

SELF STUDY REPORT RE-ACCREDITATION CYCLE-II

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Submitted to
National Assessment and Accreditation Council
BANGALORE



Submitted by
GHG HARPARKASH COLLEGE OF EDUCATION FOR WOMEN

Sidhwan Khurd, Ludhiana-142024 (Punjab)

Ph.01624-234941, 235696

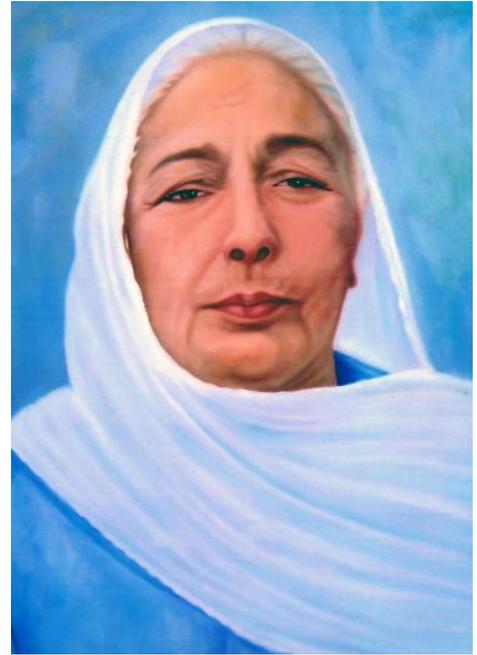
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Website : sidhwankhurdeducation.com

OUR FOUNDERS



Bhai Sahib Bhai Narain Singh Ji

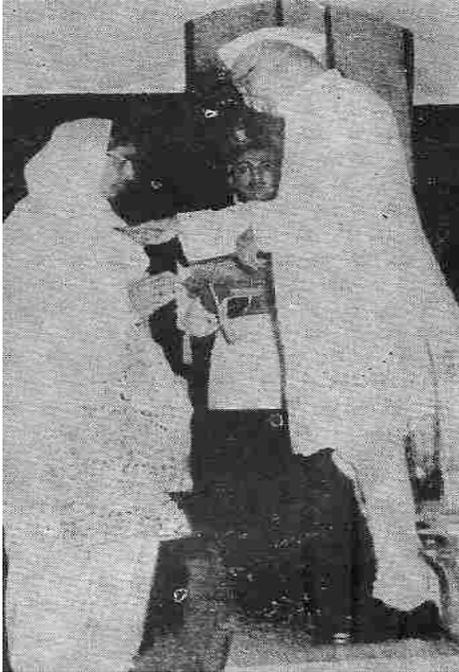


Mata Ram Kaur Ji



Padam Shri Bibi Harparkash Kaur Ji

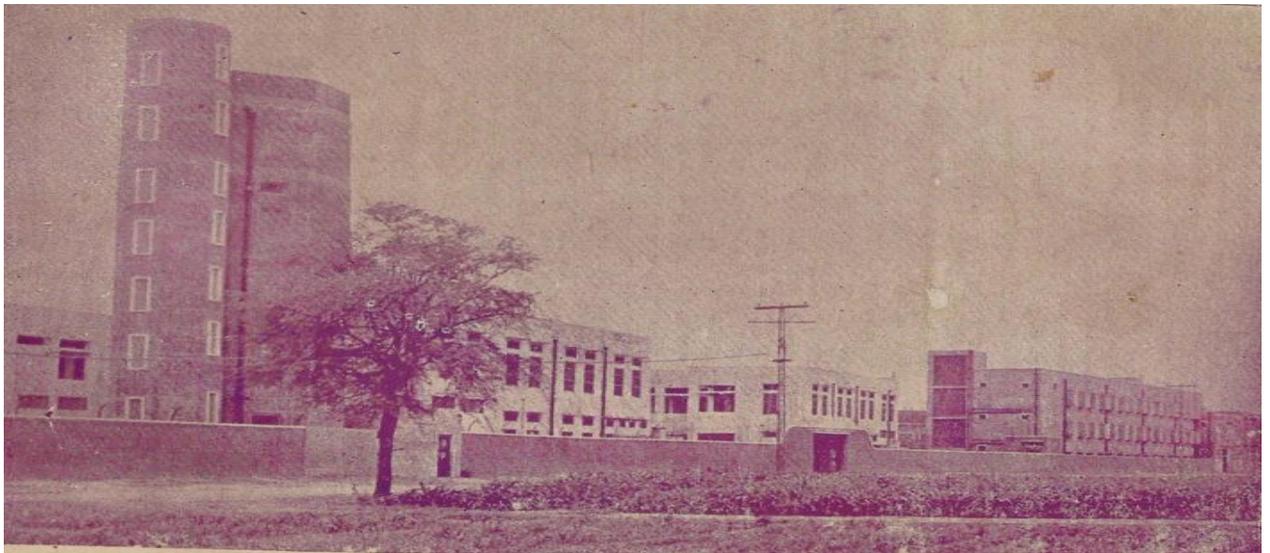
UNFORGETTABLE MOMENTS



Bibi Harparkash Kaur Ji receiving Padam Shri Award from the First President of India Dr. Rajinder Parsad.



Bibi Harparkash Kaur Ji being greeted by First Prime Minister of India Pt. Jawahar Lal Nehru.



View of College Campus -1965

PREFACE

Keeping in tune with mission of NAAC to enhance the quality of institutions of higher education, the college has been continuously making efforts in every aspect to further improve quality since its first accreditation cycle.

For getting itself assessed and re-accredited by National Assessment and Accredited Council, Bangalore, a team of staff was constituted to prepare RAR. The present report has been the outcome of a series of meetings of Principal with faculty and non-teaching staff. Our management has been a source of motivation and valuable suggestions. The whole process itself has been an enriching experience for all our students, faculty and all workers.

Principal

ABOUT OUR COLLEGE

Sidhwan Khurd, a small village in Ludhiana district situated at a distance of 30 kilometers from Ludhiana on Ludhiana- Ferozepur Road, is widely acclaimed as a centre of Women education in rural India.

The genesis of this Educational Complex lies in a girls primary school established by Bhai Sahib Bhai Narain Singh Ji and Smt. Ram Kaur Ji for girls of all castes and religions, in the cherished memory of their son Kaka Ujjagar Singh. The son of Bhai Sahib Bhai Narain Singh Ji was snatched away at the age of nine, from the parents by the cruel hands of fate in 1908. It was during these days of grief, Bhai Sahib thought of educating his daughter Bibi Harparkash Kaur. But there was no provision of education for girls in this area in those days.

It was this thought that sowed the seed of education in this small village on May 9, 1909. A primary school that was started in 1909 with four girls under a tree has now blossomed into the cluster of five flourishing institutions providing education to more than five thousand students.

The primary school was raised to High School in 1934. Before breathing his last Bhai Sahib created a trust named Sri Guru Hargobind Ujjagar Hari Trust and dedicated his entire property to the sacred cause of female education. He was the first President of the Trust. After his death on 19th August, 1944, Mata Ram Kaur became the Second President. She breathed her last on 19th August 1950 and Bibi Harparkash Kaur, illustrious daughter of her parents became the Third President of the Trust. Devoted as she was to the cause of Women Education, the institution covered many milestones under her patronage. In 1950 a Degree College and in 1955 a Basic Training College came into existence. Bibiji's contributions were well recognized by the society and the government for spreading education of girls in rural India. Bibi Harparkash Kaur Ji was honoured with Padam Shri by the Govt of India in 1961. She was the first women recipient of this honour from the state of Punjab.

She was steering the institutions ahead with missionary zeal and dedication when the call came from heaven and she left for her eternal abode on 5th August 1965. In her sacred memory the training College was renamed as GHG Harparkash College of

Education for Women in 1966.

S. Mohinder Singh Sidhwan took over as President of Trust after the departure of Padam Shri Bibi Harparkash Kaur. Under his visionary, intelligent and dedicated leadership, the institutions thrived with a great speed. In 1969, M.Ed classes were started in the College of Education. In 1971, classes in M.A. History and Science (Non Medical) and 1972 Science (Medical) were introduced in Khalsa College for Women. Under his stewardship, there was quantitative expansion as well as qualitative improvement in the Institutions. He left for his heavenly abode on 19th June 1976.

Presently, Shri Guru Hargobind Ujjagar Hari Trust has the following members and they are serving the Institution without any perks and honorarium:-

Capt (Retd) Dalbara Singh,	President	-	Ex-Army Officer
S. Kirpal Singh Bhathal	Manager	-	Ex Chief Engineer, Steel Authority of India Ltd.
S.Surjeet Singh	Secretary	-	Ex-Armyman
Mrs. Shivinder Sidhu	Member	-	W/o Late Major Shivdev Singh Sidhu
Dr. Khem Singh Gill	Member	-	Ex VC Panjab Agricultural University, Ludhiana
S. Pritam Singh Johal	Member	-	Retd PCS ADC Sangrur
Dr. Hardeep Singh Sur	Member	-	Retired Senior Professor from PAU, Ludhiana, Soil Scientist, Advisor to Planning Commission of India.

S. No.	Growth of Sidhwan Educational Complex	Year of Establishment
1.	Sikh Girls Senior Secondary School (Govt.Aided)	- 1909
2.	Khalsa College for Women (Govt.Aided)	- 1950
3.	GHG Harparkash College of Education for Women (Govt. Aided)	- 1955
4.	Guru Hargobind Public Senior Secondary School (CBSE)	- 1977
5.	GHG Institute of Law for Women	- 2006

CONTENTS

•	Preface	4
•	About our College	5-6
•	Contents	7
PART-I		
INSTITUTIONAL DATA		
A.	Profile of the Institution	10-12
B.	Criterion-wise Inputs	13-37
PART-II		
SELF STUDY REPORT		
(Re-Accreditation)		
•	Executive Summary	39-40
•	SWOC Analysis	41-42
•	Criterion-wise Evaluation Report	43-297
i)	Criterion-I : Curricular Aspects	44-69
ii)	Criterion-II : Teaching Learning Evaluation	71-102
iii)	Criterion-III : Research, Consultancy and Extension	104-166
iv)	Criterion-IV : Infrastructure and Learning Resources	168-193
v)	Criterion-V : Student Support and Progression	195-232
vi)	Criterion-VI : Governance and Leadership	234-272
vii)	Criterion-VII : Innovative Practices	274-297
•	Post Accreditation Initiatives	298-300
•	Mapping of Academic Activities of the Institution	301
•	Present Scenario in Teacher Education	302
•	Declaration by the Head of the Institution	303
ANNEXURE-I	: Master Plan	305-307
ANNEXURE-II	: College Calender & Time Table	308-316
ANNEXURE-III	: M.Ed and B.Ed Syllabus	317-353
ANNEXURE-IV	: Feedback Performas	354-363
ANNEXURE-V	: Budget Statement	364-367
ANNEXURE-VI	: Audited Income Expenditure Statement	368
ANNEXURE-VII	: Recognition Orders-NCTE – B.Ed & M.Ed	369-372
ANNEXURE-VIII	: University Affiliation	373-374
ANNEXURE-IX	: UGC Recognition Letter	375
ANNEXURE-X	: UGC Grant Letter	376
ANNEXURE-XI	: Self Appraisal Performa by Teachers	377-379
ANNEXURE-XII	: Lesson Plans	380-395
ANNEXURE-XIII	: Panjab University Skill-in-Teaching Competition Results	396-398

PART-I

INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

B. CRITERION-WISE INPUTS

PART-I: INSTITUTIONAL DATA

The institution has its website. It displays its mission/vision statement, and the goals and objectives of the institution; programmes offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has been submitted to the NAAC in Part I: A and B of the RAR.

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: GHG Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana.
2. Website URL: www.sidhwankhurdeducation.com
3. For Communication: E-mail: ghgh_sidhwankhurd@yahoo.co.in
Contact Landline : 01624-234941
Mobile : 9872803849

OFFICE

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Baljeet Kaur Gill	01624-234941	01624-234941	ghgh_sidhwankhurd@yahoo.co.in
Vice-Principal	--		--
Self - appraisal Co-ordinator Dr. Amandeep Kaur	094177-94244	01624-234941	dramandeep24@gmail.com

RESIDENCE

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Baljeet Kaur Gill	0161-4613549	9872803849
Vice-Principal	--	--
Self - appraisal Co-ordinator Dr. Amandeep Kaur	--	9417794244

4. Location of the Institution:

Urban Semi-urban Rural Tribal
Any other (specify and indicate)

5. Campus area in acres:

13

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
	1955

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

Panjab University, Chandigarh

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

Month & Year

2f	MM	YYYY
		1977

Month & Year

12B	MM	YYYY
		1977

10. Type of Institution

- | | | |
|---------------|---|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input checked="" type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input checked="" type="checkbox"/> |
| | iii. Co-education | <input type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary					
ii)	Primary/ Elementary					
iii)	Secondary/ Sr. secondary					
iv.	Post Graduate	B.Ed.	Graduates	Degree	2 Year	Eng/Pbi/Hindi
		M.Ed.	B.Ed.	Degree	2 Year	Eng/Pbi/Hindi
v.	Other (specify)	Pre-Ph.D. Course	PG	Certificate	6 month course	English

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate	B.Ed.	NRC/NCTE/PB-20/2015/108617-21 03/05/2015		250
	M.Ed.	NRC/NCTE/PB-05/2015/135689-92 25/01/2016		50
Other (specify)				

(Additional rows may be inserted as per requirement)

B) CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

Yes

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

Yes	√	No	
-----	---	----	--

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

05

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

D.Ed.

B.Ed.

14 & 6

M.Ed. (Full Time)

4

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

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

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

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

As per Uni. rules

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

Yes	√	No	
-----	---	----	--

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

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

Yes	√	No	
-----	---	----	--

Number	2 (B.Ed.& M.Ed)
--------	-----------------

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

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

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

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

CRITERION II: TEACHING-LEARNING AND EVALUATION

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

- | | |
|---|-------------------------------------|
| a) Through an entrance test developed by the institution | <input type="checkbox"/> |
| b) Common entrance test conducted by the University/Government | <input checked="" type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> |
| <i>(If more than one method is followed, kindly specify the weightages)</i> | |
| | <input type="checkbox"/> |

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

a) Date of start of the academic year	17.07.2014
b) Date of last admission	23.09.2014
c) Date of closing of the academic year	31.05.2015
d) Total teaching days	172 Days
e) Total working days	226 Days

3. Total number of students admitted (2014-15)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	-	248	248	-	67	67	-	181	181
M.Ed. (Full Time)	-	35	35	-	08	08	-	27	27
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

-NA-

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

- | | |
|---|--------------|
| a) Unit cost excluding salary component (B.Ed.) | Rs.11,207 |
| b) Unit cost including salary component (B.Ed.) | Rs.84,824 |
| c) Unit cost excluding salary component (M.Ed.) | Rs.27,180 |
| d) Unit cost including salary component (M.Ed.) | Rs. 1,80,000 |

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	87.40	50.38	70.28	47.25
M.Ed. (Full Time)	79.16	57.72	76.00	65.54
M.Ed. (Part Time)	-	-	-	-

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	50%	25%	25%
M.Ed. (Full Time)	70%	-	30%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

14	days
----	------

b) Minimum number of pre-practice teaching

2	0
---	---

lessons given by each student

(in both subjects)

11. Practice Teaching at School

a) Number of schools identified for practice

2	3
---	---

teaching

b) Total number of practice teaching days

40	days
----	------

c) Minimum number of practice teaching

8	0
---	---

lessons given by each student

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

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	10
------------------------------	----	--------------------------------------	----

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	30%	70%
M.Ed. (Full Time)	25%	75%
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

02	
----	--

b) Number of assignments for each paper

03	
----	--

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

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

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

Yes	√	No	
-----	---	----	--

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

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	13	17	76.47%
--------	----	----	--------

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	Not given Yet	2 years Minor Res. Project	No

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

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

Pursuing Research Project

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

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

✓
X
✓
✓
X

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	✓	-	21
National journals – referred papers	✓	-	13
Non referred papers	✓	-	23
Academic articles in reputed magazines/news papers	-	-	05
Books by faculty	✓	-	03
Paper Published in Books	✓	-	79

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

Yes	√	No	
Number	03		

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

	Faculty	Students
National seminars	54	15
International seminars	33	50
Any other academic forum		

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

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	√
Any other new formats of lesson plan (specify and indicate)	√

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

10

16. Does the institution provide consultancy services?

Yes No

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

Free of cost

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

6818.64

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

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

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

55

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

45,000

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

42,210

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

19,000

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

2,50,000

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

Yes No

9. Total number of posts sanctioned (2014-15)

Open Reserved

Govt. Aided Posts Teaching 17
Non-teaching 15

		Open		Reserved	
		M	F	M	F
		-	14	-	3
		10	2	2	1

10. Total number of posts vacant (2014-15) (2015-16)

Open Reserved

Govt. Aided Teaching 06 04
Non-teaching 05 05

		Open		Reserved	
		M	F	M	F
		1	2	-	1
		2	1	1	1

11. Number of regular and permanent teachers

Open Reserved (Gender-wise)

Asst. Professors

		Open		Reserved	
		M	F	M	F
		1	7	-	-

Associate Professors

		Open		Reserved	
		M	F	M	F
		-	3	-	-

Professors

M	F	M	F
-	2	-	-

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

		Open		Reserved	
		M	F	M	F
Asst. Professors		-	3	-	-

Associate Professors

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from

Same state	14
Other states	0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:11
M.Ed. (Full Time)	1:5
M.Ed. (Part Time)	-

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		24	1	1	5
		M	F	M	F
Temporary		03	-	02	-
		M	F	M	F
b. Technical Assistants	Permanent	1	2	-	-
		M	F	M	F
Temporary		-	-	-	-
		M	F	M	F

14. Ratio of Teaching – non-teaching staff

23:29

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

25%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

On holidays

During examinations

7 hours
5 hours
9 hours, Reading room is open for 24X7

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books

- Textbooks

- Reference books

b. Magazines

e. Journals subscribed

- Indian journals

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

22,590
4997
500
27
26
24
02
5

Back volumes of all journals available for last 5 years

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

Available
28
1
-
05

20. Mention the

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

693.52

Seating capacity of the Reading room

110

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 (provision in th software)

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

Any other (please specify and indicate) Referral service

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

70

Maximum number of days books are permitted to be retained

by students

15 days

by faculty

1 month

Maximum number of books permitted for issue

for students

B.Ed.-2 M.Ed.-4

for faculty

15

Average number of users who visited/consulted per month

600

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

68:1

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

5%

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

	April-March 2013-14		April-March 2014-15		April-March 2015-16	
	I		II		III	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	25	8000	30	11290	20	7500
Other books	40	27000	17	13060	27	15500
Journals/ Periodicals	01	250	01	600	07	4930
GS Library Management Software					01	70,000

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16
D.Ed.	NA	NA	NA
B.Ed.	2	2	1
M.Ed. (Full Time)	-	-	1
M.Ed. (Part Time)	NA	NA	NA

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

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

05	(Ratio of current year)
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3. Does the institution offer Remedial instruction?

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

Yes		No	√
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5. Examination Results during past three years (provide year wise data)

	UG B.Ed. 2012-2015			PG M.Ed. 2012-2015			Pre-Ph.D. Course 2013-2015		
	I 2012 - 2013	II 2013 - 2014	III 2014- 2015	I 2012 - 2013	II 2013 - 2014	III 2014 - 2015	I	II 2013 - 2014	III 2014 - 2015
Pass percentage	99.5%	97.9%	98.3%	100%	100%	100%	-	100%	100%
Number of first classes	246	242	244	35	35	35	-	-	-
Number of distinctions	-	-	-	-	1	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	4 th in Univ.	-	2 nd in Univ.	-	-	-	-

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

	2012-13	2013-14	2014-15
NET	12	10	16
SLET/SET	05	05	12
TET			14
Any other (specify and indicate)			

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	46	89	37
Merit-cum-means scholarship	69	24	21
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate (SC)	51	61	49

(Additional rows may be inserted as per requirement)

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

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

Faculty	Yes	√	No	
Non-teaching staff	Yes	√	No	

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

Yes	√	No	
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If yes, number of students residing in hostels (current year)

Men	-
Women	48

(B.Ed & M.Ed)

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

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

12. Availability of rest rooms for Women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised. (2015-16)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-college	√	-	02	√	-	32
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	1	-	1	√	-	41
State level Seminar	√		03	√	-	36

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	39	22
Regional	-	-
National	01	01
International	-	-

18. Does the institution have an active Alumni Association?

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

2009

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 2012-13 (%)	Year 2 2013-14 (%)	Year 3 2014-15 (%)
Higher studies	20%	28%	30%
Employment (Total)	80%	72%	70%
Teaching	80%	70%	68%
Non teaching	-	2%	2%

23. Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, how many students were employed through placement cell during the past three years.

1 2012-13	2 2013-14	3 2014-15
20	12	17

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

	Yes	No
• Academic guidance and Counseling	√	
• Personal Counseling	√	
• Career Counseling	√	

CRITERION VI: GOVERNANCE AND LEADERSHIP

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

Yes No

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

Governing Body/management	Annual-2 Monthly-12
Staff council	Weekly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Advisory Discipline Seminar/Workshop

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes		No	√
Other (specify and indicate)	Yes		No	

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

	0	2
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5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

04

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

National

	2	0
International		

International

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

0	0	4
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- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

0	0	6
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- e. Research development programmes attended by the faculty

0	0	7
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- f. Invited/endowment lectures at the institution

0	1	2
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Any other area (specify the programme and indicate)

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes	√	No	
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes		No	

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number of hours spent by the faculty per week

01

8. Provide the income received under various heads of the account by the institution for previous academic session (2015-16)

Grant-in-aid	1,41,01,637
Fees	36,44,266
Donation	-
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	2014-15	2015-16
% spent on the salary of faculty	44.69%	62.09%
% spent on the salary of non-teaching employees	13.92%	20.49%
% spent on books and journals	0.177%	0.19%
% spent on developmental activities (expansion of building)	0.69%	2.72%
% spent on telephone, electricity and water	2.52%	3.45%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.59%	0.29%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.058%	0.07%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.14%	0.22%
% spent on travel	0.46%	0.45%
Any other (specify and indicate)	63.24%	89.99%
Total expenditure incurred	1,72,28,451	2,72,42,215

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

	Surplus in Rs.	Deficit in Rs.
2013-14	59,89,688	-
2014-15	1,00,13,764	-
2015-16	23,67,415	-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

CRITERION VII: INNOVATIVE PRACTICES

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

Yes No

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

Yes No

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

B.Ed (2014-15)

	Category	Men	%	Women	%
a	SC	-	-	46	18.56
b	ST	-	-	-	-
c	OBC	-	-	13	5.24
d	Physically challenged	-	-	1	0.40
e	General Category	-	-	187	75.40
f	Rural	-	-	144	58.06
g	Urban	-	-	104	41.94
h	Any other (specify)	-	-	1	0.40

M.Ed (2014-15)

	Category	Men	%	Women	%
a	SC	-	-	8	22.85
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	-	-	-	-
e	General Category	-	-	27	77.15
f	Rural	-	-	22	62.85
g	Urban	-	-	13	37.15
h	Any other (Specify)	-	-	-	-

4. What is the percentage of the staff in the following category ? (2014-15)

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	10	34.48
b	ST	-	-	-	-
c	OBC	-	-	1	3.45
d	Women	23	100	7	24.13
e	Physically challenged	-	-	-	-
f	General Category	23	100	18	62.07
g	Any other (specify)	-	-	-	-

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

B.Ed

Category	At Admission		On completion of the course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)
SC	57.14	56.55	68.93	71.84
ST	-	-	-	-
OBC	60.36	58.07	69.56	72.99
Physically Challenged	53.13	50.00	67.00	68.55
General Category	63.00	61.78	71.10	74.07
Rural	61.62	60.28	70.19	73.14
Urban	60.22	60.94	70.12	74.15
Any other (Specify)	-	-	-	-
Ex-serviceman	57.63	-	67.68	-
Disabled (Blind)	54.75	-	69.45	-
Sports	-	57.83	-	70.64

M.Ed

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	66.18	69.41	70.17	70.56
ST	-	-	-	-
OBC	68.45	-	73.85	-
Physically challenged	76.09	-	74.15	-
General Category	74.02	72.73	77.84	74.46
Rural	72.00	71.80	74.74	72.81
Urban	71.31	72.26	77.78	74.84
Any other (specify)	-	-	-	-
Ex-serviceman	-	-	-	-
Sports	70.36	-	72.31	-
Border Area	56.73	-	75.85	-

PART-II

SELF STUDY REPORT (Re-Accreditation)

- Executive summary
- SWOC Analysis
- Criterion-wise Evaluation Report
 - i) Criterion I : Curricular Aspects
 - ii) Criterion II : Teaching Learning Evaluation
 - iii) Criterion III : Research, Consultancy and Extension
 - iv) Criterion IV : Infrastructure and learning Resources
 - v) Criterion V : Student Support and progression
 - vi) Criterion VI : Governance and Leadership
 - vii) Criterion VII : Innovative Practices
- Post Accreditation Initiatives
- Mapping of Academic Activities of the Institution
- Present Scenario in Teacher Education
- Declaration by the Head of the Institution

PART-II- THE EVALUATIVE REPORT

EXECUTIVE SUMMARY

G.H.G. Harparkash College of Education for Women is a Govt. Grant-in-Aid college and is covered under 2f and 12B of UGC Act, 1956 being managed by Shri Hargobind Ujjagar Hari Trust, Sidhwan Khurd, Ludhiana. The college gets 95% grants from the Punjab State Government and 5% is contributed by managing trust. The Trust has dedicated itself to the cause of women education with special attention to Teacher Education. Sidhwan Institutions were established in 1909 and College of Education came into being in 1955. Since then every year 250 girl students get their Bachelor of Education degree following annual examination system of affiliating university i.e. Panjab University, Chandigarh. M.Ed Degree Course was started w.e.f. session 1969-70 and 10 seats were allotted to this college later on the seats have been increased to 50. The college is permanently affiliated to Panjab University Chandigarh w.e.f. 1956 and is recognized by NCTE vide letter no. NRC/NCTE/PB-20/2015/108617 dated 03 May, 2015 B.Ed and NRC/NCTE/PB-05/ 2015/ 135689-92 dated 25 January, 2016.

Sidhwan Institutions are spread over serene rural settings covering 26 acres of land donated by the founders in 1909. Sidhwan Khurd is 30 kms from Ludhiana city and is 120 kms from nearest Chandigarh Airport. Safe Hostel facility for the girls has been an outstanding feature of this premier institutions from the very beginning. The institutions are well known far and wide for women education. It is a clean and green campus, known for its women hockey and other sports.

The Managing Trust members are eminent personalities from various fields of life such as Education, Research, Administration and Army. At least two trustees are from the village of Sidhwan Khurd. All work without any honorarium. They motivate and play a very constructive role without being interfering.

The college is well equipped with very rich library, labs, administrative blocks, classrooms, resource centres, hostels, spacious grounds, stadium, multi-purpose hall, auditorium, gym, gurudwara sahib and gardens. All necessary facilities for students like canteens, general store, dispensary, staff hostel, free accommodation for class-IV employees, bank etc. are available in the campus itself.

Our college has established very useful and co operative relationship with the surrounding schools for carrying out teaching practice. We have two schools as lab schools within our own campus. Many of our alumni are teaching in various schools and colleges of

Punjab and even in other countries. Apart from govt. scholarships, the trust & college is giving number of scholarships to students.

Presently according to NCTE the college has been allotted 100 seats for B.Ed and 50 seats for M.Ed. Both the courses are of 2 year duration from the current session. Panjab University has introduced Semester System recently.

College has Hi-tech digital facilities, ICT based teaching methods are used, Administrative office and library are fully automated. AMCs are in place for these facilities. Free Wi-Fi facility for all students and faculty. All our permanent staff are Ph.D and have rich teaching experience.

College has been recognized as Panjab University Research Centre in Education. Few of our staff supervise Ph.D and M.Phil. students. Most of faculty are on important bodies of P.U.Chd, such as Selection Committees, Board of studies, Faculty of Education, Flying Squads, Syllabus revision committees, Paper setters and B.Ed & M.Ed examiners in other universities.

The college has not allowed any dilution in its quality of education despite many pressures because of recent mushrooming of self –financed teacher education colleges. The strength of students is a challenge in the present scenario as increase in duration of the B.Ed /M.Ed courses has been doubled. We all are working with zeal for realizing the vision of our founders.

SWOC Analysis

Strengths

1. A very old well known college of Education for women set up in 1955 in rural Punjab with excellent infrastructure.
2. Government aided institution, permanently affiliated to Panjab University Chandigarh since 1956.
3. Working with the mission of professionally educating rural women.
4. Proactive management.
5. All Faculty members are Ph.D.
6. Research is main feature since 1970-Active in action research.
7. All faculty conscious of professional growth.
8. Excellent Results-University positions
9. Hostel facility for girls since inception of the college.
10. Very rich automated library.
11. Maximum use of ICT by staff-teaching and non teaching.
12. Automated administrative office.
13. Convocation, Sports meet, alumni meet, college Magazine are annual features since 1960s.
14. Active in sports and cultural activities
15. Financially sound managing trust. No delay in Salaries despite late grants by Govt.
16. Staff hostel facility for women.
17. Free accommodation for Class-IV employees.
18. Free charitable hospital for village and students.
19. Clean and green campus with sports facilities.
20. Faculty Representation in university bodies.
21. Recognized Panjab University Research Centre in Education.

Weaknesses

1. Being setup in rural area most of the girls now are from rural belt so spoken English is poor.

Opportunities

1. The college is planning to introduce 3- years integrated B.Ed. and M.Ed degree course and 4-year integrated B.A-B.Ed course.
2. Starting M.A. in Education
3. To get more UGC projects.

Challenges

1. With increase in duration of B.Ed. and M.Ed. courses from one year to two years maintaining strength of students.
2. Maintaining quality standards in the face of unhealthy competition from private colleges.
3. Getting permission from the state govt. for filling up vacant posts.

CRITERION-I

CURRICULAR ASPECTS

CRITERION-I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

VISION

Empowering Rural Women by Educating Them

- As envisioned by Our Founders in 1909

MISSION

Ours is a premier women's Institute of Education in rural settings working since 1955 with a mission:

- To produce women professionals equipped with latest skills to meet challenges of modern world.
- To equip the prospective teachers with theoretical inputs and practical skills in Pedagogy for effective Teaching and Learning Process.
- To bring moral regeneration and to empower would-be teachers with Life skills and Employability Skills.
- To produce competent and committed teachers with research insights.
- To inculcate values and love for culture, society and nation.

Objectives of the Institution

- To provide teacher trainees a sound information at all levels such as physical, emotional, social, intellectual, academic and spiritual and to motivate them towards the vision of excellence.
- To develop practical skills in organizing school programmes and activities.
- To give preference in admission to socially disadvantaged and rural poor students.
- To develop research insight among students through action research and applied research.
- To develop the multi-dimensional personality of teacher trainees through academic, sports and cultural programmes.

- To make the teacher trainees committed and concerned towards the society through various activities and programmes.
- To develop responsible social and environmental behavior among students through rallies and specially organized seminars.
- To inculcate desirable values of brotherhood, social justice, leadership, dignity of labour and professional ethics.
- To develop ICT integrated pedagogy and skills among the teacher trainees in keeping in line with the existing national and global trends.
- To integrate critical thinking, creativity, values, social skills, decision making skills and leadership qualities.
- To inculcate abilities and competencies to organize co-curricular activities.
- To promote the process of healthy adjustment.
- To consider the impact of Indian constitutional provisions on the development of Indian social order in view of its secularist and democratic values.

Values

Value framework of our institution is:-

To inculcate among prospective teachers the values like World Vision, spiritual Wisdom, Tolerance, Sense of Responsibility and work culture, Self Control, Self Respect, Truthfulness, Enthusiasm, Dynamism, Tranquility, Eco-friendly development, Effort for excellence, Commitment to profession, Commitment to society, Self Esteem, Self Empowerment and modernity.

Major Considerations

- **Quality and Excellence:** The institution makes efforts to bring about qualitative development among the prospective teachers as they are motivated to exhibit the best of their knowledge and talent in every programme (curricular as well as co-curricular) they attend to.
- **Employability skills:** Effective and efficient teacher needs to be endowed with the right skills both soft and hard. Various opportunities including training on micro and macro teaching techniques, intra and interpersonal relationships, Information and communication skills (ICT) are provided to the prospective teachers.
- **Promotion of Educational Research:** Research provides ample opportunities of evaluation, innovation and development. The learners are encouraged to pursue different

types of research e.g Experimental Research, Philosophical and Descriptive Research, Action Research on various issues.

- a. The college has been recognized as 'Research Centre' of Panjab University, Chandigarh. Under this, the college provides six months course work to pre-Ph.D. students who enroll themselves as Research scholars for doing Ph.D. with Panjab University, Chandigarh.
- b. For the smooth functioning of the Research activities the college has formed a Research committee comprising senior faculty members who have already guided 25 Ph.D., 13 M.Phil students as Supervisors and co-guide. All the candidates have been successfully awarded their degrees.
- c. Research committee, Seminar and workshop committee of the college is arranging seminars and workshops on research in education for widening the mental horizon.
- d. With the motivation by the Principal and the Research committee, maximum faculty members have completed their doctorate (Ph.D.).
- e. Research is an important component of M.Ed. syllabi. So far 648 students of our college have done their Dissertation work on various topics which comprises of (Quantitative and Qualitative).
- f. Action research is also an ongoing activity at our college. It is a practical part of Paper III of B.Ed coursework.
- g. The students also conduct Surveys on topics – Superstitions, AIDS Awareness, Small Family Norms, Women Social Freedom, etc. (as practical part of paper I of B.Ed. course work).
- h. One-week state level workshop on Research Methodology, Statistics and SPSS package was organized in the college on 20-26 March 2014.

Equity: Rural poor candidates are given sufficient financial assistance in the form of scholarships. Academic programmes are also conducted to elevate the level of academically backward students to bring them at par with normal students.

Special attention has been paid to physically challenged students by providing ramp and railing facility, wheel chair facility and medical facilities. The college authorities also provide writers and brail material related to B.Ed. coursework to blind students. College faculty helps in preparing audio material for the blind students.

Integral Development: Harmonious personality development is part and parcel of the teacher development. The institution does this through Cultural competitions, Seminars, Special talks on

life orientations and meditation. Courses on Memory management, Guidance and Counseling and Life Skills are provided to make the student teachers aware of themselves and the society in which they live. These programmes are a routine activity since the inception of the college.

Social Concern: The teacher trainees are trained to have an open mind and committed life towards the construction of a good society. Various activities like rallies, seminars (Save the Girl Child), Skits, Poster Making, Collage Making, Creative Writing are organized to make the students aware of social evils and to play an active role in the society to eradicate these evils.

Global Trends: The emerging and challenging global issues e.g. Quality in education, sustainable development, global warming, universal brotherhood, terrorism etc. are treated through extension lectures, seminars and training so that the students are equipped with knowledge and skills to face the global realities.

Women Empowerment: Empowering women has become an urgent task in the society. Our institution is dedicated to Women cause. In our institution, women are empowered by giving them opportunities for learning and enhancement of knowledge and skills. The institution was established exclusively for women only, in 1955.

Enhancement of Infrastructure: Our institution keeps improving infrastructure as per the requirements. Availability of proper infrastructure makes the transaction of knowledge easy and viable. Continuous enhancement of infrastructure according to the changing educational climate has been undertaken.

Residential Facilities: Since inception in 1955 the institution has always been a fully residential professional college but now living in hostel is not compulsory. Keeping in view the mushrooming of self financed colleges around the area, hostel facility is optional now. The college has two well-furnished hostels to provide boarding and lodging facility and also homely environment to the students. When the (women) students are within the campus, values like feeling of oneness, 'unity in diversity' and understanding multi-cultural elements and secularist spirit through frequent interactions are developed. Evening Prayer is a regular feature of hostel life. There is a compulsory study period from 08 – 10 p.m. Since there is lot of greenery so the students enjoy Morning and Evening strolls also. Facility of activity room and gymnasium is also provided to the hostellers.

1.1.2. Specify that various steps in the curricular development process (Need assessment, Development of Information database pertaining to the feedback from faculty, Students, Alumni, Employers and Academic Experts, and formulizing the decisions in Statutory Academic Bodies).

The various steps in the effective curricular development processes of the institution are as follows:

The institution has its Internal Quality Assurance Cell (IQAC) comprising of Principal and Senior faculty members of the college. The Principal conducts regular meetings with the Staff and discusses the complete college calendar of the full academic session and seeks their constructive suggestions for bringing in desirable modifications best suited for the staff members and the students. Various Curricular aspects are discussed frequently in the staff meetings and feedback is sought in this regard. In order to review the previous academic session, annual review meetings at the management level and college level are also held to strengthen the new academic session.

The institution has active Students' Councils i.e. College Council (comprising of various societies i.e. literary, sports, fine arts & dramatic, and ICT and houses i.e. Satluj, Beas, Ravi & Chenab) and Hostel Council (comprising of college head girl, and office bearers of hostel like block in-charge, medical in-charge, mess in-charge), so that students can also participate in curriculum development process. For this the Principal holds frequent meetings with the Councils.

The institution has a strong feedback mechanism in the sense that after each and every scholastic and non scholastic activity feedback is sought. The constituents of the institution give their feedback through various modes:

- Verbal feedback
- Mailing- postal and electronic
- Suggestion Box in the college premises

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

The institution is sensitive and aware of the global demands and latest trends in teacher education at national and international level. In recent times the main thrust of teacher education is on optimal use of Information and Communication Technology (ICT) in effective dissemination of information, Inclusive Education, Value Based Education and English

Language Teaching through language laboratory. For equipping and training its prospective teachers with the global trends in teacher education, the institution undertakes following activities:-

Information and Communication Technology (ICT)

The use of ICT in education acts as a catalyst for change in this domain. ICT by its very nature is a tool that encourages and supports independent learning. Students using ICT for learning purposes become immersed in the process of learning. As more and more students use computers (information sources and cognitive tools), the influence of the technology on supporting how students learn is surely going to increase. A course on Computer Skills and special compulsory subject on ICT skill development in Education are offered to the B.Ed. students. Optional paper on Educational Technology is offered to the M.Ed. students. Pre Ph.D. Research scholars are taught E competencies for preparing their Research Proposal Designing (qualitative and quantitative). The teaching & non-teaching staff members are also given training in computers as per their requirements. The students are trained to submit the assignments, PPTs, classroom seminar presentations using Multi-Media.

So ICT in B.Ed., M.Ed. and Pre-Ph.D. curriculum is facilitating students to understand general terminology related to computer, understand the use of computers in education and research with respect to:

- (a) Use of Microsoft Word, Excel, PowerPoint, Publisher and PageMaker.
- (b) Use of graphic package
- (c) Appreciate the role of computers in modern society.

Every year the teaching skills like skill of introducing a lesson, skill of questioning, skill of reinforcement, skill of explanation and skill of stimulus variation, skill of illustration with examples etc. are discussed comprehensively with the active use of power point presentations before the pre-practice phase of teaching. The Expected Behavioural Objectives and the Real Learning Outcomes for lesson planning are also taught to the students by using power point presentations.

The students also have an easy access to the internet available in the computer lab and they make active use of ICT to meet the various challenges of teaching learning scenario prevalent today. All the institutional record is maintained with the help of computers. ICT is lending itself to more student centered learning settings by:-

- Providing well furnished and equipped Computer laboratories, Multi Media Laboratory enabling the students to handle ICT Resources.
- Giving orientation to B.Ed., M.Ed. and Pre Ph.D. Courses by using LCD projector.
- Orientation and Demonstration of Micro Teaching Skills, Macro Teaching by using LCD Projectors and Smart board .
- Attainment of Computer Proficiency by the students by utilizing their free periods and after college hours for hostel students.
- Assisting students to prepare and present Micro Teaching, Practice Teaching, Discussion lessons and Final Skill-in-Teaching Lessons using ICT Resources available in the institution.
- Teacher Educators use LCD Projectors to teach the students.
- The students also present their subject seminars using LCD Projectors and Smart board.

Special Education

Optional subject of Special Education is introduced at B.Ed. and M.Ed. level. To Sensitize and dispelling all the misconceptions in the minds of prospective teachers regarding the concept of inclusion, first hand practical experiences through Extension Lectures, Visits to Schools with children with special needs, case studies, workshops, surveys, awareness campaigns etc. are organized. Adequate facilities in the institution to the students according to their needs and requirements are also provided. Special attention has been paid to physically challenged students by providing ramp and railing facility, wheel chair facility and medical facilities. The college authorities also provide writers and brail material related to B.Ed. coursework to blind students. College faculty helps in preparing audio material for the blind students.

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

The curriculum of B.Ed course bears thrust on national issues like Environmental awareness, Value education, National Integration, Gender Equality, Secularism, Equity, Women Education & ICT skill development. Paper I of B.Ed & M.Ed course deals with Value Education, Secularism, National Integration & Equality.

Environmental Education

Environmental Education is introduced at B.Ed and M.Ed level. Different programmes related to environmental issues are organized. Environmental protection is ensured in the campus by maintaining an ever-green and eco-friendly campus. So this subject introduced in B.Ed, M.ED

curriculum is definitely helping or facilitating the future generation in conserving and preserving our ecosystems, health, and natural resources. This subject is also helping us to make our generation realize that we are a part of the problem so we have to be a part of the solution also.

- Apart from curricular requirements students take part in rallies on environmental issues.
- Our college participates and wins many prizes every year in flower show competitions held at Punjab Agriculture University, Rose Garden Ludhiana and Gurudwara Sri Guru Singh Sabha Ludhiana.
- The teachers are given plants as their birthday gifts and the students as prizes to inculcate love for environment.
- Gardening is offered as an optional craft. The students maintain one plant during their course.

Our college has an eco-friendly, pollution-free and polythene-free environment.

Moreover to keep the environment clean and tidy, dustbins are placed in the classrooms and other prominent places of requirement.

Value Education

One of the major aims of the institution is to inculcate values among the students. The Academic calendar of the institution consisting of various curricular and co-curricular activities ensures the inculcation of values among the students. All the activities including the extension lectures, literary, dramatic, Fine Arts, Meditation, sports etc., organized by the institution are infused with values. National and emotional integration is developed by celebrating festivals like Founder's Day, Gurupurabs, Diwali, Lohri etc.

To inculcate noble moral, cultural and spiritual values and virtues among the prospective teachers are provided with:-

- Regular morning assemblies (Prayer, House-wise Morning Talks, Motivational Thoughts written by students on different display boards)
- Morning talk by the teachers once in a week
- Extension Lectures by the Experts
- Visits to Religious Places (Sri Anandpur Sahib, Naina Devi Temple etc.)
- Reading of motivational and value based Library books
- Evening Prayer in the Hostel etc.
- Campus Gurudwara Sahib remains open round the clock.

Information and Communication Technology

A compulsory subject on Understanding of ICT in Education is offered to B.Ed. students to develop computer application skills among them. A paper on Educational Technology is offered

to the M.Ed. students. The students are trained to submit the assignments, PPTs. classroom seminar presentations using Multi-Media.

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

The institution makes use of ICT for curricular planning and transaction in following modes:-

- Understanding of ICT is a compulsory paper to let the students know the practicability of ICT in daily life in general and in education specifically.
- Faculty members use multi media for making teaching learning more effective.
- Students use laptops, tablets, computers and smart board during their teaching practice, discussion lessons and final lessons.
- Students and teachers use Language Lab, Smart board and internet to enrich their knowledge and make their teaching effective.
- Computer and internet facility is provided to the students even after college hours.
- Wi-Fi campus.

1.2 ACADEMIC FLEXIBILITY

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

The institution attempts to provide various experiences to the students from time to time so that teaching becomes a reflective practice. These include:-

- Demonstration of teaching skills by the expert faculty by delivering at least two macro lessons in real class room teaching situation (30 minutes duration) in each pedagogy subject before sending the students for actual practice teaching.
- Micro and macro teaching practices where the pupil teachers are given a simulated classroom situation initially and then they are transferred to real classroom situations.
- In micro teaching, the pupil teachers teach in a peer group under the supervision of their respective supervisors. The main thrust is upon the major skills like
 - a) Skill of introducing a lesson,
 - b) Skill of questioning,
 - c) Skill of reinforcement,
 - d) Skill of explanation,
 - e) Skill of stimulus variation,
 - f) Skill of illustration with examples etc.

It continues at least for a week.

- M.Ed. students are also provided the opportunities to deliver micro lessons to B.Ed. students.
- Our college started the practice of holding inter college skill-in-teaching and teaching-aid-preparation (already prepared and on the spot preparation) competitions in 1980s and now it has been adopted by Panjab University Chandigarh in its affiliated colleges of education at zonal and inter zonal level.
- The students are prepared for Skill-in-Teaching & Teaching Aids Preparation competitions held at Zonal & Inter-Zonal level organised by Panjab University, Chandigarh. Every year the students win many prizes in different teaching subjects as given in Annexures.

Teaching practice

In Teaching Practice, the pupil teachers are allotted various schools to conduct their teaching. They teach their lessons to the students as per the allotment of their classes. The Students prepare their lesson plan files comprising 1 discussion lesson, 5 micro lessons, 2 ICT based lessons, 2 Test based lessons, and 35 macro lessons in each teaching subject. During the programme, Practical files are also prepared by the students where in they learn how to make school records e.g.

- School Plant
- Attendance registers
- Time tables (Teacher-wise, Class-wise & Consolidated Time Table)
- Study the procedure of maintaining records and registers in the schools

Teaching Practice plays an important role in making the future teachers more skilled and proficient in their fields. Details of the activities related to teaching experiences provided to the B. Ed. Students are:

Sr. No.	Activity	No. of Lessons per Teacher/ Student	Observation of Lessons
1.	Demonstration Lessons by Teacher Educators	At least two lessons in each teaching subject	Observed by all the students
2.	Demonstration Lessons by M.Ed Students	1 (micro skill based lesson)	Observed by teacher and all B.Ed and M.Ed students
3.	Micro Teaching by pupil teachers of B.Ed. course	5+5 lessons	Observed by subject Teachers and peers
4.	Discussion Lessons (for 35 minutes)	One in each subject	Observed and evaluated Collectively by Subject teachers and peers

5.	Teaching in the Schools	40 (35 Macro lessons, 5 Diary lessons, 2 ICT based lessons 2 Test Based lessons)	Observed by teacher educators by rotation
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List of schools for teaching practice is given as under:

- Sikh Girls Senior Secondary School, Sidhwan Khurd, Distt Ludhiana
- G.H.G. Public Senior Secondary School, Sidhwan Khurd , Distt Ludhiana
- Govt. Senior Secondary School, Sidhwan Kalan , Distt Ludhiana
- Govt. Senior Secondary School, Jagraon, Distt Ludhiana
- Govt. Senior Secondary School, Swaddi Kalan, Distt Ludhiana
- Govt. Senior Secondary School for Girls, Swaddi Kalan, Distt Ludhiana
- Govt. Senior Secondary School, Dakha, Distt Ludhiana
- Govt. Senior Secondary School, Ayali Kalan, Distt Ludhiana
- Govt. High School, Gureh, Distt Ludhiana
- Govt. High School, Bhanohar, Distt Ludhiana
- Govt. Elementary School, Ayali Kalan, Distt Ludhiana
- Govt. High School, Morkarima, Distt Ludhiana
- Govt. Senior Secondary School, Talwandi Kalan, Distt Ludhiana
- Govt. Senior Secondary School, Baddowal , Distt Ludhiana
- Govt. Senior Secondary School, Barsal, Distt Ludhiana
- Govt. Senior Secondary School, Bhundri, Distt Ludhiana
- Govt. Senior Secondary School, Malsian Bajan, Distt Ludhiana
- Govt. High School, Pabbian, Distt Ludhiana
- Govt. High School, Aliwal, Distt Ludhiana
- Govt. High School, Talwandi Khurd, Distt Ludhiana
- Govt. High School, Kothe Pona, Distt Ludhiana
- Anand Ishar Public School, Kothe Pona, Distt Ludhiana
- Govt. Senior Secondary School, Sohian, Distt Ludhiana

The institution also provides varied learning situations. The students are encouraged to participate in various activities to inculcate the values like honesty, team spirit, punctuality, service etc. among them through:-

- Debates
- Quiz programmes
- N.S.S.
- Seminars
- College co-curricular activities in literary, dramatics, fine arts, sports
- Inter-House competitions etc.

The institution has established a language laboratory which is a self learning device. The main thrust is upon the development of correct pronunciation, intonation and accent. It also enables the use of same material by a group of about twenty learners at a time. So it has become an effective way of teaching English and communication skills to the students. With the introduction of the ICT skill development as a subject a well furnished multimedia laboratory,

smart classroom and computer laboratories have also been established in the institution. The students have an easy access to internet and they spend a quality time in surfing and using Internet for teaching learning tasks like:

- Making lesson plans
- Preparation of A.V. aids
- Preparing projects
- Doing Dissertation work
- Data analysis etc.

Well qualified and expert computer teachers supervise and guide the students.

This way the students are encouraged for independent learning which is the greatest need of the hour. Values like social responsibility and community orientation are developed among the students by conducting various programmes under NSS project.

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

The institution provides for adequate flexibility in the operational curriculum by providing varied learning experiences to the students. The college provides **fourteen teaching subjects** at B. Ed. Level out of which the students are required to opt any two subjects:

HUMANITIES GROUP

1. Teaching of English
2. Teaching of Punjabi
3. Teaching of Hindi
4. Teaching of Social Studies
5. Teaching of History
6. Teaching of Fine Arts
7. Teaching of Music
8. Teaching of Physical Education
9. Teaching of Economics
10. Teaching of Commerce

SCIENCE GROUP

1. Teaching of Home Science
2. Teaching of Science
3. Teaching of Mathematics
4. Teaching of Computer Education

The college provides **six optional subjects** at B.Ed. level out of which the students are required to opt any one subject. These options are:

- | | |
|---|-------------------------------------|
| 1. Health & physical Education | 2. School Library Services |
| 3. Life Long Learning | 4. Women Education & Indian Society |
| 5. Education of children with special needs | 6. Environmental Education |

The college provides **six options for Craft subjects** at B.Ed. level (2014-15) out of which the students are required to opt any one craft:

- | | |
|------------------|------------------------|
| 1. Candle Making | 2. Interior Decoration |
|------------------|------------------------|

- | | |
|-------------------|----------------|
| 3. Tie and Dye | 4. Home Craft |
| 5. Computer Craft | 6. Music Craft |

The college also provides **four optional subjects** at M.Ed. level (2014-15) out of which the students are required to opt any two subjects. These options are:

- | | |
|---|-----------------------------|
| 1. Educational Technology | 2. Guidance and Counselling |
| 3. Education of children with special needs | 4. Environmental Education |

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

As such no value added course has been introduced formally in the institution but the college provides various activities to develop communication skills (verbal & written), ICT skills, Life skills, community orientation, and social responsibility. National & International festivals and days are celebrated and tours for different educational and religious places (Pushpa Gujral Science City, Golden Temple, Virasat -e- Khalsa, Naina Devi and Kasauli and Quila Mubarak Bathinda and other historical places) are organized to learn various life skills. Extension lectures are also organized frequently. For fostering social responsibility among trainees various funds (for helping poor & needy students, assisting the victims of natural disasters, for Red Cross etc.) are collected. Various Literary, Dramatics, Fine Arts, Sports activities & rallies are organized frequently. Office bearers of College Council (comprising different societies & Houses) help in organizing these activities. Since 1960 it is a regular feature to publish college Magazine (Gyan Anjan) to develop creativity & writing skills among the students and teachers. The student editors actively participate in the editing & publishing work of the college magazine under the supervision of the teacher editors and chief editor.

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

- | | |
|--|---------------------------|
| • Inter disciplinary/ multi-disciplinary | • Multi skill development |
| • Inclusive Education | • Practice Teaching |
| • School Experience/ Internship | • Work Experience/SUPW |
| • Any Other specify & give details | |

Inter disciplinary/ multi-disciplinary

At B.Ed. and M.Ed. level all the papers are interdisciplinary in nature. Combination of all these subjects makes the curriculum interdisciplinary and multidisciplinary:

B.ED CLASS (2014-15)

CORE PAPERS

- Paper I-Philosophical & Sociological Basis of Education
- Paper II-The Learner- Nature & Development
- Paper III-Teaching Learning Process
- Paper IV (A)-School Management
- (B)Guidance & Counselling
- Paper V-ICT Skill Development

OPTIONS FOR PAPER V-B

- School Library Services/ Life Long Learning/ Women Education in Indian Society/ Education of children with special needs/ Environment Education/ Health & physical Education

TEACHING SUBJECTS

Humanities (Teaching of English, Teaching of Punjabi, Teaching of Hindi, Teaching of Social Studies, Teaching of History, Teaching of Fine Arts , Teaching of Music, Teaching of Physical Education, Teaching of Economics Teaching of Commerce)

Sciences (Teaching of Home Science, Teaching of Science, Teaching of Mathematics, Teaching of Computer Education)

CRAFTS

- Candle Making/ Interior Decoration/ Tie & Dye/ Home Craft/ Computer Craft/ Music Craft

A major change in the curriculum of B.Ed. course has taken place with the implementation of NCTE Notification-2014 which is applicable w.e.f. session 2015-17. After thorough discussions, workshops and feedback from Principals and faculty members of affiliated colleges, Panjab University developed and introduced new syllabus for B.Ed. course which is followed in our institution. Now the subjects taught in B.Ed. course are:

Semester-I		Semester-II	
Paper	Name of the Paper/Subject	Paper	Name of the Paper/Subject
C-1	Childhood & Growing up	C-9	Language across the Curriculum
C-2	Contemporary India & Education	C-10	Learning and Teaching
C-3	Understanding Disciplines and Subjects	C-11	Assessment for Learning
C-4	School Management	C-12	Understanding of ICT
C-5&6	Pedagogy of School Subjects	C-13	Drama & Art in Education
C-7	Participation in Sports and Yoga	C-14&15	Pedagogy of School Subjects
C-8	Pre-Internship-1	C-14	Participation in Sports and Yoga
		C-8	Pre-Internship-2

M.ED CLASS (2014-15)

- Paper I Foundations of Education (Philosophical & Sociological)
- Paper II Advanced Educational Psychology
- Paper III Research Methodology & Statistics
- Dissertation (the dissertation topics are interdisciplinary)
- Optional Papers: Educational Technology/ Environment Education/ Special Education/ Guidance & Counseling

There was a change in the syllabi of M.Ed. Class after the introduction of semester System in the session 2014-15. Changes in the subjects are given below:

Semester I

- Paper I Education as a field of study
- Paper II Advanced Educational Psychology
- Paper III Methodology of Educational Research & Statistics
- Dissertation/ Research Proposal
- Field Based Experiences
- Optional Papers: Educational Technology/ Environment Education/ Special Education/ Guidance & Counseling

Semester II

- Paper I Education as a field of study
- Paper II Advanced Educational Psychology
- Paper III Methodology of Educational Research & Statistics
- Dissertation/ Research Report
- Field Based Experiences
- Optional Papers: Educational Technology/ Environment Education/ Special Education/ Guidance & Counseling

A further major change in the curriculum of M.Ed. course has taken place with the implementation of NCTE Notification-2014 which is applicable w.e.f. session 2015-16. Changes in the subjects are given below:

Semester-I		Semester-II	
Paper	Name of the Paper/Subject	Paper	Name of the Paper/Subject
I	Perspectives in Education	I	Process of Education
II	Learner and Learning Process	II	Psychology for Individual and Social Development
III	Educational Research and Statistics	III	Educational Research and Statistics
IV	Teacher Education	IV	Dissertation-II
V	History of Education	V	Self Development Skills-II
VI	Dissertation-I	VI	Pedagogy of Social Science Education
VII	Self Development Skills		

Pre-Ph.D. Course

- Research Methodology and Statistics
- E-Competencies and Research Proposal Designing
- Issues Related With Education
- Research Area Specific Project

Multi-Skill development

Skill development through micro and macro teaching, activities on soft skills, personality development, computer skills, Spoken English, Guidance and Counselling, Time Management, Art and Craft empower the students with multi-skills. Every year our college conducts Inter-house cultural and sports competitions. Leadership training is given through activities and other programmes organized by the students' councils. Development of the skill of observation and critical thinking is developed through inter house competitions. Skill of operating multi-media, preparing individual assignments and research projects, utilization of language laboratory and development of interpersonal skills are imparted to the students for their multi-skill development.

Inclusive Education

A paper on Education for the Special Children is offered to M.Ed. students. A unit on Special children in Educational psychology, Guidance and Counselling are included in both B.Ed. and M.Ed., programme. School Visits to special schools viz., School for the hearing impaired, visually impaired and mentally challenged are included in the curriculum and the students visit the special schools every year -Deaf and Dumb School, Braille Bhawan etc.

Practice Teaching

We conduct Practice teaching in different phases. At Pre-practice phase, demonstration teaching and micro teaching by subject teachers is conducted. At practice phase teaching in simulated setting and then in actual/ real setting, is conducted. Teaching competency assessment is done by the mentor teachers during teaching practice. Discussion Lessons are assessed and graded by the peers and the subject teachers.

School experience/internship

Our trainees while they go for intensive teaching practice for forty five days undergo all the experiences in their respective schools like teaching, conducting of assembly and organizing school-based activities. They get training for preparing case study, school plant report, time table, attendance record, solving class room problems through action research, organizing co-curricular activities & writing report etc.

Work Experience

As per the curriculum the college has six crafts in B.Ed. course & the students choose one craft out of these. The college provides basic facilities and infrastructure for all these crafts. Demonstrations are given by the respective Craft teachers.

1.3 FEEDBACK ON CURRICULUM

1.3.1 How does the institution encourage feed-back & communication from the Students, Alumni, Employers, Community, Academic peers & other Stake holders with reference to the curriculum?

'There is always a scope for improvement'. For this, the institution has a strong feedback mechanism in the sense that after each and every scholastic and non scholastic activity the feedback is sought from its various constituents. The constituents of the institution give their feedback through various modes:

- Verbal feedback
- Social Networking (on Whats App , facebook etc) by adding posts
- E-mail
- Suggestion Box
- Visitors Book

To obtain feedback from the various constituents following practices are adopted:

Feedback from students:

- To obtain written feedback, self-made feedback proforma to rate the success of each and every session are filled-in by the pupil teachers. This feedback mechanism includes:
- Students' Feedback on Teachers
- Students' Feedback on Micro Teaching Practice(In Simulated setting)
- Students' Feedback on Teaching Practice(In Simulated setting)
- Students' Feedback on Teaching Practice in Schools.
- Students' Feedback towards Academics
- Students' Feedback on organization and management of Co-curricular Activities
- The students also give verbal feedback in classrooms and wherever necessary.
- The students also put forth their suggestions and feedback to their head girls, Society in-charge (Literary, Dramatics, Fine Arts & Sports) and to houses in-charge in House Meetings.
- The students make use of suggestion box placed in the campus.

Feedback from Alumni

The institution also invites suggestions from its alumni members by following modes:-

- They give verbal feedback in Alumni Meet which is held one day prior to convocation every year.
 - A register is maintained in which alumni (whenever they visit) are asked to enter their present status and their suggestions are sought.
 - On telephonic talks & SMS.
 - Through social networking like whats app' facebook etc.
 - Inputs given by alumni are published in college magazine 'Gyan Anjan'.
- This way college maintains a regular and valuable relationship with its old students.

Feedback from Employers

The students get suitable teaching jobs in the reputed schools and institutions through the institution Placement Cell and from time to time feedback from their employers is sought telephonically.

It is a practical feedback that the student trainees attending teaching practice in their respective schools are given appointments by the principals/heads of practicing schools. It is a matter of proud for the college authorities that Sidhwan Alumni are teaching in the reputed colleges of Education and schools of not only surrounding areas of India but overseas also.

Feedback from Community, Parents and other stakeholders

- Feedback from visitors, participants, academicians and representatives from institutions is sought on Visitor Register.
- The visitors, parents, participants, academicians and representatives from other institutions extend their valuable suggestions through suggestion box placed in the campus, e-mail etc.
- Self-made feedback proforma to rate the success of each and every pupil teacher during the teaching practice is filled-in by the M.Ed. students and valuable suggestions are given by the teacher- educators for their improvement. From time to time the institution organizes various State Level and National Level seminars and workshops and extends invitations to the renowned academicians, educationists, scholars, teacher educators, delegates, representatives and participants from other institutes and delegates.

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

In order to use feedback to review and identify areas for improvement and changes to be brought in the curriculum, the Institution has its Advisory Committee comprising of Senior Lecturers for effective functioning of the scholastic and non-scholastic activities. The Principal, IQAC and Advisory Committee intensively analyses feedback on various aspects of academic and non-academic activities

The Principal also holds monthly meetings with the members of the Students' Councils in order to bring about the productive improvement in curricular and co-curricular activities. Annual Review meeting of the Previous Academic Session is held in the college as well as at management level at the end of academic year to discuss major outcomes and loopholes of the previous session and the new academic session is strengthened on the basis of feedback sought.

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

The institution plays an important role in curriculum development by putting forth suggestions from time to time in the Board of Studies meetings through the proper channel (Principal of our college is a member of Board of Studies of Panjab University, Chandigarh). In the syllabus revision meetings, the faculty members of our college are invited as resource persons.

1.4 CURRICULUM UPDATE

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

Our college is affiliated to Panjab University Chandigarh and it follows the curriculum prescribed by the university for B.Ed., M.Ed., and Pre-Ph.D. course. Major curriculum revision in Pre-Ph.D., M.Ed & B.Ed course has been done in the session 2011-2012., in 2013-14 and 2015-17. Annual system was prevalent till 2014. Semester System was introduced in the session 2014-15. Syllabus outlines of M.Ed and B.Ed Course of annual and semester system is given in Annexures.

Different faculty members were deputed to attend syllabus revision workshops (B.Ed.) held at various colleges of Education as under:-

Year-2011

Subject	Date	Venue	Teacher Incharge
Paper-I	13.12.2011	Govt. College of Education, Chandigarh	Mrs. Manjeet Kaur
Paper-II	09.12.2011	Malwa Central College of Education, Ludhiana	Dr. Sarvjeet Kaur Dr. Shally Mrs. Jagminder Kaur
Paper-III	09.12.2011	Malwa Central College of Education, Ludhiana	Mrs. Gurpreet Grewal
Paper-IV	10.12.2011	Our college	Subject Teachers
Teaching of Punjabi	15.12.2011	D.A.V. College Of Education, Hoshiarpur	Mrs. Jagminder Kaur
Teaching of English	10.12.2011	Our college	Dr. Seema Chopra
Teaching of Hindi	14.12.2011	D.M. College Of Education, Moga	Dr. Sarvjeet Kaur
Teaching of Social Study	16.12.2011	G.H.G.Khalsa College of Education, Gurusar Sadhar	Dr. Shally
Teaching of Economics	16.12.2011	G.H.G.Khalsa College of Education, Gurusar Sadhar	Dr. Kiran Duggal
Teaching of Commerce	12.12.2011	B.C.M. College of Education, Ludhiana	Ms. Amarjit Kaur
Teaching of Mathematics	12.12.2011	B.C.M. College of Education, Ludhiana	Mrs. Navjot Kaur
Teaching of Fine Arts	12.12.2011	Govt. College of Education, Chandigarh	Mrs. Pooja Batra
	13.12.2011	Govt. College of Education, Chandigarh	Mrs. Pooja Batra
Teaching of Computer Education	13.12.2011	Govt. College of Education, Chandigarh	Ms. Jaspreet Kaur
Teaching of Physical Education	13.12.2011	Doraha College of Education, Doraha, (Ludhiana)	Mrs. Swarna Saini
Teaching of Home Science	12.12.2011	B.C.M. College of Education, Ludhiana	Dr. Parveen Grover
School Library Services	14.12.2011	L.L.R.M. College of Education, Dhuddike (Moga)	Mrs. Pushpinder Kaur
Special Education	14.12.2011	Malwa Central College of Education, Ludhiana	Dr. Sarvjeet Kaur Dr. Shally
Adult Education	13.12.2011	L.L.R.M. College of Education, Dhuddike (Moga)	Mrs. Pooja Batra
Physical Education	13.12.2011	Doraha College of Education, Doraha, (Ludhiana)	Mrs. Swarna Saini
Environmental Education	13.12.2011	Govt College of Education, Chandigarh	Dr. Amandeep kaur
Co-Curricular Activities	10.12.2011	Our college	Mrs. Jagminder Kaur

Crafts			
Candle Making	12.12.2011	B.C.M. College of Education, Ludhiana	Ms. Bimaljit Kaur
Tie & Dye	13.12.2011	Govt. College of Education, Chandigarh	Mrs. HarjeetKaur
Interior Decoration	13.12.2011	Govt. College of Education, Chandigarh	Mrs. Pooja Batra
Home Craft	13.12.2011	Govt. College of Education, Chandigarh	Dr. Parveen Grover
Computer	13.12.2011	Govt. College of Education, Chandigarh	Mrs. Manjeet Kaur
B.B. Writing	13.12.2011	D.A.V. College of Education, Chandigarh	Mrs. Pooja Batra Mrs. HarjeetKaur
Health & Physical Education	13.12.2011	Doraha College of Education, Doraha, (Ludhiana)	Mrs. Swarna Saini

Year-2013

Subject	Date	Venue	Teacher Incharge
Through revision of the B.Ed. Syllabi	30.09.2013	B.C.M College of Education, Ludhiana	Dr. Parveen Grover Mrs. Manjeet Kaur Dr. Shally

Year-2015

Subject	Date	Venue	Teacher Incharge
Through revision of the B. Ed. Syllabi	04.06.2015	G.H.G. Khalsa College of Education, Gurusar Sadhar	Dr. Parveen Grover Dr. Shally Mrs. Jagminder Kaur Mrs. Gurpreet Dhaliwal Miss Sarvjeet Kaur
Pedagogy of English	16.09.2015	Our College	Dr. Seema Chopra

Year-2016

Subject	Date	Venue	Teacher Incharge
B.Ed. Internship Programme	22.01.2016	G.H.G. Khalsa College of Education, Gurusar Sadhar	Dr. Rajni Bala Mr. Gurvinder Singh
3 rd Sem. (B.Ed. Internship Programme) and 4 th Sem. B.Ed. (All subjects)	20.05.2016	Our College	All faculty Members

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

Our institution adopts different strategies for curriculum revision and update as mentioned in 1.3.3

Student Input: To obtain feedback from students, a suggestion box is placed in the campus.

Feedback from schools : Feedback from schools is obtained by the teachers during teaching practice by discussing the curriculum of B.Ed course with the Heads and staff members of those schools. Feedback proformas attached in Annexures.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

Following quality sustenance and quality enhancement measure are undertaken by the institution during the last five years in curricular aspects:

- Establishing IQAC.
- Integration of ICT in Teaching-learning Process.
- Research Journal named 'Research Insight in Education' An International Bi-annual referred Journal.
- Introduction of the optional papers- Women Education in Indian Society for B. Ed. Class and Education of Children with Special Needs in M.Ed. class.
- Empowering teacher trainees with Communication Skills through extension lectures, tutorials.
- Effective Feedback Mechanisms by Alumni and Stakeholders.
- Establishment of one more computer lab.
- College recognised as Research Centre by the Panjab University.
- Approval as Research guides to the senior faculty by the Panjab University.
- Effective use of Language laboratory.
- Addition of more books in the library regularly.
- Installation of LCD projectors.

1.5.2 What innovations/ best practices in curricular aspects have been planned/ implemented by the institution?

Following innovations and best practices in curricular aspects are planned and implemented by the institution:

- Academic Calendar is prepared at the beginning of every session for the smooth functioning of college and for allocation of duties as per the abilities & interests of the faculty.
- Research Committee of the college organizes seminar and Extension Lectures on Research Methodology and Statistical techniques from time to time.
- Our college has been recognized as research centre for conducting Pre-Ph.D. course in Education.
- To develop computer application skills among students and staff the college established a new computer lab with 20 computers and free access to internet for staff members & students. Use of ICT in teaching & other activities is appreciated and encouraged.
- A special well organized orientation session regarding B.Ed., M.Ed. and Pre Ph.D. syllabi is provided to the students at the beginning of every session.
- A special orientation session regarding library use is provided to the students of B.Ed., M.Ed. and Pre-Ph.D. students in the beginning of their respective sessions. It is a regular feature of the college to enrich the college library by adding new books, Magazines & Journals. There is also a provision for supervised library period in the time table.
- To enhance the creative thinking and expression of the students and teachers the college publishes the college magazine (Gyan Anjan) annually since 1955.
- Demonstration of at least two Model lessons (five lessons in case of Languages) by all subject teachers is provided to the students every year.
- Faculty members are encouraged to attend and actively participate in seminars, conferences and workshops organized at various colleges and universities. It is also an appreciable practice of our college that faculty members share their experiences with other faculty members through presentations after attending such programmes.
- Our college has established Placement cell, Guidance cell, Research committee, Anti-ragging cell and Grievance Redressal Cell.
- Environmental Education is introduced as optional subject at B.Ed. and M.Ed. level.
- Demonstration of Micro and Macro teaching is done by the subject teachers.
- The students are encouraged for reading Motivational Books by the teachers and Library staff.

- Remedial Teaching is done to support the learning of the low achievers.
- Comprehensive and Continuous Evaluation procedures are adopted by the college to assess the achievements of the students.
- Value Based Education is provided to uplift the character of the students.
- Art & Craft Workshops are organized develop creative skills and aesthetic sense of the students.
- Extension lectures are organized frequently to develop and groom the personality of the teacher trainees.
- Annual and perennial plants are grown by the students also (in Gardening craft).
- Various programmes (Extension lectures, seminars, talks etc.) are organized on women related issues and rural community is also invited in these programmes.
- The department of Home Science organizes cooking demonstrations and workshops in order to develop culinary skills in various cuisines among students.
- Yoga camp and regular Yoga classes are organized to make the students physically fit.
- NSS camps in which various drives like Drug de-addiction, cancer awareness, AIDS awareness, save water and cleanliness and rallies are organized to develop social insight and community service among students.

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

The main evaluative observations made in the first assessment report with reference to Curricular Aspects are:

It is an affiliated college of the University of Panjab. The college follows the syllabi prescribed by the university for the both at the undergraduate and the postgraduate levels in the normal annual pattern. The college offers B.Ed. and M.Ed. courses of one year duration. In B.Ed. course 250 graduate students from the arts, commerce and science disciplines are admitted. During this period, apart from the knowledge of various philosophical, sociological, psychological foundations, training in skill-in-teaching is also given. The redeeming feature of the college is that it has its own practising schools where training in skill-in-teaching is being imparted. The college has also made accentuated efforts to develop physical, moral, intellectual and social potentialities of the students.

Each student is required to choose one optional subject out of School Library Services, Health and Physical Education, Education of Exceptional Children, Population Education and

Environmental Education, offered by the college. These subjects prepare the students to meet the requirements of school activities and to fulfill their duties as teachers in the schools in the priority areas.

The teachers, who are members of the respective Boards of Studies, play a vital role in updating the syllabi and making them more relevant to the society. Empowerment of women has been the main goal of the institution from its inception. The programmes are generally in conformity with the mission, goals and objectives of the institution. The mechanism to collect feedback on programmes from academic peers and passed out students even though on informal basis, seems to be on sound lines.

Therefore, there were no specific suggestions made by the Peer Team in the first assessment report with reference to Curricular Aspects.

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

The major quality sustenance and enhancement measures undertaken by the institution after the previous assessment and accreditation are:-

- Formation of IQAC.
- Establishment of Placement cell, Guidance cell, Research committee and Grievance Redressal Cell and Anti-ragging cell.
- Allotment of Research centre by the Panjab University and introduction of Pre Ph.D. Course work in the faculty of Education.
- Releasing Research Journal named 'Research Insight in Education' An International Bi-annual referred Journal.
- Professional Growth of the staff - 8 teachers completed their Ph.D. work since 1st accreditation.
- Completion of Ph.D. work of research scholars under the supervision of senior faculty.
- Recognition of new staff members as Supervisors for guiding Ph.D candidates.
- Approval of minor Research Project by U.G.C.
- Teachers invited as resource persons in various seminars, conferences, workshops held at national and international level.
- Teachers as added members of Faculty of Education.
- Teachers invited for extension lectures.
- Books written by Faculty members (Dr. Amandeep Kaur, Dr. Sarvjit Kaur).
- Awards to the teachers (Dr. Amandeep Kaur, Dr. Sarvjeet Kaur, Dr. Rajni Bala).

- Formation of ICT society.
- Formation of Alumni Association.
- Launching and maintenance of College Web site.
- Installation of and maintenance of Language lab and Smart classroom.
- Establishment of one more computer lab.
- Internet and Wi-Fi connectivity.
- Computer facility in the class rooms.
- Installation of LCD projectors.
- Automation of Library.
- Regular addition in the library books, journals etc.
- Introduction of Semester System since 2014-15.
- New crafts introduced (Music Craft, Candle Making, Computer Craft).
- Regular purchase of learning material (Psychology Tests, Teaching Aids and Text Books).
- Participation in inter college competitions – Literary, Dramatic, Fine Arts, Sports, ICT activities.
- Introduction of new scholarships.
- Installation of Gymnasium.
- Construction of Ramp for the Physically challenged students.
- Construction of new hostels, Activity room for hostlers.
- Renovation and expansion of the Principal Office, college office, Library, Common room, Hostel mess.

CRITERION-II
TEACHING LEARNING
PROCESS

CRITERION-II

TEACHING LEARNING PROCESS

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The institution has been running two courses since 1955 (B.Ed.) and 1970 (M.Ed.) which are recognized by the National Council for Teacher Education (NCTE). The college maintains transparency in the entire admission procedure. This is done according to admission criteria defined by the affiliated university which is applied to all the students. For the admission to B.Ed. and M.Ed. courses, the college strictly follows the reservation norms of the state govt. / Panjab University, Chandigarh. The following categories of students are admitted:-

1. General
2. SC/ST
3. BC
4. Border Area/Backward Area
5. Sports
6. Children/Grand children of freedom fighters
7. Disabled person (blind, deaf & dumb, other handicapped)
8. Defence personnel (wards/widows of defence personnel, wards of ex-servicemen)
9. Wards/ widows of para-military forces
10. Riots and terrorists violence victims
11. Widows and divorced women
12. Wards and widows of all ex-servicemen settlers of Andaman & Nicobar only.

For admission to B.Ed. programme, three universities of Punjab viz, Guru Nanak Dev University, Amritsar, Punjabi University, Patiala and Panjab University, Chandigarh conduct centralized on-line merit based counselling on rotation basis. The admission procedure is advertised in the leading newspaper of English and vernacular languages by the concerned university and on college website. The students are required to apply on-line by the stipulated date in which they are to furnish their preference of college and teaching subjects. As directed by the state govt., entrance test is also taken. The university prepares the merit list according to major teaching subjects i.e. science, maths, home science, physical education, social studies, computer science, music, fine arts, history, commerce etc. After allotment of seats in the counselling, the students report to the respective allotted colleges where merit and original certificates are duly checked.

The college prospectus contains clear, complete and comprehensive information about admission procedure, eligibility conditions, general rules and regulations, fee structure, refund policies, student support services etc. This is issued only after procuring the counselling receipt issued by the university to the student and verifying her candidature from the university allotment list to the college by the college admission committee.

The college principal, being head of admission committee, forms various sub-committees for the execution of admission process i.e. Coordination committee, Admission forms checking committee, Guidance and counselling committee, Documents verification committee and Accounts committee.

The Principal signs the application form of each student after final verification is completed by coordinators of coordinating committees. Then, fee voucher to deposit fee in the bank is issued by accounts committee.

For few vacant seats if left after second and third counseling, the university directs various colleges to do admission on their own. The college advertises the status of the vacant seats in the leading English and vernacular newspapers and on website of the college. The application forms for the admission against vacant seats are invited adhering to the norms of the universities. The admission committee scrutinizes the forms according to the prescribed eligibility criteria. Merit list under major teaching subjects is prepared and admission is done accordingly. A proper admission record is maintained. There are no management seats.

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

Since, at the initial stage the admission to B.Ed is conducted centralized, the convener of the admission committee of the university gives wide publicity to the programme through various modes i.e.

- a) On university website
- b) On college website
- c) Advertisements in national English and vernacular news papers

The prospectus of the institution contains information regarding introduction about founders, principals' names who served the institution, college teaching staff with their qualifications, college non-teaching staff, name of courses run by college and their seats, subjects to be taught in B.Ed. and M.Ed., fee structure, scholarships, students aid fund, refund of security, rules for hostel, leave rules, fines, library and rules for using library, college magazine, co-curricular activities, general information and academic achievements.

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

The institution strictly monitors admission decisions to ensure that determined admission criteria are equitably applied to all the applicants. For this, the college formulates admission committee headed by principal, which has sub-committees like coordination committee, admission forms checking committee, guidance and counseling committee, document verification committee and accounts committee. The admission process is totally transparent.

The admission is conducted centralized on rotation basis by Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala. The entire procedure is advertised in the newspaper (National, Regional and local) and also on the university website. After allotment of seats to the students on-line, the students report to the allotted college. The minimum eligibility criteria for admission to B.Ed. course is 50% in graduation relaxed by 5% for SC/ST candidates which is equitably applied to all candidates. Reservation policy is strictly followed as specified by state govt. The college admits the students under various subject groups like science, humanities and commerce. There are no management seats.

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

To retain the students of diverse economic, cultural, religious, gender, linguistic backgrounds and physically challenged, the following strategies are adopted:-

1. Financial help to economically weak students.
2. Provision for depositing fee in installments or as per convenience.
3. Organization of various activities and talks in morning assembly to meet the need of diverse cultures.
4. Celebration of various festivals.
5. Provision of equal opportunities to all students irrespective of any religion they profess.
6. Freedom to adopt any medium i.e. Punjabi, Hindi and English.
7. Wide choice is given to select optional papers in V (B) and Craft.
8. Financial support for students participating in inter college events, competitions, seminars, workshops etc.
9. Help in getting state/ univ. scholarships.
10. Regular games and sports are part of time table.
11. Provisions for physically challenged students like wheelchair, ramp etc.
12. Book bank facility.

13. Free usage of internet, wi-fi.
14. Transport facility.
15. Girls hostel facility.
16. Counselling of parents is also done.
17. College uniform on Wednesday only.
18. Subjects like home science, music have been introduced.
19. Facilities of western washrooms.
20. Amanuensis (writer) for visually challenged.
21. Remedial teaching for weak students.

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

The institution has made following provisions for assessing student's needs and skills on the opening day of teaching programme.

- a) The institution maintains its tradition of conducting orientation programme before the commencement of teaching programme, In this, new entrants are acquainted with founders of the institution, the institution's inception, features, vision, mission, goals and objectives of the college, academic courses – theory, practical and optional, their syllabi, scheme of evaluation, general rules and regulations of the college, guidelines for the parents/ guardians, fee structure, refund policies, student support service etc. Knowledge about various houses/ committees and their activities is shared with students.
- b) Some of the students have rural background. Special programme in the form of seminars and workshops on English communication and personality development are arranged for them so that they attain a reasonably comparable level with other trainees.
- c) Provision of selection of the optional subject in paper-V(B) and work experience programme which is done in accordance to student's abilities, interest and hobbies. Expert subject teachers orient the students about requirements of each optional subject and crafts.
- d) A series of talent search programmes in various fields i.e. sports, dramatics, literary and fine arts are organized every year in order to discover the hidden talent and potentialities of the students. The skills of the students are honed in different activities by faculty members and trainers invited from outside.
- e) A calendar of curricular and co-curricular activities is drawn up before the beginning of the session and put on notice board for the information of faculty members and students.

2.2 CATERING TO DIVERSE NEEDS

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

A well drawn, thoroughly thrashed out programme is followed for this purpose.

- I. The institution provides guidance and remedial teaching to the students who achieve below the mark or find any difficulty.
- II. The poor students are given the facility of book bank from which they can get a set of books for the whole session.
- III. Seminars and extension lectures are conducted from time to time in order to enhance their knowledge.
- IV. Student council is formed by adopting democratic steps. The student council comprises of head girl and captains of various houses in different areas viz dramatic, fine arts, literary and sports. The students of B.Ed. class are divided into four houses viz. Satluj, Ravi, Beas and Chenab. The head girl and the house captains are elected on the basis of maximum votes won by the students.
- V. Students are given opportunity to access ICT. Being a part of their syllabus, ICT is taught as a foundation subject to B.Ed. students. In the old syllabus ICT was an optional subject. But college introduced the basics of ICT for all the students and this was given importance by giving a place in time table.
- VI. The institution provides a well-furnished and rich library to cater the needs of the students.
- VII. The institution possesses well-equipped computer labs, psychology lab, multimedia lab, language lab, social studies lab, home science lab and fine arts resource centre.
- VIII. The students are free to choose their language medium out of English, Hindi and Punjabi for attempting the examination. The faculty uses bi-lingual methods for convenience of all the students.
- IX. The college also provides internet facility to the students.
- X. Library is kept open well after college hours.
- XI. The college has various societies, houses and clubs. The various societies are dramatics, literary, fine arts and sports society. The office bearers of these societies i.e. president, vice-president, secretary and joint secretary are selected by the in charges on the basis of the talent shown by the students. The incharges of the societies organize various inter-house competitions. The office bearers of these societies assist the incharges in smooth

conduct of these competitions. The incharges also prepare the students for participating in inter college competition and youth festival.

The incharges of the various houses prepare the students for participating in inter house competitions. The house captains assist the incharges of the houses in preparing the students for inter house competitions.

The college runs two clubs i.e. Eco club and IT club. Eco club sensitizes the students about environmental issues by conducting seminars, power point presentations, rallies, tree plantation, poster making and slogan writing competitions. IT club organizes various competitions like preparing power point presentations and creating word document to develop IT skills in students. The students are given practical experience in computer education in the lab which is fully equipped with internet facility.

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

- I. The college provides a sympathetic and cooperative environment to the students.
- II. The students are encouraged to participate in the classroom discussions and interactive teaching.
- III. The college provides special teaching for exceptional students.
- IV. The students who have poor economic background are provided scholarships and fee concessions.
- V. The ICT resources like computers, LCD-Projectors and smart board are used during teaching learning process.
- VI. The college creates awareness among students regarding needs of exceptional children through lectures and classroom teaching.
- VII. The facility of extra coaching and provision of amanuensis (writer) is provided for visually challenged students.
- VIII. The ramp as well as wheelchair is available for assisting physically challenged students.
- IX. Library has books/ textbooks/ newspapers/ magazines/ journals in English, Hindi and Punjabi to facilitate the students.
- X. Remedial classes are held for weak students.
- XI. Individualized counselling is done by faculty members.
- XII. Guidance and counselling cell helps in solving problem of students.
- XIII. Continuous evaluation programme is followed.
- XIV. Exposure to diverse hobbies is given through extension lectures/ demonstrations etc.
- XV. Theme based morning talk is given by students daily.
- XVI. Existence of Eco club in the college for conducting environment related activities.

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

Various curricular activities to understand the role of diversity and equity in teaching learning process are organized.

- i. Students are encouraged to participate in inter-college competitions, youth festivals, co-curricular and sports activities.
- ii. Conducting morning talk in which every student is given chance to talk about various social and moral issues.
- iii. Off campus activities and various competitions for which students are selected on merit. Equal chance is given to every student to participate.
- iv. Organizing awareness programmes and extension lectures in the college. Every student is encouraged to participate in some activity.

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

The college has well qualified faculty selected on the basis of merit and competence. Faculty members are sensitized by giving them opportunities to attend seminars, workshops, orientation programmes and refresher courses.

The faculty members ensure that students are made aware about the women issues by organizing extension lectures, morning talks on issues like female foeticide, domestic violence, illiteracy etc. Students as well as teachers express their views and concerns regarding recent problems faced by women in society. The aim of such programmes is to sensitize the students towards present scenario and to suggest measures for making women self-reliant and empowered.

Feedback on faculty members is taken from students on feedback form at the end of the session. Self-appraisal performa is also filled by the faculty members.

Grievance cell of the college collects and acts on students problems/ confusion.

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

- i. The students are taught the concept of inclusive education by providing practical experience through extension lectures and visits to schools of children with special needs. Students learn a lot while visiting such places and know about the difficulties faced by special children.
- ii. Students are free to choose their medium of instruction out of English, Hindi and Punjabi.

- iii. Education of children with special needs is taught as a subject in paper-v(b) as an optional paper.
- iv. Students are encouraged to write articles on inclusive education, children with special needs and get them published in the college magazine.
- v. Students are also given an opportunity to watch educational movies related with special children from time to time.
- vi. In library, various magazines, books and newsletters are available which throw light on inclusive education. Students are motivated to read those books for updating their knowledge.
- vii. The curriculum includes subjects of child psychology and special children which include practicals. The subject guidance and counselling helps students to know how to tackle such children.
- viii. The students use technological devices like computers and projectors to give lessons in class.
- ix. The student teachers are empowered through lectures by eminent persons on the topics like life skills, motivational skills, communication skills and interview skills.
- x. The issue of diversity in reference to national scenario is discussed in the class. Group discussions and lectures by experts are held on such issues.
- xi. Financial and emotional support is given to the students.
- xii. Remedial teaching is given to the weak students.

2.3 TEACHING LEARNING PROCESS

2.3.1 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.)

A calendar is made in the beginning of the session. Regular attendance of students is ensured. College resources are optimally used for active learning of students.

Library

The library is well equipped and computerized. The features of the present library are:

- i. 22,590 books including reference books, encyclopedias, survey reports, text books and general books are available in the library. It also has number of journals, magazines and newspapers.
- ii. Well furnished reading rooms for students and teachers.
- iii. Open access system
- iv. Reprographic facility

- v. Cataloguing and classification of books
- vi. OPAC search through software in process
- vii. Internet facility for exploring additional information.
- viii. Library timings are from 9.00 a.m.to 4.00 p.m. During examination Library is open for 9 hours. It is open on holiday also for 5 hours. The reading room is open for 24 x 7. Every student of M.Ed. class is issued four books and B.Ed. student is issued two books for fifteen days. The economically weak students are issued books from the book bank for the full year at the start of the session.

Science Laboratory

The science laboratory of the institution is well maintained and well equipped with required apparatus, instruments, chemicals, specimens, models and other material for conducting experiments of physics, chemistry, and biology. The students are given practical training in scientific methods. The arrangement, setting and environment of the lab encourages the students in performing experiments, making models and improvising the science apparatus according to their requirements. Equipment and apparatus for demonstration in school classes is issued to science students during teaching practice.

Social Studies Resources Centre

The social studies lab is well equipped with physical and political maps of world, India and other countries, globe, charts, models (working and non-working) etc. the encouraging environment of this resource centre enhances the creativity among future teachers. It provides ample opportunity for developing time and space sense among students. During teaching practice students are facilitated to teach S.St. through the teaching aids available here.

Psychology Lab

The institution has well furnished, well equipped and well organized psychology lab with all the standardized verbal, non-verbal and performance psychological tests for measuring the essential psychological aspects like intelligence, personality, aptitude, interest, creativity, achievement, and adjustment etc. Thus, the lab gives opportunities to students for training in the areas of measurement and testing. This helps them to know about student psychology and plan instructional strategies accordingly to achieve the educational objectives.

Fine Arts Rooms

The institution has two work experience rooms to stimulate and nurture creativity among students. These rooms are well furnished with dunks and well maintained with essential

material like drawing boards, all types of colours, brushes, saw dust, pallets, draperies, lamps, artificial objects for still life, threads, needles, wool, frames, and various types of material for work experience programme namely art and craft, interior decoration, black board writing and sketching (as prescribed in the syllabus of Panjab University Chandigarh). The college also provides these materials to students for the practice and preparation for inter college competitions and youth festival.

Tie and Dye Room

The institution has well furnished tie and dye room with demonstration table, almirahs, sinks, and gas chulhas. The students make use of these facilities during craft practicals and exam.

Candle Making Room

The institution has well maintained candle making room with demonstration table, built in cupboards, display rack and gas chulhas. The students prepare different type of candles by using these facilities during their craft period and exam.

Multi Media Lab

The institution has multimedia resources like OHP, LCD Projector, Handicam, Television, CD and DVD Player, Tape Recorder, Computer etc. The teacher educators use OHP and LCD projector to teach different topics to the students. The students also present their seminars using OHP and LCD projector in the multimedia lab.

The following activities are undertaken in the institution using above mentioned multimedia resources.

- Orientation of B.Ed. coursework through power point presentation using LCD projector.
- Orientation and demonstration of micro teaching, macro teaching and real teaching by using OHP, slides, transparencies and LCD Projector.
- Encouraging and assisting students to use ICT resources available in the institution for the preparation and presentation of practice teaching lessons.
- The teacher educators use OHP and LCD projectors to teach different topics to the students
- The students also present their papers in seminars using multimedia techniques.

Language Lab

The institution has language laboratory to harness the communication skills of the students. The language learning software designed and developed by Wordsworth is installed on

computers in the lab having head set facility. The students are given listening and speaking practice for correct pronunciation, self correction and self analysis.

Computer Laboratories

The college has two computer labs with a total 43 computers and free access to internet for staff members and students for developing computer skills in them. The students are given practice for mastering fundamental skills of operating the computers. The students are also taught to create power point presentations for teaching lessons in school.

Home Science Laboratory

Home Science lab is well furnished and equipped with all modern gadgets and appliances like microwave, refrigerator, mixer grinder, oven toaster-griller, cooking range, food processor, vacuum cleaner, sewing machine (ordinary and fashion maker), utensils, cutlery and crockery to provide students training in various fields of Home science. The home science teacher demonstrates various recipes on bakery, salads, Indian, Chinese, Mexican and Italian cuisines. The students learn the art of cooking and hone their culinary skills by using the gadgets and equipments in the craft period. They also make use of these facilities of the lab in their practice teaching, final skill-in teaching and craft exam.

College Website

The institution has its website www.sidhwankhurdeducation.com which is updated regularly. Following information is available on the site:

- Details about the Principal, management and faculty members with their qualifications
- Infrastructure of the college
- Courses being offered
- Achievements of the college
- Location of the college
- Information about every activity of the college

Focus Group

The focus group comprises of class representatives, office bearers of different societies and members of alumni. The institution seeks regular feedback from aforesaid focus groups in order to promote active learning. The students also give verbal feedback in classrooms whenever and wherever necessary. The students are also required to fill the feedback rating scale at the end of the session.

Feedback from college alumni

The institution also invites suggestions from its alumni members verbally or in written form through e-mail and institution website.

Simulation, Peer Teaching, Role Playing, Internships, Practicum etc.

Before the presentation of micro teaching skills (in simulation) by the teacher trainees, they are given orientation of micro-teaching, its process and various skills in the class as part of syllabus for paper-III i.e. teaching learning process and also during teaching subject period. The format of microteaching skills and the rating scales for evaluating each skill is discussed by teacher educator and then the students are asked to plan their own micro lessons. To provide them first hand practical experience in micro teaching skill presentation, the teacher educators initially demonstrate all the prescribed skills viz. skill of writing instructional objectives in behavioral terms, questioning, explaining, illustrating with examples, stimulus variation and black board writing during the class in their respective teaching subjects. Feedback is given to teacher educator to reinforce these skills. In the same manner, macro teaching (in simulation) is conducted in which the students are oriented with the detailed theory, various types and format of lesson plans. This is followed by the demonstration of macro lessons by the teacher educators.

After necessary correspondence with the school authorities, the schools are allotted to the students for real teaching as per the convenience of the students. In B.Ed., the students plan, prepare and present 45 general lessons. 1 discussions lesson in each teaching subject and 20 observation of the lessons delivered by peer students in each teaching subject along with report on organization of one function in the concerned school. During practice teaching the institution extends every help to the teacher trainees by issuing them teaching aids, books, equipment and any other related instructional material.

School Experience /Internship/ Individual Projects

- Students of B.Ed. are required to complete 45 lessons in each of the two teaching subjects.
 - ❖ Detailed Macro lesson plans – 30
 - ❖ ICT based lesson plans-2
 - ❖ Test based lesson plans -2
 - ❖ Diary based lesson plans-10
 - ❖ Discussion lessons – 1 in each teaching subject which are observed by the subject teacher.
- Micro lessons- 04
- 20 observations in each teaching subject

- Prepare and maintain daily class attendance register (of each teaching subject)
- Analysis of school time table – class time table , consolidated school time table and teachers' time table
- Detailed report on school plant
- Report on morning assembly
- Report of the function organized by student teachers during practice

B.Ed programme has been implemented as 2-years course spread over four semesters w.e.f. this session i.e. 2015-2017. Under the new system, the internship programme has been divided into 3 phases:-

- | | | |
|-------|-----------------------------|------------------------------------|
| (i) | Pre-Internship-I | 2 weeks duration in Semester –I |
| (ii) | Pre- Internship-II | 2 weeks duration in Semester -II |
| (iii) | School Internship Programme | 16 weeks duration in Semester –III |

(i) Pre-Internship-I

The school exposure programme for the B.Ed. students admitted in session (2015-17) was carried out in two types of school i.e. lab school affiliated to PSEB and Public school affiliated to CBSE at the Sidhwan institutions campus. Before sending the student teachers to school, a detailed orientation was given by the college teaching practice committee to them in order to acquaint them with the objectives and modalities of this programme.

During this phase, the student teachers observed the following activities-

1. Philosophy, objectives and vision of the school.
2. Organization and Management (Affiliation body, type of school, type of management).
3. The school /classroom environment with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (observation of conduct and activities carried out during morning assembly).

After completion of the field exposure programme, student teachers prepared a detailed report and presented it for evaluation at the college.

(ii) Pre- Internship –II

Before sending the student teachers to two types of school for the pre- internship of 2 weeks, two demonstration lessons in each teaching subjects were delivered by the subject teachers in real classroom. The supervising teacher from our college oriented the Principal and faculty of the school about the objectives of this internship programme and to seek their cooperation.

The following activities were observed by the student teachers during this phase:-

1. The teaching learning process in the real classroom, use of multimedia, student participation and classroom management.
2. Evaluation procedures used in the school
 - a) Types of evaluation
 - b) Maintenance of examination records
3. Library resources
4. Grants (Basic information and usage)
5. Purchase and maintenance records
6. Reflections on school experiences

The college contacted two innovative schools (1) Indus World School, Ludhiana (2) Harvest International School, Jassowal for a visit of students to these schools. Our students visited these schools and noted the innovative practices being used to teach and handle the students.

At the end of the programme student teachers prepared a detailed report of the observations made in the schools and the innovative school and presented it in the college.

(iii) School Internship Programme

A 16 weeks internship programme was carried out in three phases i.e. pre-practice, teaching practice and post-practice and evaluation. 23 schools were selected for practice teaching. During this internship programme, student teachers attended the school full time and participated in all curricular and co-curricular activities and were monitored and guided by mentor teachers.

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

The following participatory learning activities have been undertaken by the institution which contributes to the self management and skill development of the students.

- At the outset of new session, the inauguration and orientation session is conducted in which the students are made acquainted with inception, features, vision, mission, rules, policy, goal and objectives of the institution. They are also given orientation about syllabus i.e. theory as well as practical and the weightage of marks given for internal and external assessment.
- Many progressive, modern and democratic methods are used by teachers along with conventional methods like discussion, seminar presentation, assignment, project method and interactive methods.

- Special training and adequate practice is given to students in writing objectives in behavioral terms.
- The institution has active placement cell which informs the students about vacancies in various schools telephonically and by displaying the information on the college notice board.
- It has been regular practice of the institution to hold seminars and extension lectures. M.Ed. students also present their papers in seminars.
- The institution has provision for remedial teaching.
- Adequate time has been allocated in the time table for training students in black board writing and sketching, health and physical education and optional papers in work experience like interior decoration, home craft, candle making, gardening, computer education, art and painting and tie and dye. For this purpose, many workshops are conducted from time to time in the institution.
- Visits to special schools for deaf and dumb, mentally challenged and blinds, places like science city, temple and gurudwaras are arranged for strengthening college- community coordination and enabling the students to be aware of their role in society.
- The institution motivates the students to participate in curricular and co-curricular activities and competitions by financing the expenses incurred on them.
- The student council acts as a liaison between the Principal and the students. It also maintains discipline and helps in organizing various functions in the college.
- The college has various societies, houses and clubs. The various societies are dramatics, literary, fine arts and sports society. The office bearers of these societies i.e. president, vice-president, secretary and joint secretary are selected by the incharges on the basis of the talent shown by the students. The incharges of the societies organize various inter-house competitions. The office bearers of these societies assist the incharges in smooth conducting of these competitions. The incharges also prepare the students for participating in inter college competition and youth festival.

The incharges of the various houses prepare the students for participating in inter house competitions. The house captains assist the incharges of the houses.

The college runs two clubs i.e. Eco club and IT club. The Eco club sensitizes the students about environmental issues by conducting seminars, power point presentations, rallies, poster making and slogan writing competitions and tree plantation. IT club organizes various competitions like preparing power point presentations and creating and designing documents to develop IT skills in students. The students are given practical

experiences of computer in the lab which is fully equipped with devices and provide free access to internet facility.

- To explore and nurture creative talent of the students, talent hunt competitions in literary, fine arts and dramatics are conducted. In fine arts, poster making, landscape, slogan writing, embroidery, crochet, knitting, mehndi, BB Writing and sketching, clay modeling, collage making, still life, fabric painting, flower making and arranging, alpna and rangoli competitions are conducted. In developing literary faculties of the pupil teachers, competitions in essay writing, debate, self- composed poem recitation, elocution, quiz and story writing competitions are organized. In dramatics, competitions in group and solo dance, folk song, vaar, kali, gidha, dance, skit, mime and play are conducted. All these activities are conducted at intra and inter college levels. Students also participate in these activities at zonal and inter- zonal level of Panjab University, Chandigarh.
- The students are given wide choice in selecting two teaching subjects out of fourteen and one option in paper –v (b) out of five options, one craft out of six crafts as well as choice in selecting the medium of instruction.
- Students are provided training in the use of computer, internet surfing and developing power point presentations under the paper titled 'ICT skill development'.
- Demonstration lessons on various micro skills are given by the teachers in order to hone the teaching skills of the students. Followed by this, students deliver lessons on any four micro skills.
- The pupils teacher are given adequate guidance and help in preparing and delivering their practice lessons, discussion lesson and final skill-in-teaching lesson i.e. from selecting the topic, preparing a lesson plan and teaching aid, power point presentation and using ICT resources.

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

The curriculum is transacted through the use of following various teaching methods for ensuring effective teaching learning process:-

- | | |
|---------------------------------|---|
| • Assignment method | • Maxims of teaching |
| • Seminar, workshops | • Interactive sessions and discussions |
| • Inductive-deductive approach | • Practical method i.e. learning by doing |
| • Lecture-cum-discussion method | • Team Teaching |
| • Project Work | • Cooperative method |
| • Role Playing | • Library method |
| • Simulated teaching | |

- Internet based methods
- Talks by resource persons
- Problem solving method
- Action research
- Field trips- community visits

The innovative approaches undertaken by the institution are conducting interactive sessions, power point presentations and ICT based teaching –learning.

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

There is provision for training in models of teaching as models of teaching are taught through curriculum. The teacher trainees are required to master at least five micro teaching skills as per the syllabus of Panjab University, Chandigarh. In the new syllabus for two years B.Ed. course, four model-based teaching lessons are prepared and delivered by the students. Our college organized a workshop on models of teaching and preparation of lessons based on models.

2.3.5. 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, the student teachers use micro-teaching techniques for developing teaching skills. They are required to practice four micro skills mentioned in syllabus of different teaching subjects. Each student complete a cycle of plan, teach, feedback, re-plan, re-teach and re-feedback for each lesson and each skill. Thus, the student delivers four micro teaching lessons in their respective teaching subjects as per the syllabus of different teaching subjects. The respective subject teachers observe and evaluate the students. Certain additional core skills are also explained to the students.

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

The practice teaching in schools is conducted in two phases in a well planned manner. The teaching practice committee contacts DEO and principals of various schools for seeking permission to conduct teaching practice in their school. In school, the students deliver two lessons a day i.e. one lesson per teaching subject. These lessons are supervised by the teacher educators and feedback is given there and then in written form in their practice teaching files. Certain suggestions for improvement are given verbally by the teacher educator at the end of the

practice day. The teachers from the school also watch the lessons and give their suggestions to improve the teaching skills of student teachers. After first phase of practice teaching, each pupil teacher delivers two discussion lessons of 40 minutes duration each in two teaching subjects in the college where actual classroom is provided. The subject teacher carefully observes the lessons and record the observations on the note book of students along with the 'Grade' assigned to the students. Peer group also observes and note down the strengths and weakness of the lessons delivered by their peers in their practice teaching notebook. At the end of day, in the discussion period, both teachers and peers provide the feedback to the students for their improvement.

We have a lab school attached to the college of Education. It is a Sr. Secondary School, running since 1934.

The institution adheres to the prescribed schedule of Panjab University, Chandigarh for practice teaching which is as follows:

S.No.	Activity	No. of lessons per subject
1.	Micro-teaching	04
2.	Real teaching	45
3.	Discussion lessons in colleges	01 (in each teaching subject)
4.	Critical observations of peer teaching	20 (in each teaching subject)

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

The college arranges practice teaching in about 12 schools which are situated nearby the institution. After few days of simulation teaching, the teacher trainees are sent to these schools for teaching practice under the supervision of teacher educators. The teaching practice committee allots the schools to the student teachers as per convenience and prepares the time table for the students. The student teachers prepare the lesson plan according to the allotted class. One day before the commencement of teaching practice, all necessary instructions are given by Principal of the college. The block teaching is held in two phases about 15 to 20 working days. The teacher educator supervises the teaching of the students and feedback in verbal as well as written form is given. During the block teaching internship, the student teachers participate in all types of activities including preparation of attendance sheet, time table and organization of morning assembly and cultural activities in the school with the active participation of the students of school. Mentor teachers are provided by the respective schools.

Under new system, the school practice teaching phase has been divided into two blocks. In the first block of 7 weeks, the student teachers were engaged with either upper primary or secondary classes and in the second block of 7 weeks in reverse order.

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

The practice teaching sessions are planned with the active participation of the school staff. After discussing the syllabus with the subject teacher of the class, the pupil teachers prepare their lesson plans. The mentor teachers of the school also observe the lessons delivered by the pupil teacher. The student teachers also organize various activities under the guidance of mentor teachers and other school staff during teaching practice. Any suggestion from the Principal is taken care of and incorporated on priority basis during teaching practice. Mentor teachers discuss the requirements of syllabus, practical etc. with student teachers.

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

Following activities are conducted in the institution to prepare student teacher for managing the diverse learning needs of the students in school.

- Model lessons by subject teachers-atleast two demonstration lessons are held in each subject.
- Tips on how to maintain discipline.
- Motivating student teachers to seek participation by students.
- Simulated teaching sessions.
- Practice in writing lesson plans.
- Checking lesson plans in advance.
- Peer discussions under the supervision of mentor teachers.
- Practice in practicals before hand.
- Issuing of lab apparatus.
- Preparing case studies on problematic children of school.
- Encouraging student teachers for using new teaching methods.
- The student teachers are required to prepare and use teaching aids compulsorily.
- Motivating student teachers to use ICT technology in the school.
- The student teachers are encouraged to deliver their lessons confidently.
- Life skills, motivational skills are taught to student teachers.
- Human values like cooperation, patience, respecting the dignity of students are instilled in student teachers.
- Conducting action research in order to identify the problems of the students and to provide appropriate solution to them.

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

The institution has two well equipped computer labs with high speed internet connectivity in order to make teacher educators and student teachers technology oriented. There are 46 computers installed in both the labs along with other devices like printers, headphones and

speakers to cater the needs of student teachers. The student teachers use ICT resources in preparing and presenting teaching lessons. Projectors are also installed in some classrooms for innovative teaching. Teachers deliver their lessons through them. A smart room is developed for giving exposure to student teachers about smart board teaching.

2.4 TEACHER QUALITY

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

The practice teaching plans are developed in collaboration with the school staff and mentor teachers. The time table for the teaching practice is prepared by teaching practice committee of the college according to the requirements of the school authorities. During teaching practice, the mentor teacher monitors and observes teaching lessons and activities of the pupil teachers. She also gives her feedback to the student teachers to improve their quality of teaching according to the requirement of the students and school syllabus.

Following activities are monitored in cooperation with the school staff and mentor teacher:

- The classes are allotted to the pupil teachers according to the time table.
- The time table is prepared in consultation with the time table incharge of the school.
- The pupil teachers prepare their lesson plans after discussing the syllabus with the concerned subject teacher of the class.
- The subject teachers of the school also observe the lessons delivered by the pupil teacher and give oral feedback for further improvement in their teaching.
- During teaching practice, the pupil teachers organize various activities which include art and painting competition, handwriting competition, singing, dance, debate and declamation competitions etc. These activities are conducted under the guidance of mentor teacher and school staff.

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

The institution has 250 B.Ed. students. In order to run practice teaching programme effectively a few considerations are always kept in mind:

- No. of Teachers Educators: The institution has 21-24 B.Ed. teacher educators and all of them are deputed to the practice teaching schools.
- No. of schools: For B.Ed., 12-15 teaching practice schools are taken. Out of these, 5 schools provide two shifts i.e. morning and afternoon and remaining allow one shift only.

Hence, the student teachers ratio is 10:1. At least two mentor teachers are there with the students.

- The practice teaching schools are allotted to the students teachers as per their convenience and medium of instruction.

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

Before sending the students for real teaching in schools, the following process is followed:

- Demonstration lessons
- Micro teaching sessions and macro teaching (in simulation)
- Real teaching in schools
- Discussion lessons

Demonstration lessons

The demonstration lessons are delivered by teacher educators. The concerned teaching subject teachers demonstrate different teaching skills before the students. The students are taught how to write instructional objectives, testing the entry behavior, select the subject-matter, prepare the teaching aids, presenting the lesson, perform recapitulation, assign home work and deliver the lesson in the class.

Micro Teaching and Macro Teaching (in Simulation)

Micro teaching sessions are also conducted in which pupil teachers practice micro teaching skills within their respective subject groups.

Simulation teaching is conducted both for micro teaching skills as well as macro teaching. The pupil teacher acts as a teacher as well as a student. Each and every pupil teacher is thoroughly observed and supervised by the teacher educators and the peer group. The pupil teachers are given feedback in the form of suggestion. Thus micro-teaching cycle as well as macro teaching is conducted repeatedly to bring quality improvement in the teaching of pupil teachers.

Real Teaching in Schools:

Before sending the students to school, subject teachers give them practice in writing lesson plans which is thoroughly checked and discussed in the class.

The real teaching is conducted in two phases in the schools for the integration of teaching skills and providing practice to the students. The permission is sought from the District Education Officer as well as Principals of the schools in order to conduct practice teaching in

those institutions. The college teaching practice committee finalizes the practice teaching schedule with the school authorities. Thereafter, pupil teachers perform actual teaching and get feedback in following ways:

Feedback Mechanism

- **By mentor teacher**

The pupil teachers are guided by the mentor teacher regarding selection of topic, writing the instructional objectives in a proper way, testing of entry behavior, subject matter to be taught, managing the classroom properly, efficient use of teaching aids etc.

- **By subject teacher**

The subject teacher also provides constructive feedback in the written form regarding the appropriate method of teaching used in classroom, preparing relevant teaching aids, improvement of black board writing and proper management of class and using appropriate technique of recapitulation etc. in order to stimulate and reinforce the teaching of pupil teachers.

- **By Peers**

The peers are also asked to record observations of the lessons delivered by the pupil teacher. They also provide constructive suggestions to the pupil teacher.

Discussion Lesson

After first phase of practice teaching, each pupil teacher delivers one discussion lessons in each teaching subjects in college where actual classroom is provided. The students are required to get their lesson plans checked from their subject teacher before delivering it. The teacher teaching that subject carefully observes the lesson and records the observations on the notebook of the students along with the grade assigned to the students. The peers also observe and record the observations of the lesson delivered. During the discussion period, the subject teacher discusses the strengths and provides constructive suggestions to the pupil teachers. The peers also give feedback to the pupil teachers during this period.

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

- The student teachers are oriented by the incharge of teaching practice committee and the subject teachers about the policies of school before the commencement of practice teaching.
- The teachers also orient the students about background of the school atmosphere and expectations of the school before practice teaching activity.

- The students are also communicated the code of conduct to be followed during practice teaching in schools. They are also guided about dress code, mannerism and how to tackle indiscipline problems.

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

The faculty members keep pace with the recent developments in the school subjects and teaching methodologies by participating in seminars, workshops, orientation courses, refresher courses etc. The institution encourages students to keep pace with recent developments by adopting following measures:

- The faculty members and students are made to participate in seminars, workshops on recent developments in the field of education.
- Students are encouraged to read reference books, journals, magazines in library.
- They are also encouraged to read newspapers. Educational news are displayed on bulletin board of the library.
- School books prescribed by NCERT are available in college library for the preparation of lesson plans.
- The institution organizes extension lectures of experts in the field of education.
- The institution organizes state level and national level seminars on various topics.
- The college invites school principal/teachers of CBSE, PSEB, government and private schools to understand their requirements and school policies.
- The students are provided training to use ICT resources and internet facilities.
- The college provides students training in practical subjects namely computer application, black board writing, candle making, tie and dye, gardening, home craft, interior decoration etc.
- Students are made aware of the problems of exceptional children by incorporating it into the syllabus in the paper titled 'Children with special needs'. This subject is introduced as an optional subject as paper-V(B).
- The college organizes, from time to time, workshops on candle making, interior decoration and art and craft in order to provide practical knowledge to the students.
- Skill-in-teaching competitions are organized to motivate students to showcase their teaching skills.
- In methodology classes, new methods of teaching are taught to the students.

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

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as under:

- The institute encourages faculty members to attend seminars, workshops and conferences, sanctions duty leave and pay delegation fees for attending these courses.
- The institute also sanctions duty leave for attending orientation and refresher courses.
- IQAC cell of the college conducts workshop on ICT to create awareness about the use of computer in classroom for teaching students.
- The IQAC cell of the college organizes various extension lectures, workshops, seminars and conferences for updating the knowledge of the faculty members.
- The faculty members are life members of many associations like Global Education Research Association (GERA), All India Association for Education and Research (AIAER) and Council for Teacher Education (CTE).
- The college encourages and permits the faculty members to acquire additional qualifications.
- The college has a rich library. 22,590 books including reference books, encyclopedias, survey reports, text books and general books are available in the library.
- The college allows teachers to participate in short term career development programmes organized by Academic Staff Colleges of the universities.
- Teachers are given promotions to senior scale or selection grade (now Associate Professor) on completion of the required conditions.
- Teachers are honoured on completion of Ph.D. on convocation day.
- Staff members participate actively in syllabus framing workshops.
- Many faculty members have written books in Education.
- The college Principal is member of Panjab University Board of Studies and Faculty of Education.
- A senior faculty member was a member of Faculty of Education, Panjab University, Chandigarh.

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

The managing committee and Principal regularly motivate the faculty members.

- Self assessment is done by faculty after the completion of the session.
- The college maintains ACRs annually.
- The staff members completing their Ph.D are honoured on Annual convocation
- Whosoever from faculty writes and gets a book published gets a chance to release his/her book in special function of the college
- Staff is motivated to publish research work
- Class-IV employees are given uniforms every year
- Advance salary (Loan) is available to class IV employees
- Provident fund is in place for all employees
- TA/DA and Registration fee for attending the Seminars, Workshops is given to staff to motivate them for professional growth

2.5 EVALUATION PROCESS AND REFORMS

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

The institution has identified some usual barriers to student learning which are to be addressed by the institution.

- Poor ICT skills.
- Lack of awareness in depth regarding societal issues and problems.
- Poor communication skills and expressional ability in some rural students.
- Lack of confidence among women students.
- Poor self study habits.
- Poor knowledge of recent developments.
- Poor problem solving and decision making abilities.
- Under achievers and drop outs.
- Poor knowledge of educational policies.

To address these barriers, the college makes focused efforts -

- The students are provided orientation about B.Ed. syllabus. They are made aware about various subject combinations, papers, optional subjects and crafts which they can opt

during their course. The staff members provide knowledge to all the students regarding the curriculum.

- In order to develop ICT skills in the students computer classes are conducted where they learn practical skills in computers. The students are also taught about internet usage and related applications of computers in their learning. They can also access internet in their vacant periods. The students are encouraged to deliver their macro and micro lessons using ICT skills and resources.
- Various seminars, rallies, campaign and extension lectures are conducted to create awareness regarding societal issues.
- The students are provided ample opportunity to participate in literary activities for the development of communication skills and expressional abilities at intra and inter-college level. Morning talk by students has been a regular feature since 1980s.
- A series of talent hunt programme and inter house competitions in fine arts, home science, dramatics, sports, and literary activities are organized to boost confidence in the students.
- The institution has well-equipped library and well furnished reading room where the students are encouraged to read books, magazines, journals, newspapers etc. for developing their self study habits.
- The poor and needy students are awarded scholarship, free books from book bank and other facilities to overcome their financial problems.
- The students are given feedback on their performance in house tests which provide reinforcement for achieving higher in final exams.
- The faculty members through classroom discussions and informal talks motivate the students for learning.
- The environment in the institution is congenial, learner-friendly and relaxed. The students feel free to approach teachers for solving their learning difficulties.
- Each student is encouraged to participate in activities which are a regular programme every session.
- The institution has a guidance cell for catering to the needs of students and provide counseling to the under achievers and drop outs.
- The differently able students are facilitated in their studies through special coaching by teachers and by providing guidance to them.
- Mock interviews are held in order to prepare and instill confidence in the students.

2.5.2 Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term and evaluation, external evaluation) used for assessing student learning?

The institution employs assessment/evaluation process prescribed by Panjab University, Chandigarh in which students are assessed externally as well as internally. 20% marks are kept for internal assessment and 80% marks are kept for external evaluation. The internal evaluation is done on the basis of two house tests, skill in teaching exams, discussion lessons, teaching aid preparation, performance in co-curricular activities etc. The concerned teachers also assess the students with respect to classroom behavior, punctuality, discipline and participation in class discussion and term paper/assignment/presentations. The external evaluation is done on the basis of theory exams conducted by the Panjab University, Chandigarh at the end of the semester. Practical Exams are also conducted as per the requirements.

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

The answer sheets of the house examinations are marked and shown to the students. Teachers provide feedback on performance of the students in the class. Main points are discussed with them regarding the attempt of questions in the exam. The students who secure good marks are given special appreciation by announcing their names in the class. The learning difficulties faced by students are identified and they are asked to give suggestions regarding methods of teaching to be adopted in the classroom. Underachievers are also identified and measures are taken to provide extra coaching to them in order to improve their performances. For evaluation of skill in teaching, discussion lessons, inter college skill in teaching and teaching aids preparation competitions are held for various subjects. During the discussion lessons, grades are awarded to the students and their shortcomings are discussed with them and suggestions are provided accordingly. Parents are informed about the performance of their wards.

2.5.4 How is ICT used in assessment and evaluation processes?

In order to use ICT in assessment and evaluation process, the marks obtained by students in the house exams are recorded into the computer so that the information can be retrieved as and when required. The ICT is also employed for preparing the internal assessment of the students subject-wise. The internal assessment marks obtained by the students are entered in a pre-defined performan and sent to the university. This data helps in assessing the performance of students in an organized and systematic way.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS.

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

The following innovations in teaching/learning/evaluation are introduced by the institution:

- Innovative methods are used like project method, assignment method and demonstration method.
- Conducting the action research by the students.
- Development of communication skills.
- Community focus programmes by the college.
- Delivering morning talk by students.
- Regular sports activities.
- Inter-college skill-in-teaching at zonal and Inter-zonal level which was initiated by our college.
- Place to value education.
- Mentoring system
- Active Alumni Association
- House activities
- Use of language lab
- Computer literacy programmes for students and teachers
- Use of computers in teaching
- ICT-mediated seminars/presentations by teachers, students and experts

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

The institution inspires the teacher educators to use technology during instruction delivery in the classroom. It adopts several ways for creating such an environment which fosters the use of technology in classrooms. Following are the best practices introduced in the delivery of instruction:

- The teacher educators use innovative methods of teaching like discussion method, dialogue method, demonstration method, project method, action research, assignment method and ICT based methods.
- The institution encourages the use of LCD projectors, computers in order to make teaching more effective.
- The teacher educators are motivated to consult standard books for teaching the content to the students.

- Demonstration lessons are given by teachers before commencement of teaching practice in schools. Students are supposed to give discussion lessons on any one topic in each teaching subject after completion of first phase of teaching practice session.
- A continuous comprehensive system of evaluation is followed to assess students' performance in a detailed manner.
- The students are provided with the laboratory facilities wherein they get first hand experiences. The institution has various labs like computer lab, language lab, multimedia lab, science lab, home science lab, social studies lab, psychology lab, fine arts rooms and crafts room for providing rich experiences to the students.
- The institution provides extensive opportunities to the students for participating in inter-college, zonal and inter-zonal competitions to instill confidence and competitive spirit in them.
- Regular sports activities are part of curriculum in the college. Students are encouraged to participate in games or other sports activities.
- The institution has a vast collection of audio/visual aids like charts, models, flashcards, transparencies etc. The student teachers utilize these aids during teaching practice in schools.
- Internet facility is provided for teachers and students. The college has wi-fi campus for assessing internet facility.

Thus, the college has state-of-the-art infrastructure, best expertise and a well-maintained system which employs innovative techniques in imparting instructions to the students.

Additional information to be provided by institutions opting for Re-accreditation/Re-assessment.

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

Admission to both B.Ed. and M.Ed. courses of study in the college is in accordance with the policy of reservation formed by Punjab Govt. An entrance examination is conducted by the University. The University lays down the entire procedure for admission. For M.Ed. merit is based on 80% marks of B.Ed. and 20% marks of M.A. (post-graduation).

The syllabi are unitized according to the annual system of teaching. Mid-term test, terminal exams and model examinations are conducted accordingly. Apart from the regular classroom teaching, seminars and symposia are organized at regular intervals to motivate the students.

To complement the theoretical aspect of teaching methods, the students are given teaching practice for 30 days, which is divided into two blocks during the session. Before they go to teach in the schools, they observe demonstration lessons given by teacher educators, study the lesson plans, prepare model lesson plans. After the first block of teaching practice is over, the students are required to deliver discussion lessons in each subject and observe at least 15 discussion lessons in each subject. To develop the aesthetic sense, the students are given practice in sketching for expressing and communicating purpose and to develop the sense of organization. They are enabled to prepare improvised teaching aids for effective teaching learning, write legibly on chalkboard, select & use appropriate resources and to learn to handle and display materials. In addition to lecture method, a number of activities are conducted, seminars are arranged and projects are assigned according to the nature of the subject taught. In subjects like psychology, home science, fine arts sufficient practice is provided in practical form. Community work and social work is done during 10 days of NSS camps.

The list of seminars, workshops, conferences and orientation courses attended by the staff since 1996 indicates the professional level maintained by the college. During the last five years majority of teachers of the college attended seminars, workshops, conferences, orientation courses and refresher courses. This is praiseworthy. All in all, key aspects relating to remedial courses, teaching learning process, co-curricular activities and teaching innovation indicates that the college is paying enough attention.

It was observed that most of the teacher educators use lecture method with question-answer/ discussion techniques. Use of OHP and LCD projector in the teaching-learning process was to a less extent.

College has freedom to appoint temporary teaching faculty. There are 11 temporary teaching staff. But no formal induction/training/orientation programmes were planned and organized.

Keeping in view the above observations, following measures have been taken:-

- Most of the staff appointed are NET cleared. After joining the institution new teachers are given orientation by senior teachers. They also act as co-guide with senior teachers for M.Ed. research work.
- More intensive internship programme of 20 weeks has been introduced which was earlier of 30 days.
- Mentoring the students is done at two levels i.e. college level and school level.
- Mentor teachers from school are given more constructive role.
- Evaluation by mentor teachers given weightage.

- Students are apprentices in the schools participating not only in teaching but other activities of the school also.
- ICT is used in curricular transaction and teaching practice.
- More pedagogical subjects have been introduced like physical education, computer science, music and fine arts.
- More crafts have been introduced like candle making, computer craft and tie and dye.
- Practice is given in teaching through smart class.
- Language lab is established to enhance communication skills.
- Action research has been undertaken in B.Ed. and M.Ed.
- Ramp and wheelchair facility has been provided for physically challenged students.
- The college has now 54 computers - 46 exclusively used for teaching and learning. Wi-Fi internet facility is available.
- ICT is taught as compulsory subject to B.Ed. students.
- New and adhoc teachers are given opportunity to attend seminars, workshops and conferences for their professional growth.
- Visits to innovative schools are arranged to familiarize the students with innovative practices being used in these schools.
- Mentoring by staff to visually challenged is done by giving them audio lectures and arranging notes in Braille.

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

Since 1st accreditation, the institution is constantly making efforts to increase and maintain excellence in quality in teaching-learning and evaluation process. The following measures are adopted for quality excellence:

- Recognition of Research Centre in Education by Panjab University, Chandigarh.
- Senior faculty of the college conducts Pre-Ph.D. course in Education in the college.
- Participation of faculty members and M.Ed. students in workshops, seminars and conferences.
- Presenting and publishing the papers by teachers for acquiring effective teaching learning strategies.
- Introduction of mentoring to give guidance to slow, less confident and students having poor linguistic skills.
- Provision of guidance and counselling facility.

- Introduction of semester system from the current session.
- Automated library.
- Enrichment of library with addition of more reference books, reprographic and internet facility.
- Enrichment of laboratories with modern equipment and gadgets.
- Establishment of subject-wise audio/visual aids rooms.
- Use of self developed instructional materials for effective teaching.
- Establishment of language lab for developing communication skills in English.
- Assessment of students is done on the basis of their performance in class throughout the session.
- 24 hr. ambulance facility on the campus.
- Charitable hospital catering to college and nearby villages.
- Addition of more computers in computer lab to meet the requirements of increasing number of students.
- Faculty members share their experiences with peers after attending various seminars, workshops and conferences.
- One more computer lab has been added in the college to enable more number of students access the computer facility at the same time.
- Wi-Fi campus with its own tower for uninterrupted facility.
- More scholarships have been added to the earlier ones by the management.

CRITERION-III

RESEARCH CONSULTANCY AND EXTENSION

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

At present college has 14 permanent staff members out of which 13 have already completed their Ph.D research work. The institute motivates its teachers to take up research in the following manner:

- College has recognized as ‘Punjab University Research Center’ and is conducting Pre-Ph. D. Course in Education.
- The Principal always inspires and reinforces the staff members in their efforts of research work, may it be Ph.D. work or minor research projects.
- The staff members get the facility of adjusting lectures and other duties for their research work.
- Staff members are encouraged to avail the FDP (Faculty Development Programme) provision given by the UGC.
- College subscribes 20 journals in the library related to education for consultation of teachers and students.
- Teachers are encouraged to guide the research scholars in M.Ed., M.Phil. and Ph.D.
- There is a provision of honouring the faculty with memento on the completion of Ph.D. on convocation day.
- To facilitate research work internet facility and Online Journals are also available for teachers and students.
- Adhoc teachers are also sent to attend the seminar and conferences and delegation fee is given by college.
- Circular regarding Seminar, Workshop and Conferences are displayed and staff by rotation is deputed to attend them.
- Teachers are given opportunities and facilities to participate, attend and organize various district, state and national level seminars, workshops, orientation courses, faculty development courses etc.
- Renowned professors, teacher educators, academicians, esteemed community personnel are invited every year for delivering extension lectures on pertinent issues in institution premises.
- Library facility, Latest books, Research Journals, Photostat facility, wi-fi campus and

other resource material from the different laboratories of the institution are available for teachers.

- There is a provision of study leave for teachers to upgrade their qualification.
- Institution provides Individual guidance to our newly joined teachers for framing research proposal, preparation of tools and standardization of tool, guidance for data analysis and report writing.
- Institution encourages teachers and students to qualify N.E.T, J.R.F and avail the facilities available at our research centre.
- Apart from the computer lab we have special research room with internet facility for students and teachers.
- M.Ed. students are also motivated for furthering their research.
- Teachers and students are provided Guidance individually as well as in Groups/classes to undertake research projects. One U.G.C sponsored minor research project has already being sanctioned to the college.

The institution motivates the teachers to take up researches in education for enhancing the educational quality. The college has formed a research committee which has following members-

- Dr. Baljeet Kaur Gill
- Dr. Seema Chopra
- Dr Parveen Grover
- Dr Kiran Duggal
- Dr Amandeep Kaur
- Dr Shally Sethi

The above committee encourages and motivates the teachers to undertake the researches on current issues. The choices of the research topic are done by consulting the first areas of research enumerated by the NCTE and ICSSR etc. Group discussions are conducted to decide upon the title and topic of the research to be done by the researchers. A process of critical analysis and discussion is undertaken for the selection of the research areas and the direction of the research to be conducted. Old dissertations and theses done by the prior batches are discussed and valuable points from the same are also tabled. Points for improvement and modification are suggested by the faculty members in group discussion.

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

In our college M.Ed. students have been engaged in research work since 1969 under the able guidance of the competent teachers. Till date 648 research works have been undertaken. Out of 648, 124 research projects have been done from 2011-2016.

Area wise main trends of the research studies in our college are briefly given below:

- **Educational Philosophy**-- In the field of educational philosophy the researches have

been conducted in the educational thoughts of Guru Nanak Dev Ji, Aurobindo, Rabindra Nath Tagore., Dr. Krishnamurthy, LVEP and Rajyoga philosophy etc.

- **Educational Sociology**-- National problems and role of education in the solution of those problems e.g. population education, environmental education, role of home in education, socio-economic conditions of society, family climate, social skills etc.
- **Educational Psychology**-- These studies pertain to learner characteristics, correlates of achievement, learning process, classroom management, mental health, self efficacy, problem solving ability, life skills and problems of adolescence period etc. With the variable creativity, a large number of studies are available with the personality correlates, achievement of schools, home adjustment and intelligence etc.
- **Guidance and Counselling**-- Vocational choices, vocational interests, vocational aspirations, vocational maturity, problems of exceptional children, reading habits, reading ability, need of guidance and counseling in schools etc.
- **Educational Administration and Management**-- Organizational climate, leadership qualities, teacher's accountability and professional ethics etc.
- **Educational Technology**-- Teacher training techniques like micro teaching, Flanders's technique etc. Studies have been conducted upon effectiveness of programmed learning material and learning strategies, use of ICT in education, CAI, smart classroom, ICT literacy and e-learning etc.
- **Teacher Education**-- Many studies have been conducted by M.Ed. students in the field of teacher education mainly concerned with teacher characteristics. Student-teacher behaviour, attitudinal studies, status of teachers, effectiveness of teachers, in-service and pre service teacher training programmes etc.
- **Current Issues**-- Some studies conducted pertaining to non-formal education viz. adult education, national adult education programme's effectiveness, distance education, growth and development of higher education, gender disparity, mid day meal scheme, right to education, human rights, girl child education and child right etc.
- **Test Construction**-- Students have standardized achievement tests in History, Geography, and Punjabi. Teacher effectiveness scale, environmental awareness scale were also constructed by students.
- **Women Education**—Women empowerment, social freedom among women and problems of working and non-working women by teacher educators.
- **Health Education**—Health and hygiene and behavior of sports persons and non-sports persons.

**TABLE SHOWING THE RESEARCH TRENDS IN THE COLLEGE SINCE
2011 TO 2016**

Sr.No.	Area of Research	No. of Studies
1.	Educational Philosophy	13
2.	Educational Sociology	10
3.	Educational Psychology	50
4.	Guidance and Counselling	08
5.	Educational Administration and Management	05
6.	Educational Technology	13
7.	Teacher Education	05
8.	Current Issues	08
9.	Test Construction	07
10.	Women Education	03
11.	Health Education	02
TOTAL		124

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

Yes, the institution encourages Action research.

- Action Research is an ongoing activity at our college
- Further, the researches usually undertaken at M.Ed level are action oriented researches.
- Occasionally, we conduct guidance lectures on action research.
- We have a pool of action research reports at our college because action research is also an important component in B.Ed and M.Ed. course work.

The topic on which Action researches have been conducted by students are as follow-:

1. A study of improving the spelling errors in Punjabi/English/Hindi language.
2. A problem of in efficiency in oral mathematics.
3. Difficulty in recalling the meaning of symbols and the answer to basic fact.
4. Inefficiency of 8th class students in English.
5. Problem of low achievement of the students in the subject of mathematics.
6. Problem of discipline in the class of mathematics.
7. Problem of understanding and learning of history in the class of social studies.

8. Copying of the solution of the problems of mathematics given as home assignment from help books and keys by some students of IX class.

Students use Action research in solving various problems they faced in their classes during teaching practice.

3.1.4 Give details of the conference/seminar/workshop attended and organized by the faculty member in last five (2011-2016) years?

Details about seminars/conference/workshop attended by the faculty members in last five years

Dr.Baljeet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/Prese ntation/ Publication	Title of the book published with ISBN
1	10 th Dec., 2011	Workshop	Syllabus revision	GHG Harparkash College of Education for Women, Sidhwan Khurd	Chaired the workshop	
2	13 th Dec., 2011	Workshop	Syllabus revision	Govt College of Education, Chandigarh	Resource person	
3	22 nd Feb., 2012	National Seminar	Women in colonial Punjab-social, economic and political perspective	Khalsa college for women, Sidhwan Khurd	Attended	
4	6 th Aug., 2012	International Conference	Educon-12	Lovely Professional University, Phagwara	Attended	
5.	9 th Feb., 2013	National Seminar	Education for holistic health	GHG Harparkash College of Education for Women, Sidhwan Khurd	Presentation and Publication (three papers)	Education for holistic health ISBN: 978-993-80144-83-2
6	8 th March, 2013	National Seminar	Stress management	BCM College of Education, Ludhiana	Attended	
7	19 th Dec., 2012	National Seminar	Excellence in Teacher education	GHG Khalsa College of Education, Sudhar	Chaired the Session	

8	8 th Feb., 2014	National Seminar	A law graduate is like a batsman is an open field where he/she can play and earn as per his/her efficiency: Is it a myth or reality	GHG Institute of Law for Women, Sidhwan khurd	Attended	
9	20 th Feb., 2014	National Seminar	Lesson planning in science	Dashmesh College of Education, Badal	Resource person	
10	27 th Jan., 2015	National Seminar	Revitalizing teacher education	DM College of Education, Moga	Attended	

Dr. Seema Chopra

S. No.	Date	Nature of Course attended	Topic	Place	Attended/Presentation/Publication	Title of the book published with ISBN
1	6 th Aug., 2011	Seminar	Role of media in education	Dev Samaj College of Education, Ferozepur	Attended	
2	12 th Nov., 2011	Seminar	Relevance of educational philosophy of Maharishi Dayanand in present time	Maharishi Dayanand College of education, Abohar	Presentation	
3	10 th Dec., 2011	Workshop	B.Ed syllabus revision of teaching of English	GHG Harparkash College of Education for Women, Sidhwan Khurd	Subject expert	
4	12 th Dec., 2011	Workshop	Curriculum revision workshop on communication & employability skills	B.C.M College of Education, Ldh	Attended	
5	21 st Dec., 2011	Workshop	Role of spirituality in education	Sant Darbara college of Education, Loapon	Resource person	
6	22 nd Dec., 2011	Extension lecture	Discovering ones True self	Doraha College of Education Doraha	Extension lecture	
7	22 nd Feb., 2012	Seminar	Women in colonial Punjab-social, economic and political perspective	Khalsa college for women, Sidhwan Khurd	Attended	

8	6 th March, 2012	Seminar	Quality assurance in teacher education	Khalsa college for women, Sidhwan Khurd	Attended	
9	6 -8 th March, 2012	First world conference EDU CON-2012	Shaping the future classroom: A Global Perspective	L.P.U Phagwara	Presentation	
10	20-21 st April, 2012	FDP faculty development programme	1. Teaching Learning process 2. Teaching skills-an innovative approach	Jan Nayak Ch. Devi Lal memorial college of Engineering	Resource person	
11	27-28 th April, 2012	Conference	Role of spirituality in education	Modern College of Science, commerce, arts pune	Attended	
12	5-9 th Nov., 2012	Workshop	Capacity building of women managers in higher education	D.A.V college, Chandigarh	Attended	
13	20 th April, 2013	Extension lecture	Self management	L.P.U Phagwara	Resource person	
14	8 th Feb., 2014	State level Seminar	A law graduate is like a batsman is an open field where he/she can play and earn as per his/her efficiency: Is it a myth or reality	GHG Harparkash College of Education for Women, Sidhwan Khurd	Resource person	
15	11 th March, 2014	Seminar	An ideal society	RIMT college of education Mandi Gobindgarh	Resource person	
16	20-26 th March, 2014	Workshop	Research methodology- Statistics & use of SPSS	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
17	25 th June, 2014	Extension lecture	1. Inculcation of values through classroom teaching 2. Behavioral change through positive thinking	Shamarack Group of Schools, Pinjore	Resource person	
18	27-28 th June , 2014	International Conference	GDP, Gross national happiness and education	Paro college of Education, Paro Bhutan Bhutan	Resource person and Paper presentation	
19	12-13 th Sept., 2014	National Seminar	Value crisis as challenge for education	L.L.R.M college of education, Dhudike	Resource person	

20	2 nd Oct., 2014	Seminar	Save the girl child	GHG Harparkash College of Education for Women, Sidhwan Khurd	Resource person	
21	21 st Nov., 2014	Extension lecture	HIV AIDS & stress management	S.C.D Govt college for Boys, Ldh	Resource person	
22	20 th Feb., 2015	Seminar	Save Mother Earth	Khalsa College for Women, Sidhwan Khurd	Attended	
23	26 th Feb., 2015	Workshop	Lesson planning	Govt College of Education, Chandigarh	Resource person	
24	2 nd March, 2015	National Seminar	Mental health & well being in present scenario	D.A.V College, Abohar	Attended	
25	11 th March, 2015	Workshop	Research methodology for social science researchers	Central university of Punjab, Bhatinda	Resource person	
26	5-6 th Sept., 2015	Internation al Conference	Sabhyachar manukh de gharat lai vidyak sansthavan de bhoomika	All India Pingalwara Charitable Society, Amritsar	Attended	
27	14 th Oct., 2015	Extension lecture	Power of positivity thinking	S.C.D Govt College for boys, Ldh	Resource person	
28	17 th Nov., 2015	Extension lecture	Stress management	Central University of Punjab, Bhatinda	Resource person	
28	27-28 th Nov., 2015	World conference	Discover the treasure within	Khalsa College of Education, Amritsar	Presentation	

Dr. Parveen Grover

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation / Publication	Title of the book published with ISBN
1.	29 th Jan., 2011	Seminar (National)	Praxis of contemporary evaluation policies at school level in India	BCM College of Education, Ludhiana	Attended	
2.	2-3 rd Feb., 2012	Seminar (National)	Journey towards self culture	Malwa Central College of Education, Ludhiana	Attended	

3.	6 th March, 2012	Seminar (National)	Quality Assurance in Teacher Education	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
4.	16 th March, 2012	Seminar (National)	Drug Abuse	RIMT College of Education, Mandi Gobindgarh	Presentation	
5.	6 th -8 th April, 2012	Conference (world)	Shaping a future classroom- A global perspective	Lovely Professional University, Phagwara	Attended	
6.	9 th Feb., 2013	Seminar (National)	Well Being and Coping	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Presentation and Publication	Education for holistic health ISBN: 978-93-80144-83-2
7.	22 nd Feb., 2012	Seminar (National)	Women in colonial Punjab: social, economic and political perspective	Khalsa College for Women, Sidhwan Khurd	Attended	
8.	30 th August, 2012	Seminar (National)	Child psychology and family counselling	Punjab Agriculture University, Ludhiana	Attended	
9.	30 th Sept., 2013	Seminar	Revised Panjab University B.Ed. curriculum	BCM College of Education, Ludhiana	Attended	
10.	20 th - 26 th March, 2014	Workshop (State)	Research methodology, statistics and use of SPSS	GHG Harparkash College of Edu for Women, Sidhwan Khurd	Attended	
11	29 th March, 2014	Seminar	Save the girl child	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Presentation	
12	25 th Jan., 2015	Seminar (National)	Revitalizing teacher education- Need of the hour	DM College of Education, Moga	Presentation and Publication	Revitalizing teacher education- Need of the hour ISBN: : 978-81-930480-4-7
13	4 th June, 2015	Workshop	B.Ed. curriculum development	GHG Khalsa College of Edu., Sudhar	Subject Expert	
14	15 th April, 2015	Workshop (National)	NCTE Regulations 2014	Khalsa College of Education, Amritsar	Attended	
15	27-28 th Nov., 2015	Conference (world)	Equity and Excellence: Need of the Hour	Khalsa College of Education, Amritsar	Presentation	

16	8-12 th Feb., 2015	Workshop	Steps of lesson planning (sponsored by RUSA)	Govt. College of Education, Chandigarh	Resource Person	
17	2014	Book	Quality management in teacher edu.challenges and concerns	Guru Nanak College of Education, Gopalpura	Publication	Teacher Education-Quality Parameter, ISBN-978-81-89463-95-3

Dr. Kiran Duggal

S. No	Date	Nature of Course attended	Topic	Place	Attended/ Presentation / Publication	Title of the book published with ISBN
1.	26-27 th Dec., 2010	National Seminar cum Workshop (UGC sponsored)	Journey towards self culture	Malwa Central College of Education, Ludhiana	Attended	
2.	29 th Jan., 2011	National Seminar (UGC sponsored)	Violence in youth – A psychological perspective of reasons & remedies	Khalsa College for Women, Civil Lines, Ludhiana	Attended	
3.	16 th Dec., 2011	Workshop	Panjab University B.Ed. syllabus revision Teaching of Economics	GHG Khalsa College of Education, Gurusar Sadhar	Attended	
4.	4 th Feb., 2012	Seminar	Quality sustenance in teacher education	Partap College of Education, Ludhiana	Attended	
5.	25 th Feb., 2012	National Seminar	Service sector in India challenges - Prospective	Khalsa College for Women, Sidhwan Khurd	Attended	
6.	6 th March, 2012	National Seminar	Quality Assurance in Teacher Education	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
7.	6-8 April, 2012	World Conference GERA	Shaping a future classroom- A global perspective	Lovely Professional University, Phagwara	Attended	

8.	9 th Feb., 2013	National Seminar	Education for holistic health	GHG Harparkash College of Education for Women, Sidhwan Khurd	Presentation and Publication (three papers)	Education for holistic health ISBN: 978-993- 80144-83-2
9.	8 th March, 2013	National Seminar	Quality culture in education	BCM College of Education, Ludhiana	Attended	
10.	21 st Feb., 2014	Internationa l conference in collaboratio n with professional dev. association, UK	Teacher as a Researcher	Partap College of Education, Ludhiana	Presentation	
11.	20-26 th March, 2014	Workshop (State level)	Research methodology statistics & use of SPSS	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
12.	3-4 th March, 2015	Internation al conference of the learning community in collaborati on with Alpha Global Enterprises	Globalization and its impact on education	Ramgarhia College of Education, Phagwara	Presentation and Publication	Innovations in Education ISBN:978-81- 930379-92-7
13	2015		Behaviour pattern of adolescents in relation to value	Desh Bhagat college of Education, Dhuri	Publication	Education- challenges & suggestions ISBN:978-93- 85446-71-9
14	29 th Jan., 2016	Seminar cum Workshop (National) sponsored by CDC, PU Chd.	Research oriented education- need of the hour	Malwa Central College of Education, Ludhiana	Attended	

15.	6 th Feb., 2016	National Conference (Sponsored by CDC, PU Chd. IPDA India)	Mentoring: A key factor in professional development of a teacher	Partap College of Education, Ludhiana	Presentation	
16.	18-20 th March, 2016	International Conference	Impact of environment on the health of living organism	Govt. College, Ludhiana	Presentation and Publication on	Health, Fitness & Education: Rejuvenating body & mind ISBN: 978-93-85447-92-1

Dr Amandeep Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	9-10 th March	National Seminar	Reviewing NCTE draft for B.Ed curriculum	Govt. college of Education, Patiala	Presentation	
2	21 st May, 2011	National Seminar	Today's education- Tomorrow's Nation	S.D College of education, Tarantaran	Presentation	
3	2-3 rd Feb., 2012	National Seminar	Journey towards self culture	Malwa Central College of Education, Ludhiana	Presentation	
4	2012	National Seminar	Bringing and Sustaining Quality Assurance in Teacher Edu. Institution, page 304- 306	RIMT college of education, Mandi Gobindgarh	Presentation and Publication	IQAC-A pivot of educational spokes ISBN: 978-93-80144-82-5
5	9 th March, 2013	National Seminar	Women Right opportunities and challenges	Sadbhavna College of Education, Raikot	Presentation	
6	2013	National Seminar	Frustration Tolerance in relation to emotional intelligence	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Publication	Education for Holistic Health ISBN: 978-993-80144-83-2
7	2014	National Seminar	Quality Assurance in Higher Education	Desh Bhagat college of education, Dhuri	Publication	Quality assurance in Higher education ISBN 978-93-8014-547-1

8	20 th Feb., 2014	State Seminar	Lesson planning-A plan of action for teachers	Dashmesh Girls college of education, Badal	Resource person	
9	2015	National Seminar	Value based education-Challenges and suggestions	Desh Bhagat College of Education, Dhuri	Publication	Education-challenges & suggestions ISBN: 978-93-85446-71-9
10	2-3 rd March, 2015	National Seminar	Transforming internship prog. in Teacher Education	G.H.G Khalsa College of Edu. Sudhar, Ldh.	Presentation	
11	6 th Feb., 2016	National Conference	Virtual classroom-A challenge ahead	Partap College of Education, Ludhiana	Presentation	
12	2016	National	Make India Beautiful and Green	M D College of Education, Abohar, Twentyfirst Century Publications, Patiala	Publication	Make India Beautiful and Green ISBN: 978-93-85447-57-0
13	2016	National	Constructivism-An Innovative Approach to teaching and Learning	Pine Grove College of Edu. Bassi Pathana, Twentyfirst Century Publications, Patiala	Publication	Constructivism-An Innovative Approach to teaching and Learning ISBN: 978-93-85447-83-9

Mrs. Pushpinder Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/Presentation/Publication	Title of the book published with ISBN
1	24 th Feb., 2011	National Seminar	Plagarism and validation of Research in the internet Era: Problems and prospects	Deptt. of Lib & Inf. Sci., Punjabi Univ, Patiala	Presentation	
2	22 nd June to 12 th July 2011	Refresher Course	Research Methodology	Kurukshetra University, Kurukshetra	Attended	
3	22 nd -23 rd Sept., 2011	Seminar	Emerging trends in Academic Librarianship	A.C Joshi Libraray, Panjab Univ, Chandigarh	Attended	

4	28 th Sept., 2011	National Seminar	Changing role of Libraries in Distance Education	Deptt. of Distance Education, Punjabi Univ. Patiala	Attended	
5	25 th -26 th Nov., 2011	International Conference	Mainstreaming Gender: Issues and Challenges	Women Study Centre, Pbi. Univ, Patiala	Presentation	
6	14 th Dec., 2011	Workshop	Major syllabus revision B.Ed 2012-2013 in the area school Library services (iii)	Lala Lajpat Rai Memorial College of Edu, Dhudike (Moga)	Attended	
7	31 st Jan.- 1 st Feb., 2012	National Seminar	Ethical tensions for academics researchers and publishers in Information society	Deptt. of Library & Inf. Sc Punjabi Univ, Patiala	Attended	
8	22 nd Feb., 2012	National Seminar	Journey of Indian women towards transition	Khalsa College for Women, Sidhwan Khurd	Presentation	
9	6 th March, 2012	National Seminar	Quality Assurance in Teacher Education	G.H.G.Harparkash College of Education for Women, Sidhwan Khurd	Attended	
10	6 th April, 2012	International Conference	Future classroom	L.P.U, Phagwara	Presentation	
11	21 st - 22 nd May 2012	National Seminar	Public Libraries' as community Information centre	Punjabi Univ., Patiala	Presentation	
12	27 th Oct., 2012	International Conference	Empowering women through Libraries (as co-author)	Deptt. of Lib & Inf. Sci Punjabi Univ, Patiala	Presentation and Publication	4 th International conference on women, Peace and security by publication, Bureau, Punjabi Univ., Patiala
13	10 th - 11 th Dec., 2012	National Seminar	Bringing life back to classroom through smart teaching	RIMT College of Education, Mandi Gobindgarh	Presentation and Publication	IQAC : A pivot of Educational spokes

14	9 th Feb., 2013	National Seminar	Health and sustainability development: Issues and Challenges	G.H.G.Harparkash College of Education for Women, Sidhwan Khurd	Presentation and Publication	Education for Holistic Health ISBN: 978-993-80144-83-2
15	11 th Oct., 2013	National Seminar	Libraries in the Digital Era	Dev Samaj College of Edu., Chandigarh	Attended	
16	23 rd Nov., 2013	International Conference	Holistic development of women through Libraries	Women Study Centre, Pbi. Univ, Patiala	Presentation	
17	11 th March, 2014	National Seminar	Information Ethics in Librarianship: An Ideal Society	RIMT College of Education, Mandi Gobindgarh	Presentation and Publication	An Ideal society- Quest for Excellence ISBN: 978-93-8014-53809
18	20-26 th March, 2014	State level Workshop	Research Methodology Statistics and Use of SPSS	G.H.G.Harparkash College of Education for women, Sidhwan khurd	Attended	
19	27-29 th Oct., 2014	Seminar (In collaboration of civil Hospital, Jagraon)	Save the Girl Child	G.H.G.Harparkash College of Education for women, Sidhwan khurd	Attended	
20	30-31 st Oct., 2014	Annual Conference	Women and Environmental Sustainability	Women Study Centre, Punjabi Univ. Patiala	Presented	
21	5 th Feb., 2015	International Conference	Paradigms in e-communication	Bhutta College of Education, Ludhiana	Presentation and Publication	Digital Literacy: A need for paradigm shift in pedagogy ISBN: 978-93-85446-01-6
21	2015	Book	Value Education through Libraries	Desh Bhagat College of Education, Dhuri	Publication	Value based Education: Challenges and suggestions ISBN:978-93-85446-71-9
22	2015	Book	Right to healthy Environment	Bhutta College of Education, Ldh	Publication	Right to Healthy Environment ISBN: 978-93-85446-81-8

23	5-7 th Nov.,2015	International Conference	Agriculture of Punjab: Opportunities and challenges: Reinventing Punjab	College of Mgt and Technology. Bhutta, Ludhiana	Publication	Re-imaging Punjab ISBN: 978-93-85447- 32-7
24	22 nd -28 th Sept., 2015	UGC sponsored STC for Asstt. Prof. Grade-III		Panjab University, Chandigarh	-	-
25	18-20 th March 2016	International Conference	Maintaining Healthy Environment: A way towards good health	Govt. College for Girls, Ludhiana	Presentation and Publication	Health, fitness & Education: Nurturing body & mind ISBN: 978-93-85447- 95-2

Dr. Manjeet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1.	29 th Jan., 2011	Seminar	Praxis of contemporary evaluation policies at school level in India	BCM College of Education, Ludhiana	Attended	
2.	10 th Dec., 2011	Punjab University Syllabus revision Workshop	Women Education in Indian society	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
3.	13 th Dec., 2011	Punjab University Syllabus revision Workshop	Philosophical and Sociological bases of Education	Govt. college of Edu., Chandigarh	Attended	
4.	13 th Dec., 2011	Punjab University Syllabus revision Workshop	Historical and contemporary perspective of education	Dev Samaj College of Edu. Chd.	Attended	
5.	2-3 rd Feb., 2012	U.G.C sponsored National Seminar	Journey towards self culture	Malwa Central College of Edu., Ldh.	Attended	

6.	22 nd Feb., 2012	U.G.C sponsored National Seminar	Women in Colonial Punjab : Social Economic and Political Perspective	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	
7.	6 th March, 2012	Seminar (National)	Quality Assurance in Teacher education	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	
8.	13 th March, 2012	Seminar (State Level)	Education for Sustainable development	Guru Gobind Singh Khalsa College of Edu. for Women, Kamalpara	Attended	
9.	6-8 th April, 2012	World Conference Organised by GERA	Shaping a future classroom: A Global perspective	BCM College of Education, Ludhiana	Attended	
10	7 th Feb., 2013	National Conference	Quality concerns in teacher education	Pbi. University, Patiala	Attended	
11	9 th Feb., 2013	National Seminar	Study of Parent adolescent conflicts in relation to area to sex	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Presentation and Publication	Education for Holistic Health ISBN: 978-993- 80144-83-2
12	8-9 th March, 2013	National Seminar	Quality culture in Education	B.C.M College of Edu. Ludhiana	Attended	
13	20 th March, 2013	National Seminar	Decisive steps towards quality education	Moga College of Edu. For Girls, Ghallkalan, Moga	Presentation and Publication	Challenges for Sustainable Devl. and quality assurance in edu. ISBN: 978-93- 80144-27-6
14	17-21 st June, 2013	National Workshop	Capacity building of women managers in higher education sensitivity/Awareness/ Motivation	Govt. College of Education, Srinagar Jammu & Kashmir organised by women study centre	Attended	
15	17-19 th July, 2013	National Workshop	Women's Human Rights: Strengthening capacities and capabilities	NAWO Organised workshop at ICSSR complex, Chandigarh, Panjab Univ.Chd	Attended	

16	17-18 th Dec., 2013	Workshop cum Training	Programme on census- data dissemination	Punjabi University Patiala at centre for census studies and Research	Attended	
17	30 th Sep., 2013	Seminar	Revised Panjab University curriculum	B.C.M College of education, Ludhiana	Attended	
18	8 th Feb., 2014	State Workshop	A law Graduate is like a batsman in an open field where he or she can play and earn his or her efficiency	G.H.G Institutes of law, Sidhwan Khurd	Attended	
19	20 th - 26 th March, 2014	State level Workshop	A workshop on Research methodology statistics and use of SPSS	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	
20	14-15 th Oct., 2014	National Conference	Gender concern in human development	Dept. of education and community services Pbi. Univ. Patiala	Presentation and publication	Gender concern in human development abstract of the paper published in souvenir
21	27 th & 29 th Oct., 2014	Seminar	Save the Girl child	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	
22	30 th - 31 st Oct., 2014	National Conference	Promoting excellence in women and development: the way forward for progress	Women's study centre Punjabi University Patiala	Attended	
23	2014	Book	Quality management in teacher education challenges and concerns	Guru Nanak college of Education, Gopalpur Ludhiana		Teacher education quality parameters ISBN-978- 81-89463-95- 3
24	27 th - 28 th , Nov. 2015	World Conference	Equity in Education: Need of the hour	Khalsa College of Edu. Amritsar	Presentation	

25	14 th - 19 th Dec., 2015	One week short term course-UGC Sponsored	Short term course on Human values	Human Resource Development Centre, H.P. Univ. Shimla.	Attended	
26	29 th Jan., 2016	Seminar cum workshop (National) Sponsored by CDC, Pb. Univ. Chd.	Research oriented Education : Need of the hour	Malwa central college of Education	Attended	
27	3 rd Sep., 2015	Workshop	Workshop on Census studies	Punjabi University, Patiala	Attended	

Dr. Sarvjeet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	29 th Jan., 2011	National Seminar	Aggression and Violence in Youth	K.C.W. Sidhwan Khurd	Attended	
2	15 th Feb., 2011	Seminar-cum-Workshop	Credit Based Evaluation System	P.U. Chandigarh	Attended	
3	6 th March, 2012	National Seminar	Quality Assurance in Teacher Education	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	
4	16 th March, 2012	National Seminar	Drug Abuse	RIMT College of Education, Mandi Gobindgarh	Presentation	
5	6-8 th April, 2012	World Conference	Shaping a future classroom: A global perspective	L.P.U. Jalandhar	Presentation	
6	12 th Dec., 2012	Extension Lecture	Adolescent problems & solutions	Govt. Sen. Sec. School, Sidhwan Khurd	Resource Person	
7	18 th Dec, 2012	Extension Lecture	Adolescent problems & solutions	Govt. Sen. Sec. School, Sohian (Ludhiana)	Resource Person	

8	9 th Feb., 2013	National Seminar	Supportive Relationships : The Foundation of Emotional Health	GHG Harparkash College of Education for Women, Sidhwan Khurd	Presentation & Publication	Education for Holistic Health ISBN: 978-93- 80144-83-2
9	8 th March, 2013	National Seminar	Quality Teacher Education in Knowledge Era	BCM College of Education, Ludhiana	Presentation & Publication	Resurgence of Education: An Effort towards Quality Culture in Education ISBN: 978-81-923919-6-0
10	8 th Feb., 2014	State Level Seminar	A law graduate is like a batsman	GHG Institute of Law for Women, Sidhwan Khurd	Attended	
11	21 st Feb., 2014	International Conference	Imperatives of teachers, professional development	Partap College of Education, Ludhiana	Presentation	
12	27 th Jan., 2015	National Seminar	Reflective Teaching Pedagogy as Innovative Approach in Teacher Education	D.M. College of Education, Moga	Presentation & Publication	Revitalising teacher education - need of the hour ISBN: 978-81-930480-4-7
13	2015		Teacher Education – Quality Parameters	Guru Nanak College of Education, Gopalpura	Publication	Quality Parameters in Teacher Education for facing global challenges ISBN: 978-81-89463-95-3
14	5 th Feb., 2015	Workshop	Uniformity of lesson planning	LLRM College of Education, Dhudike	Attended	
15	6 th Feb., 2015	International Conference	Designing pedagogically effective e- learning environment in higher education	Bhutta College of Education, Bhutta, Ludhiana	Presentation & Publication	Redefining Literacy in the emerging digital society ISBN: 978- 93-85446-02-3
16	9 th March 2015	C.T.E. Conference	Perspectives for quality improvement in teaching and learning process	Shri Guru Teg Bahadur College of Education, Sehke, Malerkotla	Publication	School Education – Universalisation & Quality Concerns ISBN:978-93- 85446-52-8
17	27-28 th Nov., 2015	World Conference EDUCON- 2015	Challenges in Higher Education	Khalsa College of Education, Amritsar	Presentation	

18	8 th April 2016	Extension Lecture	Defence Mechanism	St. Kabir School of Nursing, Moga	Resource Person	
19	16 th March 2016	National Seminar	Drug Abuse	RIMT College of Edu., Mandi Gobindgarh	Paper Presentation	
20	19 th March 2016	Internal Conference	Health Education as a Tool for Effective Primary Health Care Services	Govt. College for Girls, Ludhiana	Paper Presentation and Publication	Online

Dr. Shally

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	29 th Jan., 2011	National Seminar	Working of Panchayati Raj Institutions in India with Special focus on North- Western states	Guru Nanak Khalsa College for Women, Ludhiana	Attended	
2	16 th Dec., 2011	Workshop	Teaching of Social Studies	G.H.G Khalsa College of Education, Gurusar Sudhar	Attended	
3	4 th Feb., 2012	National Seminar	Quality Sustaenance in Teacher Education- A great Challeges	Partap College of Education, Ludhiana	Presentation	
4	22 nd Feb., 2012	National Seminar	Women in Colonial Punjab:Social, Economic and Political Perspectives	Khalsa College for Women, Sidhwan Khurd	Presentation	
5	06 th March, 2012	National Seminar	Quality Assurance in Teacher Education	G.H.G.Harparkash College of Education, Sidhwan Khurd	Attended	
6	6-8 th April, 2012	EDUCON- 2012World conference of Global Edu. Research association	Shapping a future Classroom:a global perspective	Lovely Professional University	Presentation	

7	10-11 Dec,20 12	National Seminar	Bring Life Back to Classrooms	RIMT College of Edu, MandiGobindgarh	Publication	ISBN- 978- 93- 80144- 82-5
8	2 nd Feb., 2013	seminar- cum- Workshop	Combating Stress in life	D.D Jain College of Education, Ldh	Attended	
9	9 th Feb., 2013	National Level seminar- cum- workshop	Education for Holistic Health	G.H.G.Harparkash College of Education, Sidhwan Khurd	Published :Emotional competence women retirees as a function of their health status	
10	2-3 rd Sep., 2013	EDUCON- 2013 World Conference of GERA	Gandhian Thought:Globalisation & Education	T.N Centre for Education, Kathmandu University	Presentation	
11	30 th Sept., 2013	State Level Seminar	Revised Punjab University B.Ed Curriculum	B.C.M College of Education, Ludhiana	Participated in Panel Discussion	
12	2013	National Seminar	Emotional Competence of Women Retirees as a Function of their Health Status	G.H.G Harparkash College of Education for Women, Sidhwan Khurd	All of the above	ISBN- 978- 93-44- 83-2
13	08 th Feb., 2014	State Level Seminar	A law graduate is like a batsman in open field where he can play and earn his efficiency	G.H.G Institute of Law for Women, Sidhwan Khurd	Attended	
14	20-26 th March, 2014	State level Workshop	Research Methodology Statistics and Use of SPSS	G.H.G.Harparkash College of Education, Sidhwan Khurd	Attended	
15	26 June to July 16, 2014	Refresher Course	Education and Psychology	Malauna Azad National Urdu University, Hyderabad	Attended	
16	27-29 th Oct., 2014	Seminar and Poster Making Competition	Save the Girl Child	Civil Hospital, Jagraon. Deptt of Health & Family Welfare, Govt of Punjab in collaboration with GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	

17	2014	National Seminar	Quality Assurance in Higher Education- Historical Perspective	Desh Bhagat College of Education, Bardwal-Dhuri	Publication	ISBN-978-93-8014-547-1
18	2014	National Seminar	Applying Kaizen for Quality in Teacher Education	Guru Nanak College of Education, Gopalpur	Publication	ISBN-978-81-89463-95-3
19	05 th Feb., 2015	State Level Workshop	Uniformity in Lesson Planning format for languages, sciences, math& social sciences	LALA lajpat Rai Memorial College of Education, Dhudike(Moga)	Attended	
20	06 th Feb., 2015	International Conference	Redefining Literacy in the Emerging Digital Society	Bhutta College of Education, LDH in Collaboration with World Punjabi Council, Panjab uni, Chd & Confederation College, Ontario, Canada	Presentation	
21	2015	Edited Book	Health Status of Retired and Pre-retired Women of Punjab	Mohit Books International, New Delhi	Publication	ISBN-978-93-80748-81-8
22	4 June 2015	Workshop	B.Ed Curriculum Development	GHG Khalsa College of Education, Gurusar Sadhar	Subject Expert	
23	27-28 th Nov., 2015	World Conference	Education: Within and Beyond the classroom	Khalsa College of Education, Amritsar	Resource Person	
24	26 th Feb., 2016	Workshop	Steps of Lesson Planning(Social Studies)	Govt. College of Education, Chandigarh	Resource Person	
25	08 th March, 2016	Workshop	ICSSR sponsored National Workshop for Social science Research scholars	Central Univ. of Punjab, Bathinda	Resource Person	

Dr. Rajni Bala

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	12 th -13 th Sept., 2014	National Seminar	Inculcation of value in moral and social context	Lala Lajpat Rai Memorial College of Education, Dhudike, Moga	Presentation and Publication	Value Crisis- A Challenge for Education ISBN: 978-81-89463-29-8
2	29 th Oct., 2014	Seminar	Save the girl child	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
3	30 th - 31 st Oct., 2014	International Conference	Modernization versus new age value system	KMV, Jalandhar	Presentation and Publication	Cross cultural nuances ISBN: 978-93-84935-41-2
4	22 nd Nov., 2014	National Seminar	Human Rights Education & curriculum 5development	Babe Ke College of Education, Daudhar, Moga	Presentation and Publication	Human Rights education: A Quest in human identity ISBN: 978-81-89463-67-0
5	25 th Feb., 2015	International Conference	Video Conferencing: An innovative practice in the present educational scenario	Bhutta College of Education, Bhutta, Ludhiana	Presentation and Publication	Digital Literacy: A need for paradigm shift in pedagogy ISBN: 978-93-85446-01-6
6	6 th Feb., 2015	International Conference	Role of e-learning in Higher Education	Bhutta College of Education, Bhutta, Ludhiana	Presentation and Publication	Redefining Literacy in the emerging digital society ISBN: 978-93-85446-02-3
7	11 th Feb., 2015	National Seminar	Teacher & Parents as guide and motivator for intelligent use of technology	AS College of Education, Khanna	Presentation and Publication	Technology, Modernization and transitional society- A challenging era for adolescents ISBN:978-81-89463-48-9

8	3 rd March, 2015	National Seminar	Future of higher education in India	Mata Sahib Kaur Khalsa Girls College of Education, Patiala	Presentation and Publication	RUSA: Rejuvenating higher education ISBN: 978-93-82376-79-85
9	4 th March, 2015	International Conference	Current challenges and innovations in teacher education	Ramgarhia College of Education, Phagwara	Presentation and Publication	New trends in education ISBN(print): 978-81-930379-2-8 ISBN (online): 978-81-930379-3-5
10	5 th March, 2015	National Seminar	Quality enhancement of teacher education programme	GHG Khalsa College of Education, Gurusar Sadhar	Presentation and Publication	Transforming teacher education in changing scenario ISBN: 978-93-80748-1185-8
11	April, 2015	Book	Quality research in Higher education	BCM College of Education, Ludhiana	Publication	Nurturing Higher Education- A step towards excellence ISBN: 978-93-80748-94-8
12	5 th Nov., 2015	International Conference	Punjabi Kadraan- Kimtaan nu Khora Launda Bazarvaad	Baba Khajandas College of Management & Technology, Bhutta, Ludhiana	Presentation and Publication	Reimaging Punjab ISBN: 978-93-85447-32-7
13	10 th Nov., 2015	Book	Man inside is the environment outside	Bhutta College of Education, Bhutta, Ludhiana	Publication	Right to Healthy Environment ISBN: 978-93-85446-81-8
14	30-31 July, 2015	Two days faculty development programme	Latest trends in communication skills & use of English language	Baba Khajandas College of Management & Technology, Bhutta, Ludhiana	Attended	
15	8 th Dec., 2015	Workshop	Lesson Planning	Govt. College of Education, Chandigarh	Attended	

16	22 nd Jan., 2016	Workshop	Internship Programme	GHG Khalsa College of Edu., Gurusar Sadhar	Attended	
17	18 th - 20 th March, 2016	International Conference	Yoga & Meditation: Nurturing body, mind & soul	Govt. College for Girls, Ludhiana	Presentation and Publication	Health, Fitness & Education: Nurturing body & mind ISBN:978-93-85447- 95-2
18	18 th - 20 th March, 2016	International Conference	Impact of yogic exercise and pranayama on anxiety	Govt. College for Girls, Ludhiana	Presentation and Publication	Health, Fitness & Education: Rejuvenating body & mind ISBN: 978-93- 85447-92-1

Mr. Gurwinder Singh

Sr. No	Date	Nature of Course Attended	Topic	Place	Attended/ Presentation / Publication	Title of the book published with ISBN
1	29 th Jan., 2011	National Seminar	Praxis of Contemporary Evaluation Policies at School Level	BCM College of Education Ludhiana	Attended	-
2	05 th Feb., 2011	National Seminar	Impact of Globalization on Indian Culture	RIMT College of Education, Mandi Gobind Garh	Presentation	-
3	12 th - 13 th March 2011	National Seminar	Violation of Human Rights of Migratory Labour in Punjab	Guru Nanak National College, Dorha.	Attended	-
4	29 th March, 2011	National Seminar	Teacher Education: Needed Reforms in the Present Indian Context	Department of Education, Kurukshetra University, Kurukshetra	Attended	-
5	25 th May, 2011	Extension Lecture	Use of Audio Visual Aids for teachers	R.S .Sen.Sec. School, Ludhiana	Resource person	
6	06 th June, 2011	Seminar	Code of Conduct for Teacher	Mukt.vidya Mandir Sen.Sec.School, Ludhiana	Resource person	

7	11 th June 2011	workshop	Preparing Lesson Plan and Teaching Aids	Mukt Vidya Mandir Sen.Sec.School, Ludhiana	Resource person	
8	15 th Dec. 2011	workshop	Panjab University, Curriculum Revision Workshop for B.Ed (Teaching of punjabi) Course	D.A.V College of Education, Hoshiarpur	Attended	-
9	13 th Dec., 2011	workshop	Participated in Panjab University, Curriculum Revision Workshop for B.Ed(Philosophical and Sociological Bases of Education) Course	Govt. College of Education, Chandigarh	Attended	-
10	18 th - 24 th Dec., 2011	workshop	Seven day Workshop on Research Methodology (Applied Statistics & use of SPSS by Dr.Sansanwal	B.C.M. College of Education, Ludhiana	Attended	
11	12 th - 18 th July , 2012	7 days Training Programme	- Seven day Training Programme for NSS Prog.Officers	ETI, Deptt. of NSS, Punjabi University, Patiala	Attended	
12	11 th Nov., 2012	Demonstration lesson	Navipurani Tehjib (Poem)	K.C.College of Education, SBS Nagar, Punjab	Resource person	-
13	10 th Nov., 2012	National Seminar	Understanding the World Through Math-The Indian Context	RIMT College of Education, Mandi Gobind Garh.	Presentation and Publication	IQAC: A Pivot of Educational Spokes ISBN 978-93-80144-82-5, Twenty First Century Publication, Patiala., 233-239
14	11 th Oct. 2013	Demonstration Lessons	How to teach Punjabi Grammar'	K.C.College of Education, Nawanshahr	Resource person	-
15	09 th March, 2013	National Seminar	Reflection As Vital Tool For Navigating Life in Today's Classroom	BCM College of Education, Ludhiana	Presentation and Publication	Resurgence of Education ISBN 978-81-9239-6-0, BCM College of Education, Ludhiana

16	07 th May, 2013	National Seminar	Value Inculcation: Role of Language Teacher	Moga College of Education, Moga	publication	Contrive Educators for Global Edu. ISBN978-93- 8014-552-5 Moga Coll.of Education, Moga
17	30 th Nov., 2014	National Seminar	Challenges faced by teachers in Inclusive classroom	LLRM College of Education Dhudike	Presentation and public- cation	Inclusive Edu.-Vision to Practice ISBN 978-81- 909549-2-1, LLRM College of Edu. Dhudike (Moga)
18	21 st Feb., 2014	National Seminar	Transforming Society into Ideal Society	RIMT College of Education, Mandi Gobindgarh	Presentation and public- cation	Ideal society: Quest for excellence ISBN 978-93- 8014-538-9, RIMT Coll. of Edu., Gobindgarh
19	03 rd April, 2014	National Seminar	Punjabi Language Curriculum :Innovative Methods and Strategies	MGN College of Education Jalandhar	Presentation and public- cation	Quality Concerns in Teacher Edu. ISBN978-93- 8014-549-5 , MGN College of Edu. Jalandhar
20	27 th Jan., 2015	Extension lecture	Effective Lesson planning'	Sri Guru Teg Bahadur College of Edu. Sehke, Malerkotla.	Resource Person	-
21	05 th March, 2015	National Seminar	Quality Concerns and Challenges in Teacher Education	GHG Khalsa College of Education, GuruSar Sadhar,Ludhi ana	Presentation and publication	Transforming Teacher Education in Changing Scenario ISBN 978-93- 80748-85-6, GHG Khalsa Coll.f Edu., Gurusar Sadhar, Ludhiana.

22	05 th March, 2015	National Seminar	Role of Teacher in Present Scenario	GHG Khalsa College of Education,Gu ruSarSadhar, Ludhiana	Publication	Teacher Education Challenges and Opportunities ISBN No- 978-93-80o- 978-93- 80748-85- 6,GHG Khalsa College of Education,Gu ruSar,Sadhar, Ludhiana
23	09 th March, 2015	National Seminar	Role of Classroom Assessment in Improving Teaching Learning Process	Sri Guru Teg Bhadur College of Edu., Sehke Malerkotala	Presentation and publication	School Education Universalizati on and Quality Concerns, GTB College of Education,Se hke,malerkotl a,ISBN-978- 93-85446-52- 08
24	27-28 th March, 2015	National Seminar	Drug Addiction: Some Suggestions to Overcome	Doraha College of Education, Doraha, Ludhiana,	Presentation and publication	Value Chaos: Corrective For Society ISBN No- 978-93- 85446-09-2 Doraha College of Education,Do raha,Ludhiana
25	04 th June, 2015	Workshop	Curriculum Revision Workshop	GHG Khalsa College of Education,Gu rusarsadhar,L udhiana	Attended	-
26	20 th Jan., 2016	Extension lecture	Effective Use of Audio Visual Aids for Policing	Punjab Police Academy,Phil our,Jalandhar	Resource Person	-

27	23 rd Jan., 2016	Workshop	Pre-Internship workshop	GHG Khalsa college of Edu., Gurusar Sadhar, Ldh.	Attended	-
28	10 th March, 2016	Extension lecture	Effectiveness of Audio Visual Aids for policing	Punjab Police Academy,Phi lour, Jalandhar	Resource Person	-
29	12 th March, 2016	Workshop	Classroom problems-issue and Remedies	Decent Public School, Ludhiana	Resource Person	-
30	27 th March 2016	Workshop	Lesson Planning and Use of Audio Visual Aids	Decent Public School, Ludhiana	Resource Person	
31	2011	Book	Education In Punjab: Trends and issues	.	Publi-cation	Contemporary Indian Education:Spe cial Reference to Assam and Punjab ISBN 978-81- 922217-5-5 , GBD Publication, Ludhiana-131- 142.
32	2013	Book	Human Rights: Curriculum and Role of Teacher	Babe KeCollege of Education,Da udhar(Moga)	Publi-cation	Human Rights Education; A Quest in Human Identity, ISBN 978-81- 89463-67-0, Babe Ke Coll.of Edu., Daudhar (Moga)
33	2014	Book	Promoting Environmental Education; Ways and Means	Babe Ke College of Education , Mudki	Publication	Greening Education: A Blue Print for Survival ISBN 978-93- 80144-27-6, Babe Ke Coll. of Education, Mudki

34	2015	Book	Human Values: Emergence and Self Learning Strategies	Guru Nanak College of Education Gopalpur.	Publication	Teacher Education; Quality Parameters ISBN 978-93-89463-95-3, Guru Nanak College of Education Gopalpur.
35	2015	Book	Parenting Smart Phone Generation	KirpalSagar College of Education, Rahon, Nawanshahr	Publication	Bridging Gaps in Indian Culture ISBN No. 938391117-4 Kirpal Sagar College of Education, Rahon, Nawanshahr.
36	2016	Book	Value Education; A tool to Eradicate Corruption'	Guru Nanak College of Education, Dalewal, Hoshiarpur	Publication	Guru Nanak College of Education, Dalewal, Hoshiarpur

Dr. Jagminder Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published/ Journal name
1	6 th -8 th April, 2012	World Conference	Future Classrooms	Lovely Professional University, Phagwara	Presentation	
2	9 th Feb., 2013	National Seminar	Self confidence in relation to emotional maturity and parental encouragement	G.H.G.Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana	Presentation	Education for Holistic Health ISBN: 978-93-80144-83-2
3	11 th Feb., 2013	National Seminar	Excellence in Teacher Education: Perspectives & Strategies	G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana.	Presentation	

4	1 st March, 2013	National Seminar	ਪੰਜਾਬੀ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨੂੰ ਖੋਰਾ ਲਾਉਂਦਾ ਬਜ਼ਾਰਵਾਦ	Shivalik Institute of Education and Research, Mohali	Presentation	ਵਿਸ਼ਵੀਕਰਨ ਅਤੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਨੂੰ ਦਰਪੇਸ਼ ਚਣੌਤੀਆਂ ISBN: 978-93-80144-50-4
5	27 th March, 2013	National Seminar	Teacher Efficiency in relation to Teacher Values	A.S. College of Education, Kalal Majra, Khanna	Presentation	Revitalizing Teacher Education for Nation Building ISBN: 978-93-80144-3204
6	6 th Feb., 2015	International Conference	Redefining Literacy in the Emerging Digital Society	Bhutta College of Education, Bhutta	Presentation	
7	5 th March, 2015	National Seminar		G. H. G. Khalsa College of Education, Gurusar Sadhar	Presentation	Transforming Teacher Education in Changing Scenario
8	9 th March, 2015	National Seminar		Shri Guru Teg Bahadur College of Education, Seh-Ke (Malerkotla).	Presentation	School Education: Universalisation and Quality Concerns
9	2014	Book	Attitude Towards Environmental Pollution of B.Ed. Students in relation to Faculty Gender and Area	Babe Ke College of Education, Daudhar	Publication	Greening Education- A Blue Print for survival ISBN: 978-93-80144-27-6
10	2014	Book	A Comparative Study of Professional Ethics of Primary and Secondary School Teachers	Guru Nanak College of Education, Gopalpur (Ludhiana)	Publication	Teacher Education: Quality Parameters ISBN: 978-81-89463-95-3
11	2014	Book	A Comparative Study of Professional Ethics of College Teachers of Professional and Non-Professional Colleges of Punjab and Chandigarh	G.H.G. College of Education, Gondwal, Raikot	Publication	Quality Education- Rural and Urban Perspective ISBN: 978-93-8014-519-8

Dr. Jaspreet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1.	9 th Feb., 2013	National Level seminar-cum-workshop	Education for Holistic Health	G.H.G.Harparkash College of Education, Sidhwan Khurd	Attended	

Mrs. Gurpreet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1.	29 th Jan., 2011	National Seminar	Working on Panchayati Raj Institutions in India with a special focus on north-western states	Guru Nanak Khalsa College for Women Gujarkhan Campus Model Town, Ludhiana	Attended	
2.	10 th Dec., 2011	Workshop	P.U. B.Ed. Syllabus Revision Workshop (School Manag.)	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended as Resource Person	
3.	16 th Dec., 2011	Workshop	P.U. B.Ed. Syllabus Revision Workshop (Teaching of History)	GHG Khalsa College of Education, Gurusar Sadhar	Attended	
4.	4 th Feb., 2012	State Level Seminar	E-commerce and its application	Khalsa College for Women, Sidhwan Khurd	Attended	
5.	21 st -22 nd Feb., 2012	National Seminar	Human Rights	Govt. College of Education, Chandigarh	Attended	
6.	6 th March, 2012	National Seminar	Quality Assurance in Teacher Education	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Attended	

7.	6 th Feb., 2013	National Seminar	Challenges for quality teacher education in the present scenario	Guru Nanak College of Edu. Gopalpur	Presentation	
8.	9 th Feb., 2013	Book	Study of mental health of secondary school students in relation to creativity	GHG Harparkash College of Edu. for Women, Sidhwan Khurd	Publication	Education for holistic health ISBN: 978-93-80144-83-2
9	20 th -26 th March, 2014	State Level Workshop	Research methodology, statistics and use of SPSS	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
10	29 th Oct., 2014	Seminar	Save Girl Child	GHG Harparkash College of Education for Women, Sidhwan Khurd	Attended	
11	2014	Book	Information Communication Technology and Quality Teacher Education		Publication	Teacher Education: Quality parameters An anthology of selected articles

Mrs. Manpreet Kaur

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	11 th -12 th Feb., 2009	National Seminar	Journey towards self culture	Malwa Central College of Edu, Ludhiana	Presentation	
2.	30 th Nov., 2011	National Seminar	Emerging Technology in computing	Dev Samaj College of Education, Ferozepur	Presentation	
3	8 th Feb., 2014	State Level Workshop	Law graduate is like a batsman in open field where he can play and earn his efficiency	G.H.G Institutes of law, Sidhwan Khurd	Attended	

4	22 nd Feb.,2012	National Seminar	Women in Colonial Punjab	Khalsa College for Women, Sidhwan Khurd	Attended	
5	6 th -8 th April, 2012	World Conference	Shaping a future classroom	L.P.U., Phagwara	Presentation	
6	20 th -26 th March, 2014	State Level Workshop	Research methodology and Use of SPSS	G.H.G. Harparkash Coll.of Edu Sidhwan Khurd	Attended	
7	20 th Feb., 2015	Seminar	Save Mother Earth	Khalsa College for Women, Sidhwan Khurd	Attended	

Dr. Aman Dhillon

S. No.	Date	Nature of Course attended	Topic	Place	Attended/ Presentation/ Publication	Title of the book published with ISBN
1	13 th -15 th Jan., 2011	National seminar	National convention in physical edu. and sport sciences	L.N.U.P.E Gwalior	Attended	
2	7 th - 9 th Feb., 2011	National Conference	Comparison of vitality level between schools students in the grading and non grading system	Acharya Nagarjuna University Guntur	Presentation	
3	3 rd Sept., 2011	National Workshop	Laser and Exercise Physiology	L.N.U.P.E Gwalior	Attended	
4	16 th Jan., 2012	National Workshop	Introduction to new age physical edu.-a management perspective	L.N.U.P.E Gwalior	Attended	
5	18 th -20 th Feb., 2013	National Seminar	Comparative study of anthropometric measurements and body composition among individual and team game	L.N.U.P.E Gwalior	Publication	National seminar on fitness, yoga and rehabilitation ISBN- 978189983-65-9

6	29 th July-18 th Aug., 2013	workshop	Interaction programme for Ph.D scholars of Physical Edu.	L.N.U.P.E Gwalior	Attended	
7	16 th -17 th Aug., 2013	Workshop	Tolls of surveys	L.N.U.P.E Gwalior	Attended	
8	24 th -26 th Jan., 2014	International Conference	An analysis leadership behavior preferred by individual sports athlete at inter university level	G.N.D.U Amritsar	Publication	Global scientific conference on physical edu., health & sports sciences. ISBN:
9	25 th -17 th Feb., 2014	National Seminar	Association of age with obesity related variables and blood pressure among women	L.N.U.P.E Gwalior	Publication	one India-fit India ISBN-978-81-7879-801-1
10	18 th -20 th Feb., 2016.0	International Seminar	A comparative study of job satisfaction between teachers at different setups	Punjabi Univ. Patiala	Publication	Global conference on scientific culture in physical Edu. and sports
11	18 th -20 th March, 2016	International Conference	Exercise motivation of college students in relation to their health related physical fitness	Govt. College for Girls, Ludhiana	Publication	Health, fitness and education nurturing body and mind

Details about seminars/conference/workshop organized by the faculty members in last five years

S. No.	Date & Year	Title of Seminar/ Workshop/ Conference	Financial Assistance	Level
1.	6 th March, 2012	Quality Assurance in Teacher Education (Seminar)	Sponsored by CDC	National Seminar
2.	9 th Feb., 2013	Education for Holistic Health (Seminar)	Sponsored by CDC	National Seminar
3.	31 st Oct., 2012	Micro Teaching (Workshop)	Self Financed	District level Workshop
4.	20 th -26 th March, 2014	Research methodology & SPSS package (Workshop)	Self Financed	District level Workshop

5.	29 th Nov., 2014	Beti Bachao (Seminar)	Seminar in collaboration with Health & Family Welfare Dept. Jagraon	District level Seminar
6.	16 th Sep., 2015	Curriculum Development of Pedagogy of English	Workshop on Curriculum Development of Pedagogy of English	State level Workshop
7.	20 th May, 2016	P.U. Syllabus for Semester III and IV	Workshop on Revision of P.U. Syllabus for Semester III and IV	State level Workshop

Details about Extension Lectures Organized by the College

S. No.	Date	Resource Person	Topic
1	3 rd Feb., 2012	S. Satnam Singh, Director of youth services centre of Guru Gobind Singh Study Circle	Role and duties of women in Sikh History
2	2 nd -3 rd April, 2012	Dr. RajanaAsthana, Assistant Professor and Medical officers of National Institute of sports, Gwalior	Science and Spirituality and Reiki
3	7 th March, 2012	Dr. K.S. Kahlon, Ex. Principal of the institution	Knowledge- Analytical Approach
4	24 th Sept., 2012	Ms. Jyoti and Mr. ChandanBatish from organization named Square-A, Ludhiana	Importance of role of development of personality at work place and in life of teachers
5	13 th Dec., 2012	E.V. Swaminathan, Professor and Guidance personnel of I.T.M. Mumbai	Memory Management
6	10 th Nov., 2013	Dr. Kulwinder Singh, expert of educational research from Punjabi University, Patiala	Basic Issues in Educational Research: Formulation of Research Problem and Statistical Analysis
7	21 st Nov., 2013	Prof. S.K. Bawa delivered an extension lecture on	Qualitative Research and Triangulation Approach in Research
8	30 th Jan., 2014	Prof. and trainer Mr. Ashok Paritkar of English language	Communication Skills
9	19 th Sept., 2014	Dr. Vidhumohan from Department of Education, P.U., Chandigarh	Construction and Standardization of Research Tools
10	20 th Sept., 2014	Ms. Gurleen Kaur, a communication Expert	Improving teaching skills through relevant Communication and Effective Interpersonal relations
11	17 th Oct., 2014	Dr. Kulwinder Singh, Reader of Education and Community Service Center of Punjabi University, Patiala	Qualitative Research
12	9 th Oct., 2015	Dr. Gurwinder Singh, faculty member	'T.E.T. –Tips for how to qualify TET test.'
13	3 rd Dec., 2015,	Dr. Gurwinder Singh, faculty member	New Rules, Selection Criteria and on line apply process

14	7 th April, 2016	S. Gurbhajan Singh Gill	How to develop Communication skills.
15	22 nd Aug., 2016	Prof. Latika Sharma, Senior faculty from Department of Education, Panjab University, Chandigarh	Selection of Research Problem
16	26 th Nov., 2016	Prof. Bhagwant Singh Ghuman, Prof. of Instructional Technology, University of Texas	Admission procedure and its requirements in America

3.2 RESEARCH AND PUBLICATION OUTPUT

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

Following are the instructional materials used by the institution for enhancing the quality of teaching during the last three years:

Instructional Materials used

- | | |
|---|--|
| 1. Over Head Projector & Transparencies | 12. Educational Films |
| 2. PowerPoint presentations | 13. H.P. Laser Printer |
| 3. Chalk boards | 14. Photocopy machine |
| 4. Computers | 15. Video Cassette Recorder |
| 5. Chart and Models | 16. Library books |
| 6. Television | 17. Lesson plans on Models of teaching |
| 7. CD Player | 18. Content enrichment test questions |
| 8. DVD Player | 19. Display board |
| 9. CAI Package | 20. Teaching aids 2D,3D |
| 10. SMART Class | 21. Smart Movies |
| 11. Language Lab | 22. Wall Papers |

Instructional Material developed by college

- | | |
|---|-------------------------------|
| 1. Standardized Test | 6. Transparencies |
| 2. Question Bank | 7. Books |
| 3. Reference Material | 8. Study Materials for Blinds |
| 4. Feedback Performas for institution, curriculum and evaluation etc. | 9. Faculty Notes |
| 5. Model Lessons | 10. Power Point Presentations |

3.2.2 Give details of the facilities available with the Institute for developing instructional material.

The institute is well equipped with all the latest facilities and laboratories for developing the instructional material. The details are as follows:

- | | |
|----------------------------|--|
| 1. Multimedia Lab | 11. Dictionaries |
| 2. Psychological lab | 12. Project Papers |
| 3. Science Resource Centre | 13. Printing facility |
| 4. Language Lab | 14. Internet Facility |
| 5. Social Studies Lab | 15. Psychological tests |
| 6. Library | 16. Physical Education Resource Centre |
| 7. Stationary Shop | 17. Work Experience Room |
| 8. LCD | 18. Music Room |
| 9. Smart Boards | 19. Research Cell |
| 10. Periodicals | |

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

The teacher educators and students of the institution have developed following ICT/technology related instructional material:

- | | |
|--------------------------------|--|
| • Power Point presentations | • ICT based test papers(MCQ and answer sheets) |
| • Models, charts & flash cards | • Model Lessons |
| • Transparencies/ Slides | • Audio Lessons |
| • Video clips | • Digital Lessons |
| • Display Charts | • Lesson Plan Format |
| • Audio clips | • Research papers for publication and seminars |
| • Audio records of speeches | |
| • Smart movies | |

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

- | | |
|---------------------------------|-----|
| a) Organised by the institution | (5) |
| b) Attended by the staff | (2) |
| c) Training provided to staff | (2) |
| d) Skill in Teaching | (4) |

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

List of journals in which the faculty members have published their research papers are as follows-:

Dr. Kiran Duggal

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1.	Oct-Dec 2011, vol.2,no.8	Non-Refereed	A study of teachers effectiveness in relation to locus of control and burnout	Researcher's Tandem ISSN:2230-8506
2.	March 2012, vol.2,issue 1	Non-Refereed	A study of teacher effectiveness in relation to locus of control	The Sadbhavna Research Journal of human development Print ISSN:2249-6424 Online ISSN:2277-7377
3.	Sept.2012, vol.2,issue 3	Non-Refereed	Burnout of school teachers in relation to gender, area and type of institutes	The Sadbhavna Research Journal of human development Print ISSN:2249-6424 Online ISSN:2277-7377
4.	April 2014, vol.13,no.8	Non-Refereed	Burnout of school teaching in relation to life satisfaction & mental health	Edutracks ISSN:0972-9844

Dr. Amandeep Kaur

S. No.	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1	Dec, 2011	Non-Refreed	E - Education	The Sadbhavna research Journal of Human Development, ISSN 2249-6424
2	2011	Book based on Thesis Work	Biomass as Alternate source of energy	Kala Mnadir Publications, Delhi ISBN-9781-81-89463-40-3
3	Vol.17,NOSI-II 2012	Non-Refreed	A study of scientific attitude among college students Page 117-120	Recent research in education and psychology ISSN-2230-8814
4	Vol.17 NOS III-IV 2012	Non Refreed	A study of environmental Ethics in relation to scientific attitude, Page 198-200	Recent research in education and psychology ISSN-2230-8814
5	April 2014 vol-3	Refreed	Environmental Ethics in relation to personal values, Page 58-61	Education sector, Refreed Journal, ISSN 2321-0478

6	May 2014	Peer reviewed Journal International	Modernisation in relation to reasoning ability	Conflux Journal of education, A Peer reviewed International Journal, NAS Publishers, Cheloor, Kerala, ISSN 2320-9305 eISSN 2347-5706
7	July 2014	Peer reviewed Journal International	Attitude of males and females of Himachal Pradesh and Punjab towards women equality	Journal of educational and psuchological Research, Peer reviewed, Refreed international Journal ISSN 2230-9586
8	Vol. 3, Issue 7, Dec. 2015	A Peer Reviewed International Journal	An Investigation into the Problems faced by Poor students- A Qualitative Research	Conflux Journal of Education, pISSN 2320-9305 eISSN 2347-5706
9	April 2016	Peer reviewed Journal International	Impact of Mid Day Meal scheme on enrollment of students in govt. schools	Sai Om Journal of Arts and education , A peer reviewed International journal (Online) ISSN: 2348-3520
10	April 2016	International Journal	Study of Effectiveness of Computer Assisted Instructions (CAI) in Teaching History	International Journal of Multidisciplinary Educational Research, Vol. 5, issue 492), April 2016, ISSN: 2277-7881; impact factor- 3.318
11	May, 2016	Peer reviewed Journal International	Study of womens Right Awareness among women in relation to their educational level	Sai Om Journal of Arts and education , A peer reviewed International journal (Online) ISSN: 2348-3520
12	Vol., Jan. 2017	Refereed Journal	Study of Environmental Awareness Among B.Ed Pupil Teachers	Education Sector, Refreed Journal, ISSN 2321-0478
13	Vol.2, Issue 5, May,2016	International Journal	Virtual Classroom Challenges for Teacher Educators	International Journal of Multidisciplinary Research and Information
14	2014	Text Book-Philosophical and sociological bases of education (co-author)	Philosophical and sociological bases of education	Twenty first century Publications, Patiala ISBN 978-93-80144540-2

Dr. Manjeet Kaur

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1.	Sept-Oct 2015, Vol.3, No. 3	A peer reviewed Journal	Gender equality and human development	International Journal for research and development ISSN No-(2321-3434)
2.	Sept 2015	An international peer reviewed Refreed journal	Gender disparity in school education in India	International Multi-disciplinary e-journal ISSN No(2277-4262) SJIF:4.081

Dr. Sarvjeet Kaur

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1.	Vol.02, No.08, Oct.-Dec., 2011	Non Refreed	Development of Professional Commitment Scale for Teachers	Research Tendem Amritsar, ISSN No.2230- 8806
2.	Vol.49 (1), Jan-March 2012	Non-Refreed	Professional Commitment of Teachers in relation to their Life Satisfaction	Journal of Educational Resesarch and Extension Coimbatore ISSN No.0973-6190
3.	Vol18, No.1-11, 2013	Non-Refreed	Professional Commitment of Teachers in Relation to Organizational Climate	Recent Researches in Education and Psychology, Panchkulla, ISSN No.2230-8814
4.	Vol.2, No.(1) June 2014	Non-Refreed Peer Reviewed	The Relationship Teachers Professional Commitment to their Organizational Climate	Research Colloquim ISSN No.2320-9321
5.	Vol.1(2) 2014	Non-Refreed Peer Reviewed	Professional Commitment of teachers in Relation to their Life Satisfaction and Organizational Climate	Journal of Advanced Studies in Education and Management ISSN No.2350-0492

Dr. Rajni Bala

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1	July, 2014 vol. 2, issue 2	Non-refereed	Developing mathematical aptitude test	Educational extracts ISSN: 2320-7612

2	Summer 2014 vol.1, no.1	Non-refereed	Development of mathematical Attitude scale	Journal of advanced studies in education and management ISSN:2350-0492
3	Sept. 2014 vol. 2,issue 2	Non-refereed	Aptitude for mathematics as predictors of mathematical achievement	GHG Journal of sixth thought ISSN:2348-9936
4	Jan-Dec, 2014 vol. III, no. 1	Non-refereed	Study habits as predictor of mathematical achievement	Education of Development, An International Journal of Education & Humanities ISSN:2320-3684
5	Dec. 2014 vol.4, No.4	Refereed	Attitude towards mathematics as predictor of mathematical achievement	Edu-Rresearch, A Quarterly International Peer Reviewed refereed research journal of Education ISSN:2348-6015
6	May-June, 2015 vol.1,no.1	Non-refereed	Teacher- parental support, study habits, aptitude for and Attitude towards Mathematics as correlates of Mathematical achievement	Indo- Asian Journal of Multidisciplinary Research (IAJMR) ISSN: 2454-1370

Mr. Gurwinder Singh

S.No	Year & volume	Refereed Journal/ Non- Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1.	June 2013 Vol.1	Non-Refereed	Comparative Study of Human Rights Awareness Among Secondary School Students Comparative Study of Human Rights Awareness Among Secondary School Students	BCM Research Colloquium .ISSN 2320-9321, BCM College of Education,Ludhiana.
2	2014, vol.1	Non-Refereed	Journey of Punjabi Language	GHG Journal of Sixth Thought, Vol.1,Issue-1 ISSN2348- 9936,GHG Khalsa College of Education
3	Nov. 2015	Refereed	Attitude of teachers towards e_learning	Inernational Multi- disciplinary journal of educational research,ISSN- 2277-4262,SJIF. 4.762
4	April 2016	Non-Refereed	Comparative study of text book of Punjabi language of 6 th class of PSEB and CBSE Comparative study of text book of Punjabi language of 6 th class of PSEB and CBSE	GHG Journal of Sixth Thought, Vol.3, Issue-ISSN No. ISSN2348 - 9936

5	April 2016	Non-Refereed	Comparative study of text book of Punjabi language of 7 th class of PSEB and CBSE	PARVIEW-A quarterly research journal, Partap College of Education, Ludhiana. ISSN-2320-558X
6	June 2016	Refereed	Assessment of Punjabi Language skills of PSEB and CBSE students	International Multi-disciplinary journal of educational research, ISSN-2277-4262, SJIF. 4.762

Dr. Jagminder Kaur

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1	March 2013, Vol.3, Issue 1	Non-Refereed Journal	Personal Values of College Girls in relation to Type of College and Educational level of their Mothers	The Sadbhavna Research Journal of Human Development (ISSN-2249-6424)
2	2013, Vol.20, No. 3	Non-Refereed Journal	Superstitious Attitude of Adolescents	Recent Researches in Education and Psychology (ISSN2230-8814)
3	Sep. 2013, Vol.3, Issue 3	Non-Refereed Journal	Teaching Aptitude and Attitude of Student Teachers towards Teaching in relation to their Occupational Self Efficacy	The Sadbhavna Research Journal of Human Development (ISSN-2249-6424)
4	Oct. 2013, Vol.2, Issue 10	Refereed Journal	Teaching Competence of Teacher trainees in relation to their Occupational Efficacy and Personality	International Multidisciplinary e-Journal (ISSN: 2277-4262)
5	Dec. 2013, Vol. 1, No. 2	Non-Refereed Journal	Teaching Competence of Teacher trainees in relation to their Attitude towards Teaching and Personality	BCM Research Colloquium (Research Journal published by BCM College of Education, Ludhiana) (ISSN 2320-9321)
6	Summer 2014, Vol. 1, No. 1	Non-Refereed Journal	Teaching Competence of Teacher trainees in relation to their Occupational Efficacy and Attitude towards Teaching	Journal of Advanced Studies in Education and Management, published by Bhutta College of Education, Bhutta (Ludhiana) (ISSN 2350-0492)
7	May 2015, Vol.4, Issue 5	Refereed Journal	Attitude of Post Graduate Students towards Research	International Multidisciplinary e-Journal (ISSN: 2277-4262)
8	June 2015, Vol.4, Issue 11	Refereed Journal	Attitude of Prospective Teachers towards Teaching	International Multidisciplinary e-Journal (ISSN: 2277-4262)

9	July 2015, Vol.4, Issue 7	Refereed Journal	Emotional Intelligence of Hostler and Non- hostler College Students in relation to their Personal Values	International Multidisciplinary e-Journal(ISSN: 2277-4262)
10	Sep. 2015, Vol.4, Issue 9	Refereed Journal	Self Confidence of Adolescents in relation to their Parental Encouragement	International Multidisciplinary e-Journal(ISSN: 2277-4262)
11	Oct. 2015, Vol.4, Issue 10	Refereed Journal	Attitude of Student Teachers towards Fine Arts	International Multidisciplinary e-Journal(ISSN: 2277-4262)
12	Nov. 2015, Vol.4, Issue 11	Refereed Journal	Attitude of Senior Secondary School Students towards Religion	International Multidisciplinary e-Journal(ISSN: 2277-4262)
13	Dec. 2015, Vol.4, Issue 12	Refereed Journal	Emotional Maturity of Adolescent Students in relation to their Parental Encouragement	International Multidisciplinary e-Journal(ISSN: 2277-4262)
14	Summer 2015, Vol. 1, No. 3	Non-Refereed Journal	Occupational Self Efficacy of Teacher Educators in relation to their Teaching Values	Journal of Advanced Studies in Education and Management, published by Bhutta College of Education, Bhutta(Ludhiana) (ISSN 2350-0492)

Dr. Aman Dhillon

S.No	Year & volume	Refereed Journal/ Non-Refereed Journal	Topic	Detail of Publication, Name of Journal, ISSN
1	4 th Oct, 2012 Vol.4, Issue-1		Comparison of sport facilities and physical education – a management perspective	Online journal of International journal of physical education and sports sciences eISSN-2231-3745

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

S.No.	Name of Teacher	Award/ Recognition/Patents	Presented By
1.	Dr. Amandeep Kaur	Award of Best Paper of International Conference	President All India Association for Educational Research on International Conference of AIAER 2003
2.	Dr. Sarvjeet Kaur	Got second prize in Teachers' category power point presentation	Organizers – Satyam College of Education, Moga on 13 th February, 2014.
2.	Dr. Rajni Bala	Award of Appreciation	IBBF (Affiliated to ministry of sports and youth welfare) at International Conference organized by FIRE and PCSSA on 20 th March 2016

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

Almost all the staff members have done minor research work (as a guide of M.Ed. research work). The details are as follows:

Minor Research Work (M.Ed. Dissertation 2011-2016)

S.No.	Name of Guide	No. of Dissertations	M.Phil
1	Dr. Baljeet Kaur Gill	1	4
2	Dr. Seema Chopra	15	2
3	Dr. Parveen Grover	12	2
4	Dr. Kiran Duggal	15	2
5	Dr. Amandeep Kaur	11	3
6	Mrs. Manjeet Kaur	10	
7	Dr. Sarvjeet Kaur	11	
8	Dr. Shally	12	
9	Dr. Jaspreet Kaur	05	
10	Mrs. Jagminder Kaur	07	
11	Mrs. Gurpreet Dhaliwal	04	
12	Mrs. Navjot Kaur	03	
13	Mrs. Amarjit Kaur	01	
14	Mrs. Gurpreet Grewal	04	
15	Mrs. Harpreet Kaur	01	
15	Mrs. Preety Singla	01	
16	Mrs. Parminder Kaur	02	
17	Ms. Simardeep Kaur	01	
18	Mrs. Gurpreet Tatla	01	
19	Mrs. Pooja Batra	02	
20	Ms. Yashpreet Kaur	02	
21	Mrs. Beant Kaur	01	

Ph.D. Work

S.No.	Name of Guide	No. of Students Supervised	No. of Students still pursuing	As a guide or co-guide
1.	Dr. Seema Chopra	25	6	Guide/Co- Guide
2.	Dr. Amandeep Kaur	2	5	Guide/Co- Guide

3.3 CONSULTANCY

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

Yes, the Guidance Cell and Placement Cell of the institution provided consultancy services in last five years

1. Regular students are given guidance for competitive examinations.
2. The school teachers (the teachers of the schools where our teaching practice is held) were given consultancy regarding the new concepts introduced in the school curriculum.
3. During internship and practice lessons, whenever the teachers visit the school they provide consultancy services (if required).
4. Our physical education faculty assist the school teachers in organizing the sports activities.
5. Faculty give guidance for SET and NET examination.
6. Consultancy services are given to alumni regarding their placement and their further education by Placement cell of the college.
7. The faculty members act as expert, resource person in various schools and colleges in seminar, conferences, workshops, extension lectures to make the students and community about various issues.

3.3.2 Are faculty 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.

The teacher educators are well qualified in their specializations and are competent enough to undertake consultancy. The areas of competency are:-

- | | |
|-------------------------------|---------------------------|
| 1. Psychology | 5. Educational training |
| 2. Research Methodology | 6. Guidance & Counselling |
| 3. Educational Statistics | 7. Vocational Education |
| 4. Awareness of social issues | 8. Sports & Yoga training |

Guidance and Placement cells help students. College faculty provides free of cost consultancy services to nearby schools. Duty leave is sanctioned to the staff members.

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

Our faculty give free consultancy services, so revenue has not been generated through consultancy in the last five year.

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

Not Applicable

3.4 EXTENSION ACTIVITIES

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

- The institution is a part of Sidhwan Institutions situated in Sidhwan Khurd Village which were founded with four students in 1909, as a primary school.
- Our institution is situated in the rural area of Punjab. The institution was established in 1955 with the objective of providing quality professional education in the rural belt to girls where the institution is situated.
- The institution provides employment to rural youth both males and females. At present 17 persons from village Sidhwan and nearby area are working in the institution. Special consideration is given to widows, divorced and needy women.
- College is managed by Shri Guru Hargobind Ujjagar Hari Trust of the institution and provides its services for the benefit of village and local community.
- The institution shares human and material resources with local community.
- Babe Ram Kaur Charitable Hospital i.e. Primary Health Centre is also running under the trust in Sidhwan campus for rendering its free services to students, faculty and local community.
- A bank is also running in Sidhwan campus for students, faculty and local community.
- The institution provides library facility to teachers of practicing schools.
- The institution also provides academic support to nearby schools and colleges by being resource persons and judges in various cultural and academic events in their institutions.
- On the occasion of celebration of Founders' Day, local community is also invited.
- The institution has a regular unit of National Service Scheme. The institution organizes a number of extension activities, outreach programmes and have associated with govt. organizations through NSS also. The institution is associated with Department of Horticulture, Punjab Govt., Panjab Agriculture University, Civil Hospital, Jagraon (Govt. organizations); Guru Gobind Singh Study Circle, NGO 'Sikhs Helping Sikhs', Nishkam Sikh Welfare Council (non govt. organizations).
- Rallies are organized by institution for spreading awareness on social, environmental and health issues.
- Every year on environment day, tree plantation is carried out in nearby community.
- Staff of the institution delivers lectures on different topics in teaching practice schools to make the students aware about the environmental hazards.

- The institution invites the local community in the campus to attend lectures, workshops and seminars on various burning issues.
- The objective of the institution & Shri Guru Hargobind Ujjagar Hari Trust is to encourage girl students from the rural areas to receive professional education.
- The institution also provides A. V. Aids to its nearby schools.

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

- Sidhwan institutions have been established on village land donated by founders in 1909. Sikh Girls Senior Secondary School was established in 1909. Khalsa College for Women was established in 1950. G.H.G. Harparkash College of Education for Women was established in 1955. Guru Hargobind Public Senior Secondary School was established in 1976 and G.H.G. Institute of law was established in 2005
- At least three members of the managing trust are from the local village. They serve and look after the interests of the institutions. They work on honorary basis. No monetary benefits are sought for their services.
- Being women institutions, the village community makes sure that no disciplinary problems are faced by the girls here. Safety of the girls is ensured.
- Sarpanch and other eminent persons of the village participate in all programmes of the institutions.
- Community participates in rallies, celebration of founder's day, gurudwara programmes, chabeel etc.
- The institution has linkages with local schools, colleges, teacher educator institutions and develops networks with these for the successful implementation of its programmes.
- The members from community, parents, Principals of schools are invited to attend extension lectures organized by institution. They provide valuable suggestions. Experts from different fields are invited to institute for delivering talks.
- Feedback is also taken from teaching practice schools, i.e. from Principals, staff and students of practicing schools who give reflections on the different aspects like facilities given by institution, quality of education provided by student teachers, suggestions for quality enhancement. They provide insight into the actual problems being faced in educating their students.

- Our institution was the first one offering opportunities for professional education for women in a rural area of Punjab. It was established in 1955. Hence the local community is enthusiastic and happy about sending their girls to our institute. Their queries related to education, career, educational opportunities and teaching prospects have given new dimensions to the institute.
- Sidhwan hostels are considered to be very safe for girls. So parents from far and wide send their girls for education here.

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

- The institution plans to organize more extension lectures, workshops, seminars.
- The institution plans to organize visits to various old age homes, vocational rehabilitation centers, blind schools, community schools, innovative schools etc.
- The institution plans to organize more lectures on human rights awareness, RTE, social and environmental issues.
- The institution plans to organize social surveys.
- The institution plans to continue awareness programmes for village boys also.
- Through the activities of NSS, the institution plans to organize various drives like drug de-addiction, cancer awareness, AIDS awareness, blood donation camp, save water campaign, cleanliness drive. Through the activities of NSS unit, the students will develop interest and insights for community service.

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

Yes, the college is continuously disseminating knowledge about health, hygiene and awareness about various environmental and social issues to village people.

- The students of M.Ed. and B.Ed. carries out survey regarding community development like community survey on gender disparity, environmental awareness, drug addiction awareness.
- Every year cooking demonstrations by Department of Horticulture, Panjab Government, Ludhiana are organized for making different kinds of squashes, sharbats, jams and pickles. Women of the village attended these classes and learnt new skills.
- The institution also organizes extension lectures by gynecologists from time to time on various topics like Female reproductive health, ayurveda and family planning etc. and village women are also invited to interact with the resource persons.

- A survey was conducted to find what are their expectations from the institute. Then these are catered too.

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

- We have regular morning assembly in which our faculty, students of M.Ed. and B.Ed. participate in daily morning talks in which they present stories, poems and speeches through which values and skills are developed among students. The topics are always selected carefully by faculty and section incharges.
- The institution also celebrates various special days like Teacher's Day, Hindi Diwas, Independence Day, Gandhi Jayanti, World Aids Day, Environment Day, Women Day which promote social and citizenship values among students.
- In tutorials, students are given training regarding communication skills, computer skills, development of self and value education.
- Students are involved in various social & community services like cleanliness of gurudwara sahib, streets of village, plantation of trees, cooking classes for women in gurudwara sahib of village, talks by teacher educators and students in their villages regarding health, food, nutrition, sanitation, hygiene and vaccination.
- Extension lectures on health and hygiene, yoga and meditation by the experts of their field are also organized in local community.
- Students took craft activities workshop of school and college going children of the nearby local community.
- Students puts posters and charts etc. for awareness on various burning issues in the community.
- Every year, Guru Gobind Singh Study Circle conducts a test on 'Moral Education' in the institution.
- Visit to blind school and Guidance Bureau , Chandigarh.
- Organization of Educational Trips and Tours to Anandpur Sahib, Naina Devi, Kasauli etc.
- Visit to Puspha Gujral Science City, Kapurthala.
- Awareness Campaign in villages.
- Fevicryl Piddilite workshop, Model making and chart making workshops, Workshop on flower making, glass painting, file and card making etc.

3.5 COLLABORATIONS

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

The institution has established linkages with the following national level organizations:

- a) National Assessment and Accreditation Council (NAAC)- Principal of the institution is a member of NAAC Peer Team.
- b) Indian colleges forum (ICF)- Principal of the institution is member of Indian colleges forum and attended 22nd National Conference held from 5-7 Sept 2016 at Jodhpur, Rajasthan.
- c) All India councils of Principals (AICP)- Principal of the institution is member of AICP.
- d) Panjab University, Chandigarh- Principal of the institution is a member of Selection committee of P.U. Chandigarh for selecting Principals and faculty.
- e) University Grants Commission (UGC), New Delhi.
- f) National Council of Educational Research and Training (NCERT), New Delhi.
- g) National Council of Teacher Education (NCTE), Jaipur.
- h) Panjab University, Chandigarh- Senior Staff is member of various Selection Committees, Interview boards, Board of studies, Inspection committee and Academic council of P.U. Chandigarh.
- i) Council for Teacher Education (CTE)-Few faculty members are life members of CTE.
- j) All India Association of Educational Research (AIAER)- Some faculty members are members of AIAER.
- k) Global Educational Research Association (GERA)- Some faculty members are life members of GERA.
- l) Panjab Library Association, Patiala (PLA)- Librarian of the institution is a member of PLA.
- m) Punjabi University, Guru Nanak Dev University and Jammu University- Senior faculty acts as external examination as well as paper setter of these university.
- n) Sikh Human Development Foundation, U.S.A. (SHDF).
- o) Guru Gobind Singh Study Circle.
- p) NGO 'Sikhs Helping Sikhs'.
- q) Nishkam Sikh Welfare Council (Regd.), New Delhi.

The benefits resulted out of such linkages are as under:

1. Contribution of valuable inputs on curriculum development.
2. Development in the field of ICT with special reference to education.
3. Conducted seminar on 'Education for Holistic Health' in collaboration with college development council, P.U. Chandigarh.
4. Arranged workshops on inculcation of moral, social, national, religious and cultural values.
5. Organized 7 days workshop on 'Research Methodology, Statistics & SPSS Package'.
6. Recognition as Panjab University Research Center for students of Pre-Ph.D. course work.
7. Financial help to the needy students in the form of scholarships by various organizations.
8. Personality development through extension activities.
9. Implementation of new techniques in the college library like automation of library, benefit from internet service to search various sources, provision of reprographic services.

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

The institution has no formal linkage with international organizations. But the college has published the first issue of 'Research Insights in Education – An international bi-annual refereed journal' in January, 2017. For this, institution has established links to international persons for becoming member of Editorial Board of Research Journal.

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

Curriculum Development

- Linkage with the affiliating university has given the institution a wide base of curriculum. Recently the institution organized a workshop on 16th Sept., 2015 for curriculum development of Pedagogy of English. The curriculum developed by the institution was adopted by P.U. Chandigarh for teaching learning process and teaching of English in the new 2 year B.Ed curriculum.
- Staff acted as resource person in the workshop sponsored by RUSA on lesson planning at Govt. College of Education, Chandigarh in subjects of Science, Home Science, Social Studies, Mathematics, Hindi, English, Punjabi.
- On 20th May, 2016 workshop on revision of P.U. syllabus for Semester-III & IV was organized by the institution.

- College faculty has played major role in framing of new syllabus for the School Internship Programme (Semester I, II and III) and new syllabus of Semester IV in the workshop held in the college.
- College faculty has played major role in framing of new syllabus for M. Ed. Internship Programme.

Teaching: Teaching learning process is totally guided by norms and regulations of the affiliating university. Of course, the institution has its innovations too. Use of multimedia, seminars, extension lectures by experts, workshops, information provided through journals of national and international organizations, are some of the innovations. The institution takes the help of other universities and national level organizations in implementing the new strategies etc.

Training: The in-service teachers training conducted are need based. The teachers of the institution attend orientation courses, refresher courses and short term courses. Professional growth of the faculty is encouraged at every step. The faculty members are always keen to learn more.

Practice Teaching: NCTE recommendations for real classroom practices are implemented. The institution has established links with various schools of surrounding areas as to provide teacher trainees the real situations and expert guidance for their teaching practice. No relaxation is given to any student in practice teaching. It is done thoroughly professionally. The institution has two sister concern as demonstration schools- Sikh Girls Senior Secondary School which was established in 1909 and Guru Hargobind Public Senior Secondary School which was established in 1976.

Research: All most all the staff members of our institute have obtained their doctoral degree from different universities. Moreover, the senior faculty is involved in the research work of Ph.D. students as guide and all faculty is involved in the research work of M.Ed. students as guide of the dissertation every year. Apart from this, faculty is member of different national and international organizations and get their research work published in various journals of national and international repute. Most of the faculty is member of Global Educational Research Association (GERA), All India Association of Educational Research (AIAER), Council for Teacher Education (CTE).

Consultancy: The faculty members act as experts, resource persons in various schools and colleges of various universities in seminars, conferences, workshops, extension lectures in and outside the country in neighbouring countries to make the students and community aware about

various issues. Principal and faculty members are on interview boards and inspection committees of Panjab university, Chandigarh. Principal of the institution is a member of NAAC Peer Team.

Extension: Extension services are institute's own initiative. Need based community outreach programmes are offered under NSS unit also.

Publication: Many research papers of faculty members have already been published as mentioned earlier.

Student Placement: The student placement cell helps the students' placement in best schools. This service is provided by the institution free of cost.

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

- The institution is associated with schools through practice teaching programmes. It is also associated with heads and teachers of the schools. They are invited in the institution on occasions like sports meets, seminars, workshops, conferences etc.
- Experienced school teachers are appointed as external examiners during final skill-in-teaching final examination conducted by the university.
- The members of the staff are actively engaged in school's working during teaching practice programme. They have healthy interaction with principals and teachers of the school. The staff members obtain feedback from practicing schools of teaching practice programme regarding students' performance.
- In most of practicing schools our alumni are serving as principals and teachers and are very experienced.
- The institution has good relationship with government and non-government educational institutions.
- The placement cell of the institution promotes the linkage between various schools and the institute for better placement of the students.
- The students of the institute also take part in various competitions organized by various colleges and Panjab University like debate, declamation, poster making, quiz, essay writing, poem writing, dramatics and youth festivals.
- Students of the institution are engaged in various surveys like surveys on gender disparity, environmental awareness, drug addiction awareness regarding community development.

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

Yes, the faculty members are actively engaged with teachers and other school personnel through teaching practice programme.

- We design and arrange our teaching practice programme according to the schedules of schools with the help of head and staff of the different schools. Overall planning for all the students regarding teaching practice is thoroughly implemented.
- School teachers help the faculty to frame the special time table according to number of students. Those students are then allotted the classes as per their teaching subjects.
- While arranging teaching practice programme, we also see the convenience of the school in terms of school examination and various other programmes.
- During teaching practice programme, the faculty members act as a supervisors as well as evaluators and evaluate students' lesson delivery. They also give inputs to students for further improvement. Faculty members also take help of school teachers to evaluate students' lesson delivery in every period through observations and suggest improvement in teaching skills also.
- To maintain objectivity in practical lessons, we have designed a format in terms of questionnaire which contains criteria for evaluating the lesson in teaching practice file.
- The faculty members also provide guidance to the students in terms of instructional material and teaching aids.
- For designing, evaluating and delivering practice teaching oral feedback from head and staff of school through informal talk is also received.
- Student teachers are helped by the faculty in making arrangements for use of multi-media and other A. V. Aids while teaching in schools.

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

- The faculty of the institute gets together with faculties of other colleges and universities during seminars, workshops, conferences, orientation programmes, refresher courses, short term courses and such other activities.
- The faculty meet with faculty of other colleges and university in various inter-college and inter-university competitions like skill-in-teaching and teaching-aid preparation, literary, sports, fine arts, dramatic competitions and youth festival etc.

- The relationships established therein helps in the collaboration for inviting experts from NGOs & GOs to give talks on various issues in community development activities.
- The faculty members offer services as judges for various events, skill-in-teaching examiner, and resource person in various seminars, conferences and workshops. Apart from the contribution of the faculty members offered in schools; various other contributions in other colleges and universities of foreign countries are also given.
- The institution organized interactive session-cum-workshop with school representatives of CBSE and PSEB on 10th Oct, 2015 to discuss their functioning and various components like philosophy and aims on which these boards work, organization and management of schools, curriculum, various methods and technology being used and also the assessment procedures being followed in the schools according to their requirements.
- The institute organizes various extension lectures, seminars, workshops etc. for which educationists are invited from Panjab University, Punjabi University, H.P. University and from different states.
- Principal and Senior faculty members are flying squad members of P.U. teams, member of various Selection Committees, Interview boards, Board of studies, Inspection committee and Academic council of P.U. Chandigarh.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

Research

- 13 out of 14 permanent faculty are Ph.D and most of them completed their Ph.D while serving this institution.
- The institution has been recognized as ‘Panjab University Research Centre.’ Under this, the institution provides course work to Pre-Ph.D, students who enroll themselves as candidate for doing Ph.D. in Panjab University, Chandigarh. On August, 5 2013, the institution has organized its first course work and 4 such course work had been organized by institute. It is a matter of great honour for the institution as only two colleges affiliated to Panjab University, Chandigarh (including the institution) are running ‘Research Centre for Pre-Ph.D. Students’. The feedback from research scholars has been very encouraging.
- The institution has organized many extension lectures and workshops related with research in last five years.

1. On 10th Nov. 2013, Dr. Kulwinder Singh, expert of educational research from Punjabi University, Patiala delivered an extension lecture on ‘Basic Issues in Educational Research: Formulation of Research Problem and Statistical Analysis.’
2. On 21st Nov. 2013, Prof. S.K. Bawa delivered an extension lecture on ‘Qualitative Research and Triangulation Approach in Research.’
3. The institution organized a workshop from 20-26 March, 2014 on ‘Research Methodology, Statistics and SPSS package’. In this workshop famous research expert Dr. Sansanwal acted as resource person.
4. On 19th Sept. 2014, Dr. Vidhumohan from Department of Education, P.U. Chandigarh gave an extension lecture on ‘Construction and Standardization of Research Tools’.
5. On 17th Oct. 2014, Dr. Kulwinder Singh, Reader of Education and Community Service Center of Punjabi University, Patiala delivered an extension lecture on ‘Qualitative Research’.
6. On 30th Oct. 2015, Dr. Kulwinder Singh, expert from Punjabi University, Patiala conducted a workshop on ‘Construction and Standardization of Tool’.
7. On 5th Nov. 2015, Dr. Kulwinder Singh expert from Punjabi University, Patiala delivered extension lecture on ‘Meta Analysis’.
8. On 22nd August 2016 Prof. Latika Sharma, Senior faculty from Department of Education, Panjab University, Chandigarh delivered extension lecture on ‘Selection of Research Problem’.
9. The institution has released the first issue of Journal named ‘Research Insight in Education’ An International Bi-annual referred Journal’ this year in month of January.

Consultancy

- The institution provides Consultancy regarding vacancies; TET Entrance Test; how to fill Govt. Posts of teachers- Lecturers and headmasters; Communication skills; teaching skills; Health skills; fitness and hygiene; sports development; how to develop interpersonal relations, free help desk for filling forms for admission to B.Ed and M.Ed etc. The institution also has competent staff for the same.
- There is a provision of placement and counseling cell in the college campus where the teacher trainees get required information and guidance on various streams.

- Various Extension lectures and workshops are being organized by the institution. Details of which are as follow-
 - On 24th Sept. 2012, Ms. Jyoti and Mr. Chandan Batish from organization named Square-A, Ludhiana delivered an extension lecture on ‘Importance of role of development of personality at work place and in life of teachers’
 - On 31st oct. 2012, Workshop on ‘Different teaching skills through micro teaching techniques’ was organized by institution. Dr. Khushwinder Kumar, Principal, B.C.M. College of Education, Ludhiana, as a subject expert gave guidance to students on micro skills and teaching skills to be learnt by teachers. He also gave demonstration lessons related with various skills.
 - On 20th Sept. 2014, Ms. Gurleen Kaur, a communication Expert, gave an extension lecture on ‘Improving teaching skills through relevant Communication and Effective Interpersonal relations.
 - On 9th oct. 2015, Orientation programme was organised on ‘T.E.T. –Tips for how to qualify TET test.’ by faculty member Dr. Gurwinder Singh.
 - On 3rd Dec. 2015, Placement cell organized an orientation programme on ‘New Rules, Selection Criteria and on line apply process’.
 - On 7th April 2016, S. Gurbhajan Singh Gill gave tips to students on how to develop Communication skills.
 - On 30th April 2016, Workshop on ‘C.V. Writing and Interview skills’ was organized by the institution. Dr. Charanjeet Singh was resource person for this workshop.
 - On 26th November 2016, Prof. Bhagwant Singh Ghuman, Prof. of Instructional Technology, University of Texas gave Orientation regarding ‘Admission procedure and its requirements in America’.

Extension Activities

- The institution organizes a number of Extension activities in association with NGOs and GOs . The institution regularly organizes visits to the village communities.
- The extension activities covers current and relevant issues such as personality development, Environmental awareness, development of communication skills, teaching skills, interpersonal relations, moral values, drug de-addiction, global trends etc.
- More contribution to community development and Welfare through NSS unit.
- The institution organizes visit to community resources and also invite the professionals from various fields of community to deliver lectures on important issues to teacher trainees and community. The details is as follows-

- a) On 15th Nov. 2011, Guru Gobind Singh Study circle conducted a test on ‘Moral Education.’
- a) On 3rd Feb. 2012, S. Satnam Singh, Director of youth services centre of Guru Gobind Singh Study Circle gave his views about ‘Role and duties of women in Sikh History’ in his extension lecture.
- b) On 2nd -3rd April 2012, Dr. Rajana Asthana, Assistant Professor and Medical officers of National Institute of sports, Gwalior delivered an Extension lecture on ‘Science and Spirituality’ and ‘Reiki’.
- c) On 7th March 2012, Dr. K.S. Kahlon, Ex. Principal of the institution gave an Extension lecture on ‘Knowledge- Analytical Approach.’
- d) On 15th Nov. 2012, Guru Gobind Singh Study circle conducted a test on ‘Moral Education.’
- e) On 13th Dec. 2012, E.V. Swaminathan, Professor and Guidance personnel of I.T.M. Mumbai delivered extension lecture on ‘Memory Management.’
- f) On 30th Jan 2014, Prof. and trainer Mr. Ashok Paritkar of English language delivered an extension lecture on ‘Communication Skills.’
- g) On 31st Oct. 2012, Guru Gobind Singh Study circle conducted a test on ‘Moral Education.’
- h) On 12th Feb. 2015, S. Satnam Singh. Ex-Incharge of Youth Services Centre Of Guru Gobind Singh Study circle and NGO ‘Sikhs helping Sikhs’ Delivered extension lecture on ‘Human Personality.’ The team had come from Canada.
- i) On 27th Feb. 2015, the students of department of drama of Punjabi University, Patiala presented a Nukkar Natak on ‘The Effect of drug in Punjab.’
- j) 7 days yoga camp was organized by the institute from 29th Feb. 2016 to 5th March 2106. Yoga expert Dr. H.S. Sur acted as resource person and trainer. All students and faculty members attended the week long camp.
- k) Institute organized students’ visit to Innovative schools Drishti R.C. Jain innovative school and Indus world Innovative school on 8th April 2016 and 11th April 2016. Reflections on these visits were organized in campus on 13th April 2016.
- l) On 11th November 2016, ‘Save Mother Earth Day’ was celebrated in the memory of our founder Bhai Sahib Bhai Narain Singh. Inter school and inter college competitions were held on this day. Poster making, slogan writing, declamation and power point presentation competitions were organized.
- m) On 21th November 2016, a workshop on ‘Teaching Model Based Lesson Planning’ was conducted by Dr. Khuswinder Kumar, Principal of Modi College, Patiala.

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

Significant Innovation/good practices in Research, Consultancy and Extension activities are as follows-

- The institution has been recognized as Panjab University Research Centre for Pre. Ph.D. students for their course work.
- Faculty members of the institution are also Ph. D. guides and co- guides.
- The staff of institution acts as resource person and subject expert for providing consultancy in schools and various colleges affiliated to university, other universities and in neighbouring countries.
- The institute has an excellent provision of guidance and counseling and placement cell to provide the best services in Educational and Vocational fields to the teacher trainees, school students and community.
- Experienced faculty members of the institution leads from the front whenever university holds some programmes, workshops etc.
- Faculty members are resource persons at various state, national and international seminars, conferences and workshops.

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

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.

Observations in the previous assessment report

Most of the members of staff have done research at M.Ed. and Ph. D. levels while in service.

Considerable attention has been given to the test construction in different subjects. Some students had standardized achievement tests in history and geography in Punjabi in the local language. Construction of achievements tests by the post graduate students reflect that the college is promoting research culture .research studies in the area of utilization of new technology (like CAI) are undertaken at Ph. D. level. The faculty is free to publish research studies in journals and participating in academics forums. The college further renders consultancy services to institutions located in neighbouring areas.

Students and teachers involve themselves in a variety of extension activities and community service activities inside and outside the college. To inculcate a sense of social service

the students and encourage to visit old age homes, orphanages, health centers nearest to their homes fortnightly, this aspect is indeed commendable .

The college has participated in extension programmes leading to generation of awareness of social issues .we are happy to note that the college has adequate resources to serve in rural areas for its upliftment and empowerment of women.

As no specific suggestions regarding criterion III (Research and Consultancy) was given by first NAAC Team. But the institute has developed and organized activities with reference to Research, Consultancy and Extension.

- Institute has been recognized as Panjab University Research Centre for Pre-Ph.D. students.
- Organized many Workshops and Seminars.
- Faculty of the institution acts as guide for M.Phil and Ph.D. students.
- Institute organizes many Extension Lectures, Activities, Orientation Programmes, Workshops regarding consultancy.
- Development of standardized tests in research.
- Addition of educational books in the library.
- Publication of research papers by the staff in National and International Journals.
- Development of formal system with different schools and colleges for organizing placement programmes is under planning.
- Staff members and M.Ed. students have constructed standardized tests contributing to field of Educational research.
- Workshops on Innovative methods of teaching like Use of Smart Board, Language Lab, Multimedia Lab etc has been organized from time to time in the institution.

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

- Recognition as Panjab University Research Centre and offers Pre-Ph.D. Course work.
- Research Committee and IQAC have been activated.
- Staff members are approved supervisors by P.U. Chandigarh for Ph.D work.
- Publication of the research Journal named ‘Research Insight in Education, An International Bi-annual Referred research journal’.
- Publication of books by institution and staff.
- Doctorate Degrees to 8 staff members. Research Publication by staff in various National and International journals.

- Organization of 10 seminars in the college.
- Organization of 6 workshops and 30 extension lectures on different topics.
- Contribution of various staff members as subject experts, judges, resource persons in various Conferences, Seminars and Workshops in schools, other colleges, universities and foreign countries.
- Action Research has been introduced in B.Ed and M.Ed course.
- Wi-Fi Campus.
- Collaboration with local, National and International Organizations.

CRITERION-IV
INFRASTRUCTURE
AND LEARNING
RESOURCES

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes, the Physical infrastructure of the Institute is as per the norms of the NCTE. The Institute has all the facilities in terms of infrastructure. The total land area of the college campus is 13 acres and built in area is 6818.64 sq.Mts. Following are the details of the same:

Place	Dimensions	Furniture
Principal Office	21'-3"x16'-6"	Principal table -1, Sofa set-2 (10 seater), Office Chair-5, Centre Tables, Split AC, Computer with Internet facility, Fridge -1, Almirah -2, LED-1
Staff Room	21'-3"x22'-9"	Sofa set -2, Easy Chairs -10, Wooden Cup Locker -12, Two almirahs with 16 lockers, One almirahs for examination stationary, Wooden Tables - 4, Fans - 4, Hot case - 1, Drinking water facility, Air cooler-1 Chalk Board-1
Administrative Office	12'-0" x 21'-9"	Wooden tables - 4 big, 1 Small, Window AC-1, Computers - 3, Photo stat machine -1, Scanner -1, Colour Printer cum Colour Photostat cum Fax Machine -1, Laser Printer-3 Chairs -10
Resource Centre (Psychology Lab)	24'-0"x25'-0"	Psychological Tests - 150 approx. Mirror Drawing Apparatus - 4, Memory Drum - 2, Tests in CD Form - 4, Photographs of Eminent Psychologists - 4, Almirahs -6, Projector - 1, Chairs - 35, Tables - 35
Computer Lab	24'-0"x 25'-0"	No. of computers-24, Internet facility, Window A.C's-2
Curriculum Lab	21'-3"x23'-0"	Almirah, Table, Chairs
Home Science Lab	22'-6"x34'-6"	Chairs - 40, Micro Wave - 2, Oven - 2, Fridge-1, Food Processor-1, Mixer-2, Sewing Machine - 2, Cooking Range-1, Gas Stove-8, Almirah - 2, Demonstration Table-1, Flannel Board - 1, Display Board - 1, Cup Board -1, Sink - 2.
Science Lab	21'-3"x22'-9"	Detail on page no.5-7
Social Studies Room	21'-3"x20'-9"	Detail on page no. 7-8
Art & Craft Resource Centre	21'-3"x22'-9"	Cup boards- 13, demonstration tables- 2, display boards-3,
ICT Resource Centre	21'-3"x22'-0"	Computers-19 with Internet facility and two AC, Printer, White Board-1
Health and Physical Resource Centre	16'-9"-16'-9"	Hero Jogger Computo (E)-1, Hero Allegro-2, Abdominal Bench-2, Joggers-3, Rowing Machine-1, Twister Sitting and Standing-2, Belt Vibrator-1, Stepper-2, Roller Massager-1, AbKirk Pro-1, Wheel chair-1

Punjabi Language Resource Centre	16'-9" x 16'-9"	Tables, Chairs and Display Board and Display Material related to Origin and Development of Punjabi Language
Guidance Cell	-do-	Table and Chairs, Career Chart
Placement Cell	-do-	Table and Chairs
A.V. Aids Room	16'-9"x16'-9"	Iron Rack – 8, Wooden Rack – 4, Steel Almirah – 3, Table Small – 1, Plastic Chair – 27, Wooden Chairs – 15.
Library and Reading Room	129'.6"x57'.6" 33'-3"x23'-10"	20 Tables, 112 Chairs, 12 Wooden Racks, 18 Goldrej Almirahs, 34 Wooden Almirahs
Seminar Hall	49'-0"x24'-0"	LCD Projector, Computer, two A.C, almirah, Conference table and chairs
Multipurpose Hall	109'-0"x34'-6"	Computer, LCD Projector, Two Green Rooms, Concrete Stage, Sitting Arrangement, Sound Arrangement
M.Ed Room-1	21'-3"x22'-9"	Well ventilated and properly furnished room with a sitting capacity of 40 students, LCD
M.Ed Room-2	21'-3"x23'-0"	Well ventilated and properly furnished room with a sitting capacity of 40 students
B.Ed-1 st Year Section-A	21'-3"x23'-0"	Lecture Stand, sitting capacity of 40-45 students, proper ventilation and lighting arrangement.
B.Ed-1 st Year Section-B	21'-3"x22'-0"	Lecture Stand, sitting capacity of 40-45 students, proper ventilation and lighting arrangement.
B.Ed-2 nd Year Section-A	21'-3"x22'-0"	Lecture Stand with a sitting capacity of 40-45 students, proper ventilation and lighting arrangement.
B.Ed-2 nd year Section-B	24'-0"x25'-0"	Lecture Stand, sitting capacity of 40-45 students, proper ventilation and lighting arrangement.
Smart Class Room	24'-9"x21'-10"	Computer, Smart Board-1, LCD projector-1, Chairs -50, Table -50, Fans -5
Tutorial Room-I	16'-9"x16'-9"	Table and Chairs
Tutorial Room-2	16'-9" x 16'-9"	Table and Chairs
Tutorial Room-3	21'-3"x16'-6"	Table and Chairs
Tutorial Room-4	15'-8"x7'-6"	Table and Chairs
Activity Room	14'-0"x22'-0"	T.V. Chess, Carom, Table Tennis Table
Faculty Rooms	16'-9"x16'-9" (First Floor) 16'-9"x16'-9" (Second Floor)	Almirah, Table and Chairs
Common Room	35'-3"x23'-4" 35.3"x18'-6"	Music System-1, Indoor Games, T.V.-1, Fans-5, Chalk Boards – 8, Wooden Almirah-2, Chairs -20, Table Tennis Table -1
DG Room	11'-0"x15'-0"	Generator
Record Room	16'-9"x16'-9"	Wooden and steel Almirahs
Store Room	16'-0" x 6'-9"	Almirahs
Visitor Room	16'-9" x 16'-9"	Steel Chairs, Tables
Security Room	6'-6"x7'-6"	Tables and Chairs

Warden Room with Washroom	14'-0"x25'-6"	Bed, Table, Chairs, Cooler, Refrigerator.
Hostel-1 (24 Rooms) Ground Floor First Floor Second Floor	15'-3"x11'-0"	Beds, Geyser, Godrej Almirahs, Study tables, Coolers, Fans, Chairs
Hostel-2 Ground Floor First Floor	11'-0"x15'-0" 11'-0"x15'-0"	Beds, Geyser, Godrej Almirahs, Coolers, Study tables, Fans, Chairs
Principal's Residence	2100 Sq.ft.	Fully Furnished
Mess/ Kitchen	93'-11"x68'-9"	4-Microwave, Gas-Stove, Fridge, Freezer Chest, Water Cooler with RO, Dough kneading Machine – 1, Cooking range-5(4 big and 1 small), Fans and cooler, TV-1, Tables and chairs.

Infrastructure Shared with other Sister Institutions on the Campus.

- Auditorium – Guru Nanak Bhawan
- Stadium
- Gymnasium
- Gurudwara Sahib
- Dispensary
- Charitable Hospital
- Trust Office
- Canteens-2
- General Store-1
- Photo Studio-1
- Bank- Oriental Bank of Commerce
- Parking
- Water overhead tank of 20,000 liters capacity with submersible pump
- Staff Hostel
- Hostel for Class-IV employees

Apparatus of Science Lab

1. Almirahs Wooden – 4
2. Almirahs (Steel) – 3
3. Balances (Big) - 1
4. Barometer – 1
5. Bell Jars (Large) – 3
6. Bell Jars (Small) – 2
7. Burners – 2
8. Calorimeter – 3
9. Charts – 24
10. Chemical Cells – 15
11. Clamp Stands – 12
12. Cork Presser – 0
13. Cork Borer – 1
14. Compass (Small) – 10
15. Electric Bell – 2
16. Electrical Hot Plate - 1
17. Forecep – 2
18. Gold Leaf Electroscope – 1
19. Lab Tables – 3
20. Locks – 1
21. Microscopes – 6
22. Magnetic Compass Big – 12
23. Magnets – 6
24. Electro Magnet – 1
25. Magnifying Reading Glass – 5
26. Magnetic Writing Board – 1
27. Measuring Jug Plastic – 8
28. Models (Fiber Glass) –
 - (i) Brain – 2
 - (ii) Eye – 2
 - (iii) Heart – 5
 - (iv) Ear – 2
 - (v) Human Body Specimens - 2
29. Pendulum Bob – 6
30. Pulley – 1
31. Prisms – 6
32. Reagent Bottles Plastic – 7
33. Science Kits – 6

- | | |
|----------------------------|---|
| 34. Scissors – 2 | 48. Vernier Calipers – 3 |
| 35. Spring Balance – 12 | 49. Weights – 2 |
| 36. Spirit Lamps – 14 | 50. Wire Gauge – 8 |
| 37. Stop Watch – 1 | 51. Wash Bottles (Plastic) – 10 |
| 38. Slides – 19 | 52. Curriciboles (Porcelain) – 2 |
| 39. Steel Spatula – 4 | 53. Chemicals – Sodium hydroxide, Acetone, Cupric Sulphate, Nitrate, Methylene Orange, Litmus Paper, Red, blue Magnesium Wire, Citric Acid, HCL, H ₂ SO ₄ , HNO ₃ , Filter Paper spirit, cat. Hydroxide, Iodine Salt, Alcohol HNO ₃ , Sulphur Powder, Sodium chloride |
| 40. Telescope – 1 | 54. Rack (Steel) – 4 |
| 41. Trays – 4 | |
| 42. Test tube Stands – 8 | |
| 43. Test Tube Holders – 6 | |
| 44. Tuning Fork – 1 | |
| 45. Lab Thermometer – 4 | |
| 46. Tripod Stands – 10 | |
| 47. Vacuum Desiccators - 1 | |

Apparatus of Social Studies Lab

- | | |
|----------------------------|--|
| 1. Almirahs (Iron) – 6 | 11. Maps Geographical and Political – 17 |
| 2. Almirahs (Glass) – 1 | 12. Globes – 17 |
| 3. Teacher Table – 2 | 13. Globes with wire – 2 |
| 4. Demonstration Table – 1 | 14. Geography Models – 21 |
| 5. Chair – 3 | 15. Lens – 1 |
| 6. Wooden Rack – 1 | 16. Over Head Projector – 1 |
| 7. Atlas – 2 | 17. Rolling Black Board – 2 |
| 8. Book Map – 2 | 18. Fiber Writing Board – 3 |
| 9. Charts Readymade – 80 | |
| 10. Historical Maps – 56 | |

Facilities for students and faculty

- Canteen - There are two well maintained canteens in the campus for staff and students which are shared with other sister institutions. Canteen facility is available from 6 a.m. to 8 pm.
- General Store - General store is also available in the campus to meet the daily needs of students and staff. Mr. Nand Kumar has been running this store since 1960. General store is open from 7.00 a.m to 8.00 p.m.
- Health Care - 24 hours medical service is available in the campus. Permanent qualified nurse is appointed in the campus. There is provision of Ambulance Service and Charitable Hospital (Mata Ram Kaur Memorial Charitable Hospital) which is managed by Shri Guru Hargobind Ujjagar Hari Trust, Sidhwan Khurd, Ludhiana. The services of qualified doctor are available from 9.a.m to 3 p.m. daily.

- Washrooms - Well equipped washroom is attached with Principal' office. There is facility of four washrooms for staff members. There are five washrooms for students on the ground floor. There is provision of two separate washrooms for male staff. One washroom each is also attached with Multipurpose Hall and Multimedia Lab.
- Water Coolers - There are 05 water coolers in the college.
- Air Conditioners - There are 08 Air Conditioners in the college.

Hostels: There are two hostels in the campus. All are well furnished and well managed. Every effort is done to make the stay of students, comfortable. They feel like home in the hostel.

Hostel No. 1

Rooms	Beds	Fans	Tubes	Geysers	Almirahs	Chairs	Tables	Coolers
24	72	24	24	3	72	72	72	08

Hostel No.2

Rooms	Bed	Fans	Tubes	Geysers	Almirahs	Chairs	Tables	Coolers
27	81	54	24	4	81	81	81	27

Food is served properly in the mess.

Washrooms in the Hostel

Proper washroom facilities are provided to students, staying in the hostel. Washrooms are daily supervised and cleaned. Dustbins are placed in the toilets.

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

College is well equipped to meet the need for augmenting the infrastructure. Requirement of curriculum, students, staff and administration are kept in mind while planning. There has been an Advisory Committee in the college to give suggestions to keep pace with the academic growth. To meet the need, the management gives permission and allocate budget for the required infrastructure accordingly. To mention, Activity Room, Language Lab, Guidance and Counseling Cell, Smart Class Room, New Computer Lab, Renovation of College Library, Ramp have been added to the existing infrastructure. Staff members also add equipment in their respective Labs, Library, Gymnasium and Sports equipment are also added time to time. To make sure of 24 hours electricity facility one generator set is added. To provide better learning facilities and exposure to students, college has installed one Wi-Fi tower. Now, the whole college campus is Wi-Fi campus. More LCD's have been added in the rooms.

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

For co-curricular and extracurricular activities various committees have been made to supervise and organize fine arts, literary, dramatics and sports competitions. There are separate rooms allotted to various societies and committees for the smooth functioning of these activities.

- For literary activities – Language Lab, Multi Purpose Hall equipped with LCD Projector, Computer and Sound Systems.
- For fine arts activities - Fine Art Room.
- For music and cultural items- Dramatics Room, Auditorium (Guru Nanak Bhawan) and Open Stage.
- For sports- Gym, stadium and play fields for Indoor and outdoor games.
- For IT competition –Computer Labs and Multimedia Lab.
- Common Room with T.V facility for hostlers.
- Activity Room

To support all these activities there is a well organized library.

Following sports facilities are available in the campus:

- Stadium
- Athletic track 200 Mtr
- Kho-kho ground 29 Mtr x 16 Mtr, Kho-Kho poles
- Volley Ball Ground 18 Mtr, Volley Ball, Net and Balls
- Badminton Ground L-77' W-20' Meet, Rackets, Shuttles
- Basket Ball Court Basket Balls
- Table Tennis Tables 2 sets Table Tennis, Bats, Nets, Balls

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

Sidhwan educational institutions comprise of three colleges and two schools. They celebrate certain activities together and share common platform for these activities. The details of shared infrastructure are given below:

- Trust Office
- Guru Nanak Bhawan (Auditorium)
- Gurudwara Sahib
- Stadium
- Health Centre, Ambulance Service and Charitable Hospital established by the Trust
- General Store
- Canteen Facilities
- Studio
- Staff Hostel
- Class-IV employees accomodation

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

To ensure health and hygiene of the staff and students there is provision of

- Staff Room
- Rest Room (for women)
- Common Room
- Separate washrooms for men and women (06).
- Health Centre- 24 hours services of trained nurse are available in the campus.
- Free Hospital and Ambulance Facility: Mata Ram Kaur charitable hospital run by the Shri Guru Hargobind Ujjagar Hari Trust. Its services are extended free of cost to the students, staff and village community.
- Water Coolers with RO facility (05)
- Air Cooler and Geysers : Coolers and Geysers have been provided in hostel rooms to cope up with the changing weather conditions.
- Air Conditioners: Principal's Office, Administrative office and Multimedia lab and computer labs are equipped with air conditioners.
- Fire extinguishers: Fire extinguishers have been installed at certain important sites in the college building.
- Hygienic Food Facility: Hygienic food facility is available for staff and students in the college mess and canteen.
- Hot Case Facility: Hot case facility is available for all the students and staff.
- Gym facility: Gym facility is available in college campus.

4.1.6 Is there any hostel facility for students? If yes, give detail on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Yes, there is hostel facility for girl students. There are 2 hostels. Earlier, it was a residential college since 1955 to 2007 but from 2007 onwards it was made optional. Detail of hostels and facilities provided to students is given below.

	No. of Rooms	Capacity
Hostel No. 1	24	72
Hostel No. 2	27	81

- Dining Hall: At a time 125 students can have meal in the dinning Hall
- Kitchen with Modern Facilities
- Separate Dining Room for staff in the mess
- Air coolers and Geysers :Coolers and Geysers have been provided in hostel rooms to cope up with the changing weather conditions
- Water Coolers with Water Purifier facility
- Common Room with T.V. facility
- Warden Room with attached Washroom
- Gym Facility
- Badminton Courts
- Well maintained lawns
- Reading Room: Reading room facility is available for 24x7 hours to hostlers
- Generator Facility

4.2. MAINTENANCE OF INFRASTRUCTURE

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

Year	Building	Laboratories	Furniture	Computers	Transport
2011-12	Rs.5,17,782	Rs.20,000	Rs.48,000	Rs.25,000	Rs.75,400
2012-13	Rs.6,29,641	Rs.18,000	Rs.63,224	Rs.24,150	Rs.76,895
2013-14	Rs.1,45,035	Rs.7,000	Rs.40,000	Rs.36,200	Rs.81,576
2014-15	Rs.80,200	Rs.17,000	Rs.50,000	Rs.74,260	Rs.88,711
2015-16	Rs.69,370	Rs.19,000	Rs.15,000	Rs.42,210	Rs.89,511

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

The institution has designed ways and means to optimally utilize the available infrastructure. The building is two storied and facilitate all the infrastructural requirement. The library, the Sports facilities (Gymnasium), the recreational facilities(Fine arts room, Activity room, common room, Multipurpose hall), Computer Labs, Subject Labs, A.V Aid room, Visitor Room, Mess, Hostels, Student centre, Gurudwara (For religious functions) are optimally utilized. The details of the utility of infrastructure is as under :-

- Principal's Office

- Visitor Room- It is used as waiting room for guests
- Staff room- it is used for meetings and teachers sit during their free periods
- Administrative room-Office work is done here and records are maintained
- M.Ed and B.Ed Classrooms-For teaching and Learning
- Library -Teachers and Pupil visit to supplement their knowledge
- Reading Room: Reading room facility is available for 24 x 7 hours for hostlers.
- Art and Craft Resource centre- It is used for craft classes and demonstrations.
- Curriculum Lab-for holding meetings related to curriculum development programmes.
- Seminar Hall-It is used for holding Seminars, Extension Lectures, Workshops and for conducting Pre-Ph.D Classes.
- Multipurpose Hall-It is used for holding seminars, Extension Lectures, Workshops, Inter-House Cultural and Literary activities and for morning Assembly.
- Labs (Science/Social Studies/Maths/ Psychology)-Labs are used for preparing teaching aids and subject related activities.
- A.V Aid Room-Teaching aids prepared by the students are kept here.
- Auditorium-It is used on shared basis with other sister-institutions for organizing convocation, youth festivals, Inter college competitions and Founders day.
- Tutorial Rooms- For Remedial Classes and tutorials.
- Punjabi Language Resource centre-It is developed to enrich knowledge about origin of Punjabi language and its script and also acquainting them with the literature and cultural heritage of Punjab.
- Smart Room-Smart board room is used by teachers and students for demonstration and to deliver lessons.
- Common Room-Students use it for relaxation purpose.
- Activity Room-Students practice here for the Youth festival and Inter-House Competitions.
- Gymnasium-it is used by teachers and students to keep themselves fit and healthy.
- Stadium and Play Fields-These are used for playing various games and is optimally used during sports day.
- Gurudwara-For religious functions
- Student Hostel
- Staff Hostel- Accommodation in Staff hostel is available on minimal charges.
- Canteens (02)

- D.G Room –For generators
- Mess/Kitchen
- Workers’ accommodation hostel- Class IV employees are given residential facility free of cost.
- General Store- to fulfill the daily needs of the students and employees.
- Charitable Hospital and Dispensary
- Ambulance Service

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

- i. Keeping nature-nurture concept, every effort is made to sensitize the staff, students and people from nearby villages regarding the various environmental issues. Awareness programmes related to environment are held from time to time to make the mother earth clean and green. viz tree plantation programmes, poster making, slogan writing, debates and elocution. Rallies are organized in the nearby places of the college to promote eco friendly and sustainable development and to create awareness regarding environmental preservation and hazards of disturbing our eco-systems. Various seminars and talks are organized from time to time in the Assembly Hall and Multimedia Hall.
- ii. Greenery is maintained and different varieties of flowers add beauty to the campus. Every year our college wins various prizes in the flower show competitions organized by PAU, Ludhiana and Municipal Corporation, Ludhiana.
- iii. The infrastructure provides open spaces and well ventilated classroom which get ample Natural light.
- iv. Academic block of the college can house more than 400 students.
- v. Full time workers are employed to maintain cleanliness and hygiene within and outside the college building.
- vi. Resources such as electricity and water are used economically and care is taken to avoid wastage of these resources.
- vii. The buildings are painted in routine
- viii. The managing trust has employed- Electricians, Masons, Labourers, Plumbers and Carpenters for regular maintenance of the infrastructure and gadgets.
- ix. Annual maintenance contracts are signed by the college for the maintenance of computers, water coolers, CCTV cameras and Wi-Fi equipments.
- x. Drinking water supply is tested periodically for quality checks.
- xi. Organic compost

4.3. LIBRARY AS A LEARNING RESOURCE

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

Yes, the institution has a qualified librarian along with technical staff and a peon. The librarian and the assistants take care of transaction of books, maintenance of documents and equipments available in the library. Library has a collection of 22590 books, journals, magazines, newspapers, CD's and reference books. Books are classified according to DDC 19th edition and AACR-II cataloguing rules. There is also a library committee which holds meetings from time to time to discuss regarding purchase of books, book-bank facility, purchase of equipments, and other such affairs. There is also provision of reprographic service and access to computer with internet facility in the library.

Library

Librarian	-	Mrs. Pushpinder Kaur M.Sc (Chem.),M.Lib & Inf. Sci., UGC-NET
Library Attendant	-	Mrs. Jaspal Kaur B.A, D.Lib.& Inf.Sc.
Peon	-	Ms. Seema
Seating Capacity	-	50
Attached Reading Room	-	60 students (Capacity wise)
Timings	-	9.00 A.M. to 4.00 P.M. (During examination library is open for 9 hours, reading room is open for 24 x 7. During vacations library is open for 5 hours)
Library Period	-	Two periods per week
Clientele	-	Teaching faculty
	-	Administrative staff
	-	Members of Managing Committee
	-	Users of other institutions
	-	Research Scholars
	-`	B.Ed & M.Ed Students

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

Library of GHG Harparkash College of Education for Women is very rich having a collection of 22590 documents and 15407 titles. Collection includes general books, text books, books on education, reference books, thesis work (M.Ed students), children books, school text books, CD's Newspapers, Magazines and journals with internet accessibility. All these

documents are classified and catalogued according to DDC, 19th edition under the following broad categories:

BOOKS

- General knowledge and generalities
- Library science
- Educational psychology
- Religion and spiritualism
- Population Education
- Educational Statistics
- Political Science
- Economics
- Law and Finance
- Human Rights Education
- Educational Philosophy
- Environmental Education
- Educational Psychology
- Educational Sociology
- Educational Administration
- Educational Technology
- Research Methodology
- Environmental Education
- Comparative Education
- Educational Testing & Measurement
- Mass Media, Audio-Visual Aids
- Guidance and Counselling
- Health and Physical Education
- Adult Education
- Distance Education
- Curriculum Development
- Value Education
- Women Studies
- Linguistics
- Teaching of Social Studies, History, Economics, Geographic, English, Punjabi, Hindi, Science, Life Science, Mathematics, Home Science
- Computer Science
- Health ,Yoga and Human Body
- Human Resource Management
- Fine Arts
- Literature
- Biographies

NEWS PAPERS

1. The Tribune (English)
2. The Hindustan Times (English)
3. Indian Express(English)
4. Punjabi Tribune(Punjabi)
5. Jagbani(Punjabi)
6. Ajit (Punjabi)
7. Pahredar (Punjabi)
8. Punjab Kesri (Hindi)

MAGAZINES

1. Arogya (Monthly)
2. Children World (Monthly)
3. India Today (Weekly)
4. Preet Lari (Monthly)
5. Reader's Digest (Monthly)
6. Science Reporter (Monthly)
7. Sikh Review (Monthly)
8. Sachkhand Patter (Monthly)
9. Pankhuria (Monthly)
10. Sisganj(Monthly)
11. Sirjana (Monthly)
12. Samdarshi (Monthly)
13. Sikh Phulwari (Monthly)
14. Herald of Health (Monthly)
15. Woman's Era (Fortnightly)
16. Wisdom (Monthly)
17. Gurmat Parkash (Monthly)
18. Competition Success Review (Monthly)
19. Outlook (Monthly)
20. Yojna (Monthly)
21. GharShingar (Monthly)

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|-------------------------------|--------------------------------------|
| 22. GrahShobha (Fortnightly) | 25. Sada Virsa Sada Gaurav (Monthly) |
| 23. KalakarSahit (Bi-Monthly) | 26. Paryavarn Vimarsh (Quarterly) |
| 24. Yoga Quest (Monthly) | 27. Time (Weekly) |

JOURNALS

- | | |
|---|---------------|
| 1. Indian Educational Review | (Quarterly) |
| 2. Journal of Educational Research and Extension | (Quarterly) |
| 3. Primary Teacher | (Quarterly) |
| 4. Indian Journal of Indian Education | (Bi-Monthly) |
| 5. University News | (Weekly) |
| 6. BhartiyaAdhunikShiksha | (Quarterly) |
| 7. Primary Sikhya | (Quarterly) |
| 8. Abstracts of Sikh Studies | (Quarterly) |
| 9. Indian Literature | (Bi-Monthly) |
| 10. Journal of Educational Planning and Administration | (Quarterly) |
| 11. The Sikh Review | (Monthly) |
| 12. Health | (Monthly) |
| 13. Indian Psychological Review | (Quarterly) |
| 14. Edutracks | (Monthly) |
| 15. University Today | (Fortnightly) |
| 16. Asian Journal of Psychology | (Quarterly) |
| 17. Library Herlad | (Quarterly) |
| 18. Journal of Community Guidance and Research | (Quarterly) |
| 19. DESIDOC Journal of Library & Information Technology | (Bi-Monthly) |
| 20. Journal of Educational Technology | (Quarterly) |
| 21. Researcher's Tandom | (Quarterly) |
| 22. College Post | (Quarterly) |
| 23. Journal of All India Association for Education Research | (Bi-Annual) |
| 24. Journal of the Indian Academy of Applied Psychology | (Bi-Annual) |
| 25. Indian Philosophical Quarterly | (Annual) |
| 26. Employment News | (Weekly) |

LIBRARY COLLECTION

Titles	General Books	Text Books	Reference Books	Children Books	Dissertations	News papers	Maga-zines	Journals	Educational CDs	Total Books
15407	15939	4997	500	1154	656	08	27	26	28	22590

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

Yes, the college has a library committee as well as advisory committee to review the various library resources, proposals, so as to cater the needs of the clientele. The committee holds meetings, takes decision regarding upgrading the resources, documents and invite suggestions from students and teacher educators for further improvement, if any and to know about the reading interests. It also takes decision regarding providing books to the needy and meritorious students for the whole session (Book Bank Facility). Throughout the session new documents are added on request and suggestions and keeping in view the library budget.

The members of the committee are:-

Chairperson	-	Dr. Baljeet Kaur, Principal
Secretary	-	Mrs.Pushpinder Kaur, Librarian
Members	-	Dr. Jaspreet Kaur Mrs. Manpreet Kaur Mrs.Kiranjit Kaur

To ensure access to library documents and available facilities library orientation programme is organized for students to make optimum use of library services. Reference service to the readers is available throughout the year. Efforts are made to display new arrivals in a separate cupboard and later on to their subsequent subject areas. Book jackets are also displayed. Library books are issued to the readers for 15 days.

References sources are well organized in the reference area. Students are encouraged in the classes for making use of library resources for seminars, projects, lesson plans and other such activities. Latest journals and magazines are displayed on the tables in the file covers and magazine cabinet and readers are instructed to follow library rules and regulations to render better library services. As far as security of the documents is concerned issued books are not allowed inside the library but are allowed to be read in reading hall. Users have to make entry in the register while entering the library premises. Students who keep books beyond due date are fined. Students have to keep their property at the property counter (for security reasons) if they want access in the library.

Keeping in view the budget and demands of the readers of library in certain subject areas library committee reviews these aspects before purchasing library documents. The committee also examines the proposals and suggestions if any before taking final decision. For acquisition of books and journals catalogues of different publishers are made available to the staff and then

books are acquired as per their requirements. Requirements of the students are also kept in mind through student representatives. Book exhibitions are also organized and for exceptionally good books sometimes the purchase is made directly.

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

Library of the college is computerized. It is automated with software named GS Library Management Software. Various modules have been developed to make the search as well as charging/discharging of documents easier and effective. The various modules are as under:-

- Acquisition
- Accessioning
- Cataloguing (OPAC)
- Circulation
- Serials Record
- Bar code generation
- Report generation
- Registration of members

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

To cater to the needs of the library users, various support facilities like internet and reprographic services are available to the readers. Library has Scanner –cum-printer and Photocopier, and four computers are connected through Wi-Fi facility. Readers can make use of internet services. Staff and Students are allowed to have access to computer facility. Reprographic services are extensively used by readers. Proper record of Photocopies done is maintained in a register.

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

Yes, our institution is making use of the services offered by INFLIBNET. Our institution is also member of INFLIBNET N-LIST programme (for colleges).Free online journal, electronic thesis and dissertation facilities are availed using shodhganga through INFLIBNET.

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

Library is open for the users on all working days. During examinations library is open for 9 hours. Library is open in the vacations for 5 hours. Reading Hall is open for 24 x 7 hours. Normal Working Hours of Library - 9:00 a.m. to 4:00 p.m.

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

Arrivals of new books are announced through display of jackets of books and new arrival almirah. Information regarding new arrivals, its usage and important clippings are displayed on the library notice board/Display window. Students are familiarized with the library staff,

resources and other activities of the library through orientation of freshman programme. Library staff helps the students in locating the books and even suggest other related books in which they can refer for certain topics. Teachers inform the students about the new books in their classrooms and also motivate them to refer them.

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

Yes, the institution library has a book bank facility. In the beginning of the session announcements are made and notice is circulated among the students to avail book bank facility. Applications from needy students are received and then library committee after scrutinizing these applications allows the students to avail this facility. Books are issued to short listed students for the whole session depending upon their requirements. Each year outgoing students are requested and motivated to donate books for the book bank. Students donate books voluntarily.

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

Library is situated on the ground floor for the convenience of the physically challenged students who join B.Ed. or M.Ed. course. Free mobility is possible in the library. Wheel chair can be used in the library easily. Physically challenged students are given every help by the library staff. Such students are given individual attention by the subject-teachers and all necessary help is provided to such students for their better performance.

4.4 ICT AS LEARNING RESOURCE

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

Following ICT facilities are available in college.

Computer Lab and ICT Resource Centre - 2

No. of computers	-	19 in lab.(1)
		24 in lab.(2)
		04 in Library
		03 in Administrative office
		01 in E.T.Lab
		01 in Multipurpose Hall
		01 in Principal office
		01 in Multimedia Lab
		01 in Smart Room

Software installed	-	Windows XP & windows 7 Ms-Office 2007, SPSS Package
Internet Connectivity	-	Connect Wi-Fi tower
Other Material	-	LCD Projectors (5) Smart Board (1)

Headphones & Speakers (as per requirement)

The college has two well equipped computer laboratories. Lab.(1) has 19 computers and lab.(2) has 24 computers with internet facility. The Wi-Fi facility is available in the campus for internet connectivity. These labs have hardware facilities like projectors, scanners, printers, web camera for video conferencing, headphones, speakers, U.P.S and software CDs. Various softwares like Microsoft office, Adobe Flash, Adobe Page Maker, Adobe Reader etc have been installed in the computers. College has installed own Wi-Fi tower to make the whole campus Wi-Fi.

Students are trained to make optimum use of computer facility to supplement their teaching-learning i.e Power point presentation, Research work, assignments and projects. College also has smart classroom and language lab where staff and students practice their hands on learning. Each student is given practice in use of computers. Two qualified faculty members guide the students as well as staff members in developing IT skills. Being a residential college students are permitted to use computer facility till evening as well. There is also a compulsory paper of ICT Skill Development in B.Ed curriculum. There is provision in the time table itself for making use of computers.

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

Yes, there is provision in the curriculum for imparting computer skills to all the students to enhance their teaching and learning and make them ready to meet challenges of global world. There is one paper on teaching computer education and ICT skill development. Institute is providing ICT skills to every student of the college even when ICT was not introduced as a compulsory subject in B.Ed curriculum of Panjab University, Chandigarh. ICT based seminars are conducted and students are given theoretical as well as practical exposure to power point, MS word, MS Excel, MS Access and net surfing. Students are required to prepare and submit soft copy of their assignments. Special guidance is provided to search reference material through search engines, create e-mail Id, blogs etc. Faculty members transact core papers in the classroom by using LCD projectors. College also has computerized language lab to develop language skills. Teaching of computer Science is also opted by students.

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

Institute has rich ICT facilities and Wi-Fi campus. Faculty members make optimum use of available ICT facilities. Faculty members keep on trying their hands on new technologies. Following technologies are used to transact curriculum:

- LCD Projectors
- Computers
- Smart boards
- Language lab

Faculty members prepare power point slides to supplement their teaching. Faculty members keep on trying their hands on new technology like smart board learning and also to develop language proficiency skills. Reprographic, scanner and printing facilities are also provided to faculty members and students. Students are also given opportunities to practice their hand on these technologies. Various workshops are organized in the college from time to time to develop ICT skills. College Faculty is oriented by computer teachers to use new technologies.

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

1. ICT Based lesson plans are mandatory in B.Ed curriculum. Faculty members deliver ICT based demonstration lessons. The student teachers are encouraged to develop ICT based lesson plans to transact content in the classroom. Before sending pupil teachers in schools, simulated lessons are delivered by student teachers in the college and feedback is given by their respective subject teachers.
2. College has Wi-Fi campus and well equipped computer labs where student teachers search study material, download images, videos and audio to facilitate teaching-learning process.
3. Student teachers also prepare presentations by using statistical concepts, graphical representations and diagrams. Student teachers use ICT during their internship programme.
4. Students develop Audio visual aids like charts, Models and PowerPoint slides to develop and deliver their lessons in the classroom.
5. Student teachers evaluate class tests and prepare results with the help of spread sheet (MS Excel) during their internship.
6. Pre-Ph.D and M.Ed students make use of ICT facilities for carrying out research work.

4.5 OTHER FACILITIES

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

1. Yes, instructional infrastructure is used optimally. All the classrooms, laboratories, library, auditorium, gymnasium and sports fields are optimally used. The college shares some facilities with Khalsa College for Women Sikh Girls Senior Secondary School, GHG Senior Secondary School and GHG Institute of Law for women, Sidhwan Khurd. They together share auditorium, sports fields, Bank facility, Photo Studio, Gurudwara Sahib, Health and student centre, Canteen and general store.
2. Newly established research centre organizes Pre-Ph.D. course for the Ph.D. aspirants from various colleges affiliated to Punjab University Chandigarh.
3. College also conducts various seminars, workshops and extension lectures from time to time to make faculty members as well as students aware about general as well as specific fields of education.
4. To render community services, rallies are organized on environmental issues, female foeticide and other such campaigns to create awareness among people of nearby village.
5. Placement Cell – The placement cell extends helping hand and guides students regarding their future professional prospects and serves the community.
6. Guidance cell – The professor in charge of this cell guides the students, help them in solving various types of problems related with their personal life and complications they face in the campus. Professors give counselling to students who are under stress either due to study or personal problems. They are suggested ways and means to get rid of the problems. Remedial classes are arranged for such students. Counselling is also provided to other employees of the college eg. Mess staff, peons, attendants etc.
7. For optimum use of infrastructure, Educational and Co-Curricular activities are organized throughout the session. All infrastructural facilities are used optimally as mentioned under 4.2.2

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

Following audio visual facilities/ materials are available with institution:

- | | |
|-------------------------|---|
| 1. Television | 8. Maps/ Pictures/ Models/ Charts/PPTs |
| 2. Smart Board | 9. Music System |
| 3. Black Board | 10. Audio Visual equipments in various labs |
| 4. Over Head Projectors | 11. Reprographic provision |
| 5. LCD Projectors | 12. Laser Printers |
| 6. Computers/ Laptops | |
| 7. Educational CDs | |

In order to encourage the student teachers to optimally use these resources for learning including practice teachings following measures are taken:

- Computer labs are open during the college hours. Apart from Time table period students can access these labs in their free periods or recess also.
- Faculty members demonstrate the use of technological resources by using themselves.
- Students are motivated to use these resources in their practice teaching.
- Students make use of computer facility in the library as well in computer lab to update their knowledge by surfing net, reading various journals and documents. Students prepare lessons and A.V aids for delivering lessons in schools during teaching practice. Faculty members also give demonstration lessons by using audio visual aids to the students to enhance their teaching skills.
- Ph.D and M.Ed students use these facilities for their research work.

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

The various general and method laboratories available with the institution are:

- | | |
|-------------------------------|--|
| • Library and Reading Room | • Social Studies Lab |
| • Computer Labs. (2) | • Guidance Cell |
| • Science Lab | • Multimedia Lab |
| • Psychology Lab | • Audio Visual Aids Room |
| • Language Lab | • Multipurpose Hall with LCD Projector |
| • Home Science Lab | • Punjabi Language Resource Centre |
| • Mathematics Resource Centre | |

College has two generator sets and inverter facility to provide power supply in case of power cut. The college upgrades the facilities and apparatus/ equipment/ resources in various laboratories. Every laboratory has teacher in charge to look after the requirement of students and its maintenance. IQAC and advisory committee of the college ensures the optimum use of labs and their maintenance. Language lab and computer labs are maintained by teacher –in-charge and experts from agencies with whom college sign AMCs.College library committee upgrades library resources, infrastructure and equipments to cater the needs of the users. New equipments are purchased as and when required. Tenders are invited for expensive materials and equipments. Purchase committee plans and executes the task.

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

1. College has multipurpose hall with LCD Projector and Sound system with seating capacity of 300 persons. Multipurpose hall is well equipped having comfortable sofas chairs and centre tables with attached green room and wash room. Multipurpose hall is used for morning assembly/ talks/ inter-house competitions, talent hunt, NSS activities, workshops/ seminars/ extension lectures and for examination purpose.
2. The college gives support of transport facility from Ludhiana city and neighboring villages. 20 buses of the Sidhwan Institutions go to villages to bring the students. Our college has its own bus also.
3. Free Bus Service is available for the students and faculty members for from Chowkiman (nearby bus stand) to college and from college to Chowkiman.
4. Sports facilities/ equipment/ fields and gymnasium are available with the college. College shares sports stadium with its sister institutions.
5. There is well equipped air conditioned multimedia lab for conducting workshops/ seminars/ training.
6. The music room of the college is equipped with various instruments like Tabla, Harmonium, Sitar, Swarmandal, Dholki etc.
7. College has two canteens and one General store in the campus. College shares canteens and general store with its sister institutions.

4.5.4. 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.

Yes, the classrooms are equipped with latest technologies.5 LCD projectors and computers are installed and Laptops are also used by the faculty to deliver the lessons in the classroom. At present there is a separate smart classroom, language lab which is equipped with latest technology and software for teaching and there is future planning to modernize all classrooms with computers and LCD projectors. When required teachers deliver lessons with the help of laptop facility available in the college. Training and practice in using smart board is given to all students.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

Teachers use advance technologies during the teaching-learning process in order to achieve effectiveness. Pupil-teachers are also encouraged to use the technology as tool to enhance the teaching-learning process. They use LCD projector, OHP, slide projector, television etc. during the seminar presentation, micro teaching and simulated teaching. Teachers equip pupil-teachers with these technologies so that they can incorporate these technologies in their teaching.

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

1. Students and faculty members are trained to use ICT. Orientation is given to staff and students for using ICT.
2. The teacher trainees are helped to develop ICT based lesson plans. Students and teachers download material, pictures as teaching aids.
3. Best delivered lessons are recorded and kept in the computer lab for reference of the students.
4. Use of smart board in their teaching to make teaching learning process more effective.
5. Staff and students make use of Internet facility in the library and computer lab to prepare their lectures/ demo lessons and supplement reading.
6. ICT has been introduced in B.Ed. syllabus from the session 2013-14 but our college has been giving practical exposure in using computers to all students even when it was not in their curriculum.

7. Students are encouraged to use the Computer Labs during their free periods and even after college hours.
8. Reprographic facility is provided to the students.
9. Ours is a Wi-Fi campus having 55 computers terminals – 1 in Principal’s office, 43 in computer laboratories, 1 in E.T. Lab., 3 in Clerical office, 4 in library, 1 in multimedia lab, 1 Multi Purpose Hall and 1 in smart classroom beside 3 laptop.
10. Library is computerized. Research journals, CDs, reference books including educational surveys, textbooks, general books and online journals are made available to the clientele.
11. Administrative office of the college is also computerized. Latest account related software i.e. Tally ERP-9 is installed.
12. ICT is a compulsory part of the curriculum so, due weightage is given to it in the timetable.
13. The institute has its alumni page on Facebook. Students are encouraged and trained to open their Facebook account for interaction which engages them in using internet as a source of enjoyment.
14. Students have full access to ICT and Multimedia related facilities even during preparation of co-curricular activities.
15. Pupil-teachers prepare PowerPoint presentations for classroom and seminar purpose.
16. There is one smart classroom with LCD projector and computer.
17. Training programmes on the use of technology are organized by the institute.

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

1. The college has eco friendly environment and has a good mixture of old and modern infrastructure and other physical resources.
2. The trust has provided building free of cost to government dispensary for better health services for village community since 1960’s. The trust also runs its own charitable hospital to provide better health facilities to nearby villages.
3. The trust of the college also provides 24 x 7 hours free ambulance service.
4. To cater the economic needs of the community the trust has provided land (Since 1960’s) to Oriental Bank of Commerce, free of cost.
5. Rich Library of the college facilitates learning.
 - (i) Library is computerized with internet facility
 - (ii) Reprographic facilities, Provision of scanner and printer in the Library.
 - (iii) Book Bank facility for the needy students

- (iv) Library hours are extended during examination days.
 - (v) Reading room remains open 24 x 7- so that hostlers can study there.
6. Well equipped computer Labs with Internet facility, LAN connectivity, provision of Projectors, scanners and printers. In total 55 computer terminals with internet facilities are available.
 7. Well-equipped multimedia lab, Language lab, Psychology lab, E.T. Lab, Smart classroom, Science Lab, Social Studies Lab, A.V Aid room and Blackboard Writing room and resources centre to supplement teaching.
 8. Various community programmes, excursions, tours and rallies are organized to give exposure to student teachers and also to widen their horizon.
 9. College has a well maintained stadium and play fields for Indoor and Outdoor games.
 10. Well furnished Gurdwara Sahib is established in the campus to inculcate moral values.
 11. Free Bus service is available for the students and faculty members from Chowkiman (nearby Bus stand) to college and from college to Chowkiman (nearby Bus stand)
 12. To fulfill the daily needs of the students and employees of the institute there is general store in the campus.

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

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

In the previous assessment report it was mentioned that the physical infrastructure at the college both for curricular as well as co-curricular activities is highly praiseworthy. The observations were as under:

- *The college has a well equipped science lab which is used by teacher trainees to gain practical experience in science. During teaching practice students are issued apparatus, charts, models etc. for demonstration work in the classes in schools.*
- *College has a well equipped and very spacious psychology laboratory having a seating capacity of about 30 students. It has more than 130 psychological tests.*
- *The college has also well equipped social studies lab with number of teaching aids like charts and models related with different topics of social studies.*
- *The college has a computer lab with 19 computers. Computer education is a part of the compulsory paper of curriculum in B.Ed. class. Every student gets 20 min/week time on computer. Internet facility is made available to the students. The computer training facilities need more reinforcement.*

- *The college has a good library with adequate number of journals and study material. It provides 24 hrs reading facility to the students.*
- *The electronic media lab is well equipped with LCD projector, T.V., VCR etc. and it is used during the seminars.*
- *The institution has extensive playgrounds, a beautiful stadium, indoor gymnasium and a spacious auditorium. The students are encouraged to play games and do physical exercises daily. Inter house competitions in Kho-Kho, Throw ball, Badminton, Table Tennis and in all track events are held every year and director of Physical Education Mrs. Swarna Saini has been a National Hockey player.*
- *Special incentives are given to those girls who participate in Inter college games competition. In addition to sports, college also offers the health and physical education as an optional subject which provides valuable experience for all round development of students.*

To sum up, it was mentioned in the report that the physical facilities provided by the college are excellent. Its maintenance level is also adequate In sum and substance, the college has a good library, laboratories, health services, sports and physical education, hostels, canteen etc. are in good shape and indeed praiseworthy.

Acting upon the remarks the institute has added following facilities:

- More computers have been added and now college has 55 computers and 3 labtops
- One new computer lab has been added to the existing infrastructure
- One classroom has been specially designed as smart classroom
- All the computer terminals are connected with internet facilities
- The whole campus is Wi-Fi
- Ramp has been constructed
- Wheel chair is available in the campus
- Library has been renovated and automated
- Trust has started Mata Ram Kaur Charitable Hospital to provide medical service to Students and Village Community
- Trust provides Free 24 hours Ambulance service for students, employees and village community
- Free Bus service is available for the students and faculty members from Chowkiman (nearby Bus stand) to college and from college to Chowkiman (nearby Bus stand)

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

1. The college provides good infrastructure and other physical resources such as well equipped computer labs, smart classroom, language lab, psychology lab, science lab, home science lab, social studies lab, gym facility and play fields. 24-hour Internet facility is available. The college library is upgraded from time to time for the benefit of students. This helps the faculty to plan & implement best practices in delivery of instruction including the use of technology. College library is fully computerized.
2. Teachers help and teach students to prepare and develop presentations. Students are taught 'ICT Skill Development' as a subject. Students use Internet in labs. They can easily search information by using Internet, for preparing lessons and teaching aids. Students can improve their weak points, mistakes and update their theoretical and practical knowledge.
3. Since the previous assessment and accreditation with regard to infrastructure there is:
 - Formation of IQAC
 - Establishment of Placement cell, Guidance Cell, Research Committee and redressed cell.
 - Establishment of resource centres
 - Automation of library
 - Well-equipped computer labs
 - One new lab has been added to the existing infrastructure
 - Establishment of language lab
 - Establishment of smart classroom
 - Air conditioned multimedia lab with LCD projectors
 - Internet and Wi-Fi connectivity to all computer terminals
 - Free Bus Service is available for the students and faculty members for from Chowkiman (nearby bus stand) to college and from college to Chowkiman.
 - Charitable hospital has been established
 - Ramp has been constructed
 - Gymnasium has been added
 - Construction of New Hostel
 - Water coolers with water purifier
 - Renovation of Principal's office, Library and Dining
 - New washrooms were constructed

CRITERION-V

**STUDENT SUPPORT
AND PROGRESSION**

CRITERION-V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

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

The most fundamental element in an educational programme is the students' preparedness. The college authorities assess the students' preparedness for the B.Ed. and M.Ed. programme by ensuring that they receive appropriate academic and professional advice with the commencement of their professional educational programme in the following ways:

- 1. M.Ed and B.Ed Admission:** In the first stage the M.Ed and B.Ed students register themselves for online counselling conducted by University. For this purpose college counselling cell gives appropriate guidance and facilitates to the students by establishing free helpdesk for technical assistance and choosing subjects combinations etc.
- 2. Admission Committee:** Admission committee comprised of senior faculty members interact with the M.Ed and B.Ed aspirants and check their certificates to ensure eligibility, to know their strengths and to see their participation in various curricular and co-curricular activities. During this interaction student's communication skills, interests and attitude, family background, financial status and other related aspects are also observed.
- 3. Pre-PhD course work:** Our college has an established Research Centre of Punjab University for Pre-PhD course work. The students for Pre-PhD course work are allotted by Panjab University, Chandigarh. The candidate registers himself / herself online with the college. On a designated day the registered candidates are called upon for an orientation programme in the college. The principal of the college introduces them about the course work.
- 4. Orientation Session:** The principal raises the curtain and introduces vision and mission of the institute, its history and the aims and objectives of teacher education to the new students in national perspective. A brief orientation for B.Ed. and M.Ed. programme is given to enable students to be prepared for the training during the academic year.

5. **Introductory Session of Faculty:** Faculty members introduce themselves to students by giving information regarding their respective departments, subjects, their qualification, teaching experience and areas of interest and specialization.
6. **Overall Orientation about the Course:** The preparedness of B.Ed students is also assessed and ensured by dividing them in small groups of 20-25 students. The senior faculty members interact with them in these groups and know about their past accomplishments and help them to choose optional subjects by making concrete suggestions. Students are also acquainted about different opportunities available during the course to polish their talents and potentialities. The one to one approach is followed for the above said task and it may take 2-3 days to completely know about each student. Time is given to students to choose optional subjects and their choices are collected after 2-3 days. Meanwhile they can consult syllabus and related study materials in the library. A special orientation session about library facilities is also organised at the commencement of the programme for both B.Ed and M.Ed class by the college librarian.
7. **Talent Hunt Programmes:** Talent hunt programmes are organized after about one month of admission in the college by the five societies of the college namely Dramatics, Literary, Fine arts, Sports and IT to identify the strengths and potentialities of the B.Ed & M. Ed students. On the basis of student's performance the presidents, vice presidents, secretaries, and joint secretaries are selected for various societies respectively. The above mentioned societies provide opportunities to the students for participation in various inter- college as well as zonal and inter zonal youth and heritage festivals and inter-college sports and IT competitions organised throughout the programme at different places.

The college has various clubs, student councils, guidance cell, library committee, Gurudwara committee etc to ensure students progress, skill development and growth. For this purpose the following activities are conducted at regular intervals:

- Tree plantations drives, Awareness campaigns/ rallies about protection of environment, saving the girl child etc in the surrounding village.
- Celebration of National and International days like Independence day, Republic day & AIDS awareness day etc.
- Celebration of Birthdays of famous personalities like Bhagat Singh and Sikh Guru Sahib etc. and related important days like Teachers day is celebrated every year on the birthday of Sh.Sarvapalli Radhakrishnan, Birthday of Bhagat Singh and Sikh Guru Sahiban etc.
- Organising and conducting Inter college and inter school competitions.

- Organising Guidance programmes within the college and in the surrounding schools.
- Gurburb celebrations with due participation of Gurudwara committee.
- Maintenance of discipline in regular days and during the college functions.

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

- (i) The institute is situated in a rural location, away from the hustle and bustle of city life. The natural surroundings invite peace and generate a desire for study and research.
- (ii) Our teachers' genuine passion for teaching with a strong sense of dedication, healthy interpersonal relationship and interaction with the students motivate the students to perform well.
- (iii) Biological and social needs of the students are satisfied by providing them a compact, congenial and pollution free environment in the campus.
- (iv) A stimulating, favorable and flexible environment for learning is formulated and sustained to ensure development and performance improvement of the students through-
 - The best quality infrastructural facilities like spacious and ventilated classrooms, updated computer labs, enriched library and lush green lawns etc.
 - Motivating Slogans and posters are displayed in verandas along with photographs of various literary, dramatic, sports, fine arts and religious activities.
 - Students' development is ensured by organizing Conferences, Seminars, Guest and extension lectures and various inter- college competitions within the campus.
 - Research guidance is provided to M.Ed., Pre- PhD and PhD students to ensure development and performance improvement of the students.
- (v) The college provides ample health facilities such as free charitable hospital, ambulance, full time staff nurse with all the first-aid facilities in the nursing room, gymnasium, stadium and playgrounds for outdoor games to ensure the physical development of the students.
- (vi) Every student is given a fair chance to participate in various activities like
 - Morning assembly prayers, talks (stories, poems and value oriented speech) and news writing
 - Sports programme such as inter college sports competitions and sports day activities.
 - Religious programmes such as celebration of Gurburbs and Founders day activities.

- Talent hunt and inter-house competitions are conducted by different societies such as-
 - Literary Society conducts poem writing and recitation, debate, quiz and creative writing competitions.
 - Dramatic society organizes competitions in dance, drama, singing and heritage activities.
 - Fine arts society holds competitions in different kinds of paintings, various crafts and heritage activities.
 - IT society promotes IT skills among students by organizing various competitions such as Power Point preparation and presentation etc.
- (vii) Performance based appreciations and prizes are distributed fairly to the winners in academics, sports, inter-house competitions, office bearers of different houses and societies, and representatives of student councils at various functions such as:-
- **Founders Day:** In the memory of founders of Sidhwan institutions Scholarships are given by the Managing Trust to the deserving students of M.Ed and B.Ed in academics, sports, religious activities. A special prize called ‘Student of the year’ is also conferred to the best student of the session.
 - **Annual Sports day:** Annual Sports day is organized to acknowledge achievements of the athletes in various inter college athletics events as well as for inter house competitions.
 - **Annual Convocation:** University toppers as well as college toppers in B.Ed and M.Ed are given special awards and roll of honor on the occasion of convocation as a mark of appreciation and motivation for others.
 - **Annual day:** Annual day is celebrated to recognize the good performance of students in academics. Student councils in hostel and college comprised of various students are given appreciation and prizes for smoothly handling disciplinary, health, cleanliness and mess duties.

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

Drop-out rate is minimal in this college and students prefer to complete their courses due to motivating and inspiring environment and faculty. It is usually ensured that no student leaves the course due to financial problem. In such cases some financial help is given to poor students by the college and the faculty members always volunteer to help such students.

The drop out rate in M.Ed class after admission in the last Five years.

S.No	Academic Year	Name of Dropout	Course	Reason
			M.Ed	
1.	2010-2011	Kamaljit Kaur	1	Family problem
2.	2011-2012	Jasveer Kaur	1	Family problem
3.	2012-2013	Nil	-	-
4.	2013-2014	Nil	-	-
5.	2014-2015	Nil	-	-
6.	2015-2016	Gurdeep Kaur	1	Health Problem

The drop out rate in B.Ed after admission in the last Five years.

S.No	Academic Year	Name of Dropout	Course	Reason
			B.Ed	
1.	2010-2011	Gurpreet Kaur Teena Sharma Anuradha Gurpreet	4	Got Govt. Job Post graduate courses Got Govt Job Got Govt. job
2.	2011-2012	Barinderjeet Kaur Kamaldeep kaur	2	Family problem Family Problem
3.	2012-2013	Hardeep Kaur Manjeet Kaur	2	Went Abroad Got Married
4.	2013-2014	Raveka Jain Priyanka Narang	2	Shifted to another college Post graduate courses
5.	2014-2015	Jaspreet Kaur Dilraj Kaur	2	Family Problem Family Problem
6.	2015-2016	Gurmeet Kaur	1	Went Abroad

Reasons for drop-out

- (1) Students get employment opportunity.
- (2) Students shift to PG courses.
- (3) Students leave the course due to physical illness/ pregnancy.
- (4) Students have some personal/family problem.

Mechanism adopted for controlling the dropout

1. After the orientation the teachers keep systematic attendance record in the class. In case of more than 5-6 days absentee, the student is contacted personally and as per her problem, necessary guidance and counseling is provided.
2. Parents are also intimated telephonically to keep a check on absenteeism.

3. Nominal fine is also collected from the students having shortage of attendance.
4. The tutorial system, house system as well as college guidance & counseling cell provide supportive services to control the dropout.
5. Students are given financial help to continue their course work.
6. Students are also allowed to give their fee in Installments.
7. Students are given financial help.

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

Following additional services are provided to students for enabling them to complete for the job and progress to higher education:

- (1) Orientation and expert lectures by faculty members are given about NET/SLET/TET/CTET etc.
- (2) Professional competencies among teacher-trainees are developed by organizing extension lectures and workshops by experts on the topics like: how to face an interview, life skills, vocational opportunities in India and abroad, communication skill, ICT skills, personality development etc.
- (3) Informal guidance to M.Ed students for NET/TET by the faculty members during regular classes.
- (4) Placement Cell informs the students about vacancies in different schools and institutions by messages and letters as well as by displaying necessary information on display boards of the college.
- (5) Study material such as notes, books, magazines and journals etc are suggested to the library committee by the faculty members.

The following table shows the number of students qualified SLET/NET/TET in last two years

Year	2012-13	2013-14	2014-15
NET	12	10	16
TET	05	08	14
SLET	05	05	12

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

As this is a teacher education institute most of the students choose teaching as a career. The following table shows the percentage of students employed in various fields:

	Year-1 2012-13	Year-2 2013-14	Year-3 2014-15
Higher Studies	20%	28%	30%
Employment	80%	72%	70%
Teaching	80%	70%	68%
Non-Teaching	--	2%	2%

It is clear from the above data that nearly half of the total students opt for higher studies and approximately one fourth join teaching as well as non-teaching jobs every year.

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

Yes, the alumni of the college can avail the library resources and other education related electronic resources and the referral service of the institution. They are free to access the library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available. They are permitted to avail library services and can refer books, encyclopedias, journals and magazines as per their requirements with the permission of the principal. There is provision of issuing the books to these students. Many of our alumni consult the resources of the college when they are pursuing post graduation or Ph.D studies.

The alumni meet is organized every year and this becomes an opportunity for the student teachers to familiarize with the modern developments in the process of teaching learning and ICT resources. They can also use various infrastructure facilities like multimedia lab, Psychology lab, Language lab, science lab, social studies lab, computer lab etc with special permission of the principal of the college. The staff members are always available for guidance and consultations about study material and other related activities. Audio visual aids are also made available to them to be used in their respective schools.

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

The institution provides placement services to its students through its placement cell. It was started in the academic year 2010-11. Earlier placement services were provided informally. The main objective of the placement cell is to collect information regarding vacancies in the schools from the newspaper, magazines and from other sources and displaying the same on the notice board. Some schools approach our institute for on campus recruitment programme. During the academic year extension lectures by the experts are organized regarding resume writing, interview skills and personality development. Guidance about competitive examinations such as TET is provided to the alumni as well as to the student teachers of the current year. Some students while doing B.Ed are selected by practicing schools for employment in the following year. The following table shows number of students employed through placement cell-:

Session	2012-13	2013-14	2014-15
No. of Students	20	12	17

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

The following difficulties are faced by the placement cell:

1. Indifferent attitude of private schools for conducting campus interview is a major issue. Moreover, the private authorities are reluctant to give good salaries to the freshers.
2. Nowadays TET is compulsory for getting jobs in govt. and aided schools. There are few number of students who qualify TET while doing their B.Ed, but opportunity for getting aided or govt. job is very less.
3. Most of the students are Punjabi speaking and private public schools demand English proficient students to be recruited.
4. The schools require proficiency in the use of ICT and some students have poor ICT skills.

The following measures are undertaken by the institutes to overcome these difficulties :-

1. Guidance is provided to B.Ed and M.Ed students about TET, its various components and preparation for the same.
2. Alumni are called for free guidance and orientation when TET is announced in the state.
3. Language lab facility is freely available and guidance is also provided for bringing proficiency in spoken English and communication skill.

4. Lectures by experts on communication skills, interview skills and personality development are organized in the campus.
5. Senior faculty members conduct viva voce and mock interviews to inculcate skills to face interviews and use communication skills.
6. ICT faculty of the college makes efforts to develop ICT skills during the session. All students irrespective of their subjects are given practice in computer skills regularly through properly drawn time table.
7. Students are encouraged to begin their carrier from private jobs even with low salaries and continue their efforts in the direction of qualifying TET and getting well paid private aided or govt. jobs.
8. College has started free TET/CTET classes.

5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teacher?

Since most of the teaching practice schools are aided and govt. schools, the recruitment policies are decided by the Govt. There are two secondary schools under our management, where our students get placement. The above said schools are our practicing schools also and many students get offer from these practicing schools. Many other Private schools approach us for recruitment.

Apart from this, many students get employment in private schools at Ludhiana, Jagraon and respective places of their residence. College recommends these students. Many of our students are teaching in foreign countries. Those schools need recommendation by the parent institute.

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

Financial and ICT Resources :-

The placement cell incharges can freely use the college telephone including S.T.D facility, stationary, computers with internet facility and postage facilities. There is also provision of sending group messages to the alumni seeking employment.

Proper record of alumni, where they are working is kept in the college and alumni are requested to keep the college updated about their employment.

Human Resources

Other faculty members readily extend informal guidance to student teachers regarding the future professional prospects. The faculty members other than placement cell also give information and guidance about TET and vacancies in schools.

5.2 STUDENT SUPPORT

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

The following steps are in the preview of the institution so that the curricular (teaching-learning processes), co-curricular and extra-curricular programmes planned (developing academic calendar, communication across the institution, feedback) are evaluated and revised to achieve the objectives and effective implementation of the curriculum.

- 1) Planning of the academic calendar of curricular, co-curricular and extra-curricular programmes is done at the beginning of the year/semester by the members of the IQAC and time table committee. The Principal of the institution conducts regular meetings with the staff and discuss the complete schedule for the academic session and seeks their constructive suggestions for bringing in desirable modifications best suited for the students.
- 2) The planned academic calendar is conveyed to the students by displaying it on the notice board. Along with it, on the admission day the planned and printed brochure/ handbook that contains institutions' general rules and regulations regarding attendance, leave, absenteeism, discipline, library rules, medical facilities, and hostel facilities and scholarships is provided to the students.
- 3) House tests, internship etc. are planned keeping in view the academic calendar of the affiliating university i.e. Panjab University, Chandigarh.
- 4) All the information related to the organization of various curricular and co-curricular activities is displayed by the concerned committee on the notice board of the institution regularly.
- 5) Various curricular aspects are discussed in periodical staff meetings and suggestions are sought from the faculty in this regard.
- 6) In order to review the previous academic session annual review meeting is held at the end of the session. The Principal and the staff members discuss about the achievements and the weaknesses during the session to strengthen the upcoming academic session.

- 7) In addition IQAC collects feedback in terms of suggestions and modifications received from the external examiners orally. Meanwhile, the feedback from the resource persons and other dignitaries is also sought in written, while conducting seminars, conferences, workshops and other activities like sports day, founders' day, Gurburb celebrations, annual convocation etc. This feedback is analyzed for further improvements.
- 8) At the end of the course, feedback forms are distributed to the students in order to receive their opinion about the course, curriculum, teachers and teaching- learning process. According to the suggestions, changes are introduced in planning the programme in the following year.
- 9) Suggestion box is kept near the entrance for suggestions by the students, staff, parents and alumni. Suggestions regarding curriculum, teaching methods, study materials and college administration etc are sought and used for bringing further improvement.
- 10) The notice boards are placed in the corridors of the campus and important circulars such as time-table, schedules of co-curricular activities, job advertisements, research and higher studies information, date sheet, schedules of teaching practice etc. are displayed time to time .
- 11) The committees and societies formed in the college play a crucial role in planning curricular, co-curricular and extra-curricular programmes. These committees ensure the successful execution and evaluation of the planned activities.

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

Ans: The institution has maintained impartial, equitable and qualitative environment to extend equal opportunities and facilities to the prospective teachers belonging to physically challenged group also. According to the norms of the state government, they are given reservation for admission in this course. The following provisions in the curricular planning are adopted for such kind of students.

1. Audio lessons also prepared by the faculty members for blind students .
2. They are allocated on campus school and teaching classes at ground floor for teaching practice
3. Extra timing for writing exams and separate seating arrangement on the ground floor.
4. Provision of writer for visually challenged students .
5. Residential coaching for hostel students.
6. Special crafts (music, cane work etc.).
7. Braille Help in preparing notes for blind students.

8. A comfortable feel of stay is assured by providing hostel rooms at ground floor (if required), near to toilets and refectory.
9. Wheel chair for orthopedically challenged students
10. Ramp and railing facilities for orthopedically handicapped children.
11. Provision of least restrictive environment .
12. Shifting of classrooms as per the convenience and reach of the students.
13. Social and psychological support by the faculty.
14. Self-generating, motivating, sympathetic and co-operative environment.
15. Scholarship for such students.
16. Other students are sensitized about helping such students.

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

Yes, the institution has mentoring arrangements that includes:

- 1) **Houses:** The students are divided into four houses such as Satluj, Beas, Ravi and Chenab for B.Ed students and each student is compulsorily a member of one house. Each house has two mentor teachers and they elect their house captain for helping and guiding their housemates for studies and activities such as literary, dramatic, fine arts, ICT and sports competitions. Every house represent themselves according to their house colour such as satluj house –red colour, beas house- blue colour, ravi house –green colour and Chenab house- orange colour. Month wise duties of the houses are planned in the starting of the session. For the smooth conduct and functioning of the house, the incharges are responsible. The activities taken up by houses are : organizing theme based morning assembly, talk in the morning assembly, celebrating National and International days, maintaining discipline, slogan writing, daily news writing on the display boards, participating in inter house competitions organized by literary, dramatics, fine arts and sports society. There is a house period once a week in which the students can share their academic, personal, professional problems with their mentor teachers.
- 2) **Societies:** There are four societies in the college namely Dramatics, Literary, Fine Arts and Sports. Each society organizes various inter-house competitions, prepares students for youth festivals and other inter college competitions. Every society chooses its student office bearers from (President, Vice President, Secretary and Joint Secretary) on the basis of their performance in different talent hunt programmes organized by the above mentioned societies.

- 3) **Guidance and Counselling Cell:** The guidance and counselling cell extends meaningful directions to the students in need. The incharges of this cell solve the problems of students related to personal, educational, vocational and other areas.
- 4) **Placement Cell:** The professional competencies of teacher trainees are developed by organizing expert lectures and orientation sessions to help the prospective teachers in availing best professional opportunities. The placement cell of the college inform about vacancies in different schools telephonically by messages and by displaying the information on the college notice board.
- 5) **Tutorials:** All the B.Ed students are divided into tutorial groups where 10-12 students are placed in each tutorial group with a teacher incharge. Different kind of activities related to resume writing, interview skills, communication skills, English reading and writing skills, and ICT skills are undertaken to polish the personality traits of future teachers.

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

The college has well qualified experienced, talented and committed staff members and their dedicated service helps the institution march towards potential for excellence. Following are the various provisions to enhance the effectiveness of the faculty in teaching and mentoring of students:

- 1) In the beginning of the academic year, the staff members are motivated about the vision and mission of the institution and the programmes to be taken up in the current year by the head of the institution.
- 2) To enhance the potential and capacity of the faculty in teaching, learning, research and guidance the institution facilitates its staff members to organize and participate in International and National conferences, State and National level seminars, workshops, orientation and refresher courses etc.
- 3) The institution has a congenial and eco-friendly campus where the faculty members have separate staff room with a seating capacity of 30 members. Two ICT labs with internet facility and multimedia lab facilitate the staff to explore, learn and prepare the teaching materials according to latest developments in education. Most of the faculty members have their own rooms to study and work and mentoring.
- 4) A 125 KW generator does not allow the faculty and students to feel the absence of power supply.
- 5) The latest books in the library enhance the knowledge of the faculty members and enable them to mentor the students. The course plans of the faculty members make them

focussed to the core and enlighten the learners to be aware of the topic to be taught and reference books to be consulted.

- 6) IQAC of our college periodically organizes programmes to enrich faculty's knowledge and capacities.
- 7) College administration is decentralized and helps to enhance the creativity of the faculty.
- 8) Expertise of faculty is utilized through various clubs and societies such as IT club, IQAC cell, ECO Club, literary, dramatics, fine arts and sports. These clubs and societies organize various co-curricular activities round the year.
- 9) The staff members are appreciated by the Principal for their committed and dedicated services.

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

The institution has its website www.sidhwankhurdeducation.com which is updated on regular basis. Web hosting is done by the computer programmer. The information posted on the site is given below:

- 1) History of the institution
- 2) Vision and Mission of the institute
- 3) Faculty Recruitment information
- 4) Complete profile of each faculty member
- 5) Courses offered
- 6) Admission notice
- 7) Infrastructural Facilities
- 8) Latest news and developments
- 9) Notice regarding admissions, current issues, activities, etc.
- 10) Alumni activities
- 11) Image gallery of various programmes in the college is maintained with the help of two computer teachers who have been given responsibility to keep the college website updated.
- 12) Latest activities
- 13) Achievements of the college

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

Yes, the college does provide remedial programmes to the low achievers as follows:

- 1) Low achievers are identified by faculty during regular teaching and by conducting formative and periodic evaluations of their performance in academic subjects. In addition college has regular internal evaluation system.
- 2) The two house tests are conducted in the months of November and March. Performance is discussed in detail and students are given concrete suggestion. Low achievers are identified and written feedback is given on the answer sheets. The evaluation committee conducts internal re-examination for the students who fail in any subject or in the aggregate of the theory papers or are absent from the exams.
- 3) Services like notes, remedial teaching, motivational lectures, peer tutoring, guidance and counseling are provided for the low achievers during the session.
- 4) Special assignments are given to these students that guide them in improving their attempt in final examination.
- 5) Individual attention is given to such students.

5.2.7 What specific teaching strategies are adopted for teaching?

(a) Advanced learners (b) Slow learners

(a) For Advanced Learners :

1. To help advanced learners to achieve excellence, the faculty members employ special methods and techniques such as –
 - Group discussions
 - Extra assignments
 - Team teaching
 - Assigning leadership in various tasks
2. Organizing extension lectures by eminent persons to give them rich experience.
3. Faculty members of ICT club help them to make presentation on various subjects.
4. Motivation and continuous feedback is provided for further excellence.
5. Internet facilities are provided. Computer faculty helps them to find out advanced extra material on topics.
6. They are also provided with a list of good reference books in the library. With the guidance of the staff, the advanced learners prepare for the final examinations.

(b) **For Slow Learners:** In order to cater the needs of the slow learners informal remedial treatment, special and personal guidance, oral and written feedback and re-examinations

are arranged. Staff members pay special attention throughout the sessions to help and support slow learners. Books and special notes are also provided to such students for their easy reference. Practical suggestions are given to them, how to attempt the exams, how to prepare notes. To generate their interest in studies, motivation and continuous feedback is given. Students are also benefitted from team teaching conducted after regular classes.

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

- 1) The institution has guidance and counseling cell to provide various services to the students. During the admissions, various queries of the new entrants regarding subject selection, choice of optional subjects, crafts etc. are addressed.
- 2) The orientation programme is organized in the beginning of the session for rendering academic counselling to the students.
- 3) To instill professional competencies among teacher trainees demonstration lesson in each subject, simulated teaching practice, actual teaching practice in schools and extension lectures by experts etc are organized. These programmes help the prospective teachers to attain best professional competencies.
- 4) The guidance and counseling cell also provides meaningful directions to the students and solve their academic and personal problems. As ours is a women college, the guidance cell effectively executes the task of generating enlightenment in the girls there by stressing their constructive role in the society.
- 5) Every year a visit is organized for M.Ed students to Guidance and Counseling cell, Punjab Government, Chandigarh for creating awareness about the guidance services provided in the state department..
- 6) The visit to innovative learning centers i.e Drishti Dr R.C. Jain Innovative Sr.Sec. Public School, Ludhiana and Indus World School, Ludhiana was organized recently to motivate student teachers as future professionals.
- 7) Visits to vocational rehabilitation center and other such special schools are regularly planned every year to inculcate compassion, sympathy and sensitivity towards special children.

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

To deal with the complaints of the students regarding functioning of the institution, teaching faculty, non - teaching faculty and other functionaries the institution adopts following

grievances redressal mechanism:

- 1) Discipline committee and the incharges of guidance and counselling cell work together to help the students to overcome their problems.
- 2) Suggestion box is also placed in the campus which is checked periodically and proper actions are taken to solve the concerned issue.
- 3) Students can approach the Principal or any teacher in their times of difficulty. The principal and staff quickly redress the grievances without any delay.
- 4) Students also get rid of their grievance by approaching their house incharges as they convey the feelings and needs of the students to the concerned officials including the Principal.
- 5) The hostel committee including senior head girl, mess incharges, block incharges, medical incharges, gym room incharges and activity room incharges are readily available and convey the problems of the hostlers to the college warden and to the Principal of the college.
- 6) Meetings of student council with Principal are a regular feature of the institute.
- 7) Head girls, House captains, Office bearers of societies are also there to hear and convey the problems of students to the concerned incharges.

Major Grievances Redressed in Last Two Years

- 1) Hostel stay has been made optional.
- 2) New washrooms for day scholars have been constructed.
- 3) Days scholars can take lunch in the college mess by paying nominal charges.
- 4) College has allowed the students to use mobile during recess time and after college.
- 5) Daily newspapers are put in the activity room after the college hours so that hostellers can read them.

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

The progress of the candidates at different stages of programs is monitored and the candidate is advised as follows:

- 1) Punctuality and regularity in attendance is greatly appreciated. Discipline committee ensures regular attendance.
- 2) After every unit test the answer sheets are shown to students. Written feedback and verbal suggestions are given on their answer sheets. All the questions are discussed in detail to ensure better performance in future.

- 3) The performance of the students is discussed in the staff meetings with the principal. New techniques are thought of, planned and implemented to improve the progress of the students.
- 4) Such continuous evaluation system enables the student trainees avail individual/collective guidance throughout the year.
- 5) Written comments and oral feedback is given during simulated teaching practice conducted under Initiatory school experiences programme as well as during actual teaching practice held under School experience programme .
- 6) During discussion lessons written suggestions are given and after discussing the performance of the student with her peer group, grades are also assigned.

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

As mentioned earlier curriculum scheme (annual to semester) has been changed twice after 2014. So practice teaching is described under these heads i.e 2013-2014, 2014-2015, 2015-2016.

Initiatory School experiences programme 2013-2014

For the session 2013-2014 for the one year B.Ed course teaching practice included two components in first component students shared initiatory experiences of their school teachers about their particular teaching subjects and wrote a report on reflection on one own school experiences and identifying nutrients and deterrents in two teaching subjects.

In second phase of component first students plan and execute micro lessons in at least two teaching skills. (Minimum 4 skills; two in each subjects).

Plan and deliver 4 macro lesson plans two in each subject.

Component 1 (Part B)

1. After necessary correspondence with the schools and DEO, the schools are allotted to the students for real teaching, as per their convenience. The whole programme is planned carefully by the teaching practice committee.
2. As it is practically difficult to have schools for practice teaching at a stretch for 45 days, so teaching practice is conducted into two phases.
3. The teaching practice committee displays the schedule of teaching practice mentioning every required information regarding time, period, class and shift etc.

4. Before going to practice every pupil teacher has to prepare her lesson plan according to the syllabus prescribed by Panjab School Education Board, Mohali or Central Board of Secondary Education, Delhi according to their allotted classes.
5. Instructions regarding teaching practice are given to them collectively. Students are given orientation about Macro, ICT, Diary form and Test based lesson plans.
6. The lesson is supervised by the teacher educator daily in the practicing school. Individual written feedback is given to the students during the period.
7. Group feedback is given to the students when all the students have finished their teaching practice on that day and their queries are answered.
8. Suggestions are given to the students to improve their teaching, black board writing and the different skills of teaching and it is found that these suggestions help them to improve their teaching.
9. Practice is given to each student in blackboard writing and preparation of teaching aid for this purpose house wise two periods are allotted to the students under the guidance of the art teacher and the subject teacher to develop skill of preparing teaching material in the form of model, charts, flash cards and time lines using computers in teaching.
10. The total number of lessons prepared and delivered is 45 in each teaching subject . These are spreaded as follows:
 - 30-Detailed Lesson Plans (Macro)
 - 2-ICT Based lesson plans
 - 1- Test Based Lesson Plans
 - 10- Diary Based Lesson Plans
 - 2- Discussion lesson plans

During teaching practice students have to maintain practical record of students' attendance and timetable. Students also use to find out general mistakes students commit in their particular subject and then conduct action research to improve.

2014-15 Internship Programme

Pre-Practice Preparations

During Session 2014-15 under SEM -I COMPONENT –I (PART-A) Initiatory school experiences programme was undertaken for pre-practice preparations and following activities were conducted for this purpose:

Initiatory School Experiences

The institution adheres to the prescribed schedule of Panjab University, Chandigarh for B.Ed students for teaching practice which is as follows :

Sr. No.	Activity	No. of Lessons Per Subject	No. of Days
1.	Micro teaching	2	2
2.	Demonstration lessons by teacher educators in each teaching subject	2	2
3.	Simulated teaching	4	4

- 1) **Micro Teaching Sessions-**; Before the presentation of two micro-teaching skills (in simulation) by the teacher trainees, the students are given orientation of the micro-teaching and its entire process in their methodology teaching groups as well as by the incharges of IIIrd paper i.e. Teaching Learning Process and Evaluation. The teacher educators initially demonstrate all the major skill in their teaching methodology classes. During micro teaching skill presentation phase, due attention is paid to the students and constructive feedback is given to each student for accelerating and reinforcing her skill development.
- 2) **Demonstrations by faculty-**In the same manner macro-lessons are introduced. Orientation in this regard with the format of the macro lessons is discussed in detail in every teaching methodology class by teacher educators. Demonstration of macro lessons are planned subject wise and teacher educators demonstrate and provide a practical training and experience to the students. At least 2 lessons are demonstrated in each teaching subject.
- 3) **Simulated teaching sessions-**Simulated teaching practice is organized and planned by the teaching practice committee. The teacher trainee demonstrates 4 macro lessons (2 in each subject) during this. Written comments and feedback is given to bring improvement, encourage and prompt students to begin practice teaching.

During the Initiatory school experiences programme students undertake the following activities as per Panjab University, Chandigarh syllabus guidelines 2014-15:

- 1) Writing a report of reflections on one's own school experiences and identifying nurturants and deterrents in two teaching subjects.
 - In the initiatory school experience programme, regarding reflection on one's own school experiences, the pupil teacher is required to write about their own subject teachers, their teaching style, motivational strategies used by them, how they use to provide feedback and guidelines about their performance etc. They also need to share that whether they were oriented about disciplinary values, study habits, time management skills, utilization of leisure time and problems faced in the schools.

- 2) Planning and execution of micro lesson plans(minimum 4 skills: 2 in each teaching subject) and macro lesson plans(2 in each teaching subject).Students are given practice in writing lesson plans of different kinds i.e Introduction ,reinforcement strategies, review and closure,blackboard writing skills etc.

Follow up in practice teaching (During school experience programme)

- 1) After necessary correspondence with the schools and DEO, the schools are allotted to the students for real teaching, as per their convenience. The whole programme is planned carefully by the teaching practice committee.
- 2) As it is practically difficult to have schools for practice teaching at a stretch for 45 days, so teaching practice is conducted into two phases.
- 3) The teaching practice committee displays the schedule of teaching practice mentioning every required information regarding time, period, class and shift etc.
- 4) Before going to practice every pupil teacher has to prepare her lesson plan according to the syllabus prescribed by Panjab School Education Board, Mohali or Central Board of Secondary Education, Delhi according to their allotted classes.
- 5) Instructions regarding teaching practice are given to them collectively. Students are given orientation about Macro, ICT, Diary form and Test based lesson plans.
- 6) The lesson is supervised by the teacher educator daily in the practicing school. Individual written feedback is given to the students during the period.
- 7) Group feedback is given to the students when all the students have finished their teaching practice on that day and their queries are answered.
- 8) Suggestions are given to the students to improve their teaching, black board writing and the different skills of teaching and it is found that these suggestions help them to improve their teaching.
- 9) Practice is given to each student in blackboard writing and preparation of teaching aid for this purpose house wise two periods are allotted to the students under the guidance of the art teacher and the subject teacher to develop skill of preparing teaching material in the form of model, charts, flash cards and time lines using computers in teaching.
- 10) The total number of lessons prepared and delivered is 45 in each teaching subject . These are spreaded as follows:
 - 1) 30-Detailed Lesson Plans (Macro)
 - 2) 2-ICT Based lesson plans
 - 3) 2- Test Based Lesson Plans
 - 4) 10- Diary Based Lesson Plans
 - 5) 1- Discussion Lesson (in each teaching subject)

11) **Discussion lesson:-** After the first phase of teaching practice, the college organizes discussion lessons where each student delivers the lesson in each of their teaching subject. It is a full 30 minute lesson in which special attention is given to introductory skill, presentation skill, questioning skill, explanation skill, reinforcement skill and recapitulatory skill. The subject teacher educator critically observes the lesson and provides feedback for further improvement. Peers also observe and evaluate the lesson. Each student is required to observe 20 lessons of their peers in each teaching subject.

12) After the completion of second phase of teaching practice every student is supposed to give final lesson in each teaching subject under the supervision of internal (teacher educator) and external examiners appointed by the university to observe the lesson.

13) **School Experience / Internship**

During school experience / internship the students undertake the following activities as:

1. Students of B.Ed are required to complete 45 teaching lessons in each teaching subject (details given above).
2. Students of B.Ed are required to complete 20 observation lessons.
3. Identification of mistakes generally committed by the school students in concerned subject.
4. Detailed report on school plant.
5. Report on morning assembly and co-curricular activities in the school.
6. Studying time table: Class time table, Consolidated School time table and Teacher's Time Table
7. Maintain student's daily attendance on the prescribed Performa duly signed by the supervisor.
8. Report of reflection on school experience programme with suggestion for further improvement.

The college extends every possible help to the teacher trainees during teaching practice in schools by issuing them teaching aids, equipments and other supporting instructional material. The audio visual aids submitted by the students of previous sessions are issued to the students to be used in classrooms.

Pre- Internship programme 2015-2017 (Two year B.Ed Programme)

During session 2015-2017 under semester I and II under course code C-8 and

C-17 two week in each semester pre –internship programme was undertaken and following activities were observed for this purpose by the pupil teacher.

Semester –I

- Philosophy , aim and vision of the school

- Organization and management (affiliating body, type of school and management)
- The school / classroom environment with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
- Various co-curricular activities related to dramatic, literary, sports and fine arts etc.
- Morning assembly (observation of conduct and activities carried out during morning assembly).
- After completion of the field exposure programme, student teachers were required to develop a detailed report and present it for evaluation at the parent college.

Semester –II

In second semester college conduct two week pre- internship Programme in parent school. Sikh Girls Senior Secondary School (PSEB) and Guru Hargobind Public Senior Secondary School.(CBSE) in the form of groups.

A student teacher visited two types of school in the first week to one type (elementary school) and in the second week to another type of school. (Secondary school).

Before sending the pupil teacher to observe the school programme, they were given detailed information and demonstration of micro and macro teaching lessons, by the teacher of concerned teaching subject, atleast 2 types of lessons were demonstrated.

For this purpose the permission of the principal of the schools is taken and during the programme the pupil teacher observe the following :

- The teaching learning process in the real classroom and the method used.
- Evaluation procedures used in the school.
 - a) Type of evaluation
 - b) Maintenance of examination records.
- Library resources
- Grants
- Purchase and maintenance of records.
- Visit to innovative centre
- Reflections of school experiences.

After completing second phase of pre internship programme pupil teacher submit their report.

Semester-III

In semester –III 16 weeks internship was carried out in the three phases.

Phase-1

Student teachers learned to write various lessons micro, macro, ICT based and learn to prepare and make teaching models based lesson plans. Students did stimulated teaching practice in each teaching subject so as to deliver lecture well during teaching practice. Workshop was organized by college for students to develop audio visual aids. Orientation programme for mentor teachers and heads of schools and institution was conducted by the college.

Phase-II

In second phase actual teaching practice takes place. In this phase practice was divided into two block. In first block of 7 weeks students either practice in either primary or secondary classes and in second block of 7 weeks they practiced in reserve order.

Student teachers undertake various activities:

- Macro lesson plans-40
- Diary lesson plans-07
- ICT based lesson plans-05
- Unit based lesson plans-04
- Lessons plans based on models of teaching-04

Participation in all the school activities like literary, dramatic, fine arts and sports (any two) was compulsory.

Record in the form of teaching practice file of both teaching subjects. Assessment record and record of participation in school activities was submitted by the students.

Phase –III

This phase included post practice and evaluation which continued for one week. Students gave presentation of brief report by each student teacher on internship experiences. Feedback was also invited in written form from cooperating schools.

5.3 STUDENT ACTIVITIES

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

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

Yes, the institution has Alumni Association. The list of the office bearers are given below:

- (I) List of current office bearers
1. President – Dr. Tripta Gupta
 2. Vice president- Mrs. Manjeet Kaur
 3. Secretary- Dr.Jagminder kaur
 4. Joint – secretary- Mrs.Gurinder kaur
- (II) Election for office bearers of alumni’s association does not take place. All the office bearers are elected unanimously.
- (III) list of Activities of Alumni Association of last two years
- Every year college organizes alumni’s meet. A cultural programme is organized for them. They also write their views in the form of articles which are published in the college magazine ‘GYAN ANJAN’.
- (IV) Give details of the top ten alumni occupying prominent position.

S.No	Name of the Alumni Student	Designation
1.	Dr. Sukhwant Kaur Bajwa	Prof., Department of Education P.U.Chandigarh.
2.	Dr. Rajinderpal Kaur Sidhu	Retd. Professor Deptt. of Education, Punjabi University, Patiala Principal, Jasdev Singh Sandhu College of Education Kauli (Patiala)
3.	Dr. Baljeet Kaur Gill	Principal, G.H.G.Harparkash College of Education For Women Sidhwan Khurd (Our Principal)
4.	Dr. Narinder Kaur	Controller of Examination, Punjab School Education Board, Mohali
5.	Mrs. Suresh kumari	Principal, Govt.Sen.Sec. School Talwara Hoshirpur (State Awardee)
6.	Dr. Santosh Kumari	Principal, S.D.S College of Education Lapon.
7.	Mrs.Jaspreet Kaur	Principal, Govt.Sen.Sec School Badhson (Patiala)
8.	Dr. Ramandeep Kaur	Consultant Teacher Education Programme Mumbai
9.	Mrs. Gurinder Kaur	Vice Principal, Sikh Girls Senior Secondary School, Sidhwan Khurd
10.	Mrs.Harmandeep Kaur	Victoria Public Sen. Sec. School Patran, Patiala Sparkling Kids (Running And Managing Of Two Schools)

V. Contribution of alumni to the growth and development of the institution.

Alumni student contribute in the various college activities and share their views and suggestion for growth and development of the college time to time in form of letters, articles etc.

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

The institution encourages students to participate in extra- curricular activities including sports and game through different societies houses, tutorials and clubs. For this purpose, from

day one they are told about the opportunities available in the college regarding this. The college notifies the calendar of the activities on the notice board. Students are encouraged by society in charge teachers to participate in open talent hunt and inter house competitions. The student are trained and encouraged to participate in youth festival and inter – college competitions in dramatics, literary and fine arts. The college has well-furnished play grounds and gymnasium to organize various activities related to sports and games.

It is worth mentioning here that the college has a qualified DPE and provision of facilities available to the students and staff even beyond the college hours and also on holidays. There are two regular periods for each house per week of health and physical education. All the facilities of sports encourage the staff and students to participate in different activities. Annual sports day is celebrated every year and prizes are given to athletes for their achievements in various inter-college and inter-house competitions.

The sports / games undertaken are as follows:

- Athletic competition-Shot-put, Discus Throw, Javelin throw, High jump, Long jump, Races-50mts, 100mts, 200mts, Relay race 100*4 mts
- Volley Ball matches
- Badminton matches
- Kho-Kho matches
- Throw ball matches
- Table tennis matches
- March past competition
- P.T Show

Details of the students achievements during last two years:

INTER COLLEGE COMPETITIONS OF SPORTS

Panjab University Inter College Sports and Games 2013-14

Venue	Name	Event & Position
Panjab University Inter College Athletic Meet dated 25-29 th November 2013	Narinder Kaur	Gold Medal in 400 Mtr. Race
	Narinder Kaur	Bronze Medal in 800 Mtr. Race
	Kirandeep Kaur	Bronze Medal in Javelin Throw
	Narinder Kaur Kamla Kumari Karmjeet Kaur Jaspreet Kaur	4 th Position in 4x100mtr Relay
Panjab University InterCollege Kho-Kho Championship dated 1 st & 2 nd Feb,2014	Narinder Kaur and Team	12 Gold Medals in Kho-Kho Team won the Kho-Kho Championship
Panjab Univ Inter Collge Volleyball Championship dated 4 th & 5 th Feb,2014	Rajinder Kaur & Team	12 Silver Medals Team was adjudged as Runners-up in the tournament

Panjab University Inter College Sports and Games 2014-15

Panjab University Inter College Athletic Meet dated 17 th -20 th Nov, 2014	Kamalpreet Kaur	Gold Medal in 800 & 200 Mtr. Race
	Ramandeep Kaur	Silver Medal in 800 & 400mtr. Race
	Arshia Bagga	Gold Medal in Javelline Throw
	Kamalpreet Kaur & Team	Bronze Medal in 4x100mtr. Relay
Panjab University InterCollege Kho-Kho Championship ,2015	Kamalpreet Kaur & Team	13 Gold Medals

Panjab University Inter College Sports and Games, 2014-2015

Venue	Name	Position
Panjab University Inter College Athletic Meet 2014.	Kamalpreet kaur	Gold Medal IN 200mtr
	Kamalpreet kaur	Gold Medal in 800 mtr
	Arshia Bagga	GoId Medal in javelin throw
	Ramandeep kaur	Silver Medal in 400 mtr
	Ramandeep kaur	Silver Medal in 800 mtr
	Ramandeep kaur, Ramandeep kaur, Kamalpreet kaur, Sandeep kaur	Bronze Medals in 4*100 mtr relay

Panjab University Inter College Sports and Games, 2015-2016

Venue	Name	Position
Panjab University Inter College Athletic Meet	Amita	Bronze Medal in Javelin Throw

ZONAL AND INTER-ZONAL YOUTH AND HERITAGE FESTIVALS

Punjab University Zonal Youth and Heritage Festival

Venue	Name	Event
Partap College of Education, (2013-2014)	Parampreet Kaur Prabhjot Kaur Ekjot Kaur Pratibha Narang Harpreet Kaur Pawandeep Kaur Jaswinder Kaur Quiz Team Harjot Kaur & Team Manpreet Kaur	Ist in Still LifePainting Ist in Knitting IInd in Cartooning IInd in Singing IInd inElocution IInd in Pakhi Making IInd in Poem writing IInd inQuiz Ist in Gidha IIrd in essay writing

Bhutta College of Education, Bhutta, Ludhiana (2014-2015)	Barinderjeet Kaur & Team Baljinder Kaur Ramandeep Kaur Jaskiran Kaur Harpreet kaur Kirandeep Kaur Darshveer Kaur Roopsy & Team Harpreet Kaur & Team Harpreet Kaur Kamalpreet Roopsy Davinder Kaur Roopsy & Team Harpreet Kaur & Team	Ist in Group Dance Ist in Story Writing Ist in Classical Dance Ist in Elocution IInd in Poemrecitation Ist in Collage Ist in Group Song IInd in Shabad Gayan IInd Kali Singing IInd Kali Singing IInd Rangoli IInd Group Song IIIrd Group Dance IIIrd Group Song IIIrd Vaar Singing
G.H.G.Khalsa College of Education, Gurusar Sudhar, (2015-2016)	Gagandeep kaur Paramjit kaur Mandeep kaur Navjot kaur Bhawanjeet kaur Sukhpreet Kaur & team Sukhpreet Kaur	Ist in Pakhi making IInd in Phulkari making IInd in Pedhi making IIIrd in Poem recitation Ird in Story writing IInd in Giddha Ist in Giddha (Individual)

PANJAB UNIVERSITY ZONAL AND INTER-ZONAL SKILL-IN-TEACHING AND ON THE SPOT TEACHING-AID PREPARATION COMPETITIONS

Panjab University Zonal Skill-in-Teaching and On the Spot Teaching-Aid Preparation Competitions 2013-14

Venue	Name	Position/Teaching Subject	Place
G.H.G.H College of Education, Sidhwan Khurd. Feb, 2014	Kiranjeet Kaur	Ist in Music	I
	Parminder Kaur	Ist in Home Science	I
	Navjot Kaur	IInd in Science	II
	Japsimran kaur	IInd in Math	II
	Gorika Chawla	IInd Computer science.	II
	Bhawandeep Kaur	Ist in Music(Tg. Aid)	I
	Ramanjot Kaur	Ist in Home Scienc(Tg. Aid)	I
	Kuldeep Kaur	Ist in Computer(Tg. Aid)	I
G.H.G Khalsa College of Education, Gurusar Sudhar. Feb,2014	Paramjeet Kaur	IIIrd in Punjabi	III
	Prabhjot Kaur	IIIrd in Hindi(Tg. Aid)	III

Panjab University Zonal Skill-in-Teaching and On the Spot Teaching-Aid Preparation Competitions 2014-15

Venue	Name	Position/ Teaching Subject
Malwa Central College of Education Ludhiana 13 Feb, 2015	Prabhjot Kaur Anchal Chugh Kavita Virdi	IIIrd in Computer IIIrd in Science (Tg. Aid) IIIrd in Home Sci. (Tg. Aid)
G.H.G.H College of Education Sidhwan Khurd 16 Feb,2015	Saloni Grover Akwinder Kaur Harinder Kaur Jaspreet Kaur Rekha Bhardwaj Darshvir Kaur	Ist in Geography Ist in S.St (Tg. Aid) Ist in History (Tg. Aid) IInd in Geog (Tg. Aid) IIIrd in Physical Education Consolation in History
Guru Nanak College of Education, Gopalpur 18Feb, 2015	Kirandeep Kaur Kamalpreet Kaur Ivneet Kaur	Ist in Economics (Tg.Aid) IInd in Punjabi (Tg. Aid) Consolation in Commerce

PANJAB UNIVERSITY INTER-ZONAL SKILL IN TEACHING AND ON THE SPOT TEACHING AID PREPARATION COMPETITION

Venue	Name	Position / Teaching Subject
B.C.M College of Education Ludhiana (2013-14)	Kiranjeet Kaur	II in music

Panjab University Inter-Zonal Skill in Teaching and On the Spot Teaching Aid Preparation Competition

Venue	Name	Position/teaching subject
G.H.G Khalsa College of Education, Gurusar Sudhar (2014-15)	Harinder Kaur	Ist in History (Tg.Aid)

Venue	Name	Posotion/teaching subject
Guru Gobind Singh College of Education, Giddarbaha (2014-15)	Rekha Bhardwaj Anchal Chugh	II nd in physical education IInd in Science (Tg. Aid)

Inter-college literary competition

Venue	Name	Event/Position
Khalsa College for Women, Sidhwan Khurd (2014-2015)	Jaskiran Kaur Kirandeep Kaur	IIIrd in Power point presentation
	Gurmeet Kaur	Consolation prize in Poem recitation
Satyam College of Education, Moga (2013-2014)	Bipandeep Kaur (M.Ed) Ekjot Kaur Rittu Dhir	I st in Debate

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

The students are encouraged to publish their creative works in the college magazine ‘Gyan Anjan’ published by the college every year since 1956. Students publish articles, anecdotes, stories, and poems in the above said magazine. Opportunity is also given to display students’ write-ups and other compositions on various display boards. The students are also encouraged to send their write ups to other institutions and journals, magazines and newspapers.

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

Yes, the institution has a well constituted student council. The members of the student council are selected democratically after organizing various competitions i.e. dramatic, fine arts, literary and sports field by giving equal opportunities to B.Ed and M.Ed students. The members of various student councils participate, organize and manage various academic and co-curricular activities in the college.

The list of incharges under student council are :

1. College student council:

- House Captains-Four houses are-Satluj,Ravi,Beas ans Chenab house
- Office Bearers of societies-Four Societies are-Literary.Fine Arts,Dramatics and Sports Societies
- Gurudwara Committee
- Headgirl –Sr Head Girl from M.Ed
- Head Girl from B.Ed
- ICT Club
- Eco Club

2. Hostel student council:

- | | |
|----------------------------------|---------------------------|
| • Sr. Head Girl in Hostel (M.Ed) | • Block Incharges |
| • Head Girl in Hostel (B.Ed) | • Gym Room Incharges |
| • Mess Incharges | • Activity Room Incharges |

Objectives :

- To improve the relationship between the staff and the students.
- To develop leadership qualities among the students.
- To develop the team work and unity among them.
- To receive feedback and ensure the quality of the programmes.

- To develop the organizing skills among the students.
- To develop values of dignity of labour, truthfulness, healthy competitions etc.

Functioning:

The college students' council shoulders the responsibilities in arranging the college events.

- Morning Assembly and talks.
- Celebrations of national and state festivals.
- Extension lectures and other activities.
- Founder's day celebration.
- Inter college competitions.
- Seminars, Workshops and Conferences.
- Celebrating Gurpurbs and other religious festivals.
- Youth and heritage festival activities.
- Maintenance of discipline in the campus as well as in the hostel.

Funding :

There is no separate funding for the functioning of the student council. The resources as and when required are allocated by the institution. Participants of various competitions are helped financially by the college.

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

The institution is thoroughly alive to the various national issues embedded in the curriculum and therefore different committees or societies have been functional in the institution campus that generate awareness among prospective teachers and teacher educators by conducting number of activities. Following committees and societies have been functioning in the institution with student's representation on it, the detail are as follows:

IQAC

The institution has established INTERNAL QUALITY ASSURANCE CELL (IQAC) to ensure the quality in education. Under IQAC following committees functions such as research committee, evaluation committee, examination committee, admission committee, extension lecture and seminar committee, timetable committee , campus beautification committee and library committee. This cell is responsible for

- Construction of the timetable
- Finalizes the schedule for house examination.
- Monitors functioning of the houses.

- Plans and organizes inter college competitions, seminars and workshops at district/ state/national level.
- Monitoring quality parameters.
- Develops professional culture.
- Making special arrangement for slow learners and special learners.
- Preparation of annual IQAC report.
- Welfare measures for the adopted village etc.

Student Councils

The institution has active Students' Councils i.e. College Council (comprising of various societies i.e. literary, sports, fine arts, dramatic and IT and houses i.e. Satluj, Beas, Ravi & Chenab, Gym Room incharges etc) and Hostel Council (comprising of senior head girl in hostel, head girl in hostel (B.Ed), and office bearers of hostel like block in-charge, medical in-charge, mess in-charge etc). They provide feedback for the teaching faculties; non-teaching faculties etc. and are actively involved in bringing out qualitative output in existing setup and deal with the complaints of the students regarding functioning of the institution.

Gurudwara Committee :

Gurudwara committee is appointed by the Principal to conduct religious activity throughout the session in the campus. The Gurudwara committee of the institution organizes the founders day, Gurupurab of Sri Guru Nanak Dev Ji and Sri Guru Gobind Singh Ji and celebration of other religious activities and programmes.

Discipline committee:

Discipline committee is constituted by the principal under which 3-4 faculty members are given the responsibility for the smooth functioning of college. Few B.Ed and M.Ed students selected as members of this committee. Every day one of the staff member acts as a day incharge and takes care of all the adjustment periods and attendance of the students. Discipline committee also takes care of smooth conduct of morning assembly and all other functions which take place in the college. Two of the staff members are assigned duty to keep a record of all the leave applications of the students and to keep check on students who are absent from classes for more than four days.

Sports Committee:

The college has always worked for the betterment and upliftment of its prospective teachers. Apart from academic cultural, social and moral development, our college always

motivates its pupil-teachers to participate in physical activities that keep them physically and emotionally healthy and fit for discharging professional responsibilities. In this regard every year Annual Sports Day is organized in the college campus and students are given opportunity to participate in numerous games and Athletic Events namely races (100 mts, 200 mts, 400 mts relay), long jump, high jump, throws (short put, javelin, discuss), Kho-Kho, Throw ball, Badminton, Sack Race, Three Legged Race, Spoon Potato Race, Slow Cycling and Chatti Race etc.

IT club:

The institution has IT club which organizes various activities for students. IT club holds competitions in Power point presentation and creating word document having multiple pages with proper formatting. Pupil teachers participate in these competitions and office bearer are selected from them. The office bearer includes president, vice president, secretary and joint secretary. They assist in conducting different IT related activities in the college throughout the session. The students feel greatly encouraged by participating in club activities which include creating presentations on many occasions like seminars, workshops, teaching competitions and preparing project files during computer practical etc.

Eco club:

The College has always worked for the preservation and enrichment of the environment. Apart from academic excell once the prospective teachers, college always encoursges them to save the environment. For this purpose, Eco club is constituted by the principal under which two faculty members are given the responsibility for awakening the students regarding the environment. So the college celebrates the environment day every year in the college campus in which faculty members, M.Ed and B.Ed students participate in various activities such as-:

- Sapling Plantation drive
- Environmental Awareness drives
- Extension lectures on Environment Awareness
- Poster making competition on Environmental themes
- Slogan writing etc.
- Drinking water supply-Testing

Hostel committee:

A hostel committee is constituted in the institution which helps in the smooth functioning of the college hostel. The committee includes hostel head girl, mess incharges, TV room incharge and cleanliness incharge. It helps in organizing evening assembly, maintaining discipline, addressing the problem of students and act as a link between the college authority and

students of the hostel. The purpose of framing the committee is to provide a conducive environment to the students staying in the hostel. Committee incharges listen to the genuine problems being faced by the students and help in proper adjustment of students both in college and hostel.

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

Ans : Yes, the institution has a mechanism to seek opinion from its graduates. This is done during the course and after they have appeared in final exams. The students who complete the courses give feedback through specially designed feedback forms. This format evaluates different elements namely the course content, methodology, infrastructure, teacher competency, process of evaluation and the student support activities. Open ended questions are included in feedback form to seek their suggestions. It also has a space for suggestions for future improvement. Thus it becomes an integral evaluation through which the changes are executed in the forthcoming academic year. Alumni are also invited to write their experiences and many times these are published in the college magazine.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

Ans: Institutional best practices in student support and progression are as follows:

- For the preparation for intensive teaching practice, students are exposed to the demonstration lessons and pre-practice teaching in the form of simulation teaching; this training encourages them and makes them confident in doing intensive teaching practice.
- Intensive teaching practice is conducted by college. This programme is fully supervised by the faculty members. During the teaching practice the supervisor gives remarks and feedback for further improvement and innovation.
- Strong student councils are a feature of the college for the last more than 50 years.
- Different societies of the college select their office bearers by organizing different competitions and appoint them office bearers to help and regulate the student activities organized by societies. The members of these societies are awarded prizes and certificates of appreciation.
- House captains are selected house wise for conducting co-curricular activities. They are awarded certificates and prizes of appreciation.

- Students gain benefit from special scholarship schemes like Social Security, Women and Child Development Department, Panjab University Chandigarh, and scholarships given by college trust. Following are the different scholarships distributed to students every year:
 - Founder’s Day Scholarship
 - Students of the Year Given on Founder’s Day
 - Pritam K.Singh
 - Major Shivdev Singh
 - Satinder Kaur Memorial Scholarship
 - Guru Harkrishan Educational Society Scholarship
 - University Position Holder
 - Single Girl Child Scholarship
 - SC&BC Student Scholarship
 - Merit–Cum-Means Scholarship
 - All Physically Challenged(DCDC,Panjab University Chandigarh)
 - Sports Scholarship
 - All Physically Challenged (Punjab Govt.)
 - Late Dewan Som Nath(Panjab University Chandigarh)
 - Merit–Cum-Means, Brilliancy in Sports and Economically Weak Students by College of Education

Scholarships given by Trust:

- Late Diwan Som Nath Scholarship, Panjab University, Chandigarh
- Shahid Major Shivdev Singh Sidhu Memorial Scholarship
- Pritam K. Singh Memorial Scholarship
- Satinder K. Memorial, Post Matric Scholarship for SC and BC by Director Education Department
- Teacher educators give special and personalized guidance in their tutorial groups. The healthy student teacher ratio in these groups is maintained.
- To inculcate national, international, religious and social values among prospective teachers Teacher’s Day, Environmental Day, Founder’s Day, Gurupurab, International Women Day, Literacy Day, Independence Day and other such important days are also celebrated.
- Students can freely communicate their problems, innovative ideas, and suggestions with the principal and faculty of the college.
- Free coaching for CTET and PTET is provided by the experienced faculty.

- Books and related study materials are available in the college library for UGC-NET preparations. M.Ed Students as well as alumni can freely consult this while preparing for the exam.
- Extended library hours, open access, reprographic services, internet facility, latest journals and magazines are some of the best services provided to the students in the library.
- Use of ICT and Internet is compulsorily taught to students.
- College provides the facility to every student for practicing and learning IT skills and use of multimedia in the smart classroom.
- Remedial teaching and personal guidance to help low achievers to perform better and gain more confidence.
- College has its own language lab to improve the communication skills of the students.
- College also provides Wi-Fi facility to the students as well as teachers.
- College has two computer labs which are open till evening for the students to prepare for their course and to do research work.
- Good hostel facility is being given to the students since 1955.
- Daily health, yoga and sports programme are conducted for all students for their healthy living. College has its own GYM where students come for exercising daily under the supervision of the instructor.
- College placement cell provides information regarding the professional opportunities available in various schools and colleges.
- Feedback is sought from students, alumni and stakeholders associated with the programme

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION/ REASSESSMENT

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

In the previous assessment report given by NAAC about student support and progression satisfactory remarks were given. The college therefore focused on measures to sustain quality and add new practices for student support and progression according to new scenario. The college is always striving to make the B.Ed and M.Ed programme of high quality.

2. What is the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessments and Accreditations with regard to student support and progressions.

The following measures are undertaken for quality sustenance and enhancement by the institution since the previous assessment:

Infrastructural Advancement

- Ramp facility
- Construction of new hostel
- Construction of activity room for hostellers
- Renovation and expansion of the Principal Office, College Office, Library, Common Room, Hostel Mess
- New Washrooms for day scholars
- Language Resource Centre
- Mathematics Lab
- Audio-Visual Aids Room

Technological Advancement

- Wi-fi Campus
- Fully computerized library
- Language Lab establishment
- Addition of more than 32 computers
- 5 LCD's
- SPSS Software facility for Pre-Ph.D and M.Ed students and for faculty.
- Digital record keeping in administrative office by using Tally ERP-9 software
- Launching and maintenance of college website.
- Addition of new Laser printer-cum-Scanner-cum-Photocopier, Reprographic machine in the library and in the administrative office
- Computerized Faculty in the Classrooms
- Smart Classroom

Formation of New Committees

- | | |
|----------------------------|------------------|
| • Establishment of IQAC | • Placement Cell |
| • Research Committee | • IT Club |
| • Anti-Ragging Committee | • ECO-Club |
| • Grievance Redressal Cell | |

Research and Extension

- Regular addition of library books, journals etc.
- Regular addition of psychological tests
- More seminars and conferences have been held
- Recognition by the Panjab university as Research Centre and introduction of Pre-Ph.D course work
- Independent rooms to all faculty members for research and extension

Other measures taken are :

- Introduction of two year M.Ed and B.Ed programmes.
- Introduction of semester system since 2014-15
- New crafts introduced
 - Candle making
 - Music craft
 - Computer craft
- Introduction of new scholarships
 - Founder's Day scholarship
 - Student of the year scholarship
 - Capt. Dalbara Singh Memorial Scholarship
 - Guru Harkrishan Educational Scholarship
 - Single Girl Child Scholarship
 - Sports Scholarship
 - University Position Holder
- Managing Trust has established a free 24 hrs free charitable hospital for college and for the village.
- Free Ambulance facility – 24 hours
- Free shuttle facility for students and for teachers from main road.

The college is always making efforts to sustain and improve quality of all kinds of facilities.

CRITERION-VI

GOVERNANCE AND

LEADERSHIP

CRITERION-VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

PURPOSE:

Sidhwan Institutions were established in 1909 with the purpose of educating the rural women and to help them in realizing their potential.

VISION:

‘EMPOWERING RURAL WOMEN BY EDUCATING THEM’

-As Envisioned by Our Founders in 1909

MISSION:

Ours is a premier women's Institute of Education in rural settings working since 1955 with a mission:

- To produce women professionals equipped with latest skills to meet challenges of modern world.
- To equip the prospective teachers with theoretical inputs and practical skills in Pedagogy for effective Teaching and Learning Process.
- To bring moral regeneration and to empower the would-be Teachers with Life skills and Employability Skills.
- To produce competent and committed teachers with research insights.
- To inculcate values and love for culture, society and nation.

Values:

To inculcate among prospective teachers the values like world vision, spiritual wisdom, tolerance, sense of responsibility and work culture, self control, self respect, truthfulness, enthusiasm, dynamism, tranquility, eco-friendly development, environmental sensitivity, effort for excellence, commitment towards profession, commitment towards society, self esteem, self empowerment and modernity.

The vision, mission and values are made known to the various stakeholders in following ways:

- The college has its prospectus for admission to courses like B.Ed. and M.Ed. that contains detailed introduction of the institution including its vision, mission, and values. The students and community come to know about all these in this way.
- On very first day Principal addresses the new comers in which the students and the stakeholders are made acquainted with features, achievements, vision, mission, values, and objectives of the institution.
- The institute's stated purpose, vision and mission are displayed in the college at various places for information of students and teachers.
- On all important days like convocation, sports day etc. students are repeatedly made aware of the vision, mission and values.
- Supplements in printed media like newspapers are published.

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

Yes, the mission of institute includes the institution' goals and objectives in terms of addressing the needs of society, students, school sector, educational institution's traditions and values orientations. The Principal and highly qualified staff of the college is competent well to transact the mission through different curricular and co- curricular activities to the society, students and schools. Following are the ways followed by us.

- The college organizes seminars for rural women of surrounding villages to spread the message against social evils like female foeticide, drug addiction, domestic violence, illiteracy etc. Rural women are also invited to attend the extension lectures on health particularly reproductive health of women during NSS camps organized by the college.
- All the students who may or may not be seeking admission here, are provided with counseling in our institution for their bright future. The students are assisted for filling up online forms, choosing subjects etc without any cost. Free service is given to them.
- When the students get admission they are given full opportunities to explore themselves in studies as well as their talents. Teachers teach the students with full responsibility and interest. Teachers put their full energy to develop and polish the skill of teaching in students. It helps the students to get a good job in schools and colleges. They become able to be economically independent and to serve the society.

- The students are also provided with different resources like rich library, well equipped computer lab with internet facility.
- Extension lectures by experts are also organized which are related to our mission and helps us to realize our goals. The extension lectures are generally in the field of Personality development, Communication Skills, How to face an Interview, Moral Education, Environmental issues etc.
- The students are given maximum opportunity to participate in different activities of Panjab University Youth Festival. In our institute different type of competitions like Literary, Dramatics, Fine Arts, Home Science, Information Technology and Sports competitions are organized annually by respective societies of the college. Each student is encouraged to participate in these competitions to explore the talent within. The participants are honored on Annual Prize distribution function.
- Morning assembly is conducted daily in the college. The students recite shabad and National Anthem. Then there are daily talks by students and sometimes by a teacher on moral, social and educational theme.
- The college celebrates important days like International Women's Day, World Environmental Day, World AIDS Day, Teachers' day, Children's day, etc. to generate awareness among students about the related issues.
- The National festivals like Independence Day , Republic Day Religious festival like Gurupurb and Social festivals like Lohri, Teej etc. are also celebrated with full enthusiasm.
- The college also organizes and participates in Intercollege Competitions of Skill in teaching, Teaching Aid Preparation, Declamations, PPT presentations, Quiz, Slogan Writing, Poster making etc.
- The college has a good coordination with associated schools. During Teaching Practice in those schools, the students plan, organize, manage and participate in various activities.

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

GHGH College of Education is functioning under the leadership of Guru Hargobind Ujjagar Hari Trust. It is a registered body having its own constitution. It is run very systematically and efficiently since its inception in 1934.

Top management of the institution consists of the following:

Name	Designation
Capt. Dalbara Singh (Ex. Army Officer)	President
S. Kirpal Singh Bhathal (Ex. Engineer, Steel Authority of India)	Manager
S. Surjit Singh Sidhu (Ex. Army Officer)	Secretary
Mrs. Shivinder Sidhu (Wife of Shaheed S.Shivdev Singh Sidhu)	Member
Dr. Khem Singh Gill (Former V.C.)	Member
S. Pritam Singh Johal (PCS Retd.)	Member
Dr. Hardeep Singh Sur (Soil Scientist and Retd. Prof., Punjab Agricultural University, Ludhiana)	Member

Commitments of Management

The Trust of Sidhwan institutions is committed to the upliftment of the rural women. The managing committee plays an important role in providing quality education to rural women to make them responsible citizen of society. All the members of this top management are committed in following way:

- Management ensures that all the infrastructural needs are fulfilled.
- Whenever required, economic resources are also provided to institute.
- Management appoints the faculty for institution.
- Management encourages the Principals to take up new courses, which are beneficial for the students in their future.
- Trust provides scholarships to students, who are good in studies, sports and other activities.
- In trust meetings college progress is discussed and constructive suggestions are given.
- The facilities like Canteen, Tuck shop, Health Centre, Ambulance, Bank, Shuttle etc. is provided in the campus by managing trust.
- Regular meetings are held with the Principals.
- Management reviews the functioning of constituent institutions and makes suggestions.
- Inter audits are carried out in each institution.

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

The management and head of the institution ensure that the responsibilities are defined and communicated to the staff of the institution in the following way:

- The Principal acts as the coordinating link between the management and the staff. She conveys the decisions of the management to the staff.

- Regular circulars issued by the management and Principal help in communicating with the staff.
- Before starting of new academic session a staff meeting is held in which academic calendar, various responsibilities of the staff, new practices and various duties are defined and communicated to staff.
- The meetings with the staff are regularly held and a record of the meetings is kept.
- The IQAC discusses constructive suggestions of staff for desirable changes in the next academic session. The strengths and weaknesses, major outcomes of the previous academic session are also discussed.
- The feedback from the students is also discussed in that meeting. After the meeting the Principal assigns duties to staff by writing in Order book and it is communicated to staff.
- As and when there is a function like seminar, convocation, youth festival, annual sports day etc., Principal assigns duties to the staff. The duties are allocated in the order book and are signed by respective teachers.
- Informal interaction between staff and Principal helps in sorting out day to day problems. In this way responsibilities are defined and communicated to the staff of the institution.

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

Head of the institution makes it sure that valid information is being available to management for reviewing the activities of institution. The various modes used are:

- The annual report of various activities of the college is prepared every year and is being presented to management. It makes them familiar with all the activities of the college. Principal presents the report to management and all the guests on convocation, which is held every year.
- Monthly meetings are held by the managements.
- Management seeks reports regularly.
- Budget meetings are held twice a year by the Management.
- Principal holds meetings with non – teaching regularly and frequently.
- College magazine is also a good source of elaborated information on college activities, professional growth of faculty, new additions etc. for the management.
- The management and Principal hold monthly meetings, in which progress of the college, problems being faced, new additions to be done, admissions, performance of staff and

students, new requirements of college are discussed.

- Valid information about the performance and professional growth of staff is taken from Self Appraisal Performa of staff.
- Students also give feedback about the college, the zest of which is being conveyed to management.
- Website of the college is also a good source of valid information for management.
- Visitor's book also shows the feedback about college, which is analyzed by the management.

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

It is a great responsibility to achieve the mission and goals to fulfill the vision. On the way to realize the vision and mission the barriers are identified through sources like Guidance cell, orientation session, classroom interaction, general observations, behavior in computer lab., class tests, feedback mechanism, suggestion box, tutorial groups, Alumni feedback, parents of students', Principal's interaction with students, faculty and non teaching staff. Mentoring system is in place.

To overcome the barriers several practices are being adopted.

- The college admission committee and Guidance cell provides guidance to students about choice of their subjects, scholarships, provisions for SC, ST and OBC students, medium of instruction, prospects of the course, etc.
- Their language barrier problem is dealt by making using bilingual method for lectures and giving them workshop in language skills.
- The tutorial periods are used to organize such activities which make them confident in speaking skills.
- Various extension lectures, visits to innovative schools, workshops and talent hunt programmes are organized to boost up their morale and to widen their thoughts.
- For computer literacy, special classes for learning computer and use of internet are organized. IT Society also organizes various competitions in the field of use of computer to encourage students. Most of the faculty members also use ICT as instructional media to make students familiar with the recent trends in education.
- Students' participation is made sure in activities like declamation, poetical recitation, quiz, singing, dancing and theatrical items and overcome their fear of public speaking and stage performance.

- Students are encouraged to participate in organizing the events in college alongwith their teachers to explore their hidden skills and talents.

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

The Principal conveys the work efficiency of the staff to the management. The management sends the message of encouragement through Principal to the staff.

1. Management outlines the policies, but there is no interference on daily basis.
2. Management is open to suggestions.
3. Democratic environment is provided to apply innovative practices.
4. Each staff member is the part of one or the other committee/ Society/ Club functioning in the college. They are participating actively in college functioning.
5. Staff is relieved from the college duties to perform the duties of evaluation, external examination, extension lectures, attending seminars, workshops, conferences etc.
6. Timely disbursement of salaries is also a point of encouragement and support.
7. Management grants maternity leave to female staff when required.
8. Faculty members are felicitated on their achievements e.g. honoring them in getting Ph.D degree.

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

The Principal follows a flexible approach in governance and management of the curriculum, administration, allocation and utilization of resources. Following activities are taken up by her for governance and management:

- The Principal acts as a link between management and faculty/ students/ other employees.
- The Principal is member of Panjab University Board of Studies and faculty of Education, hence acts as a link between college and University.
- The Principal of the college holds a meeting with the staff at the onset of every new academic session. In the meeting major outcomes of previous session and the areas to be improved in the coming session are discussed. The staff is appreciated for good performance and encouraged to do better in the coming session.
- In regular meetings the complete annual calendar of activities is discussed, constructive suggestions are sought from the staff especially IQAC to bring in the best modifications for staff and students.

- The Principal prepares the list of committees to perform different duties in the coming session, which are circulated to staff through order book e.g. IQAC, Time- Table committee, College calendar committee, Advisory committee, Research Committee, NAAC Committee, Seminar committee, Intercollege Competition Committee, Press reporting committee, NSS Incharges, Purchase committee, Evaluation, Teaching practice, Guidance cell, Placement cell, Gurudwara committee, Discipline committee, Anti – ragging Cell, Societies and Houses.
- The Principal also give practical shape to the constructive suggestions of Managing committee and conveys it to staff for implementation.
- The Principal facilitates the staff from time to time to attend seminars, workshops, extension lectures, external examination and evaluation duties for their professional growth.
- The Principal motivates the staff to attend these activities and to have more study and research experience.
- In regular meetings with the staff, Principal discusses the students’ performance, classroom behavior, syllabus, problems (if any) faced by the teachers and assistance required.
- The Principal interacts with the students in Interactive sessions and gets feedback from them about college and their problems.
- To remain actively a part of teaching world, the Principal herself takes up a subject of M.Ed. class every year.
- The Principal has established cordial relationship with the practicing schools.
- Optimum utilization of resources as per the needs is made sure.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

Academic structure

Principal	Dr. Baljeet Kaur Gill M.Sc. (Chem.), M.Ed., M.Phil., Ph.D.
Incharges M.Ed. – I	Dr. Seema Chopra Dr. Parveen Grover

Incharges M.Ed. - II

Dr. Kiran Duggal

Dr. Amandeep Kaur

Incharges B.Ed. –I

Dr. Rajni, Dr. Jaspreet

Incharges B.Ed. II

Mr. Gurwinder Singh, Mrs. Manpreet Kaur

For effective management of different activities of the institute Principal has constituted the following committees and societies.

S.No.	Name of the Committee	2011-12	2012-13	2013-14	2014- 15	2015- 16
1	Time Table Committee	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal
2	College Calendar Committee	Dr. Seema Chopra Dr. Parveen Grover	Dr. Seema Chopra Dr. Parveen Grover	Mrs. Swama Saini Dr. Seema Chopra Dr. Parveen Grover	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal
3	Advisory Committee	Mrs. Swama Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur	Mrs. Swama Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur	Mrs. Swama Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Manjeet Kaur	Mrs. Swama Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Manjeet Kaur Dr. Sarvjeet Dr. Shally	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Manjeet Kaur Dr. Sarvjeet Dr. Shally
4	Internal Quality Assurance Cell	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Kaur	Mrs. Swama Saini Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Dr. Sarvjit Kaur Dr. Shally	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Kaur

5	Research Committee/ Research Centre	Dr. Kiran Duggal Dr. Amandeep Kaur	Dr. Kiran Duggal Dr. Amandeep Kaur	Dr. Kiran Duggal Dr. Amandeep Kaur	Dr. Seema Chopra Dr. Parveen Grover	Dr. Seema Chopra Dr. Parveen Grover
6	Research Journal Editors				Dr. Kiran Duggal Dr. Amandeep Kaur Dr. Rajni Bala	Dr. Kiran Duggal Dr. Amandeep Kaur Dr. Rajni Bala
7	Admission Committee	Mrs. Manjeet Kaur Mrs. Navjot Kaur Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Saravjeet Kaur, Dr. Shally	Mrs. Manjeet Kaur Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Saravjeet Kaur, Dr. Shally	Mrs. Manjeet Kaur Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Saravjeet Kaur, Dr. Shally	Mrs. Manjeet Kaur Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Saravjeet Kaur, Dr. Shally	Mrs. Manjeet Kaur Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep kaur Mrs. Pushpinder Kaur Mrs. Saravjeet Kaur, Dr. Shally
8	NAAC Committee			Dr. Amandeep kaur Mrs. Navjot Kaur Ms. Jaspreet Kaur Ms. Manpreet kaur	Dr. Amandeep Kaur Dr. Shally Dr. Jaspreet Kaur Ms. Manpreet Kaur	Dr. Amandeep Kaur Dr. Shally Dr. Jaspreet Kaur
9	Seminar/ Workshop and Extension Lecture Committee	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Manjeet Kaur Dr. Saravjeet Kaur Dr. Shally	Dr. Seema Chopra Dr. Parveen Grover Dr. Amandeep Kaur Dr. Sarvjit Kaur Mrs. Gurpreet Dhaliwal	Dr. Seema Chopra Dr. Parveen Grover Dr. Amandeep Kaur Dr. Sarvjit Kaur Mrs. Gurpreet Dhaliwal	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Manjeet Kaur Dr. Saravjeet Kaur Dr. Shally	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Manjeet Kaur Dr. Sarvjeet Kaur Dr. Shally Dr. Jaspreet Kaur Mrs. Jagminder Kaur

10	Inter-College Competition Organizers	Mrs. Swarna Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Amandeep Kaur Mrs. Harjeet Kaur	Mrs. Swarna Saini Dr. Seema Chopra Dr. Parveen Grover Dr. Amandeep Kaur Mrs. Harjeet Kaur	Mrs. Swarna Saini Dr. Kiran Duggal Mrs. Pooja Batra Mrs. Harjeet Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Amandeep Kaur Mrs. Harjeet Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Kaur, Mrs. Manjeet Kaur Dr. Sarvjeet Kaur Dr. Shally Dr. Jaspreet Kaur Mrs. Jagminder Kaur Mrs. Gurpreet Dhaliwal Mrs. Manpreet Kaur Dr. Aman Dhillon
11	News and Press Reporting	Dr. Amandeep Kaur Mrs. Pushpinder Kaur Mrs. Jagminder Kaur	Dr. Amandeep Kaur Mrs. Pushpinder Kaur Mrs. Jagminder Kaur	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Mrs. Beant Kaur Mrs. Gurpreet Dhothar	Mrs. Pushpinder Kaur Dr. Sarvjit Kaur Mrs. Jagminder Kaur Mrs. Gurpreet Dhothar	Mrs. Pushpinder Kaur Mr. Gurwinder Singh Mr. Alanjit Singh
12	NSS	Dr. Shally Ms. Yashpreet Kaur	Dr. Shally Ms. Yashpreet Kaur	Ms. Bimaljit Kaur Ms. Parminder Kaur, Yashpreet	Ms. Yashpreet Kaur Ms. Ramandeep Kaur	Dr. Rajni Dr. Aman Dhillon
13	Purchase Committee	Dr. Parveen Grover Mrs. Pushpinder kaur	Dr. Parveen Grover Mrs. Pushpinder kaur	Mrs. Pushpinder kaur Dr. Sarvjit Kaur Mrs. Gurpreet Grewal Mrs. Pooja Batra	Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Pushpinder Mrs. Pooja Batra	Mrs. Pushpinder Kaur Dr. Shally Mrs. Manpreet Kaur
14	College Magazine Editors	Dr. Seema Chopra Dr. Saravjeet Kaur Mrs. Jagminder Kaur	Dr. Seema Chopra Dr. Saravjeet Kaur Mrs. Jagminder Kaur	Dr. Seema Chopra Dr. Saravjeet Kaur Mrs. Jagminder Kaur Compiling: Mrs. Pushpinder Kaur Ms. Jaspreet	Chief Editor: Mrs. Pushpinder Editors: Dr. Seema Chopra Dr. Saravjeet Kaur Mrs. Jagminder Kaur	Chief Editor: Mrs. Pushpinder Editors: Dr. Seema Chopra Dr. Saravjeet Kaur Mrs. Jagminder Kaur

15	Examination and Evaluation Committee	Dr. Seema Chopra Dr. Parveen Grover	Dr. Seema Chopra Dr. Parveen Grover	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Mrs. Manjeet Kaur Mrs. Gurpreet Dhaliwal Mrs. Jagminder Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Manjeet Kaur Dr. Sarvjeet Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur Mrs. Manjeet Kaur Dr. Sarvjeet Kaur
16	Teaching Practice Committee	Dr. Amandeep Kaur Dr. Saravjeet Kaur Dr. Shally Mrs. Jagminder Kaur Mrs. Gurpreet Grewal	Dr. Amandeep Kaur Dr. Saravjeet Kaur Dr. Shally Mrs. Jagminder Kaur Mrs. Gurpreet Grewal	Dr. Sarvjeet Kaur Dr. Shally Ms. Jaspreet Kaur Mrs. Gurpreet Grewal Mrs. Pooja Batra Ms. Yashpreet Kaur Mrs. Beant Kaur Ms. Monika Mrs. Harjeet Kaur	Dr. Shally Mrs. Jagminder Kaur Ms. Jaspreet Kaur Mrs. Gurpreet Dhaliwal Mrs. Gurpreet Grewal Mrs. Pooja Batra Mrs. Manpreet Kaur Ms. Yashpreet Kaur Ms. Shalika Mrs. Harjeet Kaur	Dr. Shally Dr. Jaspreet kaur Mrs. Gurpreet Dhaliwal Mrs. Harjeet Kaur
17	Grievance Redressal Committee			Dr. Seema Chopra Dr. Parveen Grover Dr. Sarvjeet Kaur Mr. Alamjit Singh Mrs. Kiranjit Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Sarvjeet Kaur Mr. Alamjit Singh Mrs. Kiranjit Kaur	Dr. Seema Chopra Dr. Parveen Grover Dr. Sarvjeet Kaur Mr. Alamjit Singh Mrs. Kiranjit Kaur
18	Antiragging Cell					Dr. Amandeep Kaur Mrs. Manjeet Kaur Mrs. Kiranjit Kaur

19	Gurudwara Committee	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Ms. B	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Ms. B	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Mrs. Bimaljit Kaur Ms. Parminder Kaur Ms. Paramjit Kaur	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Mrs. Gurpreet Dhothar Mrs. Saravjeet Kaur Mrs. Kiranjit Kaur	Mrs. Pushpinder Kaur Mrs. Jagminder Kaur Mr. Gurwinder Singh Mrs. Kiranjit Kaur
20	Guidance Cell		Dr. Parveen Grover Dr. Saravjeet Kaur Mrs. Gurpreet Dhaliwal	Dr. Parveen Grover Dr. Saravjeet Kaur Mrs. Beant kaur	Dr. Parveen Grover Dr. Saravjeet Kaur Mrs. Gurpreet Dhaliwal	Dr. Parveen Grover Dr. Sarvjeet Kaur Mrs. Gurpreet Dhaliwal
21	Placement Cell		Dr. Shally Mrs. Gurpreet Dhaliwal Mrs. Gurpreet Grewal	Mrs. Manjeet Kaur Dr. Shally Mrs. Gurpreet Dhaliwal Mrs. Gurpreet Grewal	Dr. Shally Mrs. Gurpreet Dhaliwal Mrs. Gurpreet Grewal Mrs. Manpreet Kaur	Gr. Shally Dr. Jaspreet Kaur Mr. Gurwinder Singh
22	Discipline Committee	Mrs. Swama Saini Mrs. Jagminder Kaur Mrs. Gurpreet Dhaliwal	Mrs. Swama Saini Mrs. Jagminder Kaur Mrs. Gurpreet Dhaliwal	Mrs. Swama Saini Mrs. Jagminder Kaur Mrs. Navjot Kaur Ms. Parminder Kaur	Mrs. Jagminder Kaur Mrs. Gurpreet Grewal Ms. Navdeep Gill Ms. Navdeep Sandhu	Mrs. Manpreet Kaur Dr. Aman Dhillon Mrs. Harjeet Kaur
23	Eco Club		Dr. Amandeep Kaur Mrs. Gurpreet Grewal	Dr. Amandeep Kaur Mrs. Gurpreet Grewal	Dr. Amandeep Kaur Mrs. Gurpreet Grewal	Dr. Amandeep Kaur Mrs. Gurpreet Dhaliwal
24	IT Club			Dr. Jaspreet Kaur Mrs. Manpreet Kaur Mrs. Gurpreet Grewal	Dr. Jaspreet Kaur Mrs. Manpreet Kaur Mrs. Gurpreet Grewal	Dr. Jaspreet Kaur Mrs. Manpreet Kaur
25	Societies	Literary: Dr. Seema Chopra Dr. Kiran Duggal Dr. Saravjeet Kaur Dramatics: Dr. Amandeep Kaur Mrs. Pushpinder	Literary: Dr. Seema Chopra Dr. Kiran Duggal Dr. Saravjeet Kaur Dramatics: Dr. Amandeep	Literary: Dr. Seema Chopra Dr. Kiran Duggal Dr. Saravjeet Kaur Dramatics: Dr. Amandeep	Literary: Dr. Seema Chopra Dr. Kiran Duggal Dr. Sarvjeet Kaur Dramatics: Dr. Amandeep	Literary: Dr. Seema Chopra Dr. Kiran Duggal Dr. Sarvjeet Kaur Dramatics: Dr. Amandeep

		Kaur Dr. Shally Fine Arts : Dr. Parveen Grover Mrs. Manjeet Kaur Mrs. Harjeet Kaur Mrs. Pooja Sports: Mrs. Swarna Saini Mrs. Jagminder Kaur Dr. Gurpreet Dhaliwal	Kaur Mrs. Pushpinder Kaur Dr. Shally Fine Arts : Dr. Parveen Grover Mrs. Manjeet Kaur Mrs. Harjeet Kaur Mrs. Pooja Sports: Mrs. Swarna Saini Mrs. Jagminder Kaur Dr. Gurpreet Dhaliwal	Kaur Mrs. Pushpinder Kaur Dr. Shally Fine Arts : Dr. Parveen Grover Mrs. Manjeet Kaur Mrs. Harjeet Kaur Mrs. Pooja Sports: Mrs. Swarna Saini Mrs. Jagminder Kaur Dr. Gurpreet Dhaliwal	Kaur Mrs. Pushpinder Kaur Dr. Shally Fine Arts : Dr. Parveen Grover Mrs. Manjeet Kaur Mrs. Harjeet Kaur Mrs. Pooja Sports: Mrs. Swarna Saini Mrs. Jagminder Kaur Dr. Gurpreet Dhaliwal	Kaur Mrs. Pushpinder Kaur Dr. Shally Fine Arts : Dr. Parveen Grover Mrs. Manjeet Kaur Mrs. Harjeet Kaur Mrs. Pooja Sports: Mrs. Swarna Saini Mrs. Jagminder Kaur Dr. Gurpreet Dhaliwal
26	Houses	Mrs. Gurpreet Grewal Mrs. Manpreet Mrs. Navjot	Mrs. Gurpreet Grewal Mrs. Manpreet Mrs. Navjot	Mrs. Gurpreet Grewal Mrs. Manpreet Mrs. Navjot	Mrs. Gurpreet Grewal Mrs. Manpreet Mrs. Navjot Ms. Saravjeet Ms. Mrs. Navjot	Dr. Rajni Bala Dr. Jaspreet Kaur Mr. Gurwinder Singh Mrs. Manpreet Kaur

The committees perform the following activities.

Time Table Committee

The committee frames the time-table of B.Ed and M.Ed classes for the session. It takes care of the various subjects to be taught by each lecturer, work load to be given to the lectures and equal distribution of work.

The committee also manages the time table of the day when some cultural programme / extension lecture or seminar is arranged in college. A faculty member who is the Day Master of a particular day takes care that time table is observed properly.

College Calendar Committee

The committee prepares the academic calendar for the whole year. The calendar includes the various activities like inauguration of session, days for various competitions as Dramatics, Literary, fine arts and sports. Celebration of important days, seminars to be held, house examinations to be held, demonstration lessons, discussion lessons, teaching practice and day for convocation is also planned by the college calendar committee.

Advisory Committee

The Principal invites the advisory committee to have advice for taking important decisions like improving facilities in the college ,infrastructure, for discussing problems of students especially physically disabled students, arrangement for celebrating various functions and activities in the college, implementation of new practices, feedback system and any issues or problems which arise.

Internal Quality Assurance Cell

The cell work for improving quality of academic and non-academic activities of the college. It takes feedback from the outgoing students about curricular and about performance of faculty of the college. Feedback is used to improve the performance of teachers by suggesting them the ways and means to upgrade their skill.

The quality is also maintained during house examinations and university exams. Norms are followed strictly and no unfair means are allowed. Regular attendance of all the students during the session is assured according to university norms. Learned personalities and visionaries in educations are contacted and invited for seminars and the workshops. Annual report of the college academic and non-academic is prepared by the cell. Faculty members completing Ph.D are honored on annual convocation of the college. The IQAC serve its immediate community by holding free plantation programme in the nearby villages and holding campaigns and spreading awareness about environment, the women folk of the surrounding villages is made aware about the general health, reproductive health and nutritious food. The extension lectures are also arranged for the community regarding social evils like female foeticide, drug addiction and personality development of students. IQAC also organizes tours for students.

Research Committee (Research Centre) :

Research committee encourages faculty members to publish papers. M.Ed students are also encouraged to write papers. The committee also works for arranging seminars and workshops on research in education for widening the research knowledge and mental horizon of the faculty. This committee persuades the faculty to enroll themselves for M.Phil and Ph.D. Various books on research are also purchased on the recommendations of the committee.

Two of these members are deputed as coordinators of Research Centre. The Panjab University Research Centre at our college organizes six months Pre-Ph.D course for the research scholars enrolled at Department of Education, Panjab University, Chandigarh.

Admission Committee

All the staff members are involved in admission of B.Ed and M.Ed courses. The students are checked for their eligibility to these courses. Original documents are checked. Mrs. Manjeet

Kaur keeps the record of all filled and vacant seats and communicates with university about the status of admission.

NAAC Committee

Helps to maintain the college standards according to the NCTE/UGC norms. The committee prepare the self appraisal report for assessment and accreditation by NAAC. On visit of NAAC Peer team the NAAC committee will make the necessary arrangements.

Seminar Committee

Seminar Committee organizes National seminars, workshops and extension lectures for faculty development in the college. The committee makes the necessary arrangement for the success of all those activities.

Inter-College Competition Committee :

The committee makes sure the participation of students in inter college competitions in the field of skill in teaching, teaching aids preparation, fine arts competition, literacy competitions and dramatic activities according to the potential and interest of the students. The committee also organizes inter college competitions in the college.

News and Press Reporting :

The members of the committee invites the reporters of leading newspapers when some important activity is organized in the college. Sometimes the committee also prepare the news and send it to the newspapers.

NSS Programme Officers

NSS programme officers hold one day and seven day National Social Service Camp after taking permission from Deptt. of Youth Welfare Panjab University Chandigarh. Day and Nights camps are arranged. Eminent personalities are invited for extension lectures on the topics like health and hygiene, Environmental awareness etc. generally the neighbouring villages are adopted for the camp. Different competitions are arranged during NSS Camp. Campaigns and rallies are also organized.

Purchase Committee

The committee makes all the purchases related to different activities like fresher's party, convocation, annual prize distribution function, seminars, inter-college competitions, sports day, etc. The committee also purchases the uniforms for class-IV employees which are given to them by the college every year. Required furniture, crockery etc. are also purchased by this committee. The committee also invites quotation for purchasing projectors, Audio-System, Infrastructure improvements/ equipping all labs and rooms, etc.

College Magazine Editors

The editors are responsible for selecting student editors for the college magazine. They invite articles from the students in all the three languages to be published in the college magazine. Compilation and its timely publication is the responsibility of editors.

Evaluation Committee

Evaluation committee plans and conduct house exams two times in a year. They assure the smooth running of examination in the college. The good performers in house exams are honored in Annual Prize Distribution function. The committee prepares the internal assessment record of students after taking assessment lists from the concerned teachers. The evaluation committee is responsible for sending all the internal assessment and marks of practical exams of B.Ed and M.Ed to the university.

Teaching Practice Committee

Teaching Practice Committee plans Demonstration lessons by teachers, teaching practice (in two phases) of B.Ed students and discussion lessons (internal) and final skill in teaching exam. The committee takes permission for Teaching Practice from DEO. Then committee contacts the different schools and gets permission for teaching practice over there. The committee also plans teaching practice schools for each and every student according to her convenience and her teaching subjects. Teaching practice committee invites the external examiners in final skill in teaching exams and organizes the whole schedule of discussion lessons and final skill in teaching exam. The team is also responsible for sending award lists to University. The committee also gets feedback from the schools about our students practicing there.

Gurudwara Committee

The committee is responsible for arranging the religious functions of the college smoothly e.g. on the opening day of the session, during exam, celebration of Founders' day and Gurupurabs. The Founders' day and Gurupurabs are celebrates collectively by all the five institutions of Sidhwan Trust.

Guidance Cell :

The members of guidance cell provides counseling services to students during admission and after that during selection of optional subjects and crafts. The students are free to discuss their academic and personal problems with the teachers of guidance cell. The students with disabilities are specially taken care by the guidance cell.

Placement Cell

The placement cell helps the students in getting prepared for the interviews to get a job. The cell gives orientation to the students for STET and CTET. They also invite the private

schools to interview the students in the campus. The members of the placement cell also maintain the record of placement of students. Any notices related to job opportunities are displayed on college notice board.

Discipline Committee

The discipline committee ensures the discipline in the college during routine days and on special occasions. They make sure that all the students are attending the classes and no student enters or exits without making his entry in the register. The late comers are questioned by the discipline committee. The committee also makes sure that students are wearing uniforms on Wednesday and on special occasions.

Societies

For harmonious development of students and for helping them to learn organized skills, four societies consisting of senior faculty members are formed to organize co- curricular activities for the students. The co- curricular activities are a regular feature of our college. Student office bearers arrange all programmes with the help of Society incharge teachers.

1. The literary society organizes open talent hunt in the activities like declamation, poem writing and recitation, extempore speech etc. The inter house competitions for quiz, creative writing and elocution are also organized by the society.
2. The dramatic society also goes for open talent hunt and inter house competitions with items of Gazal, Song, Folk singing, Solo and Group dances, Histrionics and Skit, Folk dancing like Giddha and Bhangra.
3. Fine arts society organizes open as well as inter house competitions in Poster making, collage, Cartooning, Still life, Rangoli, Alpana, Flower arrangements, mehandi, knitting, Pakhi making, clay modeling etc.
4. Sports society organizes the mega event of the session i.e. annual sports day where maximum students participate in events, march past and PT show. The society also prepares the athletes to participate in inter college sports meet of Panjab University Chandigarh and other university championships like Kho-Kho, Badminton, Volley Ball, Hand Ball etc.
5. IT society of the college organizes competitions in PPT presentation Theme based Slogan Writing in MS Word, etc.

All the societies also select office bearers like President, Vice President, Secretary and Joint Secretary during open talent hunt in the beginning of session. Those office bearers work

with teacher incharges in organizing activities round the year. The society incharges select, encourage and prepare and accompany the students to participate in youth festival.

Houses

The college is also following the culture of having four houses of students. These are Satluj, Beas, Ravi and Chenab. The house incharges motivate and prepare the students to participate in inter-house competitions of literary, dramatics, fine arts and sports societies. The sense of belongingness and spirit to win works here a lot.

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

Academic and Administrative Bodies of the Institution

Principal	:	Dr. Baljeet Kaur Gill
M.Ed Incharges	:	Dr. Seema Chopra Dr. Parveen Grover Dr. Kiran Duggal Dr. Amandeep Kaur
B.Ed Incharges	:	Dr. Rajni Bala Dr. Jaspreet Dr. Gurwinder Singh Mrs. Manpreet Kaur

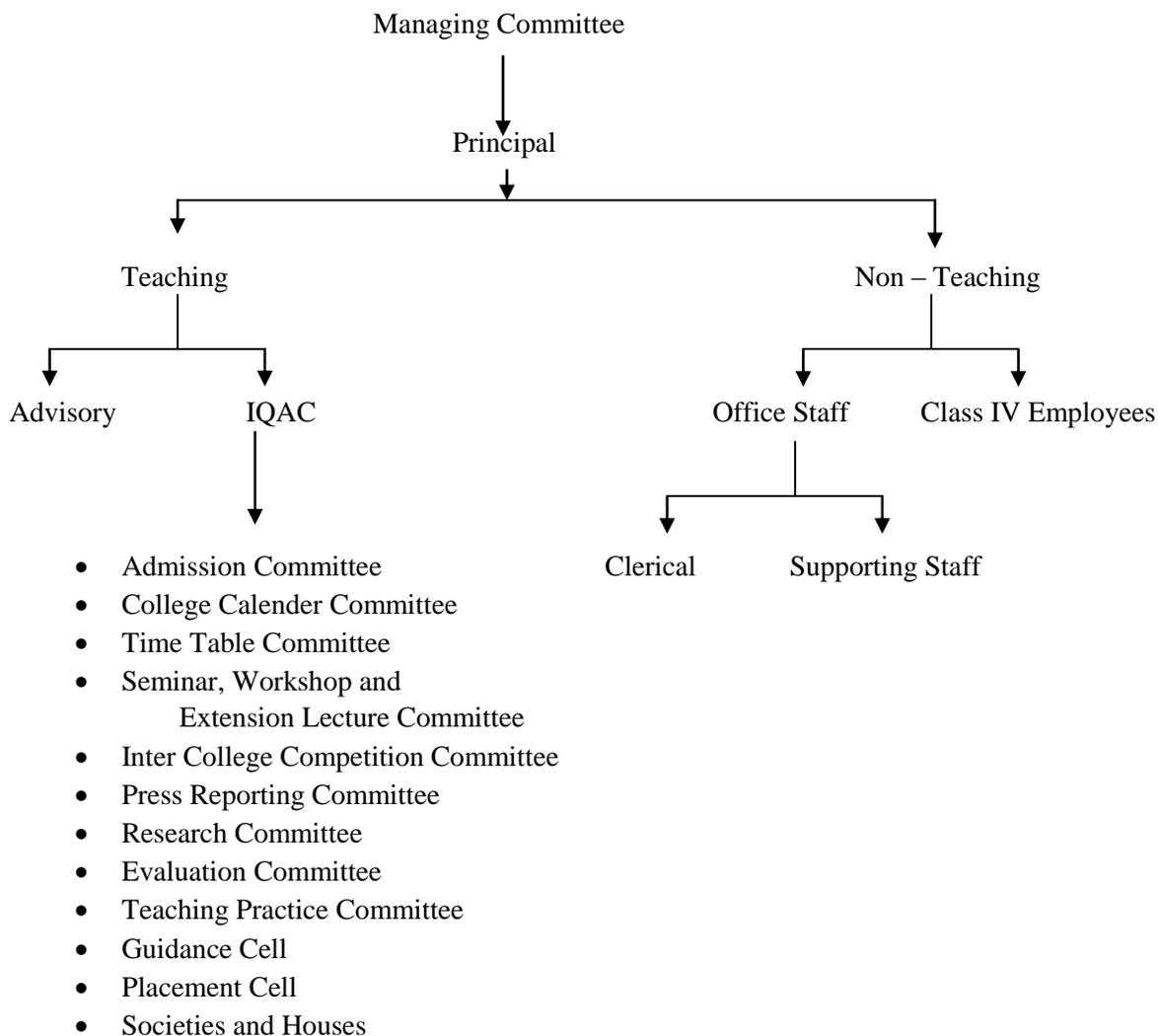
Names of the Managing Trust: SGHG Ujjagar Hari Trust (Members)

Name	Designation
Capt. Dalbara Singh (Ex. Army Officer)	President
S. Kirpal Singh Bhathal (Ex. Engineer, Steel Authority of India)	Manager
S. Surjit Singh Sidhu (Ex. Army Officer)	Secretary
Mrs. Shivinder Sidhu (Wife of Shaheed S.Shivdev Singh Sidhu)	Member
Dr. Khem Singh Gill (Former V.C.)	Member
S. Pritam Singh Johal (PCS Retd.)	Member
Dr. Hardeep Singh Sur (Soil Scientist and Retd. Prof., Punjab Agricultural University, Ludhiana)	Member

Trust office is located in the campus of Sidhwan Institutions. Trust office works 6 days a week from 9.00 am to 3.00 pm. President and Secretary attend the office daily. Other members attend the office twice a week i.e. on each Tuesday and Friday.

Regular meetings are held monthly which are attended by all Principals and Trustees. Two Annual meetings are also held.

Organizational Structure :



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

The administration of the college is totally decentralized.

- Management of the college has a decentralized democratic approach for functioning of each school or college. The Principal is given full freedom to run the college and manage finances. Since this is a govt. aided college, management has given freedom to Principals to follow the instructions of DPI Punjab and Panjab University, Chandigarh.

- The Principal decentralizes the power among senior teachers. Various committees are formed by the Principal and decisions are taken by the committee and the principal together.
- Various activities like academic management, research, examinations, co-curricular activities and teaching practice are looked after by the respective committee and their incharges.
- The issues are put up and discussed by the staff collectively and then suggestions are taken. The solutions are put forth by the concerned committee and the Principal.
- The students play an active role in administration through student representatives. The head girls discuss the problems of the students with the Principal and the decisions are taken collectively by these student representatives, staff and Principal.
- In the girls hostel, students' mess committee supervises the work at mess. Student incharges of hostel blocks analyze the facilities provided to them and maintains the discipline in the hostel. The hostel head girl supervise all of them alongwith the warden.
- The administrative staff assists the Principal and faculty.

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

The college collaborates with other colleges, department of Education, Panjab University, Chandigarh, different schools and other departments in the following way :

- The institute is the life member of All India Association for Educational Research (AIAER).
- The institute is also member for council of Teacher Education (CTE).
- The college is affiliated to Panjab University, Chandigarh and is getting aid from DPI Colleges, Punjab.
- Principal is member of ICF (Seed) Indian College Forum, Board of Studies of Panjab University and member of Academic Council of Panjab University, Chandigarh.
- The college is running Panjab University Research Centre in Education.
- All the guidelines are received from Panjab University, Chandigarh and its department of education.
- Resource persons for delivering a talk on seminars and extension lectures are invited from different universities. The school principals are also invited as resource persons.
- The school staff is invited for attending the seminars.
- We have a Lab school in the campus associated with the college.

- The schools of the vicinity acts as a laboratory for our training college. Our college collaborates with schools and gets their cooperation in running teaching practice programme over there.
- The school students and teachers also act as subjects for our M.Ed students who conduct the research in schools.
- Various surplus teaching aids from college are sent to the practicing schools.
- Our faculty members are invited as judges by the schools and other colleges on inter school and inter college competitions respectively. Our teaching staff is also invited as resource persons for seminars and extension lectures in other colleges and schools.
- The school faculty members from various departments are invited by us for judgement in skill-in-teaching exams of our students.
- Awareness campaigning is done in adjacent villages under NSS Programme and Environmental programmes.
- The institute collaborates with schools for conducting on-campus interviews for placement of our students.
- The institute also collaborates with departments other than schools and education like horticulture, PAU, PUDA etc. We participate in annual flower show organized at Punjab Agriculture University, Gurudwara Singh Sabha Sahib at Ludhiana and Municipal Corporation, Ludhiana. The college links up with department of horticulture and PUDA nurseries to having saplings for tree plantation.
- We collaborate with the special homes made for physically and mentally challenged children and visit over there with our students.
- Project with Deptt. of Education, Panjab University, Chandigarh.
- Our students visit Innovative schools of Ludhiana area to know about the recent trends in education. Our teachers and students also visited Employment Exchange, Guidance and Counselling Cell at Chandigarh and University Sports department.
- Teaching staff also visits the Department of Education, Panjab University, Chandigarh for attending Seminars, Workshops and Syllabus Revision Workshops.

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

The feedback is taken from from students, schools alumniees and parents. The institution uses the various data and information obtained from the feedback in decision-making and performance improvement. Details are given.

- Microteaching workshop was organized after realizing the need of more clarifications and effectiveness.
- After realizing the students' needs, on campus interviews are started. The college has started training in employability skill in the form of extension lectures and tutorial groups.
- Smart Board package is purchased and used by teachers after getting the feedback that teacher educator and pupil teachers need awareness and skill for the use of smart board.
- To update the teacher educators with global trends the teachers are sent to attend various national and international seminars and conferences.
- After realizing faculty's need of training in use of ICT resources, a remedial workshop was also organized.
- Feedback given by examiners of research dissertation is used to improve the research in next session.
- In students' feedback Performa, wherever students' remarks are found justifiable, the concerned teacher improves herself.

On the basis of feedback given by the students regarding facilities available in the college, the improvements are brought like facility of Xeroxing, Wi-Fi internet, ambulance arrangement, shuttle, mess food menu etc.

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

The Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are:

- The institution facilitates its staff members to participate in seminars, workshops, conferences, orientation course and refresher courses.
- Various courses are also organized in the campus for faculty members like Yoga Practice, Computer Literacy Programme, etc.
- The faculty is also encouraged to publish their articles in college magazine.
- Students of College participate in Intercollege Competitions like Skill in Teaching Competitions and Teaching aid preparation competition.
- Knowledge is shared by participating and contributing in various syllabus revision workshops, Lesson planning Workshops and Seminars.
- Teaching faculty is also invited as Resource Person by various Colleges and Schools and they learn a lot.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes the college has Management Information System to facilitate academic and administration functioning. The information is thoroughly computerized and the entire data base relating to academic and administrative aspects is available. It gives students' detailed information, faculty information, salary accounting system, admissions, records of evaluation, which can be retrieved as and when required from the computer data storage device.

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

Human Resources

The college allocated human resources as per requirement of the college. For accomplishment and sustaining the changes resulting from the action plans the concerned committee and the Principal hold the meetings and suggestions are invited. The Principal further recommends the contents of these meetings to the management for review and approval. The management takes decisions regarding midterm changes in the existing action plans for reallocation of human resources. College budget is presented in the annual budget meeting of the management, in which future proposals are discussed and money is allocated. Managing Committee also proposes budget each year.

Financial Resources

The annual financial allocation under different heads and total budget are determined at the start of each financial year. The college principal and office superintendent makes the adjustments under different heads of funds. The budget is met out of grant from the Government, UGC grants and student fund. The records are kept authentically. College management contributes 5.00% of the annual budget for salaries of grant- in- aid employees. New grant- in – aid posts are getting 20% from management for their salaries. Regular and Adhoc employees are appointed by the management. Adhoc are fully paid by the management.

6.3.3 How are the resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained ?

The vision, mission and goal of the college direct towards the quality education for women especially rural women in the field of education. The aims and standards laid down by NCTE gives rise to the need of human resources of teachers in the ratio of 1:11 we have 250 seats of B.Ed and 35 seats of M.Ed and 24 teachers are appointed to teach them. To appoint

qualified and competent staff advertisements are given in leading newspapers. Selection procedure is done by panel of experts from Panjab University Chandigarh, DPI Colleges, Govt. of Punjab.

For excellent academic and non-academic pursuits, the institution allocates separate budgetary resources. The budget is planned for faculty development programme, updating library, organizing seminars and workshops, educational tours, hostel facilities, updating labs, youth festival activities, art and craft workshops, participation fee for different competitions etc. The college gets 95% grants from Govt. of Punjab and 5% is contributed by the management.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan is developed by the Principal and college calendar committee keeping in mind the vision, mission and goals of the institute and after reviewing the needs and importance of various academic and non-academic activities. Planning is done for inauguration of session, various Talent hunt competitions, Youth festival preparations, house exams, Teaching practice, Internal assessments, holding demonstration and discussion lessons, annual prize distribution function, convocation, sports day, seminars/ workshop, etc. Various committees and the individual teachers give inputs and follow the academic plan.

The faculty gives their constructive suggestions in planning the academic plan and different events during the session. Regular staff meetings with Principal provides the platform for giving suggestions.

The Principal and teachers of Practice schools are consulted for planning the teaching practice days/ months. Adjustments are made according to their requirements and suggestions.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development ?

The objectives, vision, mission and goals of the institute are displayed at three prominent places of the college so that this display can remind us again and again about our goals. The college website homepage www.sidhwankhurdeducation.com also displays the college objectives to all websites. The college prospectus contains the brief history and objectives of the college. The objectives are also discussed in the teaching and non-teaching staff meetings to ensure proper communication and achievement. On the day of session inauguration of B.Ed and M.Ed class. The Principal in her inaugural speech conveys the objectives, vision, mission and goals of the institute. The new staff members are also familiarized about the

objectives of the college. All employees contribute by doing their duties efficiently. They are inspired and motivated by the Principal.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised ?

As mentioned previously the vision and mission are discussed in various meetings of the teaching and non-teaching staff with a view to ensure their implementation. The monitoring is done by Principal, IQAC and college calendar committee. Annually the outcomes and the vision and mission are evaluated and revised only if needed, keeping in view the current trends. The revision is also based on feedback from various stake holders and students. The management is always ready to bring about improvements in all aspects.

6.3.7 How does the institution plan and deploy the new technology ?

Planning and deployment of new technology is done by implementing ICT and new trends in education. The new technology is deployed through various methods as under :-

- As per the syllabus of B.Ed Panjab University Chandigarh, a student is required to deliver at least two ICT based lessons in the internship programme. So the students are motivated to use techniques in delivering the lessons by using smart board, LCD projectors, OHP and computer.
- Teachers also use ICT in their routine teaching and demonstration lessons to B.Ed students.
- Computer craft is the part of B.Ed curriculum, where students learn the basic skills.
- Paper-V-A of B.Ed i.e. ICT is compulsory paper of B.Ed where the practicals have a good weightage. Two well equipped computer labs are maintained by the college for the purpose.
- Although ours is a rural college, still internet (broadband and wi-fi) facility is available all the time, which is frequently used by teachers and students. Students of M.Ed use ICT resources for research work also.
- The admission, evaluation record of students, accounts etc. are maintained on computer.
- College has its own website also.
- Library computerization is under process.
- All students are given practice in using computers, for this a provision is made in the timetable.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The college has conducted micro teaching workshop for up gradation of teaching skills.

1. Workshops are conducted for curriculum analysis of various subjects of B.Ed.
2. All faculty members fulfill the minimum eligibility criteria as mandated.
3. 09 Staff members have completed their Ph.D degree while in service.
4. 4 staff members completed their Ph.D in the last 3 years.
5. Faculty members are encouraged to fulfill the refresher courses and orientation courses required for their career enhancement. For this leave with pay is sanctioned.
6. Conferences and seminars at state, national and international level are organized and also attended by teachers regularly. The teachers have attended orientation and refresher courses from various universities of India.
7. Computer literacy programme was conducted for teaching faculty.
8. A workshop on formulation of research proposal was organized in college by eminent researchers.
9. Training in using of software for enhancing English communication skills was given to the staff.
10. Extension lecture in memory technique was also organized.
11. Skill development workshops for craft teachers were organized like candle making workshop, making best out of waste and kitchen recipes.
12. Extension lectures on religious histories and values were organized.
13. Teachers attended workshop on gender sensitivity.
14. A workshop on e-content development was also attended by teachers.
15. 7 day Yoga Camp was organized for staff and the students.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, Service) of faculty and staff? (Self- appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff ?

Mechanisms for Performance Assessment

- Performance of teachers is assessed by the Principal and Managing Trust of the college through annual confidential report (ACR's).
- Self appraisal Performa is filled by the teachers and assessed by the Principal.

- The feedback is sought from the students on feedback performas and teacher evaluation form.
- Research work (M.Ed. dissertation) is examined by distinguished researchers of universities other than Panjab University, Chandigarh.
- Feedback by the examiner of M.Ed. research work is positively used to improve the future research work.
- Teaching work is assessed by students' performance in university examinations and inter college skill in teaching competitions. Achieving university position by the students is considered to be result of effective teaching.
- A suggestion box is provided for suggestions from students.
- Principal can assess the performance of the teacher by observing his management skills in performing different duties and in fulfilling the responsibilities allocated to him by the Principal.
- Principal observes the lectures by taking round of the classrooms and through CCTV.
- Peer observation is also used as a tool for getting feedback.
- Assessment of teaching research is also done in staff meeting.
- The college uses the evaluation results to improve teaching research and services of the faculty and the staff.
- Interaction by the Principal with the students is encouraged. Student Council meetings with the Principal to give feedback is a source.

6.4.3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well- being, satisfaction and motivation).

1. Provision of paid study leave is there.
2. Staff members get the facilities for their work like access to internet in computer lab, high level research material (surveys, thesis, journals, online consultation of research material) and literature books by authors of national and international repute). Psychological lab, well equipped with more than 150 psychological tests to be used as research tools.
3. Extension lectures on research methodology especially on the latest issues, methods and ethics are organized.
4. Regular as well as adhoc faculty guides the M.Ed. for research work.
5. The faculty who complete their Ph.D. are honored on the occasion of annual convocation. Whosoever in teaching faculty writes and publish a book i.e. released by organizing a special book release ceremony.

6. The regular faculty on completion of their Ph.D. gets increments as per the UGC norms.
7. The principal always inspires and reinforces the staff members in their efforts of research work in Ph.D.
8. Staff members are encouraged to participate and present papers in the seminars which are organized in other colleges and universities.
9. TA/ DA and duty leave for attending seminars, workshops, etc. are sanctioned by the college.
10. The college has well furnished staffroom, mess facility, drinking water facility in the staffroom, oven and air cooler. Staff is provided with small cupboards and washrooms.
11. There is a separate reading area in the library for staff.
12. For efficient management of curricular and co-curricular activities, separate committees of staff are formed where the staff members have freedom to take decisions for the execution of college activities.
13. There is staff welfare fund.
14. Staff hostel facility is provided to the staff members who are willing to stay in the college.
15. Well-furnished residence is provided to principal of the college.
16. Free accommodation is also available to class IV employees in the campus.
17. Staff members are presented with the gift of sapling on their birthday.
18. Timely disbursement of salary is also a point of satisfaction for teaching and non-teaching staff.
19. Class IV employees of the college are given uniforms and sweaters/jackets every year.
20. Advance money as and when required is provided.
21. Loan facility from PF is also available.
22. Provision of medical and maternity leave (for female staff) is also there.
23. Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college.
24. Teachers' day is celebrated.
25. Leave encashment are made to the staff members. On retirement gratuity is provided as per Punjab government rules.
26. Farewell party is organized for the retiring faculty.
27. To satisfy the spiritual needs a Gurudwara is maintained inside the campus where the staff members and students can visit as per their wish.

28. Friendly match of throw ball is also organized for staff members keeping in view their entertainment needs.
29. Provision of Employees' Provident fund is there.
30. Safai Sewaks get free meals for whole family.
31. Tea is given twice to Non- Teaching staff daily.
32. Provision of providing lunch to all employees in college mess on minimal rates.

6.4.4 Has the institution conducted any staff development programme for skill up-gradation for the training of the teaching and non-teaching staff? If yes, give details.

Institution has conducted staff development programme for skill upgradation for the training of the teaching and non-teaching staff as follows.

- National level seminars have been organized by the college as mentioned in table below
 - ✓ 6th March, 2012, National level Seminar on theme Quality Assurance in teacher education.
 - ✓ On 9th Feb, 2013, National Level Seminar on Education for Holistic Health.
 - ✓ On 29th Nov, 2014, District level Seminar on ' Save the Girl Child'.
- Extension lecture on memory techniques, research ethics, research methodology etc. as mentioned in table below
 - ✓ On 7th March 2012, Dr. K.S. Kahlon, Ex. Principal of the institution delivered an Extension lecture on 'Knowledge- Analytical Approach.'
 - ✓ On 24th Sept. 2012, Ms. Jyoti and Mr. Chandan Batish from organization named Square-A, Ludhiana delivered an extension lecture on 'Importance of role of development of personality at work place and in life of teachers'
 - ✓ On 13th Dec. 2012, E.V. Swaminathan, Professor and Guidance personnel of I.T.M. Mumbai delivered extension lecture on 'Memory Management.'
 - ✓ On 30th Jan 2014, Prof. and trainer Mr. Ashok Paritkar of English language delivered an extension lecture on 'Communication Skills.'
 - ✓ On 20th Sept. 2014, Ms. Gurleen Kaur, a communication Expert, gave an extension lecture on 'Improving teaching skills through relevant Communication and Effective Interpersonal relations.

- ✓ On 12th Feb. 2015, S. Satnam Singh. Ex-Incharge of Youth Services Centre Of Guru Gobind Singh Study circle and NGO ‘Sikhs helping Sikhs’ Delivered extension lecture on ‘Human Personality.’ The team had come from Canada.
 - ✓ On 7th April 2016, S. Gurbhajan Singh Gill gave tips to students on how to develop Communication skills.
 - ✓ On 22nd August 2016 Prof. Latika Sharma, Senior faculty from Department of Education, Panjab University, Chandigarh delivered extension lecture on ‘Selection of Research Problem’.
- Sponsoring the faculty to participate in national and state level seminars, conferences and workshops as mentioned in Annexure.
 - Staff is allowed and encouraged to actively involve in organization of activities of teacher associations.
 - Staff development fund is there.
 - Teaching faculty is encouraged to pursue the research work like Ph.D. and research projects from U.G.C.
 - Leave is sanctioned to attend general orientation course and refresher courses.
 - The regular teachers completing their Ph.D. are getting increments in their pay as per U.G.C. guidelines.
 - The teachers completing their Ph.D. are honored at annual convocation of the college.
 - The teachers who write and publish their books get the opportunity to release their book by a ceremony at college.
 - The faculty desirous to go in other institution for a higher post as Principal is supported.
 - Teaching faculty is encouraged to deliver extension lectures as resource persons in other institutions.
 - The resources like internet facility, Xerox machines, printers and well equipped library are contributing for professional development of faculty.
 - Faculty got orientation to use ICT, Smart board, Language Lab., etc.
 - Yoga camp was also organized for staff and students keeping in mind the ‘Healthy mind in healthy body’.
 - Our college hosts the syllabus revision workshops of Panjab University, Chandigarh and the faculty members participate in these workshops whenever workshops are being organised on some other venue by PU, Chandigarh.

6.4.5 What are the strategies and Implementation plans of the institution, to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University, etc.)

Faculty is recruited as per the UGC and DPI Punjab Govt./Panjab University guidelines. Advertisements are given in leading newspapers mentioning the required qualifications. Forms are received and scrutinized taking into account desired qualifications. There is no fee for applying for a post in the college. Template framed by UGC and DPI is used to calculate the merit of the candidates. The merit is then displayed on college website for candidates' information. For regular posts a panel having DPI nominee, VC nominee, subject expert, management member, principal is invited and interview is conducted as per norms. EPF facility is there for permanent employees. For adhoc faculty, a panel consisting principal and management members is invited and interview is conducted. Generally the faculty with UGC-NET qualification is preferred over the non UGC-NET qualified candidates. Timely disbursement of salary and conducive environment is provided to retain diverse faculty and other staff having desired qualification, knowledge and skills. Senior faculty members help the newly recruited teachers wherever they need.

6.4.6 What are the criteria for employing part – time? Adhoc faculty? How are the part time? Adhoc faculty different from the regular faculty? (e.g. salary structure, workload, specializations).

Adhoc faculty on full time basis is employed as per the requirements. The norms related to student-teacher ratio decide the no. of teachers from adhoc faculty to be appointed. No. of teaching faculty under different subjects is also decided by number of students in a particular subject. Adhoc faculty is appointed for one complete session and re-appointed for the next session after a break.

In terms of work load the regular and adhoc faculty is equal. The postgraduate class i.e. M.Ed. is taught by the senior and regular doctorate faculty members only. B.Ed. class is taught by regular as well as adhoc faculty. There is no difference in facilities to adhoc and regular faculty.

Supportive Staff is also under grant- in- aid category. Additional Supportive staff is employed on regular basis by the trust and Principal. They all get regular pay and incentives. Provident fund is deducted and contributed by Trust also.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The policies are framed in such a way that all the staff members may get the chance to develop professionally. The opportunities are given by rotation.

- Faculty members attending seminars, workshops, etc. are sponsored by paying them Registration fee and TA/DA.
- Staff members are timely sent to attend the orientation courses, Refresher Courses, short term courses, etc.
- Teaching faculty is encouraged to pursue Ph.D.
- All the possible support is given to staff like relieving them for examination and evaluation duties, extension lectures, etc.
- Staff is encouraged to publish their research work.
- Special training in use of internet and smartboard is given to faculty.
- Rich library is the biggest source for professional development of the staff.
- Adjustments in Time table to facilitate the Ph.D work of faculty are done.
- Faculty members act as Resource Person in Schools, Colleges and Universities.
- Faculty members also act as research guides for Ph.D. So Far 25 students have completed their Ph.D and 11 are enrolled under our faculty.

6.4.8 What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

College has well developed hygienic environment with almost all infrastructure requirements. The facilities provided to faculty are:

- Well stacked and computerized library having wide range of books, journals, surveys, newspapers, magazines and internet facility. In the library separate reading area is there for staff.
- Well maintained labs for different subjects are provided to faculty like science lab, social studies lab, English lab, home science lab, multimedia lab, psychological lab, computer lab, fine arts room, tie & dye room, gym room, A-V aids room, music room, room for candle making craft etc. where they can carry out their work effectively.

- Well furnished principal's office and staff room with ultra modern facilities is provided.
- In staff room facility of desert cooler, food warmer, heater for winter and refrigerator.
- Study spaces for all faculty members apart from the staff members.
- Information and communication technology like smart board, internet facility, computer labs, LCD projector, OHP's are provided to staff to make their teaching effective.
- Tuck shop, canteen and health centre with regular nursing sister is there in the campus.
- College bus is available from Ludhiana and from Jagraon on paid basis.
- Shuttle is free service for students Chowkiman (nearest bus stoppage) to College and back.
- Staff hostel is provided to Lady faculty members.
- Free accommodation is provided to class IV employees.
- Govt. dispensary and OBC bank are opened in college campus to avail medical and banking facilities respectively.
- Trust is also running a free charitable hospital with a qualified doctor and nurse.
- 24 hours ambulance facility for is available for College as well as for village.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/ or make complaints?

- Major mechanism in place for faculty and other stake holders to seek information is from the college website, college prospectus, college magazine, direct interaction with the management, principal and staff through e-mail etc.
- A special supplement about the history and achievements of the institute is published by the reporters annually in leading newspapers which is a matter of pride for the institution.
- Press reports are framed and published on each activity taking place in the college.
- Our college has a special committee of students comprising head girl, mess in charges, and block in charges etc. that listen to the grievances of students and act as a connecting link between the principal and the students. Provision of suggestion box is also there.
- Moreover, staff has an easy access to the management and principal. The faculty directly interacts with the principal who conveys the grievances to the management.
- Suggestions are always encouraged by the management.

6.4.10 Detail on workload policies and practices 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 workload policies and practices are in accordance with the NCTE norms and Panjab University Chandigarh.

Principal ensures that proper distribution of work keeping in view skills and efficiency of the faculty and supportive staff. Democratic approach is followed.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

- The staff members completing their Ph.D are honored on Annual convocation.
- Whosoever from faculty writes and gets a book published gets a chance to release his/her book in special function of the college.
- Staff is motivated to publish research work.
- Class IV employees are given uniforms every year.
- Advance salary (loan) is available to class IV employees.
- Provident fund is in place for all employees.
- TA/ DA and Registration fee for attending the Seminars, workshops is given to staff to motivate them for professional growth.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

Yes, the institution gets financial support from Government and UGC. The details are as under :-

UGC Grant

- 2010-2011 : Rs.7,70,000 were received from University Grants Commission as financial assurance during 11th plan period under merged scheme.
- 2012-13 : The college received Rs.300000 as development assurance (GDA) during 12th plan period under UG-Scheme-equivalent to the 25% of GDA allocated during 11th plan.

95% Grants in Aid

2013- 14	:	Rs. 1,18,51,311.00
2014- 15	:	Rs. 1,16,00,659.00
2015- 16	:	Rs. 1,41,01,637.00

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years under different heads. If no, give details of the sources of revenue and income generated.

No amount has been taken as donations because as such there is no practice of collecting donation from either the students or from the public.

6.5.3 Is the operational budget of the institution adequate to cover the day to day expenses ? If no, how is the deficient met.

Yes, the operational budget of the institution is adequate enough to cover the day to day expenses. Balance sheets are attached.

6.5.4. What are the budgetary resources to fulfill the missions and after quality programs? Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess / deficient.

- Budgetary resources include the funds from State Govt. (Punjab) under 95% grant in aid and fee of student scheme, College gets deficit grant.
- Management also supports the college by providing funds for remaining expenditure.

Budget allocation for the session 2012-13, 2013-14 and 2014- 15 and 2015-16 are enclosed as Annexure. Income and Expenditure statement for the four completed financial year are enclosed as balance sheet.

6.5.5. Are the accounts audited regularly ? If yes give the details of internal and external audit procedures and information on the outcome of last two audits (Major pending audit paras, objections raised and dropped) ?

Yes, the accounts are audited regularly. We have both internal and external audit procedures. Internal auditing is done by Chartered Accountant duly approved by the management and externally it is done by auditors of Punjab Government. No auditing is pending and no audit objections are pending.

6.6.6. Has the institution computerized its finance management systems? If yes, give details.

Yes, the institution has computerized finance management systems. The software 'Tally.ERP 9' is installed to serve the following purposes:

1. Fee Received
2. Grants Received
3. Expenses Payable
4. Employees Salary
5. Tax Deduction at Source
6. Loans and Advances
7. Profit and Loss Account and Balance Sheet
8. Generation of TDS Certification and Form 16-A

BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The college is putting tireless efforts to fulfill its vision and mission. The institution right from its inception in 1955 has maintained a transparent and democratic system of governance. A proper constitution has been developed by the founders. The managing trust is working for the noble cause of education. No trust member is getting any salary or honorarium. The institution believes in adopting and developing innovative strategies translated into best practices for the accomplishment of its noble goals.

The best practices adopted to achieve its goals are:

- The power is decentralized by forming committees of staff members according to their abilities and interests.
- No interference in working of various committees and societies formed by management.
- Principal is given freedom to take academic and other decisions for the institution.
- Best possible exposure to future teachers is ensured.
- Well planned and systematic approach to produce skilled teachers.
- IQAC is in place.
- Feedback system from students, parents, alumni, schools and public is in place.
- The college serves the community by generating awareness about different social issues through seminars, extension lectures, rallies, etc.
- Counseling of students by the teachers through a personal touch during admission and tutorials makes students comfortable and confident.
- The college supports the rural students in elevating their confidence, exploring their talents, and learning new skills of IT world.
- IT and communication has been given more attention.
- Tours/ Trips are a regular feature of the college.

- Every year Annual Convocation and Sports day are held. These occasions are celebrated by all the three sister colleges.
- Annual College magazine is published since 1955.
- No compromise in quality of education inspite of the new pressures in teacher education colleges.
- The head of the institution has a dynamic and flexible approach in managing the college.
- If grant from Govt. is not received at proper time, still the principal manages the finances from top managements and salaries are timely disbursed.
- The constructive suggestions of staff are given due importance.
- The staff is supported and appreciated for its professional growth.
- All teachers are Ph.D and 09 have completed their Ph.D while serving here.
- If a faculty member wishes to go to other institute on a higher post, full support is extended to his/her.
- The shortcomings/ difficulties of previous session are discussed in the inaugural meetings and strategies are made to overcome them in the coming session. The feedback is used to improve the work culture of the institute.
- Our college Principal Dr. Baljit Gill is member of Board of Studies and Academic Council, Panjab University, Chandigarh. The college is contributing a lot in revision of syllabus for B.Ed and M.Ed.
- Best infrastructure has been provided.
- The college has very safe Girls' hostel.

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

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

Under the criteria of Organization and Management, The NAAC peer team appreciated the efforts of college for development of rural women.

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

The college continuously endeavors to maintain the quality with regard to Governance and Leadership. After previous assessment the need was felt and following measures are taken

for quality sustenance.

- Panjab University Research Centre for Pre- Ph.D course work has started functioning in 2013.
- With the changing world the rural students also have to keep pace with it. The college helps them in learning skills of IT, skill of getting a job, skill of appearing in interviews.
- Management has ensured that computer labs function well. Our college has two computer labs with more than 50 systems. We also have smart board in the college to train the pupil teachers in new techniques of teaching.
- We have installed ‘Connect Tower’ for better internet service and wi- fi.
- During previous assessment the college was a residential college, but now when we have more day scholar students, bus facility is provided to students. The management made arrangements that 22 buses ply to 105 villages around the institutions. Free shuttle is available for students from Chowkiman (nearest stoppage) to College and back.
- Keeping in view the green environment, the college is maintaining greenery and beautiful flowers in its lawns.
- Keeping in mind the health priorities, dispensary is upgraded to Hospital and free ambulance is available for all the 24 hours. It is free charitable hospital also serving the villages around the college.
- A ramp along with the staircase is also built in the college as a need of physically challenged students.
- Powerbackup is made sure with help of generators.
- Library of the college is renovated and is digitalized.
- Teachers are given separate rooms for study.
- Staff members who complete their Ph.D in the ongoing session are honoured on convocation.
- Trust has adopted the village and conducts cleanliness drives, plantation in village, free lights on the main road to village. These lights also have generator backup by the college.
- Management is providing premises to Oriental Bank of Commerce, Primary health centre and free accommodation given to class IV employees

CRITERION-VII

INNOVATIVE PRACTICES

CRITERION-VII

INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the Institution established Internal Quality Assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the Institution has established Internal Quality Assurance Cell (IQAC) to ensure the quality in education. In our college, since its inception in 1956 the quality was assured in the form of Monitoring committee i.e evaluation committee, examination committee, admission committee, extension lecture and seminar committee, timetable committee, campus beautification committee and library committee. These monitoring committees are now working under IQAC which was established in academic session 2008-09 to undertake planning, organizing and reviewing various scholastic and non-scholastic activities by delegating the responsibilities to the sub-committees. Now it is named Internal Quality Assurance Cell (IQAC) as per NAAC requirements and its composition is as follows:-

Chairperson:

Dr. Mrs. Baljeet Kaur Gill,

Principal, GHG Harparkash College of Education for Women, Sidhwan Khurd (Ludhiana)

External Experts:

Members of Management:

1. Capt. Dalbara Singh, President (Retired Army Officer)
2. S. Surjit Singh Sidhu, Secretary (Ex-Army Officer from Sidhwan Khurd)
3. S. Kirpal Singh Bhattal, Member (Retired Engineer, Steel Authority of India Ltd.)
4. Mrs. Shivinder Sidhu, Member (wife of Shaheed S. Shivdev Singh Sidhu from Sidhwan Khurd)
5. Dr. Khem Singh Gill, Member (Ex VC, PAU, Ludhiana)
6. S. Pritam Singh Johal, Member (ADC Retired, Civil Services)
7. Dr. Hardeep Singh Sur, Member (Retired Senior Professor from PAU, Ludhiana, Soil Scientist)

Members from Local Society:

S. Harpreet Singh, Sarpanch, Village Sidhwan Khurd

Mrs. Gursharan Kaur, Retired Senior Teacher

Faculty from the college:

Dr. Seema Chopra, Associate Professor
Dr. Parveen Grover, Associate Professor
Dr. Kiran Duggal, Associate Professor

Dr. Amandeep Kaur, Associate Professor
Mrs. Pushpinder Kaur, Librarian
Dr. Manjeet Kaur, Assistant Professor

Coordinator for IQAC:

Dr. Seema Chopra, Associate Professor

The major undertaken by IQAC are as under:-

The focus of IQAC is to ensure and enhance quality of all activities undertaken.

- Planning for the session
- Finalises the Prospectus
- Admission
- Formulation of Academic Calendar for Academic & Non-Academic Activities.
- Holding Review Meetings of the Preview session.
- Framing Time Table.
- Finalises the Schedule for Teaching Practice (Micro, Simulated & Macro)
- Finalises Pre-Internship and Internship Programme
- Undertakes Correspondence with Teaching Practice Schools
- Finalises the Schedule for House Examination
- Analyzes the working of Sub-Committees
- Monitors functioning of Houses
- Plans and organizes Inter-college competition, District/State/National level seminars and workshops
- Monitors the election and functioning of Student's Council (Head Girl, Block In charges)
- Analyzes the feedback received from various constituents of the institution
- Monitoring Quality parameters
- Conductive discipline in the college
- Develops Professional culture
- Making special arrangements for slow learners and special learners
- Documentation of Various programmes
- Preparation of annual IQAC report
- Promotion of ICT

- Welfare measures for the adopted village
- Updating college website
- Providing coaching for competitive exams TET/facing interview etc.
- Arranging lectures for development of communication skills
- Organizing Annual convocation, Annual sports day in collaboration with sister institutions
- Undertakes Auditing and verification of Internal Assessment
- In-depth Analysis of External Academic Results

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?

The Institution has developed an active feedback mechanism to seek feedback from its various constituents viz. namely students, faculty members, parents, alumni members, visitors, representative from different colleges etc, through various modes:

- **Written feedback:** For qualitative improvement in the academic and non-academic activities along with other aspects, the feedback is sought from the students on the following self-made proformas:
 1. Self-made proformas to rate Micro Teaching Practice
 2. Self-made proformas to rate Macro Teaching Practice (in Simulation)
 3. Self-made proformas to rate Real Teaching Practice (in Schools)
 4. Self-made proformas to rate College Level Activities and Competitions.
 5. Self-made proformas to rate Academics
 6. Self-made proformas to rate Teachers
 7. Self-made proformas to rate our student teachers by the principal and Subject Teachers of Teaching Practice Schools
 8. Feedback about internship programme
- **Various feedback**

1. Through e-mail	4. On Visitors Register
2. By postal Mailing	5. By Social Networking
3. Through Suggestion Boxes	(Whatsapp and Face book)

The feedback on various aspects of academic and non-academic activities obtained from the various constituents of the college is intensively analyzed and reviewed by the IQAC. In the regular meetings with the Staff members, the valuable and constructive suggestions of various

constituents of the college are tabled and discussions are made for bringing in desirable modification best suited for the constituents of the college.

7.1.3. How does the institution ensure the quality of its academic programmes?

To fulfill its mission to train and produce committed, skillful teachers the institution ensure quality of its academic programmes by taking the following measures:

I. Excellent Infrastructure and learning resources:

Institution ensures the quality of its academic programmes by providing Infrastructure and learning resources.

- The college has good infrastructure and other physical resources including
 - i. Adequate classrooms.
 - ii. Well equipped computer lab with internet facility.
 - iii. Rich library and extended library hours and reading room facility.
 - iv. Book-bank facility for needy students.
 - v. There is a well organized multimedia lab, Language Lab, Psychology Lab and ET Lab.
 - vi. Smart Classroom and resource centre to supplement teaching.
 - vii. Spacious play grounds.
 - viii. Beautiful gardens.
- Various community programmes, excursions, tours and rallies are organized to give exposure to our would be teachers and also to widen their horizon.
- Infrastructural facilities help the faculty members to use diverse methods of instructions like seminar, group discussion, debates, power point presentations, lecture cum discussion etc.
- At the time of planning, faculty members reflect upon the feedback of the students, problem faced in curriculum transactions, performance of the students in previous year examination for further improvements.

II. Global development of its Teacher trainees by:

- | | |
|--|---|
| • Value Based Education | • Personal, Educational and Vocational guidance Services |
| • Extension Lectures by accomplished and renowned personalities. | • Language Lab to improve Communication Skills |
| • Seminars at Institution Level & Inter-Institution Levels. | • LCD Projectors, OHP's, Computers and other Multimedia devices |
| • Visit to Innovative Centers | • Scholarship schemes |
| • Workshops and Extension Activities | |

- Houses, Societies and student council
- Literary Competitions
- Educational Trips and Tours
- Community Visits
- Inclusive Education
- Use of ICT in Teaching & other activities
- Fine Arts Education
- Work Experience
- Institution-Community Collaboration
- Intensive Teaching Practice
- Well Equipped Laboratories & Resource Rooms
- Stress on Scientific attitude
- Career opportunities for the students
- Remedial Teaching
- Team Teaching
- Peer Tutoring
- Question Bank
- Special Notes for the students
- Comprehensive and Continuous Evaluation & CCE Card
- Personality Development
- Computer Literacy Programme
- Flexibility in choice of subjects and medium of instruction
- Flexible strategies are used in Teaching
- District Level, State Level and National Level Workshops, Seminars, Cultural & Literary Competitions
- Well Stocked Library
- Internet Facility
- Memory Technique Workshops
- Maintaining Activity & Report Registers
- Help to qualify competitive exams
- Bus facility
- Shuttle facility from institution to Chowkiman i.e. nearest bus stop
- Healthy democratic environment in college
- Commitment to learners, society and Nation

III. Teaching Learning and Evaluation Process:

The significant innovations in teaching/learning/evaluation introduced by the institution are as follows:

The institution vows to bring progressive improvements in the teaching-learning and evaluation process. It brings about constant changes in the way these innovative techniques are employed in the best possible way. Teacher educators act as a source of inspiration for the students when they use technology in their classrooms. The students are motivated to use information and communication technology during their practice teaching. The college provides facilities for developing practical skills in the use of computer and internet. The students are encouraged to acquire basic knowledge in computer and its applications in teaching-learning process.

The evaluation process is also computerized in the institution. The evaluative data of each student is recorded and saved in to the computer. The data contains the assessment marks obtained by students in compulsory as well as optional papers. The data is analyzed and sent to the University for preparing results of the students. Submission of internal assessment to Panjab University is also online.

In this way, the institution has incorporated latest techniques in teaching/learning/evaluation of the students.

IV. Use of ICT

Institution provides innovative practices related to the use of ICT which contributes to quality advancement of its academic programmes in the following ways:-

- The teacher trainees are encouraged to develop ICT based lesson plans. Students and teachers download teaching material, pictures as teaching aids. Best delivered lessons are recorded and kept in computer lab for the reference of the students.
- Use of smart classroom in their teaching to make teaching learning process more effective.
- Staff and students make use of Internet facility in the library and prepare their lectures/demo lessons and supplement reading.
- ICT has been introduced in B.Ed syllabus from the session 2013-14 and students are given practical exposure in using computers.
- Reprographic facility is provided to the students.
- Ours is a wi-fi campus having 55 computer terminals-1 in principal's Office,43 in computer laboratories, 1 in E.T.lab,2 in library,3 in clerical office,1 in Multimedia Lab and 1 in Smart classroom besides 3 laptops.
- Library has been computerized Research journals, CDs reference books including educational surveys, textbooks, general books and online journals and encyclopedias are made available to the faculty and students.
- Teachers take into consideration the nature of the unit, methods and A.V Aids to be used for that unit.
- Newly appointed teachers are advised to observe the lecture and demonstration lessons of experienced teachers which help them to improve their teaching skills and adopt innovative practices and methods in teaching.
- Enriched library, Internet facility, frequent meetings with students is helpful for making teaching reflective.

V. Use of technology

To ensure the quality of its academic programme the institution facilities use of technology in the delivery of instructions.

The institution inspires the teacher educators for using technology during instruction delivery in the classroom. It adopts several ways for creating such an environment which fosters

the use of technology in classrooms. Following are the best practices introduced in the delivery of instructions by use of technology:

- The teacher educators use interactive methods of teaching like discussion method, dialogue method, demonstration method, project method, action research, assignment method and ICT based methods.
- The institution provides facilities like LCD projectors, OHP's, Computers Smart board and other multimedia devices in order to make teaching more effective.
- The teacher educators are motivated to consult standard books for teaching the content to the students as well as internet is explored to enrich the content.
- Demonstration lessons are given by teachers before commencement of teaching practice in schools. Students are supposed to give discussion lesson on any one topic in each teaching subject. ICT based lessons delivered by students.
- Free internet facility is provided for teachers and students. The college has wi fi campus for accessing internet.
- A comprehensive system of evaluation is followed to assess student's performance in a detailed manner.
- The students are provided with the laboratory facilities wherein they get handsome experience. The institution has various labs like computer labs, language lab, multimedia lab, science lab, home science lab, social studies lab, psychology lab, fine arts rooms, crafts room etc. for providing rich experiences to the students.
- The institution provides extension opportunities to the students for participating in inter college competitions by using technology to instill confidence and competitive spirit in them.
- The institution has a vast collection of audio/visual aids like charts, models, power point presentation, specimens, improvised models, working models, maps, globes, sample, clay models, flashcards, transparencies etc. Student teachers can utilize these aids during teaching practice in schools.
- The office work is also managed with the help of software Tally-ERP9.

VI. Feedback Mechanism

To ensure the quality of its academic programmes the Institution has a strong feedback mechanism in the sense that after each and every scholastic activity, the feedback is sought from its various constituents i.e. student, alumni, teaching staff, stakeholders, employers etc. The constituents of the institution give their feedback through various modes:

- Written feedback
- Verbal Feedback

- Social Networking Community by adding posts
- e-mail
- Mailing
- Suggestion Box
- Visitors Registers etc.

All the suggestions and recommendations sought from the different constituents are analyzed and discussed in the meetings of IQAC and then are put forth in the regular meetings with the staff members to seek their constructive suggestions which can further be implemented for quality assurance.

Students can freely communicate their problems, innovative ideas and suggestions with the Principal and faculty of the college, Principal meets the students frequently. A meeting with head girl is on regular basis.

VII. Research consultancy and extension activities

The institution ensure the quality of its academic programmes for providing research, consultancy and extension activities in the institution. Significant innovation/good practices in research, consultancy and extension activities are as follows:

- The institution has been recognized as a Research Centre for Pre-Ph.D students of Panjab University Chandigarh for their course work.
- Faculty members of the institution are also Ph.D guides and co-guides.
- The staff of institution acts as resource person and subject expert for providing consultancy in schools and various colleges affiliated to Panjab University, other universities and in neighboring countries.
- The institute has an excellent provision of guidance and counseling and placement cell to provide the best services in Educational and Vocational field to the teacher trainees, school students and community.
- Experienced faculty member of the institution lead from the front whenever university holds some programmes, workshops e.g. for framing curriculum and evaluation etc.

VIII. Student Support and Progression:

- For the preparation of intensive teaching practice, students are exposed to the demonstration lessons and pre-practice teaching in the form of simulation teaching; This training encourages them and makes them confident in doing intensive teaching practice.
- Different societies of the college select their office bearers by organizing different competitions and appoint them as office bearers to help and regulate the student activities organized by societies. The members of these societies are awarded prizes and certificates of appreciation.

- House captains are selected house wise for conduction co-curricular activities. They are awarded certificates and prizes of appreciation.
- Students gain benefit from special scholarship schemes like Social Security, Women and Child Development, Panjab University, Chandigarh; Guru Harkrishan Educational Society, Chandigarh; Late Diwan Som Nath Scholarship, Panjab University, Chandigarh; Shaheed Major Shivdev Singh Sidhu Memorial trust; Pritam K. Singh Memorial Scholarship; Satinder Memorial Scholarship; Post Matric Scholarship for SC and BC by Director Social Welfare Department, Aritgarh (Mohali); Panjab State Merit Scholarship by Director Education Department.
- Teacher educators give special and personalized guidance in their tutorial groups. The healthy student's teacher ratio in these groups is maintained.
- To inculcate national, international, religious and social values among prospective teachers Teachers' Day, Environment Day, Founders' Day, Gurupurab, International Women Day, Literacy Day, Independence Day and other such important days are also celebrated.
- Students can freely communicate their problems, innovative ideas and suggestions with the principal and faculty of the college.
- Extended library hours, open access, reprographic services, internet facility, latest journals and magazines are some of the best services provided to the students in the library.
- Use of ICT and internet is compulsory taught to students
- Remedial teaching and personal guidance to help low achievers to perform better and gain more confidence.
- College has its own language lab to improve the communication skills of the students.
- College placement cell provides information regarding the professional opportunities available in various schools and colleges.

IX. Provision of special scholarship schemes

To motivate students there is a provision of special scholarship schemes. Two types of scholarships are made available.

(i) By outside agencies

- a) Women and Child Development, Panjab University, Chandigarh
- b) Guru Harkrishan Education Society, Chandigarh
- c) Late Diwan Som Nath Scholarship, Panjab University, Chandigarh

- d) Postmatric Scholarship for SC and BC by State Govt.
- e) Panjab State Merit Scholarship by Director, Education Department

(ii) By the Institution itself

- a) Shaheed Major Shivdev Singh Sidhu Memorial Scholarship
- b) Pritam K. Singh Memorial Scholarship
- c) Satinder Memorial Scholarship
- d) Scholarship by management to meritorious students
- e) Financial help to needy students by the college-under student aid programme
- f) Many times faculty member render help to poor/rural students (College doesn't keep record)

X. Governance and Leadership

- The managing trust of the institutions has a very systematic and focused approach for ensuring quality of education.
- The college serves the community by generating awareness about different social issues.
- Counseling of students by the teachers through a personal touch during admission and tutorial makes students comfortable and confident.
- The college supports the rural students in elevating their confidence, exploring their talents, and learning new skills of IT world.
- The head of the institution has a dynamic and flexible approach in managing the college.
- The power is decentralized by forming committees of staff members according to their abilities and interests.
- If grant from Govt. is not received at proper time, still the principal manages the finances from top management and salaries are timely disbursed.
- The constructive suggestions of staff are given due importance.
- The staff is supported and appreciated for its professional growth.
- If a faculty member wishes to go to other institute on a higher post, full support is extended to him/her.
- The loopholes of previous session are discussed in the inaugural meetings and strategies are made to overcome them in the coming session. The feedback is used to improve the work culture of the Institute.
- Our college Principal Dr. Baljeet Kaur Gill is member of Board of Studies P.U.Chd
- The college is contributing a lot in revision of syllabus for B.Ed and M.Ed.

7.1.4. How does the institution ensure the quality of its administration and financial management process?

The institution is one of the ventures of Shri Guru Hargobind Ujjagar Hari Trust and is Govt. aided college and the trust also helps in the finances and manages the activities of the institution. The administration and the administrative activities of the college are completely decentralized among the Principal and the staff members to ensure the quality. These activities are undertaken and managed by the Principal in the following manner:

- The principal is heading Monitoring Committee which has further constituted various sub-committee of Staff Member for effective functioning. The Principal in consultation with the Members of the Monitoring Committee (IQAC from 2008-09 session) undertakes the session planning, formulates academic calendar, calendar of academic and non-academic activities, time table, schedule for teaching practice (Micro, Simulated and Macro), Correspondence with Teaching Practice Schools, Schedule for House Examination, Criterion for Continuous and Comprehensive Evaluation of the students for imparting Quality education to the prospective teachers. The Principal convenes regular meetings with the staff and discusses the complete schedule for the academic session and seeks their constructive suggestions for bringing in desirable modifications best suited for the staff members and the students. The Principal also holds Annual Review meeting for analyzing the previous academic session and to discuss major outcomes and loopholes of the previous session and how can new academic session be strengthened. The Principal also interacts with the class representatives, members of the student's council and Youth club to seek their feedback on various curricular and co-curricular activities for effective transaction of the curriculum. In the regular meetings with the management, the valuable and constructive suggestions of various constituents of the college are tabled by the Principal, discussed for bringing in desirable modification best suited for the constituents of the college and then the responsibilities are allocated to faculty to the best of their capacity.
- The Principal from time to time facilitates its staff members to participate in seminars, workshops, refresher and orientation courses, faculty development courses etc.
- The Principal also motivates its teacher trainees and arranges finance form the Management to facilities them to attend and participate in Inter College and State Level Seminars, Workshops, curricular and co-curricular activities and competitions.

- The Principal ensures to impart quality education to the students and therefore categorically emphasizes on Strategy Planning, Organizational Skills, Managerial Skills, Decision Making , Leadership, ICT etc.
- Working on holistic approach, the principal of the college arranges for the Extension Lectures of experts, academicians, community personal etc. and organizes District Level, State Level, National Level workshops, cultural and literacy competitions and seminars for the teachers, teacher educators, representatives of the other institutions etc.

7.1.5. How does the Institution identify and share good practices with various constituents of the institution?

The institution identifies good practices from:-

- | | |
|-------------------------------|---|
| • Feedback mechanisms | • Through frequent mutual interaction with other institutions of repute |
| • Suggestions of stakeholders | • Suggestions from management |
| • Suggestion from alumni | |
| • Faculty suggestions | |

Suggestions by:

- | | |
|------------------------|----------------------|
| • Experts of the field | • By student council |
|------------------------|----------------------|
- The institution shares its good practices with the various constituents in the following ways:
- | | |
|---|------------------------|
| • By classroom interactions | • Tutorial groups |
| • Community participation | • Extension activities |
| • Interaction with parents | |
| • Interaction with student council member | |
- The college has its well designed prospectus of M.Ed and B.Ed that contains introduction of the college, a brief glance of the salient features of the college, Vision, Mission Statement, Quality Policy, Quality Goal, Quality Objectives, Infrastructure of the College, Faculty-Teaching and Non-Teaching, Admission Procedure and Eligibility Conditions, General Rules and Regulations, Guidelines for the Parents/Guardians etc.
 - In the beginning of every new session of M.Ed/B.Ed, the Inauguration and Orientation Session is conducted in which the students are made acquainted with inception, features, vision, mission, principles, policy, goal and objectives of the college.

7.2 INCLUSIVE PRACTICES

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

All the teachers have been recruited as per UGC and NCTE norms. The institution also facilities its staff members to participate in seminars, workshops, orientation courses, faculty development courses etc.

- The teachers have studied Special Education as specialization at M.Ed level. The institution also has option in B.Ed as paper-VB i.e. Education of Children with special Needs. In M.Ed also Paper-IV, V and VIth as 'Special Education is studied by students.
- As per new Curriculum 2015-17 there is an optional paper C-21 Gender school and society in Semester-IV of B.Ed for catering inclusive education.
- From time to time the faculty members organize various State Level Inter College Cultural and Literary Competitions, District, State and National Level seminars and workshops and extend invitations to the renowned academicians, educationists, scholars, teacher educators, delegates, representatives and participants from other institutes, where all aspects of inclusive education are discussed.
- Being a women institution women students are encouraged and motivated through various activities to achieve optimum level of their potentialities.
- Following are the best practices used by the institution to promote inclusion:-
 - Admission policy
 - Value Education
 - Remedial teaching/Free Coaching classes
 - Guidance cell and Counseling Cell
 - Financial help
 - Special Arrangements for disabled like ramp, wheelchairs etc.
 - Morning talks- issues are moral, social value based
 - Co-Curricular activities
 - Visit to special schools
- The institute also facilitates teacher educators to do research work on Inclusive Education. One of the staff members has submitted her thesis for Ph.D in Inclusive Education.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well gender difference and their impact on learning?

There has been following provision on the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

Inclusion and Exceptionalities:

- Sensitizing and dispelling all the misconceptions in the minds of prospective teachers regarding the concept of inclusion and extending first hand practical experience through Extension Lectures, Visits to Schools with children with special needs.
- Freedom in choice of Medium of Instruction and selection of optional paper in VB i.e. Education of Exceptional Children at B.Ed and Special Education at M.Ed Level. As per new syllabus 2015-17 there is optional paper Paper C-21 Gender, school and society and

paper C-20 Creating an inclusive school as compulsory paper in semester-IV for B.Ed students and paper V and VI in M.Ed Semester-III E06-EDA III Education for differently abled.

- Screening of movies like Tare Zameen Par, Three Idiots etc. is a regular feature.
- Rural women are sensitized regarding gender issues by conducting seminar on Save the Girl child.
- In morning assembly, talks on women related issues are given by teachers and students.
- Managing Trust of the institution provides scholarships to girl students from schooling to higher education.
- To provide up to date quantum to knowledge a file is maintained in which articles on inclusive education are arranged and such articles are displayed.
- Pictures and posters on such themes are displayed in college.

7.2.3. Detail the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

The institution is sensitive towards harmonious development of its teacher trainees and therefore the following academic and co-curricular activities are envisioned in the curriculum that create learning environments that foster positive social interaction, active engagement in learning and self motivation.

College Level Activities and Competitions

- | | |
|---|--|
| <ul style="list-style-type: none"> • Micro Teaching • Macro-Teaching in Simulation • Real-Teaching in Schools • Extension Lectures • Team-Teaching • Information and Communication Technology based Teaching, Seminars and Presentation and use of ICT in other activities • NSS Unit • Peer Tutoring • Talent search competitions • <u>Fine Arts Competition, Exhibitions</u> <ul style="list-style-type: none"> - Flower arrangement - Fresh flower arrangement - Dry flower arrangement - Dry-cum-fresh | <ul style="list-style-type: none"> • Remedial Teaching • Slogan Writing competition • Chart-making workshops • Model-making workshops • Candle-making workshops • Clay-Modeling workshops • Personality Development workshops • Chalk Board Writing workshop • Art of Living workshop |
|---|--|

- Alpana
- Pakhi Designing Competition
- File decoration
- Duppata decoration
- Tie and die competition
- Landscape
- Still life drawing
- Cartooning
- Mehndi Designing & application
- Phulkari
- Bagh
- Knitting
- Crochet Work
- On the Spot painting
- Collage making
- Clay Modelling
- Literary Competition
 - Poem Recitation
 - Creative Writing (Essay, Story and Poem)
 - Quiz Contest
 - Heritage Quiz
- Cultural Item Competitions
 - Muhavradar Vartalap
 - Heritage Art & Craft
 - Guddian Patole Making
 - Chhikku Making
 - Paranda Making
 - Naala Making
- Extension Lectures of accomplished and renowned personalities
- Seminars at College Level and Inter-College Level
- Inter-College Competitions
- Sports competition
 - Long Jump
 - High Jump
 - Discuss Throw
 - Javellin
 - Short-put
 - 100 mtrs race
 - 200 mtrs race
 - 400 mtrs relay
 - Badminton
- Home Science Competitions
 - Cooking Competition
- Installation
- Poster Making
- Motto Writing
- Action Drawing
- Flower making and arrangement
- Mural making
- Glass painting
- Photo frame
- Best out of waste material
- Wall hanging
- Dasuti
- Cross stitch
- Embroidery
- Fabric painting
- Tile painting
- Debates
- Declamation
- Extempore
- Elocution
- Tokri Making
- Mitti De Khidaune
- Khiddo Making
- Peerhi Making
- Rassa Vatna
- Eennu Making
- Table Tennis
- Throw Ball
- Kho-Kho
- Sack Race
- Spoon and Potato Race
- Slow Cycling Race
- Chatti Race
- Obstacle Race
- Table Setting Competition

- Desert Making Competitions
- Snack Making Competitions
- Salads Making Competitions
- Dramatic Competition
 - Folk Song
 - Geet
 - Gazal
 - Group Song
 - Shabad/Bhajan
 - Dance
 - Group Dance
 - Histrionics
 - Bhand/ Skit
 - Play
 - Mimicry
 - Folk Dances (Girls) Sammi, Luddi
 - Group Singing (Indian)
- Flower Making Competitions
- Flower Arrangement Competition
- Folk Instruments
- Group Folk Orchestra
- Classing Dance
- Classical Vocal
- Giddha
- Group Folk Dance
- Instrumental Music
 - a) Percussion b) Non-Percussion
- Ladies Traditional Songs
- Kavishari
- Vaar Singing
- Kali Singing
- Skill in Teaching Competitions
- Teaching Aid Preparation Competitions
- Educational Surveys
- Computer Literacy Programme
- Rallies to raise voice against major threats to our society and country

Promoting and strengthening Social Interaction by Conducting

- Surveys, village adoption
- School adoption
- Awareness campaigning in villages
- Visit to Asha School for Differently Abled Children by Principal Mam
- Visit to Blind School and Deaf and Dumb School, Ludhiana
- Visit to Pushpa Gujral Science City, Jalandhar
- Educational Trips and Tours
- Interactions with school teachers regarding their expectations from our student teachers.
- Extra coaching facilities to weak students of sister concerned school by our teacher trainees.
- Conducting seminars and Workshops for School Teachers, Teacher Educators and Teacher Trainees

Following days/festivals are celebrated in the college every year:

Month	Festival/Celebrations
June 5	Environment Day
September 5	Teacher's Day
September 14	Hindi Diwas
September 16	World Ozone Day
October 1	International Day for the Elderly
October 21	Founders Day
November 14	Children's Day/Debate Day
December 1	World AIDS Day
December 3	World Day for Handicapped
December 10	Human Rights Day
December 14	National Energy Conservation Day
February 21	International Mother Tongue Day
November 1	The Punjab Day
August 15	Independence Day
September 28	Birth Anniversary of Bhagat Singh
April 22	Earth Day
December 25	Christmas
-----	Welcome Party, Farewell party
January 10	World Laughter Day
January 12	National Youth Day
January 13	Lohri
January 26	Republic Day
January 30	Martyrs Day/World Leprosy Reduction Day
February 28	National Science Day
March 8	International Women's Day
March 15	World Disabled Day/World Consumer Right Day
March 21	World Forestry Day
March 22	World Water Day
April 7	World Health Day

Apart from these regularly celebrated days - Founders Day 21st October, Gurpurab-Birthday celebration of Guru Nanak Dev Ji and Birthday Celebration of Guru Gobind Singh Ji, Sports Day and Convocation.

Following competitions are organized to celebrate the above-mentioned days/festivals in the college every year:

The Literary Society organizes Poetry Recitation Competition, Story Telling Competition, Quiz Competition, Creative Writing Competition. The society prepares teams for participation in Youth Festival and other inter-college competitions. Through these activities students are made aware of sensitive social issues, national and international problems and their role in the development of society. The society also invites eminent personalities from various fields as resource persons to share their experience with the students.

The activities carried out by the **Dramatic Society** are: Folk Singing, Folk Dances, Classical Dance, Choreography, Gidha, Skits and One-act plays. The societies holds inter-house competitions in these activities and also prepare teams to participate in inter-college competitions and Youth Festival. These activities present a picture of our rich cultural heritage and also develop a sense of social awareness about the various evils and problems ailing our society.

Fine Arts Society organizes various Inter-College and inter-House Competitions like: Fabric painting, Motto writing, Landscape- Oil, Water Colours, Poster Making, Composition, Pot Painting, Glass Painting, Best out of Waste, Black Board Writing and Sketching, Flower Arrangements: Dry. Fresh. Dry-cum-Fresh and Foliage, Mehndi, Gift Wrapping, embroidery, Salad Preparation, Tie and Dye, Rangoli and Alapana.

The sports society makes its best efforts to provide adequate programmes for physical well being of the students. Various physical exercises, physical Training and games are a regular feature of the timetable. Every year our college organizes Annual sports Day. Our students also participate in inter college competitions of P.U.Chd. in Athletic and games.

Inter college competition committee and subject teachers encourage students to participate in inter college skill-in-teaching and teaching aid preparation competition.

All the students are encouraged to take part in these activities so as to develop their aesthetic sense and to tap their creative talent. Since ours is a women college, girls are made proficient in housekeeping skills through these activities.

Every year our college participates in various Flower Show Competitions organized by Punjab Agriculture University, Ludhiana; Municipal Corporation, Ludhiana and Gurudwara Shri Guru Singh Sabha, Sarabha Nagar, Ludhiana and won prizes every year.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensure that student teachers develop proficiency in working with children from diverse backgrounds and exceptionalities by conducting following activities:

- Sensitizing and dispelling all the misconceptions in the minds of prospective teacher regarding the concept of inclusion and extending first hand practical experiences through Extension Lectures, Visits to Schools with children with special need.
- In the institution the students have the provision of selecting the paper termed as Education of Children with Special Needs as paper-V(B). As per new syllabus 2015-17 there is optional Paper C-21 Gender, School and society and paper C-20 Creating an Inclusive school at B.Ed level and paper E06- EDA-III Education for differently abled in

third semester and paper-II psychology for individual and Social Development Semester-II at M.Ed level.

- For the purpose of maintaining equal pace with the latest happenings in the field of inclusive education the institution published articles regularly in the college magazine of the institution Gyan Anjan.
- Screening of movies like Tare Zameen Par, Three Idiots etc.
- In library there are variety of books regarding exceptional children to provide up to date quantum of knowledge.
- Case study at B.Ed and M.Ed level is also conducted to study problematic children in school.
- The pupil teachers deliver the lesson plan by using ICT resources and other teaching aids compulsorily in order to cater the needs of all level of learners.
- Guidance and Counselling Cell of the college helps and guides students from diverse backgrounds to solve their problems.
- During teaching practice student teachers deal with students from various backgrounds.They are helped by their mentor teachers in doing so.
- To cater the needs of our special students in B.Ed, Sonia and Rubina (Blind students) special craft was introduced in Panjab University B.Ed curriculum instead of SEC. For economic assistance for concession were made for these students. Under IEP peer tutoring, guidance and counselling services, special arrangement in hostel, cooperative teaching, library facility, tape recorder facility, extra coaching, notes provision in Braille, arrangement of writer for external and internal examination were made.

7.2.5. How does the institution address to special needs of the physically challenged and differently abled students enrolled in the institution?

For admission in B.Ed and M.Ed courses, the college adheres to the Norms and Admission Criteria and reservation policy of the state Govt. and Panjab University, Chandigarh (for B.Ed and M.Ed). There is no discrimination on the basic of diverse economic, cultural, religious, gender, linguistics backgrounds and physically challenged. The institution claims uniqueness and makes great efforts to retain the diverse student population admitted in the institution by providing special support to the visually challenged, physically challenged and other diverse background students. The college is extending facilities of Ramp, Western

Toilets, Special Subjects (Music and Music Craft) Classroom arrangement, Railing, Tuition, Writer (for Visually Challenged), Special notes, Book Bank Facility, Fee Concession,

Fees in Installments, Scholarships, Free Choice of Medium of Instruction, Exempting Trips/Tours/Workshop charges and Fees etc. Freedom to select optional paper in VB, VI and VII, Music tuitions. Financial support for participating in inter-college events, competitions, seminars, workshops, etc. The institution has adopted the above mentioned strategies, facilities and mechanism to facilitate the academic and non-academic pursuits of the students from the diverse backgrounds.

The institution has maintained impartial, equitable and qualitative environment to extend equal opportunities and facilities to the prospective teachers belonging to physically challenged group. According to the norms of the state government they are given admission in this course. The following provisions in the curricular planning are adopted for such kind of students.

1. A comfortable feel to stay is assured by providing hostel rooms at ground floor (if required), near to toilet and refectory.
2. Extra timing for writing exams or separate hall arrangement in the ground floor.
3. Providing book bank facility, special crafts (music, cane work etc.), Provision of writer for visually challenged students, residential coaching.
4. Ramp and railing facilities for orthopedically handicapped children
5. Social and psychological support by the peer group.
6. Self-generating, motivating, sympathetic and cooperative environment.
7. Shifting of classrooms as per the convenience and reach of the students.
8. Exemption from uniform and provision of least restrictive environment.
9. They are allocated on campus school and teaching classes at ground floor for teaching practice.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution is exclusively a women college and due respect is given to all the female members (teachers and students) of the institution.

- Talks in morning assembly on human rights, women rights, social obligations.
- Women empowerment programmes like seminars, talks etc. are arranged in the college.
- Health and hygiene programmes with special concern on women
- College buses provide transport, shuttle facility is also available
- Conductive discipline in the college.
- All students are free to meet and convey their problems to Principal.

7.3 STAKEHOLDER RELATIONSHIP

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders from direct interaction with the management and principal, the prospectus, Gyan Anjan-Annual Megazine, college calendar, Annual report, IQAC report, News of different events in college in newspapers, display boards, communities, report registers, activity registers, website of the college, through e-mail etc.

7.3.2 How does the Institution share and use the information data on success and failure of various processes, satisfaction of student and stakeholders for bringing qualitative improvement?

The institution shares information data through direct interaction, the prospectus and handbook of the institution, Gyan Anjan-Annual Megazine, reports in the newspapers, display boards, report registers, activity registers, website of the college, through e-mail etc.

The information data obtained from the various constituents of the college is intensively analyzed and reviewed by the monitoring committee of the college headed by the principal. In the regular meetings with the staff, the valuable and constructive suggestions of various constituents of the college are tabled by the principal and discussions for bringing in desirable modifications best suited for the staff members, the students and other constituents of the college. Meeting of principal and staff representative with management. Institution also share information through visits of trustees and interaction with faculty and students.

7.3.3 What are the feedback mechanism in vogue to collect, collate and data from the students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The following feedback mechanism has been a vogue to collect, collate and data from the students, professional community, Alumni and other stakeholders on program quality through various modes:

- Written feedback
- Verbal feedback
- On the Website of the college
- e-mail
- Mailing
- Suggestion Box
- Visitors Register

To obtain feedback from the various stakeholders following practices are adopted.

Feedback from students:

To obtain written feedback, self-made proformas to rate the success of each and every activity is filled-in by the pupil teachers. This feedback mechanism includes:

- Student's Feedback on Teachers
- Student's Feedback on Micro Teaching Practice
- Student's Feedback on Macro Teaching Practice (in Simulation)
- Student's Feedback on Real Teaching Practice in Schools
- Student's Feedback towards Academics
- Student's Feedback on organization and management of Co-curricular Activities.
- Student's Feedback on Functioning of Canteen
- The students also give verbal feedback in classroom and whenever necessary.
- The students also put forth their suggestions and feedback to their class representatives, in Student's Council Meeting and in House Meetings.
- The students make ample use of SUGGESTION BOXES placed in the campus.

Feedback from Alumni:

The college also invites suggestions from its alumni member on verbal feedback, written feedback proformas in Alumni Meet, through e-mail.

Feedback from Employers:

The students get suitable teaching jobs in the reputed schools and institutions through the college placement Cell and time to time feedback from their employers is sought telephonically and in written also.

Feedback from Teaching Staff:

- Before and after any activity/event in the college, the members of the faculty plan, discuss and review the details, strengths and weaknesses and bring out the strategies for further improvement.
- Staff meeting is held to thrash out the details.
- Various Curricular aspects are discussed in periodical Staff Meetings and feedback is sought from the staff in this regards.
- Record is maintained to ensure the effective and successful transaction of curricular and co-curricular aspects.
- Activity and Report Registers are maintained.

Feedback from Community, Parents and other Stakeholders:

- Feedback from visitors, participants, academicians and representatives from other colleges is sought on Visitor Register.
- The visitors, parents, participants, academicians and representatives from other colleges extend their valuable suggestions through SUGGESTION BOXES placed in the campus, e-mail and the college website.

- Self-made proformas to rate the success of each and every pupil teacher during the teaching practice is filled in by the principals and the teachers of the schools.
- From Reports in the newspapers.

The feedback on various aspects of academic and non-academic activities obtained from the various constituents of the college is intensively analyzed and reviewed by the IQAC of the college headed by the principal.

In the regular meetings with the staff, the valuable and constructive suggestions of various constituents of the college are discussed for bringing in desirable modifications best suited for the staff members, the students and other constituents of the college.

ADDITIONAL INFORMATION FOR RE-ACCREDITATION

1. Reflection of core values of NAAC in the various functions of the institution

The institution arranges different programmes to achieve its vision, mission, values, goals and objectives. Through the functions of the institution the core values of NAAC are reflected as follows :

Contribution for National Development

Our institution is teacher education institution through which we try to produce responsible citizens who will work as agents of social change. In theory syllabi there are some units through the transaction of which the qualities for national development are imbibed, Activities like plantation, family survey, blood donation, gram swachhata, street show, rallies, celebration of national days, celebration of birth and death anniversaries of national leaders and social reformers are arranged for developing attitude for national development. Constitutional values-social justice, brotherhood, equity, national integrity are developed. M.Ed students undertake the researches on national issues and contribute to national development.

Fostering Global Competencies among Students

The units like globalization, urbanization, industrialization, liberalization, privatization, international commission are in theory syllabi. For knowing global trends and demands the ICT subject is included in the syllabi. Spoken English, ICT awareness, Yoga are organized to develop global competencies in trainees. The students are motivated to participate and present the papers on innovative topics in national and international seminars, workshops, conferences. Through curricular and co-curricular activities life skills such as communication, decision making, courage, confidence, self-awareness, empathy, critical thinking, creative thinking, healthy interpersonal relationship, problem solving, coping with emotions and stress etc. are developed among trainees.

Inculcating Value System in Students

In B.Ed and M.Ed syllabi 'Value Education' is the elective subject. Through the theory and practical of this subject the values are generated in the student teachers. Every day the college work starts with morning assembly. Morning assembly consists of prayer, meditation, national anthem, pledge, good thoughts ethical story, reading of headlines of important news, importance of the day etc. in diary the students write the good thoughts. Through social service, school experience programmes, internship cultural activities the social, national, ethical, spiritual, environmental values are inculcated. Lectures on value education are organized. M.Ed. students are persuaded to undertake the researches on the topics related to values.

Promoting Use of Technology

Educational Technology and Information Technology are the compulsory papers in B.Ed and M.Ed Syllabi. While transacting the theory and practicals of these papers, the students are promoted to use ET and ICT. For providing the sufficient facilities the laboratories are enriched. Faculty use technology in transacting theory course and students are also guided in using technology for their practice teaching. PG students and faculty use technology for their research work and paper presentation in seminars and conferences. Internet facility is available, faculty and students access this facility for getting the materials they need. ICT is used for online correspondence for day to day academic and administrative work.

Quest for Excellence

IQAC and various committees are formed. Through the meetings of these committees future plans are decided. The institution tries level best to execute the plans successfully. Academic, administrative and financial provisions are made for the same. Our trust gives us academic and financial freedom which becomes helpful for us to carry our activities effectively. Recent trends in Teacher Education are updated and implemented for excellence. Feedback from stakeholders is taken and the institutional activities are modified.

POST ACCREDITATION INITIATIVES

The major quality sustenance and enhancement measures undertaken by the institution after the previous assessment and accreditation are:-

- Formation of IQAC
- Institute has been recognized as Panjab University Research Centre for Pre-Ph.D. Course work in Education
- Releasing Research Journal named 'Research Insight in Education' An International Bi-annual referred Journal
- Professional Growth of the staff - 8 teachers completed their Ph.D. work since 1st accreditation
- Recognition of staff members as Supervisors for guiding Ph. D candidates
- Approval of minor Research Project by U.G.C
- Teachers invited as resource persons in various seminars, conferences, workshops held at national and international level.
- Teachers as added members of Faculty of Education
- Research Committee has been activated.
- Publication of research articles by the staff.
- Books written by Faculty members
- Development of standardized tests in research.
- Action Research has been introduced in B.Ed and M.Ed course.
- Awards to the teachers
- Launching and maintenance of College Web site
- Establishment of one more computer lab with 55 computers in all.
- B.Ed intership programme duration increased to one full semester. A short intership programme is also followed for M.Ed.
- Wi-Fi Campus
- Installation of 05 LCD projectors
- Automation of Library
- Construction of Ramp
- Free Coaching for CTET,PSTET and UGC_NET
- Organized many Workshops, Extension Lectures and Seminars.
- Establishment of resource centers

- Establishment of Language Lab
- Air conditioners in Multimedia Lab
- Free Bus Service is available for the students and faculty members from nearby bus stand to college.
- Gymnasium has been added
- Water coolers with water purifier
- Establishment of Mathematics Lab
- Establishment of Punjabi Language Resource Centre
- Construction of new hostel
- Construction of activity room for hostellers
- Renovation and expansion of the Principal Office, College Office, Library, Common Room, Hostel Mess
- New Washrooms for day scholars
- SPSS Software facility for Pre-Ph.D, M.Ed students and faculty.
- Digital record keeping in administrative office by using Tally ERP-9 software
- Addition of new Laser printer-cum-Scanner-cum-Photocopier, Reprographic machine in the library and in the administrative office
- Anti-Ragging Committee
- Grievance Redressal Cell
- Placement Cell
- ECO-Club
- Formation of IT Society
- Formation of Alumni Association
- Regular addition of psychological tests
- Individual Faculty rooms were assigned to all faculty members for research and extension
- Grooming students by developing Communication Skill, Life Skills and IT Skills.
- Introduction of two year M.Ed and B.Ed programmes.
- New crafts introduced -Candle making, Music craft and Computer craft
- Introduction of more scholarships:
 - Scholarship in memory of Founders
 - Student of the year scholarship
 - Guru Harkrishan Educational Scholarship

- Single Girl Child Scholarship
- Sports Scholarship
- University Position Holder
- Free Ambulance facility – 24 hours
- Management has adopted Sidhwan Khurd village. Management is providing premises to Oriental Bank of Commerce and Primary health centre. Free Charitable hospital is being run by the college management for students and village community and conducts cleanliness drives, plantation in village, free lights on the main road to village. These lights also have generator backup by the college
- Free accommodation given to class IV employees
- Yoga Camps were organized.

PRESENT TEACHER EDUCATION SCENARIO

Our College is a Punjab Government's 95% Grant-in-Aid College of Education established in 1955 and is permanently affiliated to Panjab University since 1956. The College is recognized by NCTE and fulfills all norms of NCTE/UGC/PU/State Govt.

The College was allotted 250 seats and 10 seats for M.Ed. initially later on M.Ed. seats were increased from 10 to 25 then 25 to 35, and now have been given one unit of 50 seats. Since establishment of the College, B.Ed. course was of one year duration and annual examination system was followed. As per NCTE Regulations 2014, Panjab University has introduced semester system in B.Ed. and M.Ed. in the session 2014-15. Both the courses have been made two year degree course comprising 4 Semester each w. e. f. session 2015-17.

The faculty is selected as per Rules of NCTE/UGC/State Govt. of Punjab. The panel for selections has University and Govt. of Punjab representatives, management committee members and subject experts nominated by the affiliating University. The salary structure is as per Punjab Govt. Rules. The B.Ed and M.Ed fee structure is decided by the government and is strictly adhered to by the college. For the effective functioning and the quality execution of the academic work in the Teacher Education Institutes the affiliating University conducts inspections periodically. Internal and external audits are conducted annually.

DECLARATION BY THE HEAD OF THE INSTITUTION

e-mail : ghg_sidhwankhurd@yahoo.co.in



G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN

SIDHWAN KHURD (LUDHIANA) PUNJAB (INDIA)

Ph. (O & R) 01624 - 257243, FAX : 01624 - 234941, 235696, 234941
website : www.sidhwaneducation.com

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

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

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

Place: Sidhwan Khurd

Date: 27.03.2017




Principal
G.H.G. Harparkash College
of Education for Women
SIDHWAN KHURD (Ldh.)
Signature of the Head of the Institution
With seal

APPENDICES

ANNEXURE-II

College Calender & Time Table

COLLEGE CALENDER 2013-14

<u>Dates</u>	<u>Day</u>	<u>Activity</u>
22.07.2013	Monday	Inauguration of the Session
30.07.2013	Tuesday	Environment Day
05.09.2013	Thursday	Teachers Day
09.09.2013	Monday	Welcome Party
14.09.2013	Saturday	Selection of the Office Bearers of Dramatic Society
16.09.2013	Monday	Selection of the Office Bearers of Fine Art Society
19.09.2013	Thursday	Creative Writing Competition
20.09.2013	Friday	Mehndi Competition
21.09.2013	Saturday	Selection of the Office Bearers of Literary Society
26.09.2013 to 01.10.2013	Tuesday to Thursday	September Test
07.10.2013-10.10.2013	Monday to Thursday	Youth festival
21.10.2013	Monday	Founders' Day
05.11.2013 to 08.11.2013	Saturday to Tuesday	Demonstration Lessons
09.11.2013 to 03.12.2013	Saturday to Tuesday	Teaching Practice
28.11.2013	Tuesday	Guru Nanak Dev ji Birthday
07.12.2013 to 14.12.2013	Saturday to Saturday	First House Examination
16.02.2013 to 31.12.2013	Monday to Wednesday	Winter Break
2 nd Week of January		Discussion Lesson
3 rd Week of February		Annual sports Day
1 st Week of March		Annual Convocation


Principal
G. H. G. Harparkash College
of Education for Women
SIDHWAN KHURD (Ludhiana)

COLLEGE CALENDAR 2014-15

Date	Day	Activity
28.07.2014	Monday	Inauguration of the session 2014-15
07.08.2014	Thursday	Orientation of B.Ed Curriculum and Introduction of the staff members to the new students
21.08.2014	Thursday	Talent Hunt and Selection of Office Bearers of Fine Arts Society
25.08.2014	Monday	Selection of Editors of College Magazine
27.08.2014	Wednesday	Talent Hunt and Selection of Office Bearers of Dramatic Society
29.08.2014	Friday	Talent Hunt and Selection of Office Bearers of Literary Society
04.09.2014	Thursday	Inter House Dramatics Activities
05.09.2014	Friday	Teacher's Day Welcome Party
06.09.2014	Saturday	Selection of Office Bearers of ICT Society
08.09.2014	Monday	Mehndi Competition
09.09.2014	Tuesday	Inter House Debate and Poetical Recitation
24 th Sept. to 30 th Sept.		Demonstration Lessons
3 rd Week of October		Youth Festival
21.10.2014	Tuesday	Founders' Day
30 th Oct. to 8 th November		House Tests
10 th November to 30 th November		Teaching Practice
14 th Dec. to 24 th Dec. 2014		Final Exams

Principal

COLLEGE CALENDAR 2015-16

SEMESTER-I

Date	Day	Activity
10.08.2015	Monday	Inauguration of the Session 2015-17
07.09.2015	Monday	Teacher's Day Celebration
10.09.2015	Thursday	Selection of Office Bearers of Dramatic Society and Welcome Party of B.Ed & M.Ed Students
12.09.2015	Saturday	Selection of Office Bearers of Literacy Society
16.09.2015	Wednesday	Selection of Office Bearer of Fine Arts Society
18.09.2015	Friday	Mehndi Competition
19.09.2015	Saturday	Selection of Office Bearers of ICT Society
22.09.2015	Tuesday	Creative Writing Competition and Selection of Editors for the College Magazine
24.09.2015	Thursday	Debate and Poem Recitation Competition
21.10.2015	Wednesday	Founder's Day
28.09.2015 to 16.10.2015		Pre-Internship Practice (15 Working Days)
27.10.2015 to 29.10.2015		Youth Festival
14.11.2015 to 24.11.2015		House Test
07.12.2015 to 17.12.2015		Final Practical Exam
18.12.2015 onwards		Final Theory Exam
01.01.2016 to 17.01.2016		Winter Break

SEMESTER-II

Date	Day	Activity
18.01.2016	Monday	Orientation Programme
08.02.2016	Monday	Sports Day
10.03.2016	Thursday	Submission of Synopsis
1 st Week of March		Yoga Week
2 nd Week of March		Demonstration Lesson
3 rd Week of March		Convocation
04.04.2016	Monday	Environment Day
10.04.2016 to 20.04.2016		House Tests
22.04.2016 to 07.05.2016		Pre-Internship
15.05.2016 to 31.05.2016		Practical/Theory Exams

TIME TABLE

B.Ed. TIME TABLE SESSION (2013-14)

SECTION- A

Period	I	II	III	IV	V	VI	VII	VIII & IX	
Days									
Paper-I Ms. Dhaliwal	Monday	Paper-I	Paper-III	Tg.-1 B	Tg.-2	S.O.	Paper-II	B	ICT/ House Meeting Physical Edu. B.B Writing ICT
Paper-II Ms. Monika	Tuesday	Paper-II	Paper-I	" R	"	Paper-III	ICT	R	ICT/ House Meeting Physical Edu. ICT
Paper-III Mrs. Beant Kaur	Wednesday	Paper-I	Paper-III	" E	"	S.O.	Gui	E	Paper-II Physical Edu. B.B Writing ICT
Paper-IV(S.O.) Mrs. Gurpreet Grewal	Thursday	Paper-II	Gui	" A	"	Paper-I	Option	A	Paper-III Physical Edu. B.B Writing ICT
Paper-V(Guid.) Mrs. Navjot Kaur	Friday	Paper-II	Paper-III	" K	"	Gui	Option	K	Paper-I CRAFT
	Saturday	ICT	Paper-I	"	"	S.O.	Paper-III		Paper-III

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B.Ed. TIME TABLE SESSION (2013-14)

SECTION- E

Period	I	II	III	IV	V	VI	VII	VIII & IX	
Days									
Paper-I Mrs. Gurpreet Dhaliwal	Monday	Paper-III	Paper-I	Tg.-1 B	Tg.-2	S.O.	Paper-II	B	ICT/ House Meeting Physical Edu. B.B Writing ICT
Paper-II Ms. Parminder	Tuesday	Paper-II	Paper-III	" R	"	Gui	Paper-I	R	ICT/ House Meeting Physical Edu. B.B Writing ICT
Paper-III Mrs. Gurpreet Grewal	Wednesday	Paper-III	Paper-I	" E	"	Gui	Paper-II	E	S.O. Physical Edu. B.B Writing ICT
Paper-IV(S.O.) Mrs. Jagminder	Thursday	Paper-III	Paper-I	" A	"	Paper-II	Option	A	ICT Physical Edu. B.B Writing ICT
	Friday	Paper-I	S.O.	" K	"	Paper-II	Option	K	Paper-III CRAFT
	Saturday	ICT	Paper-III	"	"	Paper-II	Paper-I		Gui

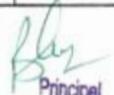
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Time Table Session 2013-14

TIME TABLE FOR SPORTS, B.B. WRITING AND COMPUTER EDUCATION

8th & 9th periods

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Satluj House	Games Period	B.B Writing	Computer Education	-----		
Beas House	B B Writing	Games Period	-----	Computer Education	8 & 9th Period Craft	8th & 9th Period Participants of Inter College Competitions
Ravi House	Computer Education	-----	Games Period	B.B Writing	10th Period onwards Participants of Inter- College Competitions.	
Chenab House	-----	Computer Education	B.B Writing	Games Period		


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B.ED TEACHER WISE CONSOLIDATED TIME TABLE (2014-15)

S.No.	PERIOD	I	II	III	IV	V	VI	VII	VIII	IX
	Names									
1	Dr. Baljit Kaur	Paper-1(1) M.Ed		Paper-1(2) M.Ed	Paper-1(3,4,5,6) M.Ed					
2	Dr. Seema Chopra	Edu.Tech(6) M.Ed	Edu.Tech(2,5) M.Ed	Tg. Of Eng(1-6) B.Ed		Edu.Tech(3,4) M.Ed	Edu.Tech(3) M.Ed			
3	Dr. Parveen Grover	Gui&Coun.(3) M.Ed	Gui&Coun.(1) M.Ed	Gui&Coun.(5,6) M.Ed	Tg. Of H.Sc(1-6) B.Ed	Gui&Coun.(2) M.Ed	Gui&Coun.(2) M.Ed	Home Craft(5) B.Ed	Home Craft(4,5) B.Ed	Home Craft(4) B.Ed
4	Dr. Kiran Duggal	Paper-III(2) M.Ed	Paper-III(3) M.Ed	Paper-III(1,4) M.Ed	Tg. Of Eco. (1-6) B.Ed	Paper-III(5) M.Ed	Paper-III(4) M.Ed			
5	Dr. Amandeep Kaur	E.Edu(6) M.Ed	E.Edu(2,5) M.Ed		Tg. Of Sci. (1-6) B.Ed	E.Edu(3,4) M.Ed	E.Edu(3) M.Ed			
6	Mrs. Manjit Kaur	Sp. Edu.(4) M.Ed	Sp. Edu.(6) M.Ed	Sp. Edu.(3) M.Ed	Tg. Of Eco. (1-6) B.Ed	Sp. Edu.(1) M.Ed	Sp. Edu.(1,5) M.Ed			

S.No.	PERIOD	I	II	III	IV	V	VI	VII	VIII	IX
	Names									
7	Mrs. Sarvjit Kaur	Paper-II(5) M.Ed	Paper-II(4) M.Ed	Tg. Of Hindi (1-6) B.Ed	Paper-III(1,2) M.Ed	Paper-III(6) M.Ed	Paper-III(6) M.Ed			
8	Mrs Shally	Paper-III(2,4) B.Ed-B	Paper-III(3,5) B.Ed-B		Tg. Of S.St (1-6) B.Ed	Paper-III(1) B.Ed-B	Paper-III(6) B.Ed-B			
9	Ms. Jaspreet Kaur Aulakh	I.C.T(4) B.Ed-A	I.C.T(4) B.Ed-B		Tg. Of C.Sc (1-6) B.Ed	I.C.T(1) B.Ed-A I.C.T(2) B.Ed-B	I.C.T(3) B.Ed-B	I.C.T(2,3) B.Ed-A I.C.T(1) B.Ed-B	I.C.T(1,2,3) B.Ed(Practical)	I.C.T(1,2,3) B.Ed(Practical)
10	Mrs. Gurpreet Dhaliwal	Paper-I(1,5) B.Ed-A Paper-I(2) B.Ed-C	Paper-I(2,6) B.Ed-A Paper-I(1,3) B.Ed-C		Tg. Of History(1-6) B.Ed	Paper-I(3) B.Ed-A Paper-I(4,5) B.Ed-C	Paper-I(6) B.Ed-C	Paper-I(4) B.Ed-A		
11	Mrs. Jagminder Kaur	Paper-III(2,3) B.Ed-D S.O(6) B.Ed-C	Paper-III(1) B.Ed-D S.O(4) B.Ed-C	Tg. Of Pun(1-6) B.Ed		Paper-III(5,6) B.Ed-D	Paper-III(4) B.Ed-D S.O(2,3,5) B.Ed-C	S.O(1) B.Ed-C		


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 SIDHWAN KHURD (Ludhiana)

S.No.	PERIOD		I	II	III	IV	V	VI	VII	VIII	IX
	Names										
12	Mrs.G.Grewal		Paper-III(1,3) B.Ed-C Paper-III(2) B.Ed-E S.O(6) B.Ed-B	Paper-III(5,6) B.Ed-C Paper-III(1,3) B.Ed-E			Paper-III(2) B.Ed-C Paper-III(5,6) B.Ed-E S.O(3,4) B.Ed-B		Paper-III(4) B.Ed-E Gardening(5)	Gardening Craft (4,5)	Gardening Craft -4
13	Mrs.Pooja Batra					Tg. Of Fine Arts(1-6) B.Ed			Int.Deco.Craft (5)B.Ed	Skill Dev Activity (1,2,3) B.Ed Int.Deco.Craft (4,5)B.Ed	Skill Dev Activity (1,2,3) B.Ed Int.Deco.Craft (4)B.Ed
14	Mrs.Manpreet Kaur						I.C.T(1,3,4) B.Ed-D I.C.T(2) B.Ed-E	I.C.T(2) B.Ed-D I.C.T(3,4) B.Ed-E I.C.T(1) B.Ed-C	I.C.T(5) B.Ed-D I.C.T(1) B.Ed-E I.C.T(2,3,4) B.Ed-C Computer Craft -5	I.C.T(1,2,3) B.Ed(Practical) Computer Craft (4,5)	I.C.T(1,2,3) B.Ed(Practical) Computer Craft -4
15	Ms. Yashpreet		Paper-I(3,5,6) B.Ed-E Paper-I(1) B.Ed-B	Paper-I(4) B.Ed-E Paper-I(2) B.Ed-B	Tg. Of Com.(1-6) B.Ed		Paper-I(1) B.Ed-E Paper-I(5,6) B.Ed-B	Paper-I(2) B.Ed-E Paper-I(4) B.Ed-B		Paper-I(3) B.Ed-B	

S.No.	PERIOD		I	II	III	IV	V	VI	VII	VIII	IX
	Names										
16	Ms. Ramanjit		Paper-III(3,5) B.Ed-B Paper-III(1) B.Ed-D	Paper-III(1,6) B.Ed-B Paper-III(3,4,5) B.Ed-D		Tg. Of S.St (1-6) B.Ed			Paper-III(2,4) B.Ed-B		
17	MS. Sarvjit Kaur		Paper-II(4,5) B.Ed-C S.O(6) B.Ed-D	Paper-II(2) B.Ed-C S.O(1,3,5) B.Ed-D	Tg. Of Pun(1-6) B.Ed		Paper-II(1,3,6) B.Ed-C		S.O(2,4) B.Ed-D		
18	Ms. Shalika		Paper-III(2) B.Ed-A Paper-III(1,4) B.Ed-E	Paper-II(3,5) B.Ed-A Paper-II(5) B.Ed-E	Tg. Of Maths(1-6) B.Ed	Paper-III(4,6) B.Ed-A Paper-III(3) B.Ed-E		Paper-III(5) B.Ed-E	Paper-II(1) B.Ed-A Paper-III(2) B.Ed-E		
19	Ms. Gurpreet		Paper-III(3,6) B.Ed-A	Paper-III(1) B.Ed-A S.O(2,5) B.Ed-E	Tg. Of Pbl.(1-6) B.Ed		Paper-III(2,5) B.Ed-A S.O(4) B.Ed-E	Paper-III(4) B.Ed-A S.O(1,6) B.Ed-E	S.O(3) B.Ed-E		
20	Ms.Navdeep Gill		Paper-I(4,5) B.Ed-D	Paper-I(2,6) B.Ed-D S.O(4) B.Ed-A		Tg. Of S.St (1-6) B.Ed			S.O(1,2,3,5,6) B.Ed-A	Paper-I(1,3) B.Ed-D	

S.No.	PERIOD		I	II	III	IV	V	VI	VII	VIII	IX
	Names										
21	Ms.Navdeep Sandhu				Tg. Of Phy.Edu(1-6) B.Ed	Tg. Of Geog.(1-6) B.Ed					
22	Mrs.Harjit Kaur								Tie&dye craft -5	Skill Dev Activity (1,2,3) B.Ed Tie&dye craft (4,5)	Skill Dev Activity (1,2,3) B.Ed Tie&dye craft -4

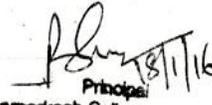

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Semester-I

B.Ed. TIME TABLE SESSION (2015-17)

SECTION- A

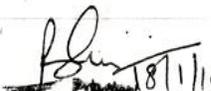
Period	9.10-9.50	9.50-10.30	10.30-11.10	11.10-11.30	11.30-12.10	12.10-12.50	12.50-1.30	1.30-2.00	2.00-3.00
Days	I	II	III	IV	V	VI	VII		
Paper-C-10 Dr. Shally	Paper C-10	Paper C-11	Tg.-1	B	Tg.-2	ICT	Art & Drama	B	Sports & Yoga
Paper-C-11 Dr. Rajni	Paper C-11	Paper C-10	"	R	"	Art & Drama	ICT	R	Sports & Yoga
ICT Dr. Jaspreet Kaur	ICT	Art & Drama	"	E	"	Paper C-10	Paper C-11	E	Sports & Yoga
Sports & Yoga Dr. Aman Dhillon	Art & Drama	ICT	"	A	"	Paper C-11	Paper C-10	A	-
Art & Drama	Paper C-10	Paper C-11	"	K	"	Art & Drama	ICT	K	-
	Paper C-11	Paper C-10	"	"	"	ICT	Art & Drama		-


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 SIDHWAN KHURD (Lah.)

B.Ed. TIME TABLE SESSION (2015-17)

SECTION- B

Period	9.10-9.50	9.50-10.30	10.30-11.10	11.10-11.30	11.30-12.10	12.10-12.50	12.50-1.30	1.30-2.00	2.00-3.00
Days	I	II	III	IV	V	VI	VII		
Paper-C-10 Dr. Jagminder	Paper C-10	Paper C-11	Tg.-1	B	Tg.-2	ICT	Art & Drama	B	-
Paper-C-11 Mr. Gurwinder Singh	Paper C-11	Paper C-10	"	R	"	Art & Drama	ICT	R	-
ICT Mrs. Manpreet Kaur	ICT	Art & Drama	"	E	"	Paper C-10	Paper C-11	E	-
Sports & Yoga Dr. Aman Dhillon	Art & Drama	ICT	"	A	"	Paper C-11	Paper C-10	A	Sports & Yoga
Art & Drama	Paper C-10	Paper C-11	"	K	"	Art & Drama	ICT	K	Sports & Yoga
	Paper C-11	Paper C-10	"	"	"	ICT	Art & Drama		Sports & Yoga


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M.Ed TIME TABLE SESSION 2015-16 (SEMSTER-I)

PERIOD	I	II	III	BREAK	IV	V	VI	VII
Days	Paper -IV	Paper-V	Paper-III		Paper-I	Paper-II	Dissertation	SDS
Monday								
Tuesday	Paper-III	Paper-I	Paper-IV		Paper-II	Paper-V	Dissertation	SDS
Wednesday	Paper -II	Paper -IV	Paper -V		Paper -I	Paper -III	Dissertation	SDS
Thursday	Paper -IV	Paper -III	Paper -V		Paper -II	Paper -I	Dissertation	SDS
Friday	Paper -V	Paper -III	Paper -IV		Paper -I	Paper -II	Dissertation	Library Study
Saturday	Paper -I	Paper -V	Paper -III		Paper -II	Paper -IV	Dissertation	Library Study

*SDS- SELF DEVELOPMENT SKILLS

Paper-I	:	Dr.Seema Chopra
Paper-II	:	Dr. Sarvjeet Kaur
Paper-III	:	Dr.Kiran Duggal
Paper-IV(Teacher Education)	:	Dr.Parveen Grover
Paper-V (History of Education)	:	Dr.Amandeep Kaur


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M.Ed TIME TABLE SESSION 2015-16 (SEMSTER-II)

PERIOD	I	II	III	BREAK	IV	V	VI
Days	Paper -II	Paper-III	Pedagogy of Social Sciences		Paper-I	SDS*	Dissertation
Monday							
Tuesday	Paper-II	Paper-III	Pedagogy of Social Sciences		Paper-I	SDS	Dissertation
Wednesday	Paper -III	Paper -II	Pedagogy of Social Sciences		Paper -I	SDS	Dissertation
Thursday	Pedagogy of Social Sciences	Paper -I	Paper -III		Paper -II	SDS	Dissertation
Friday	Paper -I	Pedagogy of Social Sciences	Paper -III		Paper -II	SDS	Dissertation
Saturday	Paper -I	Pedagogy of Social Sciences	Paper -III		Paper -II	SDS	Dissertation

*SDS- SELF DEVELOPMENT SKILLS

Paper-I	:	Dr.Seema Chopra
Paper-II	:	Dr. Sarvjeet Kaur
Paper-III	:	Dr.Kiran Duggal
Pedagogy of Social Science	:	Mrs. Manjeet Kaur


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ANNEXURE-III

M.Ed and B.Ed Syllabus

M.Ed 2013-14

PANJAB UNIVERSITY, CHANDIGARH

SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR MASTER OF EDUCATION (M. ED.) EXAMINATION, 2011

(General Full Time Course)

Note : Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '÷', '√', only is allowed in the examination centre, but these will not be provided by the University/College.

COURSES OF STUDY

S. No.	Papers	No.	T. Marks	External	Internal
A (i)	<i>Foundation Paper (Compulsory)</i>				
	Paper I : Foundations of Education (Philosophical and Sociological)	3	3 x 100 = 300	225	75
	Paper II : Advanced Educational Psychology				
	Paper III : Methodology of Educational Research and Educational Statistics				
A (ii)	<i>Optional Papers</i>	3	3 x 100 = 300	225	75
	Papers IV, V & VI (Specialization)				
B	Field based experiences related to supervision and evaluation of practice-teaching and other aspects of School experiences of B.Ed. Programmes		50	25	25
Total			650	475	175

Note : Out of the total marks 25% are to be internally evaluated in each paper (as per UGC Model Curriculum) and counted for the division. Total marks 475+175 = 650.

Special Papers

S. No.	Papers	Theory	External	Internal	Practical	External	Internal
A.	Guidance and Counselling	80	60	20	20	15	5
B.	Adult & Continuing Education	80	60	20	20	15	5
C.	Value Education and Human Right	100	75	25	--	--	--
D.	Comparative Education	100	75	25	--	--	--
E.	Teacher Education	100	75	25	--	--	--
F.	Special Education	80	60	20	20	15	5
G.	Educational Technology	80	60	20	20	15	5
H.	Measurement and Evaluation	100	75	25	--	--	--
I.	Curriculum Development	80	60	20	20	15	5
J.	Environmental Education	100	75	25	--	--	--
K.	Yoga Education	80	60	20	20	15	5
L.	Educational Admn. and Supervision	100	75	25	--	--	--
M.	Dissertation*	--	--	--	100	75	25

* The last date for (i) application regarding the topic of dissertation along with the synopsis and (ii) the dissertation to reach the Registrar's Office shall be :

- (i) October 31st of the year preceding the examination for application regarding the topic of dissertation along with its synopsis.
- (ii) May 31st of the year of examination for the dissertation.

M.Ed 2014-15

M.Ed. 2014-15 General Semester I

Programme Code: MEDGN -I

I) FOUNDATION PAPERS (PAPERS I, II, III) & COMPULSORY PAPERS VI & VII

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
I	C01-EFS-I	Education as a field of study-I	5	80	20	-	100
II	C02-AEP-I	Advanced Educational Psychology-I	5	60	20	20	100
III	C03-ERS-I	Methodology of Educational Research & Statistics-I	5	80	20	-	100
VI	C04-DIS	Dissertation/Research Proposal	0	0	0	0	0
VII	C05-FBE	Field Based Experiences	0	0	0	0	0

I. OPTIONAL PAPERS (PAPERS IV and V) Any two of the following

OPTION	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
A	E01-GNC-I	Guidance & Counselling-I	5	60	20	20	100
B	E02-LLE-I	Lifelong Education-I	5	60	20	20	100
C	E03-VHR-I	Value Education & Human Rights-I	5	80	20	-	100
D	E04-CME- I	Comparative Education-I	5	80	20	-	100
E	E05-TED-I	Teacher Education-I	5	80	20	-	100
F	E06-ECS-I	Education of Children with Special Needs-I	5	60	20	20	100
G	E07-EDT-I	Educational Technology-I	5	60	20	20	100
H	E08-MEV- I	Measurement & Evaluation-I	5	80	20	-	100
I	E09-CRD-I	Curriculum Development-I	5	60	20	20	100
J	E10-ENE-I	Environmental Education-I	5	60	20	20	100
K	E11-YED-I	Yoga Education-I	5	60	20	20	100
L	E12-EAM- I	Educational Administration & Management-I	5	80	20	-	100

Aggregate of Semester-I

Total marks of I & II = 300 + 200 = 500

Total credits = 25

M.Ed. General Semester II

Programme Code: MEDGN –II

D) FOUNDATION PAPERS (PAPERS I, II, III) & COMPULSORY PAPERS VI & VII

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
I	C01-EFS-II	Education as a field of study-II	5	80	20	-	100
II	C02-AEP-II	Advanced Educational Psychology-II	5	60	20	20	100
III	C03-ERS-II	Methodology of Educational Research & Statistics-II	5	80	20	-	100
VI	C04-DIS	Dissertation/Research Report	7.5	100	50	0	150
VII	C05-FBE	Field Based Experiences	2.5	25	25	0	50

OPTIONAL PAPERS (PAPERS IV and V)

Any two of the following

OPTION	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
A	E01-GNC-II	Guidance & Counselling-II	5	60	20	20	100
B	E02-LLE-II	Lifelong Education-II	5	60	20	20	100
C	E03-VHR-II	Value Education & Human Rights-II	5	80	20	-	100
D	E04-CME- II	Comparative Education-II	5	80	20	-	100
E	E05-TED-II	Teacher Education-II	5	80	20	-	100
F	E06-ECS-II	Education of Children with Special Needs-II	5	60	20	20	100
G	E07-EDT-II	Educational Technology-II	5	60	20	20	100
H	E08-MEV- II	Measurement & Evaluation-II	5	80	20	-	100
I	E09-CRD-II	Curriculum Development-II	5	60	20	20	100
J	E10-ENE-II	Environmental Education-II	5	60	20	20	100
K	E11-YED-II	Yoga Education-II	5	60	20	20	100
L	E12-EAM- II	Educational Administration & Management-II	5	80	20	-	100

Aggregate of Semester-II

*Total marks of I & II = 500 + 200 = 700

Total credits = 35

Aggregate of semester I & II= 500+700 *Total marks = 1200

Total Credits = 25+35=60

M.Ed 2015-17

Tentative outline of M.Ed. (General) 2 Year Syllabus

M.Ed. General Semester I

Program Code: MEDGN-I

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C01-PIE-I	Perspectives in Education -I	4	70	30	100
II	C02-LLP-I	Learner and Learning Process-I	4	70	30	100
III	C03-ERS-I	Educational Research and Statistics-I	4	70	30	100
IV	C04-TED-I	Teacher Education-I	4	70	30	100
V	C05-HOE-I	History of Education-I	4	70	30	100
VI	C06- DIS-I	Dissertation-I (Orientation to Writing a synopsis)	0	-	-	-
VII	C07-SDS-I	Self Development Skills-I (Academic/Professional Writing & Communication Skills)	1	-	25	25

Aggregate of Semester - I = 525 marks

Total Credits = 21

One Credit= 1 hour

M.Ed General Semester II

Program Code: MEDGN-II

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C08-PED-II	Process of Education-II	4	70	30	100
II	C09-PIS-II	Psychology for Individual and Social Development-II	4	70	30	100
III	C10-ERS-II	Educational Research and Statistics-II	4	70	30	100
IV	C11-DIS-II	Dissertation -II (Submission of Research Proposal)	2	-	50	50
V	C12-SDS-II	Self Development Skills-II (Writing CV & Interview skills)	1	-	25	25
VI	ANY ONE OF THE FOLLOWING					
	E01-PSE-II	Pedagogy of Science Education-II	4	70	30	100
	E02-PSS-II	Pedagogy of Social Science Education-II	4	70	30	100
	E03-PLE-II	Pedagogy of Language Education-II	4	70	30	100
	E04-PME-II	Pedagogy of Mathematics Education-II	4	70	30	100

Aggregate of Semester - II = 475 marks

Total Credits = 19

One credit= 1 hour

M.Ed General Semester III**Program Code: MEDGN-III**

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C13-GNC-III	Guidance and Counseling-III	4	70	30	100
II	C14-EDT-III	Educational Technology and ICT-III	4	70	30	100
III	C15-DIS-III	Dissertation-III (Submission)	0	-	-	-
IV	C16-SDS-III	Self Development Skills-III (e-skills)	1	-	25	25
V & VI	ANY TWO OF THE FOLLOWING					
	E05-PFE-III	Policy Planning and Financing of Education-III	4	70	30	100
	E06-EDA-III	Education for Differently-abled-III	4	70	30	100
	E07-CRS-III	Curriculum Studies-III	4	70	30	100

Aggregate of Semester - III = 425 marks**Total Credits = 17****One credit= 1 hour****M.Ed General Semester IV****Program Code: MEDGN-IV**

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C17-ESD-IV	Education for Sustainable Development & Global Peace-IV	4	70	30	100
II	C18-FAI-IV	Field Attachment/ Internship-IV	4	50	50	100
III	C19-DIS-IV	Dissertation-IV (Viva Voce)	6	100	50	150
IV	C20-SDS	Self Development Skills-IV (Yoga)	1	-	25	25
V & VI	ANY TWO OF THE FOLLOWING					
	E08-MEV-IV	Measurement, Assessment and Evaluation-IV	4	70	30	100
	E09-CME-IV	Comparative Education-IV	4	70	30	100
	E10-LLL-IV	Life Long Learning-IV	4	70	30	100
	E11-EAM-IV	Educational Administration and Management-IV	4	70	30	100

Aggregate of Semester - IV = 575 marks**Total Credits = 23****One credit= 1 hour****Aggregate of Semester I, II, III and IV = 525 + 475 + 425 + 575 = 2000 Marks****Total Credits = 21 + 19 + 17 + 23 = 80**

B.Ed 2013-14

PART- I

1.1 General Professional Course of Theory Papers :

		MARKS				
		<i>Ext. Th.</i>	<i>Int. Eval.</i>	<i>Ext. Prac.</i>	<i>Int. Prac.</i>	<i>Total</i>
Paper-I	Philosophical and Sociological Basis of Education	80	10	--	10	100
Paper-II	The Learner_Nature and Development	80	10	--	10	100
Paper-III	Teaching–Learning Process	80	10	--	10	100
Paper-IV	(PART-A) School Management	48	06	--	06	100
	(PART-B) Computer Education	20	--	16	04	
Paper-V	(PART-A) Guidance and Counselling	48	06	--	06	100
	(PART-B) Any One of the following options :	32	04	--	04	
Total =						500

- | | |
|--|---|
| (i) School Library Services | (xi) Yoga Education |
| (ii) Comparative Education | (x) Value Education |
| (iii) Adult and Continuing Education | (xi) Educational Technology |
| (iv) Health and Physical Education | (xii) Elementary Education |
| (v) Education of Children with special needs | (xiii) Women Education & Indian Society |
| (vi) Population Education | (xiv) Co-Curricular Activities in Schools |
| (vii) Distance Education and Open Learning | (xv) E-Education Resource Development |
| © Environmental Education | |

• **PAPERS-VI & VII : Methodology of Teaching of any two of the following :**

[Marks : (External 90 + Internal 10) + (External 90 + Internal 10) = 200]

- | | |
|-------------------------------|---------------------------------------|
| 1. Teaching of English | 12. Teaching of Life Science |
| 2. Teaching of Hindi | 13. Teaching of Physical Science |
| 3. Teaching of Punjabi | 14. Teaching of Home Science |
| 4. Teaching of Sanskrit | 15. Teaching of Fine Arts |
| 5. Teaching of History | 16. Teaching of Music |
| 6. Teaching of Geography | 17. Teaching of Physical Education |
| 7. Teaching of Economics | 18. Teaching of Agriculture |
| 8. Teaching of Social Studies | 19. Teaching of Computer Education |
| 9. Teaching of Commerce | 20. Teaching of Political Science |
| 10. Teaching of Mathematics | 21. Teaching of Public Administration |
| 11. Teaching of Science | 22. Teaching of Sociology |

PART-II

Practical

- A. There shall be four components of practical work. The distribution of the practical work shall be as under:

<i>Component</i>	<i>Practical</i>	<i>Marks</i>		
		<i>External</i>	<i>Internal</i>	<i>Total</i>
I	School Experience Programme	60+60=120	40+40=80	200
				(For two teaching subjects)
II	Simple Expressional Competencies	30	20	50
III	Health & Sports Programme	30	20	50
IV	A. Work Experience Programme	30	20	50
	B. Co-curricular, Culture & Community Activities		25+25	50

The University may appoint the Co-ordinator in the interest of academics in the Colleges of Education.

- B. Total marks on the basis of which the degree will be awarded to the candidates are as follow :-

<i>Part</i>		<i>External</i>	<i>Internal</i>	<i>Total Marks</i>
Part-I	1.1			500
	1.2			200
Part-II	Components			
	I	60+60	40+40	200
	II	30	20	50
	III	30	20	50
	IV A	30	20	50
	IV B		25+25	50

Total of parts I & II (700 + 400) : 1100 marks

To appear in the final exam., qualifying marks in each of these components should be 40%.

B.Ed 2014-15

Semester-I Part-A (Theory)

S.No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1.	I	Philosophical and Sociological bases of education	-----	5	5	40	50
2.	II	The Learner-Nature and Development	-----	5	5	40	50
3.	III	Teaching Learning process and Evaluation	-----	5	5	40	50
4.	IV-A	School Management	-----	5	5	40	50
5.	V-A	ICT Skill development	16	6	6	32	60
6.	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
				5	5	40	50

Total=360

Part-B (Practical)

Components of Practical work. The distribution of the Practical work shall be as under:

S.No.	Components	Practical	External	Internal	Total
1.	I-A	ISE	00	15+15=30	30
2.	II-A	WEP	30	20	50
3.	III-A	CES	-----	10	10
4.	III-B	HSP	30	20	50

Total Marks=140

Total of Semester-I

Part-A =360

Part-B=140

Total=500

ISE : Initiatory School Experiences WEP : Work Experience Programme CES : Communication and Employability Skills HSP : Health and Sports Programme

Semester-II
Part-A (Theory)

S.No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1.	I	Philosophical and Sociological bases of education	-----	5	5	40	50
2.	II	The Learner-Nature and Development	-----	5	5	40	50
3.	III	Teaching Learning process and Evaluation	-----	5	5	40	50
4.	IV-B	Guidance and Counselling	-----	5	5	40	50
5.	V-B	Any one of the Options	-----	4	4	32	40
6.	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
			-----	5	5	40	50

Total=340

Part-B (Practical)

There will be following components of Practical work. The distribution of the Practical work shall be as under:

S.No.	Components	Practical	External	Internal	Total
1.	I-B	SEP	70+70=140	30+30=60	200
2	II-B	SEC	30	20	50
3.	IV	CCC	--	10	10

Total Marks=260

Total of Semester-II

Part-A =340

Part-B =260

Total =600

SEP : School Experience Programme SEC : Simple Expressional Competencies CCC: Co-Curricular, Cultural and Community Activities

Total marks of B.Ed Semester I and II = 500+600 =1100
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**B.Ed.
Two Year Programme**

**Semester I
2015-2017**

Semester -I

S.No.	Course Code	Name of the Paper/Subject	External Marks	Internal Marks	Total Marks
1	C-1	Childhood & Growing Up	80	20	100
2	C-2	Contemporary India & Education	80	20	100
3	C-3	Understanding Disciplines and Subjects	40	10	50
4	C-4	Language across the curriculum	30	20	50
5	C-5	School Management	40	10	50
6	C-6	Pedagogy of school subject-1	40	10	50
7	C-7	Pedagogy of school subject -2	40	10	50
8	C-8	Participation in Sports and Yoga		20	20
9	C-9	Pre-Internship- 1(2 Weeks) Engagement with Field	-----	30	30
Total			350	150	500

Pedagogy of School Subjects (any two) of the following (C-6/14,C-7/15):

- Teaching of English
- Teaching of Hindi
- Teaching of Punjabi
- Teaching of Sanskrit
- Teaching of History
- Teaching of Geography
- Teaching of Economics
- Teaching of Social Studies
- Teaching of Commerce
- Teaching of Mathematics
- Teaching of Science
- Teaching of Life Science
- Teaching of Physical Science
- Teaching of Home Science
- Teaching of Fine Arts
- Teaching of Music
- Teaching of Health and Physical Education
- Teaching of Agriculture
- Teaching of Computer Science
- Teaching of Political Science
- Teaching of Public Administration
- Teaching of Sociology

Semester I

Course Code: C-I

CHILDHOOD AND GROWING UP

Total Marks:-100 (External assessment=80 + Internal Assessment=20)

Objectives of the Course:

After going through the course the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To know and Develop an art of Well Being
- To reflect on the Individual differences based on Caste, Gender and Class,etc

Course Content:

Unit –I

1. Concept of human Growth and Development, Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.
3. Individual differences in growth and development

Unit-II

1. Relevance & Applicability of various theories of development: Erickson (Psycho-Social), Piaget (Cognitive),
2. Role of Home, School and Society in cognitive, affective and conative development.

Unit –III

1. Intelligence:-Meaning, Theories(Howard Gardner's theory of multiple intelligence, Guilford's SOI), Measurement of Intelligence ,
2. Dealing with Gifted & backward children, Concept of Emotional Intelligence
3. Personality :-Concept, Theories of Personality (Type trait psychoanalytic theory), Factors responsible for shaping the personaliy, Assessment of Personality

Unit –IV

1. Concept of creativity , difference between creativity and intelligence ,Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving ,Group discussion, play way, Quiz etc.
3. Motivation: Concept & types.

Practical work /Sessional work:

Administration, scoring and interpretation of any two of the following:

- Intelligence test (individual /group test)
- Personality test
- Creativity Test- Verbal /Non-Verbal Test of Creative Thinking.

Course Code: C- 2

CONTEMPORARY INDIA AND EDUCATION

(Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

Objectives

To enable Students:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To know and understand education in pre-independent and post independent India.

Course Content:

Unit-I

- a) Education-Concept (Indian and Western), Aims of Education.
- b) Driving forces of Indian society: Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
- c) Impact of Liberalization, Privatization, Globalization and stratification on school education in India.

Unit-II

- a) Educational Policies- NPE 1986, Programme of action-1992, National Curricular Framework (NCF)-2005.
- b) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944)

Unit-III

- a) Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
- b) Concept of Social diversity at level of individual, caste, religion, minorities, languages tribes etc.
- c) Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.

Unit-IV

- a) Major recommendations of Secondary Education Commission(1952-1953); Indian Education Commission (1964-66)
- b) Right to Education Act-2009 & Sarva Shiksha Abhiyan (SSA)
- c) Rashtriya Madhyamik Siksha Abhiyan(RMSA)

Project Work / Sessional Work (Internal):

Each Pupil teacher will conduct any one of the following activities:

- a. Critical analysis of Sarva Shiksha Abhiyan (SSA) – A local level Survey
- b. Rashtriya Madhyamik Siksha Abhiyan (RMSA) – A local level Survey
- b. A local survey on Mid-day Meal Program in Secondary School.
- c. Debate on medium of Schooling or Three language formula

C-3

UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objectives:

The course will enable student teachers to

1. To reflect on the nature and 'disciplinary role' in the school curriculum.
2. To understand the nature, changes in disciplines and subjects in terms of social, Political and Intellectual contexts.
3. To study the relationship between academic disciplines and school subjects.

Unit-I Structure of the Disciplines

- Disciplines: Meaning, Types, Importance and relationship with subjects
- Core ideas of Developing Discipline: Meaning and organization
- Philosophical views in different discipline by John Dewey & Krishna Murthy in modern context.

Unit-II Understanding the organization of school subjects

- Nature, importance and historical perspective of Science, Social Science, Mathematics and Languages
- Changes in school subjects in terms of social, political and intellectual context
- Curriculum: Concept, Principles of curriculum construction.

Unit-III Analyzing relationship between school subjects.

- Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effects on curriculum framework.
- Meaning of inter disciplinary approach to education and its effects on school subjects.
- Criterion of content for selection of school subjects in view of objectives and sources.

Sessional work

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences, and their branches etc. (preparation of written report)

C-4

LANGUAGE ACROSS THE CURRICULUM

(Total Marks:-50 (External assessment:-30 + Internal Assessment:-20)

Objective:

1. To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

Course Content

UNIT-I LANGUAGE AND LEARNING

1. Role of Language as a means of construction of reality and gaining experiences
2. Concept formation: Meaning and Process

UNIT-II LANGUAGE AT SCHOOL

- Development of language and linguistic skills
- Multilingualism : Concept and techniques
- Role of home and school language in classroom instructions

UNIT-III BASIC LANGUAGE COMPETENCIES REQUIRED AT SCHOOL

- Listening, oratory, reading and writing
- Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- Discussion and questioning as tools of language learning

Suggested Projects:

- a) To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
- b) Analysis of text books languages and other materials used in different subjects from the point of view of registers and styles used in them.
- c) Project on Language environment of school

Course Code: C-5

SCHOOL MANAGEMENT

(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)

Objectives:

After the course, pupil teachers will be able to:

- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the Teachers.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

COURSE CONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

- School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
- School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
- Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.

UNIT-II: ESSENTIAL FACETS OF SCHOOL ORGANIZATION

- a) Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
- b) School Time Table: Importance, types and principles of time table construction.
- c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS

- a) Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block, District, State level)
- b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
- c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities-Morning Assembly, NSS/NCC, Fieldtrips.

PRACTICAL WORK

- (a) Construction of Time Table of a school,
- (b) Observation of school Registers

SEMESTER- I: TEACHING OF SCHOOL SUBJECTS
C-6&7
PEDAGOGY OF SOCIAL STUDIES-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of teaching Social Studies:

1. To acquire a conceptual understanding of the nature of Social Studies
2. Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
3. To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
4. To acquire basic knowledge and skills to analyze and transact the Social Sciences
5. To sensitize and equip student teachers to handle social issues
6. Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
7. Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
8. Develop learning materials on selected units to facilitate learning in Social Sciences.
9. To understand different ways of assessing learner performance and providing additional support to the learners
10. Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline

UNIT I: Social Studies: Context and Concerns

1. Historical development of Social studies as a school subject, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science
2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies at Elementary(6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

Unit - II: Pedagogical Issues

- Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
- Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip

UNIT III: Curriculum and Professional Development

- Critical Analysis of Social Studies curriculum at secondary stage – features, issues and recommendations of NCF 2005
- Development of social values, Critical thinking, National values and social skills through Social Studies Curriculum
- Qualities of Social Studies Teacher , Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

UNIT IV: Content from NCERT Text books:

1. Earth in the Solar system, What ,where and how
 - Equality in Indian Democracy
 - India after independence

Suggested Activities (Internal):

- Qualitative Analysis of school textbook of Social studies/Sciences of PSEB/CBSE/NCERT
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela etc.

PEDAGOGY OF ECONOMICS-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives of Pedagogy of Economics:

- To acquire a conceptual understanding of Economics
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner
- Plan lessons based on different approaches to facilitate learning of Economics
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To realize her/his role as facilitator in enhancing Economics learning in the real classroom situation.
- To explore the use and relevance of different learning resources and materials in learning different units in Economics.
- To understand different ways of assessing learner performance and providing additional support to the learners
- To reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

Course Outline

UNIT I: Economics: Context and Concerns

- a) Historical development of Economics as a school subject, Nature, scope and importance of Economics
- b) Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
- c) Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

Unit - II: Pedagogical Issues

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

UNIT III: Curriculum and Professional Development

1. Critical Analysis of Economics Text Book and Curriculum
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

UNIT IV: Content from NCERT Text books

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

Suggested Activities:

1. Preparing mock budget of their home/school for a financial year
2. PowerPoint presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay),Amartaya Sen, Adam, Smith, Marshal and Pigou
3. Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.

PEDAGOGY OF SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Use various methods and approaches of teaching science.
- Construct blue print of a question paper.
- Analyse the content pedagogically

COURSE CONTENT

UNIT-I

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

Unit-II

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Projectmethod, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

Unit- III

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blue print.
3. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion, Acid and Bases, Chemical Bonding, Circulatory system, food chain and food web.

Unit- IV

1. Metals and Non-Metals –Physical and Chemical properties.
2. Force and its types.
3. Micro-organisms- Bacteria and Virus.
4. Biogeochemical Cycles- Water and Nitrogen Cycle.

INTERNAL PRACTICAL

- a) Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
- b) Preparation of a blue print and construction of test items for Achievement test in science.

PEDAGOGY OF COMPUTER SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skill in preparing daily and unit lesson plans using various methods and approaches
- To develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- Use the knowledge of computers in class room teaching

Unit I-THE TECHNIQUES AND TECHNOLOGY OF COMPUTER

- (i) Introduction; computing needs; Generations of Computers;
- (ii) Principles of computing; Techniques of computing;
- (iii) Hardware & Software;
- (iv) Programming logics and learning strategies; Values of learning Computers

UNIT -II: NATURE AND SCOPE OF COMPUTER SCIENCE

- Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

UNIT – III: AIMS & OBJECTIVES OF TEACHING COMPUTER SCIENCE

- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives
- Instructional objectives with specifications

UNIT – IV: INSTRUCTIONAL METHODS, TECHNIQUES AND PLANNING FOR TEACHING

- a) Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
- b) Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- c) Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

Sessional Work:

- a) Critical analysis of Teaching aids and their applications in instruction and learning
- b) Preparation and presentation of slides for teaching any topic at the school level.

PEDAGOGY OF HOME SCIENCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

After completion of the course, the student teachers will be able to –

- Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- Integrate Home Science knowledge with other school subjects
- Identify and formulate aims and objectives of Home science Teaching.
- Critically evaluate the existing home science curriculum at secondary level.
- Apply various approaches and methods of teaching home science.
- Analyse different pedagogical issues in teaching home science

Unit-I

- a) Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
- b) Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

Unit-II

- a) Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of
- b) Specific objectives in behavioral terms (Magers approach and RCEM approach).
- c) Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

Unit-III

- Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- Pedagogical analysis of any five topics in Home Science.

Unit-IV

- a) Food, its constituents, functions and sources.
- b) Care and maintenance of cotton, wool and silk.
- c) Guidelines for making flower arrangement and rangoli.
- d) Elements of art in interior decoration.

Practical work

1. Flower arrangement and Rangoli
2. Visit to an industry related to food processing/ home decoration and report writing.
3. Activities for aesthetic development.

PEDAGOGY OF MATHEMATICS-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- Examine the language of mathematics, engaging with research on children's learning in specific areas.

Course Content:

Unit I: NATURE AND SCOPE OF MATHEMATICS

1. Meaning and building blocks of Mathematics- Axioms, Propositions, Postulates, Quantifiers etc.; Nature of mathematics- Truth, Logic, Reasoning, Deductive, Problem Solving; Scope of mathematics.
2. A mathematical theorem and its Invariants- converse, inverse and contrapositive, proofs and types of proofs, Difference between proof and verification; Aesthetics by Birkhoff.
3. History of mathematics with special emphasis on teaching of mathematics, contribution of mathematicians- Aryabhata, Ramanujan, Pythagoras & Euclid.

Unit II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

1. Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education;
2. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

UNIT III: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

1. Nature of concepts; concept formation and concept assimilation; Concept Attainment Model.
2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving, Project Method.
3. Cooperative Learning ensuring equal partnership of learners with special needs; Pedagogical analysis of topics in mathematics; Difference between teaching of Mathematics and teaching of Science

UNIT IV: PLANNING FOR TEACHING-LEARNING MATHEMATICS

1. Unit planning- Meaning and Characteristics
2. Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans- Objective based, ICT based, Diary format and model based lesson plans
3. Instructional aid and its types, use of ICT in teaching of mathematics

Sessional Work:

The students may undertake and one of the following activities:

- Assignment on construction of Test times
- Analysis of famous quotations on Mathematics
- Preparing Instructional aids.

C-6&7

PEDAGOGY OF HEALTH AND PHYSICAL EDUCATION

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

- a) To enable student teachers to develop an understanding of aims, objectives and importance of teaching of Health and Physical Education and Develop an understanding of the concept of Health Education.
- b) To describe the relationship of Health and Physical Education with other subjects.
- c) To develop awareness regarding first aid.
- d) To develop an awareness regarding the importance of physical fitness in individual and social life.
- e) To understand the Importance of Health and Physical Education Infrastructure, Equipments and Text Book.
- f) To acquaint them for food elements of balanced diet and food and its functions.
- g) To develop awareness regarding posture.
- h) To make pupil teacher aware of eligibility conditions to become Health and physical education teacher.
- i) To make the teaching of Health and Physical Education more interesting and innovative.

COURSE CONTENT

Unit : I

- i) Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
- ii) Need and Importance: Health and Physical Education programme in school curriculum.
- iii) Relationship: Health and Physical Education with General Education, Sociology and Psychology.

Unit : II

- i) Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities.
- ii) Health and Physical Education Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education.
- iii) Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
- iv) Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

Unit : III

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

UNIT: IV

1. Warming Up: Meaning, Importance of Warming and Cooling Down.
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in School.
4. Rules and Regulations:
Games: (a) Badminton (b) Volleyball

Internal Practical:

1. To help in conduct and organization of annual sports meet of the college.
2. (a) Types of Track Events.
(b) Rules and Regulations:
Athletics: (i) Shot Put (ii) Long Jump

C-6&7

PEDAGOGY OF COMMERCE-I

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Objectives

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

UNIT- 1: BUSINESS AND BANKING

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms – Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

UNIT- 2: NATURE AND SCOPE OF COMMERCE

- Meaning and nature of commerce.
- History of India's Freedom Movement in Commerce
- Constitutional obligation, India's common cultural heritage.
- Need and importance of Teaching & Learning of Commerce
- Structure of commerce as a subject
- Correlation of Commerce with Economics, Mathematics, Geography, Social Science.
- Place of Commerce in school curriculum.
- Importance of Commerce in daily life.

UNIT –3: OBJECTIVES OF TEACHING & LEARNING COMMERCE

- General aims and objectives of teaching Commerce.
- Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
- Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
- List of Instructional objectives in Behavioural terms.

UNIT – 4: APPROACHES AND METHODS OF TEACHING COMMERCE AND LESSON PLANNING

Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing Techniques: Review, Field work, interview

Lesson Planning

Unit Analysis, Content Analysis and Task Analysis ; Planning daily lesson plan; Unit plan-Steps, format, advantages of unit planning ; Difference between Unit Plan and Lesson Plan

Sessional Work:

- Visit to banks, insurance house, trade centers, companies & other business house
- Collection of business documents, newspaper and magazines articles and analyse.

C- 6&7

PEDAGOGY OF ENGLISH – I

Total Marks: 50 (Theory : 40 + Internal Assessment : 10)

Objectives

After completion of course the student will be able to

1. Understand the nature of English language and its relation to disciplinary knowledge
2. Analyse the pedagogy as the integration of knowledge about the learner, the subject and societal context
3. Apply pedagogical approaches for the teaching in different situations

Contents

UNIT-I :- Role of language and position of English in India

- Nature of language: Linguistic principles & their pedagogical implications
- Language and society: With special reference to gender, identity, power and class (society).
- Role of English language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and role of mother tongue; English as a link language in global context; challenges of teaching and learning English.

UNIT-II Methods and Approaches of Language Teaching

Methods

1. Grammar Translation Method
2. Direct/Natural Method
3. Audio-Lingual Method Approaches
4. Structural-Situational Approach
5. Communicative Approach
6. Multilingual Approach
7. Constructive Approach

UNIT-III Acquisition of Language Skills

- a) Acquisition of language skills :- Listening and speaking, Developing listening skills: Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone Tasks, materials and resources for developing the listening and speaking skills: Story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, discussions, debates, workshops and seminars
- b) Teaching of Grammar (Inductive and Deductive approach)
- c) Teaching of Vocabulary

UNIT-IV Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB pattern)

- a) Grammar : Parts of speech, Reported speech, voice and vocabulary items
- b) Unseen passage (Factual and literary passage)

SESSIONAL WORK

Organise any literary activity mentioned in UNIT-III part one and also write a report for the same.

Semester II
2015-2017
B.Ed.Semester -II

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-10	Learning and Teaching	80	20	100
2	C-11	Assessment for Learning	80	20	100
3	C-12	Understanding of ICT(EPC-1)	25	25	50
4	C-13	Drama & Art in Education (EPC-2)	25	25	50
6	C-14	Pedagogy of school subject-1	40	10	50
7	C-15	Pedagogy of school subject -2	40	10	50
8	C-16	Participation in Sports and Yoga		20	20
9	C-17	Pre- Internship -2 (2 Weeks) Field Engagement	----	30	30
Total			290	160	450

Total Marks = Semester I =500+Semester II= 450 + Semester III= 250+Semester IV= 400

Grand Total = 1600

Pedagogy of School Subjects (any two) of the following (C-6/14,C-7/15):

- Teaching of English
- Teaching of Hindi
- Teaching of Punjabi
- Teaching of Sanskrit
- Teaching of History
- Teaching of Geography
- Teaching of Economics
- Teaching of Social Studies
- Teaching of Commerce
- Teaching of Mathematics
- Teaching of Science
- Teaching of Life Science
- Teaching of Physical Science
- Teaching of Home Science
- Teaching of Fine Arts
- Teaching of Music
- Teaching of Health and Physical Education
- Teaching of Agriculture
- Teaching of Computer Science
- Teaching of Political Science
- Teaching of Public Administration
- Teaching of Sociology

Semester II

C-10

LEARNING AND TEACHING

Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

Objectives

- 1 To become aware of different contexts of learning and situate schools as a special environment for learning;
- 2 To reflect on their own implicit understanding of the nature and kinds of learning;
- 3 Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- 4 Explore the possibilities of an understanding of processes in human cognition and meaning– making them as basis for designing learning environments and experiences at school;
- 5 Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- 6 Use various methods of teaching for transacting the curriculums in school;
- 7 Prepare teachers for reflective teaching.

Course Content :

Unit-I DEVELOPMENT AND LEARNING

1. Meaning and principles of human development, relationship between child development and learning.
2. Meaning of 'cognition' and its role in learning, Socio-cultural factors influencing cognition and learning, Facilitating holistic development (for self and society).
3. Role of teacher in teaching-learning situations: (transmitter of knowledge, model, facilitator, negotiator, Co-learner).

Unit-II THEORETICAL PERSPECTIVES ON LEARNING

- 1 Implicit knowledge and beliefs about learning (demystifying misconceptions).
- 2 Learning Theories and human learning: Behaviourist view (conditioning paradigm in brief), Cognitivist view, Information-processing view, Humanistic view, Social-constructivist view (drawing selectively on the ideas of Skinner, Piaget, Sternberg, Rogers, Vygotsky).
- 3 Relevance and applicability of various theories of learning for different kinds of learning situations

UNIT- III TEACHERS AND TEACHING PROFESSION

- a) Concept of Profession; Teaching as a profession, Professional ethics for teachers.
- b) Concept and nature of teaching, Basic teaching Model.
- c) Reflective teaching: concept and strategies for making teachers reflective practitioners.
- d) Models of Teaching: Concept Attainment; Inquiry Training; Inductive thinking model.

UNIT –IV TEACHING TECHNOLOGY

1. Concept of pedagogy and andragogy
2. Principles and techniques of andragogy.
3. Simulated Teaching
4. Micro Teaching (concept and teaching skills)
5. Case Analysis; Analysis of teaching of effective teachers

Sessional Work (Any two of the following):

- a) Analysis of learning situations through case study, presentation before a group followed by discussion.

- b) Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- c) Design/suggest activities for developing critical consciousness about various social and political issues.
- d) Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

C-11

ASSESSMENT FOR LEARNING

Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

OBJECTIVES

After completion of the course, the student teachers will be able to

- understand the nature of assessment and its role in teaching learning process
- critically analyze the role of assessment at different domains of learning
- develop the skill of construction of testing tools
- understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment

Unit-I OVERVIEW OF ASSESSMENT AND EVALUATION

1. Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their inter relationships
2. Purposes and objectives of Assessment – for placement, providing feedback, grading, promotion, certification, diagnosis of learning difficulties
3. Principles and Types of evaluation Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective-based tests.

Unit-II ASSESSMENT TOOLS

1. Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
2. Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
3. Techniques of Assessment: Project work, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit-III ANALYSIS AND IMPLEMENTATION OF ASSESSMENT

1. Scoring procedure - manual and electronic, development of Rubrics
2. Analysis and Interpretation of Students' Performance, Processing test performance, Calculation of percentages, Frequency distribution, Percentile Rank , Measures of Central tendency, Graphical representations of data and interpreting performance
3. Place of marks, grades and qualitative descriptions
4. Role of Feedback in Improving learning and learners' development.

Unit-IV TRENDS AND ISSUES IN ASSESSMENT

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Non-Detention Policy, the menace of coaching.
3. Emerging Practices in Assessment: Standard Based Assessment, Online, Computer Based and Open Book Examinations.

SESSIONAL WORK:

1. Construction of an Achievement Test on One Topic.
2. Compilation of result of one class at school level and its analysis(% ,Mean, ,Median,Mode) and graphical representation.
3. Analysis of Continuous Comprehensive Evaluation scheme at school level .

C-12
(EPC-1)

UNDERSTANDING OF ICT

Total Marks:-50 (External assessment:-25 + Internal Assessment:-25)

Objectives

At the end of the course, the student- teachers will be able to-

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Intergrate technology in to classroom teaching learning strategies

UNIT-I (Theory)

ICT in Education-

1. Concept of ICT, Need & Importance, Scope of ICT in teaching-Learning Process, research and administration.
2. Integrating ICT in Teacher Education, Tools of ICT,ICT for professional Development of teachers,

UNIT-II (Theory)

COMPUTER FUNDAMENTALS

1. Basic anatomy of computer, Evolution of computers, Characteristics of computer: its speed, storage, accuracy, versatile, automation, diligence,
2. Input devices-(Keyboards,Mouse,Touch Screen,MICR,Light Pen,Joy Stick,Digitizer).
Output devices-(VDU,Printers, Laser,Inkjet, Scanner; Interactive Smart Board).
Data Storage devices-Hard Disk, Compact disk, Optical disk,Pen Drive and other devices.
3. MS-Windows-Introduction, Operate MS-Windows,Windows Manager, Working with files, SDisk Menu,View menu,options menu>window menu, Control Panel,Print Manager,Clip Board Viewer,Paint Brush,Note pad, Calendar, Calculator, Clock,
4. Computer Virus-Infection, causes and remedies.

UNIT-III (Practical)

MS-Office

1. Word Processor-introduction,Concept of word processing,Entering text-selecting and inserting text-making paragraph, getting help- moving and copying- searching and replacing- formatting character and paragraph- using a Document- editing, saving – formatting a text- handling multiple documents,
2. Manipulation of tables, columns and rows, tables and foot notes, table of contents and index- sorting, formatting sections and documents, mail merge.
3. Hands on Training:
 - a) Make a word document of an official correspondence and a question paper
 - b) Write a paragraph on burning news in word document
 - c) Preparing a resume
 - d) Mail merge

Spreadsheet:

1. Basics of Spreadsheet, manipulation cells,Columns and Rows

2. Spreadsheet operations-entering Numbers,text,Dates & Time, formulae
3. Editing a worksheet-deleting cells, rows, columns, inserting cells, rows and columns, printing a worksheet, tables, charts, functions.
4. Hands on Training:
 - a) Tabulation of details of staff and students of the school in which the student teacher is attached for practice teaching using spreadsheet.
 - b) Spreadsheet of students progress record- tabulation of results of an academic test.

Presentation

- 1 Basics of Powerpoint- creating a presentation, the slide manager preparation of different types of slides, slide design colour and background, manipulation and presentation of slides, slide transition, custom animation, audio video attachment, hyperlinks
- 2 Hands on Training:
 - a) Creating learning materials –handouts.
 - b) Multimedia presentation on a topic relevant to the teaching subjects.

Web Page and Internet

- Meaning- importance- types of networking-LAN,MAN,WAN
- Internet, E-mail-sending receiving and storing mail, chatting. Critical issues in internet usage-Authenticity of information, Addiction, Plagiarism downsides of social networking group.
- Hands on Training
- Creating own Email account and compromising and sending Email
- Lesson Plan Assignment through e-mail

Practical /Sessional Work

- a) All the practical work related to unit III of the syllabus
Note: Theory question Paper will be set from the first 2 units.

C-13 EPC 2:

Drama and Art in Education

Total Marks:-50 (External assessment:-25 + Internal Assessment:-25)

Objectives:

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Unit – I

Theory:

1. Art Education: Meaning, Scope.
2. Color: Types, Color Schemes and Effects
3. Role of Art (Visual arts, Literary Arts and performing Arts),
4. Music in Teaching and Learning-need,importance,
5. Meaning and types of gestures, Postures and Facial Expression.

Unit – II

- 1 Theatre: Introduction, Importance and role of Drama in general and in education
- 2 Components of Theatre: Role play, Space, Time, Audience and Performance.
- 3 Various forms of Music: Gayan, Vadan and Nartan.
- 4 The impact of Music on Human behavior.

Unit – III

- 1 Meaning and concept of art and its significance at secondary level for school education
- 2 Difference between Art in education and Education in art
- 3 Identification of different performing art forms and artist – (dance music and musical instrument, theatre, puppetry etc).

Practical/ sessional work (Internal):

A Category:(Any 3 out of the following)

- 1 Different types of line and shape, Color – Types, Color schemes.
- 2 Theme based composition with action - drawing figures i.e. any kind of scene, story etc.
- 3 Alphabet - drawing of 2 languages: English, Punjabi/ Hindi.
- 4 Writing and Sketching on Chalk Board, Black Board Plan sheets of teaching subject.
- 5 Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.
- 6 Design: Floral and Geometrical (Rangoli).
7. Collage, Cutting and Pasting, Preparation of an Advertisement./invitation.

B Category:(Any 3 out of the following)

- 1 Acting exercise for body and movements, voice and speech.
- 2 Activity expressing the Nav Rasa.
- 3 Stage Setting, Make – up of theatre items.
- 4 Participation in any Musical/theatrical/heritage item is compulsory during session.
- 5 Demonstration/ Depiction of any 3 folk dances of India with costumes and instrument.
- 6 Collection or Demonstration of any four folk songs.
- 7 To prepare project work of any two Indian festivals and its artistic significance.

C-14&15

Pedagogy of Social Studies-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Outline

Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning:HerbartianApproach, RCEM approach and Constructivist approach
3. Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan andShort/Diary Lesson plan.

Unit II: Teaching Learning Material

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale’s Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models (Working & Still),Realia and specimens, Multimedia in Social studies teaching

Unit – III: Assessment and Evaluation in Social Studies Education

1. Concept and importance of Evaluation
2. Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
3. Open-book tests: Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
4. Construction of an Achievement test and Blue print.

Unit – IV: Content from NCERT Text books

1. Constitutional Design
2. Agriculture and National Economy
3. Globalization and Indian Economy, Consumer rights

Suggested Activities: Internal

- Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp etc.
- Prepare an Open Book Test

C-14&15

Pedagogy of Mathematics-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT I: LEARNING RESOURCES IN MATHEMATICS

1. Textbooks- need, importance, quality,
2. Audio-visual multimedia–Selection and designing;
3. Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT II: EXPLORING LEARNERS

1. Cultivating learner's sensitivity like intuition, probing and developing confidence;
2. Development of interest and attitudes towards mathematics;
3. Role of ICT in teaching of mathematics.

Unit III: MATHEMATICS FOR ALL

1. Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning,
2. Supplementary text material, summer programmes, correspondence course,
3. Mathematics club, contests and fairs,
4. Designing mathematics laboratory and its effective use,
5. Recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

UNIT IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

1. Qualities of mathematics teacher: general, personal & specific; Competencies: contextual, conceptual, curricular, content, learning material, management and cooperation;
2. Types of in-service programme for mathematics teachers;
3. Role of mathematics teacher's association; Journals and other resource materials in mathematics education;
4. Professional growth—participation in conferences, seminars, workshops, projects, role of reflections in professional development.

Sessional Work: The students may undertake any one of the following activities:

- Group puzzles activity
- Preparation of teaching aids
- Demonstration of teaching aids

C-14&15

Pedagogy of Economics-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Course Outline

Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan:Herbartian lesson plan, RCEM approach and Constructivist approach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

Unit II: Teaching Learning Material

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
2. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching
3. Learning Resource : Primary and Secondary

Unit – III: Assessment and Evaluation

1. Concept, importance and tools of Evaluation
2. Peer assessment; use of Rubrics and Portfolio in assessment of Economics
3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
4. Construction of an Achievement test in Economics and blue Print.

Unit – IV: Content from NCERT Text books

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

Suggested Activities:

- Conducting survey in a locality with references to any economic activity.
- Debate on the state of Indian economy.

C-14&15

Pedagogy of Commerce-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

UNIT- 1: COMPANIES AND EMPLOYMENT

Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types , advantages and limitations; multinational companies- meaning, features advantages and limitations; Insurance- Meaning, need, Principles and types; entrepreneurship-meaning, Role and importance of entrepreneurship, self employment schemes; Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages; career opportunities in Business.

UNIT- 2: RESOURCES FOR COMMERCE:

- Resources- meaning, types, their uses in the teaching and learning of commerceestablishing link between school and different types of resources.
- Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
- Commerce club or association activities school bank-school co-operative society.
- Community Resources-Meaning, types and uses

UNIT- 3: EVALUATION AND QUALITY IMPROVEMENT IN TEACHING COMMERCE

- Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction
- Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
- Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce question papers

Commerce Teacher

- Qualities of a Commerce teacher, Need of professional development of commerce teacher
- Need and Importance of in service teacher training of commerce, Commerce room

Quality improvements in Commerce

- Programmes for quality improvement in teaching of commerce- role of seminars, workshops & projects.

UNIT- 4: TECHNOLOGY AIDED LEARNING

E-learning in commerce

- Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
- Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing, software in commerce, Podcasting

PRACTICAL ACTIVITIES (any two):

- Conduct a survey and prepare a report on any issue in commerce.
- Survey of Share market and its impact
- Prepare a project proposal that has to be submitted to companies regarding business transaction, training
- Analysis of management of an educational institution.

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C-14&15

Pedagogy of English-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Contents

UNIT I: ACQUISITION OF LANGUAGE SKILLS: Reading & Writing

- Teaching Reading Skills:-
 - a. Mechanics of Reading (Eyes span, Pause, Fixation, Regression, Speed Pace)
 - b. Types of Reading: Skimming, Scanning, Reading, Aloud, Silent Reading, Intensive Reading, Extensive Reading.
- Teaching Writing Skills

- a. Teaching of Composition from controlled to free practices.
- b. Creative writing (Poetry, Story, Article).

UNIT II: LESSON PLANNING

1. Behavioral Objectives (Boom's Taxonomy)
2. Teaching of Poetry
3. Teaching of Prose/Drama
4. Teaching of Composition

UNIT III: MULTIMEDIA TEACHING LEARNING RESOURCES

- a) Print Media:- Meaning & Educational Significance.
- b) ICT:- Audio Visual Aids (Radio, TV, Films, LCD, Projector, CALL Programmes)
- c) Language Lab:- Its set up, use and limitations.
- d) Language games

UNIT IV: ASSESSMENT—ITS ROLE AND IMPORTANCE

- Continuous and comprehensive evaluation: Techniques of evaluation—oral, written, portfolio, Self evaluation; Peer evaluation.
- Typology of questions:-open-ended questions, MCQ, true and false, critical questions.

Sessional Work:

- a. Prepare different types of teaching aids related to teaching of English and use them wherever necessary.
- b. Develop a question paper for middle and secondary stage children to access all the aspects of language learning.

C-14&15

Pedagogy of Science-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in science.
- Organise various co-curricular activities in science.
- Organise practical work and improvise science apparatus.
- Stimulate curiosity amongst science students.
- Plan lessons for effective teaching in science.

COURSE CONTENT

UNIT -I

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books - need and importance, criteria for selection, use of Reference books, Journals, Teacher manuals in science teaching
3. e-learning: concept, and use of e-books and e-journals in science.

UNIT -II

1. Practical work in Science - Need, Importance and Organization.
2. Science kits and Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and material- selection, purchase, maintenance and First Aid in Laboratory.

UNIT-III

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, specimens .
2. Lesson planning in science –Meaning, importance, steps (Herbartian, Constructivist approach).
3. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.

UNIT-IV

1. Reflection and Refraction- laws and its applications.
2. Structure of Atom- Bohr’s model.
3. Nutrition and its modes.
4. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion.

INTERNAL PRACTICAL

- Construction of any one improvised apparatus and a model.
- Study of community resource in science and preparing the report or Critical evaluation of science text book.

C-14&15

Pedagogy of Computer Science-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES

- 1 acquire the knowledge of extended activities in Computer Science and their organization
- 2 develop the understanding of resources for teaching Computer Science
- 3 develop the understanding of the means for quality improvement in Computer Science instruction
- 4 develop the skill in preparing and using resources in Computer Science
- 5 develop the skill in construction and administering unit tests and diagnostic tests in Computer Science
- 6 develop the skill in organizing extended curricular activities in Computer Science
- 7 develop the skill in preparing special programs for gifted and slow learners
- 8 develop the skill in using multimedia in Computer Science
- 9 develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

CONTENTS

UNIT- 1: ELEMENTS OF PROGRAMMING LANGUAGE

- Algorithm, flowchart, elements of ‘C’ programming with simple illustrations.
- Elements of database and its applications, Introduction to cloud computing.
- Network of Computers: Network, Types of network, Categories of network.
- World Wide Web - browsing and search engines,
- Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
- E-mail – Meaning & its working;
- Web Design – Meaning & its Creation – HTML – Meaning & Importance.
- Multimedia applications, Fundamentals of mobile computing.

UNIT-2: RESOURCES FOR TEACHING COMPUTER SCIENCE:

- Text Books – Qualities of good computer science text book
- role of text book in teaching computer science

- Criteria for evaluation of computer science text book.
- Computer Science Library – Meaning, organization and importance.
- Computer Science Lab – Need for planning the computer laboratory
- special features of computer laboratory
- Essential infrastructure – laboratory management & maintenance of records

UNIT-3: EXTENDED CURRICULAR ACTIVITIES

- Computer Science Club-Meaning, Objectives, Organization, activities & importance;
- Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives-Organization & Importance;
- Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
- Professional Competencies of Computer Science Teacher.

UNIT-4: EVALUATION IN COMPUTER SCIENCE:

- Concept of unit test, construction of unit test, weight ages to the components of unit test,
- Designing three-dimensional chart/blue print,
- Construction of items, format of unit test
- Question paper, IOTAQB – meaning, development and importance.
- E-evaluation – meaning and procedure.

Sessional Work:

- Preparation of Quiz programme Using Flash files.
or
Preparation of Few cover pages for Magazines, Books etc.
or
- Preparation of e-magazines and e-books using open source software's.
- Multimedia presentation (Minimum of 20 slides)

C-14&15

PEDAGOGY OF HOME SCIENCE-II

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of the course, the student teachers will be able to –

- Understand and use appropriate learning resources in Home Science. O Organize Co – curricular activities in Home Science.
- Acquaint themselves with the organization of Home Science department and its maintenance.
- Write unit plans and lesson plans for effective teaching in Home Science.
- Prepare as well as select suitable instructional aids in teaching Home Science. O Understand the qualities and competencies of Home Science teacher.

COURSE CONTENT

Unit – I

- Learning resources in Home Science –Text Books, reference books, journals, e-resources and communityResources.
- Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
- Practical work in Home Science – Need, importance and its organization

Unit – II

- Organization of Home Science department – Importance and principles.

2. election, purchase and maintenance of equipments and furnishings for Home Science laboratory.
3. Upkeep and Management of Home Science department
4. Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Unit – III

- Meaning, importance, classification, selection and use of various instructional aids in Home Science
- Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Unit – IV

- a) Home Science and Environmental Issues
- b) Reflection on Recent Advancements in Home Science
- c) Home Science and Sustainable Development
- d) Innovative Approaches in Home Science

Internal Practical

- a) Analysis of Mid Day Meal in a School
- b) Develop any two print material or design on a piece of cloth.
- c) Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

C-14&15

Teaching of Health and Physical Education

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives

- To promote Health and Physical Education through various means and methods of teaching.
- To understand the Significance and Practical use of Audio-visual Aids.
- To make the teaching of Health and Physical Education more interesting and innovative.
- To understand the National Integration and International Understanding.

UNIT: I

- a) Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
- b) Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black-Board, T.V., Computers, LCD.
- c) Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

UNIT: II

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

UNIT: III

- Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
- Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
- Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

UNIT: IV

- Yoga: Meaning, Need and Significance of Yoga Asanas.
- Role of Sports, Health and Physical Education in Society.
- Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Internal Practical:

- Participation in College, State , University Activities and Sports Competitions.
- Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
- Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

ANNEXURE-IV

Feedback Performas

FEEDBACK BY STUDENTS

**GHG HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
SIDHWAN KHURD (LUDHIANA)**

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department : B.Ed/M.Ed Course Year : 2011-12

Your responses will be seen only after your course results have been finalized and recorded.
The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer to a question to the extent that they do not contradict each other.

- The syllabus of each course was
 a) Adequate b) Inadequate
 c) Challenging d) Dull
- Background for benefiting from the course was
 a) More than adequate b) Adequate
 c) Inadequate d) Cannot say
- Was the course easy or difficult to understand ?
 a) Easy b) Manageable
 c) Difficult d) Very difficult
- How much of the syllabus was covered in the class ?
 a) 85 to 100% b) 70 to 85%
 c) 55 to 70% d) less than 55%
- What is your opinion about the library material and facilities for the course?
 a) More than adequate b) Adequate
 c) Inadequate d) Very Poor
- To what extent were you able to get material for the prescribed readings?
 a) Easily b) With some difficulty
 c) Not available at all d) With great difficulty
- How well did the teachers prepare for the classes?
 a) Thoroughly b) Satisfactorily
 c) Poorly d) Indifferently
- How well were the teachers able to communicate ?
 a) Always effective b) Sometimes effective
 c) Just satisfactorily d) Generally ineffective
- How far the teachers encourage student participation in class ?
 a) Mostly b) Sometimes
 c) Not at all d) Always

10. If yes, which of the following methods were used ?
 a) Encouraged to raise questions b) Get involved in discussion in class
 c) Encourage discussion outside class d) Did not encourage
11. How helpful were the teachers in advising ?
 a) Very helpful b) Sometimes helpful
 c) Not at all helpful d) Did not advise
12. The teacher's approach can best be described as
 a) Always courteous b) Sometimes rude
 c) Always indifferent d) Cannot say
13. Internal assessment was
 a) Always fair b) Sometimes unfair
 c) Usually unfair d) Sometimes fair
14. What effect do you think the internal assessment will have on your course grade ?
 a) Helps to improve b) Discouraging
 c) No special effect d) Sometimes effective
15. How often did the teachers provide feedback on your performance?
 a) Regularly/In time b) With helpful comments
 c) Often/Rare d) With out any comments
16. Were your assignments discussed with you ?
 a) Yes, fully b) Yes, partly
 c) Not discussed at all d) Sometimes discussed
17. Were you provided with orientation lecture at the beginning of the session?
 a) Yes b) No
 If yes, was it helpful? a) Yes b) No
 helpful.
18. Any other observations regarding the college :-

Good Points: First of all the Principle of Dr. Balveer Kaur Gill is very nice and Co-operative. Also, all teachers very nice and gives us good guidance, specially office staff is very helpful. In mess, Raj Bai Ji very Co-operative and all session they love us like as childrens.

Bad Points: First of all Final Practical will be held on the after or before Dissertation full session long time table arrange for us.

**G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
Sidhwan Khurd (Ludhiana)**

SESSION 2011-12

STUDENTS' APPRAISAL OF TEACHERS

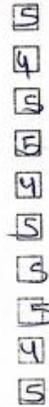
NOTE : Students are requested to objectively express their evaluation of teachers based on 5 point scale:
5 - Excellent 4 - Very Good 3 - Good 2 - Average 1 - Below Average

Students are requested to write within the box each serial number, only figures 1, 2, 3, 4 or 5 as the case may be.

Name of the Teacher : *Dr. Baljit Kaur*
Subject Taught : *Philosophy*

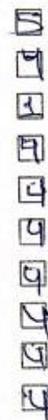
A. General / Attitude Related :

1. Command over the medium of instruction (language).
2. Class control.
3. General knowledge / awareness.
4. Regularity in taking Lectures and Practical.
5. Skill in explaining difficult topics.
6. General availability / accessibility to the students.
7. Attitude towards students (Helpful & Motivating).
8. Attitude towards the subject taught.
9. Willingness to motivate students to participate in Extra-curricular activities.
10. Participating in organizing extra-curricular activities.



A. Subject Related

1. Command over the subject.
2. Developing interest in the subject for higher studies.
3. Supplementing lectures with audio-visual aids.
4. Supplementing lectures with case studies/illustration / stories/ group discussion etc.
5. Skill in making the subject interesting.
6. Ability to make lectures interactive.
7. Giving reference for further reading.
8. Readiness to assess model answer at the end of a topic.
9. Practice of doing revisions at the end of the term.
10. Preparing & solving a question bank with the students.



IQAC

FEEDBACK PERFORMA FOR M.ED

**G.H.G.Harparkash College of Education
Sidhwan Khurd Ludhian** **Session 2014-15**
Student's Feedback on Teachers

Sr.No.	Name of Teachers	Knowledge base of Teacher (Out of 10)	Communication Skills (Out of 10)	Sincerity/Commitment of Teacher (Out of 10)	Interest generated by teacher (Out of 10)	Ability to Integrate course material with current issues (Out of 10)	Ability to integrate content with other course (Out of 10)	Availability of Teacher in and out of the class (Out of 10)	Ability to organise ppt presentation/assignment/projects etc to evaluate student's understanding (Out of 10)	Sufficient feedback by the teacher (Out of 10)	Help in using Library and e-resources (Out of 10)	Total (Out of 100)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

Observations / Suggestions regarding college/course _____

IQAC
FEEDBACK PERFORMA FOR B.ED

**G.H.G.Harparkash College of Education,
Sidhwan Khurd Ludhiana**

Session 2014-15

Student's Feedback on Teachers

Sr.No.	Name of Teachers	Knowledge base of Teacher (Out of 10)	Communication Skills (Out of 10)	Sincerity/Commitment of Teacher (Out of 10)	Interest generated by teacher (Out of 10)	Ability to Integrate course material with current issues (Out of 10)	Ability to integrate content with other course (Out of 10)	Availability of Teacher in and out of the class (Out of 10)	Ability to organise ppt presentation/assignment/projects etc to evaluate student's understanding (Out of 10)	Guidance for teaching skill development (Out of 10)	Sufficient feedback by the teacher (Out of 10)	Total (Out of 100)
1.	Mrs. Kiran Duggal	10	10	9	8	9	8	9	7	10	10	90
2.	Mrs. Geetika Goyal	10	10	9	9	8	8	10	7	10	10	91
3.	Mrs. Geetika Tatta	10	10	9	8	7	7	7	7	7	7	79
4.	Mrs. Seema Chopra	10	10	10	10	10	10	10	10	10	10	100
5.	Mrs. Shalika	10	10	10	10	10	10	10	10	10	10	100
6.	Mrs. Anandpreeta	10	10	10	10	10	10	10	10	10	10	100
7.	Mrs. Yashpreet	10	10	6	6	6	7	10	5	5	5	70
8.	Mrs. Harpreet	10	10	10	10	9	8	10	10	10	10	97

Observations / Suggestions regarding college/course *Impac* No suggestions. I feel proud myself.

that I was apart of this prestigious institution. I did my graduation privately. But here, I just blessed with all the teachers. All the teachers are amazing. I feel lucky to come here and gained the knowledge and did B.Ed.

Feedback on Practice Teaching

Kindly fill your particulars.

Name *of the Teacher*

Institution:-.....

Designation:-.....

Date:-.....

Guidelines for filling the Performa:-

1. There are two options for answering each question Yes and No. You are free to mark a tick(√) in ~~the~~ appropriate box according to your opinion.
2. Your responses will be kept confidential.

**G.H.G. Harparkash College of Education for Women,
Sidhwan Khurd**

	Yes	No
1. Pupil teachers plan lessons according to the suitability of learners.		
2. During teaching practice content is not selected according to the requirements of the school.		
3. Pupil teachers consult subject teachers in the starting phase of teaching practice.		
4. Relevant and well prepared teaching aids are used for content delivery throughout this programme.		
5. Pupil teachers come well prepared during teaching practice.		
6. Pupil teachers never provide opportunity to students for interaction.		
7. Pupil teachers generate interest of students with the help of various teaching aids, practical demonstrations and real objects.		
8. Pupil teachers remain inconfident during their practice teaching.		
9. Teaching practice harms discipline in the school.		
10. Organization of co-curricular activities by pupil teachers is beneficial for school students.		
11. School students feel happy and satisfied in the class of pupil teachers.		
12. Complaints of the parents increase during teaching practice.		
13. It is difficult to change the time-table of school during teaching practice.		
14. Pupil teachers have good communication skills.		
15. To train pupil teachers, school students studies are compromised.		
16. Due to poor classroom management skills lot of indiscipline is created during practice teaching.		

	Yes	No
17. Pupil teachers behave with manners and etiquettes.		
18. Pupil teachers maintain discipline throughout teaching practice.		
19. Pupil teachers are punctual.		
20. The whole programme of teaching practice is satisfactory.		
21. The college takes necessary permissions for the conduct of teaching practice.		
22. The timetable prepared during teaching practice does not cater to the needs of the school.		
23. Practical demonstrations of all the pupil teachers are observed regularly by teacher educators with necessary suggestions.		
24. Teacher educators are as punctual as their students.		
25. Observations by teacher educators are done critically and objectively.		
26. Lots of school students remain absent during teaching practice.		
27. School staff members feel relaxed on the arrival of pupil teachers.		
28. The basic traditions and culture of school is followed by teacher trainees.		
29. Teaching practice programme is a futile exercise as it merely disturbs the routine of school.		
30. Future teachers get good exposure of actual teaching situations during their practice teaching.		
31. The remuneration given to schools as per govt. instructions proves to be of good financial help.		

**GHG HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
Sidhwan Khurd (Ludhiana)**

ASSESSMENT FOR SCHOOL INTERNSHIP
(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject)

Total Marks: 25+25=50

Teaching Subject-I : NAVPREET SINGH S.S. MASTER
 Teaching Subject-II : HARJINDER SINGH PBL MASTER
 Name of the Student : GAGANDEER KAUR
 Roll No. : 05
 Name of the School : G. H. S. Aliwal
 Session : 2016-17
 Date : 21-11-2016.

Sr. No.	Teaching Aspects	Marks for the Area	Marks Obtained	
			T.g of S.S.T	T.g of Pbl
1.	Adherence to school's rules and Regulations (Punctuality, Attendance & General behaviour)	5+5	5.0	5.0
2.	Organization and Participation in morning assembly and co-curricular activities	5+5	5.0	5.0
3.	Development and use of teaching learning material (audio visual aids)	2.5+2.5	2.5	2.5
4.	Maintenance of School Records & Registers	2.5+2.5	2.5	2.5
5.	Participation in evaluative techniques (Development question papers, making and marking papers, helping & preparing results and assigning grades)	5+5	5.0	5.0
6.	Use of teaching strategies (knowledge of subject content, methodology, classroom interaction, class control etc.)	5+5	4.5	4.5
Total Marks		25+25	24.5	24.5
Grand Total (Out of 50)				

Signatures of School Mentor Teachers: Teaching Subject-I [Signature]

Teaching Subject -II [Signature]

Signature of Teacher Educator: [Signature]

Countersigned by Head of the School (alongwith with stamp)

[Signature]
 ਮੁੱਖ ਅਧਿਆਪਕ
 ਸਰਕਾਰੀ ਚਾਈ ਸਕੂਲ
 ਆਲੀਵਾਲ (ਲੁਧਿਆਣਾ)

13
56

G.H.G.Harparkash College of Education for women, Sidhwan Khurd, Ludhiana

FEEDBACK ABOUT INTERNSHIP PROGRAMME

Bhai.....Ranधी Singh.....Memo.....Public.....High.....School Pamal

Name of Principal/Headmaster/Head Mistress Mrs Ranधी Kaur.....

Contact No. 98146-01495.....E-mail ID. bksm.pamal.99@gmail.com

Name of Mentor Teacher	Subject	Contact No.	E-mail ID
Tejinderjeet Singh	English	9779855999	Teji2084@gmail.com
Sandeep kaur	S. ST / Punjabi	8728009905	Sandeepkaur84@gmail.com

Feedback by Principal I am highly admired by the performance of the interns of your college during teacher practise in our school They were sincere in practise and highly committed to their work and carried out all the tasks given to them in a good professional way They were responsible punctual and regular in their daily activities and established a good communication and relation with students and management I wish them good luck for their future

Feedback by Mentor Teacher P.T. was punctual during her entire period of Internship. P.T. actively participated in all the activities of the school. P.T. was always regular and upto date with her work regarding the presentation of lessons, preparation of teaching aids. P.T. improved a lot in her teaching skills during the course of Internship period.

Ranधी Kaur 24.11.16
 Principal
 R.S.M. PUBLIC SCHOOL,
 Pamal (Ludhiana)
 ID. No. 8563 up to Matric Exam. 2016

Sandeep Kaur
 Signature of Mentor Teacher/Teachers

College Budget 2014-15
GHG Harparkash College of Education for Women, Sidhwan Khurd(Ludhiana)
College Estimated Budget for the year 2014-15

2012-13				2013-14				2015-16			
Income		Expenditure		Income		Expenditure		Income		Expenditure	
Item	Estimate	Actual	Items	Estimate	Actual	Item	Estimate	Actual	Estimate	Estimate	
Balance/Home Science Fee	25000	0	Science Contingency	20000	0	Science/Home Science Fee	25000	25000	25000	20000	
Dipladation Fee	200000	285000	Building Repair	700000	623641	Dipladation Fee	300000	285000	300000	100000	
Electricity/Water & Sanitation	800000	1168500	Electricity/Water & Sanitation	460000	465326	Electricity/Water & Sanitation	1200000	1168500	1200000	500000	
College Development Fund	200000	285000	New Furniture	25000	0	College Development Fund	300000	285000	345000	50000	
Grant share 95%	0	0	College Development Fund	50000	0	College Development Fund(New Ramp)	100000	0	College Development Fund	100000	
Prospectus	200000	28500	Contingency Fund	10000	0	Prospectus	30000	28500	Prospectus	10000	
Other Funds	0	700000	Repair & Maintenance	100000	63224	Contingency Fund	10000	0	Contingency Fund	10000	
			New Furniture	100000	0	Repair & Maintenance		112485	Repair of old Furniture	100000	
			Home Sc/Craft Contingency	5000	0	Printing & Stationary	10000	0	Printing & Stationary	10000	
			Advertisement	15000	0	Principali Resident Addition	5000	0	Home Sc/Craft Contingency	5000	
			Administration Charges	100000	92129	Advertisement	15000	0	Advertisement	15000	
			Audit Fee	25000	0	Administration Charges(PF)	40000	175499	Administration Charges	50000	
			Electricity Equipments	0	0	Audit Fee	25000	25281	Audit Fee	25000	
			Gratuity	0	0	Electricity /Repair	0			0	
Profit	0					Gratuity	0			0	
			Profit			Saving	395000	896790		985000	
	1425000	2467000		1610000	1250320		1855000	1767000		1300000	
Saving 2012-13		1216680				Expenditur 2013-14	870210		Estimated Saving 2014-15	915000	

Blw


Principal
GHG Harparkash College of Education for Women
Sidhwan Khurd (Ludhiana)

Budget Statement: 2015-16

SHRI GURU HARGOBIND UJJAGAR HARI TRUST
G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
SIDHWAN KHURD, LUDHIANA

CONSOLIDATE BALANCE SHEET AS AT 31st MARCH, 2016

LIABILITIES	AMOUNT Rs. P.	ASSETS	AMOUNT Rs. P.
<u>GENERAL FUND</u>		<u>FIXED ASSETS</u>	1089850.49
Opening Balance as on 01/04/2015	40522581.01		
Less:- Deficit	<u>4115128.08</u>	<u>CURRENT ASSETS</u>	
	36407452.93	<u>CASH & BANK</u>	
Less:- A.O.F.	<u>2352201.00</u>	OBC BANK C/A	169,817.00
	34055161.93	OBC BANK S/B	14785298.55
		CASH IN HAND	50347.00
<u>LOANS & ADVANCES</u>	(A) 5429088.16	BANK OF INDIA JAGRAON	500.00
		FDR With OBC	<u>13464946.00</u>
<u>CURRENT LIABILITIES</u>	(B) 676,100.00		28470908.55
		<u>LOANS & ADVANCES</u>	(C) 6398911.05
		<u>D.P.I. PUNJAB GOVT. SHARE</u>	4200680.00
			<u>40160350.09</u>

40160350.09

40160350.09

AUDITOR'S REPORT

SIGNED IN TERMS OF OUR SEPRATE REPORT
ON EVEN DATE

PLACE:- LUDHIANA

DATE :- 29/09/2016

For S.P.S. & CO.
Chartered Accountants
CA. S.P.S. Anandwalia
(Partner)

For G.H.G Harparkash College of Education for Women

[Signature]
Principal

[Signature]
Accountant

**G.H.G. Harparkash College
of Education for Women
SIDHWAN KHURD (Ldh.)**

**SHRI GURU HARGOBIND UJJAGAR HARI TRUST
G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
SIDHWAN KHURD, LUDHIANA**

LOANS & ADVANCES		Annexure-A
Particulars	Amount (In Rs.)	
Amalgamated Fund	2021757.09	
Student Fund	3158072.07	
Satinder Memorial Fund For Scholarship	249259.00	
Total	5,429,088.16	

CURRENT LIABILITIES		Annexure-B
Particulars	Amount (In Rs.)	
Satpal Iqbal Singh	5342.00	
Salary Payable	309463.00	
P.F. Collection	188828.00	
University TA/DA	4923.00	
Quadrent Televenture Limited	25764.00	
B K Infotech	12480.00	
Jatindera Service Station	1300.00	
Nand Lal Mangat Ram	1500.00	
TDS Payable	126500.00	
	676,100.00	

LOANS & ADVANCES		Annexure-C
Particulars	Amount (In Rs.)	
Bhola Nath	34000.00	
Trust	5750451.05	
Telephone Security	5458.00	
T.D.S 2013-14	189284.00	
T.D.S 2014-15	155833.00	
T.D.S 2015-16	209194.00	
Library Security	1000.00	
Advances to Staff	43691.00	
DTO Ludhiana	10000.00	
Total	6,398,911.05	

PLACE:- LUDHIANA
DATE :- 29/09/2016

Blawjit



ANNEXURE-VI

Audited Income Expenditure Statement : 2015-16

SHRI GURU HARGOBIND UJJAGAR HARI TRUST
G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN
SIDHWAN KHURD, LUDHIANA

CONSOLIDATED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH'2016

EXPENDITURE PARTICULARS	AMOUNT Rs. P.	INCOME PARTICULARS	AMOUNT Rs. P.
95% EXPENDITURE	15,087,238.00	95% INCOME	15,087,238.00
STUDENT FUND EXPENDITURE	9,977,100.87	STUDENT FUND INCOME	8,841,751.00
AMALGAMATED FUND EXPENSES	1,379,824.85	AMALGAMATED FUND INCOME	865,659.00
HOSTEL FUND EXPENDITURE	2,695,949.00	HOSTEL FUND INCOME	543,080.00
ADDITIONAL STAFF FUND EXPS.	2,154,159.00	ADDITIONAL STAFF FUND INCOME	790,557.00
STUDENT & UGC FUND EXPENDITURE	24,833.36	STUDENT & UGC FUND INCOME	12,072.00
		TRANSFERRED TO FUND	<u>5,178,748.08</u>
	<u>31,319,105.08</u>		<u>31,319,105.08</u>

AUDITOR'S REPORT
SIGNED IN TERMS OF OUR SEPRATE REPORT
ON EVEN DATE

For S.P.S. & CO.
Chartered Accountants

CA. S.P.S. Ahluwalia
(Partner)

For G.H.G Harparkash College of Education for Women

[Signature]
Principal

[Signature]
Accountant

Principal
G.H.G. Harparkash College
of Education for Women
SIDHWAN KHURD (Ldh.)

PLACE:- LUDHIANA

DATE :- 29/09/2016

ANNEXURE-VII

Recognition Orders-NCTE

<p>उत्तर क्षेत्रीय समिति राष्ट्रीय अध्यापक शिक्षा परिषद (भारत सरकार का एक विधिक संस्थान)</p>	 <p>गुरुगुरुकुलमी धाम NCTE</p>	<p>Northern Regional Committee National Council for Teacher Education (A Statutory Body of the Government of India)</p>
F. No./NRC/NCTE/PB-20/2015/108617		Dated: 3.0 MAY 2015
TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4		
ORDER		
<p>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.</p>		
<p>2. AND WHEREAS, the institution G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana – 142024, Punjab was recognized by NRC vide its Order No. NRC/NCTE/F-3/PB-20/1916 dated 07.12.1998 for B.Ed. course for 250 seats.</p>		
<p>3. AND WHEREAS, the institution G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana – 142024, Punjab has by affidavit consented to come under New Regulations and sought for five basic units in B.Ed. which require additional facilities.</p>		
<p>4. AND WHEREAS, it has been decided to permit the institution to have five basic units of 50 students each subject to the institution fulfilling following conditions namely.</p>		
<p>(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.</p>		
<p>(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.</p>		
<p>(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.</p>		
<p>(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.</p>		
<p>5. Now therefore, in the light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana – 142024, Punjab for conducting B.Ed. programme of two years duration with an annual intake of 250 for five basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.</p>		
<p><i>By part</i> <i>Mr. Alamyik</i> <i>31/10/15</i></p>		
कार्यालय : चौवी मंजिल, जीवन् निधि-II, LIC-बिल्डिंग, अम्बेडकर सर्किल भवाणी सिंह मार्ग, जयपुर-302 005 (राजस्थान)	Office : 4th Floor, Jeevan Nidhi-II, LIC-Building, Ambedkar Circle, Bhawani Singh Marg, Jaipur-302 005 (Rajasthan)	
कार्यालय : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, राजस्थान, चण्डीगढ़, हिमाचल प्रदेश राजस्थान	Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan	
Phone No- 0144-2744288, 2744635, Fax- 0144-2744173	E-mail- nrc@ncte-india.org Website : www.ncte-india.org	

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. Chaudhary)
Regional Director

The Manager to Govt. of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

Copy to:-

1. The Principal, G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana – 142024, Punjab.
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, (Higher Education) Govt. of Punjab, Punjab Secretariat, Chandigarh.
4. The Registrar, Guru Nanak Dev University, Amritsar, Punjab.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6. Office order file/ Institution file.

Regional Director

F. No./NRC/NCTE/PB-05/2015/

13589-92

Date:

25 JAN 2016

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 recognition was granted by NRC to G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, Punjab for M.Ed. Course vide order No. F.No. NRC/NCTE/F-3/PB-05/M.Ed./2000/6086 dated 15.09.2000 with an annual intake of 25 seats.

3. AND WHEREAS, the institution, G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, Punjab 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:

- 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.
- 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.
- 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.
- 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 G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, Punjab 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.

6. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

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.

कार्यालय : चौथी मंजिल, जीवन निधी-II, एल.आई.सी. बिल्डिंग, अम्बेडकर सर्किल
भवानी सिंह मार्ग, जयपुर-302 005 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. 0141-2744268, 2744635, Fax : 0141-2744173

Office : 4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle,
Bhawani Singh Marg, Jaipur -302 005 (Rajasthan)
Jurisdiction : U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

- (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
 27/1/16

The Manager to Govt. of India,
 Department of Publications, (Gazette Section)
 Civil Lines, Delhi – 110 054

Copy to:-

1. The Principal, G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, Punjab.
2. The Principal Secretary, (Higher Education), Govt. of Punjab, Mini Secretariat, Room No. 314, 3rd Floor, Sector- 9, Chandigarh - 160009.
3. The Registrar, Punjab University, Sector-14, Chandigarh-160014.
4. The Secretary, Deptt. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110002.
6. Office order file/institution file.


 Regional Director

ANNEXURE-VIII

University Affiliation

Rs. 1. (50,000) PANJAB UNIVERSITY C-75

From The Registrar,
Panjab University,
Chandigarh (Capital)

To

No..... Dated.....1956

Copy of the Memo. No.6502-C-4/62-53-12752, dated 10.9.1956, from the Deputy Secretary to Government, Punjab, Education Department, Chandigarh, to the Registrar, Panjab University, Chandigarh.

Subject: Affiliation.

Ref: your letter No.Misc.43785 dated 9.8.56.

Sanction is hereby accorded to the affiliation of Khalsa Basic Training College for Women, Sidhwan Khurd, for the B.Ed. (Basic Course) with effect from the Examination of 1956.

The original application of the college is returned herewith.

Encl. No.Misc. 10076-78 Dated 3.10.56.

Copy of the above forwarded to the following for information:-

1. The Principal, Khalsa Basic Training College for Women, Sidhwan Khurd.
2. The Deputy Registrar (Examinations) No.2.
3. The Asstt. Registrar (Co-ordination).

Deputy Registrar (Admn.).

"Saini"
28.9.1956.

C.T.C.

PANJAB UNIVERSITY, CHANDIGARH

No. Misc/A-8/

2777

Date: 21.03.2017

This is to certify that GHG Harparkash College of Education for Women, Sidhwan Khurd, Distt. Ludhiana (Punjab) is affiliated to the Panjab University, Chandigarh since 1956 and recognised by the National Council For Teachers Education, Jaipur & University Grants Commission (if applicable) and the following Courses/Subjects are taught in the said college as per approval, example :

Sl No	Name of the Course(s) and duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	B.Ed. 250 seats (as per revised orders under NCTE Regulations 2014)	Yes	----	Since 1956
2.	M.Ed.-50 seats (as per revised orders under NCTE Regulations 2014)	Yes	----	Since 1970


Deputy Registrar (Colleges)

Mr Alamyir
Mr Hansh
Bin.
22/3/17

ANNEXURE-IX

UGC Recognition Letter

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 1-1/2013 (CPP-I/C)



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

January, 2015

13 JAN 2015

The Principal,
G.H.G. Harparkaash College of Education for Women
Sidhwan Khurd, District Ludhiana
Punjab

Sub: - Recognition of G.H.G. Harparkaash College of Education for Women, Sidhwan Khurd, District Ludhiana, Punjab under Section 2 (f) & 12(B) of the UGC Act, 1956.

Sir,

With reference to the letter no.1041/UGCG/Accts dated 14.10.2014 on the above subject, I am directed to say that the name of **G.H.G. Harparkaash College of Education for Women, Sidhwan Khurd, District Ludhiana, Punjab** established in the year of **1955**, affiliated to **Punjab University, Chandigarh** is included in the list of Colleges maintained under Section **2(f) & 12(B)** of the UGC Act, 1956 under the head **Non-Government College teaching upto Master's Degree.**

Yours faithfully,

Charan Dass
(Charan Dass)
Under Secretary

ANNEXURE-X

UGC Grant Letter

UNIVERSITY GRANTS COMMISSION
Northern Regional College Bureau (NRCB)
35, Ferozeshah Road
New Delhi-110001
Ph: 011-23381261(O)

F. No.2- 2(32)/2012(UG/NRCB) March , 2013

The Under Secretary (FD-III)
University Grant Commission
Bahadur Shah Zafar Marg,
New Delhi -110 002

10 MAR 2013

(College Code:-176023)

Sub: Development Assistance to College during 12th Plan period under UG Scheme - equivalent to the 25% of General Development Assistance (GDA) allocated during XIth Plan.

Sir / Madam,

I am directed to convey the Sanction of the University Grants Commission to the payment of an "on account" grant of **Rs. 3,00,000/- (Rupees Three Lakh only)** to the Principal, G.H.G. Harparkaash College of Education for Women, SIDHWAN KHURD, DIST.:Ludhiana PUNJAB-142024 . The College may utilize this grant on items relating to Books & Journals and Equipment (in the ratio of XI Plan allocation as these items).

The break- up of grant under various components is as under :-

S. No.	Category	Head of Account No.	Code-35 (Rs.)
1.	SC – 15.0 %	1 B(i)h(i)(a)	45,000/-
2.	ST- 7.5%	1 B(i)h(ii)(a)	22,500/-
3.	General- 77.5 %	1.B(i)a	2,32,500/-
	Total		3,00,000/- (Rupees Three Lakh only)

1. The Sanction is Valid for Payment during the financial year 2012-13.
2. The amount of the Grant shall be drawn by the Under Secretary (Drawing and Disbursing Officer), University Grant Commission on the Grant-in-aid bill and shall disbursed to and credited to the Principal, G.H.G. Harparkaash College of Education for Women, SIDHWAN KHURD, DIST.:Ludhiana PUNJAB-142024 through Cheque / Demand Draft / Mail Transfer.
3. The sanction is valid only for Govt. or Govt. aided (getting salary grants from Govt.) colleges. *In case, the college is found to be self-financing (Unaided) – Private College at a later stage, the college would refund the sanctioned amount along with the interest earned on the sanctioned grant.*
4. The Grant is subject to the adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the University/ College/Institution.
5. The University/College shall maintain proper accounts of the expenditure out the Grants which shall be utilized only on approved items of expenditure.
6. The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned, shall be furnished to the University Grants commission as early as possible after the close of the current financial year.
7. The assets acquired wholly or substantially out of UGC Grant shall not be disposed or encumbered or utilized for the purposes other than those for which the grant was given without proper sanction of the University Grants commission and should at any time the college ceased to function, such assets shall revert to the University grants Commission.

.....Contd./2-

Mr. Anujit Singh
8/4/13
As 3 lac received through transfer in A/c no 9802010016560 on 22/4/13

ANNEXURE-XI

Self Appraisal Performa by Teachers

Self-Appraisal by Teacher Educators

ਗੁਪਤ ਨੰ:.....

ਜੀ.ਐਚ.ਜੀ. ਹਰਿਪ੍ਰਕਾਸ਼ ਕਾਲਜ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ ਫਾਰ ਵਿਮੇਨ
ਸਿਧਵਾਂ ਖੁਰਦ (ਲੁਧਿਆਣਾ)

ਸਲਾਨਾ ਗੁਪਤ ਰਿਪੋਰਟ ਵਰ੍ਹਾ : 20.....ਤੋਂ 20.....

1. ਲੈਕਚਰਾਰ ਦਾ ਨਾਂ : _____
2. ਜਨਮ ਮਿਤੀ : _____
3. ਵਿਸ਼ਾ ਜਿਸ ਵਿੱਚ ਨਿਯੁਕਤੀ ਹੋਈ ਹੈ : _____
4. ਬਤੌਰ ਰੈਗੂਲਰ ਜੁਆਇਨ ਕਰਨ ਦੀ ਮਿਤੀ : _____
5. ਸੀਨੀਅਰਤਾ ਨੰਬਰ : _____
6. ਸਮਾਂ ਕਾਲ/ਵਰ੍ਹਾ ਜਿਸ ਲਈ ਰਿਪੋਰਟ ਲਿਖੀ ਗਈ ਹੈ : _____
7. ਰਿਪੋਰਟ ਦੇ ਸਮੇਂ/ਵਰ੍ਹੇ ਦੌਰਾਨ ਨਿਯੁਕਤੀ ਦਾ ਸਥਾਨ : _____
8. ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਧਿਕਾਰੀ ਦਾ ਨਾਂ ਤੇ ਪਦਵੀ : _____

(ੳ) ਨਤੀਜਿਆਂ ਬਾਰੇ ਵੇਰਵੇ (ਲੈਕਚਰਾਰ ਵੱਲੋਂ ਭਰਿਆ ਜਾਵੇ)

ਜਮਾਤ	ਵਿਸ਼ਾ	ਪ੍ਰੀਖਿਆਰਥੀਆਂ ਦੀ ਗਿਣਤੀ	ਪਾਸ ਹੋਏ ਪ੍ਰੀਖਿਆਰਥੀ	ਪਾਸ %	ਯੂਨੀਵਰਸਿਟੀ ਪਾਸ %	+/-
1	2	3	4	5	6	7

ਲੜੀ ਨੰ: 5 ਅਤੇ 6 ਹੇਠ ਸਭ ਜਮਾਤਾਂ ਦੇ ਨਤੀਜਿਆਂ ਦੀ ਔਸਤ.....% (ਫੋਰਮੂਲਾ ਤੋਂ ਬਾਅਦ ਦੇ ਅੰਕਾਂ ਤੱਕ) : () ()

9. (ਅ) ਪ੍ਰਕਾਸ਼ਿਤ ਹੋਏ ਕੰਮ ਦਾ ਵੇਰਵਾ : ਟਾਈਟਲ, ਚਸਾਲੇ ਦਾ ਨਾਂ, ਵਰ੍ਹਾ, ਜਿਲਦ ਤੇ ਅੰਕ

- 1) ਰੈਫਰੀਡ ਚਸਾਲੇ ਵਿੱਚ : _____
- 2) ਨਾਨ ਰੈਫਰੀਡ ਚਸਾਲੇ ਵਿੱਚ : _____
- 3) ਸੈਮੀਨਾਰਜ਼ ਵਿੱਚ ਪ੍ਰਸਤੁਤੀਕਰਨ ਆਯੋਜਕ ਤੇ ਮਿਤੀ : _____
- 4) ਪੁਸਤਕ : (ਟਾਈਟਲ) : _____
ਪ੍ਰਕਾਸ਼ਕ ਤੇ ਵਰ੍ਹਾ _____

ਲੈਕਚਰਾਰ ਵੱਲੋਂ ਆਪਣੀ ਕਾਰਗੁਜ਼ਾਰੀ ਬਾਰੇ ਟਿੱਪਣੀ

- 1) ਨਤੀਜਿਆਂ ਸਬੰਧੀ : _____
- 2) ਵਿਦਿਅਕ ਗਤੀਵਿਧੀਆਂ ਸਬੰਧੀ : _____
- 3) ਸਹਿਵਿਦਿਅਕ ਗਤੀਵਿਧੀਆਂ ਸਬੰਧੀ : _____
- 4) ਅਧਿਆਪਨ ਤੋਂ ਬਗ਼ੈਰ ਨਿਭਾਈਆਂ ਡਿਊਟੀਆਂ : _____
- 5) ਕੋਈ ਹੋਰ ਸਲਾਘਾ ਯੋਗ ਕਾਰਜ : _____

ਮੈਂ ਤਸਦੀਕ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ :

- 1) ਉਪਰੋਕਤ ਸੂਚਨਾ ਜੋ ਮੇਰੇ ਵੱਲੋਂ ਦਰਜ ਕੀਤੀ ਗਈ ਹੈ ਸਹੀ ਅਤੇ ਸਬੂਤ ਆਧਾਰਿਤ ਹੈ।
- 2) ਸੂਚਨਾ ਗ਼ਲਤ ਹੋਣ ਦੀ ਸੂਰਤ ਵਿੱਚ ਮੇਰੀ ਨਿੱਜੀ ਜ਼ਿੰਮੇਵਾਰੀ ਹੋਵੇਗੀ।

ਲੈਕਚਰਾਰ ਦੇ ਹਸਤਾਖਰ
(ਸਮੇਤ ਮਿਤੀ)

10(ੳ) ਲੈਕਚਰਾਰ ਦੀ ਕਾਰਜਗੁਜ਼ਾਰੀ ਦਾ ਮੁਲਾਂਕਣ (ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਵੱਲੋਂ ਭਰਿਆ ਜਾਵੇ)			
1) ਅਧਿਆਪਕ ਨੇ ਜਮਾਤਾਂ ਸਮੇਂ ਸਿਰ ਲਾਈਆਂ	ਹਮੇਸ਼ਾ	ਅਕਸਰ	ਕਦੇ ਕਦਾਈ
	(3)	(2)	(1)
2) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਢੁਕਵੀਂ ਅਗਵਾਈ ਦਿੱਤੀ	ਹਮੇਸ਼ਾ	ਅਕਸਰ	ਕਦੇ ਕਦਾਈ
	(2)	(1)	(0)
3) ਸੌਂਪਿਆ ਕੰਮ ਕਾਮਯਾਬੀ ਨਾਲ ਨੇਪਰੇ ਚਾੜ੍ਹਿਆ	ਹਮੇਸ਼ਾ	ਅਕਸਰ	ਕਦੇ ਕਦਾਈ
	(2)	(1)	(0)
4) ਇਮਾਨਦਾਰੀ, ਨੇਕ ਨੀਤੀ ਪੱਖ ਤੋਂ	ਵਧੀਆ	ਔਸਤ	ਠੀਕ ਠਾਕ
	(2)	(1)	(0)
5) ਸਹਿਯੋਗ ਲੈਣ ਦੀ ਸਮਰੱਥਾ	ਚੰਗੀ	ਔਸਤ	ਠੀਕ ਠਾਕ
	(2)	(1)	(0)
6) ਟਿਊਸ਼ਨਾਂ ਬਾਰੇ ਸ਼ਿਕਾਇਤ	ਹਾਂ	ਨਹੀਂ	
	(0)	(1)	

ਜੇਕਰ ਕਿਸੇ ਕਥਨ ਤੇ ਔਸਤ ਨਾਲੋਂ ਘੱਟ ਹੈ ਤਾਂ ਟਿਪਣੀ ਦਿਉ :

ਸਮੁੱਚਾ ਮੁਲਾਂਕਣ		
ਨਤੀਜਿਆਂ (9ੳ) ਬਾਰੇ ਪ੍ਰਾਪਤ ਅੰਕ ()	ਉਪਰਲੀ ਸੀਮਾ 2 ਅੰਕ	
ਪ੍ਰਕਾਸ਼ਿਤ ਕੰਮ (9ਅ) ਬਾਰੇ ਪ੍ਰਾਪਤ ਅੰਕ ()	ਉਪਰਲੀ ਸੀਮਾ 2 ਅੰਕ	
ਲੈਕਚਰਾਰ ਦੀ ਕਾਰਜਗੁਜ਼ਾਰੀ (10ੳ) ਤੇ ਪ੍ਰਾਪਤ ਅੰਕ ()	ਉਪਰਲੀ ਸੀਮਾ 12 ਅੰਕ	
ਕੁਲ ਜੋੜ (ਅਖਰਾਂ ਵਿੱਚ) ()		
ਸ਼ਬਦਾ ਵਿੱਚ ()		

ਇਮਾਨਦਾਰੀ ਅਤੇ ਨੇਕ ਨੀਤੀ ਦੇ ਪੇਖ ਤੇ ਮੁਲਾਂਕਣ : (ਜੇ ਸ਼ੱਕ ਹੈ ਤਾਂ ਅਲੱਗ ਤੋਂ ਗੁਪਤ ਨੋਟ ਤਿਆਰ ਕਰਕੇ ਨੱਥੀ ਕੀਤਾ ਜਾਵੇ)

ਗ੍ਰੇਡਿੰਗ :	ਪ੍ਰਾਪਤ ਅੰਕ	ਗ੍ਰੇਡ
	14 ਤੋਂ ਵੱਧ	ਉੱਤਮ (ਏ ਪਲੱਸ)
	11 ਤੋਂ 13	ਬਹੁਤ ਅੱਛਾ (ਏ)
	08 ਤੋਂ 10	ਅੱਛਾ (ਬੀ ਪਲੱਸ)
	05 ਤੋਂ 07	ਔਸਤ (ਬੀ)
	05 ਤੋਂ ਘੱਟ	ਔਸਤ ਤੋਂ ਘੱਟ (ਸੀ)

ਲੈਕਚਰਾਰ ਵੱਲੋਂ ਪ੍ਰਾਪਤ ਅੰਕ ਅੰਕ.....
ਤੇ ਗ੍ਰੇਡ ਗ੍ਰੇਡ.....

ਰਿਪੋਰਟ ਲਿਖਣ ਵਾਲੇ ਅਧਿਕਾਰੀ
ਦੇ ਹਸਤਾਖਰ ਅਤੇ ਮੋਹਰ

ANNEXURE-XII

Lesson Plans

Macro Lesson

PT's Roll No. –
Class - VII
Subject - Science
Topic - Magnetism

- Specific Aids – Magnets, Magnetic needle, iron pins, pencil box, coin etc.
- Expected behaviour outcome –
 - Knowledge: Recall the concept of magnet-iron attraction.
Know the history of discovery of magnet.
Recognise the types of magnet.
 - Understanding: Define Magnet.
To explain the properties of magnet.
 - Application: Find the application of magnet in daily life based on its properties.
Conclude the facts from evidences.
Solve the problems posed to them.
 - Skills: Observe the activities carefully and read them accurately.
Hands on work in model making or project.
 - Scientific Attitude: Accept the facts based on evidences.
Make independent and critical judgment.
Make keen observations.
Not superstitious.
 - Interest: Develop interest in science subject and especially in magnet.
- Entry Behaviour Assumed: The students are aware of attractive property of magnets.
- Entry Behaviour Testing: PT will show a pencil box to students which closes because of magnet-iron attraction. She will call a student to perform the activity of closing the pencil box.
Q: How the pencil box is tightly closed when there is no lock inside it.
- Announcement of the topic: After getting satisfactory or dissatisfactory answers, PT will say that This box closes down because of magnet and iron attraction. Similarly magnet has much more characters and usage.
Today we will discuss about magnet.

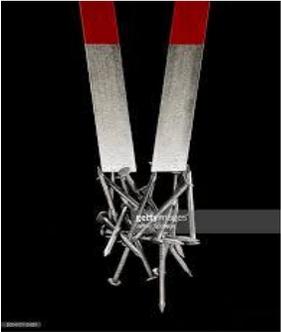
Content	Pupil Teachers Activity	Expected response	Teaching aids	BB Work
Magnet: The substance which attracts few selective things like iron.	PT will call a student and tell her to bring a magnet close to different objects present.	One student will perform activity and others will observe. Then they will participate to make definition of magnet.	Magnet, iron pins, wood, nickel, rubber, cobalt and plastic.	Magnet: The substance which attracts few selective things like iron.
Magnetic Substances: The substances which are attracted by magnet. E.g. iron, nickel and cobalt. Non-Magnetic Substances: Which are not attracted by magnet.	PT will tell students to recall the previous activity. Q: Which objects were attracted by the magnet? Q: Which objects were not attracted by magnet?	Iron, nickel and cobalt. Wood, plastic and rubber.	Magnet, iron pins, coin and drill bit. Table, pencil box and eraser.	Magnetic Substances: Iron, nickel and cobalt. Non-Magnetic Substances: Wood, plastic, rubber, etc.
History of discovery of magnet:	PT will narrate the story and will show slides on projector side by side.	Students will listen with interest and will observe the slides also.	Projector/ Laptop Pointer	Magnes Magnesia (Greece) Lodestone Swedenborg
Artificial Magnets:	PT will show the artificial magnets.	Students observe carefully.	Artificial magnets like Bar magnet and Horse – Shoe Shaped magnet.	
Shapes: <ul style="list-style-type: none"> • Bar Magnet • Horse – Shoe Shaped 	Q: What is the shape of this magnet? Q: What is the shape of this magnet?	Like a bar U – shape or Horse Shoe type		Shapes: Bar Magnet Horse Shoe Shaped magnet

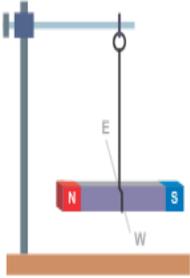
SECTIONAL RECAPITULATION

Q: Define Magnet?

Q: What are Magnetic substances?

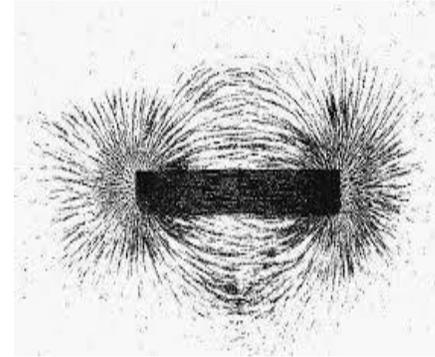
Q: What are the shapes of artificial magnets?

Subject Matter	P.T's Activity	Expected student Response	Teaching Aid	B.B.Work
<p><u>Properties of Magnets:</u> 1.Property Of attraction: Magnets attract Iron, Cobalt and Nickle.</p> <p><u>Application</u> 1. Magnet attached to cranes to pickup iron pieces from garbage. 2. To check the purity of various items such as to check whether the bangle is made up of iron or some other material.</p> <p><u>2.All magnets have two poles:</u> All magnets have two poles:</p>	<p>PT will call a student to perform an activity. She will ask student to place magnet to some items and then PT will ask Q. What do you observe?</p> <p>PT will ask a student to check whether a bangle is made up of iron or some other material. Q. How can you find out which one is made up of iron?</p> <p>P.T will perform an activity and will ask a student to place the magnet on the heap of iron</p>	<p>Students will observe the activity attentively.</p> <p>A. Magnet attracts Iron.</p> <p>A. By bringing bangles closer to the magnet.</p> <p>Student will observe attentively.</p>		<p>Property 1 Magnets attract Iron, Cobalt and Nickle.</p> <p>Property 2. All magnets have two poles. 1.North Pole(N) 2. South Pole(S)</p>

<p>other we will find that two like poles repel each other.</p> <p>4.Directive Property:- A freely suspended magnet always points towards a particular direction which is N-S direction. The magnet which points towards the north pole of the earth is known as north pole of the magnet where as the other end which points towards the south pole of the magnet.</p> <p>Application:- Compass, an instrument developed on the basis of this property. It has a small needle in it, which points towards N-S direction. Previously it was used in ships to find the directions.</p>	<p>P.T will perform an activity and show a freely suspended magnet and explain its directions to students.</p> <p>P.T will explain about the application of directive property of magnets in our daily life.</p>	<p>apart from each other.</p> <p>Students will observe the activity attentively.</p> <p>Students will observe compass attentively and will try to find out directions using it.?</p>		<p>Property 4. A bar magnet always points towards N-S direction.</p>
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FINAL RECAPTULATION

Look at the pictures, observe them and then tell me which property of magnets is used in each of them.



HOME WORK

Observe things in your surrounding and at your home make a list of magnetic and non magnetic things by using a magnet.

Micro Lesson Plan

Skill of illustration with examples "

ਵਿਦਿ. ਭਾਸ਼ਿ. ਦਾ ਪੋਲ ਨੰ. - 57

ਜਮਾਤ - ਛੇਵੀਂ

ਵਿਸ਼ਾ - ਵਿਗਿਆਨ

ਉਪ-ਵਿਸ਼ਾ - ਰਗੜ ਚਲ

ਸਮਾਂ - 6 ਮਿੰਟ

ਵਿਦਿ. ਭਾਸ਼ਿ. ਦੀ ਵਿਰਿਭਾ

ਅਨੁਮਾਨਿਤ ਵਿਦਿ. ਵਿਰਿਭਾ

ਬੱਚੇ, ਅੱਜ ਅਸੀਂ ਰਗੜ ਚਲ
ਬਾਰੇ ਪੜ੍ਹਾਂਗੇ।

ਅਧਿਆਪਕ ਇੱਕ ਗੋਦ ਜਮਾਤ
ਵਿੱਚ ਹੋਵੇਗੀ ਅਤੇ ਉਹ ਆਪਣੇ
ਆਪ ਵਿਰਾਮ ਅਵਸਥਾ ਵਿੱਚ ਆ
ਜਾਵੇਗਾ ਕਿਉਂਕਿ ਉਸ ਉੱਪਰ ਇੱਕ
ਵਿਰੋਧੀ ਚਲ ਲੱਗ ਰਿਹਾ ਹੈ।

ਇਸ ਚਲ ਨੂੰ 'ਰਗੜ ਚਲ'
ਆਖਦੇ ਹਨ।

ਵਿਦਿ. ਭਾਸ਼ਿ. ਰਗੜ ਚਲ ਦੀ
ਪਰਿਭਾਸ਼ਾ ਦੇਵੇਗੀ।

ਰਗੜ ਚਲ ਦੋ ਮਤਲਬ ਵਿੱਚ ਘੁੰਮਦੀ
ਉੱਚ ਉੱਚ ਦੀ ਵੱਧੀ ਹੈ ਜਿਵੇਂ ਕਿ
ਜਦੋਂ ਅਸੀਂ ਧਰਤੀ ਤੇ ਤੁਰਦੇ ਹਾਂ,
ਰਗੜ ਚਲ ਹੋਂਦ ਵਿੱਚ ਆਉਂਦਾ ਹੈ
ਮਾਤੇ ਧੂਟ ਦੇ ਮੋਲ ਅਤੇ ਧਰਤੀ
ਵਿੱਚ, ਇਸੇ ਕਰਕੇ ਤਾਂ ਮਾਤੇ ਧੂਟ
ਘੁੰਮ ਜਾਂਦੇ ਹਨ ਕੁਲ ਸਮੇਂ ਚਾਕਰ।

ਵਿਦਿਆਰਥੀ ਯਿਯਾਨ ਨਾਲ ਦੇਖਣਗੇ।

ਵਿਦਿਆਰਥੀ ਆਪਣੇ- ਆਪਣੇ ਧੂਟਾਂ ਦੇ ਮੋਲ
(sole) ਯਿਯਾਨ ਨਾਲ ਦੇਖਣਗੇ।

ਵਿਦਿ. ਕ੍ਰਮਿ. ਦੀ ਵਿਰਿਕਾ	ਅਨੁਮਾਨਿਤ ਵਿਦਿ. ਵਿਰਿਕਾ
<p>2. ਹਮਲਾ ਵਲ ਵੇ ਮਤਾਵਾਂ ਵਿਚਕਾਰ ਗਰਮੀ ਯੋਗ ਵਰਦੀ ਹੈ। ਕ੍ਰਮਿ. ਚੀਠਕਾਂ ਨੂੰ ਉਲੀ ਨਾਲ ਕ੍ਰਮਮਏ ਹੱਥ ਵਗਲਨ ਲਈ ਵਰੇਗੀ ਅਤੇ ਗਰਮਾਹਟ ਮਹਿਮੂਮ ਵਰਨ ਲਈ ਵਰੇਗੀ।</p> <p>ਜਿਵੇਂ ਹੱਥ ਵਗਲਦੇ ਸਮੇਂ ਮਨੂੰ ਗਰਮਾਹਟ ਮਹਿਮੂਮ ਹੁੰਦੀ ਹੈ ਇਸੇ ਤਰ੍ਹਾਂ ਜਦੋਂ ਕੋਈ ਉਲਨਾ ਖਿਡੀ ਘਰੀ ਦੇ ਵਾਤਾਵਰਨ ਵਿੱਚ ਵਾਧਲ ਹੁੰਦਾ ਹੈ ਤਾਂ ਉਹ ਜਲਣ ਲੱਗਦਾ ਹੈ। ਹਮਲਾ ਵਲ ਵਰਦੇ ਉਲਨਾ ਖਿਡੀ ਅਤੇ ਵਾਤਾਵਰਨ ਵਿਚਕਾਰ ਅਤੇ ਉਲਨਾ ਖਿਡੀ ਜਲਣ ਨਾਂ ਸਮਝਣ ਲੱਗ ਜਾਂਦਾ ਹੈ ਅਤੇ ਮਨੂੰ ਵਿਖਾਈ ਦਿੰਦਾ ਹੈ।</p>	<p>ਵਿਦਿਕਮਾਰਬੀ ਹੱਥਾਂ ਨੂੰ ਕ੍ਰਮਮ ਵਿੱਚ ਵਗਲਨਗੇ।</p> <p>ਵਿਦਿਕਮਾਰਬੀ ਖਿਕਮਾਨ ਨਾਲ ਸੁਫਲਗੇ।</p>

Component of skill	Rating						
1. ਸੰਬੰਧਿਤ ਉਦਾਹਰਨਾਂ ਬਣਾਉਣਾ	0	1	2	3	4	5	6
2. ਸਾਧਾਰਨ ਨਾਂ ਕ੍ਰਮਮ ਉਦਾਹਰਨਾਂ ਬਣਾਉਣਾ	0	1	2	3	4	5	6
3. ਵਿਲਖਮਮ ਉਦਾਹਰਨਾਂ ਬਣਾਉਣਾ	0	1	2	3	4	5	6
4. ਉਦਾਹਰਨਾਂ ਲਈ ਉਚਿਤ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ ਵਰਨਾ।	0	1	2	3	4	5	6
5. inductive - deductive approach ਦੀ ਵਰਤੋਂ ਵਰਨਾ।	0	1	2	3	4	5	6

Diary Lesson Plan

5

P-T Roll No-41
 class - IXth
 Subject - Science
 Topic - Energy
 Dated - 7/11/16

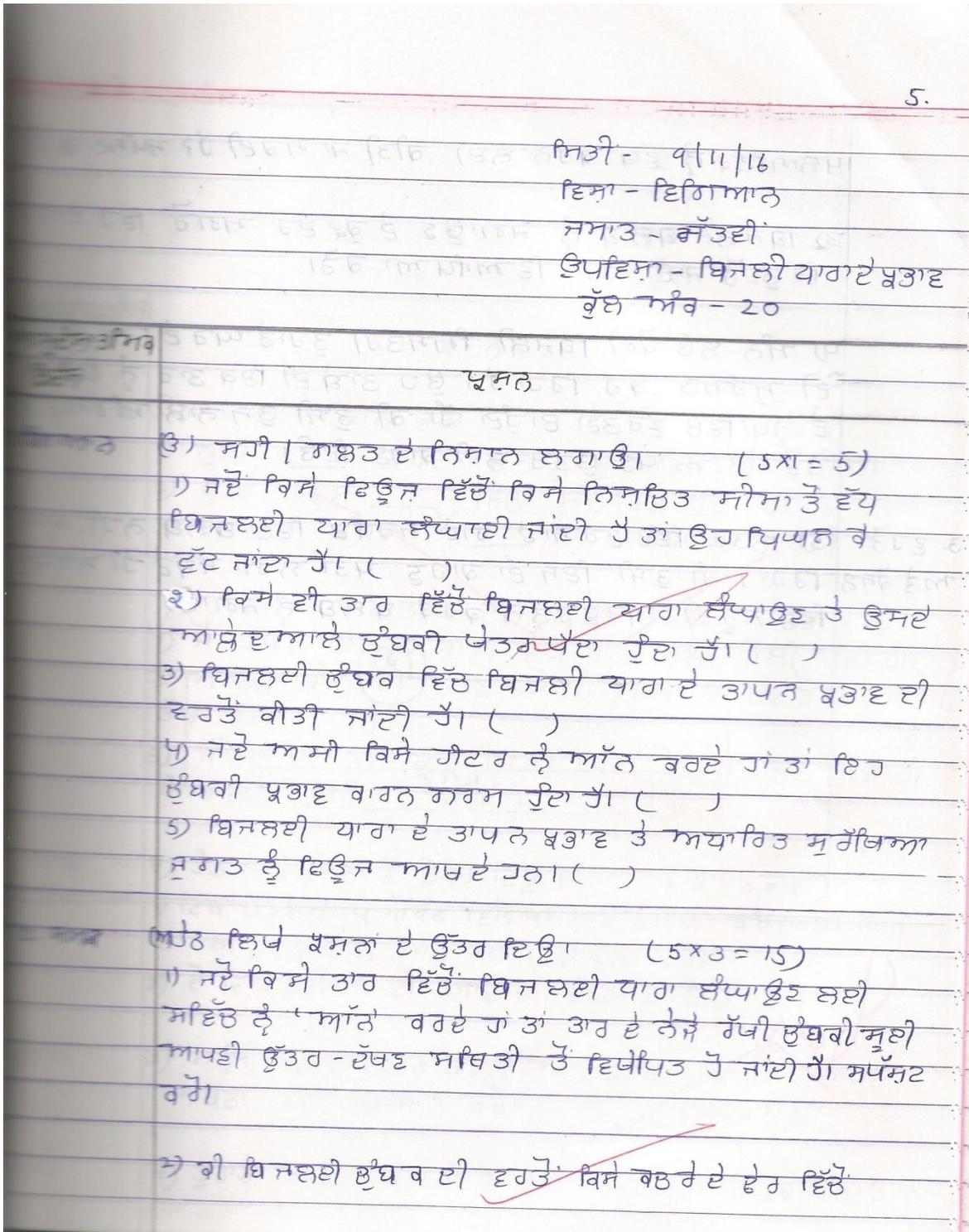
Subject Matter	Instructional Objectives	Instructional Strategies	Teaching aid	Evaluation Strategies
① Definition of Energy	Knowledge	Inductive method.	Blackboard	Question Answer Method
② Forms of energy (i) Kinetic (ii) Potential	Knowledge, Understanding, Application, Skill.	Activity Method, Question Answer Method.	Blackboard, Flash Card	Question-Answer Method
Rate of doing work.	Knowledge, Skill, Interest, Scientific Attitude	Inductive Method	Blackboard	Discussion Method

fr.w A battery lights a bulb. Describe the energy changes involved in the process.

Reference: Textbook of Science (P.S.E.B)
www.excellup.com, m.learningart.com.

[Signature]

Test Based Lesson

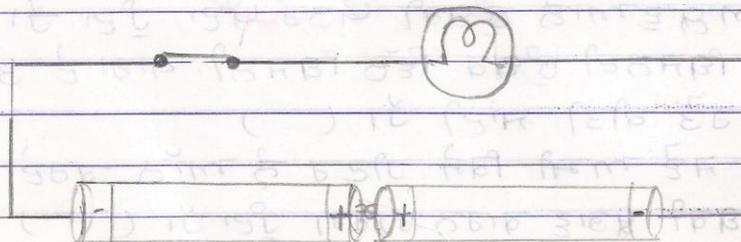


ਪਦਾਰਥਾਂ ਦੇ ਵੱਖ ਵੱਖ ਢੰਗਾਂ ਵਿੱਚ ਵੀ ਨਾ ਸਰਕਣ ਵਾਲੇ ਸਮੱਗਰੀ ਵਰਗੇ

3) ਬਿਜਲੀ ਬਲਬ ਨੂੰ ਜਗਾਉਣ ਦੇ ਕੁਝ ਵੇਰ ਸਮੱਗਰੀ ਇਹ ਗਰਮ ਕਿਉਂ ਹੋ ਜਾਂਦੀ ਹੈ? ਇਸਦਾ ਕਾਰਨ ਦੱਸੋ।

4) ਸੰਕੇਤਕ ਢੰਗ ਵਿੱਚ ਬਿਜਲੀ ਸਿਰਜਣ ਵਾਲੇ ਡਿੱਗੇ ਪਾਠ ਦੇ ਵਿਸ਼ੇਸ਼ ਸਰਕਟ ਦੀ ਸੁਰੱਖਿਅਤ ਵਰਤੋਂ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਉਹ ਤਾਂਬੇ ਦੀ ਇੱਕ ਤਾਰ ਨੂੰ ਫਿਲਿਪ ਦੇ ਰੂਪ ਵਿੱਚ ਵਰਤਣਾ ਚਾਹੁੰਦਾ ਹੈ। ਕੀ ਤੁਸੀਂ ਉਸਦਾ ਕਾਰਨ ਸਮਝ ਸਕਦੇ ਹੋ? ਕਾਰਨ ਉੱਤਰ ਲਈ ਵਾਰਣ ਦਿਓ।

5) ਉੱਤਰ ਵਿੱਚ ਵਰਤਣ ਵਾਲੇ ਸਰਕਟ ਵਿੱਚ ਬਲਬ ਨੂੰ ਜਗਾਉਣ ਲਈ ਕੀ ਤੁਸੀਂ ਇਸਦਾ ਕਾਰਨ ਪਤਾ ਲਗਾ ਸਕਦੇ ਹੋ? ਸਰਕਟ ਵਿੱਚ ਜਰੂਰੀ ਪਰਿਵਰਤਨ ਕਰਕੇ ਬਲਬ ਨੂੰ ਜਗਾਓ।



ICT Based Lesson Plan

241

ICT Based Lesson

LESSON PLAN No:- 1

Pupil Teacher Roll No:- 111

Class:- 10+1 Commerce

Subject:- Commerce

No. of learners:- 20

Topic:- Meaning and functions
of Warehousing.

Date:- April 10, 2015

EXPECTED BEHAVIOUR OUTCOME.

Knowledge.	<ul style="list-style-type: none">• To enable the students to understand the meaning of the warehouse.• To enable the students to recognise the functions of warehousing.
Understanding	<ul style="list-style-type: none">• The students will be able to interpret & illustrate the functions being performed by warehouse.• They will be able to indicate the basic utilities created in goods by warehouses.
Application	<ul style="list-style-type: none">• They will be able to demonstrate the concept of warehouse and its functions.
Synthesis	<ul style="list-style-type: none">• They will be able to generalise the concept of warehouse in end after discussion.

RESOURCE MATERIAL.

A well equipped classroom with chalkboard, Chalks, duster, etc. Pupil teacher will use powerpoint presentation and some real objects also.

ENTRY BEHAVIOUR ASSUMED.

Pupil Teacher will assume that the students are having the knowledge regarding the various activities of the production, consumptions, goods etc.

ENTRY BEHAVIOUR TESTING.

Pupil Teacher will ask the following questions:-

Ques 1:- what is the difference between the summer and winter season?

Ques 2:- what prevents us from the cool temperature in winter?

Ques 3:- when are these sweaters and coats manufactured?

Ques 4:- And what do we do with that ready material from the period of production to period of consumption?

ANNOUNCEMENT OF THE TOPIC

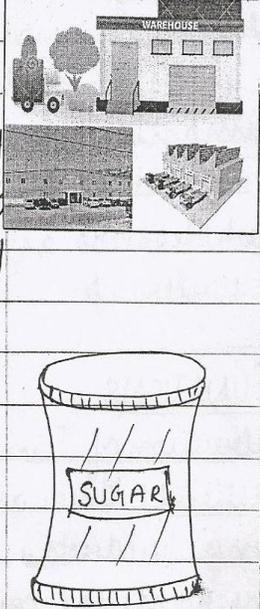
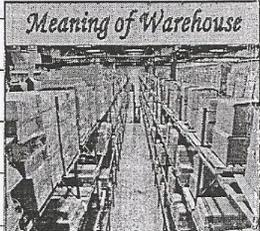
After testing the previous knowledge of the students, now, P.T. will announce the topic that today we will discuss about the meaning and functions of warehousing.

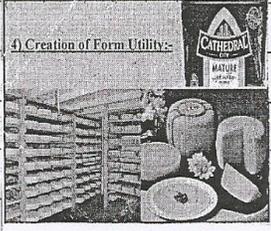
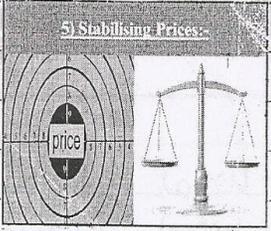
METHODOLOGY.

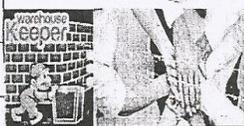
P.T. will use lecture cum discussion method. The skill of explanation, probing questions, re-inforcement, illustrating with examples will be used.

Specific aid:- Powerpoint presentation will be used.

Subject matter	Pupil Teacher Activity	Pupils Response	ICT Material Resource Material
<u>Introduction:-</u> We need different types of	PT will start explaining the		

Subject Matter	Lupil Teacher Activity	Expected Lupils Response	Resource / ICT Material
<p>goods in our day to day life. Some of them may not be available all the time. But they need those items throughout the year.</p> <p>Thus, need for the storage arises both for raw material as well as finished good. It involves proper arrangement for preserving the goods from time of their production till their actual use.</p>	<p>concept by using illustration of sugar which is prepared from sugarcane & it is grown on seasonal basis so, they are to be stored so that they may be used for the full year.</p>	<p>Lupils will listen to the example very much carefully & will note down the key words.</p>	
<p>When this storage is done on the large scale or in specified manner, it is called the <u>warehousing</u>. The place where the goods are kept is called <u>warehouse</u>.</p> <p>It is an establishment of storage and</p>	<p>P.T. will now start the PPT by saying that the <u>warehouse</u> is one of the method of storing the goods.</p> <p>P.T. will explain that it is an</p>	<p>Lupils will look at the PPT very attentively & enthusiastically</p>	

Subject Matter	Pupil Teacher Activity	Expected Pupil Response	Resource/ICT Material
	at the warehouse worth ₹ 7 lakhs		
4) <u>Creation of form utility</u> Utility:- warehouse plays the function of creation of the form utility in the goods as their form is changed or more developed while they are stored.	P.T. will ask: Q → What is matured cheese? So, this type of cheese is prepared by preserving it in the	Pupils will look at the PPT carefully and attentively	
Certain commodities improve in quality while they are kept in the storage house.	warehouses for the period of approx 15 months.		
5) <u>Stabilising prices</u> :- Warehousing helps to stabilise prices by making goods available whenever there is demand in market.	Q → Why do the demand of good falls down? & than explain it	Pupils will respond - due to increase in prices	
6) <u>Sharing of Risk</u> :- Warehousekeeper	Q → What will happen to goods	Ans:- Goods will destroy	

Subject matter	Pupil Teachers Activity	Expected Pupil Response	Resource / ICT Material
bears the risk of loss or damage. Thus, the risk is transferred as soon as goods are handed over to it.	if they are kept in open? Q: Who will bear the risk.	with rain, winds etc. Ans: Owner will bear the risk.	6)  

FINAL RECAPITULATION.

Ques 1:- Name 3 parties for whom warehouse play an important role.

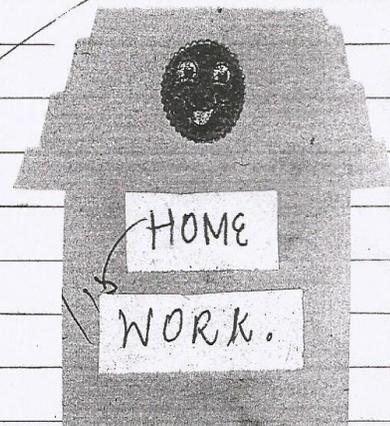
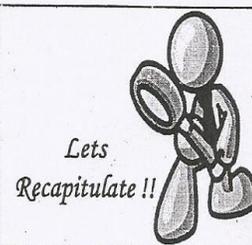
Ques 2:- Wheat is grown once in a year, but we need it for the whole year as it is our staple food. What function do warehouse play here?

Ques 3:- Name the party to whom risk is transferred when the goods are kept at the warehouse.

HOME ASSIGNMENT

* Learn meaning and functions of warehousing.

* List any 7 products that need warehouse facility.



ANNEXURE-XIII

Panjab University Skill in Teaching Competition Results

Zonal and Inter-Zonal Skill-in-Teaching and On the Spot Teaching-Aid Preparation Competitions

SESSION-2010-11

Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
D.D. Jain College Of Education , Ludhiana	Manju Pandey Tanvi kunra Harjot Kaur Ritu Parminder Kaur Jasmine	1 st in Hindi (Tg. Aid) 2 nd in English(Tg. Aid) 1 st in Punjabi 3 rd in Hindi 3 rd in Economics 2 nd in Commerce
G.H.G Khalsa College of Education, Gurusar Sudhar	Amanpreet Kaur Harmanpreet Kaur Priyanka Mehta Ravinder Ramanpreet Kaur	2 nd in Home-Science (Tg. Aid) 1 st in Computer (Tg. Aid) 2 nd in Fine-Arts(Tg.Aid) 2 nd in Home-Science 3 rd in Fine-Arts
Doraha College Of Education, Doraha	Jaspreet Kaur Sandeep Kaur Isha Sharma Amandeep kaur	1 st in Social Studies(Tg. Aid) 2 nd in Social Studies 2 nd in History 3 rd in Physical Education

Inter-Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
Dashmesh Girls College Of Education, Badal	Manju Pandey Tanvi Kunra Ritu Sharma Harjot Kaur	2 nd in Hindi (Tg. Aid) 3 rd in English(Tg. Aid) 1 st in Hindi 3 rd in Punjabi
Babe K College Of Education , Mudki	Amanpreet Kaur Jasmine	3 rd in Home-Science(Tg.Aid) 2 nd in Commerce

Session-2011-2012

Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
A.S. College Of Education, Khanna	Jaspreet Kaur Gurpreet Kaur	2 nd in Physical Education 3 rd in Social Studies
Sadbawna College Of Education , Raikot	Harpreet Kaur Jaspreet Kaur Kanchan	3 rd in Economics 1 st in English (Tg.Aid) 3 rd in Hindi (Tg.Aid)
G.H.G Khalsa College of Education, Gurusar Sudhar	Harpreet Kaur Priyanka Hardeep Kaur Kamaljeet Kaur	3 rd in Computer 1 st in Fine-Arts 1 st in Home –Science 3 rd in Home-Science (Tg.Aid)

Inter Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
D.A.V. College Of Education, Abohar	Priyanka Harpreet Kaur	1 st in Fine-Arts 2 nd in Economics
B.C.M. College Of Education, Ludhiana	Gurpreet Kaur	2 nd in Social-Studies

Session-2012-2013

Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
Sadbhawna College Of Education, Raikot	Anoop Kaur Ritu Dhir Maninder Kaur Alka Sharma	1 st in Music 1 st in Home-Science 1 st in Music(Tg.Aid) 1 st in Home-Science(Tg.Aid)
Gobindgarh College Of Education , Alour (Gobindgarh)	Baljeet Kaur	1 st in English
G.H.G. College Of Education , Raikot	Amandeep Kaur	2 nd in Computer-Science

Inter Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
Sant Baba Hari Singh Memorial Khalsa College Of Education, Mahilpur	Baljeet Kaur	2 nd in English
Doraha College Of Education, Doraha	Alka Sharma Anoop Kaur	1 st in Home-Science(Tg.Aid) 2 nd in Music

Session-2013-2014

Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
G.H.G.H College of Education, Sidhwan Khurd. Feb, 2014	Kiranjeet Kaur Parminder Kaur Navjot Kaur Japsimran kaur Gorika Chawla Bhawandeep Kaur Ramanjot Kaur Kuldeep Kaur	1 st in Music 1 st in Home Science 2 nd in Science 2 nd in Math 2 nd in Computer 1 st in Music(Tg. Aid) 1 st in Home Scienc(Tg. Aid) 1 st in Computer(Tg. Aid)
G.H.G Khalsa College of Education, Gurusar Sudhar. Feb,2014	Paramjeet Kaur Prabhjot Kaur	3 rd in Punjabi 3 rd in Hindi(Tg. Aid)

Inter Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
B.C.M College of Education Ludhiana	Kiranjeet Kaur	2 nd in Music

Session-2014-2015

Zonal Competitions

Institute-Venue	Name of our student	Position/ Teaching Subject
Malwa Central College Of Education Ludhiana 13 Feb, 2015	Prabhjot Kaur Anchal Chugh Kavita Viridi	3 rd in Computer 3 rd in Science (Tg. Aid) 3 rd in Home Science (Tg. Aid)
G.H.G.H College of Education Sidhwan Khurd 16 Feb,2015	RekhaBhardwaj Saloni Grover Akwinder Kaur Harinder Kaur Jaspreet Kaur	3 rd in Physical Education 1 st in Geography 1 st in Social Studies (Tg. Aid) 1 st in History (Tg. Aid) 2 nd in Geography (Tg. Aid)
Guru Nanak College of Education, Gopalpur 18Feb, 2015	Kamalpreet Kaur Kirabdeep Kaur	2 nd in Punjabi (Tg. Aid) 1 st in Economics (Tg.Aid)

Inter Zonal Competitions

Institute-Venue	Name of our student	Position/Teaching Subject
G.H.G Khalsa College of Education, Gurusar Sudhar	Harinder Kaur	1 st in History (Tg. Aid)
Guru Gobind Singh College of Education, Giddarbaha	Rekha Bhardwaj Anchal Chugh	2 nd in Physical Education 2 nd in Science (Tg. Aid)