Marks) is included in the IV semester with following topics.

- Meaning, Need, Scope and Importance of Vocational Education in Secondary Schools, Current scenario of Vocational Education in India.

- Quality of Vocational Education in Secondary Schools, Efforts to improve the Quality of Vocational Education
- Concept, Need and Importance of Work Experience: Objectives of introducing work experience in school curriculum; Views of Gandhi and Dewey on Work Experience and Work Education, Recommendations of Indian Education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards Work Experience.
- Methods of Teaching Work Experience: Lecture - Demonstration Method, Assignment Method, Excursion Method and Exhibition Method
- Preparation of Teaching Aids – Meaning ,concept, need and significance of Teaching Aids; Classification of Teaching Aids, Material required for preparing Teaching Aids
- Campus Beautification - Identification of the campus , Maintenance of campus Fence , Raising of lawns and playgrounds, Raising of flower beds, Maintenance of potted plants, Cleaning of classrooms /corridors and identification of places for display of slogans and posters
- Library organization – organization and administration of school library, Classification and cataloguing; Readers services: Issue work, Reference work, Periodicals and their selection and use
- Medical first Aid – Definition of first aid and its types, Components of First Aid Box, Providing first aid in case of drowning, burning, vomiting, diarrhea, bites and wounds.

Apart from this student teachers have to perform any one of the following three activities.

1. Preparation of pickles / jam Jellies and other yield with regard to locality available fruits and vegetables.
2. Performance of basic asanas

3. Organization of literacy drive, Environmental awareness

1.3 Feedback on Curriculum

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

As already mentioned, the curriculum for B.Ed. and M.Ed. programmes is developed by the concerned affiliating body and the college has no direct role in its preparation and development. Still, the college tries to take feedback from staff members through formal discussions held in staff meetings from time to time, not only with regard to content of the prescribed curriculum but also in context of problems arising in curriculum transaction. The college also collects feedback from the students of B.Ed. and M.Ed. programmes at the end of academic session through a proforma developed by the college. This proforma includes information regarding functioning of college, academic environment of college, theoretical aspects of curriculum, curriculum transaction processes, co-curricular activities undertaken etc. The college also has a provision of teacher's evaluation by the students through a self-developed proforma. In addition to this, at the end of practice teaching, feedback is also collected (through a self-developed proforma) from the school heads/teachers regarding practice teaching and its different aspects.

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

Yes, the feedback so obtained is discussed and analyzed in staff meetings to identify those aspects which require improvement/modifications in next sessions. The feedback so received has proved to be very helpful

particularly, in bringing improvements in transactional aspects of academic as well co-curricular activities and undertaking new activities in the college.

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

As per ordinances and statutes of respective affiliating body of the two programmes, there is no provision of appointing teaching faculty of private unaided institutions as member of Board of Studies or Academic Council. Hence, no faculty member of the college has ever been nominated to these academic bodies.

1.4 Curriculum Update

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

The curriculum of both courses i.e. B.Ed. and M.Ed. have been revised by the concerned affiliating bodies. The Curriculum of B.Ed. was revised by Himachal Pradesh University Shimla from the session 2015-16. The scheme of studies was divided into four semesters and the different subjects were added to them. The details of the revised curriculum of B.Ed. course effective from the session 2015-16 are given below.

B.Ed. First Semester					
Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
1.	Paper I	Childhood and development Years	80	20	100

2.	Paper II	Contemporary India and Education	80	20	100
3.	Paper III	Language Across the Curriculum	40	10	50
4.	Paper IV	Understanding Disciplines and Subjects	40	10	50
5.	Paper V	Text Reading and Reflections	40	10	50
Total Marks in First Semester			280	70	350

B.Ed. Second Semester

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
1.	Paper VI	Learning and Teaching	80	20	100
2.	Paper VII	Assessment for Learning	80	20	100
3.	Paper VIII	Drama and art in Education	40	10	50

Candidates are required to choose any two of the following subjects in second semester in accordance with the subjects studied at graduation level.

4.	Paper IX-A	Pedagogy of School Subjects (Part-1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50

	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
5.	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on four points Letter grades) Will be done on the basis of reports submitted by the students		
Total Marks in Second Semester			280	70	350
B.Ed.Third Semester					
<i>Candidates will continue with same two teaching subjects in third semester which they have opted in the Second Semester.</i>					
1.	Paper IX-B	Pedagogy of School Subjects (Part-2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
School Internship/ Practice Teaching					
2.	Paper XI-A	Skill in Teaching (School	125		

		Subject-1)			
3.	Paper XI-B	Skill in Teaching (School Subject-2)		125	
	Total Marks in B.Ed. Third Semester		80+250	20	350
B.Ed. Fourth Semester					
1.	Paper XII	Knowledge and Curriculum	80	20	100
2.	Paper XIII	Gender, School and Society	40	10	50
3.	Paper XIV	Inclusive School	40	10	50
4.	Paper XV	ICT in Teaching-Learning Process	40	10	50
5.	Paper XVI	Understanding the Self	40	10	50
<i>Candidates are required to Choose any one of the Following optional Subjects in forth Semester</i>					
6.	Paper XVII	Health and Physical Education	40	10	50
7.	Paper XVIII	Vocational and Work Education	40	10	50
8.	Paper XIX	Education for Peace	40	10	50
9.	Paper XX	Guidance and Counseling	40	10	50
Total Marks in B.Ed. Fourth Semester			280	70	350
Grand Total Marks for B.Ed. Course			1170	230	1400

The Curriculum of M.Ed. is also revised by Himachal Pradesh University with effect from the session 2015-16. The scheme of studies

was divided into four semesters and the details of the concerned subjects are given below.

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks	Credits
M.Ed. Semester-I						
1.	Paper I	Philosophical Foundation of Education	80	20	100	4
2.	Paper II	Psychology Development and Learning	80	20	100	4
3.	Paper III	Methodology Educational Research	80	20	100	4
4.	Paper IV	Statistics in Educational Research	80	20	100	4
		Practicum-cum- Field work				
	Selection of Research Problem and Preparation of Research Proposal					2
	Filed Work: Visit to schools and teacher education institutions (TEIs) and prepare a field report					3
Total					400	21
M.Ed. Semester-II						
1.	Paper V	Historical and sociological Basis of Education	80	20	100	4
2.	Paper VI	Political and Economic Basis of Education	80	20	100	4
3.	Paper VII	Teacher Education-I (Institution, System and Structure in Teacher	80	20	100	4

		Education)				
4.	Paper VIII	Introduction to Educational Studies	80	20	100	4
Practicum-cum- Field work						
Data Collection: Tool Development and Sampling						2
Total					400	18
M.Ed. Semester-III						
1.	Paper IX	Teacher Education-II (Curriculum Policy, Practices and Continuing Professional)	80	20	100	4
2.	Paper X	Curriculum Studies	80	20	100	4
3.	Paper XI	Life Skill Education	80	20	100	4
4.	Paper XII	Educational Technology	80	20	100	4
Practicum-cum- Field work: Data Collection						
<i>M.Ed. Students will observe/supervise B.Ed. Students during internship/practice teaching in schools.</i>						3
Total					400	19
M.Ed. Semester-IV						
Specialization (Any three of the following)						
	Paper XIII	Curriculum, Pedagogy and Assessment	80	20	100	4
	Paper XIV	Educational Administration Management and Leadership	80	20	100	4
	Paper	Principles and Procedures	80	20	100	4

	XV	of Guidance and counseling				
	Paper XVI	Inclusive Education	80	20	100	4
	Paper XVII	Dissertation and Viva-Voce (Compulsory)	100	Dissertation =75 Viva-Voce=25		4
Practicum-Cum-Field Work						
Academic Work: Seminar, Workshop, Reporting, Writing Research Articles/ Papers						

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

As mentioned earlier, curriculum revision and updating in both programmes is being undertaken by the concerned affiliating body. But, the college obtains feedback from its teaching staff, students and heads/teachers of practicing schools and uses this feedback for bringing the improvements in various transactional aspects of academic and co-curricular activities organized by the college. The college also forwards the feedback and suggestions regarding curriculum and its transactional aspects to the concerned affiliating body as when the same is desired by them.

1.5 Best Practices in Curricular Aspects

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

The college does not stick only to the curriculum prescribed by the concerned affiliating body. For providing quality training to the prospective teachers, a number of additional academic and co-academic activities other than those prescribed in the curriculum, are being organized. These academic and co-academic activities mainly include support to nearby schools by donating teaching-learning materials, academic help to school teachers, academic and vocational guidance to students of practicing schools, feedback from teachers and students regarding curriculum and its transactional aspects, feedback from school teachers/heads of practicing schools for improvement of practice teaching etc.

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

The curriculum has been enriched by the institution through the following measures.

- Morning assembly is conducted every day and it emphasized on physical exercises, current affairs, general knowledge, value orientations and other important educational topics. Students are encouraged to put their views on different topics presented in the morning assembly.
- Apart from classroom instructions students were imparted practical knowledge in different laboratories such as science laboratory, computer laboratory, educational technology laboratory, educational psychology laboratory, language laboratory and mathematics laboratory.
- Different innovations like team teaching, seminars, workshops, group discussions, class quizzes, PPT presentations, class tests, assignments on different theory courses are used by the teacher educators.

- Different co-curricular activities are organized by the college for all round development of the students. Students are motivated to participate actively in these activities.
- Students of B.Ed. and M.Ed. courses are required to appear in the house examinations conducted by the college before final university examinations.
- Assignments on various theory courses are submitted by the students of B.Ed. and M.Ed. courses. These assignments are evaluated and suggestions are provided by the concerned teacher educators. Grade is awarded according to the quality of the assignment.
- Teacher diaries are maintained by the teacher educators in their respective teaching courses.

Additional Information

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

Sr.No.	Observation/Suggestion	Action Taken
1.	ICT is used in the curricular aspect	There is frequent use of ICT in curricular aspect.
2.	Value orientation is provided through morning assembly	Morning assembly is a regular feature of college functioning and also a source of value orientation to the students.
3.	Feedback is obtained from students	Feedback is obtained from students annually on different aspects of college functioning through IQAC and is used for

		improving the college functioning.
4.	Suggestions regarding the course revision are discussed and analysed in the staff meeting.	Suggestions regarding the course revision and its effective transaction are regularly discussed in staff meetings.

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

- The Internal Quality Assurance Cell (IQAC) was constituted in the year 2010 to sustain and enhance quality.
- Feedback from different stakeholders were obtained and used for the improvement of the college functioning.
- The proforma used for providing feedback to B.Ed. and M.Ed. students during micro teaching is modified in the session 2013-14.
- For providing feedback in simulation teaching an observation schedule with nine components was developed in the session 2012-13.
- Various guest lectures, workshops, orientation programmes, extension activities, social welfare programmes were organized for quality enhancement.
- With effect from the session 2012-13 two house examinations were held in M.Ed. and B.Ed. courses.
- For effective curriculum transaction the teacher educators make use of audio-visual aids, group discussion in classes, seminar presentations, class quizzes, class tests, extempore activities, workshops, team teaching etc.

- The evaluation proforma used for evaluating the assignments of M.Ed. and B.Ed. students was modified in the year 2014-15.
- The observation schedule used by the M.Ed. and B.Ed. during teaching practice was modified in the year 2013-14 and the revised observation schedule consists of 15 components based on different aspects of class room teaching.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

(i) In B.Ed. course from the session 2010-11 to 2012-13 the admissions were made by Himachal Pradesh University, Shimla-5 on the basis of percentage of marks obtained at graduation level (B.A./B.Sc./B.Com.) and/or in the Master's degree or any other qualification thereto. The minimum eligibility criterion for taking admission in B.Ed. course was 50 percent marks (for general category candidates) either in the Bachelor's degree and/or in the Master's degree or any other qualification thereto and 45 percent marks in case of SC/ST/OBC/Physically Handicapped categories from a recognized university established by law in India. For the session 2013-14 and 2014-15 the admissions in B.Ed. course were made on the basis of merit of entrance test score conducted by Himachal Pradesh University, Shimla-5. However, in the session 2013-14 and 2014-15 all the seats of B.Ed. course were not filled through the entrance test conducted by Himachal Pradesh University, Shimla and the remained vacant seats were filled by the college on the basis of merit by adopting the criteria of 50 percent marks (for general category candidates) either in the Bachelor's degree and/or in the Master's degree or any other qualification thereto and 45 percent marks in case of SC/ST/OBC/Physically Handicapped categories from a recognized university established by law in India. The management quota seats were filled up by the college strictly on the basis of merit at the qualifying examination and strictly as per NCTE/HPU guidelines. No additional fee is charged by the institution for management quota seats and these are filled up by charging same fee as incase of other students.

(ii) In M.Ed. course from the session 2010-11 to 2014-15 the admissions were made by Himachal Pradesh University, Shimla-5 on the basis of merit of entrance test score. Only those students were admitted to this course who possess B.Ed. degree of a University, established by law in India with an aggregate of 55% marks both in theory and practice of teaching for general category candidates and 50% marks both in theory and practice of teaching for SC and ST category candidates. However, in session 2013-14 and 2014-15 all the seats of M.Ed. course were not filled through the entrance test conducted by Himachal Pradesh University, Shimla and the remained vacant seats were filled by the college on the basis of merit and as per the guidelines received from Himachal Pradesh University, Shimla. The management quota seats were filled up by the college strictly on the basis of merit at the qualifying examination and strictly as per NCTE/HPU guidelines. The management quota seats are filled up by charging same fee as incase of other students.

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

The advertisements of the programmes are made through various local and national newspapers viz. Amar Ujala, Divya Himachal, The Tribune, Punjab Kesari, etc. Along with this the electronic media like cable network and information on website 'www.abhilashi-edu.com' is also used for providing the necessary information to prospective students about the programmes. The pamphlets are also circulated in newspapers as well as banners and publicity boards are placed at various places of Himachal Pradesh. In addition to this, annual prospectus of 'Abhilashi Group of Institutions' is also published for advertisement of various programmes.

In the advertisements published in newspapers and in local cable network, information regarding programmes, number of seats, eligibility conditions of various courses, recognition/affiliation status, address and contact numbers of institution/persons concerned is provided to the prospective students. Similar information is given in banners, pamphlets and publicity boards for acquainting the prospective students with various programmes run by the institution.

In the prospectus of Abhilashi Group of Institutions, vision of the Abhilashi Educational Society, nature of programmes offered, information regarding various committees for smooth functioning of the college, eligibility conditions for admission to respective courses, number of seats, reservation policy, academic calendar, information regarding faculty, information regarding infrastructure and other facilities available in the college, mode of payment of fee, attendance norms, leave rules, general information and code of conduct, fine structure, dress code, library rules, library membership form, application form, information about essential documents to be enclosed with this form, directions regarding ragging, A glimpse of achievements and important telephone numbers of Himachal Pradesh University, Shimla-5 and the college are mentioned.

The prospective students are also made aware and informed about various programmes through the website of institution in which the information regarding nature of programmes offered, eligibility conditions for admission to respective courses, number of seats, mode of payment of fee, fine structure, dress code, library rules, library membership form, application form, information about essential documents to be enclosed with this form, directions regarding ragging, A glimpse of achievements and important telephone numbers of Himachal Pradesh University, Shimla-5 and the college are displayed.

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

The admissions to the M.Ed. and B.Ed. programmes are made by Himachal Pradesh University, Shimla-5 on the basis of the eligibility criteria as mentioned earlier. The reservations to candidates are given in accordance with the reservation policy of State Government of Himachal Pradesh. However, management quota seats in M.Ed. and B.Ed. programme are filled up by the college by following the criteria laid down by Himachal Pradesh University, Shimla-5 which is same as in case of state quota and other state quota seats in these programmes.

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).

For retaining the students of diverse economic background, the college has book bank facility in the library from where the students of poor economic status are provided with books as per their requirement for the whole session. The college recommends names of those students for availing the facility of bank loans and scholarships who apply to the college for the same. The college has a provision of remedial teaching/enrichment programme for slow learners/advance learners. The college follows participant-centred approach in imparting training. The students are allowed to retain library books during examinations.

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

In M.Ed. and B.Ed. courses, the students' profile is prepared in which their achievement is noted in respect of their previous academic

qualifications (10th, 10+2, Graduation, B.Ed., Post Graduation). In addition to this the information regarding special achievements of the admitted students in the areas of cultural event, sports activities is compiled. From the session 2014-15 a separate proforma is developed by the college for maintaining the profile of the students for the purpose of additional information and follow up. A small group of students is allotted to the teacher educators and they maintain the profile of students and also act as local guardian for the allotted students. Besides this, to assess their aptitude towards teaching profession, teaching aptitude test is administered on them and recorded in respect of each student in his/her profile. This helps in knowing the weak and strong aspects of students. Apart from this, 'Talent Hunt Function (Introductory Programme)' is also organized by the college to identify the students with special and hidden inner talent in them. In addition to this, students are exposed to extempore conditions in their respective theory classes for recognizing their hidden talents and developing self-confidence among them.

2.2 Catering to Diverse Needs

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

For providing best learning experiences and creating a conducive environment for imparting of quality teacher training, group discussions in classes, team teaching, class quizzes, seminars etc. are being adopted by the faculty members. For development of social and moral values among prospective teachers, different extension activities like visit to old age home, tree plantation, AIDS awareness related activities and environment awareness rally, visit to special schools, inter house sports and cultural competitions are being organized in the institution by specifically following 'participant-centered approach.' In addition to this,

in certain topics of theory subjects, strategy of 'team teaching' is also employed to give best learning experiences to the students. The students of M.Ed. act as mentors for B.Ed. students during practical work in laboratories, simulations and micro teaching sessions. It helps them in better understanding of various concepts and skills in non-stressful conditions and it also assists in acquainting in the M.Ed. students with the role of teacher educator.

Also, committees like campus beautification committee, discipline-cum-anti ragging committee, grievance redressal cell, extension activities cell, co-curricular activities management committee, college students association, guidance cell, red ribbon club have been constituted in the college with one teacher in-charge and students from M.Ed. and B.Ed. programmes are nominated as members of each committee. It helps the college in smooth organization of various activities and development of organizational skills and sense of self confidence and responsibility among students. Overall, the faculty members try to create a friendly and healthy environment by following the procedure of active learning and student centred approach. The students are involved in enhancing the quality of various academic and co-academic activities. Their suggestions are sought at different junctures and then, faculty members and students through team work (in a cooperative manner) decide and plan about various activities. Different activities are also monitored at requisite time so that necessary modifications can be made.

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

For meeting and satisfying the diverse learning needs of students, the faculty members make use of teaching aids, audio-visual learning materials, power point presentations, group discussions, class quizzes etc. during teaching learning process. The institution also organizes orientation programme for students at the beginning of academic session

to acquaint the students with the history of the institution, theory subjects, evaluation criteria, general rules and code of conduct and activities to be undertaken during the session. Along with this, for identifying the needs and the interests of the students, student profile is prepared in respect of M.Ed. and B.Ed. course as mentioned earlier under 2.1 (5). Seminar presentations by students, guest lectures by school teachers, remedial teaching for weak students, special coaching for advanced learners, practical activities in laboratories and organization of workshops for preparing instructional objectives, lesson plans, teaching aids and improvised TLM are also undertaken by the institution to provide varied learning experiences to the students. The evaluation of students is done at regular intervals by faculty members through general observation, level of participation in class activities, morning assembly, co-curricular activities and performance in house examinations. This helps in identifying the problems and needs of students and providing appropriate educational experiences.

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

The concept of 'Inclusive Education' has been included in the Paper-XIV, "Inclusive School" in B.Ed fourth semester. In this paper, student-teachers are acquainted with different aspects of inclusive education as mentioned earlier under 1.2 (4, Inclusive Education). Apart from this following topics have been included in the curriculum of B.Ed. course for student teachers to understand the role of diversity and equity in teaching learning process.

1. First semester, Paper-I, Childhood and Development Years

- ❖ Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values,

- Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- ❖ Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
 - ❖ Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
 - ❖ Role of Teacher to minimize Individual Differences.
2. First semester, Paper-II, Contemporary India and Education
- ❖ Equality of Educational Opportunities: Meaning, Objectives and Scope
 - ❖ Discrimination: Meaning, Factors and Constitutional Safeguards
 - ❖ Right to Education: Historical Development, Provisions, Issues and Challenges in Implementation.
 - ❖ Education of the Marginalized Groups (Women and Socially Disadvantaged) : Status, Issues and Constitutional Provisions.
3. Second semester, Paper IX – A (iii), Teaching of Mathematics
- ❖ Strategies for Teaching of Mathematics to CWSN (Gifted, Slow Learners, Learners with Dyscalculia). Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive measures to overcome them.
4. Third semester, Paper IX - B (iv) , Teaching of Social Sciences
- ❖ Identification of Difficulties in learning Social Sciences and remedial teaching.

5. Fourth semester, Paper-XII, Knowledge and Curriculum

❖ Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to Indian Constitution.

6. Fourth Semester, Paper-XIII, Gender, School and Society,

- ❖ Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
- ❖ Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
- ❖ Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
- ❖ Policy initiatives for Gender equality and women empowerment in India.
- ❖ Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).

The students are imparted training in identifying students with different psychological/behavioural characteristics by the use of various psychological tests. They are also acquainted and trained in use of different teaching methods and strategies during micro teaching and simulated teaching sessions for meeting the diverse needs of school students.

In M.Ed. programme various topics have been included in the curriculum to acquaint the students with role of diversity and equity in teaching learning opportunity. The concept of 'Inclusive Education' has been included in the Paper-XVI, in M.Ed fourth semester. In this paper, students are acquainted with different areas of inclusive education as mentioned earlier under 1.2 (4, Inclusive Education). Apart from this

following topics have been included in the curriculum of M.Ed. course to understand the role of diversity and equity in teaching learning process.

1. First semester, Paper-I, Philosophical Foundations of Education

- ❖ Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

2. Second semester, Paper-VIII, Introduction to Educational Studies

- ❖ Constitutional Provisions for the Education of Socio-Economically deprived groups.

3. Fourth Semester, Paper-XV, Principles and Procedures of Guidance and Counseling

- ❖ Needs and Problems
- ❖ Guidance of the Gifted and Creative Students
- ❖ Guidance of under achiever and first generation learners
- ❖ Evaluation of Guidance Programme : Need, Approaches and Problems.

The students are not only imparted theoretical knowledge in their classes but also provided practical training in all these above mentioned concepts through employing different teaching-learning strategies and development and use of audio-visual materials during micro-teaching, simulated teaching and practice teaching sessions.

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

The college has a tradition of employing various strategies and methods for catering to the diverse learning needs of the students. The teacher educators use different teaching-learning strategies like group discussions in classes, seminars, class quizzes, workshops for preparation of instructional objectives, lesson plans, teaching aids, use of

self-made learning materials, providing training through modern electronic gadgets and other active learning methods. The institution arranges for provision of training through activities in the different method laboratories. The teachers who face any difficulty in effective teaching of certain topics are provided with requisite assistance for making their teaching more interesting and effective. For this, the teacher educators also employ 'team teaching' strategy in certain topics for providing instruction to the students. The feedback collected from students through informal discussions and observing teachers' activities during classroom situations by the head of institution makes it evident that the teacher educators are sensitive to diverse learning needs of the students.

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?

Student teachers are provided training in development and use of various teaching-learning materials during micro-teaching and simulation sessions which help them in getting knowledge and understanding of meeting diverse learning needs of different types of children in classroom situations. The workshops are being organized for developing various types of teaching aids in different teaching subjects. For identifying students with diverse characteristics, the student teachers are acquainted in use of different psychological tests. During micro-teaching, simulation and practice teaching sessions, student teachers are provided knowledge, understanding and skills of various teaching methods and strategies for dealing with the students of diverse characteristics. Part from this, through regular class teaching, the student teachers are provided with knowledge and understanding about various types of children (on the basis of individual characteristics), their special characteristics and teaching strategies adopted for such children.

The student teachers are also acquainted with the concept of CCE and how to evaluate school students' different characteristics.

The students make use of teaching aids, improvised TLM and other audio-visual aids during micro teaching/simulation/ practice teaching sessions as per the requirements.

2.3 Teaching-Learning Process

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

Students are involved in organizing various types of co-curricular activities through participant-centred approach. This approach helps in developing organizational and management skills among the student teachers. For making students active in the process of learning, micro-teaching, simulation, practice teaching, various types of practical activities in laboratories etc. are being undertaken in the college. Group discussions in classes, seminars, class quizzes are also organized by the faculty members for involvement of students in the process of learning. The students of M.Ed. programme act as mentors and a total of 8-10 B.Ed. students are allotted under each M.Ed. student. These mentors are involved during micro-teaching, simulation and laboratory activities for providing help and guidance to the students of B.Ed. programme. The institution stresses maximum on peer group learning in which the students of higher level or the advanced learners from the same level are engaged to assist other students in their learning efforts. The students of M.Ed. programme are involved in visiting the school for preparing a project report. M.Ed. students are motivated to consult various library resources to make a pool of research problems and formulate a research problem through the process of inductive and deductive reasoning. To

develop habit of self-study and library reading among the students, no notes or readymade material is provided to the students by the faculty members. On the other hand, the students are guided by faculty members about important books and are motivated to consult those books for finding out the relevant study material. The students are also guided to surf internet for the requisite study material needed by them. Assignments are given to the students which are evaluated by the concerned teacher and are given weightage in internal assessment. The students are involved in preparing and presenting the reports of various academic/co-curricular/extension activities which are regularly organized by the college. With effect from the session 2015-16 the B.Ed. student teachers are required to go through one month duration of internship in the second semester and M.Ed. students will observe and supervise them during internship as already discussed in 1.2(4, School experience/Internship).

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

For making learning process 'student centered', various teaching-learning strategies such as group discussions in the classes, seminar presentations, class quizzes and exposure of students to extempore conditions in classes are adopted by the faculty members. Students are motivated by the faculty members to critically discuss every point in the class and put their comments and suggestions. The student teachers are imparted training through practical activities in various method laboratories. The student teachers are given practical training in various teaching skills and competencies through micro-teaching, simulation and peer observations. M.Ed. students act as mentors during these activities and are actively engaged in giving feedback/suggestions to

B.Ed. trainees. Different co-curricular and extension activities are organized by concerned committees where the students have been given due representation. In these activities, M.Ed. students are involved for overall organization under the guidance of faculty members.

Following academic, co-curricular and extension activities have been organized by the college during academic session 2014-15.

- Visit to Special School
- Visit to Old Age Home
- Cleanliness Campaign
- Fresher Party-cum-Talent Hunt Function
- Children Day Celebration
- Kabadhi Match
- Volleyball Match
- Mehandi Competition (girls)
- Rangoli competition
- Sports Activities
- Quiz Competition
- World AIDS Day Celebration
- AIDS Awareness Rally
- Different Interhouse competitions
- Declamation contest
- Educational Tour
- Poster making on AIDS awareness and Female Foeticide
- Two Days Workshop on Teaching Aid Preparation and Exhibition

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.

- (i) Teaching-learning through OHP and powerpoint presentations.
- (ii) Use of team teaching in teaching-learning process as per requirements.
- (iii) Use of method laboratories for providing training in practical aspects of teaching learning.
- (iv) Organizing workshops for students in preparing instructional objectives, lesson plans, teaching aids, cards on important social issues etc.

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.

No, as per curriculum of M.Ed. and B.Ed. courses prescribed by Himachal Pradesh University, Shimla-5, there is no provision of additional training in models of teaching.

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

Yes, micro teaching is an integral component of curriculum and the student teachers use this technique for developing teaching skills.

Pattern of Micro-teaching and Simulated teaching Techniques from session 2010-11 to 2014-15

In accordance with the curriculum prescribed by the Himachal Pradesh University, Shimla-5, there were limited number of teaching skills as per detail given below, but the institution integrates certain other teaching skills like; skill of set induction, skill of writing instructional objectives in behavioral terms, skill of class management, skill of illustration with examples and skill of achieving closure, the details of which have already

been mentioned in paragraph 1.2 (2). Thus, micro lessons are prepared and feedback is given in accordance with the integrated teaching skills.

Sr.No.	Name of Course/Skill	No. of Lessons
1.	B.Ed. (Five Teaching Skills)	20
	1. Skill of Blackboard Writing	4
	2. Skill of Probing Questioning	4
	3. Skill of Reinforcement	4
	4. Skill of Explaining	4
	5. Skill of Stimulus Variation	4
2.	M.Ed. (Five Teaching Skills)	10
	1. Skill of Blackboard Writing	2
	2. Skill of Probing Questioning	2
	3. Skill of Reinforcement	2
	4. Skill of Explaining	2
	5. Skill of Stimulus Variation	2

In addition to this, minimum 10 lessons in simulation were delivered by B.Ed. students during pre-practice days in the college. M.Ed. students presented four model lessons in B.Ed. classes.

Pattern of Micro-teaching and Simulated teaching Techniques with effect from the session 2015-16

In accordance with the revised curriculum prescribed by the Himachal Pradesh University, Shimla-5 for B.Ed. course the micro-teaching and simulated teaching are included in the second semester and third semesters respectively. Five teaching skills viz. skill of blackboard

writing, stimulus variation, reinforcement, questioning and explaining are prescribed by the Himachal Pradesh University, Shimla-5. In the second semester every B.Ed. student is required to deliver total 20 micro lessons (Four per teaching skill /two lessons in each teaching subject per skill). Institution will integrate certain other teaching skills with these specified teaching skills. In the beginning of third semester B.Ed. students will deliver 20 simulated teaching lessons (10 lessons per teaching subjects).

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.)

Process of Practice Teaching from session 2010-11 to 2014-15

In B.Ed. programme from the session 2010-11 to 2014-15, the students have to undergo practice teaching in nearby located secondary/ senior secondary schools for a period of minimum 30 days (including holidays). Every student teacher has to present atleast two lessons per day (one lesson in each concerned teaching subject). Out of these two lessons, it has been made mandatory by the college to present atleast one lesson with the help of teaching aids/activity/improvised teaching learning materials. One teacher educator is deputed to each practicing school as teacher incharge and is responsible for smooth organization of practice teaching. The teacher educator remains for whole day with the student teachers in that particular allotted school for complete duration of practice teaching. His/her main functions are to observe the lessons of student teachers in the classroom and provide necessary feedback to them. There is no fixed number of lessons that are to be observed by the teacher educator in a day, but it is ensured that at least one lesson of each student teacher gets observed by the teacher educator. M.Ed. students are also deputed to the schools along with teacher incharge and

they act as mentors. The main role of these mentors is to observe B.Ed. trainees during class teaching and provide necessary guidance and help in various stages of planning and execution of teaching-learning process. The school teachers are also involved in providing feedback to the student teachers for improving their teaching skills and presentations. The feedback is provided to the student teachers by the teacher incharge and school teachers formally through writing the comments and suggestions on concerned lesson plan in the note book and informally through discussions. The student teachers also observe other peer student teachers and prepare observation lessons as well as provide feedback to each other for bringing improvements in teaching. Each student teacher has to prepare 20 observation lessons (10 in each respective teaching subject) on a proforma developed by the institution (5 point rating scale for 15 major components of teaching learning process). The student teachers have to compulsorily attend morning assembly in the school and one student teacher presents a topic in morning assembly on each day. The student teachers are also engaged in organizing various co-curricular activities in the schools. Apart from this, the student teachers also prepare a daily report book mentioning the details of activities which are carried out by them during the whole day.

Incase of M.Ed. programme, there is no provision of practice teaching in schools as per curriculum prescribed by H.P. University, Shimla-5. But the M.Ed. students have to observe 10 lessons of B.Ed. student teachers during the process of practice teaching in schools through Flander's Interaction Technique and they have to prepare a report of the same after analyzing and interpretation of collected data. M.Ed. students also supervise/observe 20 lessons (10 in two different teaching subjects) of B.Ed. student teachers in real classroom situations during practice teaching. M.Ed. students act as mentors and are also involved in guiding and organizing various activities related to practice

teaching of B.Ed. trainees under the overall supervision of one teacher incharge.

Process of Practice Teaching with effect from the session 2015-16

For B.Ed. course practice teaching of four months duration will be held in the third semester. Final examination of teaching practice/internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject. During the third semester of the B.Ed. course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro/practice lessons will be supervised/assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying. M.Ed. students will observe and supervise B.Ed. students during practice teaching in schools.

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

The process of block teaching/ internship was not followed/ practiced by the college in M.Ed. and B.Ed. course upto session 2014-15 because it has not been incorporated in the curriculum. With effect from the

session 2015-16 the internship is included in the curriculum of B.Ed. course. The students are required to go through a school internship for one month during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying. The school internship of one month duration will be held in second semester. The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second week of practice teaching will include study of maintenance of various school records (e.g. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying. M.Ed. students will observe and supervise B.Ed. students during internship in schools.

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

Yes, the practice teaching plans are developed in partnership with the school staff of practicing schools and mentor teachers. For this, a proforma of lesson plan is developed by the teacher educators of the college as well as teacher educators of other institutions after critical discussions through seminars or workshop mode in which M.Ed.

students (mentor teachers) are also actively involved to give their comments. After finalizing a proforma of lesson plan for different teaching subjects, this proforma of lesson plan is being discussed with the school heads/ teachers of nearby schools for their comments and suggestions. The faculty members coordinate with school staff informal and formal manner. For this, concerned teacher educator along with one or two mentors (M.Ed. students) visit the school and after discussion, a final format of lesson plan is prepared which is then is used by the student teachers of B.Ed. course during practice teaching sessions. From the session 2013-14 the final format of the lesson plan is printed in the macro lesson plan files used by the B.Ed. students during practice teaching.

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

As mentioned earlier in paragraph 2.2 (5), student teachers are provided training in development and use of various teaching-learning materials during micro-teaching and simulation sessions which help them in getting knowledge and understanding of meeting diverse learning needs of different types of children in classroom situations. The workshops are being organized for developing various types of teaching aids in different teaching subjects. For identifying students with diverse characteristics, the student teachers are acquainted in use of different psychological tests. During micro-teaching, simulation and practice teaching sessions, student teachers are provided knowledge, understanding and skills of various teaching methods and strategies for dealing with the students of diverse characteristics. Part from this, through regular class teaching, the student teachers are provided with knowledge and understanding about various types of children (on the basis of individual characteristics), their special characteristics and teaching strategies adopted for such children. The student teachers are also acquainted with

the concept of CCE and how to evaluate school students' different characteristics.

The students make use of teaching aids, improvised TLM and other audio-visual aids during micro teaching/simulation/ practice teaching sessions as per the requirements.

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

For encouraging student teachers to make maximum use of technology in the classroom situations during practice teaching, the college provides available teaching aids, laboratory materials and audio-visual materials to the student teachers. They are provided training in the use of OHP, LCD projector, conducting practical works, preparation of power point presentations, preparation of OHP transparencies and preparation of objective type tests during teaching training activities in the college. However, the major constraint that occurs in the adoption of modern technologies in the school situations is lack of basic facilities in the schools. The college makes efforts to provide the student teachers with such type of modern aids but it is not possible for the college to provide each and every student teacher with such type of modern aids during practice teaching. In addition to this, student teachers also make use of improvised materials on their own (taking into account the financial considerations) for use in teaching-learning process during practice teaching in the schools.

2.4 Teacher Quality

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

Yes, as already mentioned in paragraph 2.3 (8), the practice teaching plans are developed in partnership with the school staff of practicing

schools and mentor teachers. For this, a proforma of lesson plan is developed by the teacher educators of the college as well as teacher educators of other institutions after critical discussions through seminars or workshop mode in which M.Ed. students (mentor teachers) are also actively involved to give their comments. After finalizing a proforma of lesson plan for different teaching subjects, this proforma of lesson plan is being discussed with the school heads/ teachers of nearby schools for their comments and suggestions. The faculty members coordinate with school staff informal and formal manner. For this, concerned teacher educator along with one or two mentors (M.Ed. students) visit the school and after discussion, a final format of lesson plan is prepared which is then is used by the student teachers of B.Ed. course during practice teaching sessions. From the session 2013-14 the final format of the lesson plan is printed in the macro lesson plan files used by the B.Ed. students during practice teaching.

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

The permission for organizing practice teaching of B.Ed. student teachers in middle/high/ senior secondary schools is granted by Deputy Director (Education). Student teachers are allotted to different practicing schools on the basis of requirement of the concerned school. For this, the teacher educators visit each and every allotted school and after discussion with school head and teachers, their requirement of student teachers (with specific subject combinations) is noted down. Thus, on the basis of their requirements, student teachers are allotted to the schools for undergoing practice teaching. However, the institution allots a maximum of 10-14 B.Ed. student teachers to middle schools (6th to 8th) and 15-20 student teachers to high / senior secondary schools (6th to 10th) in accordance with the strength of school students. Two mentor teachers (M.Ed.

students) are allotted with one group of B.Ed. student teachers in one school during practice teaching.

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

The feedback to the student teachers during micro-teaching sessions is provided on a proforma (five point rating scale) developed by the college in respect of various components of different teaching skills. The students are rated on this proforma by the teacher educator on the basis of their performance which is noted down accordingly. In case of B.Ed. programme, M.Ed. students are actively involved during this process and they also provide feedback and suggestions to the teacher trainees. These mentors are guided by the teacher educator as and when required. The comments and feedback is shared with other student teachers in the concerned group and efforts are made to emphasize peer group learning. There is a provision of re-teaching and re-feedback in the micro-teaching activity and every student teacher has to undergo this process for improving his/her teaching skills and overall teaching performance.

In case of simulated teaching sessions, the concept of peer group learning and active learning is maximum in vogue. For carrying out simulated teaching, one of the student teachers who acts as observer present his/her observation in accordance with observation schedule in front of all members of group and then all student teachers critically discuss the observation. M.Ed. students also present their observation and provide feedback and suggestions to the teacher trainees. After reaching at a consensus, final comments and feedback is provided to the student teacher who was acting as teacher. Further, same feedback is reported to the concerned teacher incharge for finalization and noting it down on the observation schedule prescribed for simulation teaching lesson plans.

As mentioned earlier under paragraph 2.3 (6) that during complete duration of practice teaching in schools, the teacher educator remains for whole day with the student teachers in that particular allotted school for complete duration of practice teaching. His/her main functions are to observe the lessons of student teachers in the classroom and provide necessary feedback to them. There is no fixed number of lessons that are to be observed by the teacher educator in a day, but it is ensured that at least one lesson of each student teacher gets observed by the teacher educator. M.Ed. students are also deputed to the schools along with teacher incharge and they act as mentors. The main role of these mentors is to observe B.Ed. trainees during class teaching and provide necessary guidance and help in various stages of planning and execution of teaching-learning process. The school teachers are also involved in providing feedback to the student teachers for improving their teaching skills and presentation. The feedback is provided to the student teachers by the teacher incharge and school teachers formally through writing the comments and suggestions on concerned lesson plan in the note book and informally through discussions. The student teachers also observe other peer student teachers and prepare observation lessons as well as provide feedback to each other for bringing improvements in teaching.

For providing feedback to the students on theory assignments, the institution has developed a proforma which is attached by the students of M.Ed. and B.Ed. programmes in the beginning of each assignment. The students are rated on different aspects of assignment and provided feedback on this proforma for further improvement. The students are also provided feedback on their performance in house examinations, class tests and other class activities by the concerned faculty member/group incharge.

The college has a provision of continuous evaluation of students in different aspects especially students' attendance status, participation in

different academic/co-academic activities, performance in house examinations, laboratories and micro teaching/simulation sessions. This is done through observation by faculty members and other formal and informal procedures.

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

For making the student teachers aware about the decisions taken by the administration and management, the information is displayed at appropriate time on the college notice board as well as the same is also announced to all during the morning assembly sessions. In addition to this, the information regarding policies and educational needs of schools is conveyed in the morning assembly by the head of the institution/senior teacher educator and sometimes, certain subject specific information is provided by the concerned teacher in the class. The students are encouraged to consult journals, magazines and newspapers for acquainting themselves with various educational needs and problems of students. The display boards in library and various laboratories are also there for updating students on educational needs of the schools.

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

The teachers consult different journals, magazines and newspapers that are subscribed in the college library for updating their knowledge in the field of education in general and the school subjects, in particular. The students are informed about latest developments in the school subjects and their teaching methodologies by the teachers in the class and they are motivated to consult the concerned journals/magazines/newspapers in the library. Besides, the students and staff members interact regularly in classroom teaching to discuss on such topics. The college also

organizes guest lectures on current issues by educationists and school teachers/heads. All these facilities and activities help students and faculty to keep pace with the latest developments in their subjects. The teachers also coordinate and have informal discussions with the school teachers and teachers of nearby teacher training institutions to keep them updated on various issues of education.

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.)?

For ensuring professional growth of teachers, the college encourages teachers to attend professional development programmes organized by UGC or other institutions. The year-wise list of the faculty members who have attended refresher course/orientation course/seminars/workshops during the last five years is as follows.

Sr. No.	Name	Seminar/Conference/Workshops//Orientation Programme/Refresher Course	Name of Institution	Date	Detail
1.	Dr. Vishal Sood	National Seminar	Shiva College of Education, Gumarwin, H.P.	17-04-2010	Paper Presented entitled, 'Role of Regulatory Bodies in Maintaining the Standard of Teacher Education Programmes.'
2.	Tanuja Sharma	Orientation Programme (OP-98), UGC Sponsored.	Academic Staff College Himachal Pradesh University, Shimla	19.08.2010 to 15.09.2010	Awarded grade A after evaluation of performance based on the parameters fixed by the

					UGC
3.	Dr. Vishal Sood	Orientation Programme (Two Days Orientation Programme on National Curriculum Framework for Teacher Education-2009)	Dept. of Education Himachal Pradesh University, Shimla and N C T E, New-Delhi	23-09-2011 to 24-09-2011	Participated
4.	Tanuja Sharma	Orientation Programme (Two Days Orientation Programme on National Curriculum Framework for Teacher Education-2009)	Dept. of Education Himachal Pradesh University, Shimla and N C T E, New-Delhi	23-09-2011 to 24-09-2011	Participated
5	Dr. Vishal Sood	National Seminar in collaboration with Indian Psychometric and Educational Research Association (IPERA)	HIBS, Agra	25-09-2011	Paper Presented entitled, 'Educational Strategies for Learning Disabled Children'.
6.	Dr. Vishal Sood	National Seminar in collaboration with Council for Teacher Education, H.P. State Chapter	M.L.S.M. College SunderNagar, H.P.	14-10-2011	Paper Presented entitled, 'Strategies to cope up with environment hazards'.
7.	Dr. Anup Kumar	National Seminar (Two Days)	Hamir College of Education, Hamirpur (H.P.)	May 9-10, 2012	Paper Presented entitled 'Increasing trend of Non Attending Cases in Teacher Education Institutions: A

					New Concern'
8.	Dr. Anup Kumar	Refresher Course in Education, UGC Sponsored, (RCE-245)	Academic Staff College Himachal Pradesh University, Shimla	21-11-2011 to 10-12-2011	Awarded grade A after evaluation of performance based on the parameters fixed by the UGC
9.	Dr. Vishal Sood	National Seminar in collaboration with Council for Teacher Education, H.P. State Chapter	Nalanda College of Education, Hamirpur	30-4-2012	Paper Presented entitled, 'Teacher in 21 st Century and national development.'
10.	Dr. Anup Kumar	Seminar	Abhilashi Institute of Management Studies	09-03-2013	Paper Presented entitled 'Gandhian Philosophy and its Significance in the Present Context'
11.	Dr. Anup Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
12..	Mr. Rajesh Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
13.	Mrs. Ranjana Kumari	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
14.	Mr. Rajesh Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Technology as Catalyst in Teaching Learning Process.'

15.	Dr. Anup Kumar	National Seminar	Krishma P.G. College of Education, Dadour, H.P.	26-05-2013	Paper Presented entitled 'Pupil teacher Perceptions about Implementation Strategy of Micro-Teaching in Teacher Education Institutions: Issues and Challenges'
16.	Mr. Rajesh Kumar	National Seminar	Krishma P.G. College of Education, Dadour, H.P.	26-05-2013	Paper Presented entitled 'Pupil teacher Perceptions about Implementation Strategy of Micro-Teaching in Teacher Education Institutions: Issues and Challenges'
17.	Dr. Anup Kumar	National Workshop	Shri Sai College of Education, Nadaun, H.P.	10-4-2014	Participated
18.	Dr. Rajesh Kumar	National Workshop	Shri Sai College of Education, Nadaun, H.P.	10-4-2014	Participated
19.	Dr. Anup Kumar	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Understanding significance of Assessment and Accreditation toward improving the quality of Education'
20.	Ms. Tanuja Sharma	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in

					Teacher education and School education'
21.	Ms. Anita Devi	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in Teacher education and School education'
22.	Mrs. Neha Chauhan	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in Teacher education and School education'
23.	Mr. Sulender Kumar	International Symposium	JNGEC, SunderNagar	December, 15-16, 2014	Participated
24.	Mrs. Neha Chauhan	International Symposium	JNGEC, SunderNagar	December, 15-16, 2014	Participated
25.	Dr. Anup Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Co-ordinator and Participated
26.	Mrs. Sapna Chandel	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
27.	Ms. Anita Devi	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
28.	Ms.	Seven Days	Abhilashi P.G.	06.01.2	Participated

	Tanuja Sharma	Refresher Course in Methodology of Educational Research	College of Education, Ner Chowk, Mandi, H.P.	015 to 12.01.2015	
29.	Mrs. Sudiksha Kumari	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
30.	Ms. Suman	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
31.	Mrs. Neha Chauhan	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
32.	Mr. Santosh Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
33.	Mr. Sulender Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
34.	Ms. Anita Devi	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
35.	Ms. Tanuja Sharma	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
36.	Mrs. Sudiksha Kumari	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
37.	Ms. Suman	NAAC Sponsored One	Shiva College of Education,	14-02-2015	Participated

		Day National Seminar	Ghumarwin,H .P.		
38.	Mrs. Neha Chauhan	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin,H .P.	14-02-2015	Participated

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

The society/Management of the college rewards the teachers for their performance in the college. On the basis of the feedback received from the head of the college and other faculty members, Society/Management motivate and encourage hardworking and dedicated teachers by felicitating them in annual function/special functions organized by the Society/Management. Such type of encouragement by the management of the institution has really helped the college in building a healthy competitive atmosphere as well as giving the students, the best possible. In addition to this 'Abhilashi Educational Society' (parent body of the college) also has a provision of giving additional hike in salary of dedicated and hard working staff.

2.5 Evaluation Process and Reforms

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

For building conducive environment for effective learning among students, major emphasis of the college is on activity based learning and involvement of students in teaching-learning process. The teachers make use of participative methods and techniques in the classroom to provide varied learning experiences to the students. For assessing the knowledge and understanding of the students, the teachers take class tests in their concerned subjects, but it is not possible for the faculty members to take

class tests on the completion of every unit/chapter because of short/less duration of academic session. On the basis of students' achievement in class tests and class discussions, the academic problems are identified. The achievement of the students in class tests is communicated to the students by the concerned teacher and necessary feedback is provided to them for further improvement. The problems of students in practicing different teaching skills during micro-teaching are overcome by faculty members and mentors through suggestions, demonstrations and exemplifications. The students are given assignments in each theory subject and are evaluated by the concerned teacher. The assignments are evaluated on the basis of a specific proforma developed by the college. These assignments are returned back to the students with written feedback and comments and points for bringing further improvements. The academic problems of students are also identified on the basis of their performance in house examinations. The questions asked in house examinations are discussed by the concerned faculty member in regular class and necessary academic guidance is provided to the students. The doubts/misconceptions of students are cleared. Apart from this, the college has a provision of remedial teaching and enrichment programme during preparatory vacations.

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

Pattern of assessment/evaluation process from the session 2010-11 to 2014-15

At B.Ed. level, there were nine courses of 100 marks each. Out of these nine subjects, one subject i.e. Work Education and Work Experience (Theory) has been allotted 100 marks for theory examination to be evaluated by external examiner. However, grades in 'Practicum' part of this subject are given by college on the basis of level of students'

participation in various co-curricular activities and activities related to work experience/SUPW. In remaining 8 subjects of 100 marks each, 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment. The external examinations are conducted by Himachal Pradesh University, Shimla-5. In each theory paper of 80 marks, the students have to attempt five questions in all carrying 16 marks each. Question no. 1 is of short answer type and compulsory as well as can be set from any part of the syllabus of that subject. Along with this, there are four sections in question paper in accordance with the four sections of syllabus of concerned subject. In each section, there are two questions and the students have to attempt one question from each section compulsorily. Apart from this, 20 marks have been earmarked for internal assessment of the student in each theory subject. In this case, the students are assessed on the basis of their assignment work (10 marks), attendance (5 marks) and general behavior and participation in class activities as well as in out-of-class activities (5 marks). Apart from this, the practical teaching skills of B.Ed. students are assessed by external examiners in two different teaching subjects having 100 marks each. The external evaluation is done through observation of student teachers in real school situations by external examiners (appointed by HPU, Shimla-5). At this time, students' practice teaching records (lesson plans, students' attendance register, daily report book, observation lessons, teaching aids) and previous records (micro-teaching and simulation lesson plans) are verified and given due weightage in the students' assessment. Three external examiners observe each and every student in each of two teaching subjects and award marks after reaching at a consensus.

In M.Ed. programme, there are four compulsory papers and three optional courses of 100 marks each. Out of these 100 marks, 80 marks are meant for external evaluation and 20 marks have been fixed for

internal assessment. The external examinations are conducted by Himachal Pradesh University, Shimla-5. In each theory paper of 80 marks, the students have to attempt five questions in all carrying 16 marks each. Question no. 1 is of short answer type and compulsory as well as can be set from any part of the syllabus of that subject. Along with this, there are four sections in question paper in accordance with the four sections of syllabus of concerned subject. In each section, there are two questions and the students have to attempt one question from each section compulsorily. Apart from this, 20 marks have been earmarked for internal assessment of the student in each theory subject. In this case, the students are assessed on the basis of their assignment work (10 marks), attendance (5 marks) and general behavior and participation in class activities as well as in out-of-class activities (5 marks). In addition to this, 100 marks have been earmarked for dissertation (75 marks) and viva-voce examination (25 marks). The evaluation of students' research dissertation is done by external examiner (appointed by HPU, Shimla-5). Apart from this, grades (internal assessment) are awarded in course-VI 'Practicum' which includes preparation of teaching aids, preparation of OHP transparencies and their presentation, preparation of 10 micro lesson plans and their presentations, preparation and presentation of 2 model lessons with teaching aids, supervision of 20 lessons of B.Ed. in practice teaching and preparing a report, observing 10 lessons of B.Ed. trainees through Flander's Interaction analysis technique and preparing a report and preparation of project report after visiting a school.

In addition to this, for monitoring the students' progress during the session, the teachers take class tests in their theory subjects to identify hard spots/problems of the students and thus, necessary feedback is provided to the students for improving their learning. The house examinations are organized by the college. The examinations are

compulsory for all students and the students either remaining absent or securing less than 25 percent marks have to reappear in the examinations. For such students, the house examinations are again conducted by the concerned subject teacher as per his/her own convenience. The question papers for house examinations are set up by following the same procedure as mentioned in case of annual external examinations. The learning difficulties of the students faced in attempting house examinations are discussed and solved by the concerned faculty member in his/her class. On the basis of marks obtained in house examinations, the students with learning difficulties are identified and remedial instruction is provided to them during preparatory vacations before beginning of annual external examinations. Also, the students with higher marks in house examinations are given special coaching during preparatory vacations by the concerned teachers for enhancing their achievement to the maximum. Also, every student has to submit assignments (5 in each subject of B.Ed. programme and 5 in each subject of M.Ed. programme) which are evaluated by the concerned subject teacher on an evaluation proforma developed by the institution. The feedback is provided to the students on this proforma for further improvements and grade is awarded on each theory assignment.

Overall, it may be said that students are evaluated continuously in different aspects through informal and formal means.

Pattern of assessment/evaluation process with effect from the session 2015-16

As per the new curriculum prescribed by Himachal Pradesh University, Shimla-5 for B.Ed. course the scheme of courses is provided as under:

- Four courses of 100 marks in which 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment.

- Twelve courses of 50 marks in which 40 marks are meant for external evaluation and 10 marks have been earmarked for internal assessment.
- In the fourth semester candidates are required to choose any one optional subject from four mentioned subjects and also 50 marks are allotted to this course in which 40 marks are meant for external evaluation and 10 marks have been earmarked for internal assessment.
- School internship of one month duration will be held in second semester and in which grades are awarded (on Four Points Letter Grade) on the basis of reports submitted by the students.
- The practice teaching of four months (16 weeks) duration will be held in the third semester and 250 marks have been allotted (125 per teaching subject). During these sixteen weeks During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. The macro/practice lessons will be supervised/assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying. For Final Teaching Practice, the candidate has to prepare two lessons- one related to each of the teaching subject. The Board of Examiners consist of three external examiners. For this, the panel of examiners will be drawn by the Chairperson, Deptt. of Education and duly approved by the Hon'ble Vice-Chancellor of the University. The Board of Examiners will comprise of the experts in science and arts teaching

subjects. Final examination of practice teaching will take place in third semester.

- The external examinations will be conducted by Himachal Pradesh University, Shimla-5. In each theory paper of 80 marks, the students have to attempt five questions in all carrying 16 marks each. Question no. 1 will be 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus. Along with this, there will be four sections in question paper in accordance with the four sections of syllabus of concerned subject. In each section, there will be two questions and the students have to attempt one question from each section compulsorily. Apart from this, 20 marks have been earmarked for internal assessment of the student in each theory subject. In this case, the students are assessed on the basis of their classroom attendance 5 marks and mid term test/theory assignments 15 marks.
- In each theory paper of 40 marks, the students have to attempt three questions in all carrying 16 marks each. Question no. 1 will be 8 marks consisting of 4 short answer type questions of 2 marks each covering whole of the syllabus. Along with this, there will be two sections in question paper in accordance with the two sections of syllabus of concerned subject. In each section, there will be two questions and the students have to attempt one question from each section compulsorily. Apart from this, 10 marks have been earmarked for internal assessment of the student in each theory subject. In this case, the students are assessed on the basis of their classroom attendance 3 marks and mid term test/theory assignments 7 marks.

As per the new curriculum prescribed by Himachal Pradesh University, Shimla-5 for M.Ed. course the scheme of courses is provided as under:

- Twelve courses of 100 marks in which 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment.
- In the fourth semester candidates are required to choose any three specialization subjects from four mentioned subjects and also 100 marks are allotted to this course in which 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment.
- M.Ed. students will observe and supervise B.Ed. students during internship/practice teaching in schools. Along with this 64 credits will be given in fifteen theory papers and 14 credits will be given in practicum-cum-field work. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/group work/tutorials/lab. Work/practical work/field work/workshops per week for 16 weeks. Evaluation in the practicum-cum-field work will be done by the Department Council by assigning grades to the students on four points rating scale ranging from grade A, B, C and D.
- The external examinations will be conducted by Himachal Pradesh University, Shimla-5. In each theory paper of 80 marks, the students have to attempt five questions in all carrying 16 marks each. Question no. 1 will be 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus. Along with this, there will be four sections in question paper in accordance with the four sections of syllabus of concerned subject. In each section, there will be two questions and the students have to attempt one question from each section compulsorily. Apart from this, 20 marks have been earmarked for internal assessment of the student in each theory subject. In this case, the students are assessed on the basis of their classroom attendance 5 marks and theory assignments/sessional work in each course 15 marks.

- In addition to this, 100 marks have been earmarked for dissertation (75 marks) and viva-voce examination (25 marks). The evaluation of students' research dissertation will be done by external examiner (appointed by HPU, Shimla-5).

The house examinations will be conducted by the college twice in the semester. The examinations are compulsory for all students and the students either remaining absent or securing less than 25 percent marks will have to reappear in the examinations. For such students, the house examinations will be again conducted by the concerned subject teacher as per his/her own convenience. The question papers for house examinations will be set up by following the same procedure as mentioned in case of annual external examinations. The learning difficulties of the students faced in attempting house examinations will be discussed and solved by the concerned faculty member in his/her class. On the basis of marks obtained in house examinations, the students with learning difficulties are identified and remedial instruction will be provided to them during preparatory vacations. Also, the students with higher marks in house examinations will be given special coaching during preparatory vacations by the concerned teachers for enhancing their achievement to the maximum. Also, every student has to submit assignments (4 in each subject of B.Ed. programme and 3 in each subject of M.Ed. programme) which will be evaluated by the concerned subject teacher on an evaluation proforma developed by the institution. The feedback is provided to the students on this proforma for further improvements and grade is awarded on each theory assignment.

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

The student teachers are provided feedback on the assignments and class tests by the concerned teacher educator in terms of comments and

suggestions for further improvement. The achievement of students' in house examinations is displayed on the notice board and feedback on their performance is provided by the concerned teacher educator during the regular theory classes. The teacher educators identify the main topics which have not either been attempted by almost all the students or have been inappropriately attempted by them. Such topics are again taught by the concerned teacher educator by adopting a changed teaching procedure for better understanding among the students. This helps in improving the curriculum transaction strategies of the teachers. The feedback on assignments/micro teaching/simulated teaching is given to the students and suggestions are given to improve future performance. Also, on the basis of result of house examinations, weak students and advanced learners are identified and are given additional help (remedial or enrichment) before the commencement of final university examinations.

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

The students' assessment and performance records on house examinations, annual examinations and internal assessment are maintained with the help of computers. However, ICT is not particularly used in evaluation process of M.Ed. and B.Ed. programme.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

- Use of modern teaching-learning techniques like group discussions, seminars, class quizzes, assignments and team teaching in imparting instruction.
- Preparing research synopsis by M.Ed. students and presentation in seminar along with critical discussion.

- Use of modern electronic gadgets like OHP, LCD projector in regular theory classes by the concerned teachers.
- Continuous evaluation of students in various aspects through formal and informal means.
- Internal assessment on the basis of students' involvement in in-class activities and in out-of-class activities.

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

- Encouraging students to make maximum use of library resources.
- Ensuring students' participation in active learning through various academic, co-curricular and extension activities.
- Encouraging teachers and student teachers to optimally use teaching aids, OHP, and LCD projector in teaching-learning process.

Additional Information

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

Sr.No.	Observation/Suggestion	Action Taken
1.	The college has a transparent admission process and admissions to B.Ed. and M.Ed. courses are made by university.	The college strictly adheres to transparency in admission process and admissions to B.Ed. and M.Ed. courses are made as per the directions of Himachal Pradesh University, Shimla-5.
2.	Students' profiles are maintained.	The college maintains students' profiles as per the proforma developed by the college.

3.	Mentoring system in practice and tutorial sessions are conducted for the students.	Mentoring system is still in practice and tutorial sessions are conducted for students.
4.	Academic calendar is prepared, ICT tools are used and efforts are made to develop the habit of self-study and library reading.	Academic calendar is prepared in every academic session and the college promotes the use of ICT in teaching-learning process. Students are motivated to develop the habit of self-study and library reading.
5.	Qualified teachers are appointed through proper selection committee and teachers are encouraged to attend seminars and conferences for academic growth and professional development.	Selection of staff is made through proper selection committee and teachers are motivated and encouraged to attend seminars and conferences for academic growth and professional development. Faculty members of M.Ed. and B.Ed. courses participated in different seminars and conferences for their academic and professional development.
6.	Only one test is being conducted.	From the session 2012-13 two house examinations are conducted by the college.
7.	Student grievance redressal cell is functional.	Student grievance cell is actively functional.

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

- With effect from the session 2015-16 the duration of M.Ed. and B.Ed. courses is two years extended over four semesters. Two house examinations will be held in every semester and appropriate feedback will be obtained and situation further tackled augmented accordingly.
- Two groups of high achievers and under achievers are identified on the basis of performance in the house examinations. The identified groups are then subjected to the enrichment programme/remedial instruction during preparatory vacations.
- Class tests were regularly taken by teacher educators and the learning difficulties/difficult areas were identified and appropriate guidance is provided to the students.
- Different academic, co-curricular and extension activities are organized by the college every year and students' active participation is ensured which contributed to the self-management of knowledge and skill development.
- Practice teaching plans are developed in partnership with the teacher educators, school staff of practicing schools and mentor teachers. From the session 2013-14 the final format of the lesson plan is get printed in the macro lesson plan files used by the B.Ed. students during practice teaching.
- During the last five years faculty members of M.Ed. and B.Ed. courses attended different national and international seminars, workshops, conferences, refresher courses, orientation programme and acted as external examiners for skill in practice teaching of B.Ed. course in other colleges of education that contributed to their academic and professional development.

- Internal assessment is awarded to the students of M.Ed. and B.Ed. courses as per the criteria mentioned by the Himachal Pradesh University, Shimla and appropriate weightage is provided to different components viz. attendance, assignment, conduct and performance in house examination.
- Question bank facility is there for the students of M.Ed. and B.Ed. courses. The question bank of M.Ed. and B.Ed. courses was updated and revised twice by the college and also an additional facility of UGC-NET examination question bank is provided to the students of M.Ed. course.
- From the session 2014-15 a separate proforma is developed by the college for maintaining the profile of the students for the purpose of additional information and follow up. A small group of students is allotted to the teacher educators and they maintain the profile of students and also act as local guardian for the allotted students.
- Seminar presentations by students, guest lectures by school teachers, remedial teaching for weak students, special coaching for advanced learners, practical activities in laboratories and organization of workshops for preparing instructional objectives, lesson plans, teaching aids and improvised TLM are also undertaken by the institution to provide varied learning experiences to the students.

Criterion III: Research, Consultancy and Extension:

3.1 Promotion of Research

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

The institution motivates the teachers to take up research in various current issues related to education. The teacher educators of M.Ed. course are encouraged to improve their publication status by conducting research studies and publishing their research papers in different journals. Teacher educators are also motivated to take the individual research works by adopting the co-guide system for M.Ed. dissertation work. In case of M.Ed. dissertation works, students are encouraged to give topmost priority to topics of contemporary significance. The teacher educators are also motivated to enhance their academic qualifications by enrolling themselves in M.Phil. and Ph.D. courses where they can undertake research work for being well known and aware about education and its allied problems. The institution has a provision of granting study leaves, facility of internet surfing, computer typing, printing and xerox facilities for teachers who are carrying out their research works. The adjustments in teaching schedule are also carried out when any of the teacher educators is on study leave. The library is well equipped with variety of books, national & international journals and educational surveys.

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

The college gives priority to qualitative and quantitative research studies which are of contemporary significance as listed below:

- Inclusive Education.
- Continuous and comprehensive evaluation.
- Rashtriya Madhyamik Siksha Abhijan (RMSA)

- Attitude of Teachers towards Information Technology and Computer Phobia among Primary School Teachers.
- National Integration and Value Orientation
- Environmental Attitude, Awareness and Behavior
- HIV/AIDS Awareness
- National Programme of Mid Day Meal Scheme
- Mental health, Aggression and Learning Styles
- Human Right Awareness
- Girls Empowerment etc.

These studies are accomplished by motivating M.Ed. Students to review the journals and consult other resources.

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

Yes, action research is being conducted by the institution. Faculty members of B.Ed. and M.Ed. courses are encouraged to take action research on significant areas. One action research study related to problem of indiscipline in B.Ed. class in session 2014-15 was conducted by Miss. Tanuja Sharma and the study helped the students as well as the other faculty members. Similarly Dr. Anita Devi studied the problem of absenteeism among two students and found a reason of absenteeism. This study also helped the students and teachers.

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

Following Conferences/Seminars/Workshops/Guest Lectures are organized by the Institution:

1. A guest lecture was delivered by Dr. A.S.Guleria Director Management Studies, Abhilahi Group of Institution, Ner Chowk on dated 22nd Dec. 2010 on topic entitled “Importance of Management in an Organization”.

2. A guest lecture was delivered by Dr. R.K.Rai on dated 10th Feb. 2011 on topic entitled “Relevance of philosophy in education”.
3. A guest lecture was presented by Dr. Savitri Sharma Associate Professor M.L.S.M. College, Sunder Nagar on dated 17th Nov. 2011 on topic entitled “Significance of Human Rights in Education”.
4. A guest lecture was presented by Dr. Suman Katoch Assistant Professor M.L.S.M. College, Sunder Nagar on dated 24th Dec. 2011 on topic entitled “Leadership Quality of a Teacher”.
5. A guest lecture was delivered by Dr. Surender Sharma Assistant Professor ICDEOL, Shimla on dated 8th Feb. 2012 on topic entitled “Innovative Teaching”.
6. A faculty development programme was organized by M.Ed. faculty members at T.R.Abhilashi Memorial Institute of Engineerings and Technology, Tanda (w.e.f. 23rd July, 2012 to 31st July, 2012) for staff members about teaching skills, class room management and effective teaching methodology.
7. A guest lecture was delivered by Dr. Kuldeep Katoch Assistant Professor ICDEOL, Shimla on dated 15th Sep. 2012 on topic entitled “Human Values and Students Life”.
8. A guest lecture was delivered by Dr. Vishal Sood Assistant Professor ICDEOL, Shimla on dated 28th Nov. 2012 to M.Ed. students on “Sampling in Research”.
9. A guest lecture was delivered by Dr. Rajesh Sharma Assistant Professor ICDEOL, Shimla on dated 12th Feb. 2013 on topic entitled “Educational Philosophy of Mahatma Gandhi and its Relevancy in today’s education system ”.
10. M.Ed. and B.Ed. teaching faculties of Abhilashi College of Education organized seven days faculty development programme for new appointees of T.R. Abhilashi Memorial Institute of Engineering and Technology, Tanda (w.e.f. 8th July, 2013 to 14th July,2013) about

- teaching skills, class room management and effective teaching methodology.
11. A faculty development programme was organized by B.Ed. faculty members for Assistant Professor of Abhilashi Institute of Management Studies, Nerchowk (w.e.f. 19th July, 2013 to 20th July, 2013) about effective teaching methodology.
 12. A faculty development programme was organized by B.Ed. faculty members at Genius International Public School, Nerchowk (29th July to 31st July, 2013) for teachers about teaching skills and effective teaching methodology.
 13. A guest lecture was delivered by Dr. Ram Mahar Assistant Professor University School of Open Learning Punjab, Chandigarch on dated 5th Oct. 2013 on topic entitled “How to Prepare M.Ed. Synopsis”.
 14. A guest lecture was delivered by Ms. Kamla, staff nurse Govt. Hospital, Ratti on dated 13th Dec. 2013 on topic entitled “How we cure HIV/AIDS”.
 15. A guest lecture was delivered by Mr.M.S.Jamval Principal, V.D.C. Mandi on dated 22nd Jan.2014 on “Pronunciation of English Language, Phonetic transcriptive and linguistics”.
 16. On 28th January, 2014, a seminar was organized on “Inclusive Education- A way to Future” in which Dr. Sanjeev Sharma and Mr. Sansar Chand Rana were acted as resource persons.
 17. A guest lecture was delivered by Mr. Bhupesh Kumar Voice and Accent Trainer, Sunder Nagar on dated 6th Nov.2014 on topic entitled “Communication Skills”.
 18. A seven days workshop was organized by the college on the preparation of power point presentations for B.Ed. and M.Ed. teacher educators’ w.e.f. 1st Dec. 2014 to 7th Dec. 2014. Mr. Narender Kumar and Ms. Seema were acted as recourse person.

19. A two days workshop was organized by the college on dated 19th and 20th December 2014 on the preparation of teaching aid for B.Ed. students.
20. A seven days refresher course on Methodology of Educational Research (w.e.f.6th Jan.2015 to 12th Jan, 2015) was organized by IQAC (Internal Quality Assurance Cell) for teachers educators and M.Ed. students. In this refresher course Dr. Satish Chand Bhadwal acted as resource person.
21. A guest lecture was delivered by Mrs. Richa Thakur Assistant Professor MBA Department of Abhilashi Institution, Ner Chowk on dated 31st Jan. 2015 on topic entitled “Personality Development and its Importance”.
22. A workshop was organized by Abhilashi College of Education from 2nd November to 7th November 2015 based on ‘Soft Skills Enhancement and Personality Development’ by a professional trainer.

Following Conferences/Seminars/Symposium/Workshops attended by faculty members during the last five years.

List of Conferences/Seminars/Symposium/Workshops attended by faculty members during the last five years

Sr. No.	Name	Seminar/Conference/Workshops//Orientation Programme/Refresher Course	Name of Institution	Date	Detail
1.	Dr. Vishal Sood	National Seminar	Shiva College of Education, Gumarwin, H.P.	17-04-2010	Paper Presented entitled, ‘Role of Regulatory Bodies in Maintaining the Standard of Teacher Education Programmes.’
2.	Tanuja	Orientation	Academic	19.08.2	Awarded grade

	Sharma	Programme (OP-98), UGC Sponsored.	Staff College Himachal Pradesh University, Shimla	010 to 15.09.2010	A after evaluation of performance based on the parameters fixed by the UGC
3.	Dr. Vishal Sood	Orientation Programme (Two Days Orientation Programme on National Curriculum Framework for Teacher Education-2009)	Dept. of Education Himachal Pradesh University, Shimla and N C T E, New-Delhi	23-09-2011 to 24-09-2011	Participated
4.	Tanuja Sharma	Orientation Programme (Two Days Orientation Programme on National Curriculum Framework for Teacher Education-2009)	Dept. of Education Himachal Pradesh University, Shimla and N C T E, New-Delhi	23-09-2011 to 24-09-2011	Participated
5.	Dr. Vishal Sood	National Seminar in collaboration with Indian Psychometric and Educational Research Association (IPERA)	HIBS, Agra	25-09-2011	Paper Presented entitled, 'Educational Strategies for Learning Disabled Children'.
6.	Dr. Vishal Sood	National Seminar in collaboration with Council for Teacher Education, H.P. State Chapter	M.L.S.M. College SunderNagar, H.P.	14-10-2011	Paper Presented entitled, 'Strategies to cope up with environment hazards'.
7.	Dr. Anup Kumar	Refresher Course in	Academic Staff College	21-11-2011 to	Awarded grade A after

		Education, UGC Sponsored, (RCE-245)	Himachal Pradesh University, Shimla	10-12-2011	evaluation of performance based on the parameters fixed by the UGC
8.	Dr. Anup Kumar	National Seminar (Two Days)	Hamir College of Education, Hamirpur (H.P.)	May 9-10, 2012	Paper Presented entitled 'Increasing trend of Non Attending Cases in Teacher Education Institutions: A New Concern'
9.	Dr. Anup Kumar	Seminar	Abhilashi Institute of Management Studies	09-03-2013	Paper Presented entitled 'Gandhian Philosophy and its Significance in the Present Context'
10.	Dr. Anup Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
11.	Mr. Rajesh Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
12.	Mrs. Ranjana Kumari	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Micro-Teaching as teacher Training Technique.'
13.	Mr. Rajesh Kumar	National Seminar	Vijay Memorial College of Education, Bhangrotu, Mandi	26-04-2013	Paper Presented entitled 'Technology as Catalyst in Teaching Learning

					Process.’
14.	Dr. Anup Kumar	National Seminar	Krishma P.G. College of Education, Dadour, H.P.	26-05-2013	Paper Presented entitled ‘Pupil teacher Perceptions about Implementation Strategy of Micro-Teaching in Teacher Education Institutions: Issues and Challenges’
15.	Mr. Rajesh Kumar	National Seminar	Krishma P.G. College of Education, Dadour, H.P.	26-05-2013	Paper Presented entitled ‘Pupil teacher Perceptions about Implementation Strategy of Micro-Teaching in Teacher Education Institutions: Issues and Challenges’
16.	Dr. Anup Kumar	National Workshop	Shri Sai College of Education, Nadaun, H.P.	10-4-2014	Participated
17.	Dr. Rajesh Kumar	National Workshop	Shri Sai College of Education, Nadaun, H.P.	10-4-2014	Participated
18.	Dr. Anup Kumar	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled ‘Understanding significance of Assessment and Accreditation toward improving the quality of Education’
19.	Dr. Rajesh Kumar	Two Days International Seminar- ICSSR	Trisha P.G. College of Education, Hamirpur,	November 8-9, 2014	Paper Presented entitled ‘Understanding significance of

		sponsored	H.P.		Assessment and Accreditation toward improving the quality of Education'
20.	Ms. Ranjna Kumari	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Understanding significance of Assessment and Accreditation toward improving the quality of Education'
21.	Ms. Tanuja Sharma	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in Teacher education and School education'
22.	Ms. Anita Devi	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in Teacher education and School education'
23.	Mrs. Neha Chauhan	Two Days International Seminar- ICSSR sponsored	Trisha P.G. College of Education, Hamirpur, H.P.	November 8-9, 2014	Paper Presented entitled 'Contribution of ICT to enhance Quality in Teacher education and School education'
24.	Mr. Santosh Kumar	Two Days International Seminar-	Trisha P.G. College of Education,	November 8-9, 2014	Participated

		ICSSR sponsored	Hamirpur, H.P.		
25.	Mr. Sulender Kumar	International Symposium	JNGEC, SunderNagar	December, 15-16,2014	Participated
26.	Mrs. Neha Chauhan	International Symposium	JNGEC, SunderNagar	December, 15-16,2014	Participated
27.	Dr. Anup Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Co-ordinator and Participated
28.	Mrs. Sapna Chandel	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
29.	Ms. Anita Devi	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
30.	Ms. Tanuja Sharma	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
31.	Mrs. Sudiksha Kumari	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
32.	Ms. Suman	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
33.	Mrs. Neha Chauhan	Seven Days Refresher Course in Methodology	Abhilashi P.G. College of Education, Ner Chowk,	06.01.2015 to 12.01.2015	Participated

		of Educational Research	Mandi, H.P.		
34.	Mr. Santosh Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
35.	Mr. Sulender Kumar	Seven Days Refresher Course in Methodology of Educational Research	Abhilashi P.G. College of Education, Ner Chowk, Mandi, H.P.	06.01.2015 to 12.01.2015	Participated
36.	Ms. Anita Devi	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
37.	Ms. Tanuja Sharma	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
38.	Mrs. Sudiksha Kumari	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
39.	Ms. Suman	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated
40.	Mrs. Neha Chauhan	NAAC Sponsored One Day National Seminar	Shiva College of Education, Ghumarwin, H.P.	14-02-2015	Participated

3.2 Research and publication Output

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

The institution has a tradition of acquainting the student teachers with the development of various types of teaching aids and teaching-learning materials. The institution has developed various charts, models, improvised materials for enhancing quality of teaching- learning process. The teachers and students also prepare OHP transparencies and power point presentations on various topics which are used by them in regular classes and micro teaching/simulation sessions respectively for enhancing their teaching effectiveness and skills. The institution has also developed an upgraded question bank separately for B.Ed. and M.Ed. course in each subject. M.Ed students have also developed different research tools with the help of research supervisors for carrying out their research works as follows:

- i. Professional Commitment Scale for Teacher Educator (PCSTE-SV) was published by Dr.Vishal Sood in the year 2011 in Manasvi National Psychological Corporation, 4/230, Kacheri Ghat, Agra- 282004.
- ii. Teacher Attitude Scale towards Inclusive Education (TASTIE-SA) was published by Dr. Vishal Sood and Arti Anand in the year 2011 in Harprasad Institute of Behavioral studies (HIBS) 41-42, Hardeep Enclave, Sikandra, Agra -282007.
- iii. Teacher Attitude Scale towards Continuous and Comprehensive Evaluation (TASTCCE-SA) was published by Dr. Vishal Sood and Arti Anand in the year 2011 in Harprasad Institute of Behavioral studies (HIBS) 41-42, Hardeep Enclave, Sikandra, Agra -282007.
- iv. HIV/AIDS Knowledge and Awareness Test was published by Mr. Anup Kumar in the year 2011 in H.P. Bhargava Book House National Psychological Corporation, 4/230, Kacheri Ghat, Agra- 282004.

- v. Attitude Scale towards Privatization of Education constructed by Ms. Nidhi Sharma and Dr. Vishal Sood in the year 2010-11.
- vi. Spiritual Intelligence Scale constructed by Ms. Saloni Sharma and Dr. Vishal Sood in the year 2010-11.
- vii. Social Skills Rating Scale for School Students constructed by Mr. Suresh Kumar and Dr. Vishal Sood in the year 2010-11.
- viii. Attitude Scale towards Voluntary HIV/ AIDS Testing and HIV/AIDS Patients constructed by Ms. Payal Sood and Dr. Vishal Sood in the year 2010-11.
- ix. Multiple Anxiety Inventory for Secondary Students developed by Mr. Tarun Mehta and Dr. Vishal Sood in the year 2010-11.
- x. Attitude Scale towards Open and Distance Education meant for college students developed by Ms. Meena Kumari and Dr. Vishal Sood in the year 2010-11.
- xi. Attitude Scale towards Pre-Service Teacher Training Programmes constructed by Ms. Arti Dhiman and Ms. Arti Anand in the year 2010-11.
- xii. Attitude Scale towards e-learning meant for college students constructed by Ms. Sapna Sharma and Ms. Arti Anand in the year 2010-11.
- xiii. Attitude Scale of student Teachers towards Micro Teaching constructed by Ms. Suman Thakur and Ms. Arti Anand in the year 2010-11.
- xiv. Attitude Scale towards In-Service Teacher Training Programmes constructed by Ms. Neeshu and Ms. Arti Anand in the year 2010-11.
- xv. Attitude Scale for Secondary School Teachers towards Homework constructed by Ms. Dimple Thakur and Ms. Arti Anand in the year 2010-11.
- xvi. Teachers Attitude Scale towards Teaching and Teacher Students Relationship (TASTTTSR-AHV) was published by Ms. Arti Anand in

- the year 2012 in Manasvi UG-1, Nirmal Heights, Agra-Mathura Road, Agra.
- xvii. Human Rights Awareness Test (HRAT-SVAA) was published by Ms. Arti Anand in the year 2012 in National Psychological Corporation, Bhargava Bhawan 4/230, Kacheri Ghat, Agra- 282004.
 - xviii. Social Skills Rating Scale (SSRS-SVAAKS) was published by Ms. Arti Anand in the year 2012 in National Psychological Corporation, Bhargava Bhawan 4/230, Kacheri Ghat, Agra- 282004.
 - xix. Educational Anxiety Inventory was published by Ms. Arti Anand in the year 2012 in Bhargava Book House 4/230, Kacheri Ghat, Agra- 282004.
 - xx. Multiple Anxiety Inventory (MAI) was published by Dr. Arti Anand in the year 2012 in Prasad Psycho Corporation 10A, Veer Savarkar Block, Shakarpur, New Delhi-110092, India.
 - xxi. Scale for Attitude of Primary School Teachers towards In-Service Teacher Training Programmes constructed by Ms. Rekha Sharma and Mr. Rajesh Kumar in the year 2012-13.
 - xxii. Attitude Scale for Elementary School Teachers towards Mid-Day Meal Scheme constructed by Ms. Anshu Kumari and Mr. Rajesh Kumar in the year 2012-13.
 - xxiii. Questionnaire to study the students Perceptions towards Mid-Day Meal Scheme constructed by Ms. Suman and Ms. Shruti Bhardwaj in the year 2012-13.
 - xxiv. Attitude of Secondary School Teachers towards Homework constructed by Ms. Renu Bala and Dr. Rajesh Kumar in the year 2013-14.
 - xxv. Scale for Teachers Attitude towards Continuous and Comprehensive Evaluation (CCE) constructed by Ms. Taruna Devi and Dr. Rajesh Kumar in the year 2013-14.
 - xxvi. Observation Schedule for implementation of national Programme of Mid-Day Meal in Government Primary Schools of West Bengal

constructed by Ms. Madhumita Majumder and Dr. Anup Kumar in the year 2014-15.

- xxvii. Academic Anxiety Scale meant for Secondary School Students constructed by Ms. Lata Devi and Dr. Anita Devi in the year 2014-15.
- xxviii. Academic Achievement test in Social Science meant for class 9th Secondary School Students constructed by Ms. Rimmy Sharma and Dr. Anita Devi in the year 2014-15.

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

Institution provides optimum facilities to the students for developing instructional materials. Following laboratories / facilities are available with the institution for developing instructional materials

Sr. No.	Laboratory
1.	Science Laboratory(combined for Physics, Chemistry and Biological Sciences)
2.	Educational Technology Laboratory
3.	Language Laboratory
4.	Educational Psychology Laboratory
5.	Social Science-Cum-Mathematics Laboratory
6.	Computer Laboratory
7.	Library

All these laboratories/facilities are well-equipped with every sort of materials and equipments for developing various types of instructional materials and conducting experiments. The students are provided certain

necessary materials and articles from the laboratories and some materials are brought by the students themselves for developing various types of instructional materials. The students prepare the instructional materials either in the laboratory or in the class rooms. Sometimes, they prepare these at their residences for which the required materials are issued to the students. The teacher educators also attend workshops and seminars to update themselves with latest development related to instructional materials.

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

Yes, the college has developed OHP transparencies, number of charts, models on various topics of school subjects and power point presentations for making their use in teaching-learning and training process. In addition to this, question banks have also been developed and updated for B.Ed. and M.Ed. courses.

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

(a) Organized by the institution :

The details of workshops /seminars organized by the college on preparation of power point presentation have already been furnished in paragraph **3.1 (4)**. Apart from this, the college organizes different intra institutional workshops for the B.Ed. and M.Ed. students on the formulation of instructional objectives, lesson plans and teaching aids/TLM in which M.Ed. students acts as mentors. These workshops are organized by the college as per the requirement.

(b) Attended by the staff:

Dr. Anup Kumar and Dr. Rajesh Kumar have participated in national workshop on test constructed at Shri Sai College of education, Naduan (H.P). Also a seven days refresher course on research methodology was

organized by the college in collaboration with IQAC in which training was provided to teacher educators and M.Ed. students on analysis of data by using SPSS. In addition to this, a workshop was organized by the institution for the enhancement of technical skills of teacher educators and enriched their ways of preparing power point presentations on their respective teaching subjects.

(c) Training provided to the staff:

As mentioned above at college level, the staff members are provided training in adequate preparation and effective use of different types of instructional materials in teaching-learning process. This training is given by experienced and senior teachers after the session is over and new admissions are to be made. However, no specific training is provided to the staff by any external agency on material develop

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

Following research papers have been published by different faculty members in different journals as described below:

Sr. No.	Faculty member	Title of research paper	Name of Journal	Detail	Page No	ISSN	Year of publication
1.	Dr. Vishal Sood	Professional Commitment among B.Ed. Teacher Educators (Co-Author)	Journal of All India Association for Education Research	Vol.22 ,No. 1	51-60	0970-9827	2010
2.	Dr. Vishal Sood	Role Commitment among Teachers (Sole Author)	Indian Journal of Psychome	Vol.41 No.2	214-218	0378-1003	2010

			try and Education				
3.	Mrs. Promila, Mrs. Narbada Devi and Ranjana Kumari	Mental Health of Senior Secondary School Students in relation to certain Socio-Demographic Variables	International Transactions in Humanities and Social Sciences	Vol. 2- Number-2 July-December-2010	195-198	0975-3745	2010
4.	Mr. Anup Kumar and Mr. Rajesh Kumar	Guidance Needs of Adolescents Studying in Jawahar Navodaya Vidyalayas in Himachal Pradesh	International Journal of Education and Allied Sciences	Vol. 2- Number-2 July-December-2010	59-64	0975-8380	2010
5.	Dr. Vishal Sood	Emotional Intelligence of Senior Secondary School Students in relation to certain socio-demographic variable (Co-Author)	Indian Journal of Psychology and Mental Health	Vol.5 Special Issue	12-19	0973-7286	2011
6.	Dr. Vishal	Impact of inservice teacher training	Indian Journal of	Vol.42 .No.1	103-108	0378-1003	2011

	Sood	programmes on teaching effectiveness of high school teachers (Co-Author)	Psychometry and Education				
7.	Dr. Vishal Sood	Teaching effectiveness of secondary school teachers in relation to their level of self efficacy	MERI-Journal of Educational Research	Vol. 12, No.1	6-10	0974-0554	2011
8.	Dr. Vishal Sood	Attitude of undergraduate college students towards modernization and its impact on their mental Health	Bombay Psychologist	Vol.X XVI, No.1 & 2	37-43	0975-0738	2011
9.	Dr. Vishal Sood	Attitude of elementary school teacher towards in-service training programme under SSA (Co-Author)	MERI-Journal of Educational Research	Vol.15, No 4	14-21	0974-0554	2011
10.	Dr. Vishal	Mental health of senior secondary	Praachi Journal of	Vol.27, No.2	96-102	0971-7064	2011

	Sood	school students in relation to their level of emotional competence (Co-Author)	Psycho-Cultural Dimensions				
11.	Dr. Vishal Sood	Inclusive Education for Disabled-Teachers' Reflections (Co-Author)	NCERT-Journal of Indian Education	Vol.X XXVII, No.3	47-56	0972-5628	2011
12.	Mr. Anup Kumar	A Study of Risk-Taking behaviour of Male Adolescents in relation to their Aggression Level	Modern Education Research in India	Vol. 13- Number-2 April-June-2011	01-04	0974-0554	2011
13.	Mr. Anup Kumar and Mr. Rajesh Kumar	HIV/AIDS Awareness Among Tribal School going Adolescents in Himachal Pradesh	International Journal of Education and Allied Sciences	Vol. 3- Number-2 July-December-2011	95-100	09758 380	2011
14.	Dr. Anup Kumar	Role of School in the Preservation of Mental Health	Refresher Course in Education	UGC/ASC/RC.E	10-12-201	..	2011

			-245	DU.24 5.201 1	1		
15.	Dr. Anup Kumar	Mental Health and Optimistic- Pessimistic Attitude of Adolescents	Praachi Journal of Psycho Cultural Dimensio ns	Vol. 28- Numb er-1 April, 2012	30- 33		2012
16.	Dr. Anup Kumar and Mr. Rajesh Kumar	A Study of Aggression Among Senior Secondary School Students in relation to their self-esteem, Institution type and Stream of Studies	Internatio nal Transacti ons in Humaniti es and Social Sciences	Vol. 3- Numb er-2 July- Dece mber- 2012	119- 126	0975- 3745	2012
17.	Mr. Rajesh Kumar	Aggression among Secondary School Students in relation to their Emotional Competence	Internatio nal Journal of Education and Allied Sciences	Vol. 4- Numb er-2 July- Dece mber- 2012	97- 102	09758 380	2012
18.	Dr. Anup	A Study of Implementation	Internatio nal	Vol. 4- Numb		09758 380	2012

	Kumar	of National Programme of Mid Day Meal in Schools in Himachal Pradesh	Journal of Education and Allied Sciences	er-2 July-December-2012			
19.	Dr. Anup Kumar	Problems of Women Education in rural Indian Setup	Article in Book 'Women Empowerment and Education				2012
20.	Dr. Anup Kumar	A Study of Mental Health of High School Students Studying in Co-educational and Unisex Schools	Recent Educational and Psychological Researches				2014
21.	Dr. Anup Kumar	Aggression among School going Adolescents in relation to their gender and Optimistic-Pessimistic attitude	Journal of Education and Psychological Research	Vol. 4- Numb er-2 July-2014	172-176	2230-9586	2014

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

Although, no faculty member has received any award, honour or patent by the external agencies. However, four staff members (Dr. Anup Kumar, Dr. Rajesh Kumar, Dr. Narbada Devi and Dr. Promila Devi) were awarded their doctoral degree during the last five years.

7. Give Details of the Minor/Major Research Project completed by staff Member of the institution in last five years.

Although none of the project work was completed by staff Member of the institution in last five years. Yet, following research works have been accomplished in their Ph. D. research works:

Sr.No.	Name	Topic of Thesis	Date of Submission	Date of Award
1.	Dr. Narbada Devi	National Programme of Mid Day Meal in Schools at Primary Level in Himachal Pradesh: An Evaluative Study	12-04-2011	24-06-2011
2.	Dr. Promila	A Study of Mental Health of Senior Secondary School Students in relation to their Emotional Competence and Aggression Level	12-04-2011	24-06-2011
3.	Dr. Anup Kumar	National Programme of Nutritional Support to Primary Education (Mid Day Meal Scheme) in Himachal Pradesh: An Evaluative Study	20-04-2011	24-05-2013
4.	Dr. Arti Anand	An Evaluative Study of Inservice Teacher Training Programme	18-03-2011	24-05-2013

		in Himachal Pradesh		
5.	Dr. Rajesh Kumar	Aggression among Secondary School Students in relation to their Emotional Competence, Self-Esteem and Certain Demographic Variables	30-05-2013	17-03-2014
6.	Ms. Anita Devi	Emotional Intelligence, Academic Anxiety and Academic Achievement of High School Students in relation to their Styles of Learning and Thinking and Certain Demographic Variables	09-04-2014	Approved by V.C. 14-05-2015

3.3 Consultancy

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

Yes, the teaching faculty of the college provided inter-institution consultancy services in various institutions of Abhilashi Educational Society. The consultancy services has provided free of cost in various institutions by B.Ed and M.Ed. teaching faculty. A faculty development programme was organized by M.Ed. faculty members at T.R.Abhilashi Memorial Institute of Engineerings and Technology, Tanda (w.e.f. 23rd July, 2012 to 31st July, 2012) for staff members about teaching skills, class room management and effective teaching methodology. M.Ed. and B.Ed. teaching faculties of Abhilashi College of Education organized seven days faculty development programme for new appointees of T.R. Abhilashi Memorial Institute of Engineering and Technology, Tanda (w.e.f. 8th July, 2013 to 14th July,2013) about teaching skills, class room management and effective teaching methodology. A faculty development programme was organized by B.Ed. faculty members for Assistant

Professor of Abhilashi Institute of Management Studies, Nerchowk (w.e.f. 19th July, 2013 to 20th July, 2013) about effective teaching methodology. A faculty development programme was organized by B.Ed. faculty members at Genius International Public School, Nerchowk (29th July to 31st July, 2013) for teachers about teaching skills and effective teaching methodology. The details of consultancy services provided by the institution in last five years have already furnished in **3.1(4)**.

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 publicize the available expertise.

-----No-----

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?

-----NIL-----

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

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

3.4 Extension Activities

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

The institution has organized following extension activities and outreach programmes during last two years:

Sr.No.	Name of Extension Activites/outreach Programme
1.	AIDS awareness campaign in the session 2013-14 and 2014-

	15
2.	Cleanliness campaign in the session 2013-14 and 2014-15
3.	Visit to special school children at Nagchalla (Sahyog Special School) in the session 2013-14
4.	Visit to various institutions of Abhilashi Educational Society in the session 2013-14
5.	Visit to Old Age Home at Bhangrotu in the session 2014-15
6.	Blood Donation camp organized by Abhilashi Educational Society at Chailchowk in the session 2014-15
7.	B.Ed. Students of session 2016-18 participated in Dusshera at Bhangrotu on dated 22-10-2015

From these extension activities and outreach programmes, the institution has made efforts of bringing awareness and concern among local community regarding cleanness, AIDS awareness and its devastating effects, importance of blood donation and its importance in saving life and other social issues. Through these activities, college endeavors to develop among the students the sense of selfless-service, social responsibility and other human values as envisioned in the mission and objective of the college.

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

Due to whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The local people residing near to the college have donated their land to the college for making a transportable road to the

college. The students of the two programmes (B.Ed. and M.Ed.) are given better private residential accommodation by local people in the form of PGs which is a great contribution for the college from the local people. The institution also donates teaching aids and teaching learning materials to the nearby schools and provides academic and vocational guidance to the school students. The college also provides academic help and guidance to school teachers who approach the college. It has resulted in acceptance of college among the local school community. The college also organizes special lectures by the experienced school teachers for providing better educational experiences to the student teachers. Due to involvement of school teacher in developing lesson plans and providing feedback to the student teacher at the time of practice teaching, the college has succeeded in providing better training to the prospective teacher. Also the institute rewarded retired teachers Mr. Khem Singh Thakur, Mr. Bhasker Dutt Sharma, Sh. Sita Ram Verma and Shri Lal Man Sharma on the teacher's day to strengthen the relationship with the local community. Blood Donation camps, cleanliness campaign and awareness campaigns are organized by Abhilashi Educational Society to sensitize local community and aware them to keep their surrounding environment clean and hygienic. Apart from the extension activities and outreach programmes, Abhilashi Education Society (parent body of college) has established Abhilashi University at Chail Chowk which helps in educational and vocational development of the nearby community. The institution has also participated actively in various cultural programmes organized by local authorities like Dussehra celebration at Bhangrotu on dated 22-10-2015.

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

- The college plans to provide educational support and aware the students regarding various issues like health, cleanliness, plantation, AIDS awareness etc.
- The extension and outreach activities will remain a regular feature of the institution for providing community orientation to the students.

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

----No----

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

The students of B.Ed and M.Ed. courses are made sensitive and aware about various social and human values as mentioned in vision and mission of institution through various academic and co-academic activities like seminars, group discussions, guest lectures by experienced teachers, law personnels, in campus activities like campus beautification, spot plantation etc. For developing democratic and citizenship values among the students, various committees have been framed in the institution in which students have been given adequate representation for smooth functioning of the institution. The College Student Association (CSA) is representative body of the students of the institution which helps in organizing various activities of the institution by ensuring participation of maximum number of students. The main feature of this CSA is that the office bearers and members of this association are elected on mutual consensus of students and not by formal election procedure. Various extension activities and outreach programmes organized by the institution have helped to a great extent in imbibing social, moral and democratic values among the student teacher. The institutions tried to develop healthy work cultural among students

by assigning them different responsibilities in organizing various academic and cultural activities.

3.5 Collaborations

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

The institution has received the membership of National level organization “Council of Teacher Education (CTE), Chandigarh and Punjab Chapter “in year 2009. Five faculty members namely Dr. Anup Kumar, Dr. Rajesh Kumar, Ms. Ranjna Kumari, Ms. Anita Devi and Ms. Tanuja Sharma are the member of CTE. Information regarding seminars/workshops/conferences are provided to the members through e-mail by CTE.

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.

The institution has made no international collaboration.

3. How did the linkages if any contributed the following?

i. Curriculum Development	–	N.A.
ii. Teaching	–	N.A.
iii. Training	–	N.A.
iv. Practice Teaching	-	N.A.
v. Research	-	N.A.
vi. Consultancy	-	N.A.
vii. Extension	-	N.A.
viii. Publication	-	N.A.
ix. Student Placement	-	N.A.

4. What are the linkages of the institution with the school sector?

(Institute–school-community networking).

The institution invites school heads/teachers for guest lecturers to acquaint the student teachers with their role and responsibilities as teacher in real school situations. They are informed about school problems and ways and means of handling such problems. The institution organizes exhibitions of teaching aids and teaching learning materials developed by the student teachers. In these exhibitions school teachers are invited to evaluate them and provide necessary guidelines and suggestions for the student teachers. School heads / teachers are also involved in providing feedback to the students during practice teaching. The college also provides academic help and guidance to school teachers who approach the college. The college donates teaching aids and teaching learning materials to the participating schools. The institution also provides academic and vocational guidance to the senior secondary students of nearby school through its guidance cell.

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

Yes, as already mentioned in paragraph 2.3 (8) and 2.4(1), the lesson plans are developed in partnership with the school staff of practicing school and mentors. For this, proforma of lesson plan has been developed by the teacher educator of the college as well as teacher educator of other teacher training institutions after critical discussions through seminars or workshop mode in which M.Ed. Students (Mentor teachers) are also actively involved to give their comments. After finalizing a proforma of lesson plan for different teaching subjects, this proforma of lesson plan is discussed with the school heads/teachers of nearby school for their comments and suggestions. For this, concerned teacher educator along with one or two mentor teachers (M.Ed. Students) visits the schools and after discussion, a final format of lesson plan is

prepared which is then employed by the student teachers of B.Ed. program during practice teaching sessions. The time table followed during practice teaching of B.Ed. course is prepared after consultation with concerned school heads and teachers. The syllabus for student teachers to be taught during practice teaching is provided by the concerned subject teachers of the school. The school teacher monitor the progress of syllabus completion and at the end of every week necessary guidelines are provided to the student teachers by the school teachers and head of the school. The college deputed one teacher in every school along with two mentor teachers (M.Ed. students) during practice teaching. The concerned teacher incharge makes maximum efforts to engage school teacher in providing feedback to the student teachers on their teaching behavior and teaching skills. The student teachers are also engaged in organizing various co-curricular activities in practicing schools and their presence in morning assembly of the school is compulsory. One student teacher also delivers a lecture in morning assembly every day in schools during practice teaching. Apart from this the student teachers are also given information about maintaining various school records by senior staff members of the practicing schools.

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

The faculty members of the college remain in regular touch with the school personnel of nearby schools. The services of school staff are sought at various junctures of teacher training in the college as mentioned in the previous paragraphs. The faculty members coordinate with school staff formally and informally for enhancing the standards of teacher training. The suggestions of school teacher are considered for making various decisions and planning various teacher training activities in the college.

Apart from this, the faculty members also take the help of teacher educators of nearby teacher training institutions in various aspects like curriculum transaction, bringing uniformity in lesson plans, organizing and attending seminars. Sometimes, there are informal discussions with teacher educators of other institutions on significant topics related to teacher training. The college has started inter library loan system with two nearby situated B.Ed. college (Himalayan College of Education, Pungth and Lalgee College of Education, Gutkar) from the year 2009 for the benefit of faculty members and students of all three programmes. The teachers of university are sometimes invited for delivering guest lecturers in the college as listed below and also furnished in **3.1(4)**.

- A guest lecture was presented by Dr. Savitri Sharma Associate Professor M.L.S.M. College, Sunder Nagar on dated 17th Nov. 2011 on topic entitled “Significance of Human Rights in Education”.
- A guest lecture was presented by Dr. Suman Katoch Assistant Professor M.L.S.M. College, Sunder Nagar on dated 24th Dec. 2011 on topic entitled “Leadership Quality of a Teacher”.
- A guest lecture was delivered by Dr. Surender Sharma Assistant Professor ICDEOL, Shimla on dated 8th Feb. 2012 on topic entitled “Innovative Teaching”.
- A guest lecture was delivered by Dr. Kuldeep Katoch Assistant Professor ICDEOL, Shimla on dated 15th Sep. 2012 on topic entitled “Human Values and Students Life”.
- A guest lecture was delivered by Dr. Vishal Sood Assistant Professor ICDEOL, Shimla on dated 28th Nov. 2012 to M.Ed. students on “Sampling in Research”.
- A guest lecture was delivered by Dr. Rajesh Sharma Assistant Professor ICDEOL, Shimla on dated 12th Feb. 2013 on topic entitled “Educational Philosophy of Mahatma Gandhi and its Relevancy in today’s education system ”.

- A guest lecture was delivered by Dr. Ram Mahar Assistant Professor University School of Open Learning Punjab, Chandigarh on dated 5th Oct. 2013 on topic entitled “How to Prepare M.Ed. Synopsis”. .
- A guest lecture was delivered by Ms. Kamla, staff nurse Govt. Hospital, Ratti on dated 13th Dec. 2013 on topic entitled “How we cure HIV/AIDS”.
- A guest lecture was delivered by Mr.M.S.Jamval Principal, V.D.C. Mandi on dated 22nd Jan.2014 on topic entitled “Pronunciation and.
- On dated 6th Nov, 2014 Bhupesh Kumar Voice and Accent Trainer delivered guest lecture on communication skills”.
- An Inter Institutional guest lecture was delivered by Mrs. Richa Thakur (Assistant Prof.MBA Department Abhilashi Institution) on ‘Personality Development’ on dated 31st January, 2015.

The faculty members of the college also collaborate with the university faculty, but in an informal manner (particularly through telephonic conversations’) in order to seek suggestions regarding various aspects of teacher training and related activities. The M.Ed. faculty has benefited a lot through this collaboration with university faculty especially in carrying out research works at M.Ed.

3.6 Best Practices in Research, Consultancy and Extension

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

For enhancing the quality of research, M.Ed. students prepare synopsis for their dissertation works which are presented by them in seminar in front of all fellow students and M.Ed. faculty. The research synopsis is critically discussed and necessary modifications are made for furtherance of their dissertation works. The workshops are also organized by M.Ed. faculty on development of research tools and analysis

of data through SPSS, publication of papers in research journals and formats of writing bibliography. Research colloquium was established in the college in the year...

The college organizes various types of extension activities and outreach programmes by involving local community. In addition to this Red Ribbon Club has been formed in the institution in collaboration with H.P. State AIDS Control Society, Shimla and District AIDS Programme Officer to bring awareness regarding AIDS among students and local people through various activities.

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

- Preparation of research synopsis and seminar presentation by M.Ed. students.
- AIDS awareness related activities organized by red ribbon club.
- Cleanliness campaign at Ner-chowk and various places near the college to develop cleanliness habits among students and local community.
- Visit to various institution of Abhilashi Educational Society to aware the students about educational expansion and various achievements of Abhilashi Education Society in various fields.
- Visit to Old Age Home at Bhangrotu to develop values like responsibility, respect for elders, and other moral values.
- Visit to special school children at Nagchalla (Sahyog Special School) to acquaint M.Ed. trainee about special features of differently disabled children.
- Blood Donation camp organized by Abhilashi Educational Society at Chail chowk to signify the importance of blood donation.
- Feedback of teaching practice from school head/teachers to impart qualitative teacher education.

- Formation of research colloquium to maintain the records of research activities and improve the quality of research work undertaken by the institution.

Additional information

1. What are the main evaluative observation/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

Sr. No.	Observations	Action Taken
1.	Research committee is not constituted to facilitate and monitor the research activities.	Research colloquium has been formed to maintain the records of research activities and improve the quality of research work undertaken by the students.
2.	Major research facilities are yet to be developed.	The institution has provided educational surveys, different research journals, net surfing and other research related facilities are provided to the students.
3.	Teachers are encouraged to enhance their research qualifications.	Four faculty members have awarded their Ph.D. in education, one member has completed Ph.D. research work.
4.	The institution encourages facilities to publish research papers and undertake research projects.	Seven faculty members have published various research papers in national journals and constructed different tools.
5.	Consultancy could be	Abhilashi College of Education

	established in the college	provides inter- institution consultancy services in various institutions of Abhilashi Education Society as described in this chapter ahead.
6.	Various programmes and co-curricular activities such as environment and AIDS awareness rallies are organized by the college with the help of the students.	In addition to environment and AIDS awareness rallies, Various extension activities and outreach programmes related to academic and co- academic area are carried out by the institution.
7.	The college provides teaching aids to the practicing schools.	Every year the institution provides various teaching aids like charts, models, medical first aid box etc to the schools where teaching practice is to be conducted.

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

- Feedback regarding teaching practice from school head/teachers is obtained, analyzed and further used for improving the college functioning.
- Different co-curricular activities, extension activities and outreach programmes are regular feature of the college functioning.
- Formation of research colloquium to maintain the records of research activities and improve the quality of research work undertaken by the institution.

- Priority areas like environment, ICT, human rights awareness and girls' empowerment etc. are given due preferences in the dissertation work of M.Ed. Students.
- Teacher educators are motivated to attend seminars and also to present their papers, attend workshops and other programmes related to their professional and personal development.
- Various research tools are developed by the teacher educators of this institution and research papers were published in national and international journals during the last five years.
- Three teacher educators of the college prepared self instructional materials for B.Ed. students (first year) of ICDEOL, H.P.U.Shimla-5 in November, 2015.
- Various Social services like blood donation, cleanness, awareness campaign and other extension activities as well as outreach programmes will be organized by the institution to imbibe moral values among teachers trainees to sustain and enhance quality training in the institution.

Criterion IV: Infrastructure and Learning Resources:

4.1 Physical Facilities:

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

Yes, the college has all sort of physical infrastructure as per NCTE norms. The details of the infrastructural facilities are given ahead:

i. Ground Floor (Main College Building):

Principal office with attached toilet and wash room

Science lab.(combined for Physical and Bio Sciences)

Staff Room

Administrative Office

Classroom No. 1 and Classroom NO.2

Separate Girls and Boys Toilets

Store Room

ii) 1st Floor (Main College Building):

Computer Laboratory

Educational Technology Laboratory – cum Conference Room

Educational Psychology Laboratory

Language Laboratory

H.O.D Room

Library

Girls Common Room.

iii) 2nd Floor (Main college Building):

Social Science –cum-Mathematics Laboratory

Multipurpose /Seminar Hall

Classroom No. 1, Classroom No.2,Classroom No. 3

iv) Top Floor (Main College Building):

Classroom No.1

Classroom No. 2 and Classroom No. 3

Classroom No. 4 and Classroom No. 5

Sports Room

Separate Girls Toilet and Boys Toilet.

v) Main Administrative Block of Abhilashi Educational Society
(Parent Body of the College) in separate building.

vi) New canteen is constructed in the ground floor of Genius International Public School which is shared by all the students and teachers of different departments.

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

In order to keep pace with the academic growth, Abhilashi Educational Society (Parent body of the college) estimates the requirements of essential infrastructure as per the norms of the concerned regulatory bodies. The required infrastructure is accordingly developed by Abhilashi Educational Society (parental body of the college). At certain points, the members of Abhilashi Educational Society seek suggestions from faculty members regarding infrastructural requirements for the development of the same. All the developmental works related to different sort of infrastructural facilities are carried out by Abhilashi Educational Society (Parent body of the college).

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

- i) Badminton court
- ii) Basket ball ground
- iii) Volleyball Ground
- iv) Kho-Kho Ground
- v) Music instruments
- vi) Different kinds of sports equipments

Apart from this, seminar hall and classrooms are also used for making rehearsals and practice before organization of cultural activities.

4. Give Details on the Physical infrastructure shared with other programmes of the institution or other institutions of the parent society or University.

Various sports fields and sports equipments are shared with Genius International Public School and Abhilashi Institute of Management Studies (An Institute functioning under the aegis of Abhilashi Educational Society). Sometimes, the college also shares the computer laboratory of Abhilashi Institute of Management Studies to provide computer knowledge and skills to the students.

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 centre, etc.)

Following facilities are available with the institution to ensure health and hygiene of staff members and students:

- i) Common Room for girls.
- ii) Separate toilet facilities for boys and girls on the ground floors as well as top floor of the college building.
- iii) Water cooler for safe drinking water

- iv) Canteen for students and staff.
- v) Medical First aid Facility for Students and Staff.
- vi) Separate Washroom for Female Staff.
- vii) Separate washroom for principal.
- viii) Separate Toilet for Male Staff.
- ix) Ambulance facility is provided by Abhilashi Educational Society if any student or teacher suddenly falls ill in the institution.

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.

Separate hostel facility is available for both girls and boys and is maintained directly by Abhilashi Educational Society (Parent body of the college). Hostels are meant not only for the students of Abhilashi College of Education but are used for the girls and boys of all Educational institutions running under its aegis. The hostels are at a distance of 4-5 kms from the college campus. A strength of 180 girls and 50 boys can be accommodated in these hostels respectively.

Following facilities are provided to students in the hostel

- i) Toilets
- ii) Bathrooms
- iii) Mess and dining hall
- iv) Telephone facility
- v) Common room
- vi) TV with cable
- vii) Visitor's Room
- viii) Transport facility
- ix) First Aid/ Medical assistance
- x) Carom/ Chess / Badminton
- xi) Sweeper

- xii) Attendant
- xiii) Security personnel
- xiv) Warden residence

4.2 Maintenance of infrastructure

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

For developing and maintaining infrastructure in the institution, the budget is allocated and utilized by Abhilashi Educational Society (Parent body of the institution). The allocation of the budget is done in respect of all educational institutions maintained by Abhilashi Educational Society in accordance with the new requirements and when there is felt a need to expand Abhilashi Group of Educational Institutions. The budget is also allocated in accordance with the norms of concerned regulatory bodies. The unspent balance is used in the next financial year for further expansion or enhancement of infrastructural facilities.

The information regarding required infrastructure from time to time is provided to Abhilashi Educational Society by the institution. The members of Abhilashi Educational Society Physically verify the requirements and fulfill necessary requirements. The details of utilized budget for maintenance of infrastructure in the institution for last five years are provided ahead:

Sr. No.	Facility	Amount Invested during Last Five Years
1.	Building	70,17,262/-
2.	Laboratories	3,86,728/-
3.	Furniture	4,96,270/-

4.	Equipments	96,278/-
5.	Computers	1,46,700/-
6.	Transport/Vehicles	11,25,000/-

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

The infrastructure is used regularly and for maximum possible duration per week throughout the year. The infrastructure is extensively used for academic activities and organizing various co-curricular activities so that varied learning experiences can be provided to the students. The college has university examination centre where not only the university examinations of B.Ed. and M.Ed. programmes are conducted but also the university examination of other course are being conducted. Apart from this coaching related to different examinations is also provided to the students after working hours. The university examination of B.Ed, BBA, BCA programmes of other nearby colleges is also conducted.

University Examinations held at Abhilashi college of Education, Nerchowk during last five years.

Sr. No.	Session	Name of the courses	Name of the colleges	Duration of Examination
1.	2009-2010	M.Ed, B.Ed ,B.B.A,B.C.A,B. A(Private)	Abhilashi College of Education, Vijay Memorial college of Education, Laljee College of Education, Abhilashi institute of management studies.	16-03-2010 to 07-05-2010

2.	2010-2011	M.Ed, B.Ed, BBA, B.C.A	Abhilashi College of Education, Vijay Memorial College of Education, Laljee College of Education, Abhilashi institute of management studies.	21-04-2011 to 09-05-2011
3.	2011-2012	M.Ed, B.Ed, BBA, B.C.A	Abhilashi college of Education, Abhilashi Institute of Management Studies.	16-04-2012 to 03-05-2012
4.	2012-2013	M.Ed, B.Ed, BBA, B.C.A	Abhilashi College of Education, Abhilashi Institute of Management Studies.	12-04-2013 to 02-05-2013
5.	2013-2014	M.Ed, B.Ed, BBA, B.C.A	Abhilashi College of Education, Abhilashi Institute of Management Studies.	12-04-2014 to 03-05-2014
6.	2014-2015	M.Ed, B.Ed	Abhilashi College of Education	11-04-2015 to 01-05-2015

Other Competitive Examination held at Abhilashi College of Education, Ner Chowk during last five years.

Sr. No.	Date Of Examination	Name Of Examination	Concerned Agency	Capacity of students
1.	17/11/2013	Recruitment test for the post of	The Himachal Pradesh State	400

		Junior clerks, Programming Assistant and Steno -Typist	Cooperative Bank Ltd.	
2.	08/12/2013	Selection of Patwari candidates	Himachal Pradesh Government.	440
3.	08/06/2014	Department of Posts	CMC Ltd.-A Tata Enterprises	1500
4.	15/06/2014	H.P.A.S Combined Competitive (Pre.) Examination	Himachal Pradesh Government.	500
5.	13/06/2015	B.Sc (Agriculture)	Agriculture University Palampur	500
6.	08/08/2015	BAMS	Abhilashi University ,Chail Chowk	240
7.	09/08/2015	Himachal Pradesh Subordinate Allied Services	HPPSC (Shimla)	302

Abhilashi Educational Society makes use of college infrastructure for holding functions/meetings of Abhilashi group of Institutions and Nirankari Satsangs (during off class periods).

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

The Institution takes care to protect and develop a green and eco-friendly campus. During the construction of college building, no trees located in college land have been cut down. The transportable road for which land was donated by local people was developed in such a manner that no trees situated in the sides of the road are being cut down. The college campus is no smoking zone and use of polythene bags is prohibited in the college campus. For beautifying the college campus, campus beautification committee has been constituted by the college which is responsible for raising small lawns and maintaining plants and flower pots in the institution so that the campus looks attractive and beautiful. The provision of drainage, sewerage and dustbins also makes the campus environmental friendly. The committee functions with the assistance of other students of all programmes to keep college campus clean and green. Also World Environment Day is celebrated .Rallies, slogan writing, quiz competition and declamation competitions marks the day. In order to sensitize the pupil teacher to keep the environment clean, cleanliness campaigns are also organized.

4.3 Library as a learning Resource

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

Yes, the college has appointed a qualified librarian who is M.Lib. The staff is as per NCTE norms and is responsible for library works like

classification, issuing and deposit of books, maintaining visitors' register etc.

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.).

The details of library resources available to the staff members and students are given here under

Total number of Titles	1450
Total number of Books	7395
Text Books	5607
Reference Books	606
School Books	480
Text Books (Book Bank)	132
M.Ed Dissertations	377
Encyclopedias	27
Dictionaries(Gen./Subject Specific)	26
Total National Journals Subscribed	17
Total International Journals Subscribed	NIL
Total Magazines Subscribed	09
Total No. of Newspapers Subscribed	06

However, No audio visual resources, software, online journals are available in the library but there is a provision of internet surfing in the library.

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

Yes, the institution has developed the mechanism to review the library resources. For this purpose, Library Advisory Committee has been framed under the responsibility and charge of librarian. For purchasing new books or subscribing additional journals, newspapers, magazines to the library a final list is prepared after discussion with faculty members and placed in the meeting of library advisory committee. After the recommendations of library advisory committee, the final list of required materials is submitted by the head of the institutions to the office of Abhilashi Educational Society (Parent body of the institution) for final approval as well as purchase order. Abhilashi Educational Society purchases and procures the requisites and supplies the same to the library. The library is updated time to time by making additions in the existing library resources.

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

Although, the library is not fully computerized through a specific 'library automation software'. However, the institution has made the library records computerized through entry of library books and other resources in MS-Excel programme.

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

The library has one computer for maintaining the records of library books. Internet facility is available in the library. Although, reprographic facility is not available in the library but, the same facility is provided to the students and staff members in the college office and office of

Abhilashi Education Society. Access to library is very easy and simple. The students along with their library cum identity cards put signature on visitors' register and then enter. Although, the books are placed in locking book cases but can be easily accessed by staff and students. The books are classified author-wise in the library and every one can locate any book easily. Further, library books are placed course/subject wise for easy accessibility and use. The reprographic xerox facility is used by students and staff members as per their own requirements. The teachers can get their study material xeroxed free from the office. The internet facility is used by staff members and students for searching respective study material from computer laboratory.

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

.....No.....

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

The college library remains open and functional on all working days (except Sundays, gazetted holidays and vacation periods) in an academic year. The working hours of the college library are from 9:00 AM to 5:00 PM (8 hours per day). However there is special provision to open the library for special circumstances such as examination, seminar, dissertation works etc.

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

The new arrivals (books, journals, magazines) are displayed/clipped on a display board/display stand in the library so as to make the students and staff members aware about them. The daily newspapers are placed on newspaper stand for staff members and students.

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

Yes, the college library has a book bank facility which was started from the session 2008-2009. The books from book bank are issued to the needy students of all on the basis of their economic status. A total of four books from book bank are issued to the needy students for whole academic session. Such students can also issue 4 books from the main library at the same time for a period of 14 days. Certain students are allowed by the principal to issue more books from the library on the basis of their performance in class activities and recommendations of concerned faculty member.

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

No special facilities are offered by the library to visually and physically challenged students but they have been provided adequate assistance by teachers as well as their peer group to accommodate their disability.

4.4 ICT as Learning Resource

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

The college has well established and functional computer laboratory with 20 computer system. The configuration of these systems is p-IV and some old systems have P-III configuration. Among them 13 systems have CD Rom,6 have DVD and 1 have FDD facility. Besides this Educational Technology laboratory, Psychology laboratory, Language laboratory, H.O.D room, office and Principle office has 1 computer each having P-IV Configuration. The major software programmes that are available in the computer laboratory are MS-Office, Adobe Acrobat Reader. The computer

systems have power backup supply with UPS facility. The computer systems are connected in LAN and have internet connectivity. The staff members make use of computer facilities as per their own requirements for preparing their MS-PowerPoint presentations. Some teachers and students who are undertaking research works use computers for typing their research works. All teachers of the college have learned computer operating skills through regular use of computers in the college laboratory. There is internet facility available in all the computers of the building as well as in the administrative block. The printer facility is available at office. Educational technology laboratory is well equipped with various audio-visual CDs cassettes and modern gazettes related to teaching learning process. The students are given practical knowledge of computer operations in this laboratory. The students who already possess computer skills are involved during this practical training to provide skills to other students for promoting peer group learning. The computer laboratory remains open for the whole day and can be accessed by the students at any time.

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

Provision in the curriculum for imparting computers skills to all students from the session 2010-11 to 2014-15

As per the old curriculum, in the subject of Work Education and Work Experience (theory), computer applications are a compulsory part comprising of 40 marks. The following major skills were included in the curriculum of this part of computer applications

- i) Meaning of computers, hardware, Software.
- ii) Operating systems, Windows and their utility.

- iii) Computer aided learning and ways of using computers in education.
- iv) MS-Word, MS-Excel, MS-PowerPoint.
- v) Safe use of Internet and Email.
- vi) Virus Management.
- vii) Using computers in educational planning and management.

In M.Ed curriculum, there is no provision for imparting computer skills to the students. Yet, the college provides practical training to M.Ed students regarding basic computer operating skills, use of Ms-Word, data entry in MS-Excel, creating graphs and applying simple statistics through MS-Excel.

Provision in the curriculum for imparting skills to students w.e.f the session 2015-16

As per the curriculum of B.Ed in session 2015-16, ICT in teaching learning process is a separate paper of 50 marks in 4th semester which include introduction to ICT and computer fundamentals. The following major skills are included in the curriculum of this part

- i) Meaning of computers
- ii) Components and types of computer
- iii) Operating System
- iv) Application Software
- v) Computer Application in learning Word Processor
- vi) Excel (Spread sheets)
- vii) Powerpoint (Slide Preparation and presentation)

In M.Ed curriculum, there is no provision for imparting computer skills to the students. Yet, the college provides practical training to M.Ed students regarding basic computer operating skills, use of Ms-Word, data

entry in MS-Excel, creating graphs and applying simple statistics through MS-Excel.

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

The teachers make use of PowerPoint presentations and OHP in the curriculum transaction process as per requirement in their concerned subjects. The faculty members employ discussions, team teaching and seminar presentation as communication strategies during curriculum transaction process. The students are given training in use of powerpoint presentations and OHP. The students are provided learning experiences in language laboratory with regard to its application in developing linguistic skills among school students.

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

Although, students make use of technology during micro teaching sessions in the college, however, during practice teaching in schools, it is not possible for the student teachers to use modern electronic gadgets due to lack of basic infrastructure facilities in schools.

Apart from this, the student teachers of B.Ed programme prepare and use lesson plans, teaching aids (charts, models, flash cards etc.) and achievement tests during practice teaching.

4.5 Other Facilities

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

The instructional infrastructure is used regularly and for maximum duration per week throughout whole academic session for the purpose of curriculum transaction in both the programmes. Student teachers of B.Ed programme are provided practical training in different methods laboratories under the guidance of M.Ed students (mentors) and supervision of teacher in-charge. The students are encouraged to visit library and consult books for preparing their assignments, notes, lesson plans etc. The college has university examination centre and also conducts other competitive examinations, the details of which have already been given paragraph. Also, the infrastructure of the college is used by Abhilashi Educational Society for holding functions/meetings of Abhilashi Group of Institutions and Nirankari Satsangs (during off class period).

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?

Following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students of M.Ed and B. Ed.

- i) OHP
- ii) SLIDE Projector
- iii) LCD Projector
- iv) Radio
- v) Tape recorder
- vi) Colour T.V
- vii) CD Player

- viii) Video Camera
- ix) Digital camera
- x) Speakers
- xi) Computer System
- xii) Audio CDs
- xiii) Audio Visual CDs
- xiv) Projector slides
- xv) Audio cassettes
- xvi) OHP Transparencies

The students of the are motivated by faculty members to make use of these audio-visual aids during. The students are explained about advantages of using audio visual aids materials during teaching -learning process. The skill of stimulus variation is introduced in the syllabus in which it is compulsory for the students to use audio visual aids for their lesson presentation. The students are given feedback on the use of audio-visual materials in teaching learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of OHP, power point presentations during micro teaching sessions. However, during practice teaching, it is not possible for the student teachers to use modern electronic gadgets due to lack of basic infrastructure facilities in the school.

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

Following laboratories are available in the institution

- i) Educational Technology Lab.

- ii) Educational Psychology Lab.
- iii) Computer Lab.
- iv) Science Lab.
- v) Language Lab.
- vi) Social Science Lab.
- vii) Mathematics Lab. (Combined with Social Science Lab.)

For enhancing the facilities and ensuring maintenance of equipments in the laboratories, the requirements are given by the concerned laboratory incharge to the principal (either written or verbal information).The same is forwarded to Abhilashi Educational Society (parent body of the college) for the approval and afterwards, requisite articles, materials and equipments are provided to the institution by Abhilashi Educational Society. For proper maintenance of equipments and materials in different laboratories, one teacher has been given charge and responsibility of one laboratory that is responsible for maintaining proper records of equipments and materials in the laboratories. In addition to this, Abhilashi Educational Society has appointed technician for all of institutions functioning under its aegis who is responsible for proper maintenance and care of computer laboratories of different institutions.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transport etc. available with the institutions.

Following facilities are available in the institution:

- i) Multipurpose Hall (120 Sq. Meters.)
- ii) Sports Room
- iii) Various Musical Instruments.
- iv) Transport Facility.

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.

All the classrooms are well ventilated, airy, well lighted and fitted with electric tubes/CFL, ceiling fans and electric extension connections. Yet, the classrooms are not equipped with modern technologies, however, LCD projector with computer system is used in multipurpose/seminar hall and OHP is used in one classroom for regular use. Now, Abhilashi Educational Society is planning to modernize the classrooms of all its institutions functioning under its aegis. It has already established 'smart classroom' in Genius International Public School functioning under its aegis.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty members of two make efforts to provide interesting and different types of learning experiences to the students by applying different methods and techniques of training. Seminar, group discussions, class quizzes, team teaching, extempore activities, class tests are conducted by the faculty members to develop reflective and critical thinking among students. Faculty members collaborate and coordinate with each other in planning and organizing various academic and co-academic activities. The decision related to various aspects of teacher training are taken by mutual consensus among faculty members and planning is done in advance through cooperative manner. The duties and responsibilities to faculty members and students are distributed on the basis of willingness. These plans are then implemented through team efforts. In addition to this, the faculty members use modern

communication technologies and strategies during curriculum transaction process. Remedial instruction is provided to weaker students and high achievers are provided additional academic guidance and help through enrichment programme by the faculty members. Different co-curricular activities and extension activities are organized to give diverse learning experiences to the students.

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

- i) Use of group discussion, seminars, class quizzes, team teaching by teachers.
- ii) Use of OHP, LCD presentations by teachers.
- iii) Training in computer operating skills.
- iv) Use of language laboratory in providing training to develop communication skills.
- v) Free internet facility.
- vi) Addition of audio visual CDs based on 6th to 10th class curriculum.
- vii) Educational movies as well as value based movies.

3. What innovations/ best practices in Infrastructure and learning resources' are in vogue or adopted/adapted by the institution?

- i) Book Bank facility for poor and needy students.
- ii) Inter Library Loan System with two nearby B.ED colleges.
- iii) Academic help and guidance for weak and advance learners.
- iv) Provision of teaching aids and TLM available in the institution for their use during Pre-Practice teaching sessions and practices teaching sessions.
- v) Institution has different method laboratories where students are provided practical training in various aspect of teaching – learning process under the mentors (M.Ed students) and overall guidance and supervision of concerned teacher in-charge

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

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

Sr. No.	Observation/Suggestions	Action taken
1.	The institute has physical facilities as per NCTE norms and common facilities such as seperate washrooms,canteen and first aid centre are provided for staff and students.	The college has all the physical facilities as per NCTE norms and common facilities such as seperate washroom, canteen, first aid centre are provided for staff and students.
2.	Provision of necessary infrastructure is nit made to differentially abled children.	In the ground floor of the college building room no. 1 is reserved for the class having any differentially abled children.
3.	Budget allocation is made for maintenance of infrastructure.	Budget is allocated for the maintenance of infrastructure by Abhilashi Educational

		Society(Parent body of the institution)
4.	Library has started book bank facility from the session 2008-2009	Book bank facility is still their for the students of M.Ed and B.Ed course.
5.	The college has computer laboratory with 20 computer with internet, multimedia facilities	The college has well established computer laboratory with internet and other multimedia facilities.
6.	Institution website is available	The website of Institution is www.abhilashi-edu.in
7.	Inadequate utilization of computer resources	Greater emphasis is placed on the utilization of computer resources by students and teachers like use of computers in teaching-learning process, preparation of print material and other administrative related works. All the teachers are

		capable in handling computers and they make frequent use of computers in teaching learning process.
8.	Hostel facility available for girls students.	Now, the hostel facility is available for boys and girls.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assesment and Accrediation with regard to Infrastructure and Learning Resources?

- i) Separate hostel facility for boys and girls.
- ii) Addition of Audio-Visual CDs , other teaching aid and teaching learning materials.
- iii) Internet facility in all the computers.
- iv) Adequate budget is allocated by the Abhilashi Educational Society for maintenance of infrastructure.
- v) New infrastructure is developed as per the requirement of the institution by Abhilashi Educational Society.
- vi) The college has all sort of physical facilities as per NCTE norms.
- vii) M.Ed. faculty is provided with separate computers for conducted research work.
- viii) Campus is polythene and smoking free zone.

ix) Infrastructure facilities are provided for conducting competitive examinations by the college as per the requirement of Government/any other agency.

Criterion V: Student Support and Progression:

5.1 Student Progression

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.

In B.Ed. programme, the students' teaching aptitude is assessed by administering teaching aptitude test at the time of beginning of session. This is done to have an overview of their pre-requisite knowledge and teaching aptitude so that appropriate learning experience can be provided to them. On the first day of the session a briefing programme cum induction session is organized. The values, ethics, rules and regulation of the college is communicated to the students. The M.Ed. students are assessed in terms of their computer knowledge and skills. It is done with the objective that appropriate computer training can be provided to them which will be further helpful at the time of data analysis and typing dissertations. In addition to this student profile in respect of M.Ed. and B.Ed. programmes is prepared in which information about students' academic background and their special achievements in other co-academic fields is maintained.

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

For making the environment of the campus motivative, healthy and student friendly, the college ensure participant-centred approach for providing varied learning experiences to the students through organization of various academic, co-curricular and extension activities. The college promotes active learning among students. Different committees have been formed in which the students have

been given due representation to ensure student-centered approach. These committees are responsible for organizing various types of activities in the college. The students are encouraged and involved in planning and organizing various activities. The role of students in enhancing the quality of teacher training in the college is given importance. For this, the students have been given due representation in various committees for smooth and adequate management of college affairs.

For ensuring the quality of various aspects of teacher training in the college, the faculty members monitor various activities in the college in joint manner and provide necessary help and guidance to the students. The members of Abhilashi Educational Society (parent body of the college) also keep check on college affairs from time to time to ensure the effectiveness of teacher training imparted. The problems faced by college are discussed in staff meeting and necessary decisions are taken for further quality enhancement.

3. Give gender-wise dropout 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?

Drop-out rate in M.Ed. and B.Ed. courses is very low because these courses are self-financing nature. The college administration makes contact with parents/wards of the concerned student and tries to assist them in solving their problem. If the problem is related to course fee, then certain relaxation in fee is given by Abhilashi Educational Society (parent's body of college). The gender-wise number of drop-outs in M.Ed. and B.Ed. Courses in the last five years is given below:

Course	Session-wise No. of Drop-Outs									
	2010-11		2011-12		2012-13		2013-14		2014-15	
	M	F	M	F	M	F	M	F	M	F
B.Ed.	3	2	17	2	Nil	1	Nil	Nil	Nil	Nil
M.Ed.	Nil	1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

In the session 2010-11, Poonam Narwal under Roll. No. 321 student of M.Ed. died in an accident.

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

Although, no specialized additional services are provided to the students by the college specially for competing in jobs or for taking admissions in higher studies. However, the teachers make their best efforts to provide academic and vocational guidance to the students through regular teaching and informal discussions. This guidance cell collects study materials from teachers, students and other person and provides the same to the needy students for getting it xerox and return the original to the incharge of the guidance cell. This guidance cell operates on cooperative and contributory approach. The various skill development and personality development initiatives of the institution also help the students to achieve success in competitive examinations and teacher eligibility tests.

However, the college has mechanism for maintaining records of the students who qualified in NET/SLET competitive examinations. Question Bank facility is also provided for M.Ed. students for NET examination. In session 2012-13, one student of this institution

qualified NET examination and two students qualified TET examination. In addition to this, in session 2013-14 five students and in 2014-15 ten students qualified TET examination.

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

There is no mechanism in the college for maintaining records of the students who enrolled for further studies or have chosen teaching as career.

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

Yes, the old students of the college are provided with every type of help that is needed by them after passing out from the college. The old students, who approach the college for any academic or personal help, are provided with the same. However, no formal training is provided to the students by the college after completing their degree.

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 have benefited?

Yes, the institution provides placement services to the students after passing out from the college. For this purpose placement cell was established by Abhilashi College of Education for the students. A teacher incharge was appointed for running placement cell smoothly, who makes liaison with various agencies for getting the students placed in different jobs. The numbers of students get employment through placement cell are as follow:

I (2012-13)	II (2013-14)	III (2014-15)
04	06	20

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

As such there are very rare difficulties faced by placement cells. The placement cell incharge makes the rapport with different bodies for getting the students of Abhilashi College of Education placed in different jobs.

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

No, because all the schools where students undergo practice teaching are government schools and it is not possible for the college to get the college student placed in these government schools. However, Abhilashi Educational Society gives preference to the pass out students of its own institutions when there is any vacancy in any of institution maintained by it.

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

All kind of assistance is provided by the institution to the placement cell according to their requirements.

5.2 Student Support

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

For effective transaction of curriculum, the teacher educators prepare course outlines in the teacher-diaries for the concerned subject to be taught by them. These course outlines are prepared well in advance by the teacher before commencement of classes and planning is done month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared. The planning is done by keeping in view the resources and time available. The planning is done in such a way that there remains a scope for carrying out revision of certain important topics and conducting practical activities. Further, for checking and monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the college.

The college prepares academic calendar for B.Ed. and M.Ed. courses before the commencement of academic session. Regarding co-curricular activities, a list of activities is prepared after discussion in staff meetings and in the meeting of co-curricular activities management committee, red ribbon club, extension activities cell. The academic calendar is planned strategically on the basis of previous years experience and decisions regarding various activities are taken through mutual consensus in the meeting of staff council. The academic calendar, thus planned is submitted to Abhilashi Educational Society (parent-body of the college) for final approval. Any suggestions or guidelines forwarded by employers at this stage are incorporated accordingly. Thus every major decision of college is approved by Abhilashi Educational Society (parent-body of the college). Afterwards the students are informed well in advance about these activities so that they can make necessary, preparations for successful organization of various activities. However, these activities are sometimes modified and revised in accordance with the need of time during the session. Sometimes, additional activities are added and organized during the session. The revision and evaluation of various activities is done through discussions in staff meetings held

from time to time and necessary modifications are made in the activities.

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

There is no specific procedure adopted for curricular planning in respect of physically handicapped students. However, the teachers try their best to ensure the participation of such students in academic as well as co-academic activities along with other normal students of the college.

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

Yes the students of M.Ed. programme act as mentors, and assist the faculty members and student teachers of B.Ed. course. Two students of M.Ed. are deputed with one teacher educator and they act as co-observers during micro teaching and simulated teaching sessions. Apart from this the mentors are also responsible for carrying out various practical activities in different laboratories under the supervision of teacher educator. M.Ed. students are involved in organizing various academic and co-curricular activities. Their main function is to assist and help in proper organization of these activities. They are also involved at the time of practice teaching in B.Ed. programme and observe/supervise B.Ed. trainees during real classroom teaching under overall guidance of one teacher incharge. In this way, M.Ed. students are imparted training to perceive and understand their role as prospective teacher educators.

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

- (i) Organization of refresher courses for the betterment of teachers.
- (ii) Organization of personality development programmes by

institution.

- (iii) Use of modern electronic gadgets in curriculum transaction process.
- (iv) Use of various laboratories to provide practical training to the students.
- (v) Appointing M.Ed. students as mentors for B.Ed. students.
- (vi) Use of student-centred teaching learning methods like discussions, seminars and class quizzes, team teaching etc.
- (vii) Preparation of teacher diaries and advance planning of syllabus to be taught.
- (viii) Monitoring the progress of curriculum and other academic activities at requisite intervals.
- (ix) Sudden check by Abhilashi Education Society (parents body of the college) through discussions with students and staff members to ensure the effectiveness of training imparted.
- (x) Organization of various academic and co-academic activities by the students themselves under supervision and guidance of mentors and faculty members.

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

Yes, the website address is 'www.abhilashi-edu.com'. This website is not exclusively for this college, but it is for all the institutions maintained by Abhilashi Educational Society (parents body of the college). Following major information regarding the college is available on the website.

- Vision, Mission and Objectives of College.
 - Nature of programme offered.
 - Eligibility conditions for admission to respective courses.
 - Number of seats, Fee structure and mode of payment of fee.
 - Fine structure.
 - Dress code for students.
 - Library rules and general code of conduct.

- Application form.
- Library membership about essential documents to be enclosed with the form.
- Direction regarding ragging and important telephone numbers of H.P. University and institution.

The website is updated as per the requirements of different programmes and this activity is undertaken by Abhilashi Educational Society.

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

Yes, the college offers remedial instruction to academically low achievers. The students' performance in class and house examinations is considered as a base for providing additional academic help and guidance. This remedial programme (remedial classes) is organized during preparatory vacations before the commencement of final examinations. The teachers identified the needs of students in concerned subjects where they are facing difficulties and individualized support (depending on the nature and extent) in the form of remedial programme to the low achievers is provided. Remedial help in the form of individual guidance is also provided to the students by the faculty members during the period when the classes are in function, especially during lunch break hours. In addition to this, the college also offers special help and coaching for advanced learners who are identified on the basis of their class performance and achievement in house examinations. This special coaching is also imparted during preparatory vacations on the basis needs of such students.

7. What specific teaching strategies are adopted for teaching?

1) Strategies adopted for slow learners/Low Achievers:

- i. Individual attention is given to the slow learners in and outside the class room.

- ii. Remedial classes are arranged for them.
- iii. Easily comprehensible study material for difficult topics is given and books are recommended.
- iv. Various topics are discussed in detail in the classrooms.
- v. Difficulties and misconceptions are cleared.
- vi. Assignments are given to the students by the faculty members in their concerned subjects.
- vii. Tips are given to the students about how to answer a question in a better way.
- viii. Advice to improve writing speed is provided.
- ix. Old question papers are discussed and important topics are identified which can be asked in the examinations.

2) Strategies adopted for Advanced learners/High Achievers:

- (i) Extra material is given in the shape of educational quotes, famous sayings related to different topics in order to make their descriptions decorative.
- (ii) Special training in respect of starting and concluding the answer of question is given.
- (iii) Queries and misconceptions are cleared.
- (iv) Allowed to take extra books from library.
- (v) Information about various websites is given to collect quality material.
- (vi) Special tests are taken to improve their writing speed.
- (vii) Old question papers are discussed and necessary guidance is provided.
- (viii) Difficult topics are again taught with the help of audio-visual aids.

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

'Guidance Cell' has been framed in the college for which one teacher has been given additional charge. The main functions of guidance cell are as under:

- i. To provide academic and career guidance to the college students.
- ii. To provide students with study material required for various competitive examinations.
- iii. To provide the students with information related to various competitive examinations.
- iv. To organize educational and vocational guidance activities for senior secondary school students.

This guidance cell collects study materials from faculty members, students and others and makes it available to the needy students as per their requirements. The students get it Xeroxed and return the original to the incharge of guidance cell. This guidance cell operates on cooperative and contributory approach. However, for conducting activities in senior secondary schools, the transport facility, funds and other requisite material is provided by Abhilashi Educational Society (parent body of college).

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

For redressing the major grievances of students, 'Grievance Redressal Cell' has been formed in the college with one male and female teacher incharge. Any of the major grievances of students are heard by this cell and after mutual discussions and consent, the final solution is forwarded to the head of the college for approval. However, if some grievances are not solved at college administration level, then those are forwarded to Abhilashi Educational Society (parent body of college) to take necessary action in that in that regard. The minor grievances or problems are solved by faculty members or committee incharges at their level through mutual cooperation and consent.

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

The progress of students of is monitored by the faculty members in their concerned subjects during regular classroom teaching. The

faculty members take class tests, organize class quizzes to identify the hard spots and difficulties of the students and necessary academic assistance and guidance is provided to the students. House examinations are conducted and students' progress is assessed in various courses. The faculty members discuss the questions in the class after class tests and house examinations and the students are acquainted with the answers and the way of answering the questions asked in the tests/examinations. .From the session 2014-15 the result of the House examination is prepared by examination cell and same is provided to the students on the basis of students performance in class and achievement in house examinations, remedial help for low achievers and special coaching for high achievers is provided during preparatory vacations before the commencement of annual examination.

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?

For developing the teaching competencies among student teachers before the start of practice teaching, following activities are conducted:

- i. Simulated Teaching in small groups.
- ii. Micro teaching in small groups.
- iii. Observation of peers during their teaching in small groups.
- iv. Preparation of teaching aids and TLM.
- v. Feedback in micro teaching and simulation by mentors (M. Ed. students) and teacher educators.
- vi. Organization of various co-curricular activities in the college by the students on their own.
- vii. Interaction with school teachers during guest lectures.
- viii. Discussions among teachers and students in regular classes.
- ix. Following follow-up support is provided to the students during practice teaching in schools:

- x. One teacher educator and two mentors (M.Ed. students) are deputed in every practicing school for providing feedback, academic guidance and supervising student teachers of B. Ed. programme.
- xi. Guidance by the school heads/teachers for improving teaching competencies.
- xii. Provision of every sort of teaching aids and TLM available in the college to the student teachers for its use during practice teaching.
- xiii. Presentations of at least one lesson per day with the help of teaching aid/improvised material/activity.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes, List of current office bearers.

i. Yes, college has an Alumni Association. Following is the list of the office bearers 2014-

Patron	-	Dr. Narbada Devi
President	-	Mr. Davender Kumar
Vice President	-	Mrs. Jyoti Soni
Secretary	-	Mr. Rakesh Kumar
Jt. Secretary	-	Mr Davender Kumar
Press Secretary	-	Mr. Ravat Ram
Executive Member	-	Ms. Sapna Sharma
Executive Member	-	Ms. Babita Shukla

ii. Give the year of last election.

The association was framed in October, 2014 and the executives were elected with mutual consensus.

iii. List Alumni Association activities of last two years.

As the association was framed in Oct. 2009. So till date the activities undertaken by the association in last two years are as follow:

- Meeting of the Alumni association take place from time to time.

- Active participation in the function organized by the college like Annual day, Athletic meet, Teacher's day, Hindi diwas etc.
- Alumni Association brings in to notice the drinking water problem in front of college administration. The Alumni Association helped to provide water cooler facilities to the college.
- Further the Alumni Association brings into notice the poor road conditions of the college to administration.

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

The details of top ten alumni occupying prominent positions are as follow:

- (i) Mr. Devender Kumar (Vice-Principal Genius International Public School)
- (ii) Ms. Sapna Sharma (P.G.T. Chemistry)
- (iii) Ms. Taruna (P.G.T.) Bio -Sciences
- (iv) Ms. Suman Kumari (Assistant Professor in B.Ed.)
- (v) Mr. Rewat Ram (Assistant Professor in B.Ed.)
- (vi) Ms. Neelam Kumari (Assistant Professor in B.Ed.)
- (vii) Mr. Devender (Lect. In J.B.T.)
- (viii) Mr. Rakesh (Lect. in J.B.T.)
- (ix) Ms. Jaiwanti (T.G.T. Non-Medical)
- (x) Ms. Neelima (P.R.T.)

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

From the day of formation of association, the old students have given many suggestions for improving the functioning of college and have promised to make their contribution in enhancement of quality education in the college in future.

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

Inter-house competitions in various sports, cultural and academic activities are organized after lunch break mostly on every Saturday of

the week. The students are motivated to participate in these competitions and position holders in these competitions are awarded in the annual function of the college. In addition, to this the college also participated in inter B.Ed. colleges badminton tournament at State level held in Swami Vivekanand P.G. College of Education Hamirpur H.P.in 2013. Apart from this college also ensured the presence of the students in the Dusshera festival celebrated in Bhangrotu , distt Mandi,H.P. Activities are essential part of curriculum and students are encouraged to participate in various co-curricular and extension activities and grades are given to students on the basis of their participation. Abhilashi Educational Society (parent body of the college) has also made a provision to provide incentives to the students participating in various sports/cultural competitions at following rates:

- (i) Rs. 1000/ for position holders at national/regional level.
- (ii) Rs. 500/- for 1st position at State level.
- (iii) Rs. 300/- for 2nd position at State level.
- (iv) Rs. 200/- for 3rd position at State level.

Apart from this, such students are provided with free sports kit and sports uniform along with daily allowance and refreshment by the college.

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

During the session 2014-15 the college has published its annual college magazine 'Abhilasha-The Desire'. Further, the college made an arrangement of "Wall Magazine" on which the students are motivated to write articles/poems/other art material. Apart from this, the students also display their self-developed written/art material on display boards in various laboratories. In addition to this, the

students of every house displayed their thoughts and self-made pictures on display board for one week along with carrying out activities during morning assembly.

The college published annual college magazine in which the students for different section published their articles. Further the college makes an arrangement of wall magazine on which the students ensure their participation.

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

Yes, every year 'College Students Association' is formed with five members i.e. president, vice president, secretary and two executive members.

The main function of this association is to assist in planning and smooth organization of various academic, co-academic and extension activities. This association works for the betterment of students and college and is constituted for putting up the students' problems and suggestions to the college administration. The members to this association are elected through mutual consensus and not through formal voting. First of all, class monitors are elected by the students in their respective class sections through mutual willingness. After this process, elected monitors from all three programmes through mutual understanding and willingness nominate one monitor for president, one for vice-president, one for the post of secretary and two for executive members in College Students Association. This association assists in organizing various academic and co-academic activities and the funds and other required materials for organizing these activities are provided by the college as per requirements.

The college has a history that for this association, no elections have ever been held in the college and always the association has been formed on mutual consensus of students. The office bearers of this association for the session 2014-15 were as under:

- | | | | |
|------|----------------|---|----------------|
| (i) | President | - | Mr. Arun Kant |
| (ii) | Vice-President | - | Ms. Dhari Devi |

- | | | | |
|-------|--------------|---|------------------|
| (iii) | Secretary | - | Mr. Gopal Sharma |
| (iv) | Exec. Member | - | Ms. Astami Roy |
| (v) | Exec. Member | - | Mr. Pritam |

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

Following committees have been constituted in the college which has due representation of students and they are framed for carrying out following functions:

1. Managing Committee of the College:

Managing; committee is the second highest administrative body of the college in which due representation to university personnels, government personnels, teaching and non-teaching staff and students have been given. The list of managing committee has been given in paragraph 6.1 (3). The meetings of managing committee are held twice in a year. The main functions of managing committee are as under:

- i. To approve the appointments of teaching and non-teaching staff.
- ii. To plan and initiate steps for students' and teachers' welfare.
- iii. To decide the annual increments in salary of teaching and non-teaching staff.
- iv. To conduct sudden inspections of the college to verify its proper functioning.
- v. To make recommendations/suggestions for further improvement in institutional activities.

2. Internal Quality Assurance Cell (IQAC):

IQAC was established on 27th March, 2010. This cell ensures quality in all academic and administrative activities which leads to overall development of the institution. It acts as a vehicle for quality enhancement by working out planned strategies to remove deficiencies and enhance quality. This cell keeps records of individual and

institutional achievements. The main functions of IQAC are as given under:

1. To improve the academic and administrative activities of the institution.
2. To disseminate information on various quality parameters of higher education among teachers and administrators.
3. To document various programmes/activities leading to quality improvement.
4. To organize inter and intra-institutional workshops, seminars, guest lectures and faculty development programmes.
5. To collect and analyze feedback from students and other stakeholders on institutional working.
6. To update the college website.
7. To prepare the Annual Quality Assurance Report (AQAR) as per guidance and parameters of NAAC.
8. To act as a nodal agency of the institution for coordinating quality-related activities, including adoptions and dissemination of best practices.

3. College Students Association:

This association is the main representative body of the students. The office bearers of this association are nominated firstly by electing monitor from each class/section. The monitor nominated by the students of each class/section through mutual consent and volunteer basis. These all monitors then on mutual agreement elected one as president, vice president and secretary each for CSA. The other monitors are the executive member of CSA. The college has the history of formation of CSA through mutual willingness of students and not through formal elections. The main functions of CSA are as given under:

- i. To organize various co-curricular activities in the college with the assistance of faculty, other committee members and students.
- ii. To assist college authorities in planning and organizing other type of activities/programmes/functions.
- iii. To put the problems of students in front of college administration /management and making efforts to solve them.
- iv. To make suggestions for improving the standards of education and training imparted in the college.

4. Grievance Redressal Cell for Students:

This cell is constituted for addressing the major grievances or problems of students of the college. This cell has two teacher incharges, one male and other female incharge. It has been done so that gender specific major problems of students can be handled and solved adequately by concerned incharge. In this cell, one teacher from B. Ed. programme as well as two students from B. Ed. programme and one student from M.Ed. programme are nominated as members. The students to this cell are nominated on volunteer basis. The main functions of this cell are enumerated here:

- (i) To solve major grievances of students through mutual agreement, willingness and acceptance.
- (ii) To forward the major grievances of students to the administration/ management level that can not be solved on its own.

5. Co-curricular Activities Management Committee:

This committee is framed for smooth and adequate organization of various co-curricular activities in the campus. This committee has one teacher incharge, two teacher members, 4 student members from B.Ed. and 2 from M.Ed. Programme. The student representative are nominated voluntarily to this committee and the students who are comparatively more interested in organizing and participating in co-curricular activities forwards their names for their nomination as members of this committee. The main functions of this committee are as follows:

- (i) To plan and prepare a list of co-curricular activities before the commencement of academic session.
- (ii) To organize various co-curricular activities in coordination with college students association.
- (iii) To encourage and ensure students' participation in various co-curricular activities.
- (iv) To make arrangements for various resources required or organizing different co-curricular activities in collaboration with college administration.
- (v) To review and revise previous activities and make suggestions for further improvement.
- (vi) To maintain proper records of co-curricular activities organized during the academic session.

6. Red Ribbon Club:

This club has been constituted in collaboration with and guidelines of H. P. State AIDS Control Society, Shimla. It is constituted of two incharges (one male and other female teacher), four peer educators from B. Ed. and one peer educator from M. Ed. programme. This club has the main purpose of bringing AIDS awareness among young generation for which a fund of Rs. 2500/- every year is allocated to the college by H. P. State AIDS Control Society. Although, main objective of this club is to bring AIDS awareness by organizing different activities, but the college has assigned other functions to this club which are enumerated as under:

- (i) To plan various activities related to AIDS awareness before commencement of academic session.
- (ii) To organize AIDS awareness related activities and maintain proper records of the same.
- (iii) To plan and organize activities related to women exploitation, women empowerment etc.
- (iv) To plan and organize activities related to awareness regarding drug addiction and its hazards.

(v) To review various activities and make suggestions for improvements in next sessions.

(vi) To maintain proper records of various activities organized by Red Ribbon Club.

7. Campus Beautification Committee:

This committee is constituted with the main objective of keeping the college campus 'Clean and Green'. There is one teacher incharge and two teachers are members in this committee. In addition to this, 10 students from B. Ed. programme (one from each house) programme and one student from M. Ed. programme are the members. The M.Ed. students during campus beautification and cleanliness activities/are also made responsible for getting all the work done. The main functions of this committee are;

- (i) To plan and allot duties regarding beautification of college campus to various houses of students.
- (ii) To make arrangements of various articles and materials required for campus beautification in collaboration with college administration.
- (iii) To ensure 'Clean and Green college campus with the help of students and faculty members.

8. Extension Activities Cell:

This cell is framed with the main objective of bringing social awareness and developing social and moral values among the students by organizing different out of campus activities. This cell has one teacher Incharge (additional charge), two teacher members, two students members from B. Ed. and one student member from M.Ed. programme. The main functions of this cell are as under:

- (i) To identify and plan various out of campus activities to develop social and moral values among students.
- (ii) To make liaison with outside institutes/agencies for organizing various out-of-campus social welfare activities.
- (iii) To organize various extension activities/outreach programmes.

(iv) To provide necessary resources to the students for successful organization of extension activities in consultation with College Students Association and College Administration.

(v) To review the activities organized and suggest necessary modifications for future improvement.

(vi) To maintain proper records of different out-of-campus/extension activities.

9. Guidance Cell:

Guidance Cell has been framed in the college for which one teacher has been given additional charge. One teacher and two students from each programme are nominated as its members. The main functions of guidance cell are as under:

(i) To provide academic and career guidance to the college students.

(ii) To provide students with study material required for various competitive examination.

(iii) To provide the students with information related to various competitive examinations.

(iv) To organize educational and vocational guidance activities for senior secondary school students.

10. Discipline-cum-Anti Ragging Committee:

This committee functions in collaboration with college administration to maintain proper discipline in the college. The college tries to develop the value of self-discipline among the students through student centred approach. This committee has one teacher incharge, one teacher member as well as one student member from each programme. The main functions of this committee are;

(i) To ensure and maintain discipline in the college.

(ii) To make students aware about ill-effects of indiscipline and ragging.

(iii) To curb the menace of indiscipline and ragging in the college.

- (iv) To report the cases of ragging/indiscipline to college administration for further necessary action.
- (v) To suggest/recommend ways and means of curbing the problems of indiscipline/ ragging in the college.

11. Research Colloquium:

Research Colloquium is formed for reviewing the research related issues of teacher educators and M.Ed. students. This is headed by the coordinator along with three members. Here the different research problems of the students are taken into consideration to find out their solutions. The colloquium organizes synopsis presentation seminar for M.Ed. students. Research Colloquium also helps the students to select appropriate topic for research studies and also helps the teachers to select priority areas for publication of their research papers. Along with this the Research Colloquium is also preparing the abstracts of the researches conducted by the M.Ed. students during the last five years. In addition to this, Research Colloquium also provide faculty with an opportunity to discuss their works in progress and to receive feedback from their colleagues on their research.

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

Yes, the college collects feedback and other relevant information from the students at the end of academic session on a proforma developed by the institution. Apart from this, the information regarding various aspects of the college and campus experiences is also gathered from the students through informal discussions. This feedback and information after analyzing and discussing in staff meetings is further used for bringing improvements in college functioning and organizing various academic and co-academic activities.

In addition to this, feedback is also obtained from the employers - (members of Abhilashi Education Society) through informal discussions and meetings and the suggestions forwarded by them are used for further improvements.

5.4 Best Practices in Student Support and Progression:

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

- (i) Participation in morning assembly and various co-curricular/extension activities is mandatory for all students.
- (ii) Students representation in various committees.
- (iii) Use of student-centred teaching-learning approaches like group discussions, class quizzes, seminars, team teaching etc.
- (iv) Grievance redressal cell for students.
- (v) Suggestions and complaints box for students.
- (vi) Bank loan facility (Recommendation of students for availing bank loan).
- (vii) Provision of fee concession for needy students.
- (viii) Recommendation of students for scholarships.
- (ix) Medical and first aid facility.
- (x) Mentoring arrangements for B.Ed. and M.Ed. students to promote peer group learning.
- (xi) Feedback on class tests/house examinations/theory assignments.
- (xii) Remedial programme for slow learners/low achievers.
- (xiii) Special coaching/enrichment programme for high achievers.
- (xiv) Book bank facility for poor and needy students.
- (xv) Issue of library books for examination period.
- (xvi) Training in personality development.
- (xvii) Guidance and counseling.

Additional Information

1. What were the main evaluative observations/suggestions made under student support and progression in the previous assessment report and how they have been acted upon?

Sr.No.	Observation/Suggestion	Action Taken
1.	Teaching aptitude test is administered in the beginning of the session to assess the teaching aptitude of the students.	Teaching aptitude test is administered in the beginning of the session, to assess the teaching aptitude of the students.
2.	To provide academic and vocational guidance to the students, guidance cell is established.	Different academic and vocational guidance is provided to the students through guidance cell.
3.	The M.Ed. students act as mentor and assist the B.Ed. students.	Mentoring system is a regular feature of college functioning .
4.	Academically weaker students are provided with remedial instruction.	Remedial instruction is still provided to the weaker students of the college.
5.	The new Alumni association is framed in 2014.	The Alumni association participate actively in the functions organized by the institution
6.	Best practices in students support and progression.	Different prizes are provided to the students for their achievements in sports and cultural activities.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Students Support and Progression.

1. Organization of guest lectures for experience sharing to sustain healthy practices.

2. Building of special teaching competencies in the pupil- teachers through micro- teaching before practice teaching.
3. The M.Ed. students act as mentors to assist the B.Ed. students.
4. Additional question Bank facility is provided for M.Ed. students for UGC-NET examination from the session 2013-14.
5. Some innovations introduced in the morning assembly to remove the fear of stage among the students.

Criterion VI: Governance and Leadership:

6.1 Institutional Vision and Leadership

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

Motto of the College:

The motto of the college is "Vidya Dadati Vinayam" which means 'to bestow student teachers with right kind of attitudes, behavior and values like social services, dignity of labour, temperance and spirit of humanity'.

Vision of the College:

In accordance with the philosophy of "Sadguru Nirankari Baba Hardev Singh ji Maharaj" the endeavour of the college is;

- i) To prepare and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- ii) To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian culture heritage and democracy.
- iii) To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

Mission of the College;

To imbibe in our prospective teachers, 4 D's i.e. Dedication, Diligence, sense of Discrimination and Dignity of teaching profession through the development of;

- i) Head, Heart and Hand (3 H's).
- ii) Ability, Aptitude and Achievement (3A's).
- iii) Communication Skills, Character and Computer awareness (3 C's).

Objectives of the College:

- i) To develop reflective, critical and creative thinking among prospective teacher.
- ii) To develop inter personal and social skills along with right attitude and self motivation for continuous learning among prospective teachers.
- iii) To bring about physical, emotional, intellectual and ethical integration of student teachers with a view of evolving a ‘ complete teacher’ possessing the basic values of secularism, national integration and truthfulness.

The vision, mission and objectives of the college are made known to its various stake holders through display board in the college and through meetings of various committees. The same is also done through various academic activities, co-curricular activities and annual functions. The faculty members are made aware about the same at the time of their appointment in the college.

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 tradition addition and value orientations?

Yes, the mission statement of the college includes goals and objectives.

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.

The parent body of the college i.e. Abhilashi Education Society is committed and dedicated in its educational endeavours. It is headed by Dr. R. K. Abhilashi, retired teacher and an educational visionary. It is under his chairmanship that the society has started a number of

institutions providing professional and technical education. Abhilashi Education Society is composed of following executives:

- | | | |
|-------------------------|---|------------------|
| i) Dr. R. K. Abhilashi | _ | Chairman |
| ii) Mrs. Promila | _ | Vice-Chairperson |
| iii) Mr. Narender Kumar | _ | Secretary |
| iv) Mr. Ajay Kumar | _ | Joint Secretary |
| v) Sh.Sanjeev Kumar | _ | Cashier |
| vi) Sh.Khajana Ram | _ | Member |
| vii) Sh. Mam Chand | _ | Member |

The meetings of the society are organized at regular intervals as per the requirements to discuss different issues related to various aspects of educational institutions maintained by it. The infrastructural facilities, finances/funds and other human and non-human resources are provided by the society to the college as per the requirements. The members of the society generally through meetings with staff members, students and sometimes through informal discussions with head and staff members of the college verifies the progress related to various aspects of the college. At certain points, suggestions and guidelines for improving the quality of the college functioning are also forwarded by the executives of the society. The members of the society are also involved in keeping check over academic and co-academic affairs.

Apart from this, the college has its Managing Committee which comprises of following members:

- | | | |
|------------------------|---|-----------------------|
| i) Dr. R.K.Abhilashi | _ | Chairman |
| ii) Mr. Narender kumar | _ | Secretary |
| iii) Dr. Narbada Devi | _ | Member-Secretary |
| iv) Sh. P.C. Chaudhary | _ | Member (Local M.L.A.) |
| v) Dr. Anup Kumar | _ | Member Lecturer) |
| vi) Ms. Sapna Goel | _ | Member (Lecturer) |

vii) Mr. Sulender	_	Member (Lecturer)
viii) Ms. Ranjana	_	Member (Lecturer)
ix) Mr. Arun Kant	_	Member (Student representative)
x) Ms.Dhari Devi	_	Member (student representative)
xi) Ms. Khimi Devi	_	Member (student representative)
xii) Mr. Pritam Karmkar	_	Member (student representative)

The meetings of the managing committee are held twice in a year. The main functions of managing committee are as under:

- i) To approve the appointments of teaching and non-teaching staff.
- ii) To plan and initiate steps for students' and teachers' welfare.
- iii) To decide the annual increments in salary of teaching and non-teaching staff.
- iv) To conduct sudden inspections of the college to verify its proper functioning
- v) To make recommendations/ suggestions for further improvements in institutional activities.

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

The faculty members in the college co-ordinate with each other in every institutional affairs. The decisions are made in a joint manner in the meetings of staff council and future plans and strategies are formulated on the basis of previous experiences. The new plans are implemented by faculty members and students through team efforts. The faculty members are assigned duties and responsibilities on the basis of their willingness and interest. The different decisions, tasks and responsibilities are well defined and distributed to the teaching and non-teaching staff members through staff meetings, office-orders and

circulars. Sometimes, the responsibilities are given informally in a verbal manner. The communication is done well in advance to the staff members so that various tasks and activities can be carried out smoothly. The workload of the teaching staff is kept almost similar and equal for every member so that no grievance could arise. For all such types of tasks and responsibilities assigned, the person concerned is held accountable.

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

The information gathered by the college through feedback from teachers, students, school heads/teachers is provided to the employers/management through formal meetings and informal discussions between the head of the college, staff and employers. Further, at the end of the academic session, an annual report regarding various activities undertaken and other aspects of the college is prepared and discussed with the management to review them and take necessary decisions for further improvement.

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

The barriers and problems arrived in realizing the vision, mission and objectives are identified through feedback obtained from faculty members, students, school teachers/heads and local people. For removing the problem and improving situation in forthcoming academic session, necessary decisions and steps are undertaken by the college by keeping into view the resources available and additional resources that can be made available to the college by the employers.

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

- i) Through formal discussions in meetings.
- ii) Sponsoring staff for professional development programs, seminars, workshops etc.
- iii) Seeking suggestions from staff members at various junctures.
- iv) Conducting sudden inspections to keep quality control over institutional affairs.
- v) Providing various facilities to the faculty members like interest free loan facility, accidental insurance, transport facility as per requirements.
- vi) Providing facility of various types of leave like casual, earned, medical and study leave.
- vii) Computer and xerox facility to faculty members for under taking researches.

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

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

- i) The Principal shall be the main executive and academic officer of the college and shall exercise general supervision and control over institutional affairs (academic, co-academic and others).
- ii) The Principal shall be the member secretary of the managing committee of the college.

- iii) The Principal shall be responsible and accountable for proper and efficient functioning of the college. She/he shall also exercise all powers necessary for maintaining discipline in the college.
- iv) The Principal shall be responsible for convening meetings of faculty members of the college for taking decisions that are in interest of the college.
- v) The Principal shall prepare an annual report of the college describing academic and co-academic activities undertaken during previous session and make it available to management of the college. She/he shall also make available the annual examination results report to management.

The Principal shall function as leader in coordination with the faculty members for the smooth planning and organization of institutional activities.

6.2 Organizational arrangements

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

Following committees have been constituted by the college for organizing and managing different academic and co- academic activities:

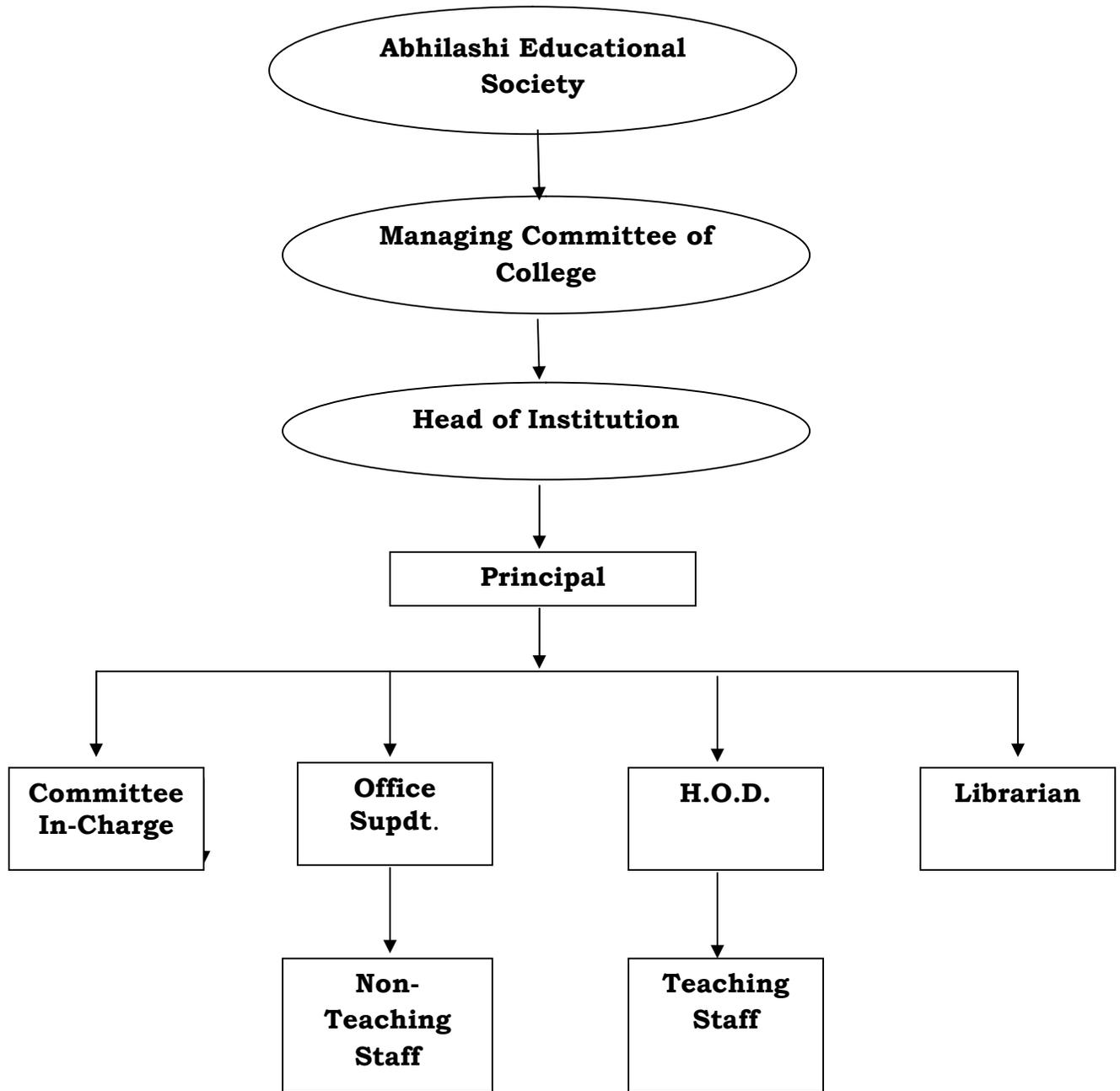
- Staff Council
- Co-Curricular Activities Management Committee
- College Students Association
- Grievance Redressal Cell
- Extension Activities Cell
- Red Ribbon Club
- Guidance Cell

- Examination Cell
- Campus Beautification Committee
- Discipline cum Anti-Ragging Committee
- Library Advisory Committee
- Research Colloquium
- Placement Cell
- Internal Quality Assurance Cell
- Committee for Prevention of Violence, Misbehavior and Harassment against Women and Girls during Working Time.

These committees (except Research Colloquium, Committee for Prevention of Violence, Misbehavior and Harassment against Women and Girls during Working Time, Placement Cell, Library Advisory Committee & Examination Cell) have due students' representation in them. The meetings of these committees are held as per the requirements of the college. But, one meeting of the staff council is held each at the beginning and end of academic session for planning and reviewing the college activities respectively. The staff meetings are held as per needs of the institution and activities to be undertaken in near future. The decision taken in the meetings of various committees are taken through mutual consensus. The decision regarding finances and infrastructure are taken by the Abhilashi Educational Society (parent body of the college).

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

**ORGANIZATIONAL CHART OF ABHILASHI COLLEGE OF
EDUCATION, NERCHOWK**



The details of administrative and academic bodies of the college are as follows:

(I) Abhilashi Educational Society:

It is the highest and supreme decision making body of the college. All the decisions taken by the managing committee or the college administration are finally approved by this body for execution. The financial matters, campus expansion, making infrastructural availability in different institutions, start of new courses and establishment of new institutions come under the purview of this body. The main functions of this body are as follows:

- i) To frame different rules and regulations related to management and administration in various educational institutions.
- ii) To provide membership of the society to interested persons.
- iii) To appoint staff in educational institutes, initiate disciplinary action and terminate any staff member.
- iv) To make decisions regarding enhancement of funds from time to time
- v) To make decisions regarding accounts.
- vi) To make decisions regarding finances, loans and ensuring their availability.
- vii) To appoint chartered accountant for maintaining proper records of accounts and conducting audit.
- viii) To accept the resignation of staff members.
- ix) To fix and approve the salary of staff.

(II) Managing Committee:

This is the executive body of college that functions in accordance with the guidelines of Abhilashi Education Society. The details of its members have already been provided in the paragraph 6.1 (3). The main functions of managing committee are as under:

- i) To approve the appointments of teaching and non-teaching staff.
- ii) To plan and initiate steps for students' and teachers' welfare.
- iii) To decide the annual increments in salary of teaching and non teaching staff.

- iv) To conduct sudden inspections of the college to verify its proper functioning.
- v) To make recommendations for further improvements in institutional activities.

(III) Staff Council of the College:

This body of the college is comprised of all faculty members with principal of the college as its convener. This body is responsible for implementing and complying with all the decisions in the field as communicated from time to time by the Abhilashi Educational Society/Managing Committee of the college. The main functions of this council are as under:

- i. To plan and prepare different academic activities.
- ii. To make decisions regarding different academic activities.
- iii. To finalize co-curricular activities calendar.
- iv. To prepare time table of different programs and ensure equal distribution of workload.
- v. To review various activities and make decisions for further improvement in activities in next sessions.
- vi. To put forward the suggestions to employers regarding infrastructure and academic requirements in the college.

(IV) Examination Cell:

This cell is formed for smooth organization of house examinations and university examinations in the college. This cell has co-coordinator with one teacher from each programme as its members. The main functions of this cell are as under:

- i. To prepare a tentative schedule of house examinations and put it forward to staff council for approval.
- ii. To make necessary arrangements for conducting examinations.

- iii. To assign invigilator duties to faculty members during house examinations with prior approval from head of the college.
- iv. To prepare and maintain examination records of the programmes.

(V) Library Advisory Committee:

This committee is meant for reviewing the library resources and making the suggestions to raise the standards of library facilities by subscribing/purchasing new books, magazines, newspapers, journals etc. This committee is headed by librarian with one teacher from each programme as its member. This committee meets as per the requirements and prepares a list of requisite materials. This list is forwarded to the Abhilashi Education Society (parent body of the college) through the head of the college for final approval and supply of requisite materials.

In addition to this, various committees have been constituted by the college for smooth organization of various activities and making efforts for providing quality teacher training to the students. These committees have due students' representation in them.

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

The overall administration is done by head (Principal) of the college. In his absence (due to leave or other reasons), the other senior and efficient teacher is given the charge and responsibility to look into various college affairs. Although, this teacher has not been given designation of the 'vice-principal' and also have no special powers like that of principal, but, he acts as college in charge in case of absence of principal.

Various committees constituted in the college have been given necessary powers and authority by the principal to organize and manage different academic and co-academic activities. The decisions regarding the academic calendar and co-curricular activities are taken in a cooperative and joint manner in the meetings of concerned committee

and finally in meeting of staff council. College Students Association has been framed in the college to assist in adequate and smooth organization of various activities and to put forward the problems of students as well as make suggestions for improvement and modifications.

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

The faculty members of the college meet with the school teachers/heads in formal as well as informal manner and discuss different issues related to school education. This helps in bringing improvements in teacher training process in the college. The lesson plans for practice teaching are discussed with school teachers so the best educational experiences can be provided to the students. School teachers also observe the lessons of student teachers during practice teaching and provide feedback to the students for the further improvement in their teaching.

The college also collects feedback from school heads/teachers on the various aspects of practice teaching through a proforma developed by the college. The suggestions or feedback provided by them are used for bringing requisite changes in practice teaching in future.

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

Yes the college collects feedback (data) from the following and uses it in further decision making and improvement of college functioning:

- i. Feedback from students regarding teachers and campus experiences at the end of session.
- ii. Feedback from school teachers/heads at the time of practice teaching through self-developed Proforma.

- iii. Self-appraisal reports of teaching and non-teaching staff members.
- iv. Feedback from employers, local people, some old students and school teachers through informal discussions and personal contacts.

The feedback or information thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvement in functioning of the college. Such decisions which do not require any additional human or financial resources are implemented during the next session and new action plans or decisions that need extra human or financial resource are further discussed with the employers. On getting the additional resources from the employers, such decisions are implemented in a joint manner through team efforts. The progress of these plans is monitored for their systematic organization.

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

The staff members of the programmes collaborate with one another so as to provide best quality training to perspective teachers. Sometimes, teachers of one programme are also engaged in taking classes of other programmes on the basis of their special competencies. The faculty members also employ team teaching strategy in certain topics as per the requirements. The teachers through personal discussions share their different experiences. The decisions are taken in meetings of staff council and approved by Abhilashi Educational Society (Parent body of college) which are then implemented by faculty members and students. The teachers who have not enough knowledge of handling and using modern electronic gadgets, equipments and computers have learned and

acquired such skills from other teachers who are well-versed in such modern technologies.

Various committees that are constituted in the college for smooth organization and functioning of various academic and co-academic activities have the representation of staff members and students of all courses which has helped in creating a healthy and congenial environment for learning in the college.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

No, there is no Management Information System in the college.

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

The human and financial resources for any decisions/action plans that are to be approved by Abhilashi Educational Society (parent body of college) are allocated by the society after verifying their rationality and necessity. The information regarding requirement of human and financial resources is forwarded to the Society by the college on the basis of new action plans or decisions to be implemented in forthcoming sessions. For the decisions /action plans to be implemented by the college, different committees have been constituted to regulate different sort of activities. For these committees, the duties and responsibilities of faculty members and students are allocated as per the requirements and nature of activity.

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

The human and financial resources needed to achieve the mission and goals of the college are planned, allocated and supplied by Abhilashi Educational Society (parent body of the college) after verifying their rationality and necessity.

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

The annual academic calendar for B.Ed and M.Ed. courses is developed after discussion in staff meeting. The suggestions of staff members and feedback obtained from the school teachers/heads, employers and students are kept in forefront at the time of developing academic calendar. The calendar for organizing various co-curricular activities and extension activities is finalized by co-curricular activities management committee, extension activities cell and red ribbon club. The list of these activities is then finalized in staff meeting and the activities are organized in accordance with the circumstances during the academic session. This whole process follows the maxims of planning on the basis of previous experiences, decisions through mutual consensus, execution of action plans in a joint and cooperative manner and monitoring and follow-up of various activities.

Although, there is no direct involvement of school teachers/heads in the process of development of academic calendar and calendar of co-curricular activities, however, the suggestions and feedback obtained from them during practice teaching and informal discussion is taken into consideration during the process of developing academic plan. It is important to mention here that the college makes maximum efforts to adhere to annual academic calendar of B.Ed. and M.Ed. programs but due to delay in admissions by H.P. University, sometimes certain alterations are being undertaken in academic calendar by the college.

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

The objectives, vision and mission of the college are communicated to staff members at the time of appointments as well in staff meetings and by display board. The staff members are encouraged and guided through formal and informal discussions to make maximum efforts to provide adequate learning experiences and skills to the students so that the college could achieve its objectives, mission and goals.

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

There is as such no fixed schedule for monitoring and revising mission, implementation and action plans. However, the process of monitoring, evaluation and revision is carried out informally through discussions between the head/staff members and employers. The problems arising and suggestions thereof are communicated to employers and necessary modifications/changes are made as per the directions & guidelines of employers.

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

The new decisions and action plans are taken on the basis of past experiences and feedback obtained from various stakeholders. The planning is done jointly through team efforts and coordination among faculty members. The new action plans and decisions are implemented after getting consent from the employers. For this, if extra human/financial resources are required, then they are provided by Abhilashi Education Society (parent body of the college) after checking the justification and necessity of new action plans. The new plans after implementation are monitored to enhance the quality of teacher training imparted in the college.

6.4 Human Resource Management

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

- i) Through self –appraisal method by teaching and non-teaching staff members.
- ii) Through feedback obtained from students at the end of session.
- iii) Through formal meetings and informal discussions among staff members.
- iv) Through general observation of class works/laboratory works of faculty members by the head of the college.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers) Does the institution use evaluation to improve teaching, research and service of the faculty and other staff?

- i) Self-appraisal method by teachers and non-teaching staff members.
- ii) Students Evaluation of teachers through a proforma.
- iii) Feedback from students regarding campus experiences.

Yes, the information/feedback obtained from above methods is analyzed and discussed in staff meetings and feedback is provided to staff members to improve their performance in the future.

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

- i) Interest free loan facility for teaching & non-teaching staff.
- ii) EPF for staff members releasing salary than Rs.6500/-per month.
- iii) Casual, earned, medical and study leave.
- iv) Accidental insurance facility for staff members.

- v) Use of computers, printing and xerox facility for carrying own study/research works.
- vi) Grievance redressed mechanism for all employees adopted by Abhilashi Educational Society (parent body of the college).
- vii) Sponsoring staff for professional development programs.

4. Has the institution conducted any staff development program for skill up gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, on dated 28th January, 2014 one day seminar on 'Inclusive Education- Way to Future' was organized by the college. In the academic session 2014-15, a seven days workshop was organized by the college on preparation of powerpoint presentations for B.Ed. and M.Ed. teacher educators from 1st December, 2014 to 7th December, 2014. Further, a refresher course for teacher educators was organized by IQAC. This seven days refresher course was organized on the theme 'Refresher Course on Methodology of Educational Research' from 6th January, 2015 to 12th January, 2015. In this refresher course apart from own faculty members, teacher educators from different colleges and M. Ed. Students participated. A workshop on "Soft Skills Enhancement" was organized by the college from 2nd November, 2015 to 7th November, 2015 for acquainting teachers and students with soft skills and personality development. Different institutional level seminars and workshops were organized by the college during the previous academic sessions in which teacher educators' act as resource persons/experts.

In addition to this the faculty members of this college acted as resource person in faculty development programmes organized by Abhilashi Educational Society. Faculty development program was organized in the year 2012 from 23rd July, 2012 to 31st July 2012 for the teachers of T.R. Abhilashi Institute of Engineering and Technology, Tanda. Faculty development programmes were organized in year 2013

from 8th July, 2013 to 14th July, 2013 at T.R. Abhilashi Institute of Engineering and Technology, Tanda , 19th July, 2013 to 20th July, 2013 for Abhilashi Institute of Management Studies and 29th July, 2013 to 31st July, 2013 for Genius International Public School .

For non-teaching staff members the institution has started formal training programmes for their professional efficiency. In the session 2013-2014 the training programme for all the ministerial staff and lab attendants of all the institutions of Abhilashi Education Society was organized from 16-12-2014 to 17-12-2014. Further on 13th October, 2015 a training programme regarding operation of fee module software is conducted by Abhilashi Educational Society specially for staff members dealing with the accounts section.

5. What are the strategies and implementation plans of the institution to recruit and retain divers faculty and other staff who have the desires, qualifications, knowledge and skills (recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies(NCTE, UGC, University etc.)?

The teachers in B. Ed. and M. Ed. Programs are appointed by advertising the posts in leading newspapers. The interviews are conducted by duly constituted selection committee appointed by H.P. University having different members like VC Nominee, Director (Edu)/ Govt. Nominee, subject experts and member from management of college. The selection is done on the basis of academic records and experience of the candidates. At the time of recruitment, the selection committee follows the eligibility conditions/norms as prescribed by NCET/HPU/UGC/HP Govt. for the post of lectures in B.Ed. and M.Ed. programs. After selection of candidates, they are being approved by H.P. University. The salary to teaching staff is paid in accordance with the norms of NCET/HP

Govt./Abhilashi Education Society (parent body of college). The service rules for teaching staff appointed on regular basis are as follows:

- i. The employee will be entitled to a total casual leaves of twelve days in a year and an earned leave of 20 days per year.
- ii. A total of 7 days on account of medical leave will be granted in a year after verifying the rationality and study leave will be granted as per the circumstances.
- iii. The salaries to the employee will be given through bank accounts on or before 10th day of every month.
- iv. The salary of February, month will be released after the employ will submit the detail of annual salary drawn, saving etc.
- v. The employees drawing salary less than rupees 6500/- per month will be compulsorily entitled for E.P.F. scheme.
- vi. The employee will be on a prohibition period of two years from the date of 1st appointment and at the completion of prohibition period, the services will be made regular.
- vii. The prohibition period of an employee can be reduced to 1 year or extended maximum to 6 months by Abhilashi Education Society, but, in no case, it will be less than 1 year and more than two and half years.
- viii. The regular appointment will be subject to recommendation of selection committee/ Managing Committee and approval of affiliating body.
- ix. The right to remove/terminate any employee from services shell lies with the chairperson of Abhilashi Educational Society.
- x. Any employee whose general conduct and behavior will not be in accordance with rules and guidelines of Abhilashi Educational Society can be removed/terminated from services by either giving one month prior notice or one month salary in lieu thereof.

- xi. Any order that will be given by the chairperson of the society (through secretary of society) will be expectable to all.
- xii. Any condition that will be in the larger interest of the society, teachers and students will be framed by the society and implemented by the college administration. Further, these conditions will be acceptable to all.
- xiii. The timings for Principal/H.O.D. and non-teaching staff will be 9:00 am to 5:00 pm and for others, it will be 9:30 am to 5:00 pm.

The non teaching staff is recruited by Abhilashi Educational Society (parent body of college) keeping in view in the sanctioned posts as per NCET/H.P. Govt. norms. This staff is recruited through interviews conducted by Abhilashi Educational Society. The salary to non teaching staff is paid as per norms of Abhilashi Educational Society (parent body of college).

6. What are the criteria for employing part time/adhoc faculty? How are the part time/ adohc faculty different from the regular faculty? (Example salary structure, workload, specialization).

- i) The employee will be entitled to a total casual lave of twelve days in a year and an earned leave of 20 days per year.
- ii) A total of 7 days on account of medical leave will be granted in a year after verifying the rationality.
- iii) The salaries to the employees will be given through bank accounts on or before 10th day of every month.
- iv) The employees drawing salary less than rupees 6500/- per month will be compulsorily entitled for E.P.F. Scheme.
- v) The employee will be on adhoc basis for one year from the date of appointment and the services may be continued ahead on the basis of performance and efficiency.
- vi) The right to remove/terminate any employee from services shell lie with the chairperson of Abhilashi Educational Society.

- vii) Any employee whose general conduct and behavior will not be in accordance with rules and guidelines of Abhilashi Educational Society can be removed/terminated from services by either giving one month prior notice or one month salary in lieu thereof.
- viii) Any order that will be given by the Chairperson of the society (through secretary of society) will be expectable to all.
- ix) Any condition that will be in the larger interest of the society, teachers and students will be framed by the society and implemented by the college administration. Further, these conditions will be acceptable to all.
- x) The timings of college will be 9:30am to 5:00 pm.

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 sporting membership and active involvement in local, state, national and international professional association).

The teachers are encouraged to participate in professional development programs. The study leave is granted for the staff members who enrolled them in Higher Education. The staff members are given special leave for attending professional development programs. The college and five faculty members have received the membership of the Council of Teacher Education (Punjab & Chandigarh Chapter). The college has organized seminars and workshops for teacher educators for which the expenditure is borne by the college.

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

Common staff room is available for all the faculty members of the college with facility of separate lockers to keep their valuables. In addition to this, one room has been meant for head of departments of M.Ed. course. The staff members who are in-charges of various committees have been allotted separate seating facility in different laboratories. The staff members are provided with necessary stationary articles by the college as per their requirements. In addition, the college provides xerox, printing, typing and internet surfing facility to faculty members to carry out their instructional works.

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

For providing information regarding different aspects of the college to the faculty members, staff meetings are held from time to time. Sometimes, the notices, circulars and office order are issued to the staff member to acquaint them with necessary information. Any serious/ major complaints or grievances of the faculty members (teaching and non teaching both) are forwarded by the head of the college to Abhilashi Educational Society (parent body of college) so that they can be solved. The minor complaints or grievances are redressed in mutual cooperative manner in staff meetings or through personal discussion.

The students are provided information through notice board, announcement in morning assembly/classes/groups. The students can make complaints directly to the Principal of the college or through the class monitors (Member of College Students Association). For solving major problems and grievances of the students, the college has constituted 'Grievances Redressal Cell' which is having separate male and female in-charge and student representative in it. In addition to this, 'College Student Association' is framed in the college whose main function is to assist in organization of various activities of the college and put forward complaints and suggestions of the students.

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.

The B.Ed. faculty members are given almost equal workload or teaching/training duties. The assessment of students, organizing practice teaching in schools, carrying out various co-curricular activities and other supervision works are the part and the parcel of teachers' duties. Some of the B.Ed. teachers are involved in supervising research work of M.Ed. students as co-guides. Teachers are also involved for sometime in administrative work during admission period. In M.Ed. course teachers are given similar workload in terms of theory classes and supervision of dissertation works. The assessment of the students, organizing practice teaching in school, carrying out various co-curricular activities and other supervision works are the part and the parcel of teachers' duties. The M.Ed. teachers are involved in supervising research works of M.Ed. students. A total of 8 to 9 students are allotted to one research supervisor. Teachers are also involved for sometime in administrative work during admission period.

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

Yes, Abhilashi Educational Society (parent body of college) reward and motivate the teachers on the basis of their dedication and commitment towards college duties. The information regarding punctuality, general conduct, performance of teachers is check by the employers through formal/informal meetings, observation and informal discussions with the head of the college. The rewards are given in the form of additional increment in salary by Abhilashi Educational Society (parent body of college) or Abhilashi Group of Institution.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial sport from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the resource of revenue and income generated.

No, the source of revenue and income for the college is fee paid by the students as all programs are of self-financing nature. The fees structure in respect of B.Ed. & M.Ed. programs is as under:

B.Ed.	Rs. 50,325/- (Fifty Thousand Three Hundred Twenty Five), Annually
M.Ed.	Rs. 42,460/- (Forty Two Thousand Four Hundred Sixty), Annually

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

The donations/contributions are given by members of Abhilashi Educational Society when the society requires funds for it expansion. But, these donations /contributions are not specifically meant for one college, but it is used for various educational institutions functioning under the aegis of Abhilashi Educational Society (parent body of college). The detail of donation by society members for last three years is as under:

SR. NO.	Amount of Donation Received	Financial Year
1.	---	---
2.	---	---
3.	---	----

3. Is the operational budget of the institution adequate to cover day-to-day expenses? If no, how is the deficit met?

Yes, the budget of the college is adequate to meet day-to-day expenses.

4. What are the budgetary resources to fulfill the missions and offer quality program? (Budget allocation over the past 5 years, depicted through income expenditure statements, future planning, resources allocated during the current year and access/ deficit).

To fulfill the mission and vision of the college and provide quality teacher training, the main resource of the college is the fee paid by the students. The financial matter of the college fall under the purview of Abhilashi Educational Society (parent body of college) and budget is allocated by Abhilashi Educational Society (parent body of college) as per the needs and requirements in particular circumstances. These requirements are in form of consumable and non consumable items required from time to time. Till date, no deficit in finances has been face by Abhilashi Educational Society.

Further, a number of educational institutions are being run under the aegis of Abhilashi Educational Society (parent body of college). So, at certain moments, the funds from one college are being transferred to other college by Abhilashi Educational Society as per the requirements so that educational standards of the sister concern institutions can be develop/improved. Now, Abhilashi Educational Society (parent body of college) also established a university in the name of 'Abhilashi University' on dated 14th August,2014.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts are regularly audited internally by Abhilashi Educational Society (parent body of college) and externally by Chartered Accountant appointed by Abhilashi Educational Society (parent body of college) and approved for this purpose by H.P. University, Shimla-5. The

audit reports in respect of two previous years there have no pending audit paras and no objections have been raised by any government office in this regard.

6. Has the institution computerized its finance management systems? If yes, give detail.

Yes, Abhilashi Educational Society (parent body of college) which looks after financial management of the college has computerized the financial management system.

6.6 Best Practices in Governance and Leadership

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

- i) Grievance Redressal Cell for students and staff members.
- ii) Similar workload for teachers of respective faculty.
- iii) Decentralization of Administration.
- iv) Students' representation in various committees.
- v) Feedback from students, faculty members, school teachers/heads and employer to improve College functioning in future.
- vi) Engaging School Teachers /heads in developing lesson plans and carrying out various activities during practice teaching under overall guidance of concerned school heads and teachers.
- vii) Formulation of new action plans on the basis of previous experiences and feedback obtained from various stake holders.
- viii) Internal quality check by employers through sudden visits.
- ix) Monitoring of various activities.
- x) Increment facilities to the employees.
- xi) Organization of seminars and workshops for teacher educators

xii) Internal Quality Assurance Cell for improving the functioning of the college.

xiii) Constitution of Committee for Prevention of Violence, Misbehavior and Harassment against Women and Girls during Working Time in the college.

xiv) Formulation of Research Colloquium for maintains the records of research activities and to improve the quality of researches undertaken by the M.Ed. students.

xvi) Placement cell for the placement of students of after completion of different courses.

Additional Information

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

Sr.No.	Observation	Action Taken
1.	The vision and mission of the institution are in tune with the objectives of the institution.	The college has its Vision and Mission in accordance to the objectives of the college for quality teacher education.
2.	The management is pro developmental and extends full support for academic progress.	The management is financially strong and is committed to academic progress of students and professional development of teacher educators.
3.	The principal as head of the institution takes care of all academic and administrative	Principal in coordination with various committees constituted in the college actively take care

	activities.	of academic and co-academic activities to develop healthy work culture in the institution.
4.	Annual academic calendar is prepared both for B.Ed. and M.Ed. programmes.	Academic calendar is prepared prior to the start of academic session every year for the smooth functioning of the college.
5.	Interest free loan and accidental insurance facilities are provided to teaching and non-teaching staff.	The college provides interest free loan facility as well as accidental insurance to teaching and non teaching staff.
8.	Welfare measures for the students are to be strengthened.	Various welfare measures are taken by the college for student welfare like fee concession to students who belong to weaker section of the society, book bank facility to students who belong to poor families, first aid facilities and also grievance redressal cell for students and prevention of violence, misbehavior and harassment against women in the college during working time etc.
9.	There is both internal and external auditing system and adequate budget allocation for	Internal and external audit system is there for the institution and adequate

	day to day expenses.	budget is allocated for the institution for day to day expenses.
10.	Funds are generated through fees collected from students.	The source of income is the funds generated through fees collected from students.

2. What are the other quality sustenance and enhancement measures under-taken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

- i) Faculty development programmes, workshops, seminars, etc. are organized and attended by faculty members for their professional growth.
- ii) Training programmes are organized for non-teaching staff by Abhilashi Education Society (parent body of the college) for refining their official skills.
- iii) Grievance Redressal Cell for students as well as for staff to resolve their problems during academic session.
- iv) Decentralization of administration by forming various committees for smooth functioning of the college.
- v) Formulation of new action plans for effective functioning of institution on the bases of previous experiences and feedback obtained from various stakeholders.
- vi) Close contact with the students by faculty members as well as by the principal helps in bridging the gap between Principal-Teacher-Student which helps in the development of healthy academic culture.
- vii) Internal Quality Assurance Cell for improving the internal quality and to provide necessary feedback to the institution in different affairs.

viii) A committee for prevention of violence, misbehavior and harassment against women during working time is functional in the institution.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC). The cell was established on 27th March, 2010.

Following are the members of IQAC for the year 2014-15.

- | | | | |
|-------|------------------------|---|--------------------|
| i. | Chairperson | - | Dr. Narbada |
| ii. | Coordinator | - | Dr. Anup Kumar |
| iii. | Members | - | Dr. Anita Devi |
| iv. | Members | - | Dr. Rajesh Kumar |
| v. | Members | - | Ms.Ranjana Kumari |
| vi. | Members | - | Ms. Tanuja Sharma |
| vii. | Members | - | Mr. Sulender Kumar |
| viii. | Members | - | Ms. Neha Chauhan |
| ix. | Member from Management | - | Mr. Narender Kumar |
| x. | Student Representative | - | Mr. Arun Kant |
| xi. | Student Representative | - | Ms. Dhari Devi |
| xii. | Alumni | - | Mr. Devender Kumar |

Meetings of IQAC for during 2013-14

Sr. No.	Date of Meeting	Purpose of meeting
1.	12-08-2014	<ul style="list-style-type: none">➤ To fix objectives of IQAC for the new academic session.➤ Reconstitute the IQAC members.

2.	02-12-2014	➤ To plan and prepare the outline for Seven Days Refresher Course on Research Methodology from 6 th to 12 th Jan, 2015.
3.	17-07-2015	➤ To assess and review the progress made in the achievement of objectives. ➤ Identification of gaps in the planning and implementation in the accomplishment of desired goals. ➤ Analysis of data collected from various stakeholders regarding college functioning. ➤ Planning future strategies to improve college functioning.

Major activities undertaken by IQAC

- i. Formation of IQAC for new academic session 2014-15.
- ii. College website was updated.
- iii. Seven Days Refresher Course on Research Methodology and Use of SPSS was conducted from 6th to 12th Jan, 2015 and report was prepared.
- iv. Feedback obtained from various stakeholders was analyzed and reports were prepared.
- v. Faculty wise record of different activities was prepared like participation in seminars, workshops, guest lectures, examiner in final practice teaching examination of B.Ed. students etc.
- vi. New NCTE norms were disseminated to faculty members.
- vii. Various guest lectures, extension activities, intra-institutional seminars and workshops were organized by IQAC.

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

For evaluating the achievement of goals and objectives of institution, the college obtains feedback from school teachers/heads during practice teaching, from own faculty members and from students at the end of academic session. The same is analyzed and discussed in staff meetings to identify whether the efforts of college and faculty members have succeeded and what improvements are required to be undertaken for furtherance of set objectives and mission.

Apart from this, information and feedback is also collected in an informal manner by teachers and employers, some approachable old students and local people regarding the functioning of the college. This helps in identifying the strengths and weaknesses of the college and various processes being undertaken in the college.

3. How does the institution ensure the quality of its academic programmes?

The college adheres to the norms and conditions laid down by concerned regulatory bodies. The faculty members prepare their teacher diaries in which the planning is done month-wise and week-wise for carrying out academic works. The teacher diaries are verified by head of the college at the end of each month to ensure the coverage of syllabus. The list of co-curricular activities/extension activities is prepared at the onset of session and regular supervision is done by the head of the college. The staff meetings are conducted at appropriate times to evaluate the progress of various academic and co-academic activities. The students are provided diverse learning experiences so as to prepare best quality prospective teachers and teacher educators. The modern technologies are employed in teaching learning process and maximum emphasis is given on all round development of students including development of

communication skills, social skills, reflective, rational and critical thinking. The institution follows student-centred approach and all types of academic and co-academic activities are organized by students under the guidance and help of mentors and overall supervision of teaching faculty. The college makes maximum efforts to provide additional/extra experiences other than those mentioned in prescribed curriculum.

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

The administration is decentralized and different committees have been constituted in the college in which due representation has been given to the students. The committees function under one teacher incharge and are free to take decisions (after discussions in the meetings) to organize various activities in the college. The decisions are taken through mutual consensus and duly approved by the employers. Almost equal workload is given to all faculty members and dedicated faculty members are given due recognition by Abhilashi Educational Society (parent body of the college) in the form of rewards. There is grievance redressal mechanism for teaching and non-teaching staff members adopted by Abhilashi Educational Society (parent body of the college).

The financial management of the college is seen by Abhilashi Educational Society (parent body of the college). Abhilashi Educational Society (parent body of the college) carries out internal audit of income and expenditure in respect of all institutions maintained under its aegis. The annual external audit is conducted by 'Chartered Accountant' hired by the Abhilashi Educational Society which stands approved by the Himachal Pradesh University, Shimla-5.

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

- i. Through obtained feedback and information received in staff meetings.
- ii. Through informal discussions among staff members.
- iii. Through formal meetings and informal discussions with employers.
- iv. By holding meetings of various committees having student representation.

7.2 Inclusive Practices

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

- i. Through staff meetings.
- ii. Through personal discussions among staff members.
- iii. Encouraging teachers to study related articles in books, journals, magazines, newspapers etc.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The concept of 'Inclusive Education' has been included in the course "Inclusive School" in B.Ed. course. In this subject, student-teachers are acquainted with different aspects of inclusive education as already discussed in 1.2 (4). Also in B.Ed. Fourth Semester, Paper-XIII, Gender, School and Society, following topics related to gender differences are included.

- Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
- Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.

- Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
- Policy initiatives for gender equality and women empowerment in India.
- Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).

Similarly, at M.Ed. level, in the course 'Inclusive Education', the students are provided with knowledge and understanding about different areas of inclusive education as already mentioned in 1.2 (4).

The students are acquainted with various educational strategies to be followed for teaching exceptional children through regular teaching learning process. The students are given practical training in preparation and use of different types of teaching aids and TLM during micro teaching, simulation and practice teaching sessions. Seminars, workshops and other activities are organized to make students aware about various exceptionalities and gender differences in the classroom.

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.

Following activities have been included in the curriculum for creating healthy learning environment and promote active learning and self-motivation.

- Micro teaching
- Simulation
- Observation Lessons
- Practicum-cum-field work for M.Ed. students
- Dissertation work for M.Ed. students

- Assignments
- Practical work
- Morning Assembly
- Different co-curricular activities

Apart from this the college has a provision of mentoring, training in modern electronic gadgets, various extension activities, inter-house competitions, students' representation in various committees and organization of various activities and functions by the students on their own. This all helps the college in building a healthy and conducive environment for motivating the students and involving them actively in learning.

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

The students-teachers through various theory subjects are imparted knowledge and understanding about different types of exceptional children, their characteristics, problems faced by them in classroom and school situations and special teaching-learning strategies adopted for providing them educational experiences. Students-teachers are encouraged to prepare different kinds of teaching aids/TLM and make their use during micro-teaching/simulation/practice teaching sessions to induce learning among different kinds of children. Student teachers are also shown educational movies so that they may be acquainted in dealing with different types of children. Student teachers are also acquainted with the use of different kinds of psychological tests and their use in identifying children with diverse characteristics and exceptionalities.

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

Physically handicapped students are given reservation in admissions as per the norms of State government of Himachal Pradesh. Physically handicapped students are given relaxation by college form participating in games and sports activities and they are involved in organization and making reports of such activities. For physically handicapped students, ramp has been constructed at the ground floor of college building for their easy accessibility. The college makes efforts to arrange the classes for such students in the ground floor. The seating arrangements of the students with poor eye sight and with hearing problems are done in the front desks of the classrooms. Wheelchairs are also available for physically handicapped students in the college.

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)?

Committee for prevention of violence, misbehavior and harassment against women and girls during working time was constituted in the college w.e.f. the session 2015-16. The committee is constituted to achieve the following objectives.

- To provide favorable working conditions to females in the college.
- To put complete prohibition and ban on violence and harassment against women and girls.
- To prevent women and girls from any type of misbehavior during working time.
- To ensure safety and security of working women and girl students in the college.

Apart from this, Red Ribbon Club that has been functioning in the college to promote AIDS awareness does not organize only AIDS awareness activities but is also responsible for undertaking activities related to women empowerment, women exploitation, drug addiction and other social issues. For organizing some of such type of activities, two separate groups of male and female students are made and discussions are organized in groups. M.Ed. students assist in organization of these activities and they prepare reports and present in the morning assembly on next day of organization of activities.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

The information regarding academic and administrative aspects of the college is maintained well which is made available to various stakeholders as and when needed by them. The information about results of house examination and annual examination as well as internal assessment of students is displayed on the notice boards. The college prepares annual report and submitted to the employers for verification and analyses. The annual report contains information regarding activities conducted during the academic session, successes achieved and failures encountered during the session and future plans to improve the college functioning. The information regarding annual results of different programmes is submitted to the employers after the declaration of annual results.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The feedback collected from faculty members, students, employers and school teachers/heads on various aspects of college and teacher training is discussed and analyzed in staff meetings and necessary decisions are discussed with employers for seeking their suggestions as well as approval and later on, the college and faculty members implement the same during the next academic session.

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

Following mechanisms are employed to collect data/feedback from various stakeholders for quality improvements:

- i. Feedback from students regarding campus experiences at the end of academic session on proforma developed by the college.
- ii. Teachers' evaluation by students on the proforma developed by the college.
- iii. Feedback/ information obtained through staff meetings and informal discussions among staff members.
- iv. Self appraisal reports of teaching and non-teaching staff members.
- v. Feedback from school teachers/ heads on different aspects of practice teaching through self-developed proforma and through personal contacts.
- vi. Feedback from old students through informal discussions.

The collected feedback is analyzed and discussed in staff meetings and informal discussions with the employers to identify the weaknesses and strengths of various aspects of teacher training programmes. On the bases of this decisions are taken and new plans are formulated for enhancing the quality of various aspects of college. The details of use of

collected feedback/information for performance improvement have already been mentioned under different paragraphs section 6.3.

Additional Information:

1. How are the core values of NAAC reflected in various functions of the institutions.

Contribution to National Development

Various activities which reflect the contribution to national development are morning assembly, emphasis on quality, celebration of national days, different extension and cultural activities, educational tours, different awareness campaigns as well as involvement of teachers and students in research.

Fostering global competencies among students:

Different activities are undertaken by the institution for fostering global competencies among students. It includes the comprehensive training aspect (micro-teaching, simulation and practice teaching), effective mentoring system, personality development through morning assembly and presentation of students in institutional level seminars and participation of teacher educators in national/international seminars, conferences and workshops.

Inculcation of values:

The inculcation of values is reflected by celebration of national days, extension and outreach activities, peer learning, thought for the day and prayer in morning assembly, teachers' day celebration, campus beautification, dress code and value based curriculum.

Promoting the use of technology:

The promotion of use of technology is reflected by access to internet facilities, use of modern gadgets, audio-visual aids by the students and teacher educators.

Quest for Excellence:

The quest for excellence is reflected through concerted efforts to achieve objectives, adherence to academic calendar, establishment of different committees and cells, feedback from various stakeholders and involvement of students in academic, cultural and social activities.

BEST PRACTICES

Title of the Best Practice No.-1:

“Seminar Presentation and finalization of research synopsis in M.Ed. Programme”

The Context that required initiation of the practice:

This activity was started by M.Ed. faculty in session 2008-09 on the basis of experiences gained in previous academic sessions, where M.Ed. students and the faculty members faced great difficulties in carrying out dissertation works. There were much confusion even among the research supervisors with regard to different aspects of dissertation and concepts of research. Some students have to carry out data analysis again due to this. Hence, it was thought justified at that moment to start presentation of synopsis from next sessions and will be presented by students. The faculty members will critically discuss at this juncture and finalize the synopsis for furthering the research works.

Objectives of the practice:

- To acquaint the M.Ed. students with various steps of preparing a research synopsis.
- To identify the weaknesses in research synopsis and remove them at the beginning stage.
- To critically discuss the research synopsis for making the students understand about various steps to be adopted during dissertation works.

The Practice:

First of all M.Ed. students are guided to identify and formulate a research problem with the guidance of concerned research supervisor and consulting different library resources. The students then onwards prepare their research synopsis on selected research problems. The synopsis prepared by the students is then corrected, edited and modified by the supervisor with the help of critical discussions between student

and research supervisor. Afterwards, the student presents his/her synopsis in front of all peers and faculty members. The synopsis is discussed especially in terms of title of research problem, its significance, objectives, hypotheses and data analysis techniques. The students are given knowledge and understanding about different aspects of research during this process. After critical discussion, suggestions are forwarded to the concerned students for bringing modifications in the synopsis and move ahead to carry out research work.

Obstacles Faced and Strategies adopted to overcome them:

Sometimes, the faculty members do not reach at a consensus with regard to certain aspects of synopsis (research procedure mentioned), hence, a difficulty is faced in its finalization and directing the students to go ahead with research work. In such cases, faculty members discuss the same with the research experts (especially the university teachers) to have their opinion. The suggestions given by them are discussed with other faculty members and accordingly incorporated in the synopsis to get it finalized.

Impact of the practice:

This practice has been found to be very useful not only to carry out their research works smoothly and adequately, but has also helped in widening the horizons and enhancing the research aptitude of M.Ed. students. Due to this practice, M.Ed. faculty has also been benefited in terms of enhancement of their research knowledge, understanding and competencies. The M.Ed. students and concerned research supervisors have a clear cut direction of carrying out the research works.

Resources Required:

Although, no special resources are required for this practice.

Contact Person for Further Details:

Dr.Rajesh Kumar and Mrs. Sapna Goel

Title of the Best Practice No.-2:

“Feedback from various stakeholders for Quality improvement in College Affairs”

The Context that required initiation of the practice:

Teacher training is an area which is related to school education and society in one way or the other. Hence, it is of utmost importance that training imparted in teacher training institution must address the needs of schools, teacher trainees and society. Earlier, there was no provision in the college to obtain feedback in a formal manner from various stakeholders linked with the college; however, the feedback was collected through informal ways and means. So, in order to meet the needs and requirements of schools, teacher trainees and faculty members, the college initiated the practice of obtaining feedback from faculty members, teacher trainees, school heads/teachers regarding different aspects of teacher training imparted by the college.

Objectives of the practice:

- To improve the quality of different aspects of teacher training imparted in the college.
- To identify and address the needs of faculty members, teacher trainees and schools for building a conducive learning environment in the college.
- To find out weak areas in various institutional affairs and initiate remedial steps to remove them.

The Practice:

Feedback from teacher trainees regarding their campus experience and faculty members is obtained at the end of academic session through a proforma (self-appraisal and other) developed by the college in order to have their opinion regarding college activities and practice teaching. Non-teaching staff members are also involved in giving feedback through self-

appraisal reports regarding their needs and requirements for improving the quality of office management. Feedback from school heads/teachers is also obtained at the end of practice teaching to know their opinion regarding different aspects of practice teaching in particular and teacher training in general. In addition, feedback is also obtained from faculty members, students and teachers through informal discussions and personal contacts. The information is collected and analyzed through IQAC and results are discussed in staff meetings. The loopholes and weak areas are identified and necessary decisions are taken for quality improvement in institutional affairs in future.

Obstacles Faced and Strategies adopted to overcome them:

The obstacles which is faced in carrying out this practice is that the school teachers sometimes do not provide accurate information regarding different aspects of practice teaching especially in written format. The college has come to know about this incorrect information/feedback through the discrepancies in written feedback and information received through informal discussions and personal contacts. To overcome this problem, the faculty members informally discuss with school teachers/heads regarding various aspects of practice teaching and teacher training. The feedback, thus obtained is further used for bringing necessary improvements and modifications.

Impact of the practice:

This practice has been proved to be very effective in many ways in improving the quality of teacher training imparted in the college. This practice contributed in gaining acceptance and recognition of the college among local school community.

- Enhancing the effectiveness of curriculum transaction strategies adopted by faculty members.

- Building a congenial, healthy and student friendly environment for imparting training to the students.
- Introducing different co-curricular and academic activities in the college for providing students with varied learning experiences.
- Building a positive competitive environment among faculty members to upgrade their skills and competencies.
- Adoption of ICT and new teaching method by faculty members in theory classes.

Resources Required:

No special resources are required for undertaking this practice in the college.

Contact Person for Further Details:

Dr.Anita Devi and Ms. Tanuja Sharma

Title of the Best Practice No:3

“Linkage with Genius International Public School for Providing real classroom experience to the students and using Smart Classroom”

The Context the required Initiation of the Practice.

In our fast paced world to integrate electronic areas and human interface as well as technology and traditional teaching methods to form an innovative, advanced, flexible learning environment linkage with Genius International Public School was established by the college to provide real classroom experience to the students during their training and also using Smart Classrooms in the school. Before starting this practice, it was felt that the students were in need of practical implementation of new technologies to create new learning pathways which equip students to work innovatingly. Hence, it was thought justified to start this practice in the college to foster advance skill oriented learning in future.

Objectives of the Practice:

- To provide real classroom experiences to the teacher trainees.
- To make ICT an integral part of learning.
- To take full advantage of the potential of ICT to enhance teaching and learning.
- To create new learning pathways that equips students to work in smart state.
- To connect student teachers with professional learning so they can create and employ meaningful strategies in teaching learning process.

The Practice:

To make ICT integral to learning, students of the two courses are acquainted with Smart Classroom Strategy in collaboration with Genius International Public School. In this practice students of two

courses visit the Smart Classrooms of Genius International Public School under the guidance of expert teachers. Expert teachers acquaint students with the details of Smart Classroom and procedure of using it. After that students use the Smart classroom under the guidance of expert teacher in real classrooms.

Obstacles faced and strategies adopted to overcome them:

The obstacles which are faced in carrying out this practice are the adjustment of time between school and college. In order to overcome this problem, the Principal of the college informally discusses matters with the school head to permit the use of smart classroom.

Impact of practice:

This practice has been proved effective not only in imparting information with the help of ICT but also helps in working in a smart manner to consult study materials on internet.

Resources Required:

Although, no special resources are required for this practice as the college is using the smart classrooms in collaboration with Genius International Public School, but sometimes, it is felt that an external expert should be there for critical discussions regarding further efficiency in this practice.

Contact Person for Further Details:

Dr. Anup Kumar and Dr. Rajesh Kumar

DECLARATION

I certify that the data included in this Self- Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the college after internal discussions, and no part thereof has been outsourced. I am aware that the peer team will validate the information provided in this SAR during the peer team visit.


Signature of the Head of the College

Principal

Abhilashi College of Education

Ner-Chowk, Distt. Mandi (H.P.)

Place : Ner-Chowk

Date : 24.11.2015

APPENDIX-I

BRIEF SUMMARY OF TEACHER EDUCATION

SCENARIO IN HIMACHAL PRADESH

Teacher Education Scenario in Himachal Pradesh

Himachal is in the western Himalayas. Covering an area of 55,673 square kilometers, it is a mountainous state. Most of the state lies on the foothills of the Dhauladhar Range. Due to extreme variation in elevation, great variation occurs in the climatic conditions of Himachal Pradesh. The climate varies from hot and subhumid tropical in the southern tracts to, with more elevation, cold, alpine, and glacial in the northern and eastern mountain ranges. Himachal Pradesh has a total population of 6,856,509 including 3,473,892 males and 3,382,617 females as per the provisional results of the Census of India 2011. This is only 0.57 per cent of India's total population, recording a growth of 12.81 per cent. Education rates among women are quite encouraging in the state. The standard of education in the state has reached a considerably high level as compared to other states in India with several reputed educational institutes for higher studies.

The state of Himachal Pradesh has a total 75 teacher training colleges (2 government and 73 private) offering different types of courses viz. B.Ed., M.Ed., D.Ed./JBT, B.P.E., B.P.Ed. etc. which are approved by State Government of Himachal Pradesh and recognized by National Council for Teacher Education (NCTE). Apart from this, there are twelve District Institutes of Education and Training 'DIETs' (one in each district) offering D.Ed./JBT course. The state has witnessed such a huge growth in teacher training institutions only after the year 2000. Before the year 2000, there were only two institutions offering teacher training courses which are Department of Education, H.P. University, Shimla and Govt. College of Teacher Education, Dharamshala. Such a growth in teacher training institutions has taken place due to liberal policies of the state governments which were mainly intended to bring a balance between demand and supply of teachers as a large number of posts of teachers were vacant in secondary schools. Hence, to fill up the vacuum, such a large number of teacher training institutions were established and at present, an approximate total of seven to eight thousand candidates are passing out every year apart from those candidates who are having their teacher training degree from the institutions located in other states of the country.

For establishing any new teacher training institution in the state, the applicant has to seek and obtain 'No Objection Certificate' from the state government after fulfilling the essential norms/conditions as

framed by the state government. After obtaining NOC from state government, the next step is to seek recognition from NCTE which is main regulatory body for starting teacher training courses through out the country. In the state of Himachal Pradesh, all the teacher training institutions have to strictly adhere to norms/conditions laid down by the NCTE from time to time and any violation in this regard is seriously viewed by the state government.

All the teacher training institutions offering degree courses are affiliated to Himachal Pradesh University, Shimla-5 and those offering diploma courses are affiliated to Himachal Pradesh Board of School Education, Dharmshala. The teacher training institutions follow the curriculum prescribed by these affiliating bodies for the concerned courses. The concerned affiliating bodies grant provisional affiliation to each teacher training institution for a period of one year which is further extended on yearly basis after carrying out inspections of the institution to verify the adherence of teacher training institutions with the prescribed conditions and norms. For ensuring a check on teacher training institutions, the concerned authorities of the state government (Directorate of Elementary Education and Directorate of higher Education) and concerned affiliating bodies (H.P.U.Shimla and HPBSE, Dharamshala) conduct inspections from time to time which has resulted in raising the standards and quality of training imparted in teacher training institutions.

Recently, in the direction of putting brakes on quantitative expansion (mushrooming growth) of teacher training institutions in the state and enhancing the quality of training imparted, the state government has requested NCTE authorities not to grant recognition to any new teacher training institution in this small state and also has made it mandatory for all teacher training institutions to get assessed and accredited by National Assessment and Accreditation Council (NAAC). This is really a welcoming step and hopefully will result in imparting best quality training to prospective teachers.

APPENDIX-II

ACADEMIC CALENDAR (2015-16)

ANNUAL ACADEMIC CALENDER FOR
M.Ed. and B.Ed. COURSE (2015-2016)

Sr.No.	Period	Activity	No. of Days
1.	01-07-2015 to 20-08-2015	Admissions	51 Days
2.	21-08-2015 to 05-11-2015	Teaching	77Days <i>(Including holidays)</i>
3.	06-11-2015 to 10-11-2015	House Examination (1 st Sessional)	5 Days
4.	11-11-2015 to 15-11-2015	Diwali Vacations	5 Days
5.	16-11-2015 to 30-11-2015	Teaching	15 Days <i>(Including holidays)</i>
6.	01-12-2015 to 05-12-2015	House Examination (2 nd Sesimal)	5 Days
7.	06-12-2015 to 15-12-2015	Teaching	10 Days <i>Including holidays</i>
8.	16-12-2015 to 20-12-2015	Preparatory Vacations	5 Days
9.	21-12-2015 to 31-12-2015	Final Semester Examination	10 Days <i>Including holidays</i>
10.	01-01-2016 to 20-01-2016	Winter Vacations	20 Days
11.	21-01-2016 to 03-04-2016	Teaching	73 Days <i>Including holidays</i>
12.	04-04-2016 to 08-04-2016	House examination (1 st Sessional)	7 Days
13.	09-04-2016 to 09-05-2016	School Internship	31 Days <i>Including holidays</i>
14.	10-05-2016 to 29-05-2016	Teaching	20 Days <i>Including holidays</i>
15.	30-05-2016 to 05-06-2016	House examination(2 nd Sessional)	07 Days <i>(Including holidays)</i>
16.	06-06-2016 to 15-06-2016	Teaching	10 Days <i>Including holidays</i>
17.	16-06-2016 to 20-06-2016	Preparatory Vacations	5 Days
18.	21-06-2016 to 30-06-2016	Semester Examination	10 Days <i>Including holidays</i>

APPENDIX-III

TIME TABLES OF B.Ed. AND M.Ed. COURSES

Time Table B.Ed.Course 2015-17(1st Semester)

10:00-10:20	I	II	11:40-11:50	III	IV	1:10-1:50	V	VI	VII	VIII	IX
	10:20-11:00	11:00-11:40		11:50-12:30	12:30-1:10		1:50-2:30	2:30-3:00	3:00-3:30	3:30-4:30	4:30-5:00
M O R N I N G A S S E M B L Y	Childhood and Development Years (Unit I& II) Paper-I (1-6) Ms. Tanuja Sharma	Understanding Disciplines and Subjects Paper-IV (1-6) Ms. Suman	Short Break	Contemporary India and Education (Unit III & IV) Paper-II (1-6) Ms. Ranjana Kumari	Language Across the Curriculum Paper-III (1-6) Mr. Devender Kumar	Lunch Break	Childhood and Development Years (Unit III & IV) Paper-I (1-6) Ms.Neha Chauhan	Text Reading and Reflections Paper-V (1-6) Ms. Sudiksha	Contemporary India and Education (Unit I& II) Paper-II (1-6) Mr. Sulender Kumar	Lab. Activities (1-3) Seminars/ Workshops (4-5) Co-Curricular Activities (6)	Work Experience/ Library Work/Self study/ Sports and Games Activities (1-6)

Time Table M.Ed. Course 2015-17(1st Semester)

10:00-10:20	I	II	11:40-11:50	III	IV	1:10-1:50	V	VI	VII	VIII	IX
	10:20-11:00	11:00-11:40		11:50-12:30	12:30-1:10		1:50-2:30	2:30-3:00	3:00-3:30	3:30-4:30	4:30-5:00
M O R N I N G A S S E M B L Y	<p>Statistics in Educational Research</p> <p>Paper-IV (1-3) Dr. Anup Kumar</p> <p>Methodology of Educational Research</p> <p>Paper-III (4-6) Mrs. Sapna Goel</p>	<p>Philosophical Foundations of Education</p> <p>Paper-I (1-3) Dr. Anita Devi</p> <p>Psychology of Development and Learning</p> <p>Paper-II (4-6) Dr. Rajesh Kumar</p>	Short Break	<p>Psychology of Development and Learning</p> <p>Paper-II (1-3) Dr. Rajesh Kumar</p> <p>Philosophical Foundations of Education</p> <p>Paper-I (4-6) Dr. Narbada Devi</p>	<p>Methodology of Educational Research</p> <p>Paper-III (1-3) Mrs. Sapna Goel</p> <p>Statistics in Educational Research</p> <p>Paper-IV (4-6) Dr. Anup Kumar</p>	Lunch Break	<p>Statistics in Educational Research</p> <p>Paper-IV (1-3) Dr. Anup Kumar</p> <p>Psychology of Development and Learning</p> <p>Paper-II (4-6) Dr. Rajesh Kumar</p>	<p>Methodology of Educational Research</p> <p>Paper-III (1-3) Mrs. Sapna Goel</p> <p>Philosophical Foundations of Education</p> <p>Paper-I (4-6) Dr. Anita Devi</p>	<p>Dissertation Work (Selection of Research Problem and Preparation of Research Proposal)</p> <p>(1-6) All Teachers</p>	<p>Mentoring Work (1-3)</p> <p>Seminars/ Workshops (4-5)</p> <p>Co-Curricular Activities (6)</p>	<p>Work Experience/ Library Work/Self study/ Sports and Games Activities (1-6)</p>

APPENDIX-IV

SYLLABUS OF B.Ed. AND M.Ed. COURSES

FACULTY OF EDUCATION
HIMACHAL PRADESH UNIVERSITY
SHIMLA - 5



Regulations and Syllabus for Two Years B. Ed.
Programme

(Through Regular and Distance Mode)

With effect from the Academic Session 2015-16
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for B.Ed. Programme)

1. General Objectives:

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme:

- 1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands the process of learning and development among students, different approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences
- 4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- 6) The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- 7) The student teacher acts as an agent of modernization and social change
- 8) The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
- 9) The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.
- 10) The student teacher will become adept in the use of ICT in the teaching-learning process.

2. Eligibility and Procedure of Admission:

2.1 For Admission through Regular Mode:

- (a) The candidates with at least 50% marks either in the Bachelor's Degree (Medical / Non-medical / Commerce / Arts) and/or in the Master's Degree in the Sciences /Social Sciences / Humanities/

Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission in the programme.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).

- (b) Post graduation is considered only to make those candidates eligible who are not eligible on the basis of qualifying examination but the post graduation will not be the merit criteria. The Post graduation must be in one of the school subjects and the subject offered at Post Graduation level should be the same as at graduation level.
- (c) The reservation of seats for SC/ST/OBC/Ex-serviceman and Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.
- (d) The admission will be made strictly on the basis of the merit of entrance test conducted by Himachal Pradesh University. The minimum eligibility condition will be the attainment of 35% marks in the entrance test (Govt. of Himachal Pradesh Letter No. EDN-A-F(7)5/2013 Dated 18th March 2013). However, in case of SC/ST, 30% marks in the entrance test would be the minimum qualifying criteria (Hon'ble High Court of Himachal Pradesh CWP 4533 of 2013). The Entrance Test will consist of 150 items of one mark each on General awareness of the candidate about India, Himachal Pradesh, Freedom movement, Knowledge about various Commissions and Committees on Education, general mental ability and proficiency in the languages of Hindi and English.

2.2 Division of Seats

- (a) 85% seats will be reserved for the candidates from within the state and 15% will be open to candidates of other states/UTs on All India Basis. The eligibility criteria for 85% seats will be that the candidate must be a bonafide/domicile resident of Himachal Pradesh. Each candidate would be required to submit a certificate to this effect from the SDM/Tehsildar of the area concerned.

(b) 10% out of 85% state quota seats in un-aided self-financing institutions shall be treated as management quota seats and shall be brought out of the purview of centralized counseling to be conducted by the university. The management of the institute shall fill up management quota seats on the basis of the merit of entrance test through its own counseling in a transparent manner. There shall be no reservation, whatsoever, in respect of the prescribed management quota seats. The basic eligibility criteria shall remain the same as in case of other students.

(c) 85% seats reserved for the bonafide/domicile candidates of Himachal Pradesh will be filled by ***applying 100 point Reservation Roster of Himachal Pradesh Government (Deptt. of Higher Education, Govt. of Himachal Pradesh Letter No. EDN-A-Ga (18)-7/06-L Dated 13th July 2009.***

(d) One supernumerary seat for a 'Single Girl Child' is reserved to the meritorious candidate of the entrance test in the Department of Education, H.P. University, Shimla only.

2.3 For admission through Distance Education Mode:

a. The candidates with at least 50% marks either in the Bachelor's Degree (Medical/Non-medical/Commerce/Arts) and/or in the Master's Degree in the Sciences/Social Sciences/Humanities/Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission to the programme.

b. In addition to above eligibility conditions, the candidate should fall under any of the following two criteria:

(i) Trained in-service teachers in elementary education;

(ii) Candidates who have completed a NCTE recognized teacher education programme through face-to face mode.

c. The reservation and relaxation in marks for SC/ST/OBC/Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.

d. The admissions to the B. Ed. Programme through ICDEOL will be made solely on the basis of academic merit in qualifying examination in concerned stream of study of the candidate.

2.4 Admission to the B. Ed. Course is subject based:

At the time of admission, each candidate shall opt for two teaching subjects. A candidate can opt only those teaching subjects, which he/she has studied at graduation/ post graduation level. The candidate must have studied the subjects of the subject combination for at least three years at Bachelor's level and two years at Master's level.

Honour's students shall opt for teaching subjects (one major subject in which they have obtained honour, and the other subsidiary subject which should have been studied at least for one year/one semester).

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.

The following will be the teaching subject for the students of different streams as under:

- a. B.Com/M.Com students shall opt following teaching subjects:
 - i. Teaching of one of the languages i.e. English/Hindi/Sanskrit.
 - ii. Teaching of Commerce.
- i. B.Sc. (Medical) graduates shall opt the following two teaching subjects:
 - i. Teaching of Life Sciences
 - ii. Teaching of Physical Sciences
- ii. B. Sc. (Non-medical) graduates shall opt the following two teaching subjects:
 - i. Teaching of Mathematics
 - ii. Teaching of Physical Sciences
- iii. Arts graduates shall opt following teaching subjects:
 - i) Teaching of Social Sciences: Teaching of Social Sciences shall be opted by the graduates who have taken any one of the following subjects at B.A./M.A. level:
 - i. History ii. Geography iii. Political Science
 - iv. Sociology v. Economics vi. Public Administration

OR

Teaching of Mathematics: It shall be opted by the graduates who have taken mathematics as one of the subjects at their graduation level.

- ii) Teaching of any one of the languages i.e. English, Hindi and Sanskrit provided the candidate has studied the subject at the graduation level.

3. **Duration (Time Frame):**

3.1 The B.Ed. programme through regular mode shall be of a minimum period of two academic years (spread across four semesters) and a maximum of three academic years from the date of admission of the candidate. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions with 600 teaching clock hours (each working day having 6 teaching clock hours). The minimum attendance of students shall be 80% for Theory Courses and Practicum and 90% for Field Attachments / School Internship / Practice Teaching.

3.2 The B. Ed. programme through Distance Education (ICDEOL) mode shall follow annual mode and be of a minimum period of two years and a maximum of five years from the date of admission of the candidate. The personal contact programme will be compulsory for all the candidates and it shall be of 120 contact hours per year. The personal contact programme shall comprise of academic counseling sessions (72 hours per year), workshops (36 hours per year) and school-based activities (12 hours per year).

4. **Evaluation:**

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and ESE and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- ii. **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

In case of ICDEOL, ESE refers to End Session Examinations which will be held in the month of June each year.

4.1 **Continuous Comprehensive Assessment (CCA):**

4.1 a **For the students through Regular Mode**

This would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these

cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.

- The students having attendance between 79% and 70% attendance will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.
- Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.
- **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to percent attendance) will be awarded CCA marks (in case of courses with a total of 100 marks) as follows:-

> 80% but ≤ 83%	1 marks
> 84% but ≤ 87%	2 marks
> 88% but ≤ 91%	3 marks
> 92% but ≤ 95%	4 marks
> 96%	5 marks

The marks on the basis of attendance (in case of courses with a total of 50 marks) will be awarded as follows:

> 80% but ≤ 86%	1 marks
> 87% but ≤ 93%	2 marks
> 94%	3 marks

- The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Courses with 100 Marks	Courses with 50 Marks
A.	Classroom Attendance	05	03
B.	Mid-term Test / Theory Assignments	15	07
Total Marks (CCA)		20	10

b. For the Students through Distance Mode:

- **Attendance Reward:** Attendance in Personal Contact Programme (PCP) of B. Ed. Programme is compulsory for all the candidates and it shall be precondition for being permitted to appear in the University Examination. Provided that relaxation in attendance not exceeding 20% may be granted by the Director,

ICDEOL H.P.University in exceptional circumstances (like election, census duty etc.) to be recorded in writing in each case and not as a general rule.

- **Theory Assignments:** A total of 50% weightage is earmarked for four theory assignments per course. The assignments will be evaluated by concerned course teacher/s and the feedback on it will be provided to the learners in order to improve their performance. The assignments are to be submitted to the concerned teacher/coordinator of PCP.
- **Workshop Activities:** About 30% weightage will be given to one activity in each course to be performed by the students during workshop sessions. The activities may include presentation in seminars, project work, preparation of TLM etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.
- **School-Based Activities:** About 20% weightage will be given to one activity in each course to be performed by the students in the schools. The activities may include preparing and maintaining Stock Registers, Students' Cumulative Records, Time Table, CCE Records, Attendance Records, School Development Plans, Annual Work Budget Plans etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.
- The continuous comprehensive assessment (CCA) / Internal Assessment will have the following components:

Sr. No.	Component	When	Weightage	Marks in case of Subjects with 100 Marks	Marks in case of Subjects with 50 Marks
A.	Theory assignments	Four theory assignments to be submitted during or within one month after PCP	50%	10	05
B.	Workshop Activity	One activity in each course	30%	06	03
C.	School Based Activity	One Activity in each course	20%	04	02
GRAND TOTAL (A+B+C)			100%	20	10

4.2 End-Semester Examinations (End-Session Examinations in case of ICDEOL):

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of ESE that will be for three hours and one and half hour duration depending upon the marks assigned to the course. The end-semester examinations for odd and even semesters in case of regular students will be held in the months of November / December and June each year respectively. In case of ICDEOL, the end-session examinations will be held in the month of June each year. The ESE will be covering the whole syllabus of the course.
- Question Papers for the ESE will be got set by the Controller of Examinations, H. P. University, Shimla.
- **The question paper for the ESE (having 80 marks) will have following pattern:**

Section A

Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section D (UNIT III)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section E (UNIT 1V)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks

- **The question paper for the ESE (having 40 marks) will have following pattern:**

Section A

Compulsory of 8 marks consisting of 4 short answer type questions of 2 marks each

covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C) = 8 + 16 + 16 = 40 marks.

- It will be necessary for a candidate to pass separately in Internal and External Examinations. A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses to clear his/her reappear. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- Candidates who fails in practical examination or absents from the practical examination (practice of teaching) may present for re-examination as an ex-student. He/she, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla / Director, ICDEOL, as the case may be shall deposit Rs 5000/- (Rs. Five Thousands Only) fee for the same in the account of Finance Officer, H. P. University / Director, ICDEOL, HPU, Shimla as the case may be.

5. Internship in Teaching / Practice Teaching (For Regular Candidates):

- The students are required to go through a school internship for five months (20 weeks) during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying.
- The school internship of one month duration will be held in second semester. The school internship (practice teaching) of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject.
- The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second

week of practice teaching will include study of maintenance of various school records (eg. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.

- During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying.
- For Final Teaching Practice, the candidate must prepare two lessons- one related to each of the teaching subject.
- The Board of Examiners will consist of three external examiners. For this, the panel of examiners will be drawn by the Chairperson, Deptt. of Education and duly approved by the Hon'ble Vice-Chancellor of the University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

Micro Teaching Lessons and Simulated Teaching Lessons (for Regular Students):

The students are required to deliver following number of lessons in their respective Teacher Education Colleges:

Sr. No.	Type of Lessons	Number of Lessons	Remark
1	Micro Teaching Lessons (During 2 nd Semester Only)	20 (Four per Teaching Skill)	Two Micro Lessons in each Teaching Subject per Teaching Skill
2	Simulated Teaching Lessons (In the Beginning of 3 rd Semester)	20	10 Lessons per Teaching Subject

Note: The teaching skills for delivering micro lessons will be skill of chalkboard writing, stimulus variation, reinforcement, questioning and explaining.

6. Internship in Teaching / Practice Teaching (For ICDEOL Students):

- In case of ICDEOL, the students are required to go through a teaching practice for three months (12 weeks) in the schools where he/she works or in the schools of his/her choice in case of unemployed candidates) under the supervision of senior trained teachers of the concerned school.
- The practice teaching shall be of one month (4 weeks) duration during first year of the course. These four weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior teacher. During the remaining two weeks of practice teaching in first year, the candidates are required to deliver 12 macro/practice lessons (6 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.
- During the second year of the course, the practice teaching shall be of two months (8 weeks) duration. These eight weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior school teacher. During the remaining six weeks of practice teaching in second year, the candidates are required to deliver 36 macro

/ practice lessons (18 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.

- The candidates are required to undergo practice teaching only after attending PCP i.e. academic counseling sessions and workshop activities.
- If a candidate, who does not deliver the required number of micro / simulated / observation / macro / practice lessons and/or any other assigned activities in the PCP / practice teaching, he/she will not be allowed to appear in final assessment of practice teaching (i.e. final teaching practice examination). At the time of practice teaching examination, the external examiners shall give due weightage to different records of micro / simulated / observation / macro / practice lessons and other activities assigned to the students.
- The final practice teaching examination will be held in the second year in the month of May / June after completion of PCP and mandatory number of lessons. For Final Teaching Practice, the candidate must prepare two lessons- one related to each method of teaching.
- The Board of Examiners will consist of three external examiners to be appointed by the university. The panel of examiners will be drawn by the Director, ICDEOL and duly approved by the Hon'ble Vice-Chancellor of H. P. University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

Micro Teaching Lessons and Simulated Teaching Lessons (for ICDEOL Students):

In case of ICDEOL, the students are required to deliver following number of lessons during PCP in workshop sessions in addition to other prescribed workshop activities:

Sr. No.	Type of Lessons during Workshops	Number of Lessons during 1 st Year	Number of Lessons during 2 nd Year
1	Micro Teaching Lessons	10	10
2	Simulated Teaching Lessons	05	05

7. Medium of Instruction and Examination:

- Medium of Instruction: The medium of instruction for the B. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.
- Medium of Examination: The medium of the examination shall be English or Hindi.

SCHEME OF STUDIES:

A candidate is required to take following courses in B. Ed. Programme (through regular mode):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
B. Ed. First Semester					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
Total Marks in First Semester			280	70	350
B. Ed. Second Semester					
1	Paper VI	Learning and Teaching	80	20	100
2	Paper VII	Assessment for Learning	80	20	100
3	Paper VIII	Drama and Art in Education	40	10	50
Candidates are required to choose any two of the following subjects in Second Semester in accordance with the subjects studied at graduation level.					
4	Paper IX - A	Pedagogy of School Subjects (Part – 1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
5	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
Total Marks in Second Semester			280	70	350
B. Ed. Third Semester					
Candidates will continue with same two Teaching subjects in Third Semester which they have opted in the Second Semester					
1	Paper IX - B	Pedagogy of School Subjects (Part – 2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50

	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
School Internship / Practice Teaching					
2	Paper XI - A	Skill in Teaching (School Subject – 1)	125		
3	Paper XI –B	Skill in Teaching (School Subject – 2)	125		
Total Marks in B. Ed. Third Semester			80 + 250	20	350
B. Ed. Fourth Semester					
1	Paper XII	Knowledge and Curriculum	80	20	100
2	Paper XIII	Gender, School and Society	40	10	50
3	Paper XIV	Inclusive School	40	10	50
4	Paper XV	ICT in Teaching-Learning Process	40	10	50
5	Paper XVI	Understanding the Self	40	10	50
Candidates are required to choose any one of the following optional subjects in Fourth Semester					
6	Paper XVII	Health and Physical Education	40	10	50
7	Paper XVIII	Vocational and Work Education	40	10	50
8	Paper XIX	Education for Peace	40	10	50
9	Paper XX	Guidance and Counseling	40	10	50
Total Marks in B. Ed. Fourth Semester			280	70	350
Grand Total Marks for B. Ed. Course			1170	230	1400

A candidate is required to take following courses in B. Ed. Programme in first and second year (through ICDEOL):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
B. Ed. First Year					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
6	Paper VI	Learning and Teaching	80	20	100
7	Paper VII	Assessment for Learning	80	20	100
8	Paper VIII	Drama and Art in Education	40	10	50
Candidates are required to choose any two of the following subjects in First Year in accordance with the subjects studied at graduation level.					
9	Paper IX – A	Pedagogy of School Subjects (Part – 1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
10	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
Total Marks in B. Ed. First Year			560	140	700
B. Ed. Second Year					
Candidates will continue with same two Teaching subjects in Second Year which they have opted in the First Year					
1	Paper IX - B	Pedagogy of School Subjects (Part – 2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50

	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
School Internship / Practice Teaching					
2	Paper XI-A	Skill in Teaching (School Subject – 1)	125		
3	Paper XI-B	Skill in Teaching (School Subject – 2)	125		
3	Paper XII	Knowledge and Curriculum	80	20	100
4	Paper XIII	Gender, School and Society	40	10	50
5	Paper XIV	Inclusive School	40	10	50
6	Paper XV	ICT in Teaching-Learning Process	40	10	50
7	Paper XVI	Understanding the Self	40	10	50
Candidates are required to choose any one of the following optional subjects in Second Year					
8	Paper XVII	Health and Physical Education	40	10	50
9	Paper XVIII	Vocational and Work Education	40	10	50
10	Paper XIX	Education for Peace	40	10	50
11	Paper XX	Guidance and Counseling	40	10	50
Total Marks in B. Ed. Second Year			610	90	700
Grand Total Marks for B. Ed. Course			1170	230	1400

COURSE CONTENTS

Paper - I Childhood and Development Years

Course objectives:

Marks: 100 (80 + 20)

The student teachers will be able to:

- Understand the meaning, nature and scope of educational psychology
- Describe the role of educational psychology in teaching and learning process
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage)
- Understand the needs, problems and developmental tasks of adolescence
- Describe intra and inter individual differences
- Explain the causes of individual differences
- Identify characteristics and remedial measures for diverse learners
- Identify educational needs of various types of children
- Understand role of teacher in school to minimize individual differences
- Explain the concept of motivation, role of school and teacher to enhance motivation
- Understand concept of intelligence, theories of intelligence and their educational implications
- Describe the concept, characteristics of creativity and educational programmes for developing creativity
- Explain concept, types, theories of personality and ways of assessment of personality
- Identify factors which affect mental health and hygiene and measures used to promote mental health
- Understand factors affecting adjustment and role of teacher

UNIT 1: Child Development

- Educational Psychology: Meaning, Nature, Scope and Role of Educational Psychology in Teaching-Learning Process.
- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
- Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development.

Unit 2: Managing Individual Differences

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

Unit 3: Social, Emotional and Moral Development

- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period.

UNIT 4: Cognitive and Personality Development

- Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence.
- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality(Views of Sigmund Freud and Allport)
- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

Activities (Any one of the following)

- Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
- Visit to a school and write a report on problems being faced by the students
- Administration of an individual test and preparing a report.

Suggested Readings

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Bhatnagar,S. (1980). Psychological Foundations of Teaching Learning and Development, Meerut: Loyal Book Depot

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Witting A F,(2001) Developmental Psychology: A life span Approach, New Delhi: Mc. Graw Hill

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

Paper II

Contemporary India and Education

Marks: 100 (80 + 20)

Course objectives:

The student teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Understand the aims of Education as per Constitutional Values.
4. Develop competencies to understand the various issues related to Education and remedial measures.
5. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE
6. Realize the importance of Right to Education and the provision made for realizing it.
7. Understand the importance of Education for the marginalized groups.
8. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.
9. Acquaint with the emerging concerns and Educational development in India.

Unit –I: Education and the Indian Constitution

Indian Constitution: Preamble, Rights and Duties, Directive Principles of the State Policy and Aims of Education as per Constitutional Values; Constitutional Provisions for Education: Article 14, 15, 21A, 45, 46 and 51A (K).

Unit –II: Inequality, Discrimination and Marginalization in Universalization of Education

1. Equality of Educational Opportunities: Meaning, Objectives and Scope
2. Discrimination: Meaning, Factors and Constitutional Safeguards
3. Right to Education: Historical Development, Provisions, Issues and Challenges in Implementation.
4. Education of the Marginalized Groups (Women and Socially Disadvantaged) : Status, Issues and Constitutional Provisions.

Unit –III: Policy Initiatives for Universalization of Elementary Education

1. Kothari Commission (1964-66) and NPE (1986, 1992) and Recommendations for UEE.

2. Operation Black Board: Concept and Provision
3. DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
4. MDM: Objectives, Implementation and Problems

Unit –IV: Emerging Concerns and Education

1. Education for Environmental Conservation: Global Environmental Crises, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
2. Liberalization, Globalization and Privatization and their Impact on Indian Education
3. Social Basis of Education in the Context of Society, Culture and Modernity
4. Community Participation and Educational Development

Activities (Any One of the following)

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

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- Bhakshi P.M., (1998). The Constitution of India, New Delhi: Universal Law Publishing Company,
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DPEP (www.educationforallinindia.com/page81.html)

SSA (ssa.nic.in/)

SSA (mhrd.gov.in/?q=sarva)

MDM(mdm.nic.in/)

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MDM (www.archive.india.gov.in/sectors/education/index.php?id=7)

RMSA(www.rmsaindia.org/)

RMSA(mhrd.gov.in/?q=rmsa)

RMSA (indiacode.nic.in>coiweb)

Constitution of India (www.amagon.in>introduction_constitution)

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

Paper III

LANGUAGE ACROSS THE CURRICULUM

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

- 1). Understand the nature, importance and use of Language.
- 2). Acquaint with some latest methods and approaches for planning of successful language teaching.
- 3). Identify and be sensitive to the proficiency, interests and needs of learners.
- 4). Practice learner centered methods and techniques in the classroom.
- 5). Use technology to enrich language teaching.
- 6). Encourage continuous professional development.

UNIT 1 - LANGUAGE AND SOCIETY

- Meaning , Nature and Scope of Language, Role of Language in life: Intellectual, Emotional, Social, Literary and Cultural Development
- Characteristics of Language Development
- Factors affecting Language Learning : Physical, Psychological and Social
- Theories of Language: Divine Gift Theory, The Pooh or The Interjectional Theory, The Ding-Dong Theory, The Yo-He-Ho- Theory, The sing- song Theory, The Ta-Ta Theory, The Babble- Luck Theory, The Tongue-Tie Theory, The Contact Theory.

Unit 2: CURRICULAR PROVISIONS, POLICIES FOR LANGUAGE EDUCATION AND DEVELOPMENT OF LANGUAGE SKILLS:

- Position of Languages in India; Articles 343-351, 350A; of Constitution of India
- Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (Language Education), NCFTE - 2009 (Language Education).
- Meaning, Importance and Need for development of Language Skills.
- Approaches to Language Learning: Traditional Method, Textbook Method Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of Language Learning

Activities (Any One of the following):

Discuss 'Multilingualism as a Resource'

Analyze s advertisements aired on Radio/Television on the basis of language and gender.

Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues

- (i) How the different registers of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IV

Understanding Disciplines and Subjects

Marks: 50 (40 + 10)

Course objectives:

The student teachers will be able to:

1. Understand the nature of discipline and school subjects
2. Differentiate between school subjects and curriculum.
3. Integrate and apply concepts and theories in real classrooms.

UNIT-1: Concept of Discipline

Nature and role of Discipline knowledge in School Curriculum

Paradigm shift in the nature of discipline

Emergence of School subjects and disciplines from Philosophical, Social and Political Contexts.

Needed changes in the Discipline Oriented Text Books

UNIT-2: Quality in Classroom Learning

Indicators of Quality Learning

Teaching and Learning as Interactive Process

Major issues in classroom learning: Catering individual differences, student-teacher interaction in the classroom.

Learning beyond text books- other sources of learning

Activity (Any one of the following)

1. Prepare a report mentioning the changes required in current school level text books prescribed by CBSE or HPBSE.
2. Prepare a report highlighting major issues and concerns in teaching of Mathematics or English at secondary school stage.

SUGGESTED READINGS

Apple, M. (1978) : Ideology and Curriculum, New York: Routledge.

Fuller, B. (2007) : Standardised Childhood, Stanford, CA : Stanford University Press.

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper V

TEXT READING AND REFLECTIONS

Marks: 50 (40 + 10)

Course objectives:

The student teachers will be able to:

- 1). Learn to read Newspaper ,Follow Radio, TV & Internet media critically and with understanding.
- 2). Form and exchange viewpoints on political and social Issues.
- 3). Distinguish fact, fiction and opinion in Newspaper articles.
- 4). Develop teachers professionally and support their aspirations as teachers.

UNIT-I: Analytical and Critical Thinking

Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.

Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.

Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesauras, Dictionary, Encyclopedia.

Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

UNIT-II: Pedagogies of Reading and Writing

Models of Teaching, Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).

Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.

Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).

Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

ACTIVITIES (Any one of the following):

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select news paper/magazine articles on topics of contemporary issues

3. REFLECTION EXERCISES:

- Why did this particular (event, barrier, success, accident) happen ?
- What was the best thing I did and Why?
- If I did this again tomorrow, what would I do differently?

SUGGESTED READINGS

Alberta Learning (2003), Responding to Text and Context, Senior High School English Language Arts Guide to Implementation. Alberta, Canada. Retrieved from https://education.alberta.ca/media/883678/4_respond.pdf.

Cottrell Stella (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave study skills) Basingstoke: Palgrave Macmillan.

Cox, Ailsa (2005) Writing Short Stories (English) London: Rutledge.

Fisher Alec (2001) Critical Thinking: An Introduction, UK: Cambridge University press.

Fitikides T.J., (2011) Common Mistakes in English (With Exercises), New Delhi: Jain Book Agency.

Gangal J.K (2011) A Practical Course for Developing Writing Skills in English, New Delhi: PHD. Amargan bookseller.

Hedge Tricia (2005) writing- Resource Book for Teachers. <http://chabotcollege.edu/learningconnection/ctl/figs/jumpstart/marsipacket.pdf>.

Jeanne Godfrey (2014) Ready and Making Notes Pocket Study Skills, Basingstoke: Palgrave Macmillan.

Joshi, Yateendra (2003) Communicating in Style, New Delhi: Jain Book Agency.

Julia Copus (2009) Brilliant Writing Tips for Students, Basingstoke: Palgrave Macmillan.

Kale William (2012) Reflective Writing, Basingstoke: Palgrave Macmillan

Peter Andrew Goatly, Preet Hiradhar (2013). Critical Reading and Writing: An Introductory Coursebook (Google eBook). Routledge, Language Arts & Disciplines.

Ryder, Randall. J. (1994) Using Frames to Promote Critical Writing, Journal of Reading ,38(03): 210-218, Wiley Publisher.

Schraw, Gregory (1998). Promoting General Meta-cognitive Awareness. Instructional Science 26: 113–125, 1998. Kluwer Academic Publishers. Netherlands. Retrieved from <http://wiki.biologyscholars.org/@api/deki/files/87/=schraw1998-meta.pdf>.

Sen. Madhucchanda (2010) An Introduction to Critical Thinking, Delhi: Pearson Publication.([www.goodreads.com>book>show>/](http://www.goodreads.com/book/show/))

Stephen D. Brook fied (2009) Becoming a Critically Reflective Teacher, Jossey Ban.

Swami Srikanta . & (2006) Management strategies for Developing Critical Thinking skills, New Delhi: Anmol Publications.

Thompson, Anne (2008) Critical Reasoning : A Practical Introduction. London: Routledge.

Thomson, Arco (2003) How to Write Articles for Newspapers and Magazines, New Delhi: Jain Book Agency.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper VI

Learning and Teaching

Course objectives:

Marks: 100 (80 + 20)

The student teachers will be able to:

- Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive
- Explain the concept, nature of learning as a process and conditions of learning
- Describe the Gagne's types of learning
- Explain the concept, types and strategies to develop memory
- Understand nature, causes, factors and strategies to minimize forgetting
- Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
- Describe the concept, importance and level of transfer of learning
- Explain higher mental processes like concept formation and mind mapping
- Explain the role of teacher in teaching-learning situations as transmitter of knowledge
- Understand concept, principles of teaching, levels and phases of teaching
- Identify different learning styles of learners and their implications for the teaching
- Understand need and types of models of teaching

Unit 1 Learner and Learning

- Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive, Characteristics of Student with Learning Disabilities
- Concept and Nature of Learning as a Process, Learning Curve, Conditions of Learning - objective, subjective and methodological, Learning and Maturation. Learning as an outcome -Achievement and Performance.
- Gagne's Types of Learning, Events of Instruction, Learning Outcome.
- Memory - Concept, Types and Strategies to develop Memory; Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure), Factors and Strategies to Minimize Forgetting

Unit II : Understanding the Learning Process

- Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning

- Non-associative Learning- Habituation and Sensitization, Learning through Association –Classical Conditioning, Learning through Consequences – Operant Conditioning, Learning through Trial and Error, Learning through Observation – Modeling/Observational Learning, Learning through Insight – Discovery Learning and their Educational Implications
- Social Constructivist Learning – Concept of Vygotsky, Nature and Implications.
- Transfer of Learning: Concept, Types and Strategies to Maximize Transfer of Learning

Unit III : Teacher and Teaching

- Teacher: Qualities and Role in the Changing Scenario -- Transmitter of Knowledge, Model, Facilitator, Negotiator and Co-learner
- Concept of Teaching , Principles and Maxims of Teaching, Teaching as a Profession: Meaning of Profession, Characteristics of a Profession, Professional Ethics for the Teachers, Role of Teacher Training in Developing Professionalism in Teachers Educators
- Relationship between Teaching and Learning, Principles of effective Teaching and Learning, Diverse Teaching Strategies for Diverse Learner
- Learning Styles of Learners and their Implications for the Teaching

Unit IV : Phases and Models of Teaching

- Phases of Teaching: Pre-active, Interactive and Post Active. Operations involved in each.
- Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching, Basic Teaching Models (Glaser).
- Concept Attainment Model (Bruner) and Advance Organiser Model (Ausbel), Problem Solving Teaching Model.
- Strategies of Teaching: Brain Storming, Simulation, Role Play and Gaming, Factors affecting the process of Learning and Teaching.

Activities (Any one of the following)

1. A study of educational, social & cultural functions of any informal agency of education.
2. Prepare a report of educational problems of learners in any school.
3. Prepare a report of problem of SC/ST/Backward/ Minority group of children in the rural & urban area of Himachal Pradesh.

Suggested Readings

Bower , G H and Hilgard E R (1981) Theories of learning, Englewood Cliffs,. New Jersey: Prentice Hall Inc.

Chauhan S.S. (1995) Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.

Mangal S.K. 2005) Advanced Educational Psychology, New Delhi. Prentice Hall of India,
Dandapani S. (2005). Advanced Educational Psychology, New Delhi: Anmol Publications
Gagne R.M. (1985) ' The Conditions of Learning and Theory of Instruction,(IV Edition)
New York, Holt: Rinehart and Winston.
Gardener, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, New York: Basic Books,
Hurlock, Elizabeth B.(2007). Child Development (6th Edition). New Delhi: Tata McGraw Hill,
Lindgren H.C. (1980) 'Educational Psychology in the Classroom, New York: Oxford University Press.
NCERT (2005) National Curriculum Framework, New Delhi.
NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
Roy, S.(1994-95). Shiksha Monavidya, Kolkata: Soma Book Agency.
Santrock, John W. (2006). Educational Psychology Update: Preparing for PRAXIS TM and Practice (2nd edition), New Delhi: Tata McGraw Hill.
Sarangapani M. Padma (2003), Constructing School Knowledge :An Ethnography of Learning in an Indian Village,New Delhi: Sage Publication.
Skinner C E, (1984) Educational Psychology New Delhi: Prentice Hall.
Vygotsky, L.S. (1978) *Mind in Society*, Cambridge: Harvard University Press.
Woolfolk, A.E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) New Delhi: Prentice Hall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper VII
ASSESSMENT FOR LEARNING

Marks: 100 (80 + 20)

Course Objectives:

The student teachers will be able to:

1. Understand the nature of assessment and its role in teaching-learning process.
2. Understand the different perspectives of learning on assessment.
3. Realize the need for school based assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners' performance.
7. Analyze, manage and interpret assessment data.
8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learners' performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and assessment and their implementation practices.
12. Trace the technology-based assessment practices and other trends.

Unit 1: Perspectives on Assessment

- Concept of measurement, assessment, evaluation and their interrelationship.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Selection, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), nature of attribute measured (achievement, aptitude, attitude), nature of information gathered (qualitative, quantitative), mode of response (oral or written; selection or supply), nature of interpretation (norm-referenced, criterion-referenced) and assessment context (internal or external).
- Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

Unit 2: Assessment of Learning

- Dimensions of learning: cognitive, affective and performance.

- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- Assessment of affective learning: Attitude, values, interests and procedures for their assessment.
- Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.

Unit 3: Planning, Executing, Interpreting and Reporting of Assessment

- Difference between instructional, learning and assessment objectives; Stating of assessment objectives in behavioural terms.
- Construction/selection of test items; Guidelines for construction of test items; Guidelines for administration and scoring; Preparation of blue-print; Performing item analysis.
- Processing test performance: Calculation of percentages and central tendency measures; graphical representations; Analysis and interpretation of learners' performance; Reporting learners' performance – Progress reports, Cumulative records, Portfolios.
- Means of providing remedial instruction for improving learning, Using feedback for reporting to different stakeholders – learners, parents and administrators; Use of feedback for teachers' self-improvement.

Unit 4: Issues, Concerns and Trends in Learning Assessment

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys, Use of question banks.
- Issues and Problems: Marking Vs. Grading, Non-detention policy, Objectivity Vs. Subjectivity, Impact of entrance tests and public examination on teaching and learning – the menace of coaching
- Policy perspectives on examinations and assessment: Recommendations of NPE, 1986 and NCF, 2005.
- Trends in assessment and evaluation: Online examination, Peer assessment, Self-Assessment, Computer-based examinations and other technology-based assessment practices.

Activity (Any One of the Following):

1. Construct an achievement test in any subject of your interest containing a minimum of 50 items with its marking scheme and scoring procedure.
2. Visit an elementary school and prepare a report on the assessment and evaluation practices adopted by the school teachers.

3. Study the parameters / indicators followed in Continuous and Comprehensive Assessment System of CBSE and HP State Education Department. Prepare a critical report highlighting the similarities and differences in the two systems.
4. Visit a school and study how the progress reports and cumulative records of students are maintained by the teachers. Prepare a detailed report highlighting the content and format of students' progress reports and cumulative records.

Suggested Readings:

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to Assess Authentic Learning* (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and Mastery Learning: Aligning Teaching and Assessment so all Children Can Learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin.
- Linn, R.L. and Gronlund, N.E. (2003): *Measurement and Evaluation in Teaching*. Singapore: Pearson Education.
- Nandra, Inder Dev Singh (2012). *Learning Resources and Assessment of Learning*. Patiala: 21st Century Publications.
- Natrajan V. and Kulshreshta S.P. (1983). *Assessing Non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi.
- Newman, F.M. (1996). *Authentic Achievement: Restructuring Schools for Intellectual Quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational Assessment of Students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Singh H.S.(1974). *Modern Educational Testing*, New Delhi: Sterling Publication.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper VIII
DRAMA AND ART IN EDUCATION

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand the concept and importance of various arts in human life.
2. Understand aims, objectives and principles of performing and visual arts.
3. Appreciate Indian folk and visual and performing arts.
4. Understand various methods and techniques of teaching creative arts.
5. Understand the importance of visits in arts exhibitions and cultural festivals.

UNIT-I : Origin and Development of Art in India

1. Meaning of Art: Concept and Scope of Art.
2. Origin & development of Arts in India with special reference to the performing and visual arts.
3. Importance of various Arts in Life and Education.
4. Aims and objective of teaching performing and visual arts, Principles of Art.

UNIT-II : Methods and Approaches of Teaching Creative Arts

1. Understanding Indian folk and visual and performing arts.
2. Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression.
3. Importance of visits in art exhibitions and cultural festivals.
4. Process of preparing canvas, Types of Colours and Paints.

Activity (Any one of the following):

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 - 1
- II. Still life – 1
- III. Poster – 1

Suggested Readings

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, Meerut: Goel Publishing House. Read,

Herbert. Education through Art [paperback].

Shelar, Sanjay. Still Life. Jyotsna Prakashan.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (i)

TEACHING OF PHYSICAL SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioural terms.
3. Apply various approaches and methods of teaching physical science.
4. Select and integrate various kinds of instructional media.

UNIT-I : Foundations of Physical Science

- Meaning, Nature and Scope of Physical Science.
- Aims And Objectives of Teaching Physical Science; Taxonomy of Educational Objectives; Writing Instructional Objectives in Behavioural Terms.
- Importance of Physical Sciences as a Subject of the School Curriculum.
- Brief life history of Eminent Indian Scientists and Their Contributions- C. V. Raman, J.C.Bose, Satyendranath Bose, Vikram sarabhai, Homi Jahangir Bhabha, A. P. J. Abdul Kalam.

UNIT-II : Curriculum, Methods and Approaches of Teaching Physical Sciences.

- Curriculum in Physical Science: Meaning, Objectives, Principles and Steps of Curriculum Construction.
- Process of Evaluation of Physical Science Curriculum at School Level.
- Methods of Teaching Physical Science with Reference to Lecture, Lecture-Cum-Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic and Inductive-Deductive Approach, CAI.
- Activity Approaches and Non-Formal Methods of Teaching Physical Sciences in terms of Field Trips, Science Club, Science, Museum, Science Fairs.

Activity (Any one of the following)

1. Preparation of a low cost and no cost teaching aids and studying their effectiveness a classroom transaction.
2. Developing a unit plan of own choice.
3. Prepare a report on critical analysis of physical sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..

Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

P.H.I.

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Vaidya, Narendra (1996): Science of Teaching for 21st Century, New Delhi: Deep and Deep Publishers.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (ii)

TEACHING OF LIFE SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand various objectives of teaching life sciences and to write the same in behavioural terms.
2. Understand and apply various methods of teaching life sciences.
3. Understand, analyze and improve present curriculum of life sciences operative at school level.
4. Understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions with reference to concepts to be taught.

Unit 1: Foundations of Teaching of Life Science

- Meaning, nature and scope of Life Science, Historical development of Life Sciences in secondary school curriculum, Importance of Life Science in school curriculum.
- Aims and Objectives of Teaching Life Sciences at secondary stage; Writing instructional Objectives in behavioural terms. Formulation and classification of Instructional Objectives for teaching of Life Sciences with reference to cognitive, affective and psychomotor domains.
- Life Sciences Curriculum at School stage: concept, scope and principles of curriculum construction, approaches of curriculum construction such as concentric approach, topical approach and unit approach.
- Process of Evaluation of Life Sciences Curriculum at School level (HPBSE and CBSE).

Unit 2: Teaching Methods, Approaches and Techniques

- Teaching methods in Life Science: lecture method, lecture-cum demonstration method, project method, heuristic method, laboratory method.
- Approaches in Life Science: Inductive-deductive approach, problem solving approach, computer assisted instructions and web based instructions.
- Visualizing, Organizing and contextualizing learning situations through :
 - a. Field Trips
 - b. Biological Associations, Science Fairs and Exhibitions
 - c. Botanical Garden
 - d. Museum

- e. Aquarium and Vivarium
 - f. Biological Clubs
 - g. Science Excursions
 - h. Concept Mapping
- Facilitating Life Science Learning: issues in practice; collaborative learning, peer learning; dealing students in heterogeneous classes.

Activity (Any one of the Following)

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To prepare a temporary mount of a leaf peel to show stomata.
2. To show experimentally that carbon dioxide is given out during respiration.

Prepare a report on critical analysis of life sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21st century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

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Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX – A (iii)
TEACHING OF MATHEMATICS

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. understand the nature and characteristics of Mathematics.
2. know the importance and values of teaching mathematics.
3. understand the relationship of mathematics with other subjects of school curriculum.
4. understand aims and objectives of teaching mathematics at school stage.
5. state objectives in behavioural terms with reference to concepts and generalizations.
6. understand the contribution made by Indian and Western mathematician.
7. apply various methods of teaching of mathematics.
8. differentiate between methods and techniques of teaching mathematics.

Unit 1: Foundations of Mathematics Education

- Mathematics: Meaning, Nature, Importance and Place of Mathematics in Daily Life and School Curriculum.
- Aims and Objectives of Teaching Mathematics: Concept and Meaning, General Aims of Teaching Mathematics, Formulation and Classification of Objectives in Behavioural terms with Reference to Cognitive, Psycho-motor and Affective Domains.
- Concept of Vedic Mathematics, Contributions of Indian Mathematicians: Bhaskaracharya, Aryabhatta and Ramanujam; Contributions of Western Mathematicians: John Venn and Pythagoras.
- Curriculum Construction in Mathematics, Selection and Organization, Factors affecting Change in Mathematics Curriculum, Process of Evaluation of Mathematics Curriculum at School Level.

Unit 2: Teaching Methods/Approaches and Techniques

- Methods of Teaching Mathematics: Project Method, Problem Solving and Laboratory Method.
- Approaches of Teaching Mathematics: Inductive-deductive, Analytic-synthetic, Heuristic.
- Techniques and strategies of teaching Mathematics: Drill and Practice, Assignment, Homework, Supervised Study, Play Way Technique, and Activity Based Technique.

- Strategies for Teaching of Mathematics to CWSN (Gifted, Slow Learners, Learners with Dyscalculia). Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive measures to overcome them.

Activity (Any One of the Following)

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
2. Power point presentation on any one topic of mathematics of standard VI to X .
3. Prepare a report on critical analysis of Mathematics curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.
 Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.
 NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi
 Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.
 Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.
 Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks
 Sharan, R., & Sharma, M. (2006).Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
 Sidhu, K. S. (2006). The Teaching of Mathematics, New Delhi: Sterling Publishers private Ltd.
 Singh, M. (2006).Modern Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.
 Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (iv)
TEACHING OF SOCIAL SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand meaning, nature and scope of social sciences.
2. Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.
3. Understand aims and objectives of teaching social sciences at school stage.
4. Acquaint with different approaches of teaching social sciences at school stage.
5. Select and use appropriate methods and approaches of teaching social sciences.

UNIT – I: Foundations of Social Sciences Education

1. Meaning, nature, need and scope of Social Sciences.
2. Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum.
3. Curriculum in Social Sciences: Meaning, importance and principles of curriculum construction. Process of Evaluation of Social Sciences Curriculum at School Level.
4. Aims and objectives of teaching Social Sciences at School Stage. Writing instructional objectives in behavioural terms. Co-Curricular activities in Social Sciences.

UNIT – II: Approaches and Methods of Teaching of Social Sciences

1. Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive.
2. Methods and Techniques Teaching Social Sciences: Meaning, Characteristics, types (Lecture method, lecture-cum-demonstration method, project method, story-telling method, observation method, discussion method, socialized recitation method, problem solving method and team teaching).
3. Techniques of Teaching Social Sciences: Learning by doing, learning by experience, supervised study, role play, brain storming, field visits and exhibition.
4. Difference among Approach, Method and Techniques of Teaching.

Activity:

Prepare a report mentioning in detail the procedure of applying project method of teaching any topic of social sciences. Explain with the help of a suitable example.

Prepare a report on critical analysis of social sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrik, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (v)
TEACHING OF COMMERCE

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand Importance and Principles of Commerce.
2. Acquire knowledge of present Commerce Scenario in India
3. Acquire competencies necessary for Commerce teaching.
4. Develop the competencies of Commerce teacher with the present needs of the environment.

Unit 1: Fundamentals of Commerce Teaching

Meaning, nature, scope and importance of teaching commerce; Historical development of teaching commerce. Place of commerce as a subject in the school curriculum; Relationship of commerce with other school subjects.

Aims and objectives of teaching commerce at school level and writing Instructional objectives in Behavioural terms.

Curriculum in Commerce: Meaning, importance and principles of curriculum construction of commerce. Approaches of curriculum construction – Concentric approach, Topical approach and unit approach, Process of Evaluation of Curriculum of Commerce.

Unit 2: Approaches in Teaching of Commerce

Methods of teaching Commerce: Lecture Method, lecture-cum-demonstration method, project method.

Inductive-deductive and Problem Solving approach of teaching Commerce.

Techniques of teaching Commerce: Question-answer, seminar, role playing, report-back sessions, simulation and gaming.

Role of ICT in teaching of Commerce: Need, function, techniques; E- Commerce.

Activity (Any one of the Following)-

1. Report of any MNC
2. Prepare a report on critical analysis of Commerce curriculum prescribed by HPBSE / CBSE for senior secondary school stage.

Suggested Readings:

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (vi) TEACHING OF ENGLISH

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

- 1). Understand the nature, importance and use of English language.
- 2). Identify the proficiency, interests and needs of learners.
- 3). Understand methods and approaches of Teaching English Language.
- 4). Develop language skills: listening, speaking, writing and reading for Communication purpose.

Unit 1: Nature of English Language

1). Concept, importance and functions of English language; Importance of English in a Multi-lingual society.

2). Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.

3) Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetics symbols.

4). Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.

Unit 2: Teaching Methods, Approaches and Techniques of Teaching English

- 1). **Methods of Teaching English:** Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method. Grammar and Translation method.
- 2). Approaches in Teaching English: The Situational Approach, The Structure Approaches, Linguistic, Communicative Approach, Co-Operative Learning. Critical Analysis of various Teaching Approaches.
- 3). Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.
- 4). **Techniques of Teaching English:** Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.

Activities (Any one of the following):

- 1). Discussion on the Topic 'Mother Tongue and Other Tongue'.
- 2). Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English.
- 3). Plan language game as a media for teaching of English in classroom.
- 4). Prepare a report on critical analysis of English curriculum prescribed by HPBSE / CBSE for secondary school stage.

REFERENCES:

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,

Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.

Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.

Sharma Yogendra K. , Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .

Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (vii)
TEACHING OF HINDI
(हिंदी शिक्षण)

पाठ्यक्रम: उद्देश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. भाषा का अर्थ, प्रकृति एवम् महत्व
2. भाषा की अलग अलग भूमिका को जानना
3. भाषा के विभिन्न रूपों एवम् अभिव्यक्तियों को जानना
4. मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी
5. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान

इकाई -1

1. भाषा का अर्थ, प्रकृति एवम् महत्व

- भाषा का अर्थ एवम् परिभाषा
- भाषा की प्रकृति
- भाषा के विभिन्न रूप
- भाषा का महत्व
- मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी |
- अनुदेशात्मक उद्देश्यों को व्यवहारिक रूप में लिखना |

2. हिन्दी शिक्षण के उद्देश्य

मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य |

द्विभाषा के रूप में हिन्दी शिक्षण के उद्देश्य |

-व्यवहारिक उद्देश्य

-सांस्कृतिक उद्देश्य

-साहित्यिक उद्देश्य

-भाषिक उद्देश्य

ध्वनि बिज्ञान का स्वरूप एवम् ध्वनियों का वर्गीकरण |-

हिन्दी में अक्षर विन्यास एवम् विराम चिन्ह |

-पाठ्यक्रम का अर्थ, महत्व, सिद्धान्त, एवम् रूपरेखा |

-हिन्दी पाठ्यक्रम निर्माण एवम् समीक्षा विभिन्न शिक्षा आयोगों द्वारा हिन्दी पाठ्यक्रम सुधार के सुझाव |

इकाई -2

भाषा शिक्षण के सिद्धान्त एवम् सूत्र (Maxims)

1. विधिवत शिक्षण की आवश्यकता |
2. भाषा शिक्षण के सामान्य सिद्धान्त |
3. शिक्षण सूत्र |
4. भाषा शिक्षण के मुख्य तत्व |

हिन्दी शिक्षण पद्धतियां

1. प्रत्यक्ष पद्धति |
2. व्याकरण पद्धति |
3. गणक यंत्र आधारित बोधना विधि |
4. समन्वय |
5. शब्द परिवर्तन |
6. सारांचनात्मक विधि |

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. हिन्दी के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन|
2. हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

सन्दर्भ पुस्तकें

1. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
2. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
3. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
4. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपोल बाजार
5. गुप्ता, मनोरमा: भाषा अधिगम' केंद्रीय हिन्दी संस्थान आगरा
6. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
7. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (viii)
TEACHING OF SANSKRIT
(संस्कृत शिक्षण)

पाठ्यक्रम: उद्देश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा :

- 1 संस्कृत भाषा का अर्थ, स्वरूप तथा महत्व ।
- 2 संस्कृत शिक्षण में गद्य-पद्य, रचना एवं व्याकरण के चरणों एवं उद्देश्यों का ज्ञान ।
- 3 संस्कृत भाषा शिक्षण में पाई जाने वाली विभिन्न प्रविधियों के विषय में जानकर उनका प्रयोग ।

ईकाई-1

संस्कृत भाषा की प्रकृति एवं अन्य भारतीय भाषाओं से संबंध; संस्कृत भाषा का आधुनिक संदर्भ में महत्व

संस्कृत भाषा शिक्षण के सिद्धांत तथा उनका माध्यमिक एवं उच्च माध्यमिक स्तर के शिक्षण में अनुप्रयोग

संस्कृत में भाषा विज्ञान: धातु-रूप (लट् और लङ् लकार) निम्न रूप अस, भू, कृ, नग, कथ, पठ् । स्वर-सन्धि, प्रत्यय, शब्द-कोश एवं अक्षर-विन्यास में अशुद्धियाँ एवं निवारण के उपाय ।

पाठ्यक्रम का अर्थ, महत्व, सिद्धांत एवं रूपरेखा । संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा । विभिन्न शिक्षा आयोगों द्वारा संस्कृत पाठ्यक्रम सुधार के लिए सुझाव ।

इकाई-2

संस्कृत साहित्य की विधा : गद्य एवं पद्य के शिक्षण का महत्व एवं विधियाँ ।

संस्कृत साहित्य की विधा : कहानी एवं नाटक आदि के शिक्षण का महत्व एवं उनकी विधियाँ ।

संस्कृत व्याकरण एवं संस्कृत रचना (मौखिक एवं लिखित) की शिक्षण विधियां एवं उनके अनुप्रयोग में अपेक्षित सावधानियां।

संस्कृत में उच्चारण शिक्षण – अर्थ, अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

- संस्कृत के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन।
- अभिक्रमित अनुदेशन की विधा के अनुरूप भाषिक तत्वों पर आधारित विशेष अधिगम सामग्री का निर्माण कराना।

सन्दर्भ पुस्तकें

- 1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- 2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
- 3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- 4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आर० एल० बुक डिपो।
- 5 वत्स वी० एल० (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper X

School Internship / Practice Teaching

The internship in teaching / practice teaching in second semester of B. Ed. Course (first year of B. Ed. Course in case of ICDEOL) will be of four weeks duration. The student-teachers pursuing B. Ed. Course through regular mode will prepare and submit following reports / lessons which will be graded by the concerned teacher educator / institution on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. Report on school organization and management structure.
2. Report on Maintenance of various school records.
3. 20 Observation Lessons (10 per teaching Subject) of School Teachers.

The candidates pursuing B. Ed. course through ICDEOL will prepare and submit following lessons which will be graded by the concerned course teacher deputed by PCP coordinator on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. 12 Observation Lessons (6 per Teaching Subject) of Senior School Teachers.
2. 12 Macro Lessons / Practice Lessons (6 per Teaching Subject)

Paper IX - B (i)

TEACHING OF PHYSICAL SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities.
3. Select appropriate text books.
4. Explain the concept of evaluation.
5. Plan lessons in physical science.

UNIT- I : Learning Resources in Physical Sciences

- Text Books- Meaning, Types, Importance, Uses and Evaluation of Text Books.
- Laboratory Materials- Importance, Planning, Designing and Maintenance of Different types of Laboratory Materials, Common Accidents and their prevention in Science Laboratories.

- Journals, Handbooks, Student's Work Books, Display-Slides, Audio-Visual Support Material, Smart Classrooms, e- learning Resources.
- Teaching Aids: Classification of Teaching Aids and Their Description. Importance of Teaching Aids in Teaching Physical Science; Preparation and Development of Low Cost Improvised Apparatus.

UNIT-II : Planning for Teaching, Assessment and Evaluation

- Unit and Lesson Planning: Need, Advantages, Steps, Various Approaches and Strategies of Lesson Planning.
- Meaning and Difference between Assessment and Evaluation; Evaluation in Physical Sciences- Importance and Types of Evaluation viz. Formative and Summative.
- Common Difficulties in learning Physical Sciences and Remedial measures- procedures in preparation of Criterion Referenced and Norm Referenced Tests.
- Evaluating Outcomes of Science Teaching; Preparing Different Type of Test Items and Their Advantages and Limitations; Diagnostic Testing and Remedial Teaching.

Activity (Any one of the following)

- Seminar on contribution of eminent Indian Scientists to science and their implication in science advancement.
- Developing an action plan for organization of a science exhibition, framing guidelines on a selected theme and various sub-themes.

Suggested Readings:

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..

Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each

Paper IX - B (ii)
TEACHING OF LIFE SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Relate the knowledge of life sciences with other subjects of school curriculum.
2. Develop basic teaching skills for improvement of teaching-learning process.
3. Get familiar with principles and materials for setting an ideal life science laboratory.
4. Understand the present techniques of evaluation in life sciences.

Unit 1 : Learning Resources in Life Sciences

- Learning Resources: Meaning, types, functions, preparation and utilization of learning resources in Life Sciences; Models, Blackboards, Charts, Television, Computer, Educational CD's and use of Smart Classrooms; Effective use of Life Science Text Book as a learning resource.
- Life Science teacher: qualities and professional growth.
- Organization of Life Science Laboratory: layout of laboratory, Procuring and Maintenance of equipments for Life Science Laboratory and use of Laboratory for practical work and teaching of Life Sciences. Accident prevention and first aid requirements in Life Science Laboratory.
- Developing Teaching Skills as a base for effective teaching with special reference to Blackboard writing, demonstration, explanation, illustrating with examples, probing questions, stimulus variation and reinforcement.

Unit 2 : Planning for Teaching of Life Sciences and Evaluation techniques

- Importance of Planning for Teaching; Unit Planning and Lesson Planning: meaning, need, advantages, steps and various approaches of lesson planning.
- Evaluation in Life Sciences: purpose of evaluation, types of evaluation, different evaluation techniques with special reference to continuous and comprehensive evaluation (CCE) technique.
- Achievement Test in Life Sciences: Meaning, types of Achievement Tests (Norm Referenced and criterion referenced tests) ; various steps involved in the Construction and Standardization of Achievement Test; Types of test items: Essay type, Short answer type and Objective type.
- Assessment of Experimental Work/Project Work in Life Sciences.

Activity (Any one of the Following)

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
2. To determine the percentage of water absorbed by raisins.

Suggested Readings:

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House,.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21st century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation,.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (iii)
TEACHING OF MATHEMATICS

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Identify learning difficulties in mathematics and adopt appropriate remedial measures.
2. understand the characteristics and strategies for teaching children with special needs in mathematics.
3. explain the importance and uses of learning resources in mathematics.
4. appreciate the importance of mathematics laboratory in learning mathematics.
5. understand the role of text book, exhibitions and fairs in mathematics.
6. prepare unit and lesson plans for teaching of mathematics.
7. construct assessment tools for evaluating mathematics learning.

Unit 1: Teaching and Learning Resources in Mathematics

- Mathematics Learning Resources: Need and Importance, Importance and Organization of Mathematics Club, Mathematics Exhibitions and Mathematics Fairs, and Importance and Setting up of Mathematics Laboratory/Resource Centre.
- Importance of Various Teaching Aids in Mathematics: Developing/Preparing Low Cost improvised Teaching Aids relevant to Local Ethos, Roles of Models, Charts, Chalk board, Instruments, Work Book, Geometry box, Educational CD/DVD ROMs, and Use of Smart Classroom.
- Text book: Qualities of a Good Text Book in Mathematics, Evaluation of Mathematics Text Book prescribed by Himachal Pradesh Board of School education / CBSE for Elementary and Secondary Stage.
- Recreational Mathematics - Riddles, Puzzles, Beautiful Number Patterns and Magic Squares.

Unit 2: Planning for Teaching and Evaluation in Mathematics

- Unit and Lesson Planning: Meaning, Need and Importance, Principles and Steps in Lesson Planning, Essentials of a Good Lesson Plan.
- Various Approaches for Development of Composite Lesson Plans with Special Reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
- Evaluation in Mathematics: Meaning and Types: Formative, Summative and Diagnostic, Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Mathematics.

- Construction of Objective and Essay Type Tests, Development of Achievement Test in Mathematics, Qualities of a Good Achievement Test (Reliability, Validity, Objectivity).

Activity (Any One of the Following)

- Preparation of Case Study of Slow or Gifted learner in Mathematics.
- Preparation of Enrichment program for gifted children in mathematics.
- Construction of Achievement Test.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

Suggested Readings

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.
 Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.
 NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi
 Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.
 Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.
 Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks
 Sharan, R., & Sharma, M. (2006).Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
 Siddizui, M. H. (2005). Teaching of Mathematics, New Delhi: A.P.H. Publishing Corporation.
 Sidhu, K. S. (2006). The Teaching of Mathematics, New Delhi: Sterling Publishers private Ltd.
 Singh, M. (2006).Modern Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.
 Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (iv)
TEACHING OF SOCIAL SCIENCES

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Prepare achievement test in social sciences.
2. Identify the qualities and responsibilities of a social science teacher.
3. Prepare unit plans and lesson plans in social sciences.
4. Select and prepare the appropriate teaching aids for effective teaching.
5. Acquire skills of analyzing text book in social sciences.

UNIT – I: Teaching Learning Resources in Social Sciences

Resources: Reference books, Maps, Atlas, Globe, Teacher Handbook, Question Bank, Library, Resource Centre, e-resources, Documentaries, Museum, Community resources, newspapers and magazines.

Teaching Aids: Meaning, Types and Importance and their merits and demerits.

Text Books: Meaning, Importance of text books in Social Sciences. Qualities of a good text book, Evaluation of text book prescribed at the school stage.

Social Science Teacher: Social Science Teacher qualities, ethics and social and environmental responsibilities of a social Science Teacher.

UNIT – II: Planning for Teaching and Evaluation in Social Sciences:

Unit Planning: Meaning and Importance of unit planning, basic elements and its preparation. Questioning and evaluating approaches of unit planning.

Lesson Planning: Meaning and Importance of lesson planning, basic elements and its preparation. Different approaches of lesson planning.

Evaluation in Social Sciences: Meaning, need, Types and Procedure; Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations, Continuous and Comprehensive Evaluation.

Identification of Difficulties in learning Social Sciences and remedial teaching.

Activity:

Construction of achievement test: Standardized, administered, tabulated, scored and preparing a report for evaluation.

Suggested Readings

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (v)

TEACHING OF COMMERCE

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Introduce student teachers with the methodology of teaching commerce
2. Make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. Encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

Unit 1: Teaching Learning Resources in Teaching of Commerce

Learning resources and Teaching Aids: Meaning, types, functions, preparation and utilization of learning resources in commerce.

Models, Educational CDs, Diagrams, Pictures, Balance Sheets, Charts, Graphs, Power point presentation, (Multimedia presentation- preparation), Use of internet.

Textbooks: Meaning and importance of textbooks in teaching of commerce. Qualities of a good text book of commerce. Role of text books in teaching of commerce.

Commerce Teacher: Qualities, Ethics and social and environmental responsibilities of Commerce teacher,

Unit 2 : Planning and Evaluation in Teaching of Commerce

Unit Planning: Meaning, need and Importance.

Lesson Planning: Meaning, need, advantages, steps, various approaches of lesson planning in teaching of commerce

Evaluation: Meaning and Difference between Assessment and Evaluation, Construction and Standardization of Achievement test in commerce.

Continuous & Comprehensive Evaluation: Concept, techniques and weightage at school level (XI & XII)

Activity (Any one of the Following)-

1. Critical analysis of one unit of Commerce
2. Prepare a Balance Sheet of any Educational Institution

Suggested Readings:

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (vi)
TEACHING OF ENGLISH

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

- 1). Acquaint with the latest methods and techniques for planning of successful English language teaching.
- 2). Enable the students to use technology to enrich language teaching.
- 3). Make students familiar in the effective use of learning resources.
- 4). Prepare lesson plans in English for instructional purposes.
- 5). Conduct pedagogical analysis of the content in English language and develop Teaching skills.
- 6). Acquire competence in analyzing and evaluating the performance of the students.

Unit 1: Instructional Strategies

- 1). Importance of Instructional Strategies, Meaning Importance & their Effective Use.
- 2). **Instruction Techniques:** Student centered techniques, Teacher centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning/ co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc., importance and Limitations of instructional strategies in teaching.
- 3). **Instructional Material / Aids:** Types, Importance and their merits and limitations; ICT in English language teaching; It's uses and importance in teaching Language.
- 4). **Language Laboratory:** Concept, Types and Components, Merits and Limitations.

Unit 2: Planning for Teaching and Evaluation of English

- 1) **Unit planning:** Meaning, importance, need and Steps
- 2). **Lesson Planning:** Meaning, importance, steps, Advantages and various Approaches of Lesson Planning
- 3). Meaning of Measurement & Evaluation, Purpose & Functions of Evaluation in English, Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitations
- 4). Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.

Activities (Any one of the following):

- 1). Construction of an Achievement Test
- 2). Preparation of models, maps, charts flash cards, scrap book, Poster, Transparencies / Preparation of educational media software.

REFERENCES:

- Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.
- Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.
- Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,
- Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.
- Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.
- Varghese, Paul: Teaching of English in India, University of London.
- Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.
- Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.
- Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.
- Sharma Yogendra K., Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.
- Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .
- Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX - B (vii)
TEACHING OF HINDI
(हिंदी शिक्षण)

पाठ्यक्रम: उदेश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उदेश्यों का ज्ञान
2. हिन्दी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण
3. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
4. हिन्दी शिक्षण में भाषा कौशल से सम्बंधित कोशलो का विकास

इकाई -1

1. भाषा कौशल का शिक्षण (skills)

श्रवण कौशल : महत्व, उदेश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

भाषण कौशल : महत्व, उदेश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

वाचन कौशल : महत्व, उदेश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

लेखन कौशल : महत्व, उदेश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

2. गद्य शिक्षण

हिन्दी शिक्षण में गड़या का स्थान, उदेश्य, गाड़ी पाठ के प्रकार, गद्य शिक्षण की प्रणालियाँ |

3. व्याकरण शिक्षण- अर्थ, आवश्यकता तथा महत्व, उदेश्य, व्याकरण के प्रकार और प्रणालियाँ, व्याकरण शिक्षण को प्रभावी बनाने के सुझाव |

4. कविता शिक्षण : कविता की परिभाषा एवम् महत्व, उदेश्य, सोपान कविता शिक्षण की प्रणालियाँ |

5. रचना शिक्षण

रचना का अर्थ और महत्व, विशेषतायें, भेद प्रणालियाँ, रचना संबंधी अषुधियाँ एवम् सुझाव, रचना संबंधी अषुधियों के कारण एवम् सुझाव |

6. कहानी शिक्षण कहानी का अर्थ एवम् परिभाषा, कहानी के तत्व, महत्व, उदेश्य, कहानी शिक्षण की प्रणालियाँ |

7. नाटक शिक्षण- नाटक का अर्थ एवम् महत्व, उदेश्य, नाटक शिक्षण की प्रणालियाँ |

8. अनुवाद शिक्षण अर्थ महत्व, उदेश्य, प्रकार, प्रणालियाँ |

इकाई -2

1. हिन्दी शिक्षण में अधिगम संसाधन: अर्थ, वर्गीकरण एवम् महत्व: शिक्षण सामग्री का निर्माण एवम् प्रयोग, चार्ट, एल. सी. डी, शिक्षाप्रद सी. डी, हिन्दी भाषा अध्यापन में आई. सी. टी का प्रयोग |

2. भाषा प्रयोगशाला: महत्व, उपकरण, एवम् कार्य प्रणाली |

3. हिन्दी पाठ्यपुस्तक की विशेषतायें, निर्माण के सिद्धान्त एवम् समीक्षा ।
4. हिन्दी भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति ।
5. पाठ्य पुस्तक: अर्थ, महत्व, विशेषतायें व मूल्यांकन ।
6. सूक्ष्म शिक्षण कौशल : प्रक्रिया पाठ प्रस्तावना, प्रश्न कौशल, श्याम पट्ट प्रयोग कौशल , उदाहरण कौशल, सूक्ष्म शिक्षण पाठ योजना निर्माण ।
7. हिन्दी शिक्षण में पाठ योजना: अर्थ, आवश्यकता, सोपान, पाठ योजना निर्माण के विभिन्न उपागम व्याकरण, गद्य, पद्य एवम् रचना में पाठ योजना ।
8. हिन्दी शिक्षण में मूल्यांकन: अर्थ, विधियाँ और अंक विभाजन (छठी से दसवीं तक) ।
9. छात्र निष्पादन मूल्यांकन: विभिन्न प्रकार का परीक्षण- वस्तुनिष्ठ, लघुतरात्मक एवम् निबंधात्मक, अविरल एवम् विस्तृत मूल्यांकन, अंकन एवम् ग्रेडिंग प्रणाली, हिन्दी विषय में उपलब्धि परीक्षा का निर्माण ।

निम्नलिखित में से छात्र -अध्यापक कोई दो कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

- 1 किसी एक छात्र (केस स्टडी करना जिसे पढ़ने / बोलने / लिखने की समस्या हो का व्यक्तिगत अध्ययन करना तथा उसे उपचारात्मक शिक्षण देने के सुझाव पर प्रतिवेदन लिखना) ।
- 2 अभिक्रमिit अनुदेशन की विधा के अनुरूप भाविक तत्त्वों पर आधारित विशेष अधिगम सामग्री का निर्माण करना ।
- 3 निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

सन्दर्भ पुस्तकें

8. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
9. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
10. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
11. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपॉल बाज़ार
12. गुप्ता, मनोरमा: भाषा अधिगम' केंद्रीय हिन्दी संस्थान आगरा
13. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
14. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each

Paper IX - B (viii)
TEACHING OF SANSKRIT
(संस्कृत शिक्षण)

पाठ्यक्रम: उदेश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा

- 1 निदानात्मक तथा उपचारात्मक शिक्षण विधि का प्रयोग करके छात्रों की आवश्यकताओं की पूर्ति।
- 2 संस्कृत भाषा में मूल्यांकन सम्बन्धित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण।
- 3 गृहकार्य तथा संशोधन कार्य की क्षमता।

इकाई-1

संस्कृत शिक्षण में अधिगम संसाधन दृश्य श्रव्य साधन : अर्थ, महत्व, चयन एवं संस्कृत भाषा में प्रयोग।

भाषा प्रयोगशाला एवं उसका संस्कृत भाषा अधिगम की गुणवत्ता सुधार हेतु अनुप्रयोग।

संस्कृत पाठ्य पुस्तक : अर्थ, प्रकार, विशेषताएं, चयन के आधार एवं समीक्षा।

संस्कृत भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति।

ईकाई-2

संस्कृत शिक्षण में पाठ योजना : अर्थ, आवश्यकता, सोपान एवं विभिन्न उपागमों में गद्य, पद्य, कहानी एवं नाटक में पाठ योजना।

सूक्ष्म शिक्षण कौशल : प्रक्रिया, पाठ प्रस्तावना, व्याख्या, प्रश्न, श्यामपट्ट प्रयोग, उदाहरण एवं सूक्ष्म शिक्षण पाठ योजना निर्माण।

संस्कृत भाषा शिक्षण में मूल्यांकन : अवधारणा एवं परीक्षण के प्रकार।

संस्कृत भाषा में निरन्तर व्यापक मूल्यांकन अर्थ, विधियां, अंक विभाजन एवं ग्रेडिंग प्रणाली।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. संस्कृत शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

2. निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

सन्दर्भ पुस्तकें

- 1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- 2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
- 3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- 4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आर० एल० बुक डिपो।
- 5 वत्स वी० एल० (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XI - A and Paper XI - B

Skill in Teaching (School Subject – I and Subject – II)

Marks: 125 in Each Teaching Subject

The internship in teaching / practice teaching in third semester of B. Ed. Course (through regular mode) will be of sixteen weeks duration. The student-teachers will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 50 Macro Lessons in Each Teaching Subject (Total 100 Lessons).
2. 30 Observation Lessons in Each Teaching Subject (Total 60 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons, reports of other activities carried out in the school and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers. The lists of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, H. P. University, Shimla immediately after the completion of teaching practice examination by the college. Each of the examiners will be paid remuneration for all the students so evaluated by three examiners. During practice teaching, the student-teachers are required to take part in morning assembly of the school, check the home task given to the students and maintain attendance registers of school students.

In case of ICDEOL, the internship in teaching / practice teaching in second year of B. Ed. Course will be of eight weeks duration. The candidates will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 18 Macro Lessons in Each Teaching Subject (Total 36 Lessons).
2. 6 Observation Lessons in Each Teaching Subject (Total 12 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers.

Paper XII

Knowledge and Curriculum

Marks : 100 (80 + 20)

Objectives:

At the end of this course, students will be able to;

- understand the meaning and principles of curriculum.
- understand and appreciate curriculum as a means of development of the individual.
- understand the foundations and evaluation of curriculum.
- comprehend the different models of curriculum.
- compare the view point given by different commissions.
- develop an understanding of the concept, need, scope and functions of school management
- develop an understanding of different components of human and material resources of the school
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities
- develop an understanding of the concept and principles of classroom management

Unit I Knowledge and Education

- Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.
- Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to Indian Constitution.
- Concept of Nationalism, Universalization, Secularism and their relationship to Education

Unit II Basis and Principles of Curriculum

- Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.
- Curriculum Development: Stages and Principles
- Bases of Curriculum: Philosophical, Psychological and Sociological.

- Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem-centred; Defects in Existing School Curriculum.

Unit III Model, Patterns and Approaches of Curriculum Designing

- Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- Models of Curriculum Designing: Tyler's Model, Wheeler's Model and Kerr's Model.
- Patterns of Curriculum Designing.
- Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

Unit IV Curriculum Evaluation

- Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation
- Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.
- NCF (2005) and Its recommendations with regard to curriculum evaluation.
- Continual Evaluation of Curriculum: Feedback from learners, teachers, community and administrators.

Activities (Any one of the following):

- Evaluation of textbook of secondary level class and prepare a report.
- Prepare a curriculum of any subject using Hilda Taba approach

Suggested Readings

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Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton

Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K :Routledge.

Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: NCERT.

NCERT (2000). National Curriculum Framework for School Education, New Delhi.

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NCTE (2009) National Curriculum Framework for Teacher Education.

Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen

Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product, Boston: D.C. Heath

Siddiqi, M. A. (1993). In Service Education of Teachers, New Delhi: NCERT

Singh, R. P. (1990). Studies in Teacher Education, New Delhi: Sterling Publishers

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Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

William, M. A. (1966). Planning Curriculum for Schools. New York: Rinchart and Winston

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper XIII
GENDER, SCHOOL AND SOCIETY

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

1. Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism.
2. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective.
3. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region.
4. Understand relationship of gender power and sexuality to education (in terms of access, curriculum and pedagogy).

Unit – I: Gender Issues and Gender Studies:

1. Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
2. Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
3. Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
4. Policy initiatives for Gender equality and women empowerment in India.

Unit – II: Gender, Education and Empowerment

1. Socialization theory of gender and educational implications.
2. Gender identities and socialization practices in: family, school, other formal and informal organizations.
3. Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).
4. Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Activity:

1. Development of a project on the organizational climate of two schools single sex and co-educational school.

References:

Acker, S. (1994) Feminist Theory and The Study of Gender and Education; In S. Acker, Gendered Education: Sociological Reflections on Women, Teaching and Feminism, Buckingham: Open University Press.

Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.

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David, Mirrian, E. (1980) State the Family and Education, London: Routledge and kegan Paul Desai, A.R.

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Ahmad, Karuna (1984) 'Social Context of Women's Education 1921-81', New Frontiers in Higher Education, Vol.- XV No. 3.

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Chatterji, S.A. (1993). The Indian Woman in Perspective, New Delhi: Vikas Publication

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Mazumdar, Vina (2012). Education, Equality and Development. Centre for Woman's Development Studies.

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Sainsbury, Diane (1996). Gender Equality and Welfare States. Cambridge :Press Syndicate of the University of Cambridge, the Pitt Building, Trumpington Street, Cambridge, CB2 2RQ 40 West 20th Street, New York, 10011-4211, USA.

Subrahmanian, Ramya (2002). Gender in Primary and Secondary Education. A Handbook for Policy Makers and Other Stakeholders. London: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5SH, United Kingdom.

Thakur, H.K. (1988). Women and Development Planning (Case Study of Nauhatta Block), New Delhi: Vikas Publication

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XIV
INCLUSIVE SCHOOL

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

1. Understand the concept, nature and types of disabilities
2. Identify the characteristics and need identification of different types of disabled children.
3. Understand the concept, nature and approaches of inclusion in education.
4. Understand and reflect on models of inclusion in education.
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.
8. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools.
9. Apply various approaches for assessment of knowledge and skills of CWSN.
10. Design & apply remedial instruction procedures for enhancing learning among CWSN.

- **Unit – 1 Disabilities and Inclusion in Education**

- Disability: Concept and Nature; Disabled Children: Types, Characteristics and their Identification.

- Inclusion in Education: Meaning, Need, Scope and Advantages.
- Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.
- Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents' Participation in Creating Inclusive Schools.

- **Unit – 2: Pedagogical and Assessment Approaches for Creating Inclusive Schools**

- Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.

- Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.
- Identifying Barriers to Learning and Participation of CWSN.
- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

Activity (Any one of the following):

1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the incharge of resource room and prepare a report highlighting its layout, types of equipments and their usage by the teachers for imparting education in inclusive settings.
3. On the basis of interaction with school teachers and parents of disabled children, explain the major social and psychological barriers in the way of educational inclusion of CWSN. Prepare a detailed report by suggesting certain measures for improvement.

Suggested Readings:

- Alur, Mithu and Bach, Michael (2009), The Journey for Inclusive Education in the Indian Sub-Continent. New York: Routledge.
- Booth, T. and Ainscow, M. (2000), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
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- Friend, M. and Bursuck, W. D. (1999), Including Students with Special Needs: A Practical Guide for Classroom Teacher. Boston: Allyn and Bacon.
- Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall.
- Puri, Madhumita and Abraham, George. (2005), Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
- Stainback, S. and Stainback, W. (1991), Teaching in the Inclusive Classroom: Curriculum Design, Adaptation and Delivery. Baltimore: Brookes.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XV

ICT IN TEACHING-LEARNING PROCESS

Marks : 50 (40 + 10)

Course objectives:

The student teachers will be able to:

1. Understand the concept and role of ICT in construction of Knowledge.
2. Acquire knowledge and understanding about National Policy on ICT in School Education.
3. Identify the challenges in integration of ICT in school education.
4. Understand computer fundamentals.
5. Employ hands-on-experience on computer.
6. Apply different Hardware Technologies in Modern Educational Practices.
7. Familiarize with the new trends in ICT.
8. Apply different e-resources for educational purposes.

UNIT I: Introduction to ICT and Computer Fundamentals

Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge.

National Policy on ICT in School Education; Challenges in Integrating ICT in School Education;

Computer Fundamentals: Meaning, Components & Types of Computer; Functions of Operating System; Application Softwares.

Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spread Sheets) and PowerPoint (Slide Preparation & Presentation).

UNIT II: ICT in Teaching – Learning Process

Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.

Hardware Technologies and their applications: DLP Projector; Movie Projector; Close Circuit Television (CCTV).

New Trends in ICT: Concept, Elements and Advantages of Smart Classroom; EDUSAT.

Internet & Online Learning Resources (e- Library, Websites; Web 2.0 Technology and Open Educational Resources) in learning.

Activities (Any one of the following):

1. Prepare your Curriculum Vitae using computer and obtain its printout.
2. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
3. Prepare a Powerpoint presentation for secondary school students.

Suggested Readings

Barton, R.(2004),Teaching Secondary Science with ICT. New Delhi: McGraw-Hill International

Bhaskara Rao, Digumarti (2013): Vidya - Samachara Sankethika Sastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XVI UNDERSTANDING THE SELF

Course objectives:

Marks: 50 (40 + 10)

To enable the learners to;

- understand self concept and its importance in human life
- understand self confidence and its importance in human life
- understand the nature, classification, sources, and methods of inculcation of human values
- understand the role of different agencies in promotion of human values
- define philosophy of yoga.
- explain the psychological and physiological basis of yoga.
- understand the scientific basis and therapeutic values of Yoga.
- classify yoga and list its instruments.

Unit 1: The Self and Human Values

- Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life
- Human Values: Meaning, Nature, Importance, Classification, Sources and Methods of Inculcation.

- Classification of Values.
- Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values

UNIT 2: Philosophy and Psychology of Yoga

- Yoga: meaning, nature and importance.
- Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy.
- Ashtanga Yoga of Patanjali
- Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health

Activity (Any one of the Following)

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
3. Preparation of scrap book on any five human Values.

Suggested Readings:

Goel, A. and Goel, S.L. (2005), Human Values and Education. New Delhi: Deep and Deep Publications Pvt. Ltd..

Gokak, V.K. (1973), A Value Orientation to our System of Education. New Delhi : M.M. Gulb and Sons.

Gore. M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla

Goyal, B.R.(1979), Document on Social, Moral and Spiritual Values in Education. New Delhi:

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Sharma Y.K. and Katoch K.S. (2013) Education for Values, Environment and Human Rights, New Delhi : Deep and Deep Publication, Pvt. Ltd.

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Taimini, A.K. (1999): The Science of Yoga, (Com. On Yoga Sutras), Chennai: The Theosophical Publishing House.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XVII HEALTH AND PHYSICAL EDUCATION

Course objectives:

Marks: 50 (40 + 10)

1. Understand concept of health, hygiene and health education.
2. Differentiate between communicable and non-communicable diseases.
3. Understand the objectives of school health services.
4. Understand the concept and importance of physical education.
5. Develop skills in marking grounds for different games.
6. Organize sports events in schools in future.

Unit-I Health Education

- Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objectives and Principles of Health Education
- Health Services and guidance instruction in personal hygiene
- Communicable and Non-Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation; Personal and Environmental Hygiene for schools

- Objective of school health services, Role of health education in schools; Health Services- Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthy school environment, first - aid and emergency care

Unit- II Physical Education

- Meaning, Definition and Scope of Physical Education, Importance of Physical Education in present era, Misconception about Physical Education.
- Aims and objectives of Physical Education
- Importance of Tournament, Types of Tournament and its organization: structure- knock -out Tournaments, league of Round Robin Tournaments, Combinations Tournament and challenge Tournament
- Organization structure of Athletic Meet.

Activity (Any one of the following):

Mark a Sports ground and Prepare a report mentioning dimensions, rules, regulations and specification of any one of the following games:

1	Volley Ball	2	Badminton
3	Kabaddi	4	Table Tennis
5	Kho-Kho	6	Basket ball
7	Wrestling	8	Hockey

References:

- Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.
- Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The School Health Education*. New York: Harber and Brothers. Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.:W.B.
- Saunders Co.Broyles, F.J. & Rober, H.D. (1979). *Administration of Sports, Athletic Programme: A Managerial Approach*. New York: Prentice Hall Inc.
- Bucher, C.A. (1983). *Administration of Physical Education and Athletic Programme*. St. Lolis: The C.V. Hosby Co.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XVIII
VOCATIONAL AND WORK EDUCATION

Course objectives:

Marks: 50 (40 + 10)

To enable the pupil-teachers to:

- understand the need and importance of work experience in education.
- illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- compare the views of Indian and philosophers on work experience.
- understand the criteria for selecting work experience for school and organizing work experience programmes.

UNIT- I : Fundamentals of Vocational Education and Work Education

- Meaning, Need, Scope and Importance of Vocational Education in Secondary Schools, Current scenario of Vocational Education in India.
- Quality of Vocational Education in Secondary Schools, Efforts to improve the Quality of Vocational Education
- Concept, Need and Importance of Work Experience: Objectives of introducing work experience in school curriculum; Views of Gandhi and Dewey on Work Experience and Work Education, Recommendations of Indian Education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards Work Experience.
- Methods of Teaching Work Experience: Lecture - Demonstration Method, Assignment Method, Excursion Method and Exhibition Method

UNIT- II : Components of Work Education

Preparation of Teaching Aids – Meaning ,concept, need and significance of Teaching Aids; Classification of Teaching Aids, Material required for preparing Teaching Aids

Campus Beautification - Identification of the campus , Maintenance of campus Fence , Raising of lawns and playgrounds, Raising of flower beds, Maintenance of potted plants, Cleaning of classrooms /corridors and identification of places for display of slogans and posters

Library organization – organization and administration of school library, Classification and cataloguing; Readers services: Issue work, Reference work, Periodicals and their selection and use

Medical first Aid – Definition of first aid and its types, Components of First Aid Box, Providing first aid in case of drowning, burning, vomiting, diarrhea, bites and wounds.

Activity (Any one of the following):

1. Preparation of pickles / jam Jellies and other yield with regard to locality available fruits and vegetables.

2. Performance of basic asanas
3. Organization of literacy drive, Environmental awareness

Suggested Readings:

Gur Charan Singh Sehgal, (2001) Work Education , New Delhi : APH Publishing.
Joyce, B. & Weil, M (1979): Models of Teaching. New Jersey : Prentice Hall Inc.
Bhargav, Prabha (2005) Udhyan Kala. Delhi: Pustak Mahal.
George, A. (2002): Horticulture Principles and Practices. Delhi: Pearson Education Publishing.
Shrivastav, S.S. (2003) : Udhyan Vigyan. Raipur: Central book House.
Singh, D.K. (2004): Hightech Horticulture. Udaipur: Agrotech Publishing Academy.
Thakur, U.S. et al.: Krishi Vigyan Parichaya.Vidyar
Barva, B.P. (1992): National Policy on Library and Information System and Services for India, Bombay: Popular Prakashan Pvt. Ltd.
Devarajan, G. (1995): Library Science Education and Manpower. New Delhi: ESS Publication.
Girjakumar, Krishnakumar (1992) Grantha Vigyan. New Delhi: Vikas Publishing House,.
Gupta, P.K. and Pawan Usha (1986) Library and Information Science. Jaipur: RBSA Publication.
Krishnamurthy, R. (1997): Library Management. New Delhi: Communication Publisher.
Mudhol, M.V. (1990): Children's Libraries. New Delhi: Aashish Publishing House,.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper XIX
EDUCATION FOR PEACE**

Course objectives:

Marks: 50 (40 + 10)

The learners will be able to:

- Understand the concept of peace education.
- Understand the dynamics of transformation of violence into peace.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.

- Understand the contributions of different philosophers in Promoting Peace Education
- Understand different Strategies and Methods of Teaching Peace Education.

UNIT I : Education for Peace and Role of Social agencies

- Meaning, Concept and Need of Education for Peace;
- Practical Steps to build Culture of Peace in Schools and Values for Developing Peace; Teacher as Peace Builder
- Role of Social Agencies (Family, School, Mass Media and NGOs) in Promoting Education for Peace.
- Pedagogical skills and strategies in promoting education for peace.

UNIT II : Methods of Teaching Education for Peace

- Integrating peace concerns in classroom interaction.
- Strategies and Methods of inculcating Peace Values.
- Living together in harmony: The Treasure within.
- Contributions of various thinkers i.e. Gandhiji, Vivekananda and Tagore towards propagating peace.

Activity (Any One of the Following)

1. Prepare a role play of great personalities who worked/ contributed towards Peace.
2. Organize an activity in college to promote peace.
3. Prepare an album of Indian Philosophers and write their thoughts on Peace.

SUGGESTED READINGS

Adams, D. (Ed). (1997). UNESCO and a Culture of Peace, Promoting a Global Movement. Paris: UNESCO Publication.

Balasooriya, A.S. (1994). Teaching Peace to Children. Maharagama, Sri Lanka: National Institute of Education.

Balasooriya, A.S. (1995). Education for Peace: Learning Activities, Maharagama, Sri Lanka: National Institute of Education.

Balasooriya, A.S. (2000). Mediation Process. Maharagama, Sri Lanka: National Institute of Education.

Canfeid, J. (1975). 101 Ways to Enhance Self-Concept in the Classroom. Engle Cliffs: Prentice Hall.

Delors, J. (1996) Learning the Treasure within: Report of International Commission on Education for the 21st Century. Paris: UNESCO.

Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace Education. New Delhi: Gandhi Marg.

Fountain, S. (1988). Learning Together- Global Education. New York: Working Paper Education Section, Programme Division, UNICEF.

Govt. of India (1993). Learning Without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.

Harris, I.M. (1988). Education for Peace. London: McFarland and Company.

Johan, G.(1996). Peace by Peaceful Means. New Delhi: Sage Publication.

Kumar, M. (Ed). (1994). Non-Violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace Foundation.

Maria, D.(2003). Value Education for Peace, The CTE Journal, 2 (3):25

Morrison, M. L. (2003). Peace Education. Australia: Mcfarland.

NCERT(2006). Education for Peace . Department of Education, Government of India.

Ruhela, S. P. (1986). Human Values and Education. New Delhi: Sterling Publishing.

Salomon, G., & Nevo, B. (2002). Peace Education: The Concept, Principles, and Practices around the World. London: Lawrence Erlbaum Associates.

Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XX
GUIDANCE AND COUNSELLING

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.
2. Acquaint with various types of guidance.
3. Develop skills in administering and interpreting, testing and non-testing tools of data collection.
4. Develop counseling skills.
5. Organize guidance programme in the secondary schools.
6. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

Unit –I: Concept of Guidance

1. Guidance: Meaning, need and scope; Role of school and Teacher in Guidance program.
2. Objectives, principles, procedures, issues and problems of Guidance.
3. Types of Guidance: Educational, Vocational and Personal.
4. Testing Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record)

Unit –II: Counseling

1. Meaning, Objectives, Principles and Types of Counseling.
2. Approaches of Counseling: Directive, Non-directive and Eclectic.
3. Techniques of Counseling.
4. Organization of Counseling in Schools and Role of Counselor.

Activities (any one of the following)

1. Interview of a school counsellor.
2. Visit to a guidance or counselling centre and write a report.
3. Administration of individual test and preparing a report.
4. To prepare a case study.
5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.

SUGGESTED READINGS

Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.

Bhatia, K.K. (2002). Principles of Guidance & Counseling. Ludhiana: Kalyani Publishers.

M.Asch, (2000) Principles of Guidance and Counseling. New Delhi: Sarup and Sons.

Safaya, B.N. (2002). Guidance & Counseling. Chandigarh: Abhishek Publications.

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 Mifflin.

Shirley, A. Harmin (1987) Guidance in Secondary Schools. New Delhi: NCERT.

Sidhu, H.S. (2005). Guidance and Counseling. Patiala: Twenty First Century.

Anastassi A (1982) Psychological Testing, (5th Ed) New York; Macmillan Publishing Co.

Bennett M.E. (1963) Guidance and Counseling in Groups, New York; McGraw Hill Book.

Bernard H.W and Fulmer D.W.(1972) Principles of Guidance, A Basic Text, Bombay; Allied Publisher.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

FACULTY OF EDUCATION
HIMACHAL PRADESH UNIVERSITY
SHIMLA - 5



**Regulations and Syllabus for Two Years M. Ed.
Programme
(Semester System)**

(Through Regular Mode)

**With effect from the Academic Session 2015-16
(Subject to Change from time to time)**

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for M.Ed. Programme)

1. General Objectives

The curriculum is designed to achieve the following general objectives of the M. Ed. Programme:

- 1) To acquire the core competence and knowledge related to teacher education
- 2) To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
- 3) To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
- 4) To develop a deep and critical awareness of professional ethics.
- 5) To deepen their knowledge and understanding of education, specialize in select areas and develop research capacities.

2. Duration and working Days

2.1 Duration

The M.Ed. programme shall be of a duration of two years (spread over four semesters) including field attachment for a minimum of 04 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

2.2 Working Days

There shall be atleast two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for field attachment.

3. Eligibility and Procedure of Admission:

The candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

1. B.Ed.
 2. B.A.B.Ed., B.Sc.B.Ed.
 3. B.El.Ed.
 4. D.El.Ed. with an undergraduate degree (with 50 % marks in each)
- b. Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the central Government/ State Government whichever is applicable.
- Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).**

4. Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance test or any other selection process as per the policy of the state government / central government/ Himachal Pradesh University by **applying 120 reservation point roster of H. P. University, Shimla.**

Age limit

There is no upper age limit for the candidates applying to the M.Ed. course of two years.

5. Evaluation:

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and end session examination and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- ii. **End-Session Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

5.1 Continuous Comprehensive Assessment (CCA) would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Session Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.
- The students having attendance between 79% and 70% will apply for exemption

on a prescribed form accompanied by clear reason(s) for absence to the competent authority.

➤ Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

➤ **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:-

> 80% but ≤ 83%	1 marks
> 84% but ≤ 87%	2 marks
> 88% but ≤ 91%	3 marks
> 92% but ≤ 95%	4 marks
> 96%	5 marks

Remaining 15 marks of CCA component in each course will be awarded on the basis of theory assignments / sessional activities to be assigned by the concerned course teacher.

➤ The continuous comprehensive assessment (CCA) will have the following components:

Sr.	Component	When	Marks
A.	Classroom attendance	During the 200 days instructional time	05
B.	Theory Assignments/ sessional work in each course		15
GRAND TOTAL (A+B)			20

5.2 End-Session Examination:

➤ The remaining 80% of the final marks assigned to a student in a course will be on the basis of an end-session examination (ESE) that will be for three hours duration. The end-session examination (ESE) will cover the whole syllabus of the course.

➤ A set of question papers for the end-session examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5

➤ The question paper for the **End-Session Examination** (ESE) (having 80 marks) will have following pattern:

Section A

Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section D (UNIT III)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section E (UNIT 1V)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks

- A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- A candidates who fails in practical examination or absents from the practical examination may present for re-examination as an ex-student, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla-5

6. Medium of Instruction and Examinations:

- The medium of instruction for the M. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.
- The medium of the examination shall be **English or Hindi.**

A candidate is required to take following courses during four semesters of the M. Ed. Programme:

Sr. No	Course Code	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks	Credits
M. Ed. Semester- I						
1	Paper I	Philosophical Foundations of Education	80	20	100	4
2	Paper II	Psychology of Development and Learning	80	20	100	4
3	Paper III	Methodology of Educational Research	80	20	100	4
4	Paper IV	Statistics in Educational Research	80	20	100	4
		Practicum-cum-Field Work				
	Selection of Research Problem and Preparation of Research Proposal					2
	Field Work: Visit to schools and teacher education institutions(TEIs) and prepare a field report					3
TOTAL					400	21
Semester - II						
1	Paper V	Historical and Sociological Basis of Education	80	20	100	4
2	Paper VI	Political and Economic Basis of Education	80	20	100	4
3	Paper VII	Teacher Education - I (Institutions, System and Structure in Teacher Education)	80	20	100	4
4	Paper VIII	Introduction To Educational Studies	80	20	100	4
		Practicum-cum-Field Work				
	Data Collection : Tool development and sampling					2
Total					400	18

Semester- III						
1	Paper IX	Teacher Education – II (Curriculum, Policy, Practices and Continuing Professional Development)	80	20	100	4
2	Paper X	Curriculum Studies	80	20	100	4
3	Paper XI	Life Skills Education	80	20	100	4
4	Paper XII	Educational Technology	80	20	100	4
Practicum-cum-Field Work : Data collection M.Ed. students will observe and supervise B.Ed. students during internship / practice teaching in schools						3
Total					400	19
Semester - IV						
Specializations (Any three of the following)						
	Paper XIII	Curriculum, Pedagogy and Assessment	80	20	100	4
	Paper XIV	Educational Administration, Management and Leadership	80	20	100	4
	Paper XV	Principles and Procedures of Guidance and Counseling	80	20	100	4
	Paper XVI	Inclusive Education	80	20	100	4
	Paper XVII	Dissertation and Viva-Voce (Compulsory)	100	Dissertation = 75 Viva-Voce = 25		4
Practicum-cum-Field Work Academic Work: Seminar, Workshop, Reporting, Writing Research Articles/Papers						4
Total					400	20
Total Marks in M. Ed. 1st , 2nd , 3rd and 4th Semester			1500+100=1600			
Grand Total Marks for M. Ed. Course			1600			
Theory Based Examination			1500			
15 Theory Papers + Dissertation			1500 + 100 (64 Credits)			
Practicum cum Field Work			Grading (14 Credits)			
Grand Total			1600 Marks + Grade (78 Credits)			

Credit: Each credit in a taught course is equated to one hour of teaching or two hours of seminars / group work / tutorials / lab. Work / practical work / field work / workshops per week for 16 weeks. Thus, a four credit course entails four hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

Evaluation in the Practicum-cum-field work will be done by the Departmental Council by assigning grades to the students on four points rating scale ranging from grade A, B, C and D.

COURSE CONTENTS

FIRST SEMESTER

Paper – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives:

Marks: 100 (80 + 20)

Total Credits: 4

To enable the learners to -

- Highlight the idea of interrelatedness of the disciplines of education and philosophy.
- Understand different branches of philosophy.
- Develop the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
- Equip with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to Education and intelligent participation in it.
- Familiarize with some significant philosophical perspectives on Education and their implications.
- Acquaint with the philosophical thoughts of some prominent Educational thinkers of the India and Western countries.
- Appreciate the extent to which Educational thought and practice are influenced by values cherished by the Nation.
- Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

Unit – 1 : Interrelatedness of Education and Philosophy

Credit -1

Meaning and Aims of Education; Factors determining aims of Education, Objectives of Education for the Emerging Indian Democratic Society.

Role of various Agencies (Formal, Non-formal, Informal, Active, Passive, Commercial and Non-commercial) of Education in strengthening the present system of Education. Education in the light of Four Pillars of Education; Learning to know, Learning to do, Learning to Live together and Learning to be.

Philosophy of Education and Educational Philosophy: Meaning, Nature, Need for Philosophy of Education and Developing a Philosophical Perspective about Education, Difference between Philosophy of Education and Educational Philosophy.

Philosophy and Education: Meanings of Philosophy and Education, Relationship of Philosophy and Education. Significance of Philosophy in understanding the Educational practices and problems.

Unit –2 : Schools of Philosophy Credit-1

Nature of Philosophy, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub-branches and relevance for education. Philosophical Models of Teaching.

Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism; Existentialism- meanings, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Modern Philosophies of Education: Behaviorism, Marxism, Logical Positivism/Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, concept of discipline, the role of the teacher and institutional settings.

Unit: 3 Educational thinkers and Constitutional Provisions for Education

Credit- 1

Western Educational Thinkers: Socrates, Plato, Aristotle, Dewey and Soren Kierkegaard and their contribution to develop Educational thought and practices.

Indian Educational Thinkers: Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Vivekananda and J. Krishnamurthy for developing the present scenario of education by idealizing the Indian Society.

Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

Unit – 4 : Contribution of Indian Thought to Educational Practices Credit-1

General Features of Indian Philosophy, Difference between Western and Indian Philosophy, Critical appraisal of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaishesika Philosophy, Mimamsa Philosophy and Vedanta Philosophy – their chief features, Metaphysics, Epistemology, Axiology and Observations.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Books Recommended

Awasthi, J.P. and Sharma, Mani. (1988): Classical Indian Philosophies and their Practice in Education (First Edition), Agra :National Psychological Corporation.

Brubacher, J. S. (1962): Eclectic Philosophy of Education, New Delhi: Prentice-Hall Publication ,

Cahan, Steven, M (1970): The Philosophical Foundations of Education, USA: Harper Collins College, Div.

Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.

Connor, DJO (1975): An Introduction to the Philosophy of Education, London: Route ledge & Kegan Paul.

Delors, Jacques, (2010): Learning: The Treasure within (Second Edition), France:Published by UNESCO 7, Place de Fontenoy, Paris 07 SP.

Ghanta, R and Dash, B.N, (2006): Foundations of Education (First Edition), New Delhi: Neelkamal Publications PVT. LTD.

Gupta, S. (2007): Education in Emerging India (Second Edition), New, Delhi: Shipra Publications, Vikas Marg.

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Jha Arvind Kumar, (2005): Nyaya Philosophy (Epistemology and Education), New Delhi: Standard Publishers.

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Pandey, Ramshakal, (2005): Teacher in Developing Indian Society, Agra: Vinod Pustak Mandir Dr. Rangeya Raghava Marg, Agra-2.

Pandey, Ramshakal, (2005): Udayman Bharatiye Samaj main Shikshak, Agra: Vinod Pustak Mandir, Agra-2.

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Saxena, N. R, Swarup and Dutt, N. K. (2008): Philosophical and Sociological Foundation of Education, Meerut: Lal Book Depot.

Sharma, Santosh, (2006): Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage), New Delhi: National Council of Educational Research and Training.

Sinha, J.N. (2002): Introduction to Philosophy, Calcutta: New Central Book Agency.

Taneja, Vidya Ratna, (1998): Educational Thought and Practice, New Delhi: Sterling Publishers Pvt. Ltd.

Taneja, V. R. (1979): Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.

Wingo, Max G, (1974): Philosophies of Education: An Introduction, New Delhi: Sterling Publishers Pvt. Ltd.

Paper II

Psychology of Development and Learning

Course Objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to:

- Understand the cognitive, affective and psychomotor development of adolescents and youth.
- Understand the concept of learning and different theories of learning
- Understand the concept of transfer of learning and different theories of transfer of learning
- Understand the concept and importance of motivation in teaching learning process
- Understand different strategies of motivation
- Understand the process of memorization and factors causing forgetting
- Develop the understanding of the theories of intelligence.
- understand the process of measurement of intelligence and apply different tools of measurement of intelligence.
- Understand the concept and process of creativity.
- Understand the techniques of enhancing creativity among the students.
- Understand the different aspects of development of learner's personality.
- Understand the techniques of assessment of personality.
- Develop understanding of the concept of mental hygiene and mental health and its importance in their lives.
- Understand the measures to promote mental health among students.
- Understand the concept of defense mechanism and different types of defense mechanisms.

Unit – 1: Psychological Bases of Education and Development

Credit -1

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental.

Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications

- ✓ Piaget's Cognitive Development
- ✓ Freud's Psycho-sexual Development
- ✓ Erikson's Psycho-social Development
- ✓ Kohlberg's Moral Development

Unit – 2: Learning and Motivation

Credit -1

Concept, Nature and Theories of Learning (Pavlov 's Classical Conditioning , Skinner 's Operant Conditioning , Thorndike's Trial and Error , Tolman's Sign Learning, Donald Norman's Information Processing , Kurt Lewin's Field Theory)

Transfer of Learning: Concept, Theories and Implications

Memory and Forgetting: Concept , Nature, Process and Factors involved in forgetting.

Motivation: Concept, Nature and Relationship with Learning, Strategies of Motivation.

Unit – 3 : Intelligence and Creativity

Credit -1

Concept and Types of Intelligence (Concrete, Abstract, Emotional and Spiritual)

Theories of Intelligence and their Educational Implications

- ✓ Two Factor Theory of Intelligence
- ✓ Guilford's Structure of Intellect
- ✓ Gardener's Theory of Intelligence
- ✓ Sternberg's Theory of Intelligence
- ✓ Goleman's Theory of Emotional Intelligence

Measurement of Intelligence

- ✓ Verbal (Individual and Group) Tests
- ✓ Non-Verbal (Individual and Group) Tests
- ✓ Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for enhancing creativity among students.

Unit – 4: Personality and Mental Hygiene

Credit- 1

Personality: Concept, Nature and Determinants of Personality

Theories of Personality and their Educational Implications

- (i) Trait (Allport, Cattell)
- (ii) Type (Hans Eysenck)

(iii) Humanistic (Carl Rogers, Maslow)

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Mental Health- Nature, Concept, Scope and Principles; Factors Affecting Mental Health. Measures used to Promote Mental Health (Preventive and Curative); Defence Mechanisms: Rationalization, Compensation, and Sublimation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

References

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- Anderman, E., & Corno, L. (Eds.). (2013). Handbook of Educational Psychology. New York: Routledge.
- Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA, USA: Harvard University Press.
- B.K. Passi. (1982). Creativity in Education, Agra: NPC.
- Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
- Bower G.H. and Hilgard E.R.(1980) Theories of Learning, New Delhi: Prentice Hall of India.
- Bower, G.H. and Hilgard, E.R. (1981) Theories of learning, New Delhi : Prentice Hall.
- C.L. Kundu (1989). Personality Development, New Delhi : Sterling Publishers Pvt. Ltd.
- Chauhan, S.S (2006). Advanced Educational Psychology, New Delhi : Vikas Publishing House.
- Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi: Surjeet Publications.
- Dandapani (2002). Advanced Educational Psychology, Second Edition, New Delhi: Anmol Publication, Pvt. Ltd.
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J.C. Aggarwal (2004).Psychology of Learning and Development, New Delhi: Shipra Publication,

De Ceceeco John P. and William Craw-ford (1998). The Psychology of Learning and Instruction: Educational Psychology, 2nd Edition, New Delhi: Prentice Hall of India Pvt. Ltd. Joyce Bruce and well Marsha.(1985) Models of Teaching, New Delhi: Prentice Hall of India Ltd.

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S.K. Mangal (2002).Advanced Educational Psychology, New Delhi: Prentice Hall of India, Pvt. Ltd.

Skinner, C.E. (Ed) (1974). Educational Psychology. New Delhi:Prentice -Hall of India Private Limited.

Synder, C.R. & Shane J. Lopez (2007). Positive Psychology. U.K: SAGE Publications.

Paper III

METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:

Marks: 100 (80 + 20)

Total Credits: 4

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Understand the importance of ethical issues in conducting educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

UNIT 1: Basics of Educational Research

Credit-1

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal.

UNIT 2: Sampling and Tools of Data Collection Credit- 1

Concept of Population and Sample along with its types, Sampling, Sampling Unit.

Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Meaning and Characteristics of Good Research Tools, standardization of research tools.

Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

UNIT 3: Methods of Research Credit -1

Historical Research: Meaning, nature, importance and steps involved, Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre test- Post test design; Factorial Design (2x2);

Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research

UNIT 4: Data Analysis and Preparation of Research Report Credit- 1

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography, APA Style of Referencing

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested reading :

Aggarwal, L.P.(2007). Modern Educational Research. New Delhi:Dominant Publishers and Distributers.

Best, J.W. & Kahan J.V.(2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Bhandarkar, P.L., Wilkinson, T.S.& Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Creswell, John W.(2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.

Kerlinger, C.R.(1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Kothari, C.R.(1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

Radha Mohan(2006). Research Methods in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.

Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.

Paper IV

STATISTICS IN EDUCATIONAL RESEARCH

Course Objectives:

Marks: 100 (80 + 20)

Total Credits: 4

To enable the learners to;

- Understand the concept and nature of educational data.
- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Employ computer software for analyzing educational data.
- Make interpretations of findings revealed through statistical data analysis.

Unit – 1: Basics of Descriptive Statistics

Credit- 1

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart).

Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.

Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis).

Unit – 2: Descriptive Statistics: Correlation and standard scores

Credit -1

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Standardized Scores (z-Scores and T-Scores) and their calculations.

Unit – 3: Basics of Inferential Statistics and Computer Data Analysis

Credit-1

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening).

Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors.

Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test.

Unit – 4: Inferential Statistics: Parametric and Non-Parametric Tests Credit-1

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups).

ANOVA for equal and unequal groups (upto two Way Factorial Design).

Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C).

Significance of Difference between Percentage and Percentage Change, Margin of Errors in Percentage Analysis.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each. Paper setters are required to set one theory based and other numerical based question from each unit.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B, C, D, and E of the Question Paper.

Suggested Readings:

Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.

Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.

Cornell. The Essentials of Educational Statistics.

Garrette, Henry E., (1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.

Guilford, J P (1965) Fundamental Statistics in Psychology and Education, New York: McGraw Hill Book Co.

George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.

Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.

Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.

Siegel, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York:McGraw Hill.

Suggested Practicum / Sessional Activities:

1. Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
2. Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
3. Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.

“SECOND SEMESTER”

Paper V

HISTORICAL AND SOCIOLOGICAL BASES OF EDUCATION

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to;

- Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- Make critical appraisal of the recommendations of various Committees and Commissions on Education.
- Describe the development of Indian Education after Independence.
- Understand the Sociological Perspectives of Education.
- Understand the concept and process of Social Change.
- Develop the understanding of inter-relationship between sociological processes of education.
- Acquire knowledge of different social issues and challenges in National and International development of society.

Unit- 1: Education in Ages

Credit- 1

Education in India with special reference to Ancient Period and Medieval Period.

Development of Education in Pre- Independence Period: Macaulay Minutes(1835), Wood's Despatch (1854), Indian Education Commission, Hunter Commission (1882), Calcutta University Commission (1917), Wardha Scheme (1937).

Development of Education in Post- Independence Period: University Education Commission (1948-1949), Secondary Education Commission (1952- 1953), Indian Education Commission (1964-1966), National Policy on Education (1986).

Programme of Action (1986, 1992), Revised National Policy on Education (1992).

Unit- 2: Current Issues in Education Credit- 1

Programmes of Universal Elementary Education (DPEP and SSA): objectives, norms and facilities provided under the schemes and implementation mechanism of the schemes.

Right To Education Act (2009): Norms and Standards.

Rashtriya Madhayamik Shiksha Abhiyan (RMSA) and Rashtriya Uchttar Shiksha Abhiyan (RUSA): objectives, norms, funding and functioning.

Non- Formal Education and Alternative Schooling/ Distance Education: definition, characteristics.

Unit-3: Education and Sociology Credit- 1

Meaning, nature, scope, importance and impact of sociology on education, Inter-relationship between Education and various social variables: Society, Family, School, Peer Group, Religion, Caste, Gender and Class.

Process of Socialization: Agents of Socialization, Factors hindering Socialization of a child, Role of teacher in the process of Socialization.

Education, Culture and cultural heritage: Meaning and nature of culture, characteristics of culture, cultural heritage of India, cultural lag, Influence of Education on Culture and Vice -Versa.

Education and Social change: Concept of Social Change, Factors affecting Social Change, Role of Education in Social Change. Education and Social Mobility: Meaning, forms, dimensions and causes of Social Mobility.

Education and Modernization: meaning, criteria or measure of Modernization, causes of Modernization, impact of Modernization on society and problems of Modernization. Role of Education in Modernization

Unit-4: Sociological Issues Credit -1

Peace Education

Liberalisation and Education

Challenges of Education in 21st Century

Education for Eradication of Poverty

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings:

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education, New Delhi : Vikas Publishing House.

Aggarwal, J.C. (1996). Theory and Principles of Education, New Delhi : Vikas Publishing House.

Atlekar, A.S. (1957). Education in Ancient India, Varanasi: Nand Kishore Publication.

Brown Francis J.(1961) Educational Sociology, New York: Prentice Hall Inc.

Brookover W.B;and Erickson, E.L(1973). A Sociology of Education, Illinois: The Dorsey Press.

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Government of India (1986). National Policy on Education, (1986) Ministry of HRD, New Delhi.

Govt. of India (1992). Ministry of Human Resource Development, New Delhi.

Havighurst, R (1995). Society and Education, Boston: Allyn and Bacon.

Dewey John (1963) . Democracy and Education, New York: Ma Million

MHRD Govt. of India: Rashtriya Madhyamik Shiksha Abhiyan (2009), New Delhi

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MHRD Govt. of India: Sarva Shiksha Abhiyan. (2001)

Mukherjee, S.N. (1968). Education in India, Today & Tomorrow, Baroda: Acharya Book Depot.

Mukherjee, S.N. (1955). History of Education in India. Baroda: Acharya Book Depot. New Delhi: National Publishing House.

Narula, S & Naik:- A History Of Education In India, New Delhi: Macmillan.

Nurula, S. and Naik (1974) History of Education in India, New Delhi: Macmillan.

Rai, B.C. (1997):- History of Indian Education and its Problem; Lucknow : Prakashan Kendra

Report of University Education Commission,(1948-1949), Ministry of Education, Govt. of India .

Report of the Kothari Education Commission (1964-1966), Ministry of Education, Govt. of India

Report of the Secondary Education Commission (1952-1953), Ministry of Education. Government of India.

The Gazette of India (2009). Ministry of Law and Justice on Right to Education Act, 2009.

The Gazette of India (2009), Ministry of Law and Justice on Right to Education Act, 2009.

Paper VI

POLITICAL AND ECONOMIC BASIS OF EDUCATION

Course Objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to:

- Acquaint with the Issues and Concerns in Education
- Acquaint with the: Social Forces, Political Ideologies and Education
- Acquaint with the Globalization and its impact on Education
- Acquaint with the basic concepts of economics of education.
- Acquaint with the concept of education as a major determinant of economic development.
- Acquaint with the concepts, nature, principles and procedures of Educational Planning.

Unit- 1: Issues and Concerns in Education

Credit- 1

Constitutional provisions for education in India; Education and Nationalism;

Education for National Integration and International Understanding ;

Education as an Investment in Human-Resource Development; Educational Planning – Micro and Macro.

Unit- 2 : Democracy and Globalization

Credit- 1

Democracy: Meaning and Values, Main Features of Democratic Education, aims, curriculum Methods of Teaching and School Administration.

Secularism in India – Meaning, Need and role of Education in Multi-religious Society

Globalization: Concept and its impact on Knowledge, skills and attitude.

Unit-3: Human Resource Development Credit -1

Education and Economic Development, Indicators and process Human Resource Development, Process of Human Resource Development

Concept, Need and Goals of Educational Planning, Principles of Educational Planning, Approaches of Educational Planning

Educational Planning in India since Independence

Unit- 4: Education, Manpower Planning and Unemployment Credit -1

Forecasting manpower needs and Manpower Planning

Problems of Unemployment in India and Role of Education

Brain Drain: Meaning, causes and measures to check Brain Drain in India

Reverse Brain Drain: Meaning and Measures.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to short questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B, C, D, and E of the Question Paper.

Suggested Readings

Alex, V. Alexander (1982) Human Capital Approach to Economic Development, New Delhi: Metropolitan Book Co.

Blaug, M.: (1972) Economics of Education, the English Language Book Society and England: Penguin Books.

Bertrand, Oliver (1992) Planning Human Resources: Methods, Experiences and Practices, New Delhi: Sterling Publishers.

Halleck, J.: (1969) The Analysis of Educational Costs & Expenditure, Paris: UNESCO.

Harrison, F and Myers, Charler: A (1970) Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing,

Kneller, G. F (1968) Education and Economics Thought, New York: John Wiley and Sons,

Nagpal, S.C. and Mital, A.C (1993) Economics of Education, New Delhi: Publication, Pandit, H.N.: (1969) Measurement of Cost Productivity and Efficiency of Education, New Delhi: NCERT

Rao, V.K.R.V (1965) Education and Human Resource Development, New Delhi: Allied Publishers,

Raza, Moonis: (1986) Educational Planning: A long Term Perspective, New Delhi : Concept Publishing Company,

Singh, Baljit: (1986) Economics of Indian Education, New Delhi : Meenakshi Prakashan,

Sodhi, T.S. (1990) Economics of Education, New Delhi: Vikas Publishing House

Tilak, J.B.G.(1992) Educational Planning at Grass Roots, New Delhi: Ashish Publishing House,

Paper VII

TEACHER EDUCATION – I

(Institutions, System and Structure in Teacher Education)

Course objectives:

Marks: 100 (80 + 20)

Total Credits: 4

To enable the learners to -

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- Understand the Recommendations of Various Commissions for Teacher Education and Role of NCTE.
- Understand the Different Teacher Education Programmes and their Utility.
- Understand the Current scenario of Teacher Education in India.
- Understand the Problems of Teacher Education in India.

Unit -I Teacher Education – Concept, Development, Agencies

Credit - 1

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary.

Changing Context of Teacher Education in Indian as well as Global Scenario.

Historical development of Teacher Education in India during (Ancient, Medieval and British) Agencies of Teacher Education:

District Level- BRC, CRC and DIET's, their Role and Functions.

State Level- SCERT and University Department of Education, their Role and Functions.

National Level- UGC, NCTE, NCERT, their Role and Functions.

UNIT-II Teacher Education - System and Structure

Credit-1

Structure of Teacher Education at Various Levels as per NCTE Norms

Elementary Level

Secondary Level

Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter Disciplinary.

Recommendations of various Commissions and Committees on Teacher Education in Post-Independence Era.

Critical Appraisal of the present system of Teacher Education in India.

UNIT-III Models of Teacher Education and Instructional Meth

Credit-1

Models of Teacher Education - Behaviouristic Teacher Education Model, Competency Based Model, Personalistic Model, Knowledge Building Community Model.

Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

UNIT-IV Preparation of Teachers

Credit-1

Pre- service Teacher Programme

UGC, NCTE, NCERT and University.

Preparing Teachers for Special Schools.

Preparing Teachers for Inclusive Classrooms.

Integrating ICT in Teachers Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

National Curriculum Frameworks for Teacher education, 2009

Report of the Delors Commission, UNESCO, 1996

National Policy of Education 1986/1992.

National Curriculum Framework on School Education, 2005.

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. New York : State University of York.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Rout ledge

Falmer. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New :York. Rout ledge Falmer.

NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.

Rao, Digumarti Bhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing House.

Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. New York.: Routledge:

Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual Inputs for Secondary Teacher Education: The instructional Role. India: NCTE.

Paper VIII

INTRODUCTION TO EDUCATIONAL STUDIES

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to:

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns raised in NCF (2005) and NCFTE (2009).
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Understand Contemporary debates about the nature and purposes of education and the social, political & historical contexts in which the aims of education are defined .
- Understand the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.
- Examine critically the concerns from vision of school education and teacher education.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Discuss the emerging dimensions of school and teacher education.

UNIT – 1 Education as a Discipline

Credits - 1

Education Studies: Meaning and Nature of Educational Studies, The Traditional Disciplines and Educational Studies, Critical analysis of education as a discipline/area of study.

School Education: Contemporary challenges prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.

Procedure of linking: T Pack Model of Mishra

- ✓ Content knowledge with Pedagogy knowledge.
- ✓ Experiential knowledge with Empirical knowledge.
- ✓ Theoretical knowledge and Practical knowledge.
- ✓ Universal knowledge and Contextual knowledge.

UNIT – 2 Education as an Interdisciplinary Knowledge

Credits -1

Interdisciplinary Nature of Education: Relationship of Education with disciplines/subjects such as Philosophy, Literature, Geography, Political Science, Psychology, Sociology, History, Economics, Anthropology and Management, etc.

Constructivist approach in Education

Contribution of Science and Technology: The Role of Science and technology in influencing the factors such as spirituality, morality, civic responsibility, faith and religion within contemporary educational policy and practice.

Axiological issues in education: Issues related to planning, management and monitoring of school and teacher education.

UNIT – 3 Changing Socio-Cultural Context of Education

Credits -1

Social Purposiveness of Education. Understanding contemporary Indian society with reference to multilingual, multicultural, gender, ethnicity, achievement, equity, poverty, diversity, human rights, rights of the child and the role of education.

Process of Socialization: Role of parents, school, peer group, media and the community.

Teacher and society: A critical appraisal of Teacher's status. Globalization and the challenges facing the teaching profession in today's globalised, diverse and rapidly changing world.

Equality of Educational Opportunities:

UNIT – 4 Changing Context of Education

Credit -1

Political nature of Education. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. The growth of comprehensive schooling.

Constructional Provisions for the Education of Socio-Economically deprived groups.

Measures to ensure the Teacher's Autonomy and Accountability: Meaning, dimensions, merits and demerits of Autonomy and Accountability. Code of conduct for teachers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

- Arthur, J., Mufti, Devies, I. (2010): Education Studies Textbook, Good reads. Routledge. <https://books.google.co.in>
- Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, Continuum London: International Publishing Group.
- Bartlett, S., Burton, D. (2012). Introduction to Education Studies: Key Issues Series, London.: A Sage Publication company,
- Bartlett, S., Burton, D., Peim, N. (2001). Education Studies, London: Paul chapman publishing.
- Bartlett, S. & Burton, D. (2012) Introduction to Education Studies (Third Edition), London: Sage
- Beyer, L.E. (Ed.) (1996) .Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. New York:Teachers College Press.
- Boston: Alynand, Becon, Brubacher, John S.; (1969) Modern Philosophies of education, New Delhi: Tata McGraw-Hill, Publishing Company Pvt LTD,
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dewey, J. (1977): Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
- Dewey, J. (1952). The School and the Child, New York: The Macmillan Company,
- E., Robinson, J. (2006). Education Studies: Issues and Critical Perspectives, England: Open University press, McGraw- Hill Education.
- Freire, Paulo (1970). Pedagogy of the Oppressed. New York:Continuum.
- Jackson, P.W. (2012) what is Education? Chicago: The University of Chicago
- Kumar, Krishna, (1989).Social Character of Learning. New Delhi: SAGE
- MHRD, Gov. of India (1992), National Policy on Education (revised) New Delhi
- MHRD, (1992), Programme of Action, Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT CD ROM , Globalisation and Education
- Olssen, M., Codd, J., O' Neill, A. (2004). Education Policy: Globalization, Citizenship and Democracy, London:Sage Publication.
- Peters, R.S. (1973). Aims of Education, London: Oxford University Press.
- Peters, R.S. (1967), The Concept of Education,,: United Kingdom: Routledge.
- Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London:Sage
- Warren, S.(2009).An Introduction to Education Studies, London: Bloomsbury Publishing,.

THIRD SEMESTER

Paper IX

TEACHER EDUCATION-II

(Curriculum, Policy, Practices and Continuing Professional Development)

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to -

- Understand the Concept, Development and Agencies of Teacher Education.
- Understand the Teacher Education Programmes at Different Levels- Their Objectives, Structure, Curriculum, Role and Competency Of The Teachers.
- Understand the Need For Teacher Education at Tertiary Level.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.

UNIT-I Teacher Education Curriculum

Credit -1

National Curriculum Framework for Teacher Education Programme at various levels as recommended by NCFTE, 2009.

- ✓ Elementary Level.
- ✓ Secondary Level and

Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training.

Various techniques of Teacher Training– Seminars, Workshops, Brain Storming, ICT, Micro Teaching, Simulation and Role Playing and System Approach.

Privatization of Teacher Training : Need and Quality Concerns.

UNIT- 2 Teacher Thought Process

Credit -1

Concept of Teaching and Learning.

Duties of Teachers other than Teaching and their impact on quality of School Education.

3 P's in Teaching- Perception, Planning and Performance.

Teacher Thought Process and Decision Making.

UNIT-3 Continuing Professional Development

Credit -1

Concept and Importance, Modes of INSET (In-Service Education and Training) : Face to Face, Distance Mode, Eclectic Mode.

Meaning, Characteristics and Concept of Profession and Professionalism in Education. Professional Ethics for Teachers.

Strategies of In-Service Professional Development – Workshop, Seminars, Orientation Programmes, Refresher Courses, Conferences and Extension Lectures.

Teacher Professionalism – Roles, Attitudes, and Values.

UNIT-4 Research and Innovations in Teacher Education

Credit -1

Problems of Teacher Education in India.

Innovations in Teacher Education.

Priorities of Research in Teacher Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.

NCERT (2005): National Curriculum Framework.

NCERT (2006): Teacher Education for Curriculum Renewal.

NCTE (1998): Perspectives in Teacher Education.

Day, C.& J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

Mohammad Miyan (2004).Professionalization of Teacher Education. New Delhi:Mittal Publications.

NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.

Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.

Lampert, M. (2001). Teaching Problems and the Problems of Teaching. New Haven: Yale University Press.

Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A Constructivist Approach to Introducing Education. USA. Wadsworth Publishing,
Ram, S. (1999): Current Issues in Teacher Education. New Delhi: Sarup & Sons Publications,
Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Paper X

CURRICULUM STUDIES

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to;

- Understand the meaning and principles of curriculum.
- Understand and appreciate curriculum as a means of development of the individual.
- Understand the foundations and evaluation of curriculum.
- Comprehend the different models of curriculum.
- Compare the view point given by different commissions.

Unit – 1 Curriculum development: Principles and Strategies

Credit -1

Meaning, Concept, Scope and Characteristics of a Good Curriculum.

Guiding Principles for Curriculum Development and Factors affecting Curriculum Development.

NCF 2002 and NCF 2005.

Unit – 2 Basis and Models of Curriculum

Credit -1

Philosophical Theories and their Implications to Curriculum.

Sociological Needs and their Implications for Curriculum.

Psychological Needs of the learners their Implications for Curriculum.

Models of Curriculum—Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba), Demonstration, System-analysis

Unit – 3 Selection of Materials and Procedure of Organizing Content

Credit -1

Formation of General Objectives at School Stage and their Specifications.

Formation of Instructional Objectives and their Specifications

Problems of Curriculum Reform.

Rationale for Revision of Curriculum.

Unit – 4 Evaluation of Curriculum

Credit-1

Need and Procedure of Curriculum Evaluation.

Evaluation of Curriculum in terms Content, Organization and Relevance.

Recommendations of University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986) regarding curriculum at elementary and secondary Level.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

References

- Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. New Delhi:NCERT.
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, New Delhi: CIET, NCERT,
- Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
- Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT,
- NCERT (2005). National Curriculum Framework New Delhi: NCERT,
- NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi:

Paper XI
LIFE SKILLS EDUCATION

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the Learners to:

- Understand Concept, Process and Practice of Core life Skills.
- Identify role of Life Skills for Positive Change and well being.
- Understand social skills, thinking skills and emotional skills.
- Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.
- Emphasize the importance of Effective Communication as a Life Skill.

UNIT-1 Peace values for Personality Formation

Credit-1

Life Skills : Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills,.

Importance of Life Skills for Growing minds.

Need For Life skill Education.

UNIT-2 Life skill and Wellbeing

Credit-1

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration .

Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse.

Factors affecting Wellbeing of an Individual.

Role of Life skills for ensuring Wellbeing.

UNIT-3 Communication Skill

Credit-1

Functions of Communication.

Essentials of Effective Communication.

Types of Communication-Downward or Upward, Lateral or Horizontal.

Barriers to Communication.

UNIT-4 Method for Life skill Enhancement

Credit-1

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies.

Audio-Visual activities e.g. Arts, Music, Theatre, Dance.

Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups.

Matrix of Life skills in a class room.

Suggested Readings

Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.

Carr Alan, (2004). Positive Psychology.: New York: Routledge.

Nair,A.Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris:

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.

Life Skills Education and CCE, CBSE. (www.cbse.nic.in/cce/life_skills_cce.pdf.)

Life Skills Education (www.lifeskillsed.com.)

Life Skills Approach to Teaching- Teacher Education (www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module.pdf.)

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Paper XII
EDUCATIONAL TECHNOLOGY

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to:

- Understand the concept, scope and importance of educational technology.
- Understand the role of technology in various educational practices.
- Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- Understand various levels, stages and models of teaching.
- Understand the teaching behavior modification techniques for betterment of teaching-learning process.
- Make use of different classroom Instructional Technologies.
- Make use of various types of technologies for enhancing student centered learning environment.
- To get acquainted with recent trends in Educational Technology.

UNIT 1: EDUCATIONAL TECHNOLOGY AND COMMUNICATION

Credit -1

Concept, Scope and Importance of Educational Technology
Role of Technology in Various Educational Practices

Concept, Process and Components of Communication, Barriers to Effective Classroom Communication, Role of Multimedia Approaches in Educational Communication

Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

UNIT 2 LEVELS, STAGES AND MODELS OF TEACHING

Credi-1

Memory, Understanding and Reflective levels of Teaching and Learning and their Implications.

Stages of Teaching along with Operations involved in them

Models of teaching: Meaning, Function and Types (Glaser's Basic Model, Information processing Model, Social Interaction Model)

Teaching Behaviour Modification Techniques: Flanders' Interactional Analysis, Reciprocal Category System and Equivalent Talk Category System

UNIT -3 TECHNOLOGY FOR CLASSROOM INSTRUCTION

Credit -1

Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector,
Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board
Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning
Challenges in Integration of Technology for Classroom Instruction

UNIT 4: TECHNOLOGY ENHANCED STUDENT-CENTERED LEARNING ENVIRONMENT

Credit -1

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning.

Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment

Role of Central Institute Of Educational Technology(CIET) to Promote Utilization of Educational Technologies

Recent Trends of Research in Educational Technology

Suggested Readings

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Behera, S.C. (1991): Educational Television Programmes, New Delhi: Deep and Deep Publications,

Chauhan, S.S.:(1978) A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. Collis,

Denis, Kim, Sen and Morin (2000), "Information Technology - The Breaking Wave", New Delhi: Tata McGraw-Hill Publishing Company Limited,

Dobson, Theresa M. (2005.)Technologies of Text: Reflections on Teaching, Learning, and Writing within Digital Environments." Journal of the Canadian Association of Curriculum Studies, v.3 no.1,

Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi:Oxford & IBH.

Kumar, K.L. (2008): Educational Technology, New Delhi: New Age International Pvt. Ltd. Publishers

Kumar, N. and Chandiram, J. (1967): Educational Television in India,,: New Delhi: Arya Book Depot.

Mehra, V. (2010): A Text Book of Educational Technology, New Delhi: Sanjay Prakashan.

Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, New Delhi: Sterling Publishers Pvt. Ltd.,

Pandey, K.P.(1980) A First Course in Instructional Technology, Ghaziabad: Amitash Prakashan,

Parmaji, S. (1994): Distance Education,,: New Delhi: Sterling Publishers.

Rana, S. (1994): Open Learning in India, New Delhi: Commonwealth Publishers,

Sampath et. al. (1981): Introduction to Educational Technology, New Delhi: Sterling Publishers Pvt.

Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, New Delhi: Allied Publishers Ltd.,

Venkataiah, N. (1996): Educational Technology, New Delhi: APH Publishing Corporation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

FOURTH SEMESTER Paper XIII

CURRICULUM, PEDAGOGY AND ASSESSMENT

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the Learners to;

- Understand the need and significance of Curriculum in Education.
- Comprehend various Pedagogical Techniques and methods for transaction of curriculum.
- Understand Instructional Process in terms of its various dimensions.
- Understand the importance of various skills and role of different media in Education.
- Acquire and use different skills and competencies related to curriculum development, pedagogical interventions and evaluation techniques.
- Understand and apply different evaluation strategies and techniques during curriculum transaction.
- Analyze various evaluation strategies so as bring improvements in curriculum and its transaction.

Unit – 1 Curriculum: An Overview

Credit-1

Meaning and Importance of Curriculum, Philosophical, Social and Psychological Basis of Curriculum, Functions and Goals of Curriculum, Characteristics of Effective Curriculum.

Basis of Content Selection for Curriculum (Culture-based, Knowledge-based and Need-based).

Role of Teacher in Curriculum Development Process and its effect on Curriculum, Curriculum Transaction.

Unit – 2: Pedagogical Strategies for Curriculum Transaction

Credit -1

Instructional Objectives: Concept and Need, Bloom's Taxonomy of Instructional Objectives, Writing Objectives in Behavioural Terms (Robert Mager's and RCEM Approach).

Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.

Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction), Teacher's Role in Learner controlled Instruction.

Group-Controlled Instruction (GCI): Meaning, Nature and Methods : Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), , Role of Teacher in Group Controlled Instruction.

Unit – 3: Managing Instruction in Classroom

Credit-1

Meaning and Basic Principles of Effective Classroom Management.

Instructional Design: Meaning and Types; Using Instructional Media in the Classroom: Concept, Need and Types.

Use of Print Media in the Classroom (Textbooks, Reference Books, Journals), Using Charts, Models and Improvised TLM in Classroom and Skills required to Use Them.

Use of Electronic Media in the Classroom (TV, Computers, Internet), Skills required for Effective Communication in the Classroom, Modification of Teacher Behaviour through Development of Teaching Skills (Skill of Induction, Explaining, Reinforcement, Probing Questioning, Stimulus Variation and Achieving Closure) among Student-Teachers through Micro Teaching and Simulation.

Unit – 4: Curriculum and Assessment

Credit-1

Difference between Evaluation, Assessment, Measurement and Tests; Need, Purpose and Importance of Educational Assessment.

Approaches to Assessment: Formative, Summative and Diagnostic; Norm-Referenced and Criterion-Referenced Tests: Difference and Construction Procedures, Continuous and Comprehensive Evaluation: Concept, Aims, Assessment of Scholastic and Co-Scholastic Aspects; Assessment of Cognitive, Affective and Psycho-Motor Aspects of Individual Personality.

Recent Trends in Assessment: Self-Evaluation, Peer Evaluation, Grading System, Open Book Examination, Internal Assessment.

Meaning, Purpose and Ways of Evaluating Curriculum.

Sessional Activities:

1. Visit a high school and observe classroom transaction process (T-L process) followed by the teachers. Prepare a detailed report mentioning the teaching skills and TLM used by the teachers. Highlight the strengths and weaknesses of classroom transaction process and suggest some ways for bringing improvements in the same.
2. Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.
3. Prepare a study guide on any topic of your interest by following the principles of Keller's Personalized System of Instruction (PSI).
4. Prepare a powerpoint presentation on any topic of your interest. Submit the prints of handouts (including brief explanation of content covered) of powerpoint slides.

Suggested Readings:

- Aggarwal, J. C.(2009) Development and Planning of Modern Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Andrey and Nicholas, Howard.(1978) Developing Curriculum: A Practical Guide. George, London: Allen and Unwin,
- Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques.. New Delhi: Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.
- Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems, Ludhiana: Prakash Brothers
- Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT
- Dewey, John (1966). The Child and the Curriculum. Chicago:The University of Chicago Press.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hooer, R.(1971). Curriculum: Context, Design and Development,: New York: Longmans
- Holders and Stayhton Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K. : Routledge.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT,
- NCTE (2009) National Curriculum Framework for Teacher Education.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen
- Sharma, R. A. Technological Foundations of Education, Meerut: R Lall Book Depot.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer

type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Paper XIV

EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Marks: 100 (80 + 20)

Course objectives:

Total Credits : 4

To enable the learners to:

- Develop an understanding of the concepts, techniques and practice of educational administration and management.
- Recognize the importance of management of resources and effective use of ICT in the context of educational management.
- Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- Sensitize the students about new changes and challenges in administration and leadership of institutions.
- Develop capacities for being effective educational administrators and leaders.
- Sensitize the students with respect to emerging trends in educational administration, management and leadership.
- Acquaint the students with the dynamics of total quality management in Education.

Unit – 1 Educational Administration

Credit -1

Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education.

- Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.
- Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.
- Meaning and Concept of Educational Supervision, Means of Ensuring Accountability in Educational Processes.
- Qualities of an Effective Educational Administrator.

Unit – 2 Educational Management

Credit -1

- Educational management in India: A Historical Perspective.
- Purpose, Processes, Principles and Stages of Educational Management.

- Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing),
- Role of Teachers in Educational Management.

Unit – 3: Management of Resources in Education **Credit -1**

Management of Physical Resources (School Plant, School Building, Furniture, Equipments, Playground, Laboratory and Library).

- Management of Human Resources (Functions of School Head and School Teachers and Staff.
- Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).
- Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education.
- Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management.

Unit-4: Leadership in Education **Credit -1**

Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centred Leadership), Importance of Group and Team Work, Leadership Skills.

- Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.
- Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to short questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B, C, D, and E of the Question Paper.

Suggested Readings:

Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications,
 Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi: Pearson Education
 Mohanty, J. (2007) Educational Administration, Supervision and School Management, New Delhi: Deep and Deep Publications,

Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Gupta .S and Aggarwal. J.C (2013) School Management, New Delhi: Shipra Publication ,

Sessional Activities

1. Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
2. Visit a private educational institution at higher level and study it's organizational and management structure. Prepare a detailed report on it.
3. Interact with the community members in your neighbourhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.
4. Visit a primary school and observe how mid-day meals are served to the students. Prepare a detailed report on management of mid day meals scheme in the school highlighting availability and management of physical and human resources, cooking of meals, observance of hygiene and cleanliness, meals serving system etc.

Paper XV

Principles and Procedures of Guidance and Counseling

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the learners to;

- Understand concept, need and principles of guidance
- Understand Role of National and State Level Agencies in the guidance Programmes.
- Understand principles, and problems of different types of guidance.
- Become familiar in the use of testing and Non-Testing Techniques.
- Understand the concept and process of counseling
- Understand different approaches of counseling.
- Develop counseling skills.
- Understand different approaches to evaluate the guidance Programmes.

Unit 1 Guidance

Credit -1

Concept, Assumptions, Scope and Need for Guidance at different levels of Education. Limitations of Guidance.

Types of Guidance – Educational, Vocational and Personal, Group Guidance

Agencies of guidance: National, State, District and Local Levels.

Role of Teachers and Headmasters/Principals in the school guidance programme.

Unit 2 Methods and Techniques of Guidance

Credit -1

Organizing Guidance Services at Elementary and Secondary level.

Steps in the Guidance Process.

Assessment in Guidance: Testing Techniques.

Assessment in Guidance: Non-Testing Techniques.

Unit 3 Counseling

Credit -1

Concept, Characteristics, and Principles of Counseling. Counseling Skills.

Counseling Approaches – Directive, Non-directive and Eclectic.

Individual and Group Counseling and Ethical issues in Counseling

Unit 4: Guidance of Children with Special Needs

Credit- 1

Needs and Problems

Guidance of the Gifted and Creative Students

Guidance of under achiever and first generation learners

Evaluation of Guidance Programme: Need, Approaches and Problems.

Sessional Activities

1. Visit to a Guidance center and write a report.
2. Organize any one of the activity: Career talk, Career Exhibition, Class talk and Report or Visit and Prepare a report of the guidance services available in any one school.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted .

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. New Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance, New Delhi:Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.

Gupta, S.K. (1985). Guidance and Counselling. New Delhi: Mittal. Publication

Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Publication

Norton,K and Mcgauley, G (1998). Counselling Difficult Clients. New Delhi: Sage Publications,

O'Leary, C.J (1999). Counselling Couples and Families. New Delhi: Sage Publications, Ponte Otto,

D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. .(2001). Handbook of Multicultural Counseling. New Delhi: Sage Publications,

Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Delhi: New Jersey: Prentice Hall.

Rao, S Narayana ,(1995). Counselling and Guidance,New Delhi: Tata McGraw Hill Publishing Co.Pvt Ltd

Sherry, J. (2004).Counselling Children, Adolescents and Families. New Delhi: Sage Publications, Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

Paper XVI

INCLUSIVE EDUCATION

Course objectives:

Marks: 100 (80 + 20)

Total Credits : 4

To enable the Learners to:

- Understand the concept and importance of Inclusiveness in Education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in Inclusive Schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.

Unit-1 Introduction to Inclusive Education

Credit -1

- Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.
- Difference between Special Education, Integrated Education and Inclusive Education.
- Need for Inclusive Education and barriers in the Implementation of the scheme.
- Adaptations in Instructional Objectives , curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Unit -II International and National Initiatives for the Education of Children with Special Needs

Credit - 1

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

The World Declaration on Education for all and its Framework for Action to meet Basic Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)

National Initiatives for children with special needs:

- ✓ Integrated Education for Disabled Children (IEDC, 1974).
- ✓ Project Integrated Education for disabled children (PIED, 1987).
- ✓ Sarva Shiksha Abhiyan and RTE 2009

Unit III- Current Laws and Policy Perspectives for Inclusive Education and Role of the Teacher **Credit -1**

Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.

Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.

Unit: IV Teacher preparation for Inclusive Education **Credit -1**

Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).

Evaluation and Follow Up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.

Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.

Role of NGO's in Inclusive Education - A Critical Appraisal.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

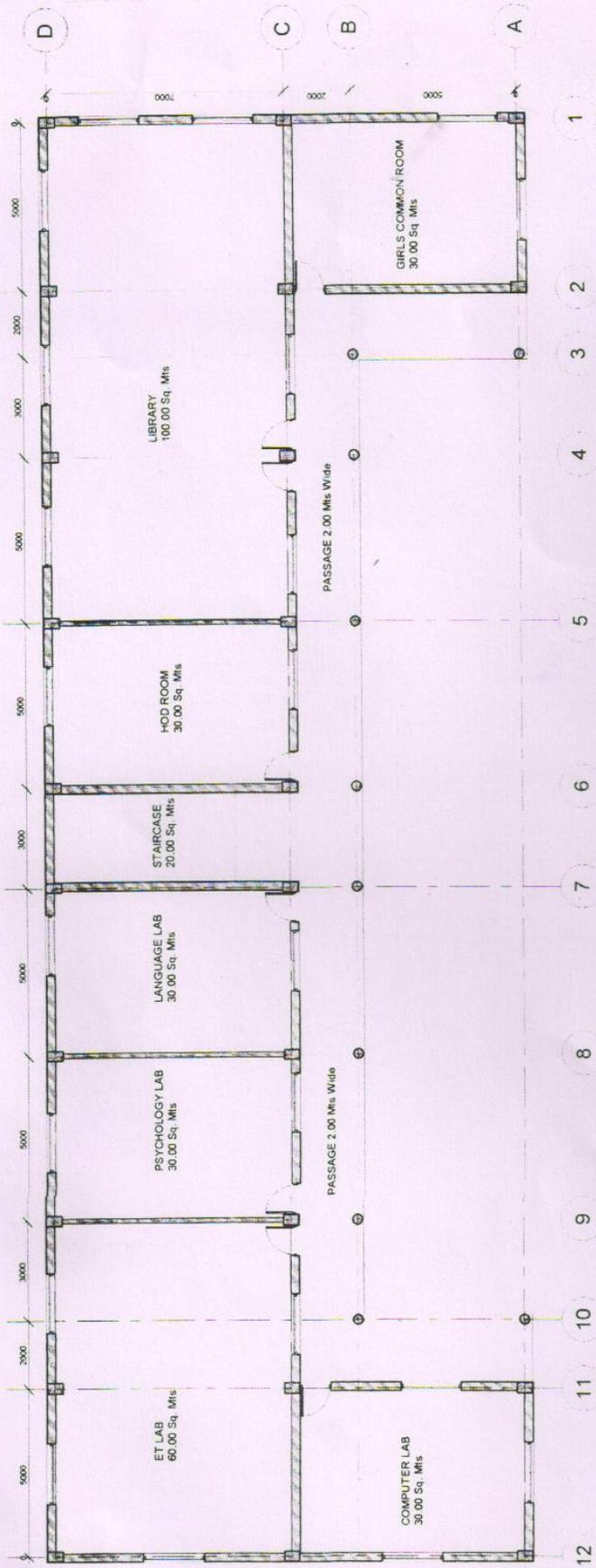
Suggested Readings

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: New Delhi : National Publishing House
- Government of India (1986). National Policy on Education,
Government of India (1992). Programme of Action,
Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Haryana: Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd,
- Kagan, T.S. (2000): Worldwide Diversity and Human Rights. New Delhi: Orient Longman Pvt Ltd.,
- NCERT (2005). National Curriculum Framework,
NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi.
PWD Act 1995,98,2000
Rehabilitation Council of India , (1992)
- Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs New Delhi:N. C. E R T Publication
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R .I E.

Suggested Activities for Practicum-cum-Field Work

1. Observe student-teachers of B. Ed. / D. El. Ed. level during simulated teaching (in 10 lessons) by employing Flander's Interaction Analysis Technique. Analyze the teaching behaviour of student-teachers and make a detailed report including feedback for bringing desirable changes in teaching behaviour.
2. Observe B.Ed. / D. El. Ed. student-teachers (in 10 lessons) during practice teaching sessions and make a detailed report about the teaching methodology adopted, its appropriateness, use of TLM and a critical note on transfer of teaching skills from micro teaching / simulation to practice teaching situations.
3. Visit an in-service training programme centre (BRC/CRC/DIET) and evaluate the centre in terms of its infrastructure, human resources, organization of training programme and training pedagogy employed. Prepare a detailed report.
4. Conduct interviews of school teachers with the help of structured interview schedule for assessing their perception regarding ongoing in-service teacher training programmes and prepare a detailed report mentioning major merits and drawbacks in training programmes and suggestions for bringing future improvements.
5. Visit the schools and interact with the teachers to identify the pedagogical techniques employed by them and their needs. Prepare a detailed report on it and on the basis of this, forward your suggestions for reducing gap between pre-service teacher education programmes and school education.

APPENDIX-V
MASTER PLAN OF THE COLLEGE



2. First Floor Plan

1 : 100



Project Name

ABHILASH EDUCATION SOCIETY, AT NER-CHOWK, TEHSIL SADAR, DISTT. MANDI, HIMACHAL PRADESH

B.R. Rathi

Architect

No. CA/2002/29975

SCALE ARCHITECTS, SUNDERNAGAR

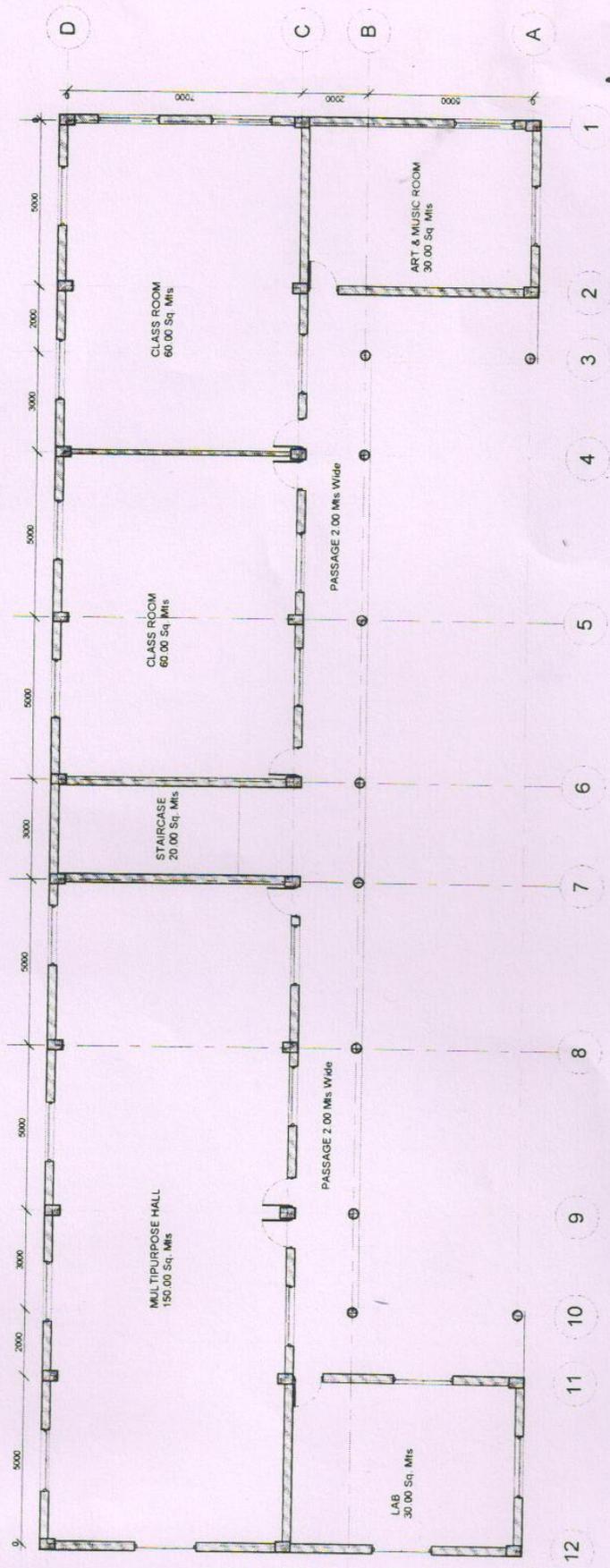
PRESENTATION DRAWING

Dig No. A102

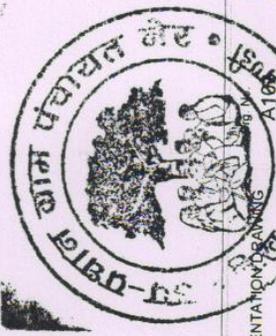
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3. Second Floor Plan
1 : 100



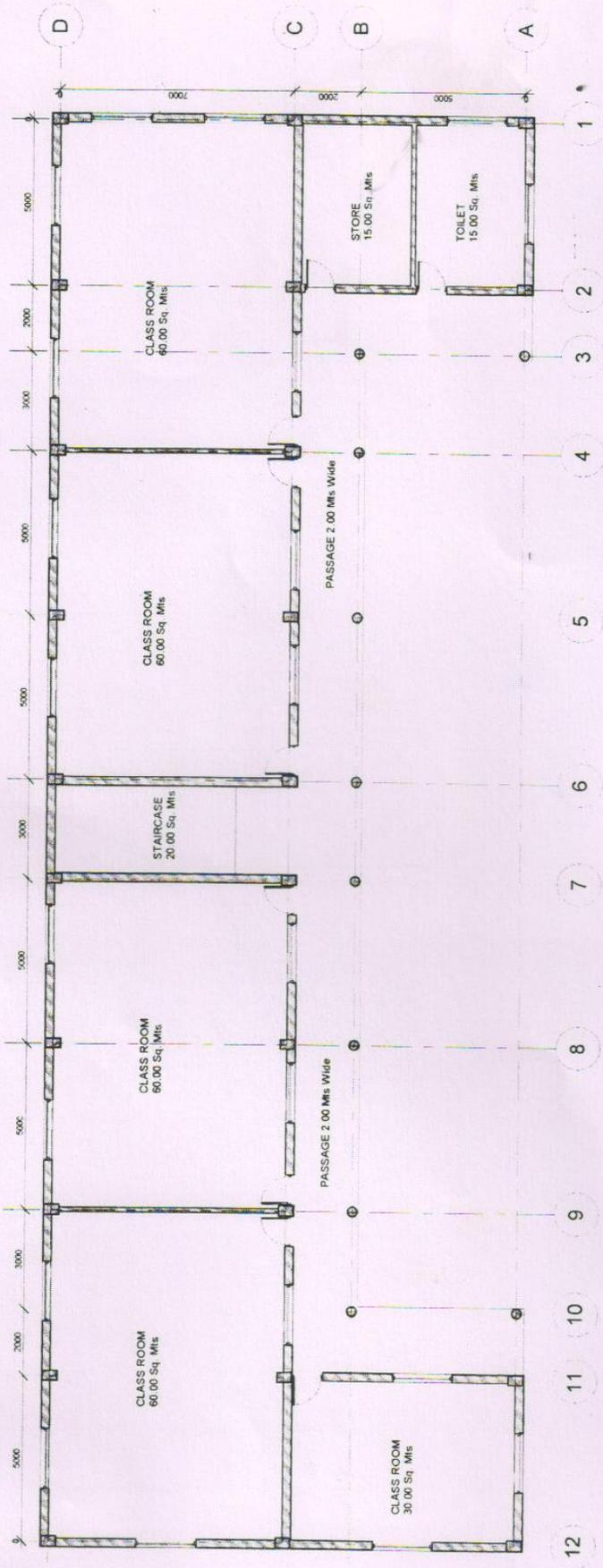
Project Name
ABHILASH EDUCATION SOCIETY, AT NER- CHOWK, TEHSIL
SADAR, DISTT. MANDI, HIMACHAL PRADESH

Secretary
Abhilashi Educational Society
Ner-Chowk, Distt. Mandi (H.P.)

B. R. RAHNI
Architect
No. CA/2002/29975
SCALE ARCHITECTS, SUNDERNAGAR

PRESENTATION DRAWING
Dr. Title :-
Scale As Mentioned

हस्ताक्षर
दिनांक



4. Third Floor Plan
1 : 100



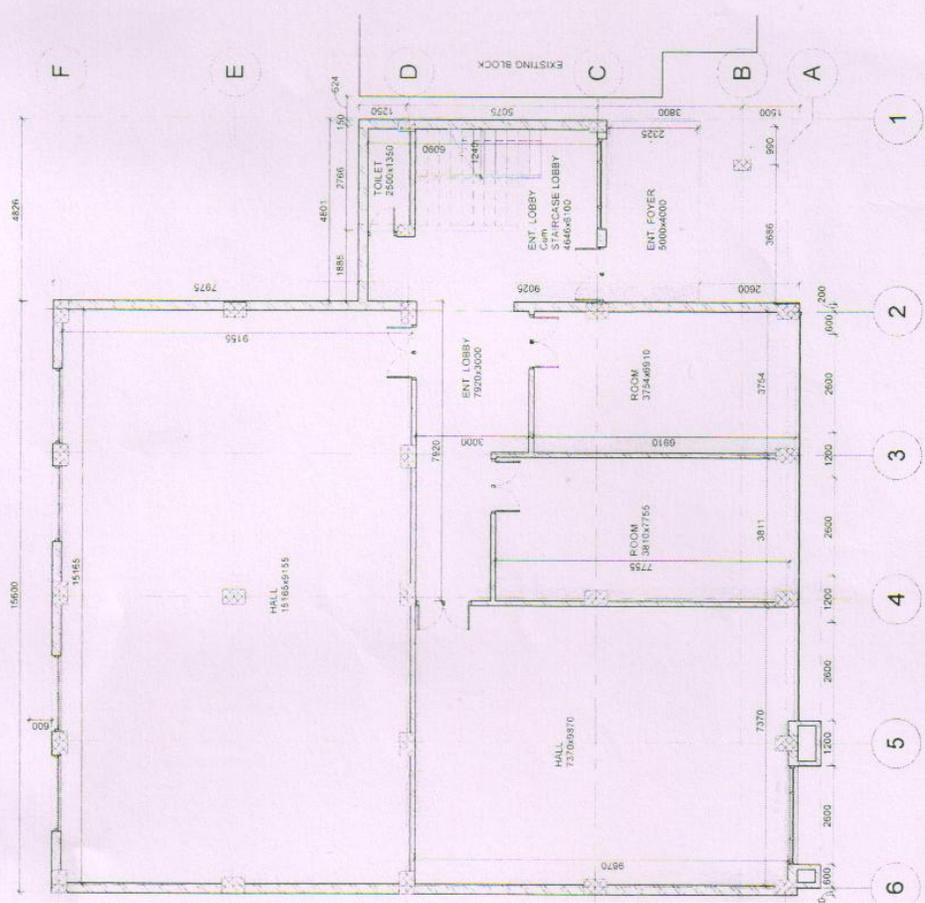
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 Dig. No. A104
 Date: 21-07-2013
 Scale: As Mentioned

SCALE ARCHITECTS, SUNDERNAGAR
 No. CA/2002/29975

Secretary
 Abhilashi Educational Society
 Ner-Chowk, Distt. Mandi (H.P.)

Project Name
 ABHILASH EDUCATION SOCIETY, AT NER-CHOWK, TEHSIL
 SADAR, DISTT. MANDI, HIMACHAL PRADESH

Amr-Vin



1. Ground Floor Plan

1 : 100

TOTAL COVERED AREA:- 368.00 SQ. Mts

B.R. Ravi
 Architect
 No. CA/2002/29975

AREA STATEMENT:-
 1. Covered Area Ground Floor: 368.00 Sq. Mts
 2. Covered Area 1st Floor: 405.50 Sq. Mts.
 3. Covered Area 2nd Floor: 423.00 Sq. Mts.
 4. Covered Area 3rd Floor: 423.00 Sq. Mts.
 Total Covered Area of the Block: 1619.50 Sq. Mts.

Dwg Title -
**GROUND FLOOR PLAN
 & VIEW OF THE BLOCK**

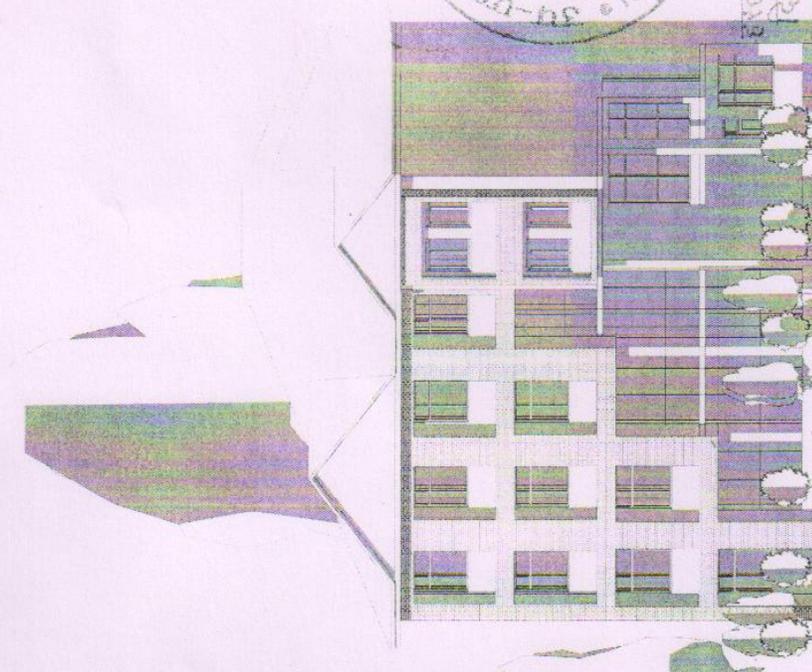
ABHILASHI EDUCATION SOCIETY
 A DEPARTMENT OF EDUCATION
 AT NER-CHQWK, DISTT. MANDI, H.P.)

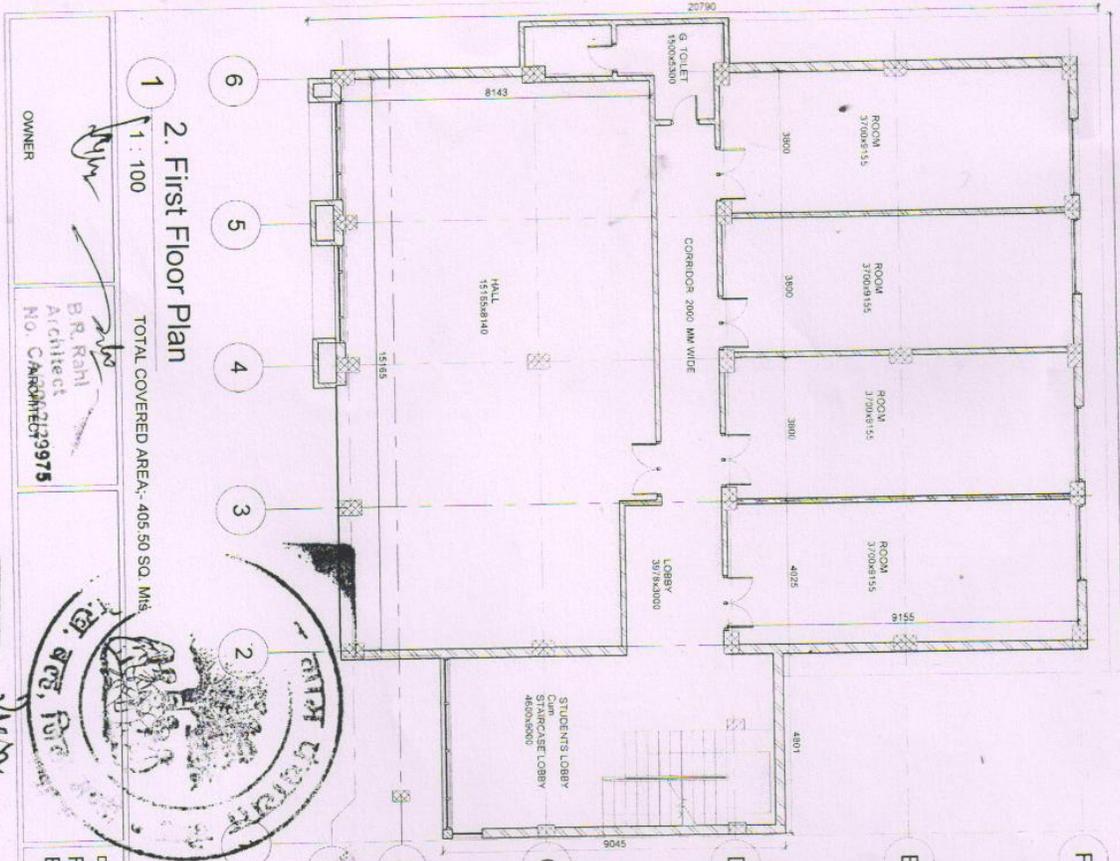
Secretary
 Abhilashi Educational Society
 Ner-Chqwk, Distt. Mandi (H.P.)

Date _____
 Scale 1 : 100



View ----01





1 1 : 100
2. First Floor Plan

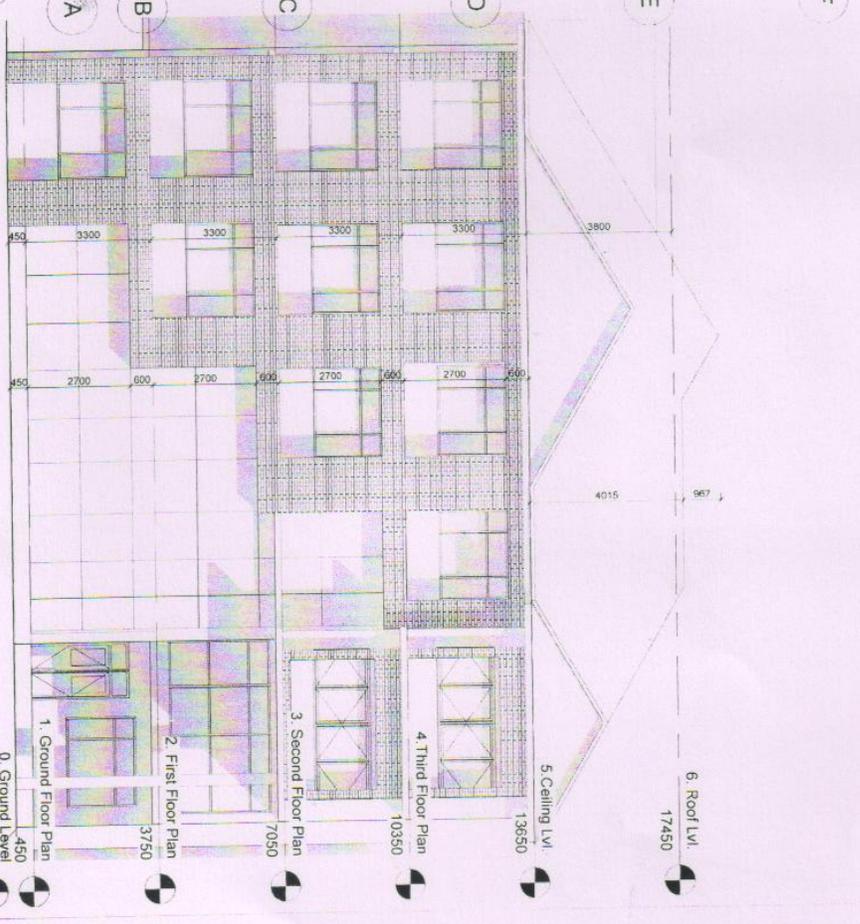
OWNER
 B.R. Rahl
 Architect
 No. Chandigarh 16001975

2 1 : 100
South Elevation

ABHILASHI EDUCATION SOCIETY
 A DEPARTMENT OF EDUCATION
 AT NER-CHOWK, DISTT. MANDI, H.P.)

Secretary
 Abhilashi Educational Society
 Ner-Chowk, Distt. Mandi (H.P.)

Date
 Scale 1 : 100



Handwritten signature and text in Hindi: "एन. चोपड़ा" and "N. Chopra".

APPENDIX-VI

DIFFERENT PROFORMAS USED BY COLLEGE

FOR OBTAINING FEEDBACK FROM

STUDENTS

TEACHER EVALUATION BY STUDENTS:

Please rate the course teachers on following attributes using the 5 points scale shown:



Very Good

Very Poor

TEACHER EVALUATION BY STUDENTS:

Please rate the course teachers on following attributes using the 5 points scale shown:



Very Good

Very Poor

TEACHER EVALUATION BY STUDENTS:

Please rate the course teachers on following attributes using the 5 points scale shown:



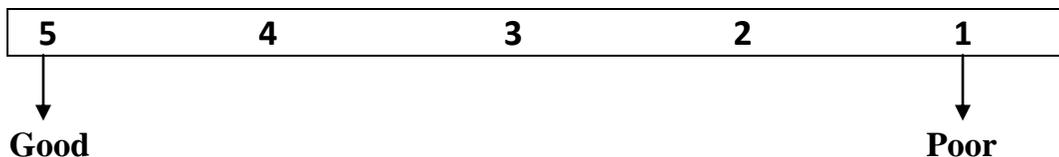
Very Good

Very Poor

Name of the Teacher- Attributes	Rating	Name of the Teacher- Attributes	Rating	Name of the Teacher- Attributes	Rating
1. Communication Skills		1. Communication Skills		1. Communication Skills	
2. Interest Generated by Teacher		2. Interest Generated by Teacher		2. Interest Generated by Teacher	
3. Ability to integrate course material with environment/other issue/other subjects		3. Ability to integrate course material with environment/other issue/other subjects		3. Ability to integrate course material with environment/other issue/other subjects	
4. Impartial & Equal dealing with all the students		4. Impartial & Equal dealing with all the students		4. Impartial & Equal dealing with all the students	
5. Accessibility of the teacher in and out of class		5. Accessibility of the teacher in and out of class		5. Accessibility of the teacher in and out of class	
6. Ability to design quizzes/examination/assignments to test understanding of the course.		6. Ability to design quizzes/examination/assignments to test understanding of the course.		6. Ability to design quizzes/examination/assignments to test understanding of the course.	
7. Sufficient timely feed back on students assignments/projects/tests.		7. Sufficient timely feed back on students assignments/projects/tests.		7. Sufficient timely feed back on students assignments/projects/tests.	
8. Knowledge base of the teacher.		8. Knowledge base of the teacher.		8. Knowledge base of the teacher.	
9. Sincerity /commitment of the teacher		9. Sincerity /commitment of the teacher		9. Sincerity /commitment of the teacher	
10. Punctuality		10. Punctuality		10. Punctuality	

OVERALL APPRAISAL OF THE COLLEGE BY STUDENTS

(Rate each Aspect out of 5)



1.	Academic Environment of the college	
2.	Usefulness of teaching-learning material available in the college	
3.	Fairness in Evaluation	
4.	Quality of feedback given by teachers	
5.	Opportunities for interaction with teachers	
6.	Teaching/training methodology used by teachers	
7.	Pre-preparation for theory class by teachers	
8.	Dealing of principal and administrative staff with the students	
9.	Sufficiency of infrastructure	
10.	Opportunities for using the different laboratories	
11.	Opportunities for organizing and participating in co-curricular activities.	
12.	Opportunities for intellectual enrichment	
13.	Timely coverage of course/syllabus by teachers	
14.	Computer Facilities	
15.	Availability and access of relevant course books in library	
16.	Overall rating of the college	

Suggestions for improving College functioning in future:

.....

.....

.....

.....

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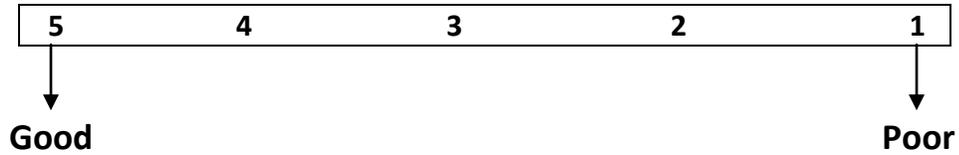
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RATING OF THE RESOURCE PERSON

PLEASE RATE THE RESOURCE PERSON USING FOLLOWING 5 POINTS
RATING SCALE



Name of Resource Person:.....

Topic:.....

Sr.No.	Criteria	Rating (out of 5)
1.	Communication skills of resource person.	
2.	Interest generated by the resource person.	
3.	Relevancy of the topic.	
4.	Opportunity for interaction with resource person.	
5.	Mastery of resource person in the concerned topic/field.	

APPENDIX-VII
EXTERNAL AUDIT REPORT
(2014-15)

M/S AKRAM NARESH & CO.
Chartered Accountants



HIMACHAL RADIO BUILDING, CHOUHATTA
BAZAR MANDI, OPP. SBI & PNB ATM., DISTT
MANDI HIMACHAL PRADESH 175001
Ph. 9418035602, 1905-226602

FORM NO. 10BB

[See Rule 16CC]

Audit report under section 10(23C) of the Income-tax Act, 1961, in the case of any fund or trust or institution or any university or other educational institution or any hospital or other medical institution referred to in sub-clause (iv) or sub-clause (v) or sub-clause (vi) or sub clause(via) of section 10(23C).

- (i) We have examined the Balance Sheet as at 31/03/2015 and the Income and Expenditure or Profit and Loss Account for the year ended on that date attached here with of ABHILASHI EDUCATIONAL SOCIETY AABTA0764A (name and PAN of fund or trust or institution or any university or other educational institution or any hospital or other medical institution).
- (ii) We certify that the Balance Sheet and the Income and Expenditure Account or Profit and Loss Account are in agreement with the books of account maintained by the head office at DISTT. MANDI HIMACHAL PRADESH and branches.
- (iii) Subjects to comments below
 - (a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.
 - (b) In our opinion, proper books of account have been kept by the head office and branches of the above-named fund, or trust, or institution or any university or other educational institution or any hospital or other medical institution so far as appears from our examination of the books of account.
 - (c) In our opinion and to the best of our information and according to the information given to me/us, the said accounts read with notes thereon, if any, give a true and fair view -
 - (1) In the case of the Balance Sheet, of the state of affairs of the above-named fund, or trust, or institution or any university or other educational institution or any hospital or other medical institution as at 31/03/2015 and
 - (2) In the case of Income and Expenditure Account or Profit and Loss Account, surplus or deficit or profit or loss for the year ended on that date.

Where any of the matters stated in this report is answered in the negative, or with a qualification, the report shall state the reasons for the same

The prescribed particulars are annexed herewith :

Place :DISTT MANDI
Date : 30/06/2015

For M/S AKRAM NARESH & CO.
Chartered Accountants

(NARESH KUMAR VASHISHT)
FCA
Membership No: 098389
Registration No: 020319n

**Annexure
Statement of Particulars
PART A-GENERAL**

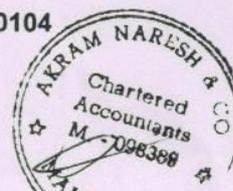
1. Name of the fund or trust or institution or any university or other educational institution or any hospital or other medical institution. **ABHILASHI EDUCATIONAL SOCIETY**
2. Address
- Flat/Door/Block No.
- Name of Premise/ Building/ Village
- Road/ Street /Post Office
- Area/ Locality **NERCHOWK**
- Town/ City/ District **DISTT. MANDI**
- State **HIMACHAL PRADESH**
- Pin Code **175008**
3. Permanent Account Number **AABTA0764A**
4. Assessment Year **2015-2016**
5. Sub-clause of section 10(23C) under which the fund or trust or institution or any university or other educational institution or any hospital or other medical institution is seeking exemption. **(vi)**

6. Number and date of notification/approval of the fund or trust or institution or any university or other educational institution or any hospital or other medical institution.

Number of notification/approval	Date of notification/approval
CCIT/HP/10(23C)/01/2010-11	20-Sep-2010

PART B - APPLICATION OF INCOME FOR CHARITABLE OR RELIGIOUS OR EDUCATIONAL OR PHILANTHROPIC PURPOSES

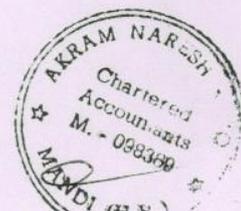
7. Nature of charitable/ religious/ educational/ philanthropic activity [as referred to in sub-clauses (iv),(v),(vi) or (via) of section 10(23C)] **Running of Educational Institutions**
8. Total income of the previous year of the fund or trust or institution or any university or other educational institution or any hospital or other medical institution **127695006**
9. Amount of income of the previous year applied during the year wholly and exclusively to the objects for which it is established **121390104**



10. Amount of income of the previous year accumulated for application, wholly and exclusively, to the objects for which it is established, to the extent it does not exceed 15% of income of that year. **6304902**
11. Amount of income, exceeding 15% of income of the year, accumulated in accordance with clause (a) of the third proviso to section 10(23C).
12. (a) Whether, during the previous year, any part of the income, not exceeding 15% of income accumulated in any earlier year, was applied for purposes other than to the objects for which it is established or has ceased to be accumulated for application thereto? **No**
- (b) If the answer to (a) above is 'yes', then give details of income so applied or ceased to be so accumulated
13. (a) Whether, during the previous year, any part of the income of any earlier year exceeding 15% of the income, that was accumulated in accordance with clause (a) of the third proviso to section 10(23C) in that year, was applied for purposes other than to the objects for which it is established or has ceased to be accumulated for application thereto? **No**
- (b) If the answer to (a) above is 'yes', then give details of income so applied or ceased to be so accumulated
14. (a) Whether, during the previous year, any part of the income of any earlier year exceeding 15% of the income, that was accumulated in accordance with clause (a) of the third proviso to section 10(23C) in that year, was not utilised for purposes for which it was accumulated during the period for which it was to be accumulated? **No**
- (b) If the answer to (a) above is 'yes', then give details thereof, together with amount of income not so utilised.

PART C - OTHER INFORMATION

15. (a) Whether any funds, other than the assets or voluntary contributions referred to in clause (b) of the third proviso to section 10(23C), were invested or deposited for any period during the previous year, otherwise than in the forms and modes specified in sub-section (5) of section 11. **No**
- (b) If the answer to (a) above is 'yes', then give details as under :
16. In relation to any income being profits and gains of business, -
- (a) whether the business was incidental to the attainment of the objectives of the fund or trust or institution or university or other educational institution or hospital or other medical institution ? **Yes**



(b) whether separate books of account were maintained in respect of such business ? **Yes**

(c) if the answer to (a) and/or (b) above is 'no', then state the amount of such income.

17. (a) whether during the previous year, any part of the accumulated income was paid or credited to any trust or institution registered under section 12AA or to any fund or trust or institution or any university or other educational institution or any hospital or other medical institution referred to in sub-clause (iv) or sub-clause (v) or sub-clause (vi) or sub-clause (via) of clause (23C) of section 10 ? **No**

(b) if the answer to (a) above is 'yes', then give details thereof, together with the amount of income so paid or credited.

18. (a) Whether any voluntary contribution, other than voluntary contribution in cash or voluntary contribution of the nature referred to in clause (b) of the third proviso to section 10(23C), was held during the previous year, otherwise than in any of the forms or modes specified in sub-section (5) of section 11, after the expiry of one year from the end of the previous year in which such voluntary contribution was received ? **No**

(b) if the answer to (a) above is 'yes', then give details thereof, including the amount of such voluntary contribution.

19. (a) whether any anonymous donation referred to in section 115 BBC was received during the year? (See notes 2 &3) **No**

(b) if the answer to (a) above is 'yes', then state the amount of such anonymous donation.

Place :DISTT MANDI

Date : 30/06/2015

For M/S AKRAM NARESH & CO.
Chartered Accountants

(NARESH KUMAR VASHISHT)

FCA

Membership No: 098389

Registration No: 020319n

ABHILASHI EDUCATIONAL SOCIETY NERCHOWK DISTT. MANDI (H.P.)

BALANCE SHEET AS AT 31-03-2015

LIABILITIES	AMOUNTS(RS.)	ASSETS	AMOUNTS(RS.)
<u>CAPITAL FUND</u>	5801000.00	<u>FIXED ASSETS</u>	268162726.50
		(As per schedule)	
<u>RESERVE & SURPLUSES</u> (As Per Schedule)	148419097.96		
<u>SECURED LOAN</u> (As Per List)	103892243.31		
<u>UNSECURED LOAN</u> -From Friends Relative	23184200.00	<u>CURRENT ASSETS</u>	0.00
		Endowment Fund	100000.00
<u>CURRENT LIABILITIES</u>		Bank FDR	28357026.00
Sundry Creditors	3805367.00	Tax Deducted At Source	222423.00
Expenses Payable	2784693.00	Security	6000.00
Fees Received in Advance	9378640.00	Security -Electricity	27283.00
		Security -Telephone	500.00
		Cash & Bank Balance	
		Cash in Hand	155975.76
		Cash at Bank	233307.01
TOTAL:-	297265241.27	TOTAL:-	297265241.27

AUDITORS REPORTS

PLACE :- MANDI
DATED:- 30-06-2015

FOR : AKRAM NARESH & CO.
CHARTERED ACCOUNTANTS
Accountants
NARESH KUMAR (FCA)
PARTNER
MANDI NO. 098389

ABHILASHI EDUCATIONAL SOCIETY NERCHOWK DISTT. MANDI (H.P)			
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31-03-2015			
EXPENDITURE	AMOUNTS(RS.)	INCOME	AMOUNTS(RS.)
To School Exp.	312480.00	By Gross Receipts	125478670.00
To Advertisement Expenses	2476420.00	By Bank Interest	2203756.00
To Affilation Fee	1975800.00	By Misc Income	12580.00
To Apporval Fee	1460500.00		
To Bank Charges	152870.00		
To Vehicle Repair & Maintanance	4386750.00		
To Counselling Fee Exp.	574600.00		
To Electricity Expenses	1186570.00		
To Examination Fee Expenses	78680.00		
To Printing & Stationery	736410.00		
To Freight & Coolies Exp.	86280.00		
To Function & Seminar Expenses	112640.00		
To Guest Stay & Refreshment Exp.	186380.00		
To Bank Interest	16248693.00		
To Laboratory Consumable Exp.	326870.00		
To Legal Charges	18000.00		
To Membership Fee	10000.00		
To Mess Charges	4286430.00		
To Misc. Expenses	376480.00		
To Telephone & Internet Charges	432750.00		
To News Paper & Periodicals	123870.00		
To Petrol & Disel Expenses	2678420.00		
To Rent Account	600000.00		
To General Repair & Maint. Exp.	192680.00		
To Salary Account	31675400.00		
To Misc Adm. Exp.	382750.00		
To Audit Fees	36000.00		
To Depreciation	31487569.70		
To Excess of Income over Expenditure	25092713.30		
TOTAL:-	127695006.00	TOTAL:-	127695006.00

AUDITORS REPORTS

0.00

PLACE :- MANDI

DATED:- 30-06-2015

FOR : AKRAM NARESH & CO.
CHARTERED ACCOUNTANTS



ABHILASHI EDUCATIONAL SOCIETY NERCHOWK DISTT. MANDI (H.P)
RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDED ON 31ST MARCH 2015

RECEIPTS		AMOUNTS(RS.)	PAYMENTS	AMOUNTS(RS.)
By Opening Balance			To School Exp.	312480.00
-Cash in Hand	591508.14		To Advertisement Expenses	2476420.00
-Cash at bank	16446756.15	17038264.29	To Affilation Fee	1975800.00
			To Apporval Fee	1460500.00
By Gross Receipts		126008617.00	To Bank Charges	152870.00
By Bank Interest		2203756.00	To Vehicle Repair & Maintanance	4386750.00
By Misc Income		12580.00	To Counselling Fee Exp.	574600.00
By Increase in Creditors		3559694.00	To Electricity Expenses	1186570.00
			To Examination Fee Expenses	78680.00
			To Printing & Stationery	736410.00
			To Freight & Coolies Exp.	86280.00
			To Function & Seminar Expenses	112640.00
			To Guest Stay & Refreshment Exp.	186380.00
			To Bank Interest	16248693.00
			To Laboratory Consumable Exp.	326870.00
			To Legal Charges	18000.00
			To Membership Fee	10000.00
			To Mess Charges	4286430.00
			To Misc. Expenses	376480.00
			To Telephone & Internet Charges	432750.00
			To News Paper & Periodicals	123870.00
			To Petrol & Disel Expenses	2678420.00
			To Rent Account	600000.00
			To General Repair & Maint. Exp.	192680.00
			To Salary Account	30151476.00
			To Misc Adm. Exp.	382750.00
			To Audit Fees	24000.00
			To Decrease in Secured Loans	24234982.52
			To Addition in Fixed Asssets	26040398.00
			To Income tax Deducuted at Source	222423.00
			To Closing Balances:-	
			Cash in Hand	155975.76
			Bank FDR	28357026.00
			Bank Balance	233307.01
				28746308.77
TOTAL:-		148822911.29	TOTAL:-	148822911.29

AUDITORS REPORTS

PLACE :- MANDI
 DATED:- 30-06-2015

FOR : AKRAM NARESH & CO.
 CHARTERED ACCOUNTANTS

NARESH KUMAR (FCA)
 PARTNER



DETAIL OF RESERVES & SURPLUSES AS ON 31-03-2015	
Opening Balance	123755741.66
Add:- Donation for Corpus	0.00
-Excess of Income Over Expenditure	25092713.30
	148848454.96
Less: TDS 2013-14	429357.00
TOTAL	148419097.96

LIST OF SECURED LOAN AS ON 31-03-2015	
PNB Loan - 303400ND00000028	5487123.00
Central Bank of India OD - 3180217947	17655390.00
State Bank of Patiala - 65152030732	4748244.31
IDBI Bank - 0730672200000028	50073671.00
IDBI Bank - 7306732000000037	25927815.00
TOTAL:-	103892243.31

DETAIL OF BANK BALANCES AS ON 31-3-2015	
PARTICULARS	AMOUNT
PNB C/A - 3034002100116210	3471.90
Sbop 65114708002	96907.00
Sbop (65034635814)	170.00
Sbop(65101995985)	3038.00
Central Bank of India - 3180162418	28354.00
Sbop Nerchowk-65007991524	4082.00
Sbop - 4614	30.00
IDBI-0730104000013721	7398.11
HP STATE CO OP BANK-31920100522	11254.00
HP STATE CO OP BANK-31920100521	7198.00
HP STATE CO OP BANK-31920100523	34556.00
SBI-32139481452	36848.00
TOTAL	233307.01

LIST OF SUNDRY CREDITORS AS ON 31.03.2015	
PARTICULARS	AMOUNT
B.R. Traders	1245640.00
Anand Electronics	25321.00
Ascom Technologies	456369.00
Asha Aluminium Fabrication Ind.	14541.00
Chandel Arts	14243.00
Famra Filling Station	45414.00
Kapoor Contractor	648744.00
Nirman Trade Links	142410.00
Sharma Hardware	748963.00
Maa Shoolini Aluminium Decorators	124111.00
Naina Industry	324171.00
Naresh Steel Furniture	15440.00
TOTAL:-	3805367.00

DETAIL OF EXPENSES PAYABLE AS ON 31-03-2015	
PARTICULARS	AMOUNT
Salary Payable	2748693.00
Audit Fees Payable	36000.00
TOTAL:-	2784693.00



SCHEDULE-I OF DEPRECIATION & FIXED ASSETS (A & C) AS ON 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION\ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Computer	2.79	78650.00	0.00	78652.79	47191.67	31461.12
Furniture & Fixture	85470.27	0.00	0.00	85470.27	8547.03	76923.25
Laboratory Instruments	3504.23	0.00	0.00	3504.23	525.63	2978.59
T.V.	688.36	0.00	0.00	688.36	103.25	585.11
Tata Sumo Victa	138330.09	0.00	0.00	138330.09	20749.51	117580.57
Sports Material	5983.47	0.00	0.00	5983.47	598.35	5385.12
Total	233979.21	78650.00	0.00	312629.21	77715.45	234913.76

SCHEDULE-II OF DEPRECIATION & FIXED ASSETS (B.Ed & M. Ed)						
PARTICULARS	OPENING BALANCE	ADDITION\ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Computer	1878.49	0.00	0.00	1878.49	1127.09	751.40
Furniture & Fixture	1452418.42	0.00	0.00	1452418.42	145241.84	1307176.58
Laboratory Instruments	999913.08	0.00	0.00	999913.08	149986.96	849926.12
Liabrary Books	271046.83	78690.00	0.00	349736.83	52460.52	297276.30
T.V.	2660.24	0.00	0.00	2660.24	399.04	2261.20
Land	2093060.00	0.00	0.00	2093060.00	0.00	2093060.00
Car	531676.59	0.00	0.00	531676.59	79751.49	451925.10
Misc. Equipment	215034.14	0.00	248690.00	463724.14	50906.87	412817.27
Photostate Machine	75159.20	0.00	0.00	75159.20	17273.88	63885.32
Water Cooler	12362.56	0.00	0.00	12362.56	1854.38	10508.17
Aquaguard	3835.64	0.00	0.00	3835.64	383.56	3452.08
Building	2866981.93	0.00	0.00	2866981.93	286698.19	2580283.74
Mike & Sound System	5609.56	0.00	0.00	5609.56	841.43	4768.12
Vedio Camera	9681.64	0.00	0.00	9681.64	968.16	8713.47
Mobile	3468.95	0.00	0.00	3468.95	520.34	2948.60
Total	8544787.25	78690.00	248690.00	8872167.25	782413.78	8089753.48

SCHEDULE-III OF DEPRECIATION & FIXED ASSETS (SCHOOL) AS ON 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION\ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Liabrary Books	172855.81	45240.00	0.00	218095.81	32714.37	185381.44
Shisha & Jhula	529.76	0.00	0.00	529.76	317.85	211.90
Misc Assets	153814.49	0.00	448693.00	602507.49	56724.15	545783.34
Computer	282040.52	0.00	0.00	282040.52	42306.08	239734.45
Photostate Machine	4104.27	0.00	0.00	4104.27	615.64	3488.63
School Bus	1441840.24	0.00	0.00	1441840.24	216276.04	1225564.21
Toys	5071.84	0.00	0.00	5071.84	760.78	4311.06
Total	2060256.93	45240.00	448693.00	2554189.93	349714.90	2204475.03

SCHEDULE-IV OF DEPRECIATION & FIXED ASSETS (B. PHARMACY) A 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION\ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Building	8052397.74	0.00	0.00	8052397.74	805239.77	7247157.97
Furniture & Fixture	1930153.90	248690.00	0.00	2178843.90	217884.39	1960959.51
Bus	1271952.11	0.00	0.00	1271952.11	190792.82	1081159.30
Laboratory Instruments	6653613.73	0.00	1458694.00	8112307.73	1107444.11	7004863.62
Liabrary Books	458371.59	85630.00	0.00	544001.59	81600.24	462401.35
Computer	299291.33	0.00	148963.00	448254.33	224263.70	223990.63
Fridge	2164.70	0.00	0.00	2164.70	324.70	1839.99
Water Cooler	3980.37	0.00	0.00	3980.37	597.06	3383.32
Total	18671925.48	334320.00	1607657.00	20613902.48	2628146.79	17985755.69

SCHEDULE-V OF DEPRECIATION & FIXED ASSETS (MBA, BBA & BCA 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION\ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Liabrary Books	250594.41	42600.00	0.00	293194.41	13979.46	249215.25
Computer	3165180.58	0.00	0.00	3165180.58	474777.09	2690403.49
Furniture & Fixtures	226778.00	848963.00	0.00	1075741.00	161857.75	914379.85
Total	3642552.99	891563.00	0.00	4534115.99	680147.20	41353998.59

A. K. RAM NA. 13079.16
 474777.09
 161857.75
 680147.20
 M. - 09/03/2015
 (H.P.)

SCHEDULE-VI OF DEPRECIATION & FIXED ASSETS (B. P. Ed) AS ON 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION \ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Liabrary Books	61589.91	0.00	75414.00	137003.91	14894.54	122109.38
Furniture & Fixture	253569.89	0.00	0.00	253569.89	25356.99	228212.90
Lab Equipments	122695.70	0.00	0.00	122695.70	18404.35	104291.34
Sports Instruments	147183.00	0.00	0.00	147183.00	22077.45	125105.55
Total	585038.50	0.00	75414.00	660452.50	80733.33	579719.17

SCHEDULE-VII OF DEPRECIATION & FIXED ASSETS (BIO- TECH) AS C 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION \ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Liabrary Books	113711.46	0.00	0.00	113711.46	17056.72	96654.74
Lab Equipments	1129560.70	0.00	748951.00	1878511.70	225605.43	1652906.27
Total	1243272.16	0.00	748951.00	1992223.16	242662.15	1749561.01

SCHEDULE-VIII OF DEP. & FIXED ASSETS (INST.OF LIFE SCIENCE) A: 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION \ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Building	11501621.00	0.00	0.00	11501621.00	1150162.10	10351458.90
Equipments	2076568.32	1248745.00	0.00	3325313.32	498797.00	2826516.33
Library Books	156278.86	0.00	0.00	156278.86	23441.83	132837.03
Total	13734468.18	1248745.00	0.00	14983213.18	1672400.93	13310812.25

SCHEDULE-X OF DEP. & OTHER FIXED ASSETS(b.Tech & Pharmacy AS 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION \ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Plant & Machinery	19951134.01	54541.00	545746.00	20551421.01	3041782.20	17509638.81
Furniture & Fixture	3241014.39	0.00	248690.00	3489704.39	336535.94	3153168.45
Building	191217219.10	0.00	0.00	191217219.10	19121721.91	172095497.19
Land Chail Chowk	10484250.00	0.00	0.00	10484250.00	0.00	10484250.00
Total	224893617.50	54541.00	794436.00	225742594.50	22500040.05	203242554.45

SCHEDULE-XI OF DEP. & OTHER FIXED ASSETS(DEPTT OF AGRI.) AS 31-03-2015						
PARTICULARS	OPENING BALANCE	ADDITION \ DURING THE YEAR		TOTAL	DEPRECIATION	CLOSING BALANCE
		>182 days	< 182 Days			
Furniture & Fixture	0.00	2048741.00	1047963.00	3096704.00	385908.38	2710795.63
Plant & Machinery	0.00	1548746.00	1785941.00	3334687.00	244171.65	3090515.35
Building	0.00	5287987.00	4924414.00	10212401.00	1021240.10	9191160.90
Computer	0.00	2741016.00	0.00	2741016.00	822304.80	1918711.20
Total	0.00	11626490.00	7758318.00	19384808.00	2473624.93	16911183.08
GRAND TOTAL (1-XI)	273609898.20	14358239.00	11682159.00	299650296.20	31487569.70	268162726.50



APPENDIX-VIII

COPIES OF RECOGNITION ORDERS BY NCTE

FOR B.Ed. AND M.Ed. COURSES

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
NORTHERN REGIONAL COMMITTEE

Office :- A-46, Shanti Path, Tilak Nagar, Jaipur – 302004

Website : <http://www.ncte-in.org>

E-mail : nrc@yahoo.com

Ph. No. :- 0141-2623501, 2622661

Fax No. :- 0141-2620116

F.NRC/NCTE/F-3/HP-86/2003/2161

By Fax / Speed Post / Registered
3rd July, 2003

ORDER

Abhilashi College of Education, Ner Chowk, Teh. Sadar, Distt. – Mandi, Himachal Pradesh - 175008 had submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition for B.Ed. course of One year duration from the academic session 2003-2004 in terms of Section 14 (1) of the NCTE Act, 1993.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following :-

- i. The institution has acquired the land for setting up the teacher education institution.
- ii. The institution has constructed the building for conducting the course on the above mentioned land.
- iii. The institution has created an Endowment Fund of Rs. 5,00,000/- (Rupees Five Lacs Only) and a Reserve Fund of Rs. 3,00,000/- (Rupees Three Lacs Only).

3. Now, therefore, in exercise of the powers vested under Section 14 (3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Abhilashi College of Education, Ner Chowk, Teh. Sadar, Distt. – Mandi, Himachal Pradesh - 175008 for an intake of 100 (One Hundred) seats in B.Ed. course of One year duration from the academic session 2003-2004 subject to fulfillment of the following **before the commencement of the session :-**

- (a) Appointment of the faculty members duly qualified and staff as per the norms of NCTE/State Govt./UGC is to be completed before the commencement of the session.

Contd. 2...

- (b) The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session 2003-2004.
 - (c) The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
 - (d) The institution shall within ONE MONTH of the receipt of recognition order, convert the **Endowment Fund** account into a joint account in the form of FDR for a period of not less than SIXTY MONTHS (Five years) in a Nationalized Bank only (and not any other certificate) to be operated along with an official of the Regional Committee.
 - (e) That the **Reserve Fund** for an amount equal to three months salary of the staff be maintained, in the form of FDR in favour of the management / institution, for a period of not less than SIXTY MONTHS (Five years) in a Nationalized Bank.
 - (f) **Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993.**
4. Recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.
5. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.
6. The institution shall submit to the Regional Committee a **Self-Appraisal Report** at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.
7. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and /or Order made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

Contd. 3...

8. Please acknowledge receipt of this order together with its enclosures.

By Order,

Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section),
Civil Lines,
Delhi - 110054.

Copy to :-

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. The Education Secretary, Government of Himachal Pradesh, Shimla.
3. The Director, Directorate of Higher Education, I/c Teacher Education, Government of Himachal Pradesh, Shimla.
4. The Registrar, H.P. University, Shimla - to ensure compliance of the clause 4 of the recognition order, in case the institution is not found to have complied with the said requirements, the University shall withhold the affiliation and report the same to NRC, NCTE.
5. The Member Secretary, National Council for Teacher Education, I.P.Estate, I.G.I.Stadium, New Delhi - 110002.
6. The Chairman, **Abhilashi College of Education, Ner Chowk, Teh. Sadar, Distt. - Mandi, Himachal Pradesh - 175008** - A copy of the procedure for creation of Endowment Fund and Reserve Fund is enclosed.
7. The Under Secretary, Computer Section, NCTE, I.P.Estate, I.G.I.Stadium, New Delhi - 110002.
8. The Computer Cell (NRC), Jaipur.

Regional Director

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

F.NRC/NCTE/F-7/HP-230/2007 27438
APN 0 4 6 4 9

Date: 13 SEP 2007

ORDER

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 **Abhilashi College of Educaiton, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh,** has submitted an application (code No. 04649) to the Northern Regional Committee of NCTE for grant of recognition/permission for **B.Ed. Course** of one year duration with an additional intake of **100 (One Hundred Only)** students

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **Abhilashi College of Educaiton, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh,** for conducting **B.Ed. Course** of one year duration with an additional intake of 100 (One hundred only) making total intake of **200 (100+100)** students under clause 7(12) of Regulation dated 13.01.2006 subject to fulfillment of the following:

- (i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.
- (ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

Coht.....02

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction: U.P., Utranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

Phone No. : 0141-2623501 (O), Telefax No.: 0141-2620116 (RD)

E-mail: nrc@ncte-in.org

Website: http://www.ncte-in.org

::02::

7. The institution shall maintain & update the Website as per provisions of NCTE Regulations.
8. The staff appointed is to be rectified by the University and the copy of same is to be submitted to this office for records.

By order,

(S.S. Rana)
Under Secretary

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

Copy to

- ✓ 1. The Principal, **Abhilashi College of Education, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh,**
2. The Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
3. The Secretary, Education, Govt. of Himachal Pradesh, Shimla.
4. The Registrar, H.P. University, Shimla, H.P. ✓
5. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Himachal Pradesh, Director, Shimla, H.P.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
7. Office order file/Institution file.


Under Secretary

F. No. NRC/NCTE/ HP-86 & HP-230/2015/ 116712 FIS Dated:

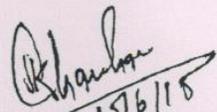
15 JUN 2015

Corrigendum

The following paras mentioned in the revised recognition order No.F.No./NRC/NCTE/HP-230/2015/113290-113296 dated 06.06.2015 be read as follows:

Para No.	Written as	Read as
2.	ANDWHEREAS, the institution Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh was recognized by NRC vide its Order No. NRC/NCTE/F-7/HP-230/27437-443 dated 13.09.2007 for B.Ed. course for 100 seats.	ANDWHEREAS, the institution Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh was recognized by NRC vide its Order No. NRC/NCTE/F-7/HP-230/27437-443 dated 13.09.2007 for B.Ed. course for (Existing 100+Additional 100= 200 seats) 200 Seats.
3.	ANDWHEREAS, the institution Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh has by affidavit consented to come under New Regulations and south for two basic units in B.Ed. which required additional facilities.	ANDWHEREAS, the institution Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh has by affidavit consented to come under New Regulations and south for four basic units in B.Ed. which required additional facilities.
4.	ANDWHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.	ANDWHEREAS, it has been decided to permit the institution to have four basic units of 50 students each subject to the institution fulfilling following conditions namely.
5.	Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issued the revised Recognition Order to Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh for conducting B.Ed. programme of two years duration with an annual intake of 100 or two basic units of 50 students each from the academic session 2015-2016 subject fulfillment of the conditions mentioned herein before 31.10.2015.	Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issued the revised Recognition Order to Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh for conducting B.Ed. programme of two years duration with an annual intake of 200 for four basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Other contents of the said order shall remain unchanged.


(Dr. S.K. Chauhan)
Regional Director

The Manger to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

Copy to:

1. The Principal, Abhilashi College of Education, Ner, Chowk, Sadar, Dist.- Mandi-175001, Himachal Pradesh
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
3. The Principal Secretary, (Education) to the Govt. of H.P., Shimla-2 (HP)
4. The Director, Directorate of Higher Education, I/C Teacher Education, Government of Himachal Pradesh, Directorate, Shimla, HP.
5. The Registrar, Himachal Pradesh University, Shimla (Himachal Pradesh)
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file.

F.NRC/NCTE/F-7/HP-227/2007 27482-27488

APN	0	4	5	7	8
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Date:

ORDER

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 **Abhilashi College of Education, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh**, has submitted an application (code No. 04578) to the Northern Regional Committee of NCTE for grant of recognition/permission for **M.Ed. Course** of one year duration with an annual intake of **25 (Twenty five Only)** students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **Abhilashi College of Education, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh**, for conducting **M.Ed.** Course of one year duration with an annual intake of 25 (Twenty five only) students under clause 7(12) of Regulation dated 13.01.2006 subject to fulfillment of the following:

- (i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.
- (ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

Cont.....02

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7. The institution shall maintain & update the Website as per provisions of NCTE Regulations.

8. The staff appointed is to be rectified by the University and the copy of same is to be submitted to this office for records.

By order,

(S.S. Rana)

Under Secretary

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

Copy to

1. ✓ The Principal, **Abhilashi College of Education, Ner Chowk, Sadar, Distt. - Mandi - 175008, Himachal Pradesh,**
2. The Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
3. The Secretary, Education, Govt. of Himachal Pradesh, Shimla.
4. The Registrar, H.P. University, Shimla, H.P.
5. The Director, Directorate of Higher Education, I/C Teacher Education, Govt. of Himachal Pradesh, Director, Shimla, H.P.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
7. Office order file/Institution file.

Under Secretary

dl/c

No.1-183/98-HPU (Acad.) Vol.-IX
Himachal Pradesh University
Academic Branch

Dated Shimla-5, the 12 / AUG 2010

"NOTIFICATION"

The Vice- Chancellor has been pleased to adopt the second amendments of the NCTE (Recognition Norms & Procedure) Regulation 2010 regarding Enhancement in the intake of M.Ed program from 25 to 35 seats as circulated by the NCTE vide letter No.49-4/2010/PT/NCTE/(N&S) dated 9.08.2010 under paragraphs 5(a), for its implementation in the University, colleges affiliated /maintained by H.P. University from the session 2010-2011. Copy of which is available on NCTE website i.e.(www.ncte-india.org).

Endst. No. Even.
Copy to:

1. All the Principals of the affiliated colleges offering M.Ed Course in the HP State for information.
2. The Chairperson/ Co-ordinator M.Ed Admission committee, Deptt of Education, HP. University for information and further necessary action pl.
3. The DR. (Estt)/AR (Admn) and AR (Rectt), HPU, Shimla-5 alongwith copy of amendment for further n/a pl.
4. The Director of Education, H.P., Shimla-1.
5. SPS to Vice-Chancellor/SPS to Registrar, HPU, Shimla-5
6. Guard file.

Registrar
Dated: 12 / AUG 2010

Registrar

F. No./NRC/NCTE/HP-227/2015 / 113084

Dated:

6 JUN 20

TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS**, the institution **Abhilashi College of Education, Ner Chowk, Sadar, Dist. – Mandi – 175008, Himachal Pradesh** was recognized by NRC vide its Order No. NRC/NCTE/F-7/HP-227/2007/27482-488 dated 13.09.2007 for M.Ed. course for 25 seats, increased later on 35 seats.

3. **AND WHEREAS**, the institution **Abhilashi College of Education, Ner Chowk, Sadar, Dist. – Mandi – 175008, Himachal Pradesh** has by affidavit consented to come under New Regulations and sought for one basic unit in M.Ed. which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely.

- (i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- (ii) The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- (iv) In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Northern Regional Committee in respect of Section 17/complaint cases etc.

5. **Now therefore**, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to **Abhilashi College of Education, Ner Chowk, Sadar, Dist. – Mandi – 175008, Himachal Pradesh** for conducting M.Ed. programme of two years duration with an annual intake of 50 for one basic unit of 50 students from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

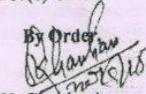
6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University /Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left or joined during the last quarter.
- (d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
- (e) Fee charged from students.
- (f) Available infrastructural facilities.
- (g) Facilities added during the last quarter.
- (h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
- (i) The affidavit with enclosure submitted along with application.
- (j) The institution shall be free to post additional relevant information, if it so desires.
- (k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order

(Dr. S.K. Chauhan)
Regional Director

The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

Copy to:-

- ✓ 1. The Principal, Abhilashi College of Education, Ner Chowk, Sadar, Dist. - Mandi - 175008, Himachal Pradesh.
2. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
3. The Principal Secretary, (Education) to the Govt. of H.P., Shimla-2 (HP).
4. The Director, Directorate of Higher Education, I/C Teacher Education, Government of Himachal Pradesh, Directorate, Shimla, HP.
5. The Registrar, Himachal Pradesh University, Shimla (Himachal Pradesh).
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file


Regional Director

APPENDIX-IX

UNIVERSITY RESULTS OF B.Ed. AND M.Ed.
COURSES FOR ACADEMIC SESSION 2014-15

Center Name :- Abhilashi College of Education, Ner-Chowk, Teh. Sadar, Distt. Mandi (H.P.)

XI

Roll Number	Regd. No.	Student Name	Father's Name	Theory	Practical
40101	11-MLS-606	BHAVNA NAIK	JAGDISH LAL	647	170
40102	10-mls-423	LALITA KUMARI	SH KHEM CHAND	602	150
40103	14-ACE-111	SONAM CHAUHAN	SH SANT RAM CHAUHAN	613	166
40104	14-ACE-113	PRIYANKA	TRILOK SIGH	590	152
40105	11-MA-881	ANAMIKA SHARMA	SHASHI KUMAR	654	170
40106	09-KL-119	SURAKSHA KUMARI	RAMESH CHAND	587	143
40107	11-KL-176	KAVITA RANA	SES RAM	600	158
40108	10-MLS-424	PRATIBHA CHAUHAN	TEK CHAND	615	155
40109	11-KL-178	ANITA RAJ	PRITAM CHAND	640	158
40110	10-KL-193	KHEM LATA	GIAN CHAND	638	150
40111	11-MA-913	DEEPIKA	RAM LAL	616	152
40112	11-MA-964	URMILA	LAXMAN DASS	648	146
40113	11-MA-997	TANUJA	PRITAM SINGH	618	154
40114	14-ACE-10	ASTAMI ROY	RABINDRA NATH ROY	606	165
40115	08-BP-68	UMA SHARMA	SHUKAL KUMAR	593	159
40116	10-BP-65	USHA THAKUR	HOSHIAR SINGH	574	150
40117	11MA1253	DEEPIKA	RAM LAL	620	151
40118	14-ACE-11	KAVITA KUMARI	RAJENDER KUMAR	565	151
40119	11-SN-856	POOJA DEVI	BHOOP SINGH	600	149
40120	11-GGP-173	KALPNA RANA	BHAGMAL RANA	653	153
40121	11-MLS-76	SHEETAL CHAUHAN	AMAR SINGH	637	149
40122	14-ACE-12	BISWAJIT MONDAL	MADHAB MONDAL	546	155
40123	14-ACE-13	BHASKAR ROY PRAMANIK	ANATH BANDHU ROY PRAMANIK	566	158
40124	14-ACE-14	MRITYUNJAY SUTRADHAR	MANORANJAN SUTRADHAR	610	155
40125	14-ACE-15	HIMANGSHU BARMAN	KHAGENDRA NATH BARMAN	504	155
40126	14-ACE-16	TANIYA KUNDU	BADAL CH KUNDU	627	153
40127	11-KL-795	GULAB CHAND	KEHAR SINGH	595	140
40128	07-BP-298	MAMTA DEVI	NEEM CHAND	599	141
40129	08-MA-563	VIDYA DEVI	HIRA SINGH	575	140
40130	05-MA-	VIDYA DEVI	SUKH RAM	594	153

	353				
40131	03-GCM-179	RAJEEV KUMAR	DURGA SINGH	620	147
40132	11PMA1478	SOMA DEVI	BANSHI RAM	599	148
40133	11-MA-296	KHIMI DEVI	CHURAMANI	598	150
40134	11-GSM-19	CHANDRA DEVI	SHER SINGH	612	153
40135	14-ACE-17	PRITAM KARMAKAR	PANKAJ KUMAR KARMAKAR	540	153
40136	07-gk-179	AMITA	SURAT KUMAR	616	151
40137	11-DA-906	KAVITA KUMARI	BAHADUR SINGH	631	150
40138	11-GSK-46	SUNEETA KUMARI	BANSI LAL	620	144
40139	11-GSK-87	POOJA	DESH RAJ	630	152
40140	08-CB-380	SUBHASH CHANDER	ANANT SINGH	557	148
40141	11-GCB-79	RAHUL	AMAR SINGH	588	143
40142	09-DA-684	ROKENDER KUMAR	BHAG SINGH	546	141
40143	09-CB-346	MANI RAM	AMAR NATH	540	147
40144	11-MA-218	SUMAN KUMARI	NAGNU RAM	589	142
40145	09-GHK-18	JYOTI MALA	MOHAR SINGH	618	144
40146	11-GCD-02	KUSHAM LATA	DULLU RAM	652	167
40147	09-PMA-192	BABITA THAKUR	DUNI CHAND	645	142
40148	08-GCD-16	CHANDERSHEKHAR	RAM CHAND	601	145
40149	14-ACE-18	BIPLAB MANDAL	BHULENDRA NATH MANDAL	428	143
40150	10-KL-803	KALPNA KAPOOR	PEENA LAL KAPOOR	546	147
40151	14-ACE-19	ABHIJIT KAR	AMAREHS KAR	540	152
40152	14-ACE-20	HRISHIKESH SEN	JOGESH CHANDRA SEN	645	149
40153	14-ACE-21	ANITA BASNETT	LALL BAHADUR BASNETT	623	150
40154	14-ACE-22	NANDINI ROY	RANJIT KUMAR ROY	549	146
40155	14-ACE-23	SHYAM GURUNG	TIKA RAM GURUNG	625	151
40156	14-ACE-24	SONAM DOMA BHUTIA	DAWA BHUTIA	615	142
40157	14-ACE-25	SOURAV SAHA	PABITRA SAHA	568	145
40158	14-ACE-26	GUNJISHA THAKURI	AMRIT THAKURI	540	140
40159	14-ACE-27	SANTANU DAS	LATE GURUPADA DAS	628	146
40160	14-ACE-28	PRIYAK DUTTA	PRANAB KUMAR DUTTA	542	148
40161		ANKITA CHAUDHARY	RAJA RAM VERMA	CS Registration	
40162	14-ACE-29	DAWA DOMA BHUTIA	THAMCHHE BHUTIA	555	151
40163	14-ACE-30	SONAM DOMA BHUTIA	CHUK-TSHERING BHUTIA	614	145

40164	14-ACE-31	CHEGU DOMA BHUTIA	LT. JAMAING BHUTIA	623	142
40165	14-ACE-32	BIDISHA RAY	SATYENDRA NATH ROY	633	151
40166	14-ACE-33	ALOKESH ROY	AJIT KUMAR ROY	608	145
40167	14-ACE-34	AMALESH ROY	KALIPADA ROY	641	145
40168	14-ACE-35	ALOKESH ROY	JATINDRA NATH ROY	530	150
40169	14-ACE-36	SOHAG CHANDRA DAS	SHANKAR CHANDRA DAS	608	143
40170	14-ACE-37	SHEFALI ROY	BABUCHAN ROY	619	149
40171	14-ACE-38	ABHISHEK ROY	SUNIL KUMAR ROY	549	145
40172	14-ACE-39	KUSHI ROY	NRIPEN ROY	581	152
40173	14-ACE-40	MAMUN RASHED	NAZRUL ISLAM	597	147
40174	14-ACE-41	JAYSHREE ROY	DHIRESH CHANDRA ROY	602	145
40175	14-ACE-42	SAMPA RAY	KANAK KUMAR RAY	614	148
40176	14-ACE-43	NILIMA BARMAN	BIMAL CHANDRA BARMAN	657	145
40177	14-ACE-44	NAMITA DAS	NAKUL DAS	557	152
40178	14-ACE-45	SUJIT ROY	PANCHANAN ROY	552	153
40179	14-ACE-46	PRATIMA NARJINARY	KHAREN NARJINARY	600	144
40180	14-ACE-47	RABINDRA DEBSINGHA	RAJKANTA DEBSINGHA	517	148
40181	14-ACE-48	ANINDITA ROY	PRIYANATH ROY	609	148
40182	14-ACE-49	GOLAPI MALLIK	ANSHUPATI MALLIK	579	147
40183	14-ACE-50	CHANDAN DUTTA	BROJOGOPAL DUTTA	645	148
40184	14-ACE-51	SANGITA CHOWDHURY	JOYGURU CHOWDHURY	565	145
40185	14-ACE-52	TAMA DEY	KALIPADA DEY	634	146
40186	14-ACE-53	JANI PAUL	JUDHISTHIR PAUL	565	144
40187	14-ACE-54	RANJAN DUTTA	NIMAI DUTTA	571	148
40188	14-ACE-55	SWAPNA BARMAN	CHANDRA PRASAD BARMAN	554	142
40189	14-ACE-56	ANUP ROY	ANANTA ROY	600	145
40190	14-ACE-57	MANJIL RAHAMAN PRODHAN	LATE AMIR SHA RAHAMAN	638	143
40191	14-ACE-106	PINKU HOSSAIN	YAKUB ALI	589	145
40192	14-ACE-58	DHIMAN ROY	DEBNATH ROY	566	148
40193	14-ACE-59	RUMA ROY	SHYAM KANTA ROY	556	146
40194	14-ACE-60	NUPUR MODAK	PROFULLO MODAK	613	150
40195	14-ACE-107	BIJAN KUMAR NANDI	SUSHANTA NANDI	582	148
40196	14-ACE-61	PRITHA DAS	PINTU DAS	627	148
40197	14-ACE-108	SHYAMAL CHANDRA BARMAN	LT-DHIRENDRA CHANDRA BARMAN	569	141
40198	14-ACE-62	RAHIMA BEGAM	AKBAR ALI	540	140
40199	14-ACE-63	GOURANGA ROY	RAJKANTA ROY	553	140
40200	14-ACE-64	RANAJ BARMAN	KANAILAL BARMAN	482	144
40201	14-ACE-112	DIPALI ROY	DINDAYAL ROY	568	141
40202	14-ACE-65	KAKOLI DAS	LATE AJIT DAS	630	150

40203	14-ACE-66	ALPANA ROY	NARENDRA NATH ROY	614	150
40204	14-ACE-67	SULAGNA CHAKRABORTY	BIBHABUK CHAKRABORTY	590	149
40205	14-ACE-68	BIKRAM BARMAN	MALIN BARMAN	587	146
40206	14-ACE-69	MAUSUMI BARMAN	LATE MALINDRA BARMAN	609	140
40207	14-ACE-70	SANTASHI MANDAL	SUJAN MANDAL	575	143
40208	14-ACE-71	PINKI HALDAR	KARTICK HALDAR	641	143
40209	14-ACE-72	KRISHNA RAY	SURESH RAY	545	143
40210	14-ACE-73	TANMAY PAUL	TAPAN PAUL	542	142
40211	14-ACE-74	PROTAP ROY	DINESH CHANDRA ROY	572	146
40212	14-ACE-75	ALKAMIN HOSSAIN	SAHAJUDDIN MIAH	602	144
40213	14-ACE-76	DYUTILEKHA ROY	NARAYAN CHANDRA ROY	605	165
40214	14-ACE-77	MITHU BHATTACHARJEE	MAHADEB BHATTACHARJEE	I,	146
40215	06-GCBN-103	KISHAN CHAND	GIRI RAJ	581	141
40216	14-ACE-78	NUR KALAM	ALIYAR RAHAMAN	521	141
40217	14-ACE-79	BIJAYETA DEBNATH	DEBESH DEBNATH	574	146
40218	14-ACE-80	BIPUL ROY	NAREN ROY	541	146
40219	14-ACE-81	NITYANANDA ROY	UPENDRA NATH ROY	540	146
40220	14-ACE-82	DHRITIDIPA ROY	SUBHAS CHANDRA ROY	587	147
40221	14-ACE-83	HIMADRITA RAY	NIKHILENDRA NATH ROY	560	149
40222	14-ACE-84	KALYANI ROY	KAMALA KANTA ROY	584	142
40223	14-ACE-85	PINKI MANTA	LATE PRANESWAR MANTA	607	142
40224	14-ACE-86	RITA ROY	NIPIN ROY	565	140
40225	14-ACE-87	PAMPA ROY	ANANDA CHANDRA ROY	475	140
40226	14-ACE-88	PRADIP ROY	CHEMKATA ROY	557	146
40227	14-ACE-89	SUMANA KAR	SUKAMAL KAR	588	151
40228	14-ACE-90	HASINA BEGAM	MD HAFIZAR RAHAMAN	598	148
40229	14-ACE-109	SAMIR SARKAR	ANIL SARKAR	640	143
40230	14-ACE-91	DIPIKA BHADRA	GOURANGA BHADRA	585	143
40231	14-ACE-92	TAPAS ADHIKARY	MAHEN ADHIKARY	625	141
40232	05-ma-424	HANSA DEVI	GANGA RAM	483	140
40233	14-ACE-93	SUNIT ADAK	NITAI CHARAN ADAK	540	141
40234	14-ACE-94	SIDDIK ALI	ROSTOM ALI	594	148
40235	14-ACE-95	ISHITA GHOSH	KAMAL KUMAR GHOSH	560	148
40236	14-ACE-96	JOY MOHANTA	LATE KANCHAN MOHANTA	568	142
40237	14-ACE-97	KRISHNA ROY	ADYANATH ROY	I,	142
40238	NO	NABANITA ROY	LAKSHYA MOHAN ROY	Absent	
40239	14-ACE-98	BAPPA BARMAN	LAL CHAND BARMAN	511	142
40240	14-ACE-99	JAHANGIR ALI	MD RAMJAN ALI	540	144
40241	14-ACE-116	NARENDER KUMAR	PREM CHAND	574	162

40242	08-MLS-242	CHANDANI KOMAL	GURDASS	620	147
40243	14-ACE-100	MAHANANDA ROY	MAHINDRA NATH ROY	518	140
40244	14-ACE-101	KAPIL DEV	NIHAL SINGH	557	140
40245	14-ACE-110	SADHAN ROY	BIMAL ROY	489	141
40246	14-ACE-102	TAPAN MONDAL	PRAFULLA MONDAL	546	143
40247		NISHA KUMARI	BASANT SINGH	CS Registration	
40248	11-GDC-22	SUNITA DEVI	KRISHAN KUMAR	542	149
40249	14-ACE-103	NAVDEEP SHARMA	RAM PRAKASH SHARMA	530	154
40250	11-GK-425	JANITA KUMARI	SARAN DASS	589	146
40251	06-MLS-219	RAJ KUMARI	NOKHU RAM	633	144
40252	08-JNR-358	ASHA DEVI	DEVI SINGH	593	146
40253	10GSK108	SHALU	LUDER SINGH	609	148
40254	11-GRPS-07	KAMLESH	MISHER CHAND	587	149
40255	11-GCB-34	JHANESHA KUMARI	AMRIT LAL	607	150
40256	11-GCD-44	DHARI DEVI	NIRAT RAM	562	166
40257	10-MA-248	DEEPA KUMARI	PARAS RAM	584	155
40258	10-JNR-555	CHANDRESH KUMARI	RAM KRISHAN	576	149
40259	10-GCB-105	BHAV KUMARI	DIWAN CHAND	569	145
40260	09-GRPS-35	MOHAN LAL	DOOM RAM	494	147
40261	99-GSK-205	SANTOSH KUMARI	DHYAN SINGH	597	152
40262	11-MA-109	KARUNA THAKUR	SH. MEGH SINGH	635	149
40263	11-GCB-12	BHARTI DEVI	BHIM SEN	614	146
40264	09-MA-1378	HARSHA DEVI	PHAGNU RAM	540	148
40265	10-GSK-	SEEMA DEVI	AMAR SINGH	581	149

	184				
40266	11-GCBN-27	UMA DEVI	KHEM CHAND	597	143
40267	10-GSK-122	POOJA DEVI	JAI PAL	547	147
40268	10-BN-291	MAMTA DEVI	ANIRUDH CHAND	585	152
40269	02-MA-434	HEEMA DEVI	PREM SINGH	597	146
40270		ARCHANA KUMARI	VIDYA BHUSHAN PRASAD	CS Registration	Absent
40271	02-PMA-359	SAPNA	DEVAKI NAND SHARMA	612	146
40272	02MA612	INDRESH KUMARI	OM DUTT	594	151
40273	10-MA-147	NEELAM KUMARI	TEJ SINGH	601	150
40274	04-PHM-461	PUSHPA DEVI	UDHO RAM	591	160
40275	14-ACE-104	KRISHAN MOHAN GAHLOT	SHYAM KARAN SINGH	551	154
40276	01-MA-821	HEM LATA	TOYE DHAR	526	142
40277	09-PKL-144	SOM PRAKASH SHARMA	SH. ROSHAN LAL	586	153
40278	09-PKL-158	RADHA DEVI	KISHAN CHAND	585	156
40279	10-HM-124	POOJA DEVI	VINOD KUMAR	594	159
40280	06-SVS-79	ANU KUMARI	PURAN CHAND	602	149
40281	09-LDA-11	URMILA THAKUR	JAI SINGH	598	160
40282	08-PKL-117	KRISHNA DEVI	KALI DASS	584	144
40283	10-PKL-334	KAPIL DEV	VIYAS DEV	565	147
40284	09-SVS-63	SUNITA DEVI	LEKH RAM	594	150
40285	09-PKL-133	SANINDER SINGH	TEDHI SINGH	642	148
40286	09-SVS-57	YASHODHA DEVI	JAI KUMAR	570	156
40287	10-svs-17	VIRENDER KUMAR	HEM RAJ	513	148
40288	06-PCB-93	PAWAN KUMAR	PANCHHI RAM	550	150
40289	2K-SCD-63	SARITA DEVI	SOHAN SINGH	546	155
40290	08-PBP-196	NEETA DEVI	PARSHOTAM LAL	541	152
40291	08-MA-50	KHIMI DEVI	BRIJ LAL	524	152

40292	08-GSK-36	MADHU THAKUR	RAJ MAL	621	149
40293	08-JNR-58	MADHU DEVI	PRITHAVI CHAND	649	150
40294	11-GSK-466	DEVKI DEVI	PARKASH CHAND	614	145
40295	14-ACE-105	PARTHA PRATIM KARMAKAR	PANKAJ KUMAR KARMAKAR	530	144
40296	08-MA-20	NISHU	RANJEET SINGH	618	149
40297	96-GPL-210	VIJAY PAL SINGH	PRATAP CHAND	III, IV, V,	149
40298	11-MA-1115	BHIMA DEVI	JAI RAM	668	153
40299	07-MLS-35	JYOTI	PREM SINGH	599	150
40300	10-GPL-898	SAVITRI DEVI	OM PRAKASH	585	153

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[Print this page](#)

| -

The result gazette notification of M.Ed. (Annual) Examination held in April, 2015

1. Abhilashi College of Education Ner Chowk, Tehsil Balh, Distt. Mandi (H.P.)

Sr.No	Roll No.	Name	Father's Name	Marks Obtained
1	2281	ARUN KANT	SH.SHASHI KANT	569
2	2282	MANU THAKUR	SH. PARAS RAM	586
3	2283	SAPNA THAKUR	SH. DHARAM PAL THAKUR	576
4	2284	LATA DEVI	SH.GIAN CHAND	547
5	2285	HIMANI	SH.HARINDER SINGH	561
6	2286	URMILA SHARMA	SH.SURESH KUMAR SHARMA	608
7	2287	SHIVANI	SH.HARINDER SINGH	579
8	2288	KAMLA KIRAN	SH.KESHAV DEV	538
9	2289	CHUNOUTI PARMAR	SH. JAGDISH PARMAR	540
10	2290	SIKHA	LT. CHARANJIT	534
11	2291	NEENA THAKUR	SH.DEVI SINGH	527
12	2292	RIMMY SHARMA	SH.ASHWANI KUMAR	572
13	2293	SARITA DHIMAN	SH. RAGHUVIR SINGH	524
14	2294	SAVITA	SH. PRAKASH CHAND	546
15	2295	SHALINI	SH.BHIMA RAM GULERIA	550
16	2296	NISHA	LT.OM PRAKASH	539
17	2297	GODAWARI	SH.HIRA LAL	550
18	2298	BANDNA DEVI	SH.RAMESH KUMAR	555
19	2299	JYOTI	SH.KEHAR CHAND	588
20	2300	VIPASHA SHARMA	SH.GIAN CHAND SHARMA	498
21	2301	PUJA THAKUR	SH. HARDEEP SINGH	516
22	2302	RAJESH SINGHA	SH.MAHIM CHANDRA SINGHA	552
23	2303	NATARAJ MANDAL	SH. NARESH CHANDRA MANDAL	C -VII
24	2304	SIKHA GOSWAMI	SH.RADHA KANTA GOSWAMI	495
25	2305	MADHUMITA MAJUMDER	SH. SWAPAN KUMAR MAJUMDER	541
26	2306	ANANDITA DAM	SH.KSHIROD DAM	545
27	2307	MAYA DEVI	SH.KANHYA	544
28	2308	RASHMI SHARMA	SH. LEKH RAJ	502
29	2309	RENUKA KUMAR	SH.RAMESH CHAND	490
30	2310	DEEP CHANDRA	SH.GHANSHYAM DATT	522
31	2311	ANARUL ISLAM	NAZRUL ISLAM	556
32	2312	SURESHA SHARMA	SH. R.S SHARMA	529
33	2313	REETA KANWER	SH.RATTAN SINGH KANWER	540
34	2314	DINESH KUMARI	SH.OM DUTT	480
35	2315	SUBHANKAR SARKAR	SH. ARUN KUMAR SARKAR	548

APPENDIX-X

DIFFERENT PROFORMAS EMPLOYED
BY THE COLLEGE FOR OBTAINING
FEEDBACK REGARDING PRACTICE TEACHING

**FEED BACK PROFORMA FOR TEACHER EDUCATORS
REGARDING PRACTICE TEACHING**

Name of Teacher Educator:.....

Name of the Practicing School:.....

Address of the School:

.....

.....

1. Regularity and punctuality of pupil teachers.

.....
.....

2. Coordination among teacher-trainees and staff members of the school.

.....
.....

3. Attitude of school teachers/head towards teaching practice.

.....
.....

4. Improvement in lesson presentation after feedback/suggestions received from group incharge/school teachers/mentors/peers.

.....
.....

5. Proper maintenance of daily records by pupil teachers during teaching practice.

.....
.....

6. Teaching aids prepared and used by pupil teachers during teaching practice.

.....
.....

7. Coverage of syllabus by pupil teachers during teaching practice.

.....
.....

8. Contribution of pupil teachers in organizing different co-curricular activities (including morning assembly) in the school during teaching practice.

.....
.....

9. Problems faced by teacher trainees during teaching practice.

.....
.....
.....

10. Suggestions for bringing improvement in teaching practice in future.

.....
.....
.....

Signature of Incharge (Teacher Educator)

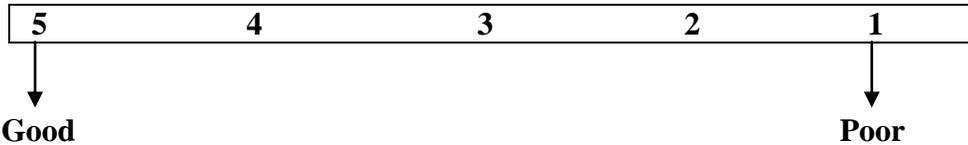
FEED BACK PROFORMA
(SCHOOL HEAD/ TEACHERS)

Name of School.....

Name of Incharge (Teacher Educator):

Address of School:

Please rate the following aspects of practice teaching by using 5 points scale given down:



1.	Quality of teaching aids used by the pupil teachers.	
2.	Coverage of syllabus by the pupil teachers.	
3.	Activities carried by pupil teachers during teaching practice.	
4.	Discipline maintained by pupil teachers.	
5.	Regularity and punctuality of pupil teachers.	
6.	Assigning of home work by pupil teachers.	
7.	Regular checking and correction of home work by pupil teachers.	
8.	Co-ordination with school staff.	

1 .Major weakness in Practice Teaching Programme :

.....

.....

.....

2. Suggestions for improvement in Teaching Practice in future :

.....

.....

.....

Signature

(With School Seal)

PROFORMA FOR SELF APPRAISAL OF TEACHERS

A) General Information

- i. Name:.....
- ii. Date of Birth:.....
- iii. Address(Residential):.....
.....
.....Ph.No.....
- iv. Designation:.....
- v. Department.....
- vi. Date of Appointment:.....

B) Academic Qualifications.....

C) Total Teaching Experience :.....(in Years)

D) Research Works undertaken/Evaluated

.....
.....

E) Seminar/Conference/Symposia/workshops etc. attended.

.....

F) Innovations/contributions in Teaching:

- i. No. of Laboratory Activities conducted during the previous year

.....

- ii. Remedial Teaching/Student Counseling undertaken (Subjects Description)

.....

- iii. Assessment of Theory assignments (Subjects)

- iv. Conduct of Examinations (Duties undertaken)

- v. External Examiner for Practice Teaching (Duties undertaken).

- vi. Any Other.

G) Areas where you require special training for effective teaching in future

.....
.....

H) Major problems faced in the College during session

.....
.....

I) Problems faced during Teaching Practice

.....
.....

J) Views regarding Working Conditions/ Academic environment of the college

.....
.....

K) Suggestions for enhancing the quality of teacher training in the college

.....
.....
.....

L) Career Plan for next 5 years

.....
.....
.....

Signature of the Teacher

PROFORMA FOR SELF APPRAISAL OF NON-TEACHING STAFF

- A) General Information:
 - i. Name:.....
 - ii. Address(Residential):.....
.....
..... Ph.No.....
 - iii. Designation:.....
 - iv. Date of Appointment:.....
- B) Educational Qualifications.....
- C) Experience:.....(in Years)
- D) Major duties and responsibilities undertaken during the year:
.....
.....
- E) Areas where you require special training for proper office management & other non-teaching tasks:
- F) Problems faced in the College during the session in office management/ administration tasks:
- G) Views regarding work culture of the College:
.....
.....
- H) Suggestions for enhancing quality of office management/ administrative affairs in the college:
- I) Opportunities provided by the college to upgrade your office management skills.
.....
.....
.....

Signature

APPENDIX-XI

**DIFFERENT PROFORMAS FOR PROVIDING
FEEDBACK TO THE STUDENTS**



ABHILASHI COLLEGE OF EDUCATION

NERCHOWK, TEHSIL BALH, DISTT. MANDI (H.P) -175008

(EVALUATION PROFORMA FOR ASSIGNMENT No. _____)

Name: _____

Class : _____

Roll No. : _____

Subject : _____

Topic: _____

EVALUATOR'S COMMENTS:

		5	4	3	2	1	
INFORMATION	Accurate	<input type="checkbox"/>	Inaccurate				
CONTENT COVERAGE	Adequate	<input type="checkbox"/>	Inadequate				
CONCEPTUAL ANALYSIS	Good	<input type="checkbox"/>	Poor				
PRESENTATION STYLE	Accurate	<input type="checkbox"/>	Inaccurate				

(Please mark in the relevant box above.)

Grade Assigned

Interpretation

Evaluator's Signature: _____ Date _____

Name in full: _____



Abhilashi College of Education Ner-Chowk, Mandi (H.P.)

OBSERVATION SCHEDULE FOR SIMULATION

Name of the Pupil Teacher	Class Roll No.
Teaching Subject.....	Class
Time Duration	Date
Topic selected for Simulation	

COMPONENTS OF TEACHING SKILLS FOR OBSERVATION

Sr. No.	COMPONENTS OF TEACHING SKILLS
1.	Introductory Statements (प्रस्तावनात्मक कथन) :
2.	Use of Explaining Links(व्याख्या सेतुओं का प्रयोग) :
3.	Fluency in Explanation and Language Proficiency (व्याख्या प्रवाहशीलता तथा भाषा प्रवीणता) :
4.	Relevancy of Examples(उदाहरण सम्बद्धता) :
5.	Use of Black Board (श्यामपट्ट का प्रयोग) :
6.	Use of Positive Verbal and Non-verbal Reinforcement (धनात्मक शाब्दिक तथा अशाब्दिक पुनर्बलनों का प्रयोग) :
7.	Movements and Gestures (शरीर संचालन एवं हाव-भाव) :
8.	Mastery over the Content (विषयवस्तु कुशलता) :
9.	Class Control(कक्षा नियन्त्रण) :

Signature of Pupil Teacher

Signature of Observer

Signature of Teacher Incharge

SKILL OF EXPLAINING WITH EXAMPLES (RATING SCALE)

Topic.....

First Round (Teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Introductory Statements					
2.	Using Explaining Links					
3.	Defining Technical Words					
4.	Concluding Statements & Testing					
5.	Relevancy of the Examples					
6.	Simplicity & Interestingness					
7.	Appropriateness of Media & Approach					

Feedback:



Sign. of Teacher- Incharge

Second Round (Re-teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Introductory Statements					
2.	Using Explaining Links					
3.	Defining Technical Words					
4.	Concluding Statements & Testing					
5.	Relevancy of the Examples					
6.	Simplicity & Interestingness					
7.	Appropriateness of Media & Approach					

Re-Feedback:



Sign. of Teacher- Incharge

SKILL OF STIMULUS VARIATION (RATING SCALE)

Topic.....

First Round (Teach)

Date.....

Sr. No.	Desirable Behaviors	1 <i>(Poor)</i>	2 <i>(Below Average)</i>	3 <i>(Average)</i>	4 <i>(Above Average)</i>	5 <i>(Good)</i>
1.	Movements					
2.	Gestures					
3.	Change in Voice					
4.	Focusing					
5.	Change in Interaction Styles					
6.	Pausing					
7.	Pupil's Physical Participation					
8.	Oral-Visual Switching					

Feedback:



Sign. of Teacher- Incharge

Second Round (Re-teach)

Date.....

Sr. No.	Desirable Behaviors	1 <i>(Poor)</i>	2 <i>(Below Average)</i>	3 <i>(Average)</i>	4 <i>(Above Average)</i>	5 <i>(Good)</i>
1.	Movements					
2.	Gestures					
3.	Change in Voice					
4.	Focusing					
5.	Change in Interaction Styles					
6.	Pausing					
7.	Pupil's Physical Participation					
8.	Oral-Visual Switching					

Re-Feedback:



Sign. of Teacher- Incharge

SKILL OF REINFORCEMENT (RATING SCALE)

Topic.....

First Round (Teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Using of Positive Verbal Reinforcers/Praise Words					
2.	Using of Positive Non-Verbal Reinforcers					
3.	Use of Positive Extra Verbal Reinforcers					
4.	Repeating, Rephrasing and Summarizing Pupil's Responses					
5.	Writing Pupil's Response on Blackboard					
6.	Skill of Classroom Management					
7.	Skill of Writing Instructional Objectives					

Feedback:



Sign. of Teacher- Incharge

Second Round (Re-teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Using of Positive Verbal Reinforcers/Praise Words					
2.	Using of Positive Non-Verbal Reinforcers					
3.	Use of Positive Extra Verbal Reinforcers					
4.	Repeating, Rephrasing and Summarizing Pupil's Responses					
5.	Writing Pupil's Response on Blackboard					
6.	Skill of Classroom Management					
7.	Skill of Writing Instructional Objectives					

Re-Feedback:



Sign. of Teacher- Incharge

SKILL OF BLACKBOARD WRITING (RATING SCALE)

Topic.....

First Round (Teach)

Date.....

Sr. No.	Desirable Behaviors	1 <i>(Poor)</i>	2 <i>(Below Average)</i>	3 <i>(Average)</i>	4 <i>(Above Average)</i>	5 <i>(Good)</i>
1.	Set Induction					
2.	Appropriateness of Instructional objectives					
3.	Class room Management					
4.	Legibility					
5.	Neatness					
6.	Continuity					
7.	Simplicity					
8.	Appropriateness of Figures/Diagrams					
9.	Achieving Closure					

Feedback:

- ❖
- ❖
- ❖

Sign. of Teacher- Incharge

Second Round (Re-teach)

Date.....

Sr. No.	Desirable Behaviors	1 <i>(Poor)</i>	2 <i>(Below Average)</i>	3 <i>(Average)</i>	4 <i>(Above Average)</i>	5 <i>(Good)</i>
1.	Set Induction					
2.	Appropriateness of Instructional objectives					
3.	Class room Management					
4.	Legibility					
5.	Neatness					
6.	Continuity					
7.	Simplicity					
8.	Appropriateness of Figures/Diagrams					
9.	Achieving Closure					

Re-Feedback:

- ❖
- ❖
- ❖

Sign. of Teacher- Incharge

SKILL OF PROBING QUESTIONING (RATING SCALE)

Topic.....

First Round (Teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Prompting					
2.	Seeking Further Information					
3.	Refocusing					
4.	Redirection					
5.	Increasing Critical Awareness					

Feedback:



Sign. of Teacher- Incharge

Second Round (Re-teach)

Date.....

Sr. No.	Desirable Behaviors	1 (Poor)	2 (Below Average)	3 (Average)	4 (Above Average)	5 (Good)
1.	Prompting					
2.	Seeking Further Information					
3.	Refocusing					
4.	Redirection					
5.	Increasing Critical Awareness					

Re-Feedback:



Sign. of Teacher- Incharge

OBSERVATION SHEET

Instructions:

This observation sheet contains 15 items comprising of different aspects of teaching. Specifications of each item have also been given. You have to rate the performance of the pupil teacher on each item on the five point scale. Tick the point which indicates your assessment.

Name of Pupil Teacher	Class.....
Teaching Subject.....	Topic.....
Observation Lesson No.	Date.....

Sr. No.	ITEM	SPECIFICATIONS	VERY POOR (1)	POOR (2)	AVERAGE (3)	GOOD (4)	VERY GOOD (5)
1.	Appropriateness of Instructional Objectives	<i>Clarity, relevance to the content, adequacy with Reference to the domains And Level of objectives, Attainability in terms of Pupil outcomes.</i>					
2.	Proper Organization of Content	<i>Logical organization according to content and Psychological organization as per need of the pupils.</i>					
3.	Creating situations for introducing the Lesson	<i>Greeting, accepting greeting, Securing attention and giving rapport, ensuring facilities like chalk, duster, aids, apparatus etc.</i>					
4.	Effective introduction of Lesson	<i>Linking with past experiences, Link between introduction and main parts properly formed, use of appropriate devices, techniques like questioning, examples, exhibits etc.</i>					
5.	Questions properly Structured	<i>Structuring questions at different levels, which are grammatically correct, unambiguous, precise and relevant to content.</i>					
6.	Questions well Delivered and Distributed	<i>Questions delivered with appropriate speed, with proper intonation and pitch, allowing Pause for linking and questions covering even non volunteers.</i>					
7.	Pupil Responses Properly handled	<i>Handling pupil responses, Techniques like prompting, eliciting further information, Refocusing and asking critical awareness questions.</i>					

8.	Explanation Clear and Concrete	<i>Clarity, continuity, relevance To the content using beginning and concluding statements, covering essential points.</i>					
9.	Using appropriate Examples	<i>Simple, interesting and relevant to the points being explained.</i>					
10.	Used appropriate Teaching aids	<i>Relevant to content, appropriate to the Pupil's level, properly Displayed and appropriately Used or handled.</i>					
11.	Varied Stimuli for Securing & Sustaining pupil attention	<i>Appropriate body movements, Gestures, changes in notation and pitch, change in sensory, focus, change in interaction pattern and pausing and encouraging pupils, Physical participation</i>					
12.	Used appropriate Verbal and non-Verbal Reinforcement	<i>Use of praise words, accepting and using students, ideas, use of pleasant and approving gestures and expressions, writing pupils answers on blackboard.</i>					
13.	Appropriate pacing of the Lesson	<i>Adjusting the Speed of the Lesson to the level of pupils.</i>					
14.	Innovation	<i>Providing novelty in teaching approach, student activities, Lesson structure or teaching Aids.</i>					
15.	Conclusion of the Lesson	<i>Giving the Lesson a logical closure with asking adequate Recapitulation questions.</i>					
Total Marks Awarded							

OVERALL OBSERVATION:

Very Poor Teaching (1-15)	Poor Teaching (16-30)	Average Teaching (31-45)	Good Teaching (46-60)	Very Good Teaching (61-75)

Comment and Feedback, if Any:

Signature of Pupil Teacher

Signature of Observer

Signature of Teacher Incharge

**ADDITIONAL INFORMATION UPTO
NOVEMBER, 2016**

**SELF-APPRAISAL REPORT
ABHILASHI COLLEGE OF EDUCATION
(A POST GRADUATE COLLEGE)**

Submitted for Assessment and Accreditation to



राष्ट्रीय मूल्यांकन एवं प्रत्यानकन परिषद्

विश्वविद्यालय मूल्यांकन एवं प्रत्यानकन परिषद्

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

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



**ABHILASHI COLLEGE OF EDUCATION, NER-CHOWK
TEH. BALH, DISTT. MANDI, HIMACHAL PRADESH-175008**

November 30, 2016

Part-I: Institutional Data:

A. Profile of the Institution

No Change

B) Criterion-wise inputs

Criterion I: Curricular Aspects

No Change

Criterion II: Teaching-Learning and Evaluation

3. Total number of students admitted

For Academic Session: 2015-17

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	08	30	38	06	09	15	02	21	23
M.Ed. (Full Time)	02	10	12	01	03	04	01	07	08

For Academic Session: 2016-18

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	22	78	100	14	34	48	8	44	52

a) Number of schools identified for practice teaching

Criterion III: Research, Consultancy and Extension

6. Number of research degrees awarded to the teaching staff of the institution during the last 5 years.

a) Ph.D.	05
b) M.Phil.	-NIL-

8. Details of the Publications by the faculty: (From 25th November, 2015 to 30 November, 2016).

International Journal:01

National:03

Under Publication:02

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

Yes one unit of NSS of 100 Students

*Practicals of Studies
Ed. Forum*

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

Yes

1. Programme on Drug-de addiction by Dept. of Police on dated 23-06-2016.

2. Programme on Drug-deaddiction by Danik Jagran on dated 01-09-2016

3. Programme on Police Ki Pathshala on dated 25-09-2016

Criterion IV: Infrastructure and Learning Resources

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

30 in Computer Lab. and 7 in other Lab.

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:9

M.Ed. (Full Time)	1:2
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13. a. Non-teaching Staff

	Open		Reserved	
Permanent	M	F	M	F
	03	02	01	04
Temporary	M	F	M	F
	--	---	---	--

Temporary

14. Ratio of Teaching – non-teaching staff

1:2

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

For Session 2015-16

55%

19. Total collection of the following in the library

a. Books

7649

- Textbooks

5658

- Reference books

657

b. Magazines

c. Journals subscribed

07

– Indian journals

17

–Foreign journals

-

d. Peer reviewed journals

07

e. Back volumes of journals

413

24. Furnish information on the following

Average number of books issued/returned per day

45

Maximum number of days books are permitted to be retained

by students

14 Days

by faculty

21 Days

Maximum number of books permitted for issue

for students

04 Books

for faculty

06 Books

Average number of users who visited/consulted per month

1200-1300

Approx

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

1:13

	I (2013)		II (2014)		III (2015)		IV (2016)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text and other Books	205	41000	205	51250	207	54380	254	61,370
Journals/Periodicals	24	11380	25	11785	26	12460	26	15,155

Criterion V: Student Support and Progression

5. Examination Results during past three years.

	UG (B.Ed.)			PG (M.Ed.)		
	I (2013-14)	II (2014-15)	III (2015-16)	I (2013-14)	II (2014-15)	III (2015-16)
Pass percentage	91.0%	97.98%	97.29%	97.14%	97.14%	100%
Number of first classes	165	185	36	34	34	07
Number of distinctions	----	----	05	10	1	--
Exemplary performances(Gold Medal and university ranks)	----	----	---	----		

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

1. UGC-NET:03

2. M.Phil.(Education):04 and TET:45

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

Financial Aid	III (2015-16)
Post Metric Scholarship Scheme for SC/ST/OBC	31
Dr. B.R. Ambedkar Post Metric Scholarship for EBC	17
Fee concession	23

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

Yes

If yes, number of students residing in hostels

Men -----

Women 03

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

Yes

Sports fields Yes

Indoor sports facilities Yes

Gymnasium YES

Yes

23. Is there a placement cell in the institution?

Yes

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

I (2013-14)	II (2014-15)	III (2015-16)
12	22	04

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

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VII: Innovative Practices

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

B.Ed. for Session 2015-17

Category	Men	%	Women	%
SC	05	13.15%	1	2.63%
ST	--	---	6	15.78%
OBC	1	2.63%	2	5.26%
Physically Challenged	--	--	--	--
General Category	2	5.26%	21	55.26%
Rural	4	10.52%	28	73.68%
Urban	4	10.52%	2	5.26%

M.Ed. for Session 2015-17

Category	Men	%	Women	%
SC	1	8.33%	2	16.66%
ST	--	--	--	--
OBC	--	--	1	8.33%
Physically Challenged	--	--	--	--
General Category	1	8.33%	7	58.33%
Rural	2	16.66%	9	75.00%
Urban	--	--	1	8.33%

**ADDITIONAL LIST OF RESEARCH PAPERS PUBLISHED BY THE
FACULTY**

Sr.No.	Faculty Member	Title	Name of Journal	Detail	Page No.	ISSN	Year of Publication
1.	Dr. Anup Kumar	Aggression among Adolescents in relation to their gender and Level of Anxiety	Trisha Journal of Educational Research (Peer Reviewed & Referred National Journal)	Vol. I, No. 2	1-7	2454793x	December 2015 ✓
2.	Dr. Rajesh Kumar	Human Rights Awareness among School Teachers in relation to their gender, locality, family type and type of institution.	Trisha Journal of Educational Research (Peer Reviewed & Referred National Journal)	Vol. I, No. 2	1-7 27-34	2454793x	December 2015 ✓
3.	Dr. Rajesh Kumar	Mental Health of school going adolescents in relation to their aggression level	Journal of Educational and Psychological Research (Peer Reviewed International Research Journal)	Vol.6 No.1	1-7 1-6 102-106	2230-9586	Jan.2016 ✓
4.	Dr. Rajesh Kumar	Educational Interests among school going adolescents studying in Government and Private schools of Himachal Pradesh	Modern Educational Research in India	Vol.32-33, No.1-2	01-06	09740554	Jan.-June 2016 ✓

5.	Dr. Anup Kumar and Ms. Sarita Dhiman	Attitude of College Students towards voluntary HIV/AIDS testing in relation to their gender, stream of studies and locality	Under Publication	--	---	--	-- <i>check</i>
6.	Dr. Anup Kumar	Mental Health of Senior Secondary School Students in relation to their family type and Family Environment	Under Publication	--	---	--	-- <i>check</i>

ADDITIONAL INFORMATION REGARDING EXTENSION
ACTIVITIES

Sr. No.	Name of Activity	Date
1.	AIDS Awareness Rally and Skit (Nukkad Natak)	01-12-2015
2.	Cleanliness Activities at Old Age Home Bhangrotu	02-12-2015
3.	Cleanliness Campaign at Balakameshwar Mandir, Bhangratu	23-04-2016
4. ✓	Bhang Ukhado Abhiyan	24-08-2016
5.	Participation in District Red Cross Mela	25-09-2016
6. ✓	Cultural Programme in district Red Cross Mela	28-09-2016
7.	Performance of Cultural activities in Sanskarit Sandhya	01-10-2016
8. ✓	Cleanliness Campaign and Plantation	06-10-2016
9.	Visit to Old Age Home and cleanliness campaign.	22-10-2016
10. ✓	Blood Donation Camp (12 Units donated)	17-11-2016
11. ✓	AIDS Awareness Rally and Skit	01-12-2016

**ADDITIONAL LIST OF CO-CURRICULAR ACTIVITIES CARRIED
OUT IN THE COLLEGE (1ST DECEMBER, 2015 ONWARDS)**

Sr.No.	Name of Activity	Date
1.	Poster Making Competition on HIV/AIDS	3-12-2015
2.	Kabbadi Competition	19-12-2015
3.	Educational Tour	22-12-2015
4.	Cricket Match	26-12-2015
5.	Celebration of New Year	01-01-2016
6.	Declamation Competition on Importance of Republic Day	23-01-2016
7.	Inter-House Quiz Competition	30-01-2016
8.	Exhibition of Teaching Aids	04-02-2016
9.	Campus Beautification	13-02-2016
10.	Card Making Competition on Beti Bachao and Beti Padhao	20-02-2016
11.	Inter departmental quiz competition	27-02-2016
12.	Salad Making Competition	09-04-2016
13.	Programme on Drug-de addiction	23-06-2016
14.	Mehendi Competition	30-07-2016
15.	Campus Beautification	06-08-2016
16.	Awareness Programme on Drug-deaddiction	01-09-2016
17.	Welcome Party	01-09-2016
18.	Celebration of Teachers Day	05-09-2016
19.	Celebration of National Hindi Diwas	14-09-2016
20.	Salad Making Competition	24-09-2016
21.	Inter House Quiz Competition	07-10-2016
22.	Inter Section Kabbadi Competition	08-10-2016
23.	Workshop on Preparation of Teaching Aids	27-10-2016 to 29-10- 2016

24.	Rangoli Preparation	29-10-2016
25.	Exhibition of Low Cost Teaching Aids Prepared by Students	05-11-2016
26.	Card Making Competition on Importance of Blood Donation	11-11-2016
27.	Sports Competition	15-11-2016
28.	Programme on Drug Deaddiction (Police Ki Pathshala)	25-11-2016
29.	Cleaniness Campaign by NSS	26-11-2016
30.	Health Checkup Camp by NSS	26-11-2016