

SELF APPRAISAL REPORT 2016

Bethesda Women Teachers' Training (B.Ed) College, Ranchi



**To be submitted to
NAAC, Bangalore**

Table of Contents

PREFACE.....	4
EXECUTIVE SUMMARY.....	5
SWOC ANALYSIS.....	10
PROFILE OF THE INSTITUTE.....	13
CRITERION WISE ANALYTICAL REPORT.....	23
CRITERION – I: CURRICULAR ASPECTS.....	23
CRITERIA II: TEACHING LEARNING AND EVALUATION.....	33
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION.....	53
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES.....	67
CRITERION V: STUDENT SUPPORT AND PROGRESSION.....	80
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT.....	86
CRITERION VII: INNOVATION AND BEST PRACTICES.....	99
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION.....	202
DECLARATION BY THE HEAD OF THE INSTITUTION.....	255

Reference No.:

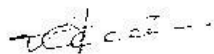
Dated:

To
The Director,
National Assessment and
Accreditation Council (NAAC)
P.O. Box no: 1075, Nagarbhavi,
Bangalore- 560072,
India

Sub: Uploading SSR to the college website

Sir,
In compliance of our LOI requirements, we are glad to upload our SELF
STUDY REPORT 2016 in our official website for FIRST Cycle
Accreditation
show casing the key aspects of the functioning of our college.

I ardently look forward to hear from you on your decision for peer team
inspection in our college.



Signature of the Head of the institution with seal

Stamp

Place: RANCHI

Date: 23.06.2016

PREFACE

It's a golden opportunity for our college to submit Self Appraisal Report (SAR) of our college to National Assessment & Accreditation Council (NAAC), Bangalore (Cycle-I) for improvement of quality of our college. The internal quality assurance cell was established in the year 2014.

Our college is an urban college that is affiliated to Ranchi University. Our aim is to provide good quality education to all the students in and around Ranchi. The college also has 2(f) and 12 (b). As the college is women's college, it helps the women in not only academics but also in their personal issues.

In view of the above, the institution looks forward to getting validated and accredited as well as getting into process of institutional self-development through cycles of re-accreditations.

Asserting our firm conviction in the methodology of NAAC assessment I invite the NAAC to help us in our onward journey towards further improvement and sustenance of quality.

Principal

Dr A.Tiru

Executive summary

Bethesda women teacher's training college is a college based in central Ranchi and is a girl's college.

It imparts B.Ed for girls. Minimum criteria for admission are 40% for general course and 50% for honors course. Special preference is given to SC, ST, OBC students. Under Ranchi university it is one of the best college and was established in 1987. Current principal of our college is Dr. Ashisan Tiru serving since 1994. Intake of college is 100 students per year. Course offered by college is of 2 years and is as per government norms.

College is situated in Ranchi which is the capital of Jharkhand which is famous for waterfalls and minerals. Geographically it is a hot region in summer and cold in winter. Educationally wise it is one of the best location in Jharkhand. Local language spoken over here is shadri, Nagpuri with other prevailing languages. As it is urban area hence. people over here are mostly engaged in private service.

Profile of the Institution

A. Institutional Data

1. Name and address of the institution: Bethesda women teacher's training (B.Ed) college , Ranchi

2. Website URL : bwtteranchi.in

3. For communication: G.E.L Church compound, P.O - church road
district - Ranchi (jharkhand) 834001

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0651-2350493		info@bwtteranchi.in
Vice-Principal			
Self - appraisal			
Co-ordinator			

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0651- 2350493	9576582884
Vice-Principal		
Self - appraisal Co-ordinator		

4. Location of the Institution:

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

5. Campus area in acres:

3.2

6. Is it a recognized minority institution?

Yes ☒ No ☐

7. Date of establishment of the institution:

Month & Year

a

MM	YYYY
07	1987

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

Ranchi University

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☒

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☒

iii. Co-education

☐

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐

vi. Dept. of Education of Composite
College

☐

vii. CTE

☐

Viii. Any other (specify and indicate) ☐**11. Does the University / State Education Act have provision for autonomy?**Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒**12. Details of Teacher Education programmes offered by the institution:**

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary		<input type="text"/>	Certificate	<input type="text"/>	
				Diploma		
			<input type="text"/>	Degree	<input type="text"/>	
ii)	Primary/ Elementary			Certificate		
			<input type="text"/>	Diploma	<input type="text"/>	
				Degree		
iii)	Secondary/ Sr. secondary		<input type="text"/>	Certificate	<input type="text"/>	
				Diploma		
			<input type="text"/>	Degree	<input type="text"/>	
iv.	Post Graduate	B.Ed		Diploma		
			<input type="text"/>	Degree	2 years	English
v.	Other (specify)		<input type="text"/>	Certificate		
				Diploma	<input type="text"/>	
				Degree		

*(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	<input type="text"/>		<input type="text"/>	
Primary/Elementary	<input type="text"/>			

Secondary/ Sr.secondary	B.Ed	BRC/7-47(ER-47.6.1)/2004/2274		100
Post Graduate				
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	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

Mission

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

Values

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

Objectives

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

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

If yes,

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

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

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

Yes		No	/
-----	--	----	---

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

--

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

D.Ed.

--

B.Ed.

/

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there 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	100
--------	-----

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

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

02 MONTHS

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

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	01
--------	----

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

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

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

- a) Date of start of the academic year - 1- July ☐
- b) Date of last admission 30- June ☐
- c) Date of closing of the academic year 30-june ☐
- d) Total teaching days 200 days ☐
- e) Total working days 200 days ☐

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.		100	100		50	50		50	50
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

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

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) Unit cost including salary component

(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.	75	50	60	45
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	280	40	B.Ed
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

10	
----	--

b) Minimum number of pre-practice teaching

02	
----	--

Lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice
teaching

10	
----	--

b) Total number of practice teaching days

30	
----	--

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

40	
----	--

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

No. of Lessons In simulation

No. 100

No. of Lessons Pre-practice teaching

No. 200

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.	20	80
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

20

b) Number of assignments for each paper

20

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

	Yes	No
Computers	<input checked="" type="checkbox"/>	
Intranet		<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	
Software / courseware (CDs)	<input checked="" type="checkbox"/>	
Audio resources	<input checked="" type="checkbox"/>	
Video resources	<input checked="" type="checkbox"/>	
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	
Any other (specify and indicate)	<input checked="" type="checkbox"/>	

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

Yes ☒ No ☐

Number 50+50

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

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

Compulsory	<input type="checkbox"/>	Optional	<input checked="" type="checkbox"/>
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Criterion III: Research, Consultancy and Extension

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

2. Does the Institution have ongoing research projects?

Yes		No	<input checked="" type="checkbox"/>	Number	3		%
-----	--	----	-------------------------------------	--------	---	--	---

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

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

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

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

no

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

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

X
X
X
X
X

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

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

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

a.	Ph.D.	<input type="text" value="0"/>
b.	M.Phil.	<input type="text"/>

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

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

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

	Yes	No	Number
International journals			10
National journals – referred papers			20
Non referred papers			
Academic articles in reputed magazines/news papers			50
Books			8036
Any other (specify and indicate)			

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Number	05		

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

	Faculty	Students
National seminars	3	
International seminars		
Any other academic forum		

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If yes, indicate the nature of the post.			
Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>
Additional charge	<input type="checkbox"/>		

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

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

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

1

16. Does the institution provide consultancy services?

Yes

☐

No

☒

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

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

Local level	yes
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

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

1532.66

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?

24

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

4.38 lakh

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

50.000

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

4.38 lakh

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

30 lakh

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open		Reserved	
M	F	M	F
1	6	1	5
6	1	6	1

Teaching
Non-teaching

10. Total number of posts vacant

Open Reserved

Teaching
Non-teaching

M	F	M	F

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

Lecturers

M	F	M	F
1	6	1	5
M	F	M	F
M	F	M	F

Readers

Professors

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

Open Reserved

Lecturers

M	F	M	F
	2		2

Readers

M	F	M	F

Professors

M	F	M	F

c. Number of teachers from same state

7

Other states

0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	7:100

M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Permanent

Temporary

b. Technical Assistants

Permanent

Temporary

M	F	M	F
6		6	
M	F	M	F
	1		1
M	F	M	F
	1		1
M	F	M	F

14. Ratio of Teaching – non-teaching staff

7:7

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

65 LAKH

16. Is there an advisory committee for the library?

Yes

☐

No

☒

17. Working hours of the Library

On working days

On holidays

During examinations

05

18. Does the library have an Open access facility

Yes

☒

No

☐

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

8732

5000

3738

72

100

100

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

20. Mention the

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

75.74

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☒

Fully automated

☐

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

Circulation

☐

Clipping

☐

Bibliographic compilation

☒

Reference

☒

Information display and notification

☒

Book Bank

☒

Photocopying

☒

Computer and Printer

☒

Internet

☒

Online access facility

☒

Inter-library borrowing

☐

Power back up

☒

User orientation /information literacy

☐

Any other (please specify and indicate)

☐

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

25

Maximum number of days books are permitted to be retained

by students

15

by faculty

1 month

Maximum number of books permitted for issue

for students

10

for faculty

05

Average number of users who visited/consulted per month

107

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

100

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

1 lakh

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	3823	638441	4830	782467	5000	815976
Other books	2481	354783	2497	322077	3738	523327
Journals/ Periodicals	54	3780	82	8292	100	10671
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	2	2	0
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	/	No	
-----	---	----	--

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

25

3. Does the institution offer Remedial instruction?

Yes	/	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	/
-----	--	----	---

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100	94	100						
Number of first classes	10	7	8						
Number of distinctions	86	86	90						
Exemplary performances (Gold Medal and university ranks)									

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

NET

I	II	III

SLET/SET

Any other (specify and indicate)

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

Financial Aid	I	II	III
Merit Scholarship	62	63	53
Merit-cum-means scholarship	2	4	6
Fee concession	7	4	4
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	/	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	
-----	--	----	--

Non-teaching staff

Yes	/	No	
-----	---	----	--

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

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

If yes, number of students residing in hostels

Men

Women

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate)						

(Excluding college day celebration)

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

Participation of students	Outcome
---------------------------	---------

	(Numbers)	(Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

1987

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1	Year 2	Year 3
	(%)	(%)	(%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

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

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

1	2	3

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

Yes No

- | | | |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Criterion VI: Governance and Leadership

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

Yes

☒

No

☐

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

Governing Body/management	yes
Staff council	No
IQAC/or any other similar body/committee	Yes
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	No

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

Loan facility

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

Medical assistance

Insurance

Other (specify and indicate)

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

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

5. Furnish the following details for the past three years

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

Program of the UGC/NCTE or any other recognized

organisation

2

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

National

International

--	--	--

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

5		
---	--	--

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

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

4		
---	--	--

e. Research development programmes attended by the faculty

--	--	--

f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

Yes	/	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	/	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	/
-----	--	----	---

d. Combination of one or more of the above

Yes		No	/
-----	--	----	---

e. Any other (specify and indicate)

Yes		No	/
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	/	No	
-----	---	----	--

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

1

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

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	2639631	3130722
% spent on the salary of non-teaching employees	1614941	1856943
% spent on books and journals	11678	109000
% spent on developmental activities (expansion of building)	1955770	
% spent on telephone, electricity and water	74861	67981
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	159546	181018
% spent on maintenance of equipment, teaching aids, contingency etc.	123292	129878
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel	23576	50700
Any other (specify and indicate)		
Total expenditure incurred		

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.
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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 type="checkbox"/>	No	<input checked="" 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?

	Category	Men	%	Women	%
a	SC			10	
b	ST			26	
c	OBC			14	
d	Physically challenged				
e	General Category			50	
f	Rural			40	
g	Urban			60	
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST	6			
c	OBC	1			
d	Women				
e	Physically challenged	1			
f	General Category	1			
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	1	2	1	2
ST	45	65	45	65
OBC	28	14	28	14
Physically challenged				
General Category	26	19	26	19
Rural				
Urban				
Any other (specify)				

CRITERION-WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The objectives of the institution are stated as follows:-

1. To impart value-added education
2. To prepare competent and committed teachers
3. To prepare efficient administrators
4. To initiate research activities and develop a culture of research aptitude in the college
5. To ensure the all-round development and growth of students and teachers
6. To develop sensitization towards issues i.e. environment, population, gender equity etc.
7. To promote inclusive education amongst everyone.
8. To create awareness and attitude towards global and latest emerging trends
10. To develop soft skills and life skills
12. The major considerations addressed from these objectives include

the following:

- ❖ Value added education
- ❖ Competent and dedicated teacher educators
- ❖ Educational Administration
- ❖ Educational Research culture
- ❖ All round development of student and teachers
- ❖ Awareness about contemporary issues

- ❖ Concern for the deprived
- ❖ Global trends and demands
- ❖ Skill development to achieve employability
- ❖ Emphasis on Educational Technology and importance of ICT.

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

- Being an affiliated college, the college is bound to follow the curriculum prescribed by the affiliated University. However, the faculties contribute in enriching the curriculum by adopting various unique approaches for effective delivery of the curriculum. Several committees are actively functioning in the college to provide a blend of academic, co-curricular and extra-curricular activities to the students. Some other committees functioning in the college are as mentioned below:
- Time Table Committee
- Prospectus Committee
- Research Committee
- Library Committee
- Attendance Committee

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

The following measures are implemented by the college for effectively translating the curriculum and improving teaching practices:

- Periodic revision of the syllabus is done by the University, after considering and incorporating some of the required changes in the syllabus for the ultimate benefit of the end-users.
- Faculties are encouraged to make use of ICT tools and techniques to make the class-room lectures even more interesting to the students.
- The college library and laboratories are also upgraded from time to time to ensure sufficient availability of infrastructure and resources.

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

2. All the important information is made available to the admission seeking candidates through the college prospectus.
3. Lesson plan is communicated to the students by every faculty during the beginning of the session.
4. Session plans are recorded and efforts are made to fix the deviations, if any in the session plan.
5. Teachers are encouraged to make use of modern multimedia for effective delivery of the curriculum.
6. In addition, faculties also upgrade their knowledge and skills by attending various seminars and workshops.
7. Practical classes, Field trips and Industrial visits organized by various departments provide a real-life exposure to the students about their chosen fields.

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

Yes, the use of ICT is made by the institution for curricular planning:

ICT: For day to day planning and implementation of curricular and co-curricular activities, the use of ICT is done.

Academic Plan: The institute prepares its own plan for the academic session which is in line with the calendar provided by the University. This is for teaching learning and related activities of the course.

Internship Programme: For the overall development of the students, planning of internship programmes is done. These includes block teaching, observations, practical, lesson based on models of teaching, value education, environment education and technology based lessons.

Infrastructure: The management looks after the seating arrangement of staff and students, social service lectures, psychology experiments, TBT practical, method lectures and time table for guidance of practice lesson.

Examination: Examination includes Planning, paper typing, entry of marks and results. With the help of computers various Academic Committees plan their activities with the help of computers.

Thus for academic planning and implementation of the syllabus, the institution makes full use of ICT.

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?

1. Preparation of VCDs:

Every year at the beginning of micro-teaching / core training programme, VCDs are shown to the teacher trainees so that they can have a better understanding of microteaching skills and hence an improved quality can be achieved.

8. Conducting Demonstration Lessons:

Demonstration lessons are conducted for teacher trainees that help them to observe and learn better and faster.

9. Orientation Lectures:

Orientation lectures are organized to create awareness amongst the students regarding various aspects of skills in microteaching. These lectures give a clear idea to the students about microteaching and practice lessons.

10. Selection of appropriate methods of teaching:

The teacher trainees are instructed to make proper selections regarding the method or teaching techniques. It should be suitable as per the content. This helps in the promotion of reflective thinking about the use of appropriate teaching strategy and methodology.

11. Critical Reflection:

The teacher trainees are made to review critically and reflect upon the actual classroom experiences after the practice teaching sessions. They thus become aware of the development and the limitations of the teaching activity that was conducted. Self-evaluation takes place in this manner and in the long run it helps to develop flexible teaching style leading to successful implementation of curriculum.

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

In campus experiences

In the institution campus, the teacher trainees receive both formal and informal learning experiences. Some of the experiences received by them are –

- Actual formal learning of theory courses takes place.

- The classroom teaching is simulated. Micro-teaching and integrated lessons enable them the experience of teaching and learning by the cooperation of their peers.
- Teacher trainees are encouraged to participate in various workshops where formal orientation is given for various educational and practical activities.
- Teacher trainees learn informally about the planning and implementation of co-curricular activities and programs by participating in various cultural activities.
- Various social services like group work among students and plays which inculcate discipline and cooperation are undertaken. Sensitivity and awareness is developed towards socially relevant issues.
- The organization of blood donation camps develops social commitment among the teacher trainees.
- There is a well equipped library in the institution which provides a wide range of study books and additional books for reference. The teacher trainees can avail the facility of reading books through the book bank scheme. During examination the students can make full use of the library and hence the teacher trainees are allowed to make optimum use of the books.

In field experiences

The teacher trainees are provided with following facilities through practice teaching sessions:

- Get experience about the behavioral features of the pupil, their psychology and environment of the school.
- Teaching through formal practice.
- Learn more about comprehensive education.
- The experienced teachers provide with various inputs in teaching strategies and methods of teaching.

By doing the following activities, the internship programme provides wide range of teaching learning experiences-

- Block teaching
- Environmental education lessons / Value education.
- Lessons based on technology.
- Teaching of lessons in team
- Conducting unit test

- Views observed of school teachers and peers.
- Practical related to the course of study conducted in school.

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 and written), ICT skills, life skills, community orientation, and social responsibility?

Nil

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

1) Interdisciplinary / Multidisciplinary

2) Multi skill development

3) Inclusive education.

4) Practice teaching

5) School experience/ Internship

6) Whole experience / SUPW

7) Any other (specify and give details)

1.3 FEEDBACK ON CURRICULUM

1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers committee, academic peers and other stake holders with reference to the curriculum?

Feedback sessions are held by the institution. Meetings are conducted to discuss and review the feedback received. Feedback from the teacher trainees is encouraged by the institution. After obtaining the feedback from the teacher trainees, an analysis is done and based on this, a report is created which is useful to review the quality. The teacher trainees give in writing their feedback on the transactions of the course of study. The feedback received is communicated to the management who are a part of the decision-making body.

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

Curriculum is designed as per the norms of the University. There is no scope for curriculum development. However, feedback taken on curriculum can be communicated to the management. The management can notify the University through meetings and also through members who are a part of Board of Studies regarding the feedback received. These can be helpful for identifying the areas of improvement and hence taking corrective decisions.

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

The college strictly adheres to the rules and guidelines of the University regarding curriculum development. However, timely suggestions are communicated to the University based on the feedback received. This is done through meetings and members of BOS.

1.4 CURRICULUM UPDATE

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

Nil

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

College takes feedback on regular basis from teachers about curriculum and with help of internal meetings proper strategies are framed.

1.5 BEST PRACTICES

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last year in curricular aspects?

Quality Structure and Enhancement Measures

In regard to quality sustenance and quality enhancement, since the last five years the institution has developed the following circular aspects:-

- Analysis of content of course syllabus.
- The revised syllabus is informed to the faculty.

- Organizing workshops.
- To conduct seminars on recent upcoming trends like pedagogical analysis, comprehensive education, instructional system and design, globalization, etc.
- Various other universities and institutions organize workshops and the participation of faculty in it.
- Conducting of various national and international seminars by various universities and institutions and the participation of the faculty in them.
- IQAC gives suggestion and the various contribution made by them.
- For smooth implementation of the Year's Plan, Co-curricular and extracurricular activities various committees are formed.
- To form Content Enrichment Programme.
- For orienting student trainees about micro-teaching the faculty prepares VCDs.
- To make best use of technology.
- Formation of special Guidance Scheme.

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

Additional information to be provided by institutions opting for reaccreditation / reassessment 1. What are the main evaluative observations / suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Nil

CRITERION II: TEACHING, LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND TEACHER TRAINEE'S PROFILE

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

For admission process college releases forms which is to be fulfilled by students and selection is done on merit basis.

The minimum marks required is 45%.

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

For advertisement college releases prospectus and academic calendar which contains the detailed plan of college academics

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

Admission is completed with help of counseling program completed under college authority thereby creating a fair result for admission process

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

Nil

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

Nil

2.2 CATERING TO DIVERSE NEEDS

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

College organizes various internal meetings and teachers training program which helps the teachers to update with the latest curriculum. Teachers also co-ordinate internally amongst them to help them to cope-up with latest changes.

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

Institute helps the teachers in research which they want to carry and also finance for their conferences required.

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

- Organizing of seminar
- Internal committee meetings
- financial help for research

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

The teacher educator should be well educated, knowledgeable and sensitive to meet the various needs of the teacher trainee by some of the ways mentioned below:-

1. Selecting faculty – For the post of lecturers, highly qualified candidates apply as they are aware that the institute is aided and grantable. These candidates are selected by the experts of the selection committee. The candidates are tested for their knowledge and sensitivity to meet the various needs of teacher trainee.
2. Training of the faculty under experienced teacher educators: The institution has well experienced teacher educators who train the selected lecturers by discussing, sharing views and feedback received from the teacher trainees. In formal and informal staff meetings the experience received by the teacher trainees are also shared.
3. Participation in professional development program: The members of the faculty are encouraged to engage themselves in the professional development program like conferences, workshops, symposia at local, regional, national and international levels. The knowledge is gained by catering to the diverse teacher trainee needs. They are thus updated about the contemporary issues and the latest trends. The faculty members also participate in the professional development programs as resource persons and propagate the knowledge. The faculty members also indulge in writing and research articles.

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

The institution helps the teacher trainees to develop their knowledge and skills related to diversity and inclusion. The efforts are as follows: -

1. Providing knowledge through theoretical component:-

Through the theory components of the curriculum, the knowledge regarding diversity and inclusion is provided to the teacher trainee-teachers. Eminent Experts are invited to deliver special lectures for the same.

2. Providing knowledge through practical component: -

The knowledge regarding diversity and inclusion is provided to the teacher trainees by giving them practical assignments. Also visits related to their field are organised. The institution also arranges visits to various special schools (schools for visually impaired, hearing impaired schools, schools for gifted teacher trainees, schools for slow learners) and orphanages so that the teacher-trainees get first-hand information and experiences regarding diversity and inclusion.

3. Developing skills through demonstrations given by teacher educators and teachers: -

The teacher educators ensure skill development of the teacher trainees regarding the diversity and inclusion through live demonstration during their teaching sessions, microteaching and simulation lessons with teacher trainees and special teacher trainees. Our teacher trainees are asked to make observations regarding the lessons of school teachers and peer group members. This gives them an idea about the proper interaction with diverse teacher trainees and special teacher trainees and the nature of inclusion.

Actual use of knowledge and skills:

The knowledge gained and skills acquired by the trainee- teachers are utilized in the classroom situations during practice teaching and internship. In this way, the teacher trainee-teachers find a platform to apply the required knowledge and skills. Beside this, teacher trainees make observations in the schools during the practice teaching and internship. They also make a note of the infrastructural facilities provided to the special children.

2.3 TEACHING-LEARNING PROCESS

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

Our efforts are there to transact this curriculum effectively by implementing the following activities to engage the teacher trainees through active learning:

1. Theory Courses – Along with the theory courses paired with lecture method, our faculty uses various interactive teaching methods like group discussion, role playing, co- operative learning, using different teaching models followed by discussions which engage the teacher trainees in active learning.

2. Practical related to the theory courses - Teacher trainees have to complete practical classes as per the theory course. These practical classes are in the form of individual projects as well as group projects, which help the teacher trainees to remain engaged in active learning.

3. Micro-teaching and Simulated lessons (peer teaching) – Microteaching is the essence of teacher training programme, where teacher trainees put focus in acquiring mastery over various teaching skills which will be useful in simulation lessons and classroom teaching. Therefore, this learning process ensures active learning for the teacher trainees. In bridge lessons, teacher trainees are required to integrate various skills acquired in the micro-teaching and conduct the lessons. Similarly, the teacher trainees have to conduct simulated lessons on the peer group members.

4. Practice Teaching and Internship – During practice teaching and internship lessons, the teacher trainees have to face the situation of a real classroom where they need to teach, for that purpose they have to prepare themselves. Writing the lesson notes, guidance from teacher- educators, finalization of lesson notes, preparation of teaching aids and so on are some of the parts of their preparation phase.

5. Social Service Groups- We have a department dedicated to organize the social service activities. The areas aimed at to provide social service are the school health practice, environmental education, population education, family life education, adult education, cultural activities and sports. The activities like street play, role playing, projects, discussions, cleaning of the campus, vermin compost preparation, tree plantation and nursery development are organized to make the teacher trainees aware about the relevant social issues and problems.

6. Study Groups- There are study groups established in the institution which focus on the school topics. Examples are language study group, social science study group, mathematics study and science study group and environmental study group. Different activities are organized with the help of these study groups. These activities are mainly aimed at developing the strategies to ensure students' interest in the subject.

7. Health programme- Health programme is the one of the integral features of our B.Ed. programme. Various activities are organised in regards to health programme. The activities

like yoga, suryanamaskar, pranayam, physical exercise, orientation about the health awareness, health check-up etc. are some of them. In this way the teacher trainees remain active and become aware about health issues and also at the same time they also think about the health of school teacher trainees.

8. Co- Curricular activities – Throughout the year, the institution keeps the teacher trainees engaged in organizing and participating in various co-curricular activities which enhance their personality as teachers. The co- curricular activities consists of celebration of various important days, debates, essay writing, poster presentations, street plays, article writing, exhibitions, book shows, lecture series, workshops, orientations, skits, acts, plays, drama and poem reading. At the end of the year, there is a conclusion for all these co- curricular activities. These include activities like annual social gathering where the prizes are distributed to the meritorious teacher trainees and teacher trainees with extra ordinary qualities in order to appreciate them and motivate others. Along with the prize distribution programme, the cultural programme is also organized to motivate the teacher trainees.

9. Use of learning resources- A library is one of the most important features of our institution. It houses a range of various reference books, encyclopedia, reports, surveys, dictionaries, text books, periodicals, journals, newspapers in both English and Hindi languages are available. Besides these resources, offline as well as online resources are also available in the library. There are offline resources too which include CDs on various fields and subjects. The online resources include internet connectivity in the library and separate computer laboratory. The internet facility is also available which can be used by each teacher trainee.

10. Individual projects – The teacher trainees are encouraged to take up individual and group projects as a part of their practical work. They are asked to complete these projects like methodology report; technology based teaching, psychology tests, which help the teacher trainees to remain engaged in active learning.

2.3.2 How is 'learning' made teacher trainee-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 teacher trainees?

Learning in the institute is mainly teacher trainee centered. The following is a list of learning activities that are followed in the college:

- Programme regarding Enrichment of Content
- Peer Learning
- Group Discussion
- Seminars, Workshops, Symposium, Role Playing, Presentations and Tutorials

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

Role playing, essay writing, advance organizer, collaborative and co-operative learning, stress management are some of the models of teaching used by professors for the effective implementation of micro-teaching. Various CDs and DVDs of practice model lessons are displayed in the orientation program conducted for the teacher trainees.

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 teacher trainee.

To receive the proper feedback of lessons to teacher trainees' video shooting facilities is provided by the institution.

The institution organizes exhibition and workshops on teaching-aids.

They are also encouraged to attend Orientation programmes on models of teaching, simulation of lessons, team work and team teaching, value teaching, technological teaching and so on.

2.3.5. Do the teacher trainees use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each teacher trainee per skill.

- After the teacher trainees complete their microteaching skill techniques, the trainees should guide the lessons for the development of teaching skills.
- The teacher trainees practice the following eight skills. These skills are
 1. Explanation
 2. Questioning
 3. Black Board Writing
 4. Stimulus-variation
 5. Demonstration
 6. Orientation

7. Set Induction

8. Narration

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

Details of the Practice Teaching – Lot of importance are given to conduct quality practice teaching and practice teaching is the core of the teacher learning course. The institute has established a separate department for the smooth execution of the practice teaching lessons.

A combination of centralized and decentralized planning of practice teaching lessons is known as the mixed method of planning practice teaching lessons which is followed by the institution. It is compulsory for all teacher trainees to complete practice teaching lessons.

Actual execution of practice teaching

One lesson per day should be conducted by each teacher trainee but in some cases they conduct two lessons per day. Only one lesson per day is observed by the teacher educator. The institution follows this practice and hence it is better to provide detailed and proper feedback to the teacher trainee. This also enables to maintain the quality of practice teaching. This mechanism of giving feedback to the teacher trainee is well developed.

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

The institute gives lot of weightage to internship program in the B.Ed. course in regard to marks and time period. The period of internship is two week and during this period the teacher trainee should perform the following activities after staying in the school campus. The activities include

- Lessons on Block teaching
- Lessons on Models of teaching
- Lessons on Technology
- Lessons on Team teaching
- Lessons on Value Education and Environment Education

The teacher trainees also have to keep track of lessons of peer trainees and senior teachers. The teachers in the school need to be assisted in the school for the course of study, co-

curricular and extra-curricular activities. They assist the teachers also in correction of exam papers and home-assignments. They are also given the chance of going through the records maintained by the schools.

Three phases are followed in the process of internship or block teachings which are as –

1. Preparatory Phase – The institution collects all the required information from the school in regard to the time table, units, etc. According to the received information, plan is done by the internship department.
2. Actual Internship – For the internship program, a group of trainees are allotted to every teacher educator. The internship program is monitored by the professor in charge of these schools. The professor in charge is in contact with the trainee group leader. Supervision of the programme and any action if needed is taken by the professor.
3. Phase of Evaluation – After the completion of the program, the professor in charge receives the activity wise report and the daily updated diary from the teacher trainees. The report is corrected and marks are allotted to the teacher trainees from the professor in charge. A feedback session is also arranged in the school to get the inputs. The inputs are received related to planning, execution, implementation, difficulties, quality and lacunae in the program.

The evaluation process of the institute is a continuous and comprehensive process. The school teacher evaluates every lesson of the teacher trainee during the internship and this is the best practice of the internship program. While observing these lessons the teacher trainee receives in written suggestion by the school teachers. After the completion of the lessons, a discussion is held between the teacher trainee and school-teacher. The teacher trainee receives suggestions for improvement and changes in the lesson plans are made. The internship is successful by the mutual cooperation of the partnership between the school teachers and teacher educators.

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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.

For the practice-teaching sessions at the B.Ed. level partnership is developed in the practice-teaching schools and institutions.

Communication is done with the mentor teacher and the school teacher regarding the time table and the unit of study to be taught to the students. The teacher trainees and school teachers do not have any discussions or guidance in regard to the unit and teaching

methodology. Informal feedback is received by the teacher trainee from the teachers so that improvement can be done on quality of lessons.

The institution prepares lesson guidance for preparation of lesson notes. With the coordination with practicing schools organization of teaching lessons are done.

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

The college understands the need for a trainee teacher to be exposed to the diverse learning needs of students in schools.

The B.Ed syllabus includes topics which enable the teacher trainees to get acquainted about inclusion of students with special needs, their characteristics, types and modifications that are necessary to be made for students in the inclusive set up. Hence, they are oriented and they get preparation to teach such students.

The trainees get an experience of students with special needs with the help of the visits organized to special schools. Diversity in socio economic status of students and the infrastructure of schools is understood by trainees and they get a first-hand experience even through the usual practice teaching lessons are organized in practicing schools.

The teacher educators inculcate a sense and attitude towards inclusive education by guiding them through both formal as well as informal ways.

2.3.10. What are the major initiatives for encouraging teacher trainees to use/ adopt technology in practice teaching?

The teacher trainees are always encouraged to use technology while practice teaching sessions.

The teachers are encouraged to make use of laptop, LCD Projector, OHP in the classroom.

The teacher trainees are asked to conduct technology based lessons which allows them to make use of tape recorder, mobile, MP players, TV, VCDs, LCD, OHP and internet.

Simulation phase, block teaching and practice teaching phases are conducted.

Practical is conducted in the computer lab where the teacher trainees develop the technology based knowledge.

The teacher trainees are also encouraged to make use of technology in various activities such as seminars, workshops and other co-curricular activities.

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.

(Please refer to section 2.3.8)

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

The ratio of teacher trainee to practice teaching school is 7:10.

The decision is taken on basis of available facilities, no of teachers available time and other amenities.

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

Mechanism of Feedback

- Observation tools of 100 marks in the form of rating scale are developed by the institution. This helps to find the school practice lessons, lessons based on technology, lessons of value education, lessons on team learning, teaching lessons of models and lessons on environmental education.
- Rating scale of the whole period of 30-35 minutes is done by the teacher educators. They evaluate the full lesson taken from the introduction to homework.
- The qualitative feedback is given on the lesson note by the teacher educators.
- On completion of the lesson, the teacher trainees immediately receive quantitative and qualitative feedback.
- Oral discussion is done on the written feedback for the improvement in the performance of the teacher trainees.

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

The main course of study in the B.Ed program is the practice teaching and this is conducted by the institution in relation to schools. Every effort is made by the institution to comply with the policies framed by the schools in which teaching is conducted. The institution is informed of the policies framed by the schools and also their needs in regard to practice teaching.

The policy directions are discussed and considered by the IQAC. It is conveyed to incharge teacher educator of the lesson planning department. Instructions are given in turn to all teacher trainees by the teacher educator and instructions are displayed on the notice board. In the orientation programs the teachers from some schools are also engaged. They are assigned with the task of conducting practical lessons. During this period the school gets full cooperation and coordination from the institute. The institute also ensures that the teacher trainees are updated on the educational needs and the policy direction of the school.

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

The institution should make practice teaching uniform and in accordance with the school syllabus. In the revised curricula of the school the new methods are followed. The faculty and teacher trainees keep in view the recent developments in the school subjects and teaching methodologies. The teachers and faculty keep a track on the content as well as methodology workshops organized by the institute. The teachers learn a lot through these workshops as they gain inputs in recent developments in the subjects of the school and also on different methods of teaching.

The teacher trainees undertake and complete the following activities for the schools subjects:-

- To develop the structure of the subject.
- To study of the curriculum and syllabus completely.
- To compare the textbook and the syllabus.
- To study the textbook completely.
- To analyze the content and one unit.
- To check the method of teaching.
- To prepare and conduct lessons based on the different methods of teaching.
- The teacher trainees have been attending the content cum methodology workshops before practice teachings in schools.

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

The teaching staff is continuously encouraged to attend staff development programs, faculty development programs like refresher courses and orientation programs.

They are also advised to attend workshops and seminars on teaching methodologies.

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

The teachers with good performance are considered as responsible and hence empowered with more power and more responsibilities.

2.5 EVALUATION PROCESS AND REFORMS

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

Barriers in learning as well as practice teaching are faced by some of the teachers. The barriers are identified and necessary action is taken to overcome them for the benefit of teacher trainee. The barriers include dealing with the new subjects like courses on statistics and psychology. The communication skills are very limited in case of teachers from rural background. Even if they have opted for English medium, they find it difficult to conduct the lessons in English medium. The trainees in such situation find it difficult to adjust to the new surroundings.

The teacher educator in charge conduct cell meeting on the last Saturday of every month. In this meeting trainees are given counseling, educational and vocational guidance to cope up with the problems.

The results in internal exams show the drawbacks in the learning process. To improve the performance the examination in charge conducts a meeting with the trainees and guides them with proper techniques and study skills. This enhances the performance of teaching of these trainees. The administrative staff and the institute faculty make efforts to create conducive learning environment. To make training joyful and stress free, they are also provided with better infrastructural facilities and access to technology.

2.5.2 Provide details of various assessment/ evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing teacher trainee learning?

All types of lessons are evaluated through observation tools and evaluation charts developed by the institution as per the guidelines given by the University for internal assessment. The B.Ed. Course has a provision for continuous feedback. For each and every activity, teacher trainee receives feedback immediately. For microteaching, practice lessons, content cum methodology workshops, internship programs, practical work, tests and tutorials,

feedback is given in written as well as in oral form. Teacher trainee receives feedback from peer group, lectures and occasionally from principal also.

The process of feedback is kept transparent. All marks are displayed on the notice board.

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

The best way to communicate the performance and achievement is by giving prompt and immediate feedback. The teacher trainees are shown the answer sheets of the internal examination and in case of need written remarks are also written on the answer papers. For further improving their performance oral feedback is also given to them.

The teacher trainees reveal all their problems and based on this various strategies and teaching methods are followed for curriculum transaction.

Prompt feedback is given to the teacher trainees during the micro teaching through teacher. To improve the performance and study skills, guidance and proper techniques are provided to the low achievers. Motivation is given to the performance of high achievers.

2.5.4 How is ICT used in assessment and evaluation processes?

For assessment and evaluation processes the use of ICT is done in the following ways:

- To prepare all instructions in regard to assessment.
- To prepare Question Banks
- To type question papers.
- To type assessment schemes.
- To type evaluation chart for various activities.
- To record marks secured by all teacher trainees.
- To prepare result sheets.
- To make analyze of results.

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.

- a) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**
- b) Teaching methods - **Lecture , demonstration method, project method**
- c) Laboratory experiments- **Guiding students in lab experiments**
- d) Evaluation methods-**Terminal exams, class tests**
- e) Preparation of resource material Including books, reading materials, Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

Additional Information:

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

Nil

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

Nil

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?

The institution inspires and motivates its teachers for research activities in multiple ways. All such activities are promulgated by financial assistance, physical facilities, library and literature.

The teachers are allowed to access various physical resources such as library, research surveys, periodicals and so on. Facilities like internet facility and Xeroxing is readily available. The library literature is updated from time to time.

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

The research activities conducted by the institution in the following areas:-

- Curriculum and Comparative Study
- Instructional Methods
- Curriculum framework / development.
- Measurement and Evaluation
- CEP
- Teacher Education
- Special Education

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

College encourages research carried by teachers as well as students.

Dr. Saeteng Aind is one of the teacher who was carrying research in political science, she was helped by college in financial as well as granted leave for carrying her research.

3.1.4 Give details of the conferences/Seminars/Workshops attended and organized by the faculty members in the last five years.

- A report on HIV/AIDS by - Dr Binita Jaya ekka session - 2011-12
- Seminar on emerging educational scenario and technology by Mr G.P Prasad session - 2012-13
- Personality development & how to face interview by Dr. Prachi sharma (2014-15)

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.

Development of Instructional Material –

The institute has classified instructional material development in two categories:-

- Required material for teaching-learning in the institution.
- Required material for teaching-learning in the schools.

Own teaching material for teaching the course syllabus and subjects is developed by the faculty members. To update the teaching of D.Ed., B.Ed. and M.Ed. classes the teachers make use of power-point presentations and transparencies.

For teaching in the schools, the teacher trainees prepare various type of instructional material. With the use of instructional material, technology based lessons are conducted. Lessons are made interesting with Power-point presentation. This enables to break the monotony of class room teaching and the teaching-learning process is made interesting and effective.

The teachers develop and make use of their own teaching aids like charts, maps, puzzle, pictures and puzzles. These are used for micro-lessons, practice lessons and bridge lessons in schools. This type of learning materials increases and is effective in the learning process.

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

Facilities for developing instructional materials:

- ❖ There is an allocation of the budget for use, up gradation and developing instructional material.
- ❖ Chart papers, stationary, transparencies, compact discs, laptops and internet facility are made available to the faculty.

- ❖ Workshop on “Preparation of teaching aids” is held. The teacher trainees are encouraged enthusiastically to participate in these workshops.

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

No

3.2.4 Give details of various training programs and/or workshops on material development. (Both instructional and other material)

The training programs and/or workshops on material development is not conducted in the institute.

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

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

As from 2011 no awards have been received by any teachers.

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

As from 2011 no researches have been received by any teachers.

3.3 CONSULTANCY

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

No

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

No

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?

Since last five years, no revenue has been generated through consultancy.

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

The institution does not use the revenue generated through consultancy.

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 NGOs and GOs)

In the following areas the Local Community has benefitted from the institution:-

- Knowledge about new educational trends.
- Knowledge about safety work culture
- Developing research culture.
- Development of school teacher professionally.
- Improving the quality of school teaching learning
- Benefit the students in regard to knowledge of suicide problem.
- Senior citizens are given training in basic of computer.
- Provision by institution for infrastructural facilities for competitive examinations.
- Various NGOs centre.
- Knowledge on various national issues like character building, environment, national integration, environment, etc.

3.4.2 How has the institution benefited from the community? (Community participation in institution's development, Institution - Community Net Working, Institution-School Networking etc)

Benefits to the Institution

- The institution comes to know about the different problems in the community.
- Knows about the problems faced by the community.
- Knows the need of solving the critical issues.
- Knows the need of social services for promotion of the community well being.

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

The institution aims at providing community orientation to the teacher trainees through various activities.

The major issues to be addressed are as follows:

- ☐ Environmental awareness
- ☐ Value oriented co-curricular activities in school
- ☐ Development of democratic citizenship
- ☐ Planting and preserving trees
- ☐ Street plays
- ☐ Computer Literacy programs for senior citizens
- ☐ Methodology
- ☐ Survey
- ☐ Need Analysis
- ☐ Procedure for on-going program
- ☐ Implementation of the program
- ☐ Introspection / reflection about the program
- ☐ Evaluation

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

Nil

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

Inculcation of social and citizenship values:

The institution utilizes the following for inculcation of social values and citizenship:

- ☐ Curriculum
- ☐ Community Development
- ☐ Effective teaching / Learning
- ☐ Co-curricular / Extra-curricular
- ☐ Social activities

All the teacher trainees are made aware of the fact that they are citizens in this age of globalization and to become socially responsible, they need to inculcate the following:

- ☐ Ability to discharge duties and responsibilities
- ☐ Values of equality and secularism
- ☐ Whole some attitude towards life and society
- ☐ Good and noble character

3.5 COLLABORATIONS

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

Young men Christian association - students are more benefited as they get financial aid for higher studies, accommodation in case of outdoor trips.

Young women Christian association - students are more benefited as they get financial aid for higher studies, accommodation in case of outdoor trips.

All India association of Christian for higher education - college get funds for development of infrastructure.

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

Since five years, the institution has not established international linkages with international organizations.

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

- **Curriculum Development**
- **Teaching**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student placement**

No contribution so far.

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

College has linkage with Bethesda girls high school as they both are associated with same church.

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

The faculty members coordinate with the principal and teachers of the schools regarding the time slots, delivery and evaluation of the practice lessons for efficiently promoting practice teaching. The head of the lesson planning department acts as a mediator between the school principal and teachers. They are given the units for practice teaching and timetables for lesson planning. Trainees undertake practice teaching which is the major component of core curriculum in an effective manner.

The teacher trainees actively participate in all the school activities, complete block teaching, fill in the gaps of absent teachers and course related to practical with assistance from school teachers during the internship program. The teacher trainees receive the feedback from the school teachers after they had observed and evaluated them. The practice teaching activity is coordinated by the school personnel and faculty. They ensure that there is proper maintenance of quality in lesson planning and practice learning.

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

The institution has collaborated with the schools for the practice teaching lessons.

The institution has established linkages with the faculty of other colleges and University. The institution's faculty members are invited as resource persons by other colleges of education to share their expertise and knowledge in teaching methodology, curriculum and also for conducting guest lectures, seminars, workshops and symposia.

The faculty members are also invited for paper setting, moderation and evaluation of papers.

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 activity during the last five years?

Linkage with national bodies

Financial aid to teachers seeking research

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

College does not take part in consultancy however for research field college provide all possible support.

Additional Information:

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

Nil

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

Nil

CRITERION IV: INFRASTRUCTURE & 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.

The institution has the physical infrastructure as per NCTE norms. The facilities provided are as follows:

- ❖ Laboratories: Method labs, well equipped Psychology Lab, Educational and Technology Lab and the Computer Lab.
- ❖ Independent library building with rich collection of books and spacious reading hall.
- ❖ Spacious multipurpose hall for cultural activities and indoor games like Badminton, Carom, Chess
- ❖ Staff room
- ❖ Play ground for outdoor games as cricket, kabaddi, basketball
- ❖ Science Lab
- ❖ Sick room, ladies room, gents' common room.
- ❖ Hostel facility for boys and girls
- ❖ Class rooms for curriculum transaction

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

Plan for Infrastructural Augmentation

- The institution aims to provide better facilities of ICT to match up in the global context of e-education.
- It has become essential for the institution to create rooms like computer room, garden space to create environmental awareness about a clean and green surrounding.
- Taking into consideration the linkages with notable educational institutions, the institution plans to strengthen the Internal Quality Assurance Cell and make it the driving force.

4.1.3 List the infrastructural facilities available for co-curricular activities and extracurricular activities including games and sports.

- Basket Ball
- Ring Ball
- Badminton
- Carom Board
- Ludo
- Chess
- Foot Ball
- Weight machine
- discuss throw
- javelin
- shot- put
-

Field for sports

- badminton
- kabaddi
- kho-kho
- Athletics

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

Field available for sports

Field available for parade

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

The institution has provided the following facilities:

- ☐ Separate rest rooms and common room for student teachers.
- ☐ Separate rest rooms for staff members
- ☐ Common staff room
- ☐ Common play ground is available for all students and faculty members.
- ☐ Cleanliness is ensured in the premises of the institution.

- ☐ Canteen is available in the premises of the institution.
- ☐ Drinking water is made available through two water tanks.
- ☐ A first aid box is readily available in the office.

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

College had a girls hostel but is closed for time being for renovation.

4.2 MAINTENANCE OF INFRASTRUCTURE

The institution has an adequate infrastructure for quality teaching- learning. It is maintained and upgraded from time to time to retain and to enhance its quality to serve teacher trainees in the best manner.

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.

	2011	2012	2013	2014	2015
Building	44,0000/-				25,00,000/-
Laboratory	73,880/-	73,880/-	73,880/-	24706/-	98586/-
Furniture	540177/-	540177/-	540177/-	62814/-	14000/-
Equipment	3,2,122/-	11664/-		9581/-	179882/-
Computer	198840/-	27000/-	188000/-	437932/-	
Transport					

Building: The management maintains the maintenance of the building which includes major and minor problems of sanitation like leakages, plumbing and modifications in the interiors. Consideration is also given to safety measures and hygiene issues. All these will improve the life of the building and a pleasant atmosphere for teaching-learning is also provided.

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

The college has good infrastructure that is being optimally used by conducting the courses offered, co-curricular activities etc. There are also enough classrooms for the students in the college. Any activity to be conducted in the college is planned at the commencement of the

session or as and when required and hence the space allocated for these activities are optimally done without much difficulty.

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

The college conducts tree plantation drives in and around the college. In addition to this the college has a few environmental conscious practices like plastic free zone in and around the campus, recycling of plastics if any. Environmental Day is observed to bring about environmental awareness among the student community.

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 (material collection and media/computer services)?

Yes, there is a librarian to support the library.

Students and teachers get adequate support in regards to sections, books, references and so on.

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

Books - 5000

Textbooks - 3738

Reference books - 72

Magazines - 100

Journals subscribed – 100

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.

The college has an advisory committee that monitors the activities of the library and also caters to the needs and issues if any in the library.

This committee consists of the following members:

1. principal ,
2. teachers ,
3. librarian,
4. head clerk

Before every huge purchase, meetings are held to take decisions. Publishers and distributors are enquired about their books. Purchase is done as per the recommendation of students and faculty.

Moreover, individual distributors frequently display the new collection. It helps the college to update the library resources.

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

The college maintains the library data both online as well as offline. Records of the title, author, nature of the book are maintained. These records help the students in choosing the desired books. The librarian keeps on updating this list upon the arrival of new books.

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.

Yes, the college library is equipped with computer and reprographic facility. The staff can access the computer and the internet facility as and when required.

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

No

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

Library is open for 200 days as per college working days for 6 hours

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

The library shelf regularly displays the new arrivals of books. These books are recommended to the teacher trainees by the faculty. The new books are given to the teacher trainees according to the subjects of their liking.

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

At the beginning of each academic session, the institution provides books to D.T.Ed. and B.Ed. students as per their teaching methods. These books can be utilized by them throughout the year for practicing their lessons through the book bank scheme.

The books get outdated due to frequent change in syllabus and hence it becomes difficult to improve the collection of book bank. The books are provided to maximum number of teacher trainees.

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

As of now, there is no such student in the college.

4.4 ICT AS A 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 are the details of ICT facilities available:

- a) Computers
- b) Internet facility
- c) CDs and recorders
- d) Educational technology lab
- e) Printers and scanners
- f) Xerox facility
- g) Multi-purpose hall equipped with Audio system

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.

The students are given informal training on the usage of ICT, operating computers, using MS office etc.

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

The knowledge and use of ICT is significant in the teaching learning process. The use of internet is done for advanced knowledge by the teaching faculty and teacher trainees.

For day to day teaching the institution gives utmost priority to use the new technology and ICT.

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

During the internship programme the B.Ed teacher trainee are required to show technology based lessons.

The technology can be used by the teacher trainees in minimum of two practice lessons and final lessons. The enthusiastic teacher trainee makes use of it to conduct final lessons also.

For the students, the internet connectivity has been a boon as they gain vast treasure of knowledge. The use is done for a resume of theoretical literature, survey of previous researches, developing proposals and for writing report.

4.5 OTHER FACILITIES

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

Nil

4.5.2 What are the various audio-visual facilities / materials (CDs, audio and video cassettes and other materials related to the programme) available with institution?

Various audio-visual facilities / materials CDs, and the audio and video cassettes are used for learning and teaching practice by the B.Ed teacher trainees.

They are used for the core training programme, practice lessons and block teaching. The video resources prepared by the faculty are useful models of micro lessons. Also classroom teaching of various school subjects is useful where a variety of teaching methodologies are demonstrated. Tape recorders and audio cassettes based on school texts for English are used by teacher trainees for microteaching to correct the pronunciation, reading and diction. The tape recorder is also used during practice teaching to conduct listening activity.

4.5.3 What are the various general and methods laboratories available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The college has the following labs as per NCTE norms:

- a) Methods lab
- b) Psychology lab
- c) Science Lab
- d) Education Technology lab
- e) Computer lab

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

Multipurpose Hall:

The hall can accommodate 100 persons at a time and is very spacious. The hall is used for orientation course sponsored by extension service department and education department. Indoor games like chess, badminton and carom can be played.

Annual day celebration of the institute is held in this hall. Various science and teaching aids exhibition are held in this hall. Ceremony of distributing prize is done in the hall. For various cocurricular activities the hall is used by the sister concern institute.

The Seminar Hall:

In the seminar hall, mainly seminars, workshops and orientation courses are conducted. Delegates and teacher educators get a chance to participate in these courses to enhance their knowledge. It is also used as a lecture hall and examination hall.

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

In smaller classrooms, for regular curricular transaction, the use of portable LCD and laptops is done.

There are 4 main lecture halls in the institute. They are well equipped with OHP and DLP. They have been installed in the classrooms and are well aligned with audio visual peripheral equipments. The equipments used are speakers, cordless mike with proper electrical connections. The institute has a plan to install computers and Wi-Fi internet connectivity to modernize the classrooms.

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?

College update itself as per change in technology which is done with help of internal meetings and special person appointed if required.

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

Nil

4.6.3 What innovations / best practices in infrastructure and learning resources are in vogue or adopted / adapted by the institution?

Renovation in infrastructure as per changing world, introduction of latest technologies as per requirement.

Additional information to be provided by the institution for opting for reaccreditation / reassessment.

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

Nil

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?

Nil

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

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

Profiles of the newly admitted students, both economic and academic are reviewed. This gives an idea about the quality of students admitted and the kind of support required by them. Special Attention is paid to the academically weaker students by the teachers during and after class hours. Students are given orientation about the subjects they have chosen. Homework is given to them for the same. The faculties counsel and inspire them to perform well and become a good teacher.

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

- The institute has a clean, environmental friendly and spacious campus. The campus thus gives proper peaceful atmosphere for curricular activities. There is greenery and pollution free surroundings all-round the institution. There is lot of space for playground and to keep vehicles safely.
- The institute has spacious classrooms with comfortable benches and furniture in the classrooms.
- The institute has organized lectures on current educational topics. On the current topics the institute invites experts and resource persons to deliver speech.

- To develop affective domain and inculcate aesthetic sense in the teacher trainees, decoration week is conducted. The decoration of the institute premises is assigned to each cell group.
- To achieve higher goals, awards are given to meritorious trainees to motivate them.
- The value of dignity of labor can be understood by the teacher trainees through earn and learn scheme.
- Academic year plan and time table for curricular and co-curricular activities is followed by the faculty.
- The under achievers are given extra attention and guidance by the faculty. Continuous encouragement is given to them to improve their performance.
- Punctuality and dress code is emphasized by the department of discipline. Planning is done for all the activities and activities which do not have much educational value are not encouraged and avoided.

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

Year	Dropout rate
2011-12	2
2012-13	2
2013-14	1
2014-15	2

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

The students are provided with additional services which are as follows:-

- Visits to Educational institute.
- Use of Multimedia
- Meritorious students are congratulated.
- Special Lecture series.

- Free Internet Access.
- Alumni Meet.
- Placement of teacher trainees.
- English speaking course.

To compete for the jobs:

- The job opportunities are provided by the placement cell.
- Guidance is provided to give interviews and skills that are needed to be taken into consideration while giving interviews.
- Guidance is given to teacher trainees as and when needed to conduct demonstration lessons in schools. To prepare for the demonstration lessons teaching aids are also provided to teacher trainees.

For NET/SET Preparation:

- The teacher trainees are given information about NET/SET syllabus and examination.
- For selection of optional subjects and course content guidance is provided.
- Guidance for the NET/SET examination is held in the institution and question paper of previous examinations is given for further practice and workshops.

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

Year	Percentage
2012-13	27
2013-14	31
2014-15	31

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

The library and electronic facility can be availed by the teacher trainee of the institute during the given period. They can avail software which is available freely on the internet. The teacher trainees are provided with downloaded tree software in Educational Technology Lab.

An online community has been created for their benefit so that they can share resources on skills, jobs and current trends.

5.1.7 Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainees who have been benefitted.

College support in placement however the students generally get placed with the help of teachers exam during the last span of their studies.

5.1.8 What are the difficulties (if any) faced by Placement Cell? How does the institution overcome those difficulties?

As of now, no such challenges are faced.

5.1.9 Does the institution have arrangement with practice teaching schools for placement of the student teachers?

Yes, the institution has arrangement with practice teaching schools for placement of the student teachers.

Other educational institutions follow their own recruitment procedures. There is a limitation in the involvement of the institution and the placement procedures. The involvement of the institution is there only if faculty members are invited to conduct interviews and demonstration lessons are observed.

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

The placement cell of the institution is provided with all essential resources. The placement cell has one teacher educator who is in-charge.

For the functioning of the placement cell, the following resources are provided by the institution:-

Infrastructural Resources – The resources includes bulletin, display boards and rooms.

Financial Resources – The teacher trainees and the schools are provided with free of cost services. The institute makes all the necessary expenses like filing, Xeroxing and correspondence to organize campus interviews.

Human Resources – The incharge of the placement cell is one of the faculty members. For assisting the member a student representative is selected from the student council. Depending

on the nature of work, the non-teaching staff assists the placement cell in-charge. Thus work is managed through team work.

ICT Resources – Projector, Laptop, Printer and internet services are some of the ICT resources available in the institution.

5.2 STUDENT SUPPORT

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

A plan for all the activities to be conducted in the term is prepared. In this plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- ☐ Feedback from faculty is taken into note at the end of the academic year meeting.
- ☐ Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting
- ☐ Department wise tentative dates is given to the year's plan department
- ☐ Compilation of year's plan is done through discussion with faculty
- ☐ Finalization of term plan by IQAC
- ☐ Finalization of department wise plan
- ☐ Implementation
- ☐ Revision if required.

The prepared plan is displayed on the notice board for teacher trainees and copies are distributed among the faculty members.

5.2.2 How is the curricular planning done differently for physically challenged teacher trainees?

The policy of inclusion is followed by the institution. The institution admits teacher trainees who are physically challenged and they are not given any concession to complete their academic work. They have to complete their practical and practice teaching lessons similar to the general teacher trainees.

As per the University rules and regulations during examinations extra time is given to them.

Motivation to participate in co-curricular activities is done to the challenged teacher trainee. They can take the help of other teacher trainees for putting up the teaching aids and take

assistance to write on the blackboard, during the practice lessons. The visually challenged teacher trainees are provided with tape recorder, cassettes, etc.

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

There is a mentoring arrangement in the institution. The cell plans and implements the mentoring program which are as mentioned below-

Each teacher trainee is given a diary and daily record of lectures attended, practical completed, marks obtained in term examination, lessons conducted, co curricular and extracurricular activities. At the end of every week the record is checked.

For the academic year the professor-in-charge acts as the mentor. Discussion is done with the teacher trainees about the performance, educational, personal and vocational problems.

The professor in-charge of the cell is informed of the student if they are not up to the level in particular theory, skill and lesson, tutorial or of low attendance.

The in charge professor should be informed through a written application by the teacher trainee for taking leave.

The mentoring thus becomes formal as well as an informal process.

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 teacher trainees?

The faculty of the institute has fully experienced and qualified trainees. They are always keen in increasing their knowledge in teaching, research and extension.

Feedback on the course of study is regularly taken at the faculty meetings conducted by the institution. Conduction of meeting is done to have a discussion on change in the new syllabus or to introduce a new topic by the university. In preparing the evaluation tools the faculty gives its immense contribution.

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

Yes, the institution has a website.

The following information has been posted on the website:

☐ Mission and Objectives

- ☐ Admission
- ☐ Management
- ☐ Faculty Profile
- ☐ Features
- ☐ Courses
- ☐ Infrastructure

The website is regularly updated

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

For academically low achievers the institution has a remedial program.

Through micro teaching the low achievers are identified in the teaching skills. The concerned teacher educator guides the student to prepare the lesson plans.

The report of unsatisfactory performance of the teacher trainee is given to the in charge professor. The in charge professor guides the weak teacher trainee. For the progress of the teacher trainee they also interact with the observer teacher educator.

The low achievers are identified in the tutorials, content enrichment and internal tests. The institute encourages teacher trainees to solve the previously checked exam papers so that they can find a solution to their problems. To achieve expected levels, they are guided and given suggestion for improving further.

5.2.7 What specific teaching strategies are adopted for teaching – a) Advanced learners b) Slow learners?

In the institution specific teaching strategies have been adopted.

Advanced Learners-

- Through interactive sessions theory lectures are conducted.
- Significant role in co-curricular activities is played through co-operative learning.
- For advanced learners instructional input program strategy is adopted.

Slow Learners –

- The teacher trainees are given orientation, guidance and counseling to those whose overall performance is below the expected level.

- The teacher trainees are given opportunities to improve their performance in the form of more practice in written assignments.
- The method followed in case of slow learners is to repeat the course contents with slightly limited quantum.

5.2.8 What are the various guidance and counseling services available to the teacher trainees? Give details.

The teacher trainees are provided with guidance and counseling services by the institution.

The teacher trainees gets two major areas of guidance services namely educational and career development and vocational opportunities.

- Guidance is given to teacher trainees to be self independent.
- The teacher trainees are given information in regard to the needs and benefits of further education.
- The teacher trainees are informed about the various competitive examinations by the institution. The examinations are for the posts in the state education departments conducted by the state government.
- The teacher trainees are given guidance about job opportunities, application procedures and interview preparations. The teacher trainees who need inputs for psychological adjustments and improvements about their image make use of counseling services.
- The maladjustments in the teacher trainees can be found by conducting personal interviews by the faculty.
- The institute motivates teacher trainees to focus on their studies.

5.2.9 What is the Grievance Redressal Mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years?

In the institution the system of grievance redressal for personal and common grievances has been set up.

Since the last two years the grievances related to internet accessibility has been redressed by the institute. Internet access is provided to the teacher trainees in the library and E.T. laboratory.

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

Progress of candidates are generally monitored by mentors assigned to them which not only control their academics but also help in their personal issues

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

Pre-practice teaching

- Every micro lesson includes intensive orientation about micro skills, their component sub skills, the significance and need of each skill.
- The teacher trainees are given guidance to develop lesson plans and use of audio visual aids.
- Suitable modification and changes are done in lesson plans.
- The use of rating scale is done to observe micro lessons. Faculty and peers provide their feedback.
- After the lesson is taught, again there is a re-teach of lessons. If the re-teach lesson indicates improvement next skill is introduced.
- Later the four bridge lessons integrating the sub skills of microteaching are carried on and assessed. A link is formed between micro lessons and classroom practice lessons.

Practice teaching

During the practice teaching program the teacher trainees are provided with support. These supports are from guide and observers in proper guidance and feedback.

- The quality of lessons plans.
- To plan the various stages in the lesson.
- To make use of micro skills.
- To teach and learn the core elements and values.
- Preparation by teacher, confidence and proper submitting the knowledge. ‘
- The effectiveness of teacher.
- Consensus in plan and actual performance.

5.3 STUDENT ACTIVITIES:

5.3.1 Does the institution have an Alumni Association? If yes, - No

i) List the current office bearers

ii) Give the year of 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.

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

Along with the training for teaching profession the institute considers it essential to provide opportunities and raise talents in teacher trainees. To participate in extracurricular activities the teacher trainees are encouraged.

The faculty identifies the talents of teacher trainees when the groups for micro teaching are formed before the organization of extracurricular activities by the Gymkhana Managing Committee.

Debates, essay writing, elocution, poetry, drama, skit, art and sports are some of the competitions organized by the institute. On educational based topics emphasis is laid on various activities. For practice sufficient time is given. During the annual gathering of the institution to perform suitable entertaining programs of music and dance the faculty encourages and guides the teacher trainees.

The winners are presented with certificates and awards and congratulated by the guest or the head of the institution.

5.3.3 How does the institution involve and encourage teacher trainees to publish materials like catalogues, wall magazines, college magazine and other material. List out the major publication(s) / materials brought out by the teacher trainees during the previous academic session.

Institute encourages the students mentally as well as guide them to take part in the college magazine and wall magazine.

5.3.4 Does the institution have teacher trainees' council or any other similar body? Give details on constitution, major activities and funding.

No

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

College magazine committee

Cultural club

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 program and the growth and development of the institution?

At the end of the academic year the institute collects informal feedback and data from the teacher trainees. This enables the institute in future curricular planning, execution, development and growth. The faculty and the non teaching faculty receive support from the management. The support is given in regard to administrative issues. Proper feedback is also given from time to time for plan and applying, growth and development of the institution.

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in student support and progression.

Institute plays a vital role in student support and progression which is done with the help of internal assessment by teachers in the class. Required support is given to students by individual decision of teachers or sometimes with the help of joint decision of management.

Additional Information

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted?

Nil

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to student support and progression?

Nil

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?

The objectives of the institution are stated as follows:-

1. To impart value-added education
2. To prepare competent and committed teachers
3. To prepare efficient administrators
4. To initiate research activities and develop a culture of research aptitude in the college
5. To ensure the all-round development and growth of students and teachers
6. To develop sensitization towards issues i.e. environment, population, gender equity etc.
7. To promote inclusive education amongst everyone.
8. To create awareness and attitude towards global and latest emerging trends
10. To develop soft skills and life skills
12. The major considerations addressed from these objectives include the following:

- ❖ Value added education
- ❖ Competent and dedicated teacher educators
- ❖ Educational Administration
- ❖ Educational Research culture
- ❖ All round development of student and teachers
- ❖ Awareness about contemporary issues
- ❖ Concern for the deprived

- ❖ Global trends and demands
- ❖ Skill development to achieve employability
- ❖ Emphasis on Educational Technology and importance of ICT.

6.1.2 Does the mission include the institutional goals and objectives in terms of addressing the needs of the society, the students it seeks to serve the school sector, educational institution's traditions and values?

Yes the mission of the institution includes-

- The goals and objectives
- Needs of global or modern teacher trainees
- The tradition of institution
- Needs of society
- Value Orientation

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.)

Following are the office bearers of the institution Executive Council:

President:

Vice president:

Chairman of Managing Council:

Vice-Chairman Managing Council:

Secretary Managing Council:

The Executive Committee monitors and supervises the overall quality and functioning of the institution. The management takes the feedback and suggestions for the betterment given by all the representative of teaching and non-teaching staff of the institution. Management always provides sufficient infrastructural facilities, qualitative human resources and funds for the development of the institution. The management regularly conducts meetings and regulates the functioning of the institution. The Managing Council Secretary is in constant touch with the Principal for procuring information about teaching competence of the faculty. The management works in a democratic manner and decision making is a transparent process. The dedication and commitment of the management indeed contributes to the efficiency and excellence of the institution.

6.1.4 How does the Management and Head of the institution ensure the responsibilities are defined and communicated to the staff of the institution?

The responsibilities of the faculty and other staff are defined by the management and the institution. The University also states the duties as well. At the time of appointment the responsibilities are properly defined and stated by the Principal.

At the beginning of the academic year, the academic responsibilities are stated by the Principal to the faculty

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

The feedback session is regularly conducted by the Principal with the staff and students. The feedback from teacher trainees is taken in regard to teaching. Conduction of annual meeting is done by the Principal. The meeting is reviewed and through discussions the opinion from peer faculty are also obtained. At the end of the academic year, the self appraisal report of the faculty is obtained. The teacher trainees fill the feedback sheets at the end of every academic year. The feedback includes every prospects of the institution. For quality enhancement of the institution depends on the feedback given from time to time.

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

The barriers and hindrances are identified with the help of internal meetings.

Challenges are not only identified but are also resolved with help of joint decisions.

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

For the professional growth, the staff are encouraged and promoted by the management. All the staff is permitted to attend and participate in various orientation and refresher courses, workshops and seminars. The Local management committee appreciates achievement in the form of congratulations. The faculty is also congratulated for their contribution in the field of education and achievement in the annual program.

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 following is the leadership role of the head of the institution in governance and management of the curriculum:-

Curriculum: An orientation program is conducted whenever there is a modification or revision in the curriculum. This helps in identifying the changes and to know about the details of the courses. An annual plan of the academic activities is prepared by the principal. The work is distributed among the faculty according to this plan.

Administration - The teacher educators and administrative staff are allotted their duties by the Principal according to the academic program. The principal monitors the different committees formed to organize the various academic programs. For the smooth functioning of the institution, the administrative planning is of immense help.

Allocation and Utilization of Resources – The technological aids are made available in the institution by the Principal. During the time of examination the students can assess to library facilities for a longer duration. In the teaching learning process, the faculty members are always encouraged for making use of optimum resources by the Principal.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

List of committees:

IQAC

Cultural committee

Sports committee

Anti- ragging committee

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

College has only B.Ed department which is of 2 years. M.Ed is also going to start soon in college

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

The college is governed by G.L.Church in chota nagpur and assam, hence it is fully centralized

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

As the governing body is G.L church in which other colleges are also the member, hence collaboration is very easy for the college.

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 received is used by the institution in taking decisions and improving the performance. The institution has the following mechanism for academic improvement:-

- For teacher trainees' feedback, permanent suggestion box is kept in the institution.
- Grievance Redressal Cell Meet – The teacher trainees give feedback about infrastructural facilities and activities conducted. Feedback is all given on the

availability and utility of learning resources. All these feedbacks are received through diary cell meetings. Action to be taken is then decided by the Principal and the IQAC.

- Evaluation of the institution and faculty by teacher trainees: The institution takes the written feedback from the teacher trainees at the end of the academic year which enhances the quality of the academic programs.
- Feedback from the faculty – In the faculty meetings all the suggestions and feedback are discussed. Solutions are found for the problems after discussion so that the academic work goes on smoothly. For appointments of the faculty of various committees and bodies formed in the institution the use of feedback is done.
- Feedback from LMC – The feedback is used to improve the teaching-learning facilities provided by the institution.
- Feedback from Practicing Schools – Meeting is conducted by the institution with the head and the teachers of the school concerned. This helps in the smooth implementation and execution and enhances the quality of special training programs. These meetings give an idea about the expectations of the schools. In the best possible way, the institution tries to fulfill these expectations to the maximum.

Thus at various levels the institution conducts the feedback sessions.

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

The following are some of the ways in which the institution takes initiative in promoting cooperation, sharing of knowledge, innovations and empowerment:-

- Policy of distributing work equally.
- To share knowledge and innovations by organizing seminars, workshops and conferences.
- To participate in National and International Seminars and conferences.
- The faculty members are appreciated for major and minor research works, article writing and paper presentations.
- To participate in the Refresher and Orientation programs organized by the University for empowerment and also for placement.
- Through staff meetings experienced are shared and special contribution made.

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?

The institution has MIS which is utilized by the IQAC. Data and information is collected about administration, curriculum transactions, extension activities and welfare services to teacher trainees. The data is used for strategy development and deployment.

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

As soon as the action plans are prepared, special attention is given to all requirements and resources to implement the action plans. Accordingly, proper arrangements for physical and human resources are made.

The institution makes financial provisions and allocations in the annual budget in regards to resource development. For introduction of any new course, the institution needs to take permission to appoint the qualified staff for sufficient financial provisions to run these courses. There is special financial provision in the budget for library resources every year.

6.3.3 How are the resources need (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institution has its specific mission and objectives. For smooth implementation of the mission and goals, qualified and sufficient human resources are made available. Necessary financial provision is also made available through L.M.C.

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?

Development of Academic Plan

- The Principal distributes the duties and responsibilities to all the faculty members at the beginning of each academic year. On the request made by the Principal the coordinator calls for the plans from the faculty members of all departments. Separate meetings of the departments are held separately and tentative plan is also prepared and is submitted to the co-coordinator.
- Meetings of the headmaster and teachers of the concerned schools are held by the internship department and practice lessons. Also during the meetings the dates conducting lessons are finalized and submitted to the coordinator for further action.

- The coordinator integrates the given plans with the principal and the faculty during the Annual Plan meeting. The coordinator reads the annual plan and suggestions are discussed, considered and finalized. After approving the annual plan with the Principal and IQAC, it is ready for implementation. The annual plan is formed in a democratic and decentralized manner.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

In the following manner the objectives are communicated and deployed at all levels-

1. Oral communication is done through faculty and staff meetings.
2. Notices are displayed in writing in the library and main building.
3. The daily diary of teacher trainees contains printed matter.
4. The Principal makes an address.
5. With the initiatives of staff members workshops/ seminars/ conferences are organized. The staff members also participate in the extension programs which help in the individual employees contribution in the institutional development.

6.3.6 How and with what frequency are the visions, mission and implementation plans monitored, evaluated and revised?

The institution monitors the strategies and plans and evaluates its implementation at multiple stages. The principal conducts term end meetings. The plan which was discussed in the beginning of the academic year is evaluated in the term end and finalized by the IQAC. The principal takes feedback regarding the academic plans from the students as well. The faculty does the needful to revise the plan (if required) and adopts measures that are required at a specific stage.

The vision and mission of the institution are monitored and evaluated after each year and revisions are made whenever necessities are felt.

6.3.7 How does the institution plan and deploy the new technology?

For curricular transaction and office related work, the institution makes use of LCD, laptops, desktops, Xerox machine, digital video camera and O.H.P. Optimum use of this technology is done in teaching, learning and research process by the institution.

For developing computer skills, the institution has a well-equipped computer laboratory. The institute had been trying to inculcate proper attitude for using these computer skills for teacher trainee's profession and personal development. Facility of internet is provided in the

computer lab, library and office. The use of internet in day to day activity is done by teachers, trainees and office staff.

In the technology department, a demonstration session is organized after new advanced gadgets are purchased. For conducting lectures the use of laptops and projectors are done by teachers for presentation. During internship program, the teacher trainees make use of laptops to conduct technology based lessons and practical.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 How do you identify the faculty development needs and career progression of the staff?

- The academic needs and progression of the faculty members are the concern of the institute. Their needs are the changes in the syllabus, technological needs, guidance and observation of new types of lessons like team teaching and models of teaching lessons.
- The faculty is made aware of the orientation program which includes new trends and contents. The institute also organizes demonstration programs and need based orientation program for technological competencies.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers)? Does the institution use the evaluation to improve teaching, research and service of the faculty and other staff?

Mechanisms for Performance Assessment

- At the end of the academic year the performance assessment of the faculty is done. In written form the comprehensive evaluation of the teacher trainees is taken which includes performance in teaching-learning, interaction, guidance work, update knowledge, personality and assessment work.
- Informal feedback about the efficiency and performance of non-teaching staff is given to teacher trainees.
- The feedback is analyzed and interpreted. This is conveyed by the principal privately to the faculty members. The evaluation helps the institution in improving teaching, research and service of the faculty and other staff.

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)

Some of the welfare measures taken for the staff and faculty are –

- The faculty gets financial aid for paper presentation and to participate in conferences abroad. The institution gets financial grants for research activities.
- The faculty members are felicitated in LMC meetings, staff meetings and in annual gathering who have contributed towards research activities, paper presentation, research awards, etc.

6.4.4 Has the institution conducted any staff development program for skill up gradation and training of the teaching and non-teaching staff? If yes, give details.

- The B.Ed. course is a program of developing the teaching skills; hence the senior faculty guides the newly recruited teacher trainees before they start to practice lessons in schools.
- Discussions are done on guidance strategy and finalized with proper method.
- Common staff meeting is convened for upgrading the skills in various types of lesson observations.
- To be familiar with the use of software the parent institution organizes orientation and demonstration programs for the non-teaching staff.

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.)

New teachers are recruited with the help of governing body and college management.

To retain the teachers college helps in their carrier growth and also supports them whenever required.

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)

College has only permanent teachers, hence there is no criteria for part timers.

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).

To support staff for their proper development college provides them with good salary and also helps them in their needs

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).

Following are some of the facilities provided for teaching and learning activities:-

- Each faculty member is provided with sufficient physical facility by the institution to carry out the academic and instructional work effectively.
- Provision for separate method labs is there to all method in charge. Similarly, to other faculty separate rooms are provided. For teacher trainees, resource material like teaching aid, model, etc. are provided in the method labs.
- Method labs and other rooms are provided with sufficient seating arrangement for teacher trainees and guests, cupboards, proper ventilation, separate cupboard for teaching aids, etc.
- As per the demands of the faculty, laptops are made available to them.
- Internet facility is made available in the technology laboratory with computers.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and / or make complaints.

Nil

6.4.10 Detail on workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, monitoring, working with schools and community engagement.

Not applicable

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, given details.

yes , college reward staff with the help of incentives and salary hike.

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 generation.

Nil

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The quantum of resources is not mobilized through donations by the institutions.

6.5.3 Is the operational budget of the institution adequate to cover day to day expenses? If no, how is the deficit met?

The operational budget of the institution is adequate to cover day to day expenses.

The parent institution helps the institution to meet the deficit, when the budget shows deficit, due to some major incidental expenditure,

6.5.4 What are the budgetary resources to fulfill the mission and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, and resource allocated during the current year and excess/deficit.

Refer budget details attached

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 pares, objectives raised and dropped)

Yes, Audit report is added as annexure

6.5.6 Has the institution computerized its finance management system? If yes, give details.

Yes, use of computer in accounts system is introduced which maintains the accuracy level.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Teacher motivates and guides the students which ultimately teaches them leadership and thereby creates a self independency in them.

Additional Information:

1. What were the evaluative observations made under the Governance and Leadership in the previous assessment and how have they been acted upon?

Observations are always taken by teachers personally when they teach in the class.

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

College has applied for the first time and is in cycle-1

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.

27th July , 2015

7.1.2 Describe the mechanism used by the institutions to evaluate the achievement of goals and objectives.

The institute is a teacher training institute which conducts course for B.Ed. Hence the goals and curricular objectives of the programs should be attained. All efforts are taken in this direction by the institution.

The goals and objectives of the institution is evaluated by the following mechanism:-

1. The final results are considered on the outcomes of the summative evaluation and hence grade wise analysis is done. Consideration is given to the number of successful candidates and failures, division wise and course wise receiving highest and lowest scores.
3. At the end of the year, the opinion and feedback is taken from the teacher trainee is taken regarding the teaching and administration. The Principal according to this feedback takes steps from time to time to increase and improve the quality. Thus this is an effective mechanism to accomplish the goals and objectives of the institute.

7.1.3 How does the institution ensure the quality of its academic programs? Quality of Academic Programs

Academic programs are monitored under IQAC coordinator Mr Atal I. Khess

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

Administrative and financial sector are monitored under IQAC coordinator Mr Atal I. Khess

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

As the college is a part of G.L.Church, hence it shares its good practices with the help of church.

7.2 INCLUSIVE EDUCATION

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies of the school curriculum?

Teachers follow national policies and also guides the students for same. Some policies are also generated with the help of internal meetings.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Not applicable

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interactions, active engagement in learning and self motivation

There is a proper environment and infrastructure conducive for learning. For social interaction every teacher trainee has got various opportunities. They meet various personalities while completing their practice lessons and internship programs. They get a clear picture of their responsibilities as a teacher. There are adequate facility in the institution like internet facility, library facility and the various laboratories help to promote active learning and self learning.

There is a good scope of academic competition, co-operation and adjustment in the institution. Students are congratulated for achieving high marks and prizes are given to meritorious students. Students get self motivation which helps them to improve further in studies.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Teachers are trained for the same and also the IQAC coordinator guides and observes for the same.

7.2.5 How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

As of now, no physically challenged students are there in college.

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?)

As the college is girls college, hence gender sensitive issues are rarely seen. In case if required it is handled by staff members with help of principal.

STAKEHOLDER RELATIONSHIP

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

College has a strategy and monitoring department which ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders. In case of any issues internal meetings are held to resolve the same

7.3.2 How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Quality improvement is taken care by IQAC coordinator; he is whole and sole responsible for using the information / data on success and failures

Additional Information

1. How are the core values of NAAC reflected in the various functions of the institution?

NAAC aims at quality in education which is the main motto of college.

college strictly abide as per rules to maintain its quality which is as per the core values of NAAC.

Mapping of Academic Activities of the Institution 2014-15

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

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

TEACHER APPRAISAL REPORT

i) General Information

- a) Name : ABANI BHUSAN SAHU
- b) Address (Residential) : Teacher's colony , Namkum, ranchi
Ph. No. :9835120005
- c) Designation :lecturer
- d) Department :B.Ed (maths)
- e) Date of Birth : 06-04-1952
- f) Area of Specialization : B.L.T & statistics

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
Higher Secondary or Pre-degree	W.B.S.E	PCM	1969	I
Bachelor's Degree (s)	Calcutta university	PCM	1974	PASS
Master's Degree (s)	Ranchi university	Math	1983	II
Research Degree (s)	P hD Ranchi university	A study of layer and extended model transform ations	1994	pass
Bachelor's degree B.Ed	Calcutta university	Psycholog y	1977	I
M.Ed	Manav bharti university	Comparat ive education methodol ogy	2011	I

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work
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		was carried out
M.Phil or equivalent Ph.D.	<div></div> A study of lagguere and extended hankel transformation of distribution	Ranchi university
Post-Doctoral Publications (give a list separately)	<div></div>	
Research Guidance (give names of students guided successfully)	<div></div>	
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
A study of lagguere and extended hankel transformation of distribution	Self	1990-1994	Formula of henkel transformation of distribution

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Project vikas ranchi	All india association for christian higher education	Xavier's college ranchi 1988

iii) Teaching Experience

Bethesda women teacher's training college

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bethesda women teachers training college	1987-1997 (temporary) 2012- till date
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other	Bethesda girls high school ranchi	1979- 2012

Total Teaching Experience : _____ b.ed 13 yers school 33 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

f) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**

g) Teaching methods - **Lecture , demonstration method, project method**

h) Laboratory experiments- **Guiding students in lab experiments**

i) Evaluation methods-**Terminal exams, class tests**

j) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids
at low or no cost**

k) Remedial Teaching / Student Counseling (academic)- making students proficient
in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

supervision of swach bharat abhiyan

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution- Nil

b) Co-curricular Activities-Helps in celebration of cultural day and other functions

c) Enrichment of Campus Life- guide for all students

(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline- mentor and idol for discipline

e) Membership/Participation in Bodies/Committees

on Education and National Development

f) Professional Organization of Teachers.

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

(b) Editorship of Journals

The N- dimensional characterization of the hankel transformation for distribution

Vol- 6 1990

F. Any other information

ABANI BHUSAN SAHU

(Signature of the Teacher)

TEACHER APPRAISAL REPORT

ii) General Information

- g) Name : ANUPAMA HEMROM
 h) Address (Residential) : bosconagar , hesag, hatia
 Ph. No. : 9507176243
 i) Designation :lecturer
 j) Department :B.Ed (geography)
 k) Date of Birth : 31/3/81
 l) Area of Specialization : agriculture and soil geography

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	I.C.S.E	SCIENCE	1997	II
Higher Secondary or Pre-degree	J.I.E.C Ranchi university	PCB	2001	II
Bachelor's Degree (s)	RANCHI UNIVERSITY	English, economics, pol. Geography	2004	I
Master's Degree (s)	RANCHI UNIVERSITY	Oceanography	2006	I
Research Degree (s)				
B.Ed	Ranchi university	Geography	2007	Distinction
M.Ed	Utkal university	Education	2010	I
Other Diploma / Certificates etc.	Craft	Stiching , cutting	2000	pass

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

ii) Research Experience & Training

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

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Multi subjects seminar	Loyola college of education	Jamshedpur , 2006-07
Quality elementary education and constitution	Regional institute of education	Bhubaneswar 2010

iii) Teaching Experience

Bethesda women teacher's training college

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bethesda college	5 years
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____ 5 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

l) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**

m) Teaching methods - **Lecture , demonstration method, project method**

n) Laboratory experiments- **Guiding students in lab experiments**

o) Evaluation methods-**Terminal exams, class tests**

p) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

q) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

participating in helpage india, orphanage, old age home

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution- Nil

b) Co-curricular Activities-Helps in celebration of cultural day and other functions

c) Enrichment of Campus Life- guide for all students

(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline- mentor and idol for discipline

e) Membership/Participation in Bodies/Committees

on Education and National Development

f) Professional Organization of Teachers.

f) Professional Organization of Teachers.

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

(c) Editorship of Journals

F. Any other information

ANUPAMA HEMROM

(Signature of the Teacher)

TEACHER APPRAISAL REPORT**iii) General Information**

m) Name : DEEPSHIKHA BAKHLA

n) Address (Residential) : room no - 3 , bosconagar, hesag, ranchi
Ph. No. :9708535681

o) Designation :lecturer

p) Department :B.Ed (physical science method)

q) Date of Birth :26-3-81

r) Area of Specialization :inorganic chemistry

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	B.S.EB PATNA	SCIENCE	1997	II
Higher Secondary or Pre-degree	B.I.E.C PATNA	PCB	1999	II
Bachelor's Degree (s)	RANCHI UNIVERSITY	CHEMISTRY	2002	I
Master's Degree (s)	RANCHI UNIVERSITY	CHEMISTRY	2005	I
B.Ed	RANCHI UNIVERSITY	physical science and biological science	2006	Distinction
M.Ed	Utkal university	Education	2008	I

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		

Ph.D.

Post-Doctoral

Publications (give a list separately)

Research Guidance (give names of students guided successfully)

Training (please specify)

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Nationa seminar	Uday memorial college ranchi	Ranchi 23-3-14

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed) (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bethesda college ranchi	5 years 10 months
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		

vii) Any other
primary teacher education

P.T.E.C sitagarh
hazaribahgh

1 year

Total Teaching Experience : _____ 6 years 10 months _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

r) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**

s) Teaching methods - **Lecture , demonstration method, project method**

t) Laboratory experiments- **Guiding students in lab experiments**

u) Evaluation methods-**Terminal exams, class tests**

v) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

w) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

participation in organizing events of republic day, independence day

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

as a subject teacher teaches ICT and physical science methods

b) Co-curricular Activities

supervision of swach bharat abhiyan, editor in souvenir published by college

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

cultural activities like teachers day, christmas gathering

d) Students Welfare and Discipline

to make student well disciplined by teaching them value education

e) Membership/Participation in Bodies/Committees

on Education and National Development

f) Professional Organization of Teachers.

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

(d) Editorship of Journals

F. Any other information

DEEPSHIKHA BAKHLA

(Signature of the Teacher)

TEACHER APPRAISAL REPORT

iv) **General Information**

s) Name : SHEELA .A.MINZ

t) Address (Residential) : hind chowk , kadru, ranchi

Ph. No. :9835522894

u) Designation :lecturer

v) Department : B.Ed

w) Date of Birth : 11-07-59

x) Area of Specialization : educational psychology

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	B.S.E.B PATNA		1976	III
Higher Secondary or Pre-degree	PATNA UNIVERSITY	Psychology	1979	II
Bachelor's Degree (s)	PATNA UNIVERSITY	Psychology	1982	II
Master's Degree (s)	PATNA UNIVERSITY	Education and Psychology	1991	II
	PATNA UNIVERSITY	Hindi geography	1985	I
	PATNA UNIVERSITY	Education	1987	II
Research Degree (s)				

Other Diploma /
Certificates etc.

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

ii) Research Experience & Training

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

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

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

Workshop, etc.

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed) (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bethesda women's teachers training college	1988- till date
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____ 27 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

- x) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**
- y) Teaching methods - **Lecture , demonstration method, project method**
- z) Laboratory experiments- **Guiding students in lab experiments**
- aa) Evaluation methods-**Terminal exams, class tests**
- bb) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

cc) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution - staff representative in college

b) Co-curricular Activities-Helps in celebration of cultural day and other functions

- c) Enrichment of Campus Life- guide for all students
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline- mentor and idol for discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers. Nil

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

- (e) Editorship of Journals

F. Any other information

S.A. MINZ

(Signature of the Teacher)

TEACHER APPRAISAL REPORT

v) **General Information**

- y) Name : SETANG AIND
- z) Address (Residential) : new garden. siromtoli ranchi
Ph. No. : 7250780797
- aa) Designation :lecturer
- bb) Department :B.Ed (history)
- cc) Date of Birth :06/4/95
- dd) Area of Specialization : political science /history

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	<u>B.S.E.D</u>	Maths , english,	<u>1974</u>	II

Higher Secondary or Pre-degree	Patna Ranchi university	EPH Political science	1976	III
Bachelor's Degree (s)	Ranchi university	Political science	1979	II
Master's Degree (s)	Ranchi university	Political science	1982	II
Research Degree (s)	Ranchi university	Political science	2009	
B.Ed	Ranchi university	Political science	1983	II
M.Ed	Ranchi university	Political science	1985	II
Other Diploma / Certificates etc.				

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent Ph.D.	Different phases of independence of jharkhand	Ranchi university Ranchi
	1985 to till date	
Post-Doctoral Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Leadership trg for women	Luther world federation	Zeneva
All india associaation for higher education	Ranchi Ncc	Ranchi

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed) (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	Ranchi university Ranchi	1987- till date
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience _____28 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

dd) Design of Curriculum- Time allocation is maintained for revision, tests , doubt clearance class

ee) Teaching methods - Lecture , demonstration method, project method

ff) Laboratory experiments- Guiding students in lab experiments

gg) Evaluation methods-Terminal exams, class tests

hh) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

ii) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution- Nil
- b) Co-curricular Activities-Helps in celebration of cultural day and other functions
- c) Enrichment of Campus Life- guide for all students
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline- mentor and idol for discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

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

- (f) Editorship of Journals- nil

F. Any other information

(Signature of the Teacher)

TEACHER APPRAISAL REPORT**vi) General Information**

ee) Name : SHOBHA TUDU

ff) Address (Residential) : babu line GEL church compound ranchi
Ph. No. : 9572494250

gg) Designation :lecturer

hh) Department :B.Ed

ii) Date of Birth :13/6/1957

jj) Area of Specialization : history (mediaval history)

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	B.S.E.S PATNA	History. civics. geo, eph	1974	III
Higher Secondary or Pre-degree	PATNA UNIVERSI TY	HISTOR Y	1976	III
Bachelor's Degree (s)	RANCHI UNIVERSI TY	HISTOR Y	1979	III
Master's Degree (s)	RANCHI UNIVERSI TY	HISTOR Y	1990	III
Research Degree (s)	RANCHI UNIVERSI TY	HISTOR Y	1988	I
	PATNA UNIVERSI TY	EDUCAT ION	1997	I
Other Diploma / Certificates etc. LIBRARY SCIENCE	Patna		1985	

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work
----------------	----------------------	---------------------------

		was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed)	Bethesda womens	1999- till date

(B.A./B.Sc., etc. Pass)
(B.A./B.Sc. etc. Hons.)

teachers training college

v) P.G.

(M.A./ M.Sc., etc.)

vi) M.Phil

vii) Any other

Total Teaching Experience : _17 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

jj) Design of Curriculum- Time allocation is maintained for revision, tests , doubt clearance class

kk) Teaching methods - Lecture , demonstration method, project method

ll) Laboratory experiments- Guiding students in lab experiments

mm) Evaluation methods-Terminal exams, class tests

nn) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

oo) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution- Nil

b) Co-curricular Activities-Helps in celebration of cultural day and other functions

c) Enrichment of Campus Life- guide for all students

(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline- mentor and idol for discipline

e) Membership/Participation in Bodies/Committees

on Education and National Development

f) Professional Organization of Teachers.

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

(g) Editorship of Journals

F. Any other information

SHOBHA TUDU

(Signature of the Teacher)

TEACHER APPRAISAL REPORT**vii) General Information**

kk) Name : Uttara roy

ll) Address (Residential) : lower burdwan compound
near aniketa complex, ranchi

Ph. No. : 9430113846

mm) Designation : lecturer

nn) Department : B.Ed

oo) Date of Birth : 26/7/65

pp) Area of Specialization : Botany

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	B.S.E.B Ptana	Physics, chemistry	1980	First
Higher Secondary or Pre-degree	Ranchi university	PCB	1982	First
Bachelor's Degree (s)	Ranchi university	Botany	1984	First
Master's Degree (s)	Ranchi university	Botany	1986	First
Research Degree (s) Other Diploma / Certificates etc.				
Bachelor of education	Ranchi university	Biological science and physical science	1989	First
Masters of education	Annamalai university	Education	1993	First

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
----------------	----------------------	--

M.Phil or equivalent

Ph.D.

Post-Doctoral

Publications (give a list separately)

Research Guidance (give names of students guided successfully)

Training (please specify)

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed (B.A./B.Sc., etc. Pass)	Bethesda women teachers training college	1991- till date

(B.A./B.Sc. etc. Hons.)

ranchi

v) P.G.

(M.A./ M.Sc., etc.)

vi) M.Phil

vii) Any other

Total Teaching Experience : ____25 years_____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

pp) Design of Curriculum- **Time allocation is maintained for revision, tests , doubt clearance class**

qq) Teaching methods - **Lecture , demonstration method, project method**

rr) Laboratory experiments- **Guiding students in lab experiments**

ss) Evaluation methods- **Terminal exams, class tests**

tt) Preparation of resource material

Including books, reading materials,

Laboratory manuals etc.- **Guiding students in preparation of audio- visual aids at low or no cost**

uu) Remedial Teaching / Student Counseling (academic)- making students proficient in school teaching

g) Any Other

ix) Extension Work/Community Service

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

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
supervision work done in planting trees , gardening , parade, Christmas day celebration
- ii) National Literacy Mission
creating awareness in people for education
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution- Nil
- b) Co-curricular Activities-Helps in celebration of cultural day and other functions
- c) Enrichment of Campus Life- guide for all students
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline- mentor and idol for discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

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

- (h) Editorship of Journals- Nil

F. Any other information

UTTARA ROY

(Signature of the Teacher)

Annexure

Feedback from students-

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

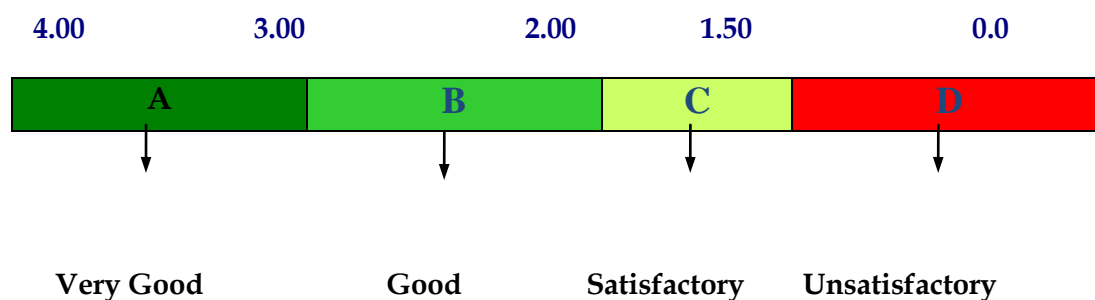
College Bethesda college

Programme:B.Ed

Department: B.Ed (Honours)

Semester/Term/Year:2015-17,1st Year

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A	B	C	D
	Very Good	Good	Satisfactory	Unsatisfactory
1. Depth of the course content including project work if any	A			
2. Extent of coverage of course		B		
3. Applicability/relevance to real life situations	A			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		B		
5. Clarity and relevance of textual reading material		B	C	
6. Relevance of additional source material (Library)	A			
7. Extent of effort required by students	A			
8. Overall rating				

Questionnaire No. 2

College Bethesda college

Student Feedback on Teachers

Department : B.Ed

Semester/Term/Year

:2015-17,1st

Year

Please rate the teacher on the following attributes using the 4 -point scale shown

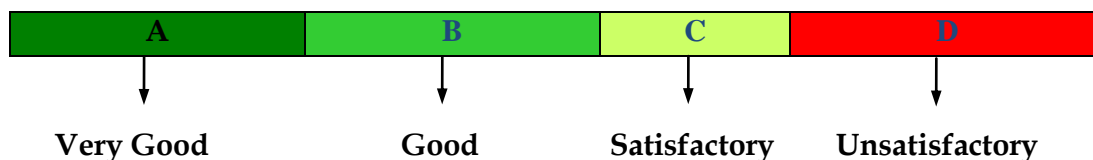
4.00

3.00

2.00

1.50

0.0



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		B		
2. Communication Skills (in terms of articulation and comprehensibility)	A			
3. Sincerity / Commitment of the teacher	A			
4. Interest generated by the teacher		B C		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses	A			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	A			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course			C	
9. Provision of sufficient time for feedback		B B		
10. Overall rating				

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.Ed(Honours)

Course :B.Ed

Teacher :SHOBHA TUDU

Year : 1st Year

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- ☒ a) adequate b) inadequate
c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate ☒ b) adequate
c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- a) easy ☒ b) manageable
c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

- a) ☒ 85 to 100% b) 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- a) more than adequate b) ☒ adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) Easily b) ☒ with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) ☒ thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- a) ☒ Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
- c) not at all d) ☒ always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions b) ☒ involved in discussion in class
- c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise

12. The teacher's approach can best be described as

- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- ~~a)~~ Yes b) no

If yes, was it helpful?

- ~~a)~~ Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Shobha Tudu mam is a very good teacher. She always encourages raising questions in the class. She is so polite. She also helps in other subjects. I never feel bored in her class. Everyone likes her teaching strategy. Her teaching is so effective. I feel happy when she comes in our class. I like the way she teaches. I want to be a teacher like her.

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

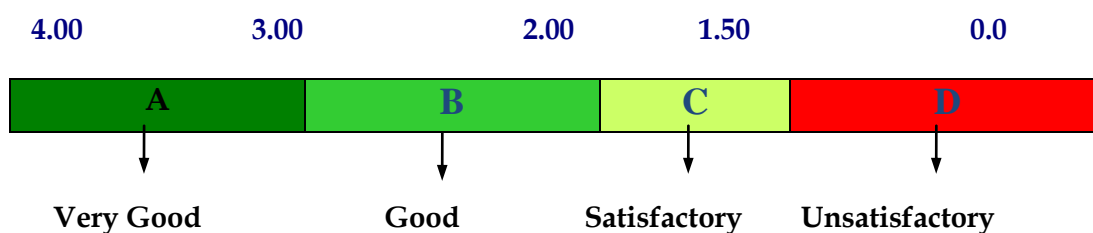
College Bethesda college

Programme:B.Ed

Department:honours

Semester/Term/Year:2015-2017(first year)

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	A			
2. Extent of coverage of course	A			
3. Applicability/relevance to real life situations	A			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	A			
5. Clarity and relevance of textual reading material	A			
6. Relevance of additional source material (Library)	A			
7. Extent of effort required by students		B B		
8. Overall rating				

Questionnaire No. 2

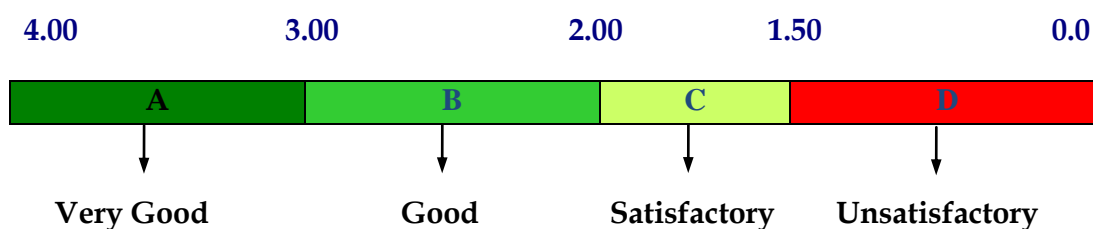
College Bethesda college

Student Feedback on Teachers

Department :B.Ed

Semester/Term/Year :2015-17(FIRST YEAR)

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	A			
2. Communication Skills (in terms of articulation and comprehensibility)		B		
3. Sincerity / Commitment of the teacher	A	B		
4. Interest generated by the teacher			C	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses		B		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and	A			

Self Appraisal Report 2016

discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course	A	B		
9. Provision of sufficient time for feedback		B		
10. Overall rating				

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.Ed

Course :hounors

Teacher :SHAHU SIR

Year :2015-17(first year)

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was
 - a) adequate
 - b) inadequate
 - ~~c) challenging~~
 - d) dull
2. Background for benefiting from the course was
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - ~~d) cannot say~~
3. Was the course easy or difficult to understand?
 - a) easy
 - b) manageable
 - ~~c) difficult~~
 - d) very difficult
4. How much of the syllabus was covered in the class?

- ~~a)~~ 85 to 100% b) 70 to 85%
c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- ~~a)~~ more than adequate b) adequate
c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- ~~a)~~ Easily b) with some difficulty
c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- ~~a)~~ thoroughly b) satisfactorily
c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ~~a)~~ Always effective b) sometimes effective
c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
c) not at all ~~d)~~ always
10. If yes, which of the following methods were used?
- ~~a)~~ Encouraged to raise questions b) get involved in discussion in class
c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise

12. The teacher's approach can best be described as

- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- a) Yes ~~b) no~~

If yes, was it helpful?

- a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

I would like to say something about my teacher. My teacher is very supportive and encourages me in my work. Syllabus is also very comfortable to understandable for each and every student. So for all these kind of help and support I AM VERY THANKFULL to my all teachers.

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

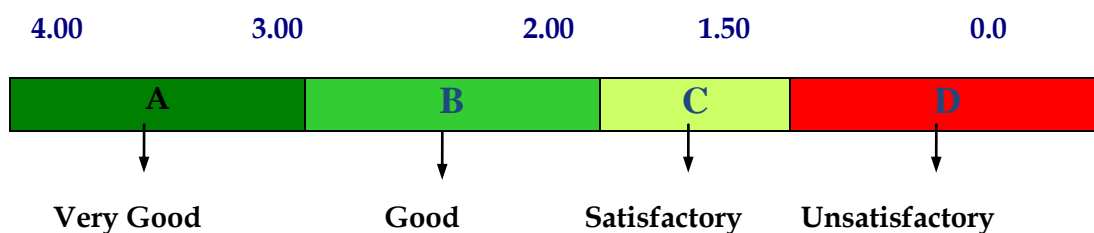
College bethesda college

Programme:b.ed

Department:b.ed hons

Semester/Term/Year:2015,1ST yr

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		B		
2. Extent of coverage of course	A			
3. Applicability/relevance to real life situations	A			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		B		
	A		C	

5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)		B		
7. Extent of effort required by students	A A			
8. Overall rating				

Questionnaire No. 2

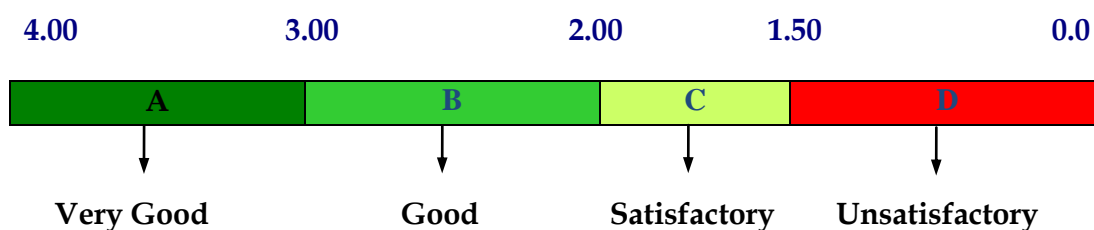
College bethesda college

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		B		
2. Communication Skills (in terms of articulation and comprehensibility)		B		

3. Sincerity / Commitment of the teacher		B		
4. Interest generated by the teacher		B		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		B		
6. Ability to integrate content with other courses	A			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	A			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course			C	
9. Provision of sufficient time for feedback		B		
10. Overall rating		B		

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.ED

Course :B.ED HONOURS

Teacher :SHEELA MINZ

Year : 2015 -2017

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- | | |
|--|---------------|
| a) adequate | b) inadequate |
| <input checked="" type="checkbox"/> c) challenging | d) dull |

2. Background for benefiting from the course was

- | | |
|---|---------------|
| a) more than adequate | b) adequate |
| <input checked="" type="checkbox"/> c) inadequate | d) cannot say |

3. Was the course easy or difficult to understand?

- | | |
|--------------|---|
| a) easy | <input checked="" type="checkbox"/> b) manageable |
| c) difficult | d) very difficult |

4. How much of the syllabus was covered in the class?

- a) 85 to 100% ~~b)~~ 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- a) more than adequate ~~b)~~ adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) Easily ~~b)~~ with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- a) Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
- c) not at all d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions b) get involved in discussion in class
- c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- a) Very helpful
- b) sometimes helpful
- c) not at all helpful
- d) did not advise

12. The teacher's approach can best be described as

- a) Always courteous
- b) sometimes rude
- c) always indifferent
- d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- ~~a)~~ Yes b) no

If yes, was it helpful?

- ~~a)~~ Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Course is huge and language is also little difficult for English background students. Books are not very easily available teachers are supportive in many things. We expect them to help us more in our curriculum.

Thank you.

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

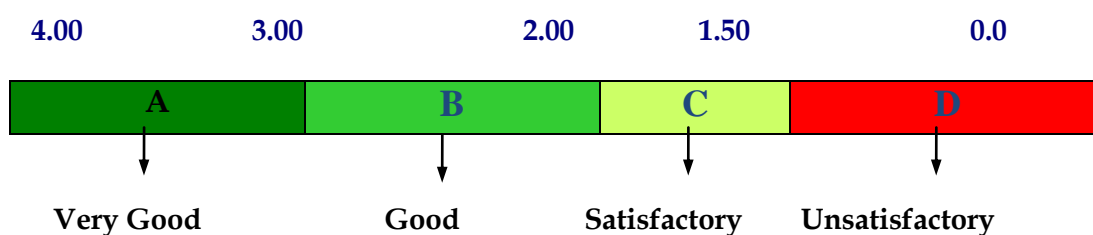
College Bethesda college

Programme:B.ed

Department: B.ed

Semester/Term/Year:2015-2017(1st yrs)

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	A	B		
2. Extent of coverage of course	A	B		
3. Applicability/relevance to real life situations	A	B		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	A	B		
5. Clarity and relevance of textual reading material	A	B		
6. Relevance of additional source material (Library)	A	B		

7. Extent of effort required by students	A			
8. Overall rating				

Questionnaire No. 2

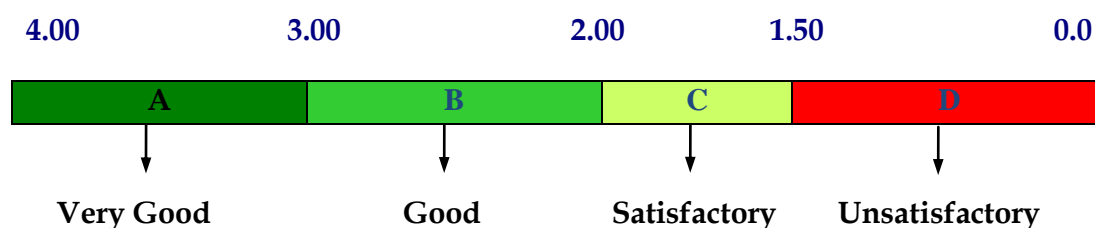
College Bethesda college

Student Feedback on Teachers

Department : B.ed

Semester/Term/Year :2015-2017(1st year)

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	A			
2. Communication Skills (in terms of articulation and comprehensibility)	A			
3. Sincerity / Commitment of the teacher	A			
4. Interest generated by the teacher		B B		

Self Appraisal Report 2016

5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	A		C	
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		B		
9. Provision of sufficient time for feedback	A			
10. Overall rating	A			

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.ED

Course :hounors

Teacher :A.hemoram

Year : 2015-2017

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- a) ☒ adequate b) ☐ inadequate
c) ☐ challenging d) ☐ dull

2. Background for benefiting from the course was

- a) ☒ more than adequate b) ☐ adequate
c) ☐ inadequate d) ☐ cannot say

3. Was the course easy or difficult to understand?

- a) ☐ easy b) ☒ manageable
c) ☐ difficult d) ☐ very difficult

4. How much of the syllabus was covered in the class?

- a) ☒ 85 to 100% b) 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- a) ☒ more than adequate b) adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) ☒ Easily b) with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly ☒ b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ☒ a) Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
- c) not at all ☒ d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions b) ☒ get involved in discussion in class
- c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise

12. The teacher's approach can best be described as

- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- a) ☒ Yes b) ☐ no

If yes, was it helpful?

- a) ☒ Yes b) ☐ no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Mam is really very sweet....she is very supportive to their students....she gives us very interesting projects work which always inspire us a lot in our life.....thank you mam for your teaching..... god bless u

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

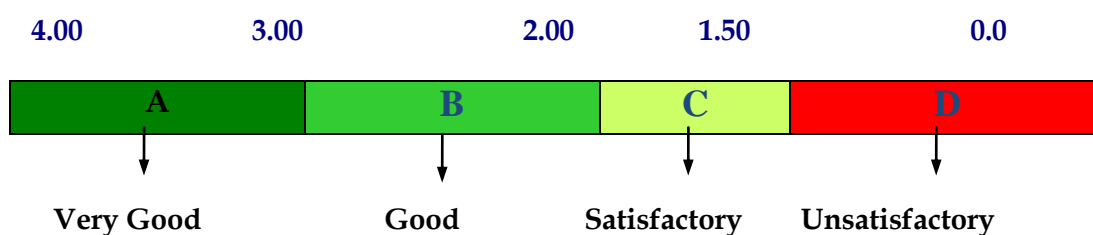
College Bethesda college

Programme:B.Ed

Department:B.Ed honours

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	A			
2. Extent of coverage of course	A			
3. Applicability/relevance to real life situations	B			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	A			
5. Clarity and relevance of textual reading material	A			
6. Relevance of additional source material (Library)	A			

7. Extent of effort required by students	A			
8. Overall rating	A			

Questionnaire No. 2

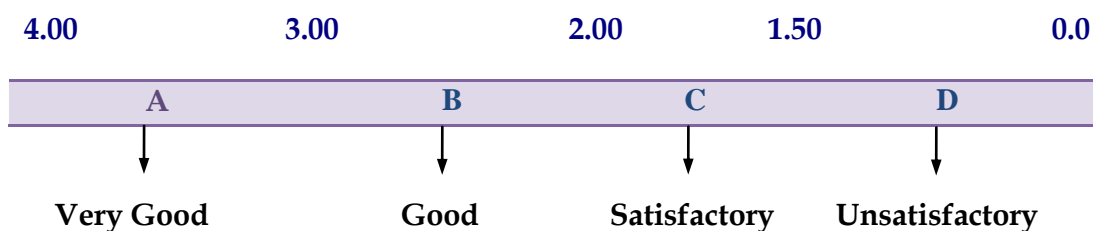
College Bethesda college

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as	A			

Self Appraisal Report 2016

perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)	A			
3. Sincerity / Commitment of the teacher	A			
4. Interest generated by the teacher	A			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	A			
6. Ability to integrate content with other courses	A			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	A			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course	A			
9. Provision of sufficient time for feedback	A			
10. Overall rating	A			

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.Ed

Course :B.Ed honours

Teacher : Dr Mrs.. Seteng Aind

Year : 2015-2017

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- ☒ a) adequate ☐ b) inadequate
☐ c) challenging ☐ d) dull

2. Background for benefiting from the course was

- ☐ a) more than adequate ☒ b) adequate
☐ c) inadequate ☐ d) cannot say

3. Was the course easy or difficult to understand?

- ☐ a) easy ☒ b) manageable
☐ c) difficult ☐ d) very difficult

4. How much of the syllabus was covered in the class?

- ☒ a) 85 to 100% b) 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- ☒ a) more than adequate b) adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- ☒ a) Easily b) with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- ☒ a) thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ☒ a) Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
- c) not at all ☒ d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions b) ☒ get involved in discussion in class
- c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) Very helpful
- ☐ b) sometimes helpful
- ☐ c) not at all helpful
- ☐ d) did not advise

12. The teacher's approach can best be described as

- ☒ a) Always courteous
- ☐ b) sometimes rude
- ☐ c) always indifferent
- ☐ d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- a) Yes
- b) no

If yes, was it helpful?

- a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

I feel obliged to be a part of this college. Faculties of this college are awesome...

Mrs. Aind is my role model ,her way of teaching is superb, she is very kind to all of us .She motivates us all the time. Under her guidance we get thoroughly knowledge. Her way of interaction with the students is excellent.

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

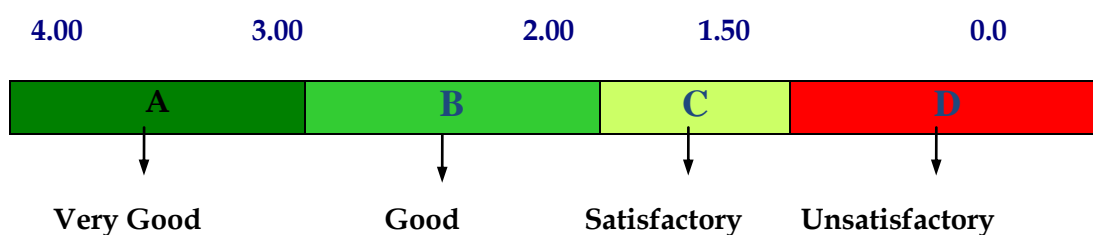
College Bethesda college

Programme:B.ed

Department: B.ed honours

Semester/Term/Year:2015-2017

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		B		
2. Extent of coverage of course		B		
3. Applicability/relevance to real life situations	A			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	A			
5. Clarity and relevance of textual reading material		B	C	
6. Relevance of additional source material (Library)			C	

7. Extent of effort required by students
8. Overall rating

A

Questionnaire No. 2

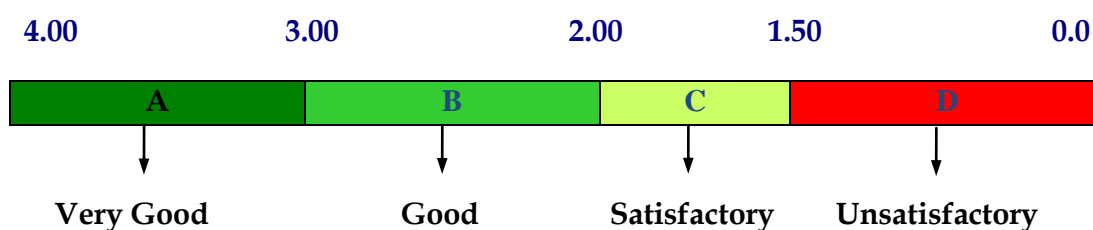
College Bethesda college

Student Feedback on Teachers

Department : B.ED HONOURS
:2015-2017

Semester/Term/Year

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	A			
2. Communication Skills (in terms of articulation and comprehensibility)	A			

Self Appraisal Report 2016

3. Sincerity / Commitment of the teacher	A	B	C	
4. Interest generated by the teacher		B		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses		B		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		B		
9. Provision of sufficient time for feedback		B		
10. Overall rating		B		

Questionnaire No. 3

College Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.ED HONOURS

Course : B.ED

Teacher : MRS. DEEPSHIKHA BAKHLA

Year : 2015-2017

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate

b) inadequate

☒ c) challenging

d) dull

2. Background for benefiting from the course was

a) more than adequate

☒ b) adequate

c) inadequate

d) cannot say

3. Was the course easy or difficult to understand?

a) easy

☒ b) manageable

c) difficult

d) very difficult

4. How much of the syllabus was covered in the class?

- a) 85 to 100% ☒ b) 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- a) more than adequate ☒ b) adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) Easily ☒ b) with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- ☒ a) thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ☒ a) Always effective b) sometimes effective
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10. If yes, which of the following methods were used?
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12. The teacher's approach can best be described as

- ☒ a) Always courteous b) sometimes rude
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15. How often did the teacher provide feedback on your performance?

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

16. Were your assignments discussed with you?

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

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

- ~~a)~~ Yes b) no

If yes, was it helpful?

- ~~a)~~ Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

She is good in teaching and she always helps us in any field. She always encourages us in any field and motivates us to score good marks. She encourage us to ask question and give answer if is it wrong also. She is very supportive and may expect more from her.

Sample Questionnaires for Feedback from Students

Questionnaire No. 1

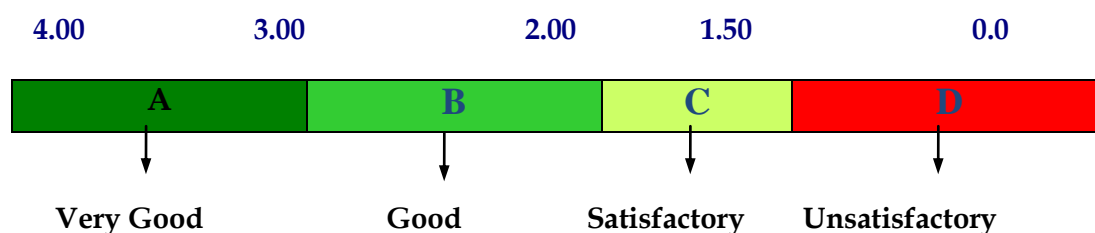
College Bethesda college

Programme: B.ed

Department: B.ed Honours

Semester/Term/Year: 2015-2017 1ST Year

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	A	B		
2. Extent of coverage of course				
3. Applicability/relevance to real life situations	A	B		
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material		B		

6. Relevance of additional source material (Library)		B	
7. Extent of effort required by students		B	C
8. Overall rating			

Questionnaire No. 2

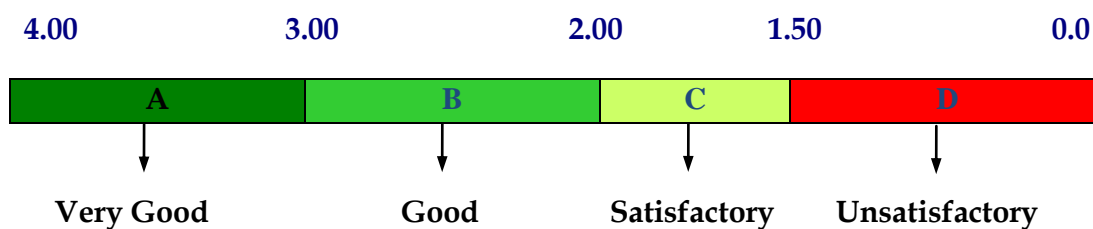
Bethesda college

Student Feedback on Teachers

Department :B.ed

Semester/Term/Year : 2015-17 1st Year

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher: Mrs. Uttara Roy

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)		B		
2. Communication Skills (in terms of		B		

articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher	A			
4. Interest generated by the teacher		B		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		B		
6. Ability to integrate content with other courses	A			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		B		
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course			C	
9. Provision of sufficient time for feedback			C	
10. Overall rating			B	

Questionnaire No. 3

Bethesda college

Students' overall Evaluation of the programme and Teaching

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

Department :B.ed

Course :B.ed Honours

Teacher : Mrs. Uttara Roy

Year : 2015-2017

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate

b) inadequate

☒ c) challenging

d) dull

2. Background for benefiting from the course was

a) more than adequate

☒ b) adequate

c) inadequate

d) cannot say

3. Was the course easy or difficult to understand?

a) easy

☒ b) manageable

c) difficult

d) very difficult

4. How much of the syllabus was covered in the class?

- a) 85 to 100% ~~b)~~ 70 to 85%
- c) 55 to 70% d) less than 55%
5. What is your opinion about the library material and facilities for the course?
- a) more than adequate ~~b)~~ adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) Easily ~~b)~~ with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- ~~a)~~ thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- ~~a)~~ Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes ~~b)~~ sometimes
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10. If yes, which of the following methods were used?
- a) Encouraged to raise questions ~~b) get~~ involved in discussion in class
- c) encourage discussion outside class d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise

12. The teacher's approach can best be described as

- ☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say

13. Internal assessment was

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

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

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

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

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

16. Were your assignments discussed with you?

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

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

- ☒ a) Yes b) no

If yes, was it helpful?

- ☒ a) Yes b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

She is very good in behavior. She is very helpful and answers to all our queries and doubt very well. Her teaching is very effective. We understand all her teaching what she explains in the class. She is very frank and friendly to us. She always encourages us. She is perfect teacher. I think when I pass out I must be follow her teaching technique in my teaching career. I love to be like Roy Mam. She such a angle in our college.

Thanks you Mam for being part of our life.

A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt./ regulatory bodies and affiliating University/board

- College is located in Ranchi which is the capital of Jharkhand and is under affiliating Ranchi University. Teachers over here are under college management.
- As per scenario is Jharkhand, teachers have to face a lot of challenges due to lack of facilities in the geographical area.
- Talking about rules and regulation, there is no such rules only the retirement age is of 65 years.
- As per new guidelines NET is also mandatory now days for teachers.

Date of Publication: 17th March 2016

RANCHI UNIVERSITY, RANCHI
(Examination Department)

Bethesda Womens Teachers Train

Course B.Ed

Printed on 03/15/2016

Session 2014-15

Batch - 2014-15

Examination Held In The Month of January 2016

MARKSHEET & PROVISIONAL CERTIFICATE STATEMENT

Regd. No.	Roll No.	Name of Examinee	Grand Total	Percentage	Result	Marksheet No.
941956	15ED0192	STELLA BODRA	600	75	First Division with Distinction	11/33280
242232	15ED0193	SULOCHANA MINZ	612	76.5	First Division with Distinction	11/33281
RD0115/15	15ED0194	SUMAN TOPNO	562	70.25	First Division with Distinction	11/33282
RD0116/15	15ED0195	SUNITA PRADHAN	663	82.88	First Division with Distinction	11/33283
RD0117/15	15ED0197	USHA SEN	634	79.25	First Division with Distinction	11/33285




187

R. SRIVASTAVA & Co.
Chartered Accountants

Kolkata.Chennai.Hazaribagh.Deoghar

'Kamayani', H.No.143/2,
Balihar Road,
Morabadi,Ranchi-834008
Ph: 0651-2552105, (M) 94311-14505
Email: rajeshfca91@gmail.com

AUDITOR'S REPORT

We have examined the Balance Sheet of BETHESADA WOMEN TEACHERS' TRAINING (B.ED) COLLEGE, RANCHI as at 31.03.2014 & the Income & Expenditure Account for the period 01.04.2013 to 31.03.2014, which is in agreement with the books of accounts maintained by BETHESADA WOMEN TEACHERS' TRAINING (B.ED) COLLEGE, RANCHI. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of the audit. In our opinion, proper books of accounts have been kept by the above named College so far as it appears from our examination of books.

- i) In our opinion, and to the best of our information and according to explanations given to us, the said accounts, read with notes on accounts vide Annexure "A", give a true and fair view in conformity with the accounting principles generally accepted in India :
- a) In case of Balance Sheet, of the State of affairs of the above named College as at 31.03.2014,
 - b) In the case of Income and Expenditure Account, of the Surplus for the year ended 31.03.2014.

Place: - Ranchi
Date: - 27.06.2015

For RAJESH SRIVASTAVA & CO.
Chartered Accountants

(CA. RAJESH SRIVASTAVA)
PARTNER
M.No.074792



BETHESADA WOMEN TEACHERS' TRAINING (B.E.T.) COLLEGE, RANCHI			
BALANCE SHEET AS ON 31ST MARCH, 2014			
		CURRENT YEAR	PREVIOUS YEAR
LIABILITIES			
GENERAL FUND :			
As per last Account	19,02,540.38		
Less: Trf to Gratuity Fund	-		
Add: Excess of Income over Expenditure	15,18,886.00	34,21,426.38	19,02,540.38
EDUCATIONAL TOUR FUND :			
As per last Account	13,71,954.00		
Less: Utilized during the year	(1,65,570.00)		
Add: Received during the year	2,58,000.00	14,64,384.00	13,71,954.00
LIBRARY FUND :			
As per last Account	15,02,541.00		
Less: Utilized during the year	2,090.00		
Add: Received during the year	88,000.00	15,88,451.00	15,02,541.00
TEACHERS WELFARE FUND :			
As per last Account		2,16,875.00	2,16,875.00
ENDOWMENT FUND :			
As per last Account		5,00,000.00	5,00,000.00
MAINTAINANCE & DEVELOPMENT FUND			
As per last Account	74,92,028.50		
Add: Received during the year	6,57,000.00		
Less: Utilized during the year	2,81,673.00	78,67,355.50	74,92,028.50
STAFF SUPPORTING FUND			
As per last Account	28,51,112.00		
Add: Received during the year	29,80,000.00		
Less: Utilized during the year	40,31,462.00	17,99,650.00	28,51,112.00
FUND FOR FURNITURE :			
As per last Account	2,81,500.00		
Less: Utilized during the year	(1,000.00)		
Add: Received during the year	88,000.00	3,68,500.00	2,81,500.00
GRATUITY FUND			
Transfer from General Reserve	14,00,500.00		
Add: Trf from General Fund			
Addition during the year	2,98,945.00	16,99,445.00	14,00,500.00
		1,89,26,086.88	1,75,19,050.88
CURRENT LIABILITIES:			
IJC Payable		26,883.00	26,653.00
Provident fund Payable		1,88,999.70	1,88,999.70
Salary Payable		2,67,476.00	2,21,422.00
		4,83,358.70	4,37,074.70
		1,94,09,445.58	1,79,56,125.58



BETHESADA WOMEN TEACHERS' TRAINING (B.E.T.) COLLEGE, RANCHI			
BALANCE SHEET AS ON 31ST MARCH, 2014			
		CURRENT YEAR	PREVIOUS YEAR
ASSETS			
FIXED ASSETS :			
BUILDING :	Opening Balance:	44,37,861.78	44,37,861.78
FURNITURE :			5,40,177.91
As per last Account	5,40,177.91		
Add: Additions during the year	62,814.00	6,02,991.91	
COMPUTER:			
As per last Account	4,13,840.00		
Add: Additions during the year	-	4,13,840.00	4,13,840.00
LIBRARY BOOKS :			
As per last Account	3,66,889.28		
Add: Addition during the year	11,678.00	3,78,567.28	3,66,889.28
LABORATORY EQUIPMENT			
As per last Account	73,880.00		
Add: Addition during the year	24,706.00	98,586.00	73,880.00
OFFICE EQUIPMENT :	Opening Balance	3,85,324.31	3,85,324.31
SPORTS EQUIPMENT :			
As per last Account	6,071.00		
Add: Addition during the year	9,581.00	15,652.00	6,071.00
WATER PURIFIER :	Opening Balance	70,256.00	70,256.00
LCD T.V. :	Opening Balance	25,050.00	25,050.00
XEROX MACHINE :	Opening Balance	30,114.00	30,114.00
BOREWELL :			
Constructed during the year		90,000.00	90,000.00
EQUIPMENT		59,500.00	
SURVILLIANCE CAMERA	Opening Balance	1,28,295.00	1,28,295.00
		67,36,038.28	65,67,759.28
INVESTMENTS :			
FDR A/C NO. 511100225-IOB		2,09,634.00	1,91,314.00
FDR A/C NO. 511100224-IOB		12,25,612.00	11,18,506.00
FDR A/C NO. 511100226-IOB		6,43,846.00	5,87,580.00
FDR A/C NO. 510900143-IOB		-	4,39,584.00
FDR A/C NO. 511100229-IOB		-	7,13,896.00
FDR A/C NO. 511100239-IOB		7,54,102.00	-
FDR A/C NO. 511100235-IOB		4,72,429.00	-
		33,05,623.00	30,50,880.00
CURRENT ASSETS:			
GRATUITY FUND (Invested in LIC)		12,00,000.00	12,00,000.00
LOANS & ADVANCES :			
LOAN TO STAFF			
LOAN TO J. DUNGUNG		28,000.00	22,000.00
LOAN TO S AJIND		1,44,445.00	(3,000.00)
LOAN TO S.A. MINZ		38,000.00	74,000.00
LOAN TO A TIRU		96,000.00	70,000.00
LOAN TO MATIAS BILINGRA		70,000.00	45,000.00
LOAN TO N TIRU		56,000.00	1,000.00
LOAN TO S SURIN		19,000.00	1,000.00
LOAN TO J.KIJUR		-	25,000.00
LOAN TO M R Ekka		44,000.00	26,000.00
LOAN TO D. Bakhal		18,000.00	30,000.00
LOAN TO A SORENG		19,000.00	
LOAN TO S TUDU		89,000.00	
Group Insurance paid in advance		4,313.00	4,313.00
		6,25,758.00	2,95,313.00
CASH & BANK BALANCES :			
Indian Overseas Bank		74,80,257.20	65,49,223.20
CASH IN HAND		61,769.10	2,92,950.10
		75,42,026.30	68,42,173.30
		1,94,09,445.58	1,79,56,125.58
Notes On Accounts - Annexure - "A"			
Signed in terms of our separate report of even date annexed.			
For Rajesh Srivastava & Co.			
Chartered Accountants			
Place: Ranchi		(CA. Rajesh Srivastava)	
Dated: 27.06.2015		Partner	
		M.No.074792	



BETHESADA WOMEN TEACHERS' TRAINING (B.Ed.) COLLEGE, RANCHI
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2014

<u>INCOME</u>	<u>CURRENT YEAR</u>	<u>PREVIOUS YEAR</u>
By Admission Fees	5,94,000.00	4,77,000.00
By Admission Forms	4,93,000.00	4,33,445.00
By Appliance Fees	79,000.00	95,000.00
By Co-curricular Activity	40,500.00	53,500.00
By College Leaving Certificate	59,600.00	1,24,000.00
By Common Room fees	-	5,000.00
By Computer Fees	99,000.00	1,01,000.00
By Examination Fees	81,000.00	1,09,500.00
By Games Fees	97,500.00	1,10,000.00
By Interest on SB Account	2,88,790.00	2,77,560.00
By Interest on Fixed Deposit	2,70,528.00	2,40,219.00
By Practice Teaching	42,500.00	59,000.00
By Tuition Fees	10,68,000.00	12,96,000.00
	32,13,418.00	33,81,224.00
<u>EXPENDITURE</u>		
To Affiliation Work	2,14,022.00	1,82,934.00
To Advertisement	82,800.00	18,400.00
To Allowance to Secretary	50,000.00	-
To Audit Fee	-	14,045.00
To Bank Charges	215.00	1,247.50
To Christmas Gift to Staff	90,000.00	-
To Consultancy Fee	1,05,300.00	-
To Donation & Subscription	51,500.00	65,100.00
To Electricity Expenses	29,626.00	22,803.00
To Functions & Celebration Expenses	49,076.00	4,19,459.00
To NCTE FEE	-	50,100.00
To Miscellaneous Expenses	20,267.00	11,444.00
To Paper & Periodicals	4,610.00	4,301.00
To Part Timer Salary	2,47,000.00	2,59,000.00
To Postage Expenses	842.00	652.00
To Printing & Stationery	91,328.00	1,65,680.00
To Remuneration for Exam Duty	97,700.00	1,51,150.00
To Provident Fund	2,69,514.00	3,51,306.00
To Staff Welfare	1,94,422.00	37,329.00
To Telephone Expenses	45,235.00	41,823.00
To Travelling Expenses	23,576.00	48,292.00
To TDS	15,785.00	14,967.00
To Municipal Taxes	11,714.00	-
	16,94,532.00	18,60,032.50
Excess of Income over Expenditure trf to General Fund	15,18,886.00	15,21,191.50

Notes On Accounts - Annexure - "A"

Signed in terms of our separate report of even date annexed.

For Rajesh Srivastava & Co.
Chartered Accountants

(CA. Rajesh Srivastava)
 Partner
 M.No.074792



Place: Ranchi
 Dated: 27.06.2015

BETHESADA WOMEN TEACHERS' TRAINING (B.Ed.) COLLEGE, RANCHI

Notes On Accounts :

Annexure "A"

The accounts have been prepared on cash basis except those related to Interest on Fixed Deposits, Provident Fund, Group Insurance and Salary.

Cash in hand has been taken as per books of accounts and as certified by the management.

Fixed Assets have been stated at cost of acquisition including duties, taxes if any paid.

Depreciation has not been charged on Fixed Assets.

In general, supporting vouchers relating to Affiliation Work, Travelling Expenses and Repairs and Maintenance Expenses were not available or Kuccha Bills were available.

Loans & Advances are subject to confirmation.

Since the College is not an Income Tax assessee and not filing any Income Tax Return, hence Tax deducted at Source by Bankers on interest income has been treated as revenue expenditure.

Amount of Group Insurance payable to LIC of India has been booked on the basis of receipts issued by the LIC of India. Up to date balance of the deposits is not available.

Amount of Provident Fund payable, both Employees Contribution as well as Employer's Contribution is being deposited in separate Employee vide Savings Bank Accounts opened jointly with the Principal of the college. These Savings Account belong to employees and are not part of College Account.

Interest on FDRs have been accumulated on estimated basis keeping in view the maturity period and the maturity account. No confirmation of the same is available from the Bankers.

The College has opened a saving bank account with Indian Overseas Bank, Club Road Branch under the name 'Bethesada W.T.T.C.Stipend Fund' having account no. 156301000001815. The Stipend Grant is received from Welfare Deptt. in College's SB A/c no 0074 with IOB, Club Road Branch. From this account, Stipend amount is transferred to SB A/c no. 1815. From SB Account no. 1815, individual cheques are being issued to students. However, College treats trf of Stipend amount from A/c no. 0074 to A/c no. 1815 as payment of Stipend. Hence, they are not incorporating entries related to A/c no. 1815 in their books of accounts. Therefore, undisbursed amount of Stipend is lying pending in A/c no. 1815 which is not reflected in books of accounts of College. As on 31.03.2014, the undisbursed stipend amount in SB A/c no. 1815 was Rs. 391516.50 which also included interest earned on undisbursed amount of Stipend.

The amount received in 'Staff Supporting Fund' is being utilised for payment of Staff salary.

Previous year figures have been regrouped, rearranged and reclassified, wherever found necessary, to make it comparable with those of the current year.





BETHESDA WOMEN TEACHERS' TRAINING COLLEGE, RANCHI.

WEEKLY TIME TABLE

2014-2015

SECTION - A

DAYS	00. PERIOD 9.00-10.30 am	01. PERIOD 10.00-10.45	2ND PERIOD 10.45-11.25	3RD PERIOD 11.25-12.15	4TH PERIOD 12.30-1.00	RECESS 1.00-1.30	5TH PERIOD 1.30-2.10	6TH PERIOD 2.10-2.50	7TH PERIOD 2.50-3.30	8TH PERIOD 3.30-4.15
MON		Paper - I Dr. M.S.A. Tiru	Paper - II Ms. S.A. Minz	R	Paper - III Mrs. U. Roy	R	Paper - I Mrs. A. Hemrom	IV Paper Mrs. D. Bakhla	Craft Mrs. M.R. Ekka	Method (Geog) Mrs. A. Hemrom
TUES	Computer	I- Paper Mrs. A. Hemrom	I- Paper Mrs. S. Tudu	E	IV- Paper Mrs. D. Bakhla	E	Paper - III Mrs. U. Roy	Paper - II Ms. S.A. Minz	Craft Mrs. M.R. Ekka	Method- Science & Literature
WED	V-Paper Mr. R.K. Ekka	Paper - II Ms. S.A. Minz	III- Paper Dr. A.B. Sahu	C	Paper - I Mrs. S. Tudu	C	I- Paper Mrs. S. Tudu	Craft Mrs. M.R. Ekka		Method Paper
THUR		Paper - III Mrs. U. Roy	I- Paper Mrs. A. Hemrom	E	I- Paper Mrs. S. Tudu	E	IV Paper Mrs. D. Bakhla	Paper - I Dr. M.S.A. Tiru	III- Paper Dr. A.B. Sahu	History Method Paper
FRI	Computer	I- Paper Mrs. S. Tudu	Paper - II Ms. S.A. Minz	S	Paper - I Mrs. A. Hemrom	S	Paper - III Mrs. U. Roy	V-Paper Mr. R.K. Ekka	Craft Mrs. M.R. Ekka	Method Paper
SAT		7.00-7.45 AM Paper - I Dr. M.S.A. Tiru	7.45-8.30 AM V-Paper Mr. R.K. Ekka	8.30-9.15 am I- Paper Mrs. S. Tudu	9.15-9.45 am RECESS	10.30-11.15 Mrs. U. Roy	11.15-12.00 Mrs. A. Hemrom	12.00- CULTURAL PROGRAMME		

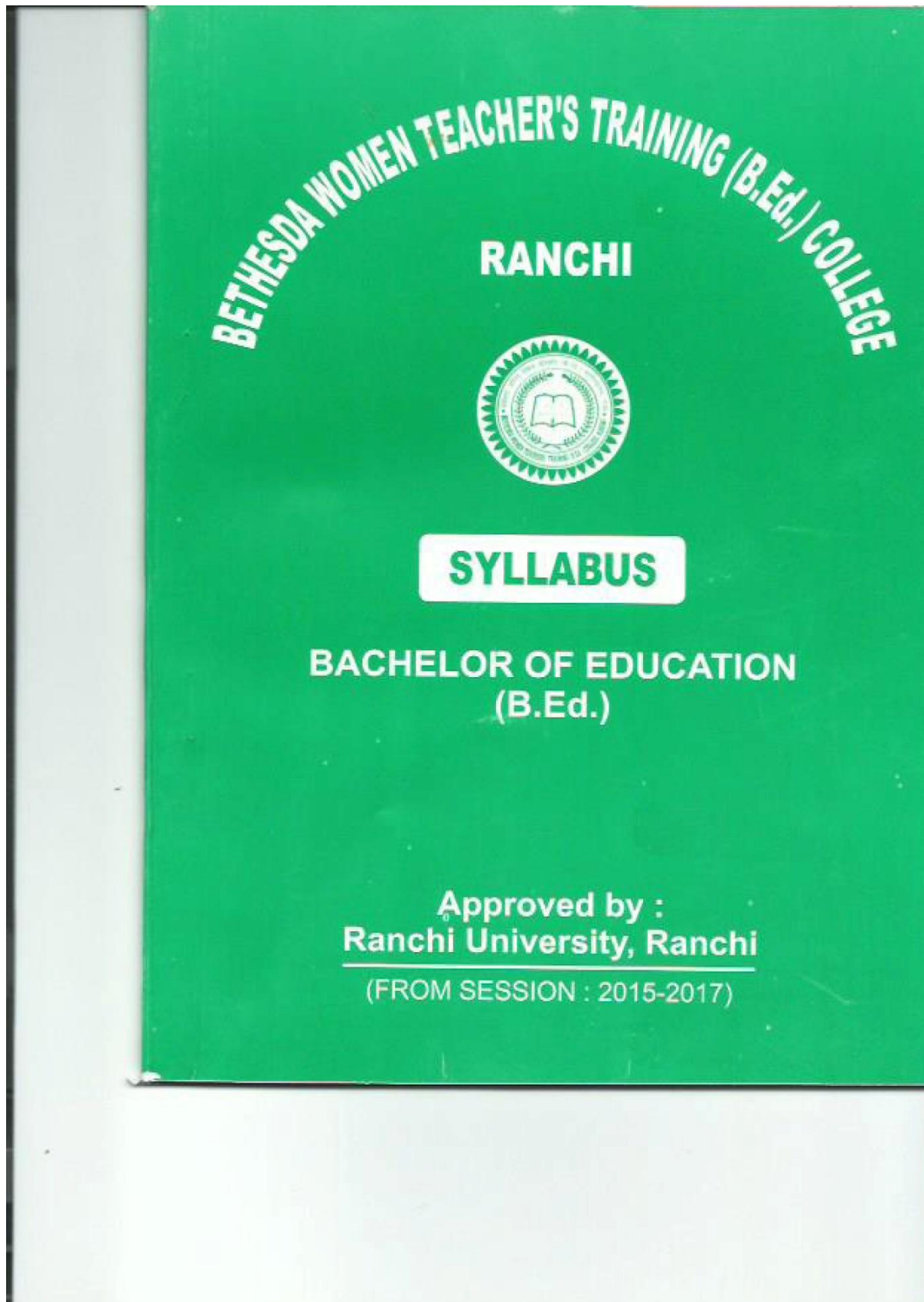
11.07.2014

PRINCIPAL

Principal,

Bethesda Women Teachers' Training (B. Ed.) College

Ranchi - 834001



पत्रांक- 936
झारखण्ड सरकार
मानव संसाधन विकास विभाग

प्रेषक,
मीना ठकुर,
सरकार के उप सचिव।

सेवा में,
कुलसचिव,
राँची विश्वविद्यालय, राँची।

दिनांक- 03/09/2010

विषय:- बेथेसदा वीमेन्स टीचर्स ट्रेनिंग कॉलेज, राँची के संबंधन दीर्घीकरण एवं स्थायी संबंधन के संबंध में।

महाशय,

उपर्युक्त विषयक आपके पत्रांक- जी0ई0/379, दिनांक-26.07.10 के संबंध में कहना है कि राँची विश्वविद्यालय, राँची के अनुशंसा के आलोक में राज्य सरकार ने बेथेसदा वीमेन्स टीचर्स ट्रेनिंग कॉलेज, राँची को बी0एड0 पाठ्यक्रम हेतु शैक्षणिक सत्र 2001-02 से 2005-06 तक अस्थायी संबंधन दीर्घीकरण की घटनोत्तर रवीकृति एवं 2007-08 से स्थायी संबंधन देने की कृपा प्रदान की।

- यह संस्थान राँची विश्वविद्यालय, राँची के नव पाठ्यक्रम समिति द्वारा लगाये गये शर्तों एवं राष्ट्रीय शिक्षक प्रशिक्षण परिषद् द्वारा निर्धारित मापदण्डों का सदैव पूरा करेगा।
- कंडिका-2 के शर्तों को पालन नहीं करने की स्थिति में मान्यता कभी भी राज्य सरकार द्वारा वापस ले लिया जायेगा।
- इसकी सूचना निदेशक, उच्च शिक्षा, झारखण्ड को दी जा रही है।

विश्वासभाजन,
(मीना ठकुर)
सरकार के उप सचिव।

पत्रांक- 936
राँची, दिनांक- 03/09/2010

निदेशक, उच्च शिक्षा, झारखण्ड, राँची एवं प्राचार्य, बेथेसदा वीमेन्स टीचर्स ट्रेनिंग कॉलेज, राँची को सूचना एवं आवश्यक कार्यावृत्ति प्रेषित।

Attested
Principal
Bethesda Women Teachers'
Training (B.Ed.) College
Ranchi (JH)

(मीना ठकुर)
सरकार के उप सचिव।



RANCHI UNIVERSITY, RANCHI

अधिसूचना

- मानव संसाधन विकास विभाग, झारखण्ड सरकार, राँची के पत्रांक 936 दिनांक 03/09/2010 के आलोक में बेथेसदा वीमेन्स टीचर्स ट्रेनिंग कॉलेज, राँची को बी0 एड0 पाठ्यक्रम हेतु शैक्षणिक सत्रा 2001-02 से 2005-06 तक अस्थायी संबंधन दीर्घीकरण की घटनोत्तर स्वीकृति एवं 2007-08 से स्थायी संबंधन की स्वीकृति निम्नांकित शर्तों के साथ दी जाती है
- (2) यह संस्थान राँची विश्वविद्यालय, राँची के संबंधन एवं नव पाठ्यक्रम समिति द्वारा लगाये गये शर्तों एवं राष्ट्रीय शिक्षक प्रशिक्षण परिषद् द्वारा निर्धारित मापदण्डों का सदैव पूरा करेगा।
 - (3) कंडिका-2 के शर्तों को पालन नहीं करने की स्थिति में मान्यता कभी भी राज्य सरकार द्वारा वापस ले लिया जायेगा।

ह/-
कुलसचिव
राँची विश्वविद्यालय, राँची

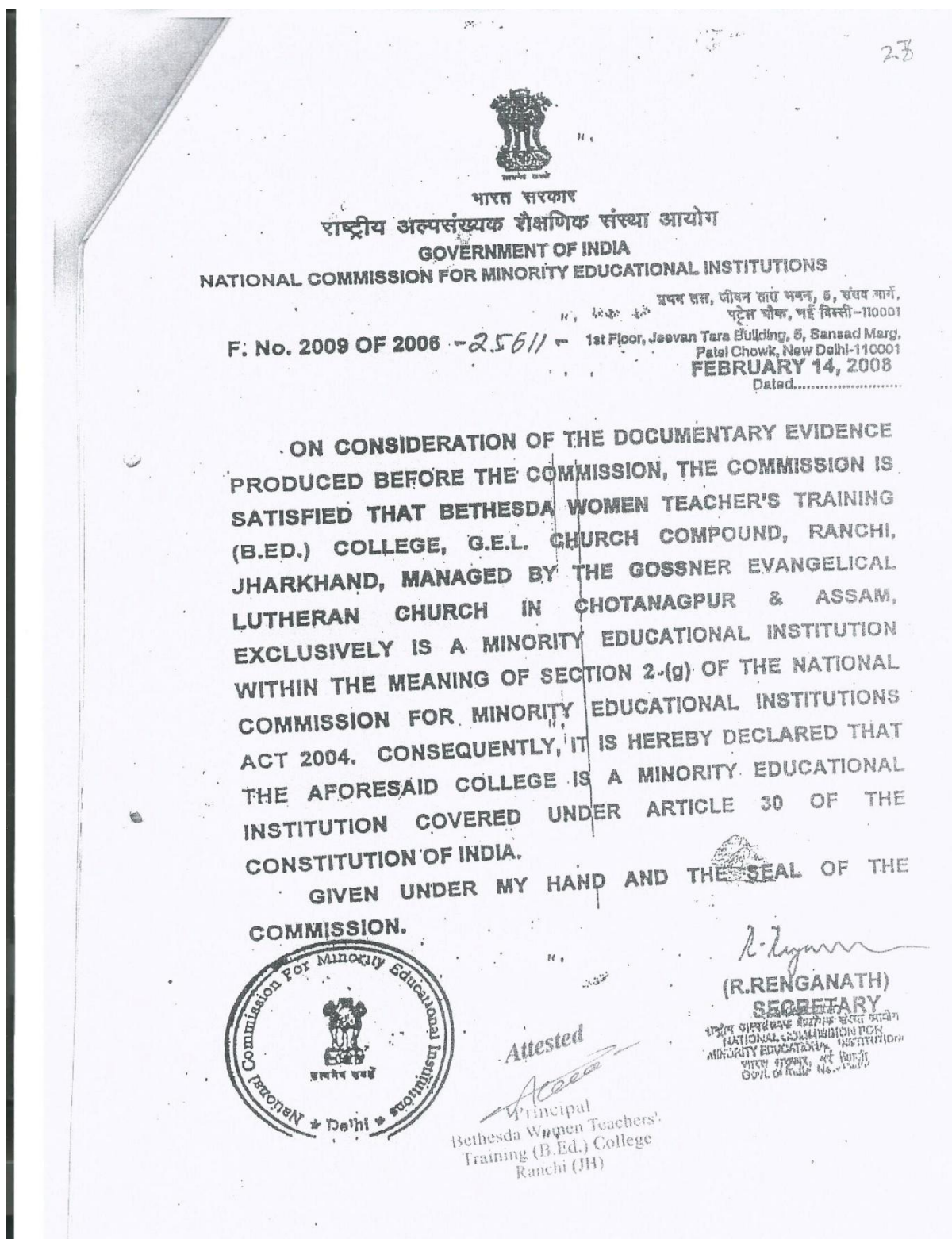
पत्रांक.....65/518-527
प्रतिलिपि-

दिनांक.....9.9.10

- 1 संकायाध्यक्ष, शिक्षा संकाय, राँची विश्वविद्यालय, राँची,
- 2 परीक्षा नियंत्रक, राँची विश्वविद्यालय, राँची,
- 3 प्रो0-इन-चार्ज, टेबुलेशन सेन्टर, राँची विश्वविद्यालय, राँची,
- 4 उप- कुलसचिव, राँची विश्वविद्यालय, राँची,
- 5 सहायक कुलसचिव, पंजीयन शाखा, राँची विश्वविद्यालय, राँची
- 6 सरकार के संयुक्त सचिव, मानव संसाधन विकास विभाग, झारखण्ड सरकार, राँची,
- 7 प्राचार्य/बेथेसदा वीमेन्स टीचर्स ट्रेनिंग कॉलेज, राँची,
- 8 कुलपति/प्रतिकुलपति एवं कुलसचिव के निजी सहायक को सूचनार्थ एवं आवश्यक कार्यार्थ।

Attested
Principal
Bethesda Women Teachers'
Training (B.Ed.) College
Ranchi (JII)

9/9/10
कुलसचिव
राँची विश्वविद्यालय, राँची



By Registered Post

received
11.1.2000

1401 L HANES

Completed by G.T.T.C 11-212/2000

EASTERN REGIONAL COMMITTEE
National Council for Teacher Education,
(A statutory body of the Government of India)
15, Nilakantha Nagar, Nayapalli, Bhubaneswar
Fax - (0674) 414873 & Phone - 416156

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

No.F.7-12/99-ERC/ 143 dated 14.1.2000

ORDER

In exercise of the authority vested under NCTE Act, the Eastern Regional Committee after considering the application of Bethesda Women Teachers' Training (B.Ed.) College, Ranchi (Bihar) for grant of recognition to the B.Ed. Course of one year duration, has decided to extend provisional recognition for one year with effect from the academic year 2000-2001 with intake of **80 (eighty)** students subject to removal of the following deficiencies:

- (i) Psychology and Educational Technology lab should be developed
- (ii) Educational journals be subscribed to the library.
- (iii) The building be completed as per NCTE norm.

The institution concerned is advised to send a compliance report about removal of above deficiencies to the Eastern Regional Committee by 31.8.2000.

By order,
sd/-
(V.K.Agrawal)
Regional Director

The Manager
Govt. of India Press
Faridabad

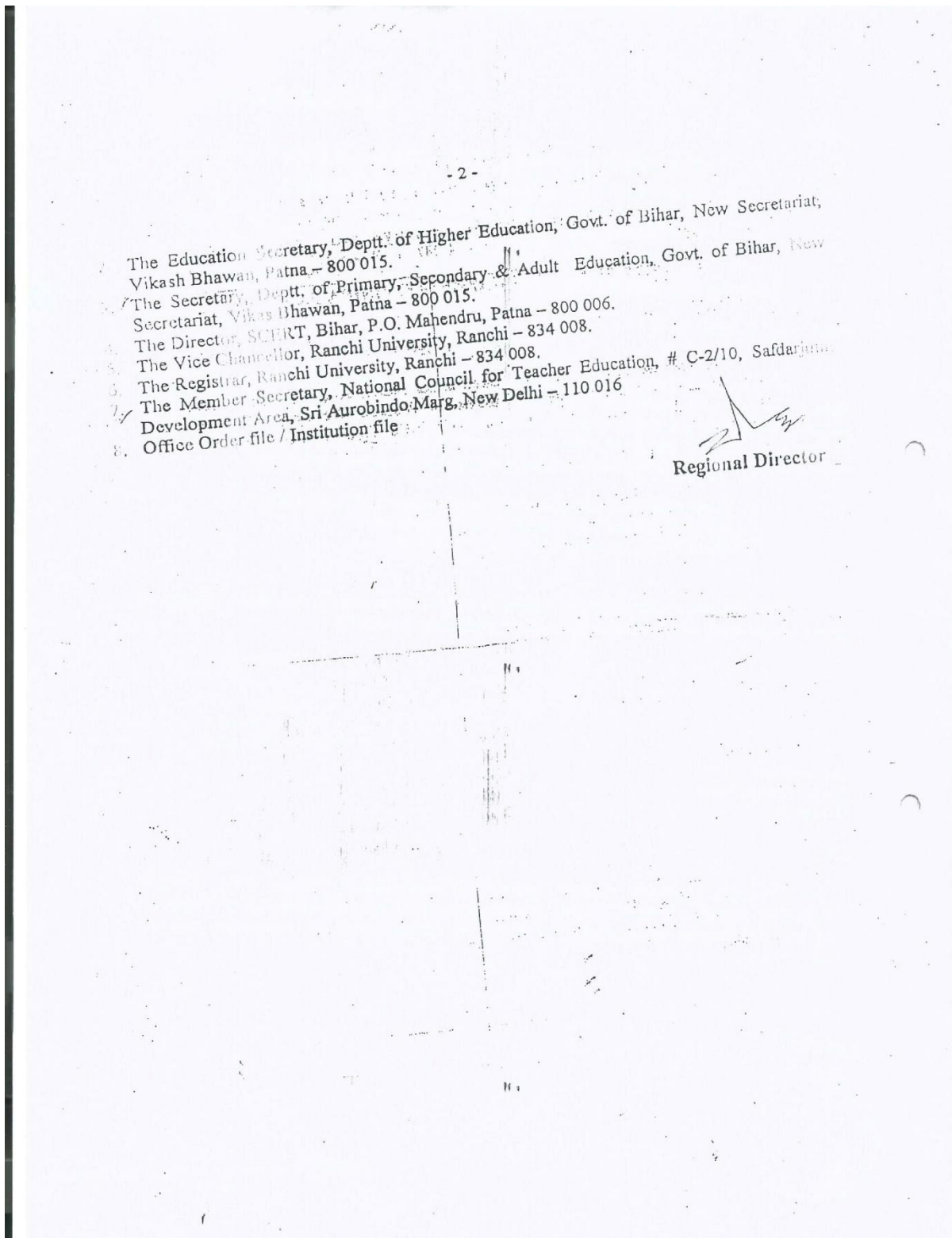
C.C:

✓ The Principal, Bethesda Women Teachers' Training (B.Ed.) College, G.E.L. Church, P.O./Dist. Ranchi - 834 001 (Bihar) with the request to send a compliance report of removal of the deficiencies stated above by 31.8.2000, failing which the recognition may be withdrawn.

P.T.O.

1401 L HANES

Principal
Bethesda Women Teachers' Training (B.Ed.) College
Ranchi



Part II Annex

By Registered Post

EASTERN REGIONAL COMMITTEE
National Council for Teacher Education
 (A statutory body of the Government of India)
 15, Nilakantha Nagar, Nayapalli, Bhubaneswar-751012
 Fax - (0674) 414873 & Phone -416156

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

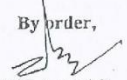
No.F.7-10/99-ERC/ 9543 dated 17.6.1999

ORDER

In exercise of the authority vested under NCTE Act, the Eastern Regional Committee after considering the application of Bethesda Women Teachers' Training (B.Ed.) College, G.E.L. Church, P.O./Dist.Ranchi for grant of recognition to the B.Ed. course of one year duration, has decided to accord one year provisional recognition for the academic year 1999-2000 with intake of 80 (eighty) students subject to removal of the following deficiencies:

1. Psychology lab and Educational Technology lab. should be developed.
2. Educational journals be subscribed to the library.
3. The building should be completed as per NCTE norm.

The institution concerned is advised to send a compliance report about removal of above deficiencies to the Eastern Regional Committee by 31st October, 1999.

By order,

 (V.K. Agrawal)
 Regional Director

The Manager
 Govt. of India Press
 Faridabad

C.C:

1. The Principal, Bethesda Women Teachers' Training (B.Ed.) College, G.E.L. Church, P.O./Dist.Ranchi, Bihar, PIN-834 001 with the request to send a compliance report of removal of the deficiencies by 31st October, 99 failing which the recognition may be withdrawn.
2. The Education Secretary, Deptt of Higher Education, Govt. of Bihar, New Secretariat, Vikash Bhawan, Patna - 800 015.
3. The Secretary, HRD Deptt., Govt. of Bihar, New Secretariat, Vikash Bhawan, Patna - 800 015.
4. The Director, Training & Research, Deptt of Education, Govt of Bihar, New Secretariat, Vikash Bhawan, Patna - 800 015.
5. The Director, SCERT, Bihar, Mahendru, Patna - 800 006.
6. The Vice Chancellor, Ranchi University, Ranchi - 834 008.
7. The Registrar, Ranchi University, Ranchi - 834 008.
8. The Member Secretary, National Council for Teacher Education, # C-2/10, Safdarjung Development Area, Sri Aurobindo Marg, New Delhi - 110 016.
9. Office Order file / Institution file

Principal
 Bethesda Women Teachers' Training (B.Ed.) College

- | | | |
|---------------------|---|---------------------------------|
| 15. Buch H.B. | : | Improving Instruction in Civics |
| 16. Sufia Maharotra | : | नागरिक शास्त्र का शिक्षण |
| 17. White F.M. | : | Teaching of Modern Civics |
| 18. Mouley & Rajput | : | नागरिक शास्त्र का शिक्षण |

Distribution of Marks :

- | | | |
|------------------------|---|----------|
| Internal Assessment | - | 10 marks |
| University Examination | - | 40 marks |

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

ECONOMICS METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Economics and its Aims

1. Nature, Scope, Importance of Economics, Aims & Objectives of teaching at secondary and higher secondary level.
2. Co relation of Economics with Mathematics, History, Geography, Science and Language

**Unit II : Approaches to teaching Economics Methods
(Importance, procedure, advantages and limitation)**

1. Lecture cum discussion method
2. Project method
3. Problem solving method
4. Symposium
5. Self Learning
6. Dramatization

Unit III : Pedagogical Analysis (in relation to core elements given in NPE 1986)

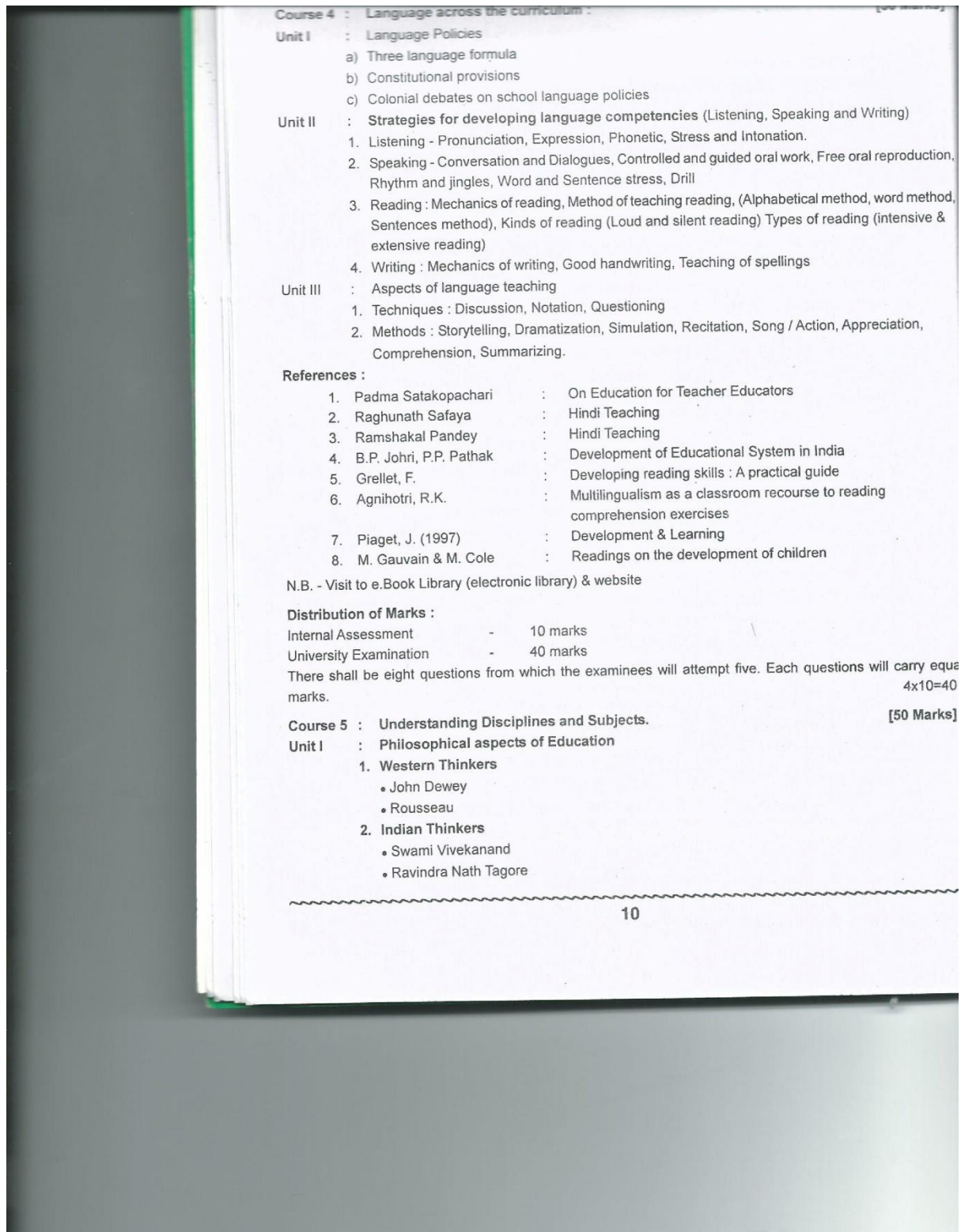
1. Unit Analysis
2. Instructional Objectives and procedure
3. Planning in Economics

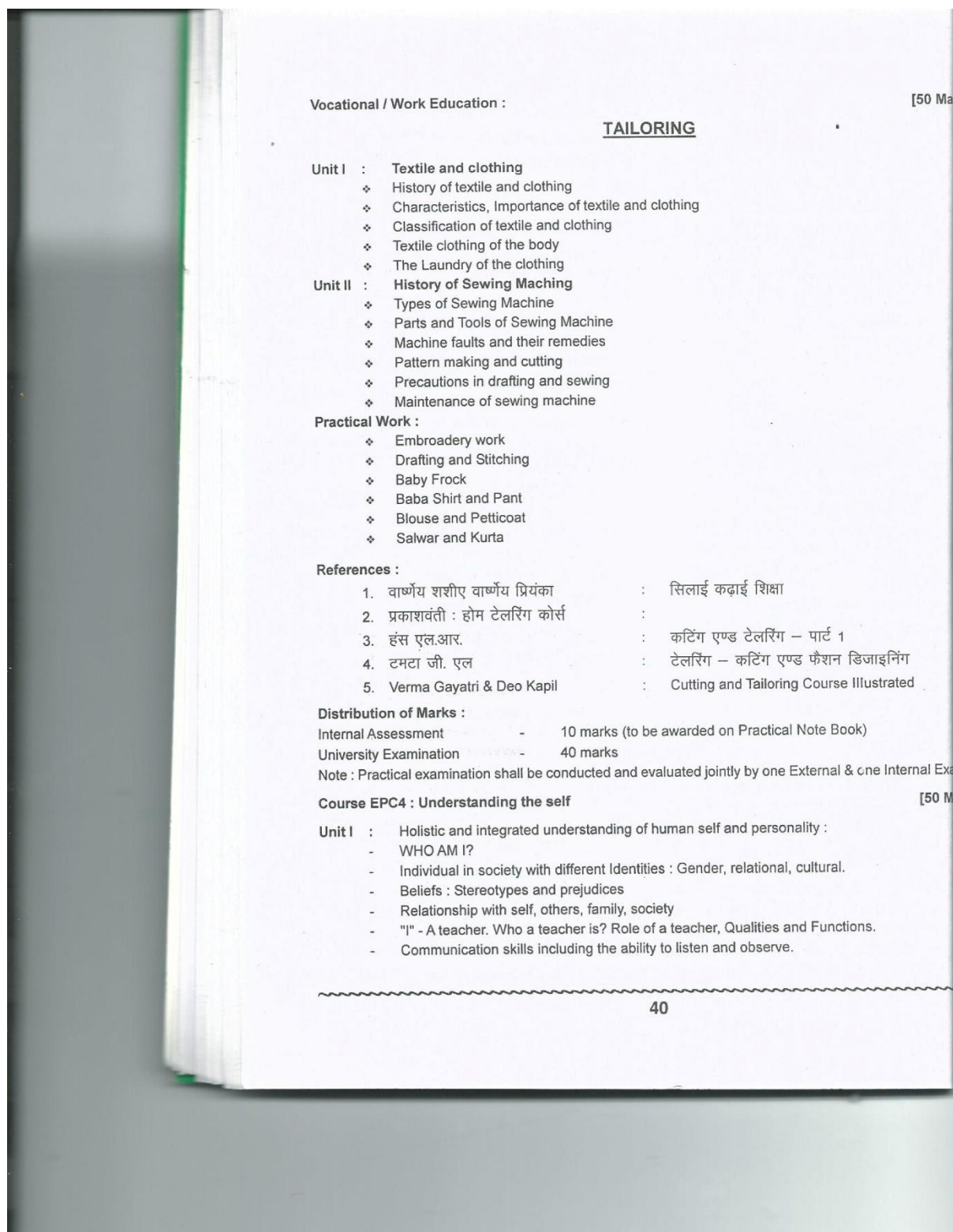
Unit IV : Economics Curriculum and its Objectives

1. Meaning of Curriculum
2. Importance of Economics Curriculum at the School : Secondary & Higher Secondary Stage
3. Principles and organization of Curriculum
4. Innovations in Curriculum

Unit V : Economics Teacher

1. Qualities and qualification
2. Role and responsibility
3. Professional Growth
4. Diagnostic testing and remedial teaching





*Received
11.11.2000*

Post 2 Annexure

By Registered Post

EASTERN REGIONAL COMMITTEE
National Council for Teacher Education,
(A statutory body of the Government of India)
15, Nilakantha Nagar, Nayapalli, Bhubaneswar
Fax - (0674) 414873 & Phone -416156

*Completed
by 11/11/2000*

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

No.F.7-12/99-ERC/ 143- dated 14.1.2000

ORDER

In exercise of the authority vested under NCTE Act, the Eastern Regional Committee after considering the application of Bethesda Women Teachers' Training (B.Ed.) College, Ranchi (Bihar) for grant of recognition to the B.Ed. Course of one year duration, has decided to extend provisional recognition for one year with effect from the academic year 2000-2001 with intake of 80 (eighty) students subject to removal of the following deficiencies:

- (i) Psychology and Educational Technology lab should be developed.
- (ii) Educational journals be subscribed to the library.
- (iii) The building be completed as per NCTE norm.

The institution concerned is advised to send a compliance report about removal of above deficiencies to the Eastern Regional Committee by 31.8.2000.

By order,
Sd/-
(V.K.Agrawal)
Regional Director

The Manager
Govt. of India Press
Faridabad

C.C:

1. The Principal, Bethesda Women Teachers' Training (B.Ed.) College, G.E.L. Church, P.O./Dist. Ranchi - 834 001 (Bihar) with the request to send a compliance report of removal of the deficiencies stated above by 31.8.2000, failing which the recognition may be withdrawn.

P.T.O.

*Altered
11/11/2000*

Principal
Bethesda Women Teachers' Training (B.Ed.) College
Ranchi

Unit VI : Facilities and Equipments

1. Instructional material and teaching aids
 - (i) Visual - Chalkboard, Chart, pictures, graphs, maps, globes, objects, models, specimens and Flannel board
 - (ii) Auditory - Radio, recorders
 - (iii) Miscellaneous - Booklets, Newspapers, Magazines
2. Computer assisted instructions.

Unit VII : Examination & Evaluation in Economics

References :

- | | | |
|-------------------------------------|---|--|
| 1. Rai B.C. | : | Method : Teaching of Economics |
| 2. Sharma K. | : | Teaching of Economics |
| 3. Siddiqui | : | Teaching of Economics |
| 4. Yadav A. | : | Teaching of Economics |
| 5. Aggrawal J.C. | : | Teaching of Economics : A practical Approach |
| 6. राव जी कामेश | : | अर्थशास्त्र शिक्षण |
| 7. सिंह रामपाल एवं कुमार धर्मेन्द्र | : | अर्थशास्त्र शिक्षण |
| 8. त्यागी गुरसरणदास | : | अर्थशास्त्र शिक्षण |
| 9. राव जी. कामेश | : | अर्थशास्त्र शिक्षण |
| 10. मल्लिक डी.एस. | : | अर्थशास्त्र शिक्षण |
| 11. गुप्ता रेणु | : | अर्थशास्त्र शिक्षण |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

GEOGRAPHY METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Nature and Scope of Geography

1. Unique position of Geography among social sciences
2. Geography as a bridge between arts and science

Unit II : Aims & Objectives of Geography as a means to :-

1. Understand the life of Man and his environment
2. Develop a balance understanding of the people of the world
3. Create awareness of relationship between resources and over population

Unit III : Concept of Geography

1. Geography in the description of the earth
2. Study of landscape physical and cultural
3. Science of distribution on earth
4. Study of the earth as the home of man and the interaction between man and his environment

Unit II : 1. Concept and Scope of Curriculum

2. Importance, Need and Utility of Curriculum
3. Approaches and methods of Organizing different pedagogical subjects
4. Principles of designing curriculum in pedagogical subjects at different stages in school.
5. Current discourses on school curricula (e.g. Purely discipline oriented, not learner oriented)
- Suggestions / Guidelines for selection of materials for curriculum
(e.g. Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

References :

- | | | |
|--|---|--|
| 1. Great Educators | : | Ram Babu Gupta |
| 2. Curriculum Development | : | S. Arulswamy |
| 3. One Education for Teacher Educators | : | Padma Satakopachari |
| 4. Ideans and Great Western Educators | : | Chaula and Chaula |
| 5. Education in the Emerging Indian society | : | Yadav H.S. & Yadav S. |
| 6. A New approach to Teacher & Education
in the Emerging Indian Society | : | B.N. Dash |
| 7. Teaching of Social Study | : | J.S. Walia |
| 8. Deng, Z (2013) | : | School subjects and academic disciplines |
| 9. A. Luke, A. Woods, & K. Weir | : | Curriculum, Syllabus design & equity |

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks.

4x10=40

Course 6 : Gender, School and Society (1/2)

[50 Marks]

Unit I :

- ❖ Meaning of Gender, bias and its indicators
- ❖ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

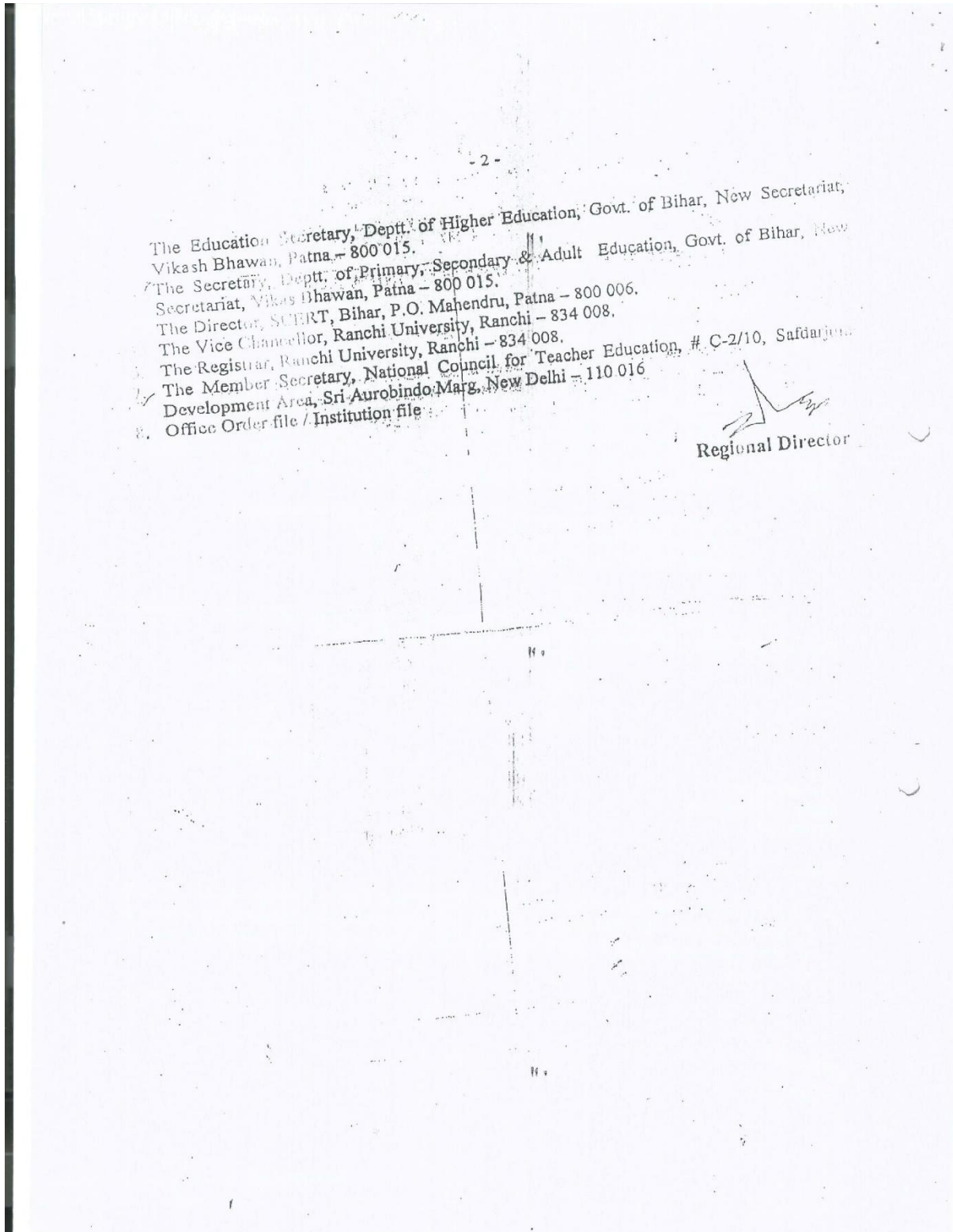
Unit II :

- ❖ Sociological basis of Education.
- ❖ Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- ❖ Gendered roles of agencies in education : Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III :

- ❖ The role of teachers in formulating of positive notions of sexuality among young people.
- ❖ Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse / violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

- s] **Unit II : Personality development**
- Self exploration : Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
 - Spiritual / Character Development
 - Self - Esteem
 - Emotions
 - ❖ The Power of Emotions in Human Behavior
 - ❖ Understanding of the Emotions
 - ❖ Growth toward Emotional Maturity
 - ❖ Stages of Emotional Growth
- Unit III : Philosophy of Yoga**
- Meaning of Yoga
 - Yoga as a way to Healthy and Integrated Living
 - Characteristics of the practitioners of Yoga
 - Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)
- The course shall focus on the following exercises :
- Revisiting one's childhood experience - influence, Limitations and potentials while empathizing with other childhoods, and also the childhood experiences of one's peers.
 - Personal narratives, Life stories, Group interaction and film reviews.
- Workshops :** The institutions can invite resource persons according to their convenient.
- Possibilities :** Johari Window, Transactional analysis, Communication Skills, Enneagram and Stress Management etc.
- N.B. :** Methodologies : Interactive sessions & Exercises. Students will prepare Personal diary.
- Important : (Students will prepare some project reports and files)**
- References :**
- | | | |
|---|---|---------------------------------------|
| 1. Hall, C., & Hall, E. (2003) | : | Human relations in education |
| 2. Coubey, M., et.al | : | Fundamentals of Physical Education |
| 3. Qureshi M.U. | : | Modern Teaching of Physical Education |
| 4. Dr. Mrunalini, T., | : | Yoga Education |
| 5. Rohr, Richerd, et.al | : | Expenencing the Enneagram |
| 6. Kegan Robert | : | The Evolving Self |
| 7. Dalal A.S. | : | Psychology Mental Health and Yoga |
| 8. Lawrence E. Cole & William F. Brouce | : | Educational Psychology |
| 9. Patricia H. Berne & Louis M. Savary | : | Building Self Esteem in children |
| 10. Goleman Daniel | : | Emotional Intelligence |
| 11. Dr. Mrunalini T. | : | Yoga Education |
| 12. Based Rajesh Kumar | : | Yoga Education and Physical Education |
- Distribution of Marks :**
- Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.



- Unit IV : Planning the Geography Curriculum, Its importance, Basic principles and technique of curriculum construction for different levels.
- Unit V : Correlation of Geography with other subjects
- Unit VI : Local Geography Its meaning, significance and usefulness
- Unit VII : Method of teaching Geography
1. Story telling, Text book, Observation & direct, Laboratory, Regional & Comparative Project, Discussion method.
 2. Lesson planning in Geography teaching
- Unit VIII : Geography Teacher
- Unit IX : Teaching Aids : Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids.
- Unit X : Methodology : Instruments and Sample Survey, Instruments : types and uses
- Unit XI : Geography Room : Laboratory, Geography Museum, Excursion - their importance & Equipment
- Unit XII : Environment Pollution : A Geographical Problem
- Unit XIII : The importance of Audio - Visual in Geography
- Unit XIV : Examination, Evaluation and Measurements in teaching Geography

References :

1. R.P. Singh : Teaching of Geography
2. J.P. Verma : Teaching of Geography
3. J.C. Bhattacharya : भूगोल अध्यापन
4. R. Tripathi : भूगोल शिक्षण
5. Sanjay Dutta & O.P. Garg : Teaching of Geography
6. Ram Bachhan Rao : भूगोल शिक्षण में नये आयाम
7. Yadav Siyaram : भूगोल शिक्षण
8. Singh Sawindra : भूगोल शिक्षण
9. Singh Sachidananda : भूगोल शिक्षण
10. Pandey Raushakal : Geography Teaching
11. Yadav Hiralal : Teaching of Geography
12. Singh Sabindra : Teaching of Geography

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

References :

- | | |
|--|-----------------------------------|
| 1. Education in Emerging India | - S. Gupta (2nd Edition) |
| 2. Foundations of Education | - Prof. Ramesh Ghanta & B.N. Dash |
| 3. Teacher in developing Indian society | - Dr. Ramshakal Pandey |
| 4. Psychological, Philosophical and sociological foundation of education | - J.C. Agarwal |

Distribution of Marks :

- | | |
|------------------------|------------|
| Internal Assessment | - 10 marks |
| University Examination | - 40 marks |

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 4x10=40

PEDAGOGY OF SCHOOL SUBJECT

N.B. - There will be examination for Course 7a in First Year and for Course 7b in Second Year.

Course 7a / 7b : Pedagogy of a school subject - part-I (1/2) & Part-II (1/2)

[50 Marks]

ENGLISH

Unit I : Place of English in Indian and its Aims.

1. Place of English in Indian colonial and post colonial perspective
2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and Objectives of teaching English as a second language at higher / lower Level.
4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

Unit II : A Method and Approach of teaching English

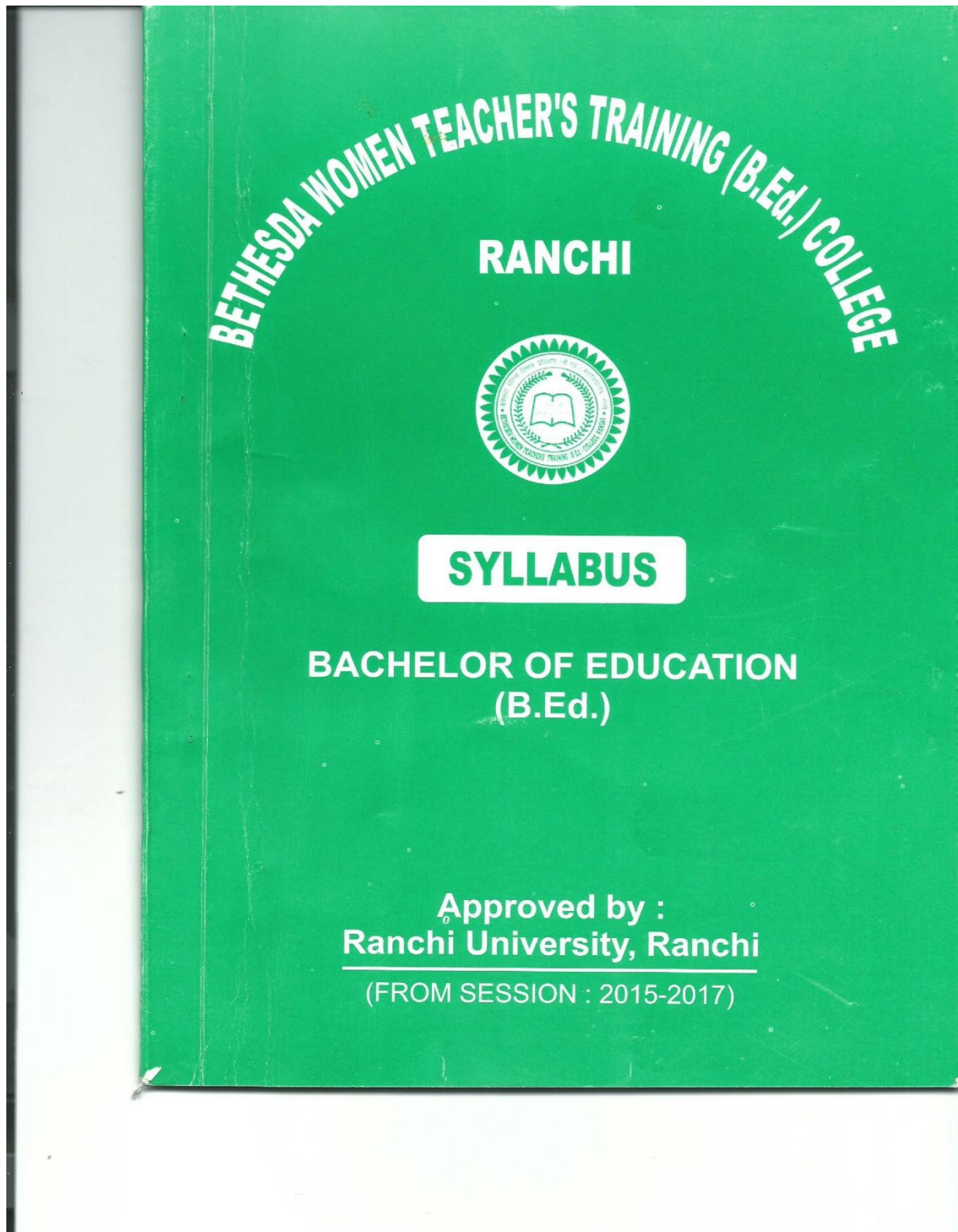
1. Grammar Cum translation method vs. direct method
2. Dr. West's new method & bilingual method
3. Structural approach vs. functional communicative approach.
4. Situational language teaching.
5. Skills of Introducing, Questioning, Probing, Explaining, Illustrating.

Unit III :

1. Teaching of Prose, Poetry, Grammar, Composition
2. Difference between Prose and Poetry
3. Important components of lesson Plan
4. Lesson plan of Prose, Poetry, Grammar, and Composition
5. Different Literary and poetic devices : Rhyme, Rhythm, Simile, Mataphor, Alliteration, Pun Repetition... etc.
6. Essential qualification and qualities of a English Teacher

Unit IV : Audio - Visual Aids in the Teaching of English

1. Need and importance of Audio - Visual Aids
2. Types of Audio - Visual Aids and its appropriate uses
3. Language laboratory.



10.2.01

By Registered Post

NATIONAL COUNCIL FOR TEACHER EDUCATION
EASTERN REGIONAL COMMITTEE
(A Statutory Body of the Government of India)
15, Nilakakantha Nagar, Nayapalli, Bhubaneswar - 751 012
Telefax: (0674) 414873, Tel: 416156, 416793
E-mail: ncteerc@hotmail.com, Visit us at: <http://www.ncte-in.org>

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION - IV

ERC/7-16/2001/ 293

January 25, 2001
Feb 05

Order

In exercise of the powers vested under Section 14(3), (a) of the National Council for Teacher Education (NCTE) Act, 1993, the Eastern Regional Committee grants recognition to **Bethesda Women Teachers' Training (B.Ed.) College, Church Road, Ranchi-834 001 (Bihar)** for **B.Ed. Course of one year duration** from the academic session 2001-2002 with an annual intake of 80 (Eighty) students, subject to fulfilling the following conditions:

1. One more full-time teacher qualified, as per NCTE norms should be appointed by 30.6.2001.
2. The teaching staff should be paid in the salary structure prescribed by the UGC/Central Government/ State Government as the case may be.
3. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
4. At least 3000 books and 5 educational journals should be subscribed as per NCTE norms.
5. Students with 45% marks in qualifying examination should be admitted.
6. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/ State Government.
7. Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.
8. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.
9. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
10. The institution shall maintain endowment of Rs. 5 lakhs and reserve fund as per NCTE norms.
11. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 10 above.

If Bethesda Women Teachers' Training (B.Ed.) College, Church Road, Ranchi-834 001 (Bihar) contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

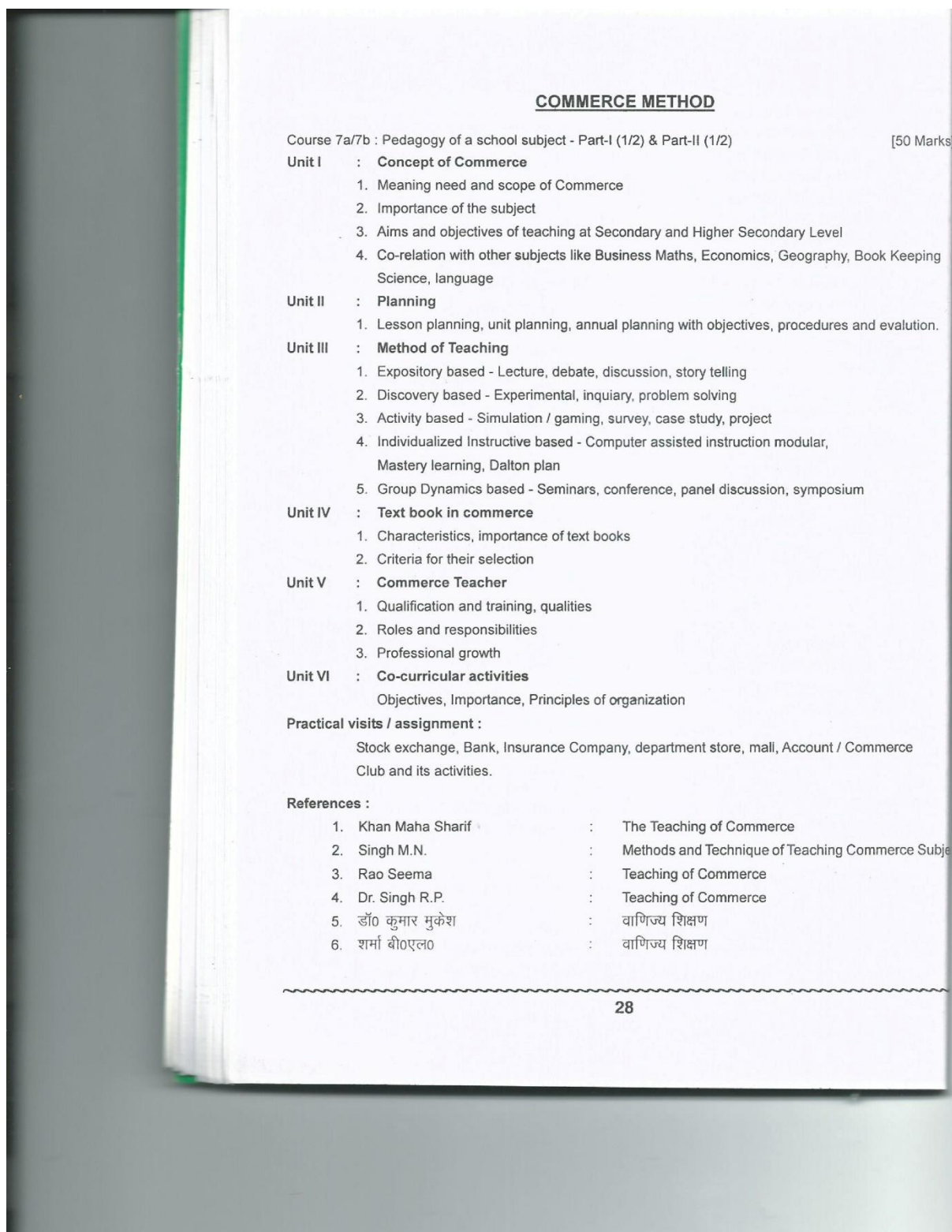
By order
Regional Director

The Manager
Govt. of India, Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054
C.C:

1. The Principal, Bethesda Women Teachers' Training (B.Ed.) College, Church Road, Ranchi-834 001 (Bihar) with the information that the actions taken for complying the deficiencies must be reported to ERC, NCTE along with detailed staff statement mentioning qualification, date of appointment and other supporting documents by 30th June 2001.

Principal
Bethesda Women Teachers'

P.T.C



Unit V : Teaching of Grammar

1. Nature of Grammar
2. Types : Functional and Formal
3. Methods : Inductive and Deductive
4. Important aspects of English Grammar - Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture.

Unit VI :

1. Teaching of Vocabulary
2. Selection and Gradation of English Vocabulary for Teaching
3. Vocabulary Games

Unit VII : Spoken English

- (i) Phonology - Definition, organs of speech, vowels, consonants, Diphthongs
- (ii) Stress and intonation
- (iii) Practical work - use of pronouncing dictionary, pronunciation drill, reading phonetic description.

Unit VIII : Evaluation in English

1. Concept of evaluation
2. Essentials of a good test
3. Tools of evaluation-Oral, Written, Types of questions
4. Importance of test and examination

References :

- | | | |
|--------------------|---|--|
| 1. Ahiya N.P. | - | Teaching of English |
| 2. Bhatia K.K. | - | New Techniques of Teaching English as a Foreign Language |
| 3. Bhatia K.T. | - | The Teaching of English in India, Its Principles and Technique |
| 4. Bisht Abha Rani | - | Teaching English in India |
| 5. Bose K. | - | Teaching of English : of Modern Approach |
| 6. French F.G. | - | The Teaching of English in Abroad Part I, II, III. |
| 7. Rishy A.W. | - | The Teaching of English : Notes & Comments on Teaching |
| 8. Gokha V.K. | - | English in India : Its Present & Future |
| 9. Jain R.K. | - | Essentials of English Teaching |
| 10. Kohli A.K. | - | Techniques of English Teaching |
| 11. Memon & Patel | - | Teaching English as a Foreign Language |
| 12. Palmer H.E. | - | The Principles of Language Study |
| 13. Sharma K.L. | - | Method of Teaching English in India |
| 14. Varghese Paul | - | Teaching of English as Second Language |

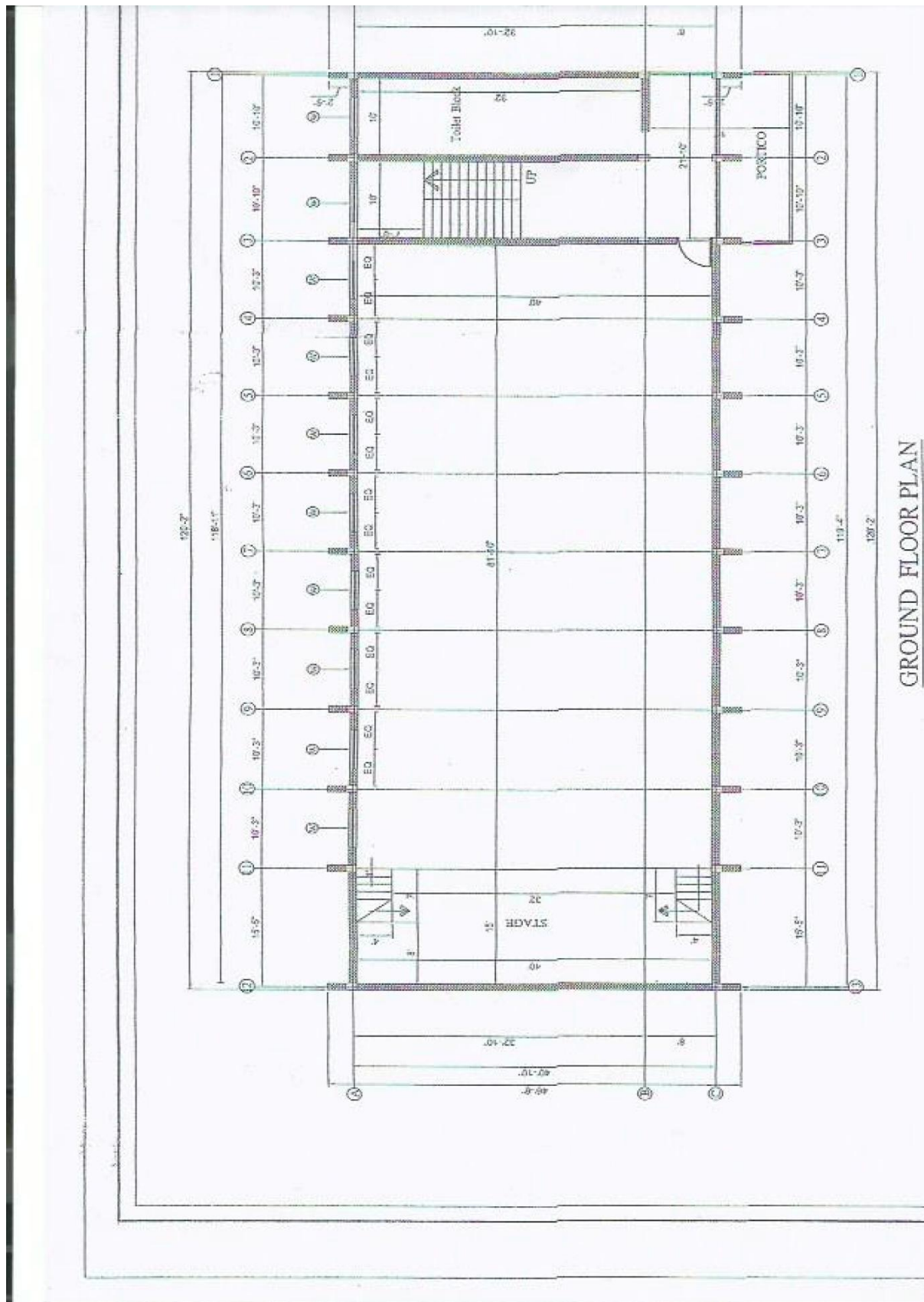
Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

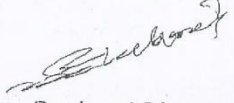
3x10=30 & 2x5=10

Total Marks : 40



- 2 -

2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt of India, Shastri Bhawan, New Delhi-110 001,
3. The Secretary, Deptt. of Primary, Secondary and Adult Education, Govt. of Jharkhand, Ranchi, Jharkhand.
4. The Registrar, Ranchi University, Ranchi-834 008.
5. The Director, SECRT, Bihar, Mahendru, Patna-800 006 .
6. The Member Secretary, National Council for Teacher Education, # C-2/10, Safdarjung Development Area, Sri Aurobindo Marg, New Delhi – 110 016.
7. Office Order file / Institution file.


Regional Director

- | | | |
|------------------|---|----------------------|
| 7. निराल अमित | : | वाणिज्य शिक्षण |
| 8. पाल हंसराज | : | वाणिज्य शिक्षण |
| 9. Tomer Sanjiv | : | Teaching of Commerce |
| 10. Gupta Rainu | : | Teaching of Commerce |
| 11. Agrawal J.C. | : | Teaching of Commerce |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

Note : *Micro Teaching, Demonstration, Simulation classes will be organized according to convenience of the institution concerned.*

Course EPC1 : Reading and Reflecting on Texts :

[50 Marks]

- The role of language and the pedagogy of reading and writing.
- The aims of the readings interactively - individually and in small groups
- Different types of reading skill and strategies : Narrative texts, Field Notes, Ethnographies
- Expository texts : Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of other's ideas.

Possibilities of Practical Work :

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading.

Important : (Students will prepare project reports and files)

References :

1. Agnihotri, R.K. : Multilingualism as a classroom recourse
2. Anderson, R.C. (1984) : Role of the reader's schema in comprehension, Learning & memory
3. Delpit, L.D. (2012) : The silenced dialogue : Power and pedagogy in educating other people's children.
4. Dr. Arya Sharma : Teaching of English

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

HINDI

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : हिन्दी शिक्षण: सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, महत्व एवं अधिगम प्रक्रिया।
2. हिन्दी शिक्षण के उद्देश्य
3. विद्यालयी स्तर पर भाषा
4. हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ।

Unit II : भाषिक योग्यता का विकास

1. श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास
2. पठन योग्यता का विकास, पठन शिक्षण की विधियाँ सरवर्ण पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन
3. लिखित अभिव्यक्ति क्षमता का विकास

Unit III : साहित्यिक विद्या का एवं व्याकरण शिक्षण

1. कविता शिक्षण
2. गद्य तथा गद्य की विभिन्न विधा का शिक्षण— उपन्यास, नाटक, निबंध कहानी।
3. व्याकरण शिक्षण

Unit IV : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

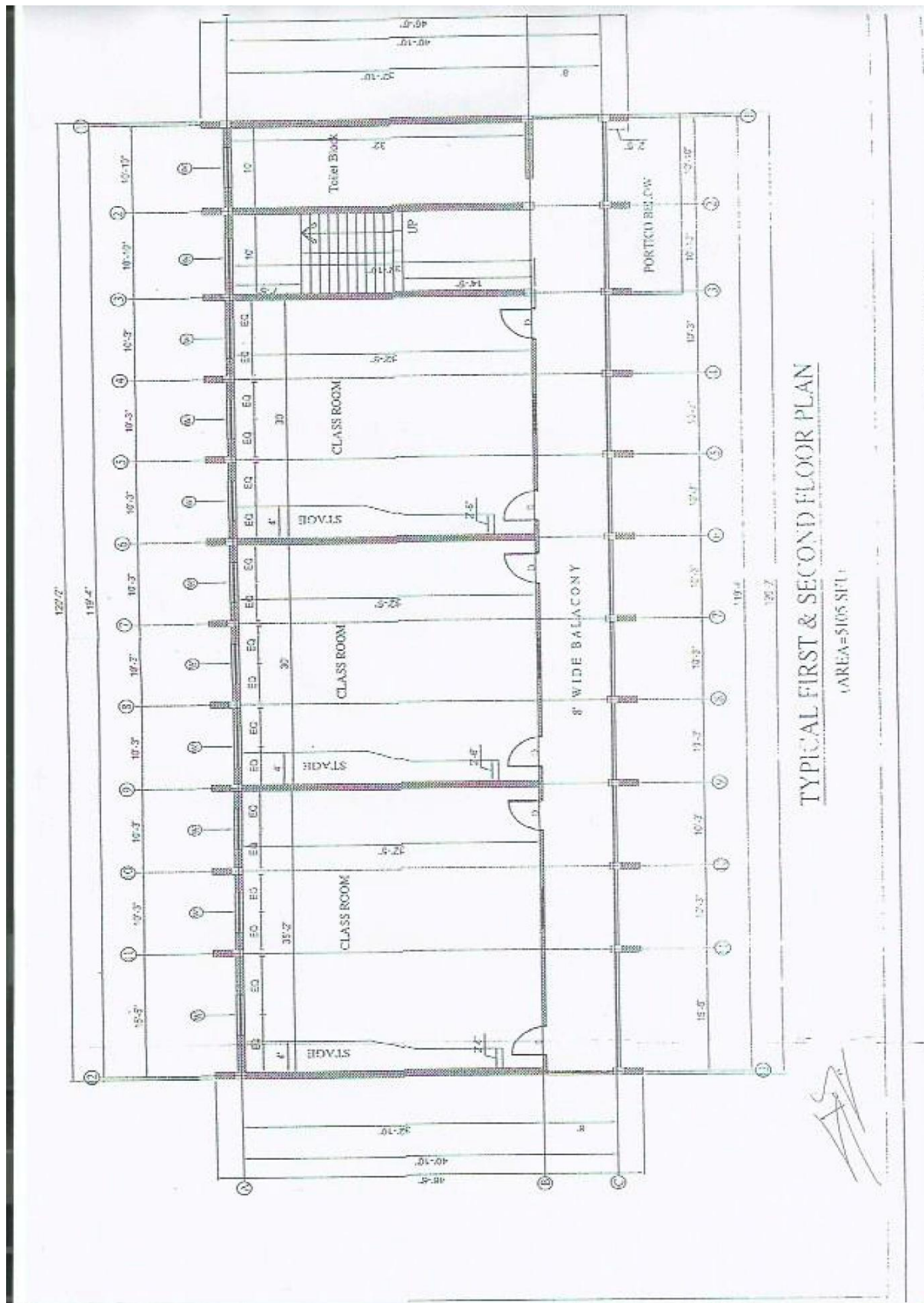
1. हिन्दी पाठ्य पुस्तक समीक्षा
2. भाषा संप्राप्ति मूल्यांकन
3. निदानात्मक एवं उपचारात्मक कार्य
4. क्रियात्मक शोध
5. समुन्नयन कार्य

प्रायोगिक कार्य :-

1. क्रियात्मक शोध
2. कहानी का नाट्य रूपान्तरण अनुवाद
3. प्रोजेक्ट दत्त कार्य
4. प्रश्न पत्र प्रारूप एवं प्रश्न पत्र निर्माण

References :

- | | |
|----------------------|---|
| 1. निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2. रामशकल पाण्डेय | : हिन्दी शिक्षण |
| 3. रमन लाल बिहारी | : हिन्दी शिक्षण |



Registered Post

Received
17.8.04

National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Nilakantha Nagar, Nayapalli, Bhubaneswar - 751 012
Tel: (0674) 2416158, 2416793, FAX: (0674) 2414873
Email: ncteerc@hotmail.com Visit us at: http://www.ncte-in.org

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

ERC/7-47(ER-47.6.1)/2004/ 2274 ①

August 9, 2004

Order:

In terms of Section 15(1) of the NCTE Act, 1993 Bethesda Women Teachers' Training (B.Ed.) College, Ranchi, G.E.L. Church, P.O. Church Road, Dist. Ranchi, Jharkhand, Pin - 834 001 had submitted an application to the Eastern Regional Committee of NCTE for grant of recognition for the B.Ed. Course of One year duration with an additional annual intake of 20 (twenty) students from the academic session 2003-2004.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following:

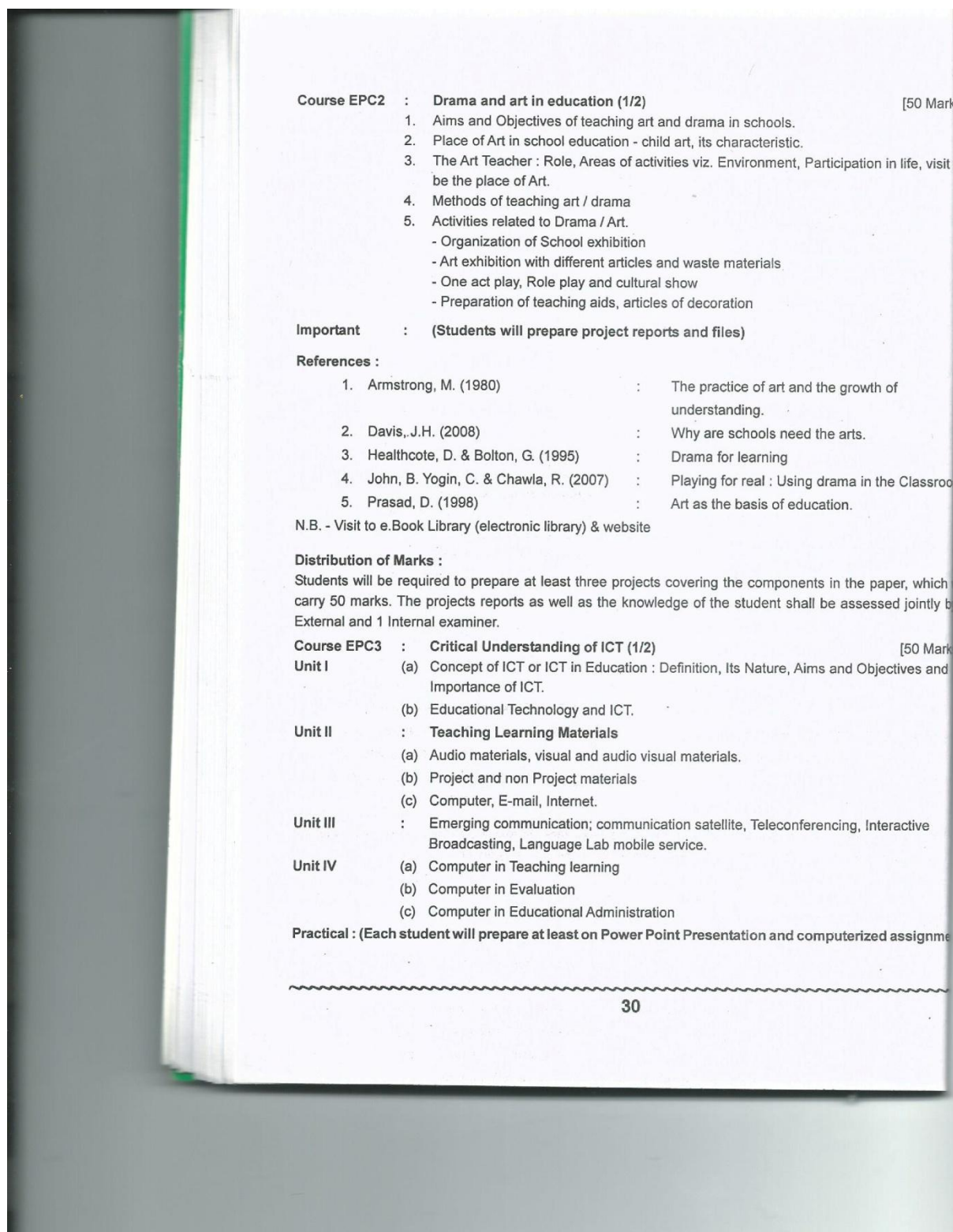
- i) The institution has acquired the land for setting up the teacher education institution.
- ii) The institution has constructed the building for conducting the course on the above mentioned land and three additional rooms in 2nd floor are under construction.
- iii) The institution has created an Endowment Fund of Rs.5.00 lakhs and Reserve Fund of Rs.3.00 lakhs.
- iv) The institution has selected the Principal and five permanent and two temporary teachers for the said course and the list of faculty members has also been approved by the affiliating University.

3. Now, therefore, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Bethesda Women Teachers' Training (B.Ed.) College, Ranchi, G.E.L. Church, P.O. Church Road, Dist. Ranchi, Jharkhand, Pin - 834 001 for B.Ed. Course of One year duration from the academic session 2004-2005 with an additional annual intake of 20 (twenty), thus with a total intake of 100 (one hundred) students subject to fulfillment of the following:

- a) That the institution will ensure that Principal and at least seven faculty members duly approved by the affiliating University are in position for an intake of 100 students before commencement of the course and a report to this effect shall be sent to the Eastern Regional Committee within one month of commencement of the course.
- b) The institution shall appoint two temporary teachers at sl. no. 7 & 8 on regular basis as required under NCTE norms and intimate the action taken in this regard to ERC, NCTE before commencement of the academic session.
- c) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations.

Principal
Bethesda Women Teachers'
Training (B.Ed.) College
Ranchi (JH)

P.T.O.



Course EPC2 : Drama and art in education (1/2)

[50 Marks]

1. Aims and Objectives of teaching art and drama in schools.
2. Place of Art in school education - child art, its characteristic.
3. The Art Teacher : Role, Areas of activities viz. Environment, Participation in life, visit to be the place of Art.
4. Methods of teaching art / drama
5. Activities related to Drama / Art.
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials
 - One act play, Role play and cultural show
 - Preparation of teaching aids, articles of decoration

Important : (Students will prepare project reports and files)

References :

1. Armstrong, M. (1980) : The practice of art and the growth of understanding.
2. Davis, J.H. (2008) : Why are schools need the arts.
3. Healthcote, D. & Bolton, G. (1995) : Drama for learning
4. John, B. Yogin, C. & Chawla, R. (2007) : Playing for real : Using drama in the Classroom
5. Prasad, D. (1998) : Art as the basis of education.

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by External and 1 Internal examiner.

Course EPC3 : Critical Understanding of ICT (1/2)

[50 Marks]

- Unit I** (a) Concept of ICT or ICT in Education : Definition, Its Nature, Aims and Objectives and Importance of ICT.
- (b) Educational Technology and ICT.
- Unit II : Teaching Learning Materials**
- (a) Audio materials, visual and audio visual materials.
- (b) Project and non Project materials
- (c) Computer, E-mail, Internet.
- Unit III : Emerging communication; communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.**
- Unit IV** (a) Computer in Teaching learning
- (b) Computer in Evaluation
- (c) Computer in Educational Administration

Practical : (Each student will prepare at least on Power Point Presentation and computerized assignment)

- | | | |
|---|---|------------------------------------|
| 4. रघुनाथ सफाया | : | हिन्दी शिक्षण विधि |
| 5. विश्वनाथ त्रिपाठी | : | हिन्दी साहित्य का संक्षिप्त इतिहास |
| 6. के.पी.पी. पाण्डेय | : | शिक्षा में क्रियात्मक अनुसंधान |
| 7. कृष्णगोपाल रस्तोगी | : | भाषा सम्प्रति मूल्यांकन |
| 8. सेंट्रल पेडागोजिकल इंस्टीट्यूट, इलाहाबाद | : | उच्चारण शिक्षण |
| 9. डॉ. कर्ण सिंह | : | हिन्दी शिक्षण |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

URDU

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

A. Language

1. Origin and Development of Urdu language in India
2. Position of Urdu language in the post Independent India
3. Various formal (Asnaf) of Urdu Language and Literature
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching)
5. Aims and objectives of teaching Urdu language
6. Importance of Mother Tongue in school subject.

B. Methodology

1. Pronunciation in Urdu Skill in questioning, example & explanation
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning : (Meaning, Importance & Structure) planning of prose, poetry, grammar & essay.

C. Material

1. Urdu Text-Book (Evaluation of existing curriculum)
2. Teaching and reading material
(Silent, loud, simultaneous, extensive & intensive reading)
3. Audio-Visual Aids in Urdu Teaching
4. Personality of Urdu Teachers.
5. Co-curricular activities (Practical activities) in Urdu
6. Urdu Library

Date of Publication: 17th March 2016

RANCHI UNIVERSITY, RANCHI
(Examination Department)
Bethesda Womens Teachers Train

Course B.Ed

Printed on 03/15/2016

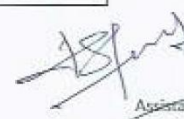
Session 2014-15

Batch - 2014-15

Examination Held In The Month of January 2016

MARKSHEET & PROVISIONAL CERTIFICATE STATEMENT

Regd. No.	Roll No.	Name of Examinee	Grand Total	Percentage	Result	Marksheet No.
ED0185/13	13ED0022	HENA ARSHAD	597	74.63	First Division with Distinction	11/33187
881477	14ED0091	RASHMI KUMARI	605	75.63	First Division with Distinction	11/33188
942672	15ED0101	AALIYA SHAIKAT	560	70	First Division with Distinction	11/33189
ED0075/15	15ED0102	ANAMIKA KUMARI	552	69	First Division	11/33190
ED0093/15	15ED0103	ANGEL NAG	647	80.88	First Division with Distinction	11/33191
721716	15ED0104	ANILA BARIJA	590	73.75	First Division with Distinction	11/33192
765893	15ED0105	ANJALI KUMARI	528	66	First Division	11/33193
PG00543/11	15ED0106	ANKITA NAYAK	569	71.13	First Division with Distinction	11/33194
ED0076/15	15ED0107	ANKITA SEN	632	79	First Division with Distinction	11/33195
PG00223/11	15ED0108	ANKITA VERMA	605	75.63	First Division with Distinction	11/33196
ED0077/15	15ED0109	ANNA MARY BAXIA	627	78.38	First Division with Distinction	11/33197
ED0078/15	15ED0110	APARNA SHIRKA	582	72.75	First Division with Distinction	11/33198
ED0079/15	15ED0111	ARCHANA KUMARI	631	78.88	First Division with Distinction	11/33199
831282	15ED0112	ARTI SINGH	618	77.25	First Division with Distinction	11/33200
1102872	15ED0113	BASANTI KERKETTA	536	67	First Division	11/33201
942179	15ED0114	BINDU MAHTO	645	80.63	First Division with Distinction	11/33202
1088867	15ED0115	DEEPA BHAGAT	591	73.88	First Division with Distinction	11/33203
1118887	15ED0116	DEEPA BINITA LINDA	599	74.88	First Division with Distinction	11/33204
1281421	15ED0117	DEEPIKA JUPNO	624	78	First Division with Distinction	11/33205
ED0080/15	15ED0118	DHARNI BALA	583	72.875	First Division with Distinction	11/33206
1021553	15ED0119	DIPIKA KASHYAP	584	73	First Division with Distinction	11/33207
ED0081/15	15ED0120	GITA KUMARI	578	72.25	First Division with Distinction	11/33208
920543	15ED0121	HELINA KUJUR	649	81.13	First Division with Distinction	11/33209
941930	15ED0122	HENA PERWEEN	646	80.75	First Division with Distinction	11/33210
ED0082/15	15ED0123	JAYA TURKEY	608	76	First Division with Distinction	11/33211
1281411	15ED0124	JUBANTI MAHTO	605	75.63	First Division with Distinction	11/33212
ED0083/15	15ED0125	JYOTI KUMARI	646	80.75	First Division with Distinction	11/33213
913513	15ED0126	JYOTI MANDAL	655	81.88	First Division with Distinction	11/33214
ED0084/15	15ED0127	JYOTI PURTY	603	75.38	First Division with Distinction	11/33215
0410008/09	15ED0128	JYOTI SMITA DANG	642	80.25	First Division with Distinction	11/33216
ED0085/15	15ED0129	JYOTSNA SANDIL	629	78.63	First Division with Distinction	11/33217



Assistant

- 2 -

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University to the appointment of faculty members, and the statement of annual accounts duly audited by Chartered Accountant.
6. If the institution contravenes any of the above conditions or any of the provisions of the NC Act, Rules, Regulations and Orders made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By or

Dhruv
Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C.C.

1. The Principal, Bethesda Women Teachers' Training (B.Ed.) College, Ranchi, G.E.L. Ch P.O. Church Road, Dist. Ranchi, Jharkhand, Pin - 834 001
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
3. The Commissioner & Secretary, HRD Department, Govt. of Jharkhand, Deptt. of Primary & Secondary Education, M.D.I. Bhawan, Dhurwa, Dist. Ranchi, Pin - 834 004.
4. The Registrar, Ranchi University, Ranchi, Jharkhand, Pin - 834 008.
5. The Director, Higher Education, HRD Department, Govt. of Jharkhand, M.D.I. Bhawan, Dhurwa, Dist. Ranchi, Pin - 834 004
6. Shri Kulwant Singh, Govt. of representative of Jharkhand in ERC & Joint Secretary, Department, Govt. of Jharkhand, M.D.I. Bhawan, Dhurwa, Dist. Ranchi, Pin - 834 004
7. The Member Secretary, National Council for Teacher Education, I.G. Indoor Stadium Estate, New Delhi - 110 002.
8. The Under Secretary (Computer Cell), National Council for Teacher Education, I.G. Stadium, I.P. Estate, New Delhi, Pin - 110 002
9. Office Order file / Institution file

Dhruv
Regional Director

Important : (Students will prepare project reports and files)

References :

1. Mohanty J. : Educational Technology & Communication Media
2. Mohanty J. : Educational Technology
3. Kulkarni S.S. : Introduction to Educational Technology
4. Kumar K.L. : Educational Technology
5. Sampath K. Pannirselvam : Introduction to Educational Technology
- A. Santhanam S.
6. Balia J.S. : Educational Technology
7. Rajaseker S. Vanaja M. : Educational Technology and Computer Education
8. Kulsreshtha S.P. : Foundation of Educational Technology
9. Sharma R.A. : Educational Technology and management
10. Aggrawal J.C. : Educational Technology and management

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Year - 2

N.B. - There will be examination for Course 7b in Second Year.

Course 7b : Pedagogy of a school subject - Part-II (1/2)

[50 Marks]

N.B. : Content Test - Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship

[150 Marks]

Course 8 : Knowledge and Curriculum

[100 Marks]

Unit I : Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text Book?
2. Aim and Objective of curriculum.
3. Principles and procedures of curriculum construction
4. Relationship between curriculum and syllabus

Unit II : Designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

Unit III : Epistemological bases of education

1. Epistemological bases : - Differences between
 - Knowledge and school
 - Teaching and training
 - Knowledge and information
 - Reason and belief

Reference :

- | | | |
|------------------------|---|---|
| 1. Ryburn | : | Suggestion for the Teaching of Mother Tongue in India |
| 2. Akhtar Ansari | : | Ghazal aur Darse Ghazal |
| 3. Farman Saleem | : | Urdu Zaban aur Uski Taleem |
| 4. Mukhtar Ahmad Makki | : | Tadris Urdu Usool wa Zawabit : Urdu Adab Ki Asnaf |
| 5. Azaj Ahmad | : | Mukhtasar Tarikh Urdu |
| 6. Farman Fatehpuri | : | Tadris Urdu |
| 7. Moinuddin | : | Urdu Zaban ki Tadris |
| 8. K.G. Saiyidain | : | Usool Taleem |
| 9. Sajid Hussain | : | Urdu war Uska Tadrisi Tariqa |

Distribution of Marks :

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

SANSKRIT

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Aims and objectives of teaching learning

1. Importance of Sanskrit in India
2. The position of Sanskrit in India
3. The place of Sanskrit in the School curriculum

Unit II : Methods of teaching Techniques :-

1. Prose - Discussion, Narration, questioning
Methods - Story telling, Dramatization, Simulation
2. Poetry Methods - Recitation, Song / Action, Dramatization, Discussion, appreciation
3. Grammar Methods - Inductive, Deductive, Play way, Interactive
4. Composition - Guided, free, creative, correction of composition

Unit III :

- A. Strategies of developing language competencies
 - (i) Listening - Pronunciation, expressive, phonetics, stress on intonation
 - (ii) Speaking - Loud, Silent, chorus, expressive, speed
 - (iii) Writing - Hand writing skill, poetic & non poetic
 - (iv) Extra - Curricular activities of Sanskrit.

Unit IV : Teacher and Text Book

1. Teacher - Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching.
2. Text book : Characteristics of a text - book, critical analysis of a text book

Date of Publication: 17th March 2016

RANCHI UNIVERSITY, RANCHI
(Examination Department)
Bethesda Womens Teachers Train

Course B.Ed

Printed on 03/15/2016

Session 2014-15

Batch - 2014-15

Examination Held In The Month of January 2016

MARKSHEET & PROVISIONAL CERTIFICATE STATEMENT

Regd. No.	Roll No.	Name of Examinee	Grand Total	Percentage	Result	Marksheet No.
979994	15ED0130	KHUSHBOO KUMARI	640	80	First Division with Distinction	11/33218
1081173	15ED0131	KHUSHBOO RANI	610	76.25	First Division with Distinction	11/33219
ED0086/15	15ED0132	KIRAN JYOTI GURIA	609	76.13	First Division with Distinction	11/33220
626886	15ED0133	KIRTI TOPNO	613	76.63	First Division with Distinction	11/33221
ED0087/15	15ED0134	KUMARI RASHMI	655	81.88	First Division with Distinction	11/33222
ED0088/15	15ED0135	MADHU KUMARI	582	72.75	First Division with Distinction	11/33223
1103170	15ED0136	MADHUR SANGITA KINOO	604	75.5	First Division with Distinction	11/33224
ED0089/15	15ED0137	MAMUNI DAS	602	75.25	First Division with Distinction	11/33225
1281308	15ED0138	MANISHA KUMARI	656	82	First Division with Distinction	11/33226
417319	15ED0139	MAHAM HILMIOM	538	67.25	First Division	11/33227
723264	15ED0140	MEGHA KUMARI	608	76	First Division with Distinction	11/33228
ED0091/15	15ED0141	NANCI PREMI KUNKAL	594	74.25	First Division with Distinction	11/33229
ED0092/15	15ED0142	NEHA BAGEL	629	78.63	First Division with Distinction	11/33230
PG00451/10	15ED0143	NEHA KANDOLINA	645	80.63	First Division with Distinction	11/33231
ED0093/15	15ED0144	NIDA AFZAL	653	81.63	First Division with Distinction	11/33232
ED0094/15	15ED0145	NIDHI PRABHA	622	77.75	First Division with Distinction	11/33233
PG00252/10	15ED0146	NIHARIKA KUMARI	580	72.5	First Division with Distinction	11/33234
ED0095/15	15ED0147	NILU	563	70.38	First Division with Distinction	11/33235
ED0096/15	15ED0148	NISHA KUMARI	571	71.38	First Division with Distinction	11/33236
ED0097/15	15ED0149	NISHA RANI	573	71.63	First Division with Distinction	11/33237
ED0098/15	15ED0150	NISHA TIRKEY	655	81.88	First Division with Distinction	11/33238
ED0099/15	15ED0151	NITLI KUMARI	594	74.25	First Division with Distinction	11/33239
315858	15ED0152	NORMA DUNGUNG	633	79.13	First Division with Distinction	11/33240
ED0100/15	15ED0153	POOJA SAHU	593	74.13	First Division with Distinction	11/33241
ED0101/15	15ED0154	PRABHA RANI	569	71.13	First Division with Distinction	11/33242
956456	15ED0155	PRATIBHA NUTAN TIRKLY	541	67.63	First Division	11/33243
418462	15ED0156	PRATIMA KUJUR	632	79	First Division with Distinction	11/33244
1032526	15ED0157	PRIYA SAPNA DHAN	553	69.13	First Division	11/33245
ED0102/15	15ED0158	PRIYANKA CHOUDHARY	581	72.63	First Division with Distinction	11/33246
ED0103/15	15ED0159	PRIYA KRITI KUJUR	656	82	First Division with Distinction	11/33247
1020588	15ED0160	PRIYANKA KUMARI	622	77.75	First Division with Distinction	11/33248



 Assistant

07/02/15
पूर्व क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



Eastern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F.No.ER/179.2(ii).6/ APE00186/B.Ed./2015/ 30124

Date: 31.01.2015

To

The Principal/Secretary/Correspondent
Bethesda Women Teachers Training (B.Ed.) College,
Ranchi, G.E.L. Church, PO-Church Road,
Dist.- Ranchi, Jharkhand-834001

Sub: Letter as per the decision of the 179th meeting (Code No.APE00186) reg.

Sir/Madam,

A Public Interest Litigation vide W.P. (PIL) No.327 of 2011 has been filed by Shiv Shankar Munda - Vs - Chairperson NCTE & Ors in the Hon'ble High Court of Jharkhand at Ranchi. As per direction of the Hon'ble High Court of Jharkhand, the said institution was inspected by the NCTE Hqrs., New Delhi under section 13 of the NCTE Act 1993 and Rule 8 of NCTE Rules. Accordingly, the ERC, NCTE issued a clarification dated 12.11.2014.

In response to the clarification, the institution submitted its reply dated 13.12.2014 to the ERC, NCTE, Bhubaneswar. The Eastern Regional Committee in its 179th meeting held on 22-23 January 2015 considered the report of NCTE Hqrs as well as representation submitted by the institution; the matter was discussed in detail and observed that the institution has complied the deficiencies.

In view of the above the committee decided as under:

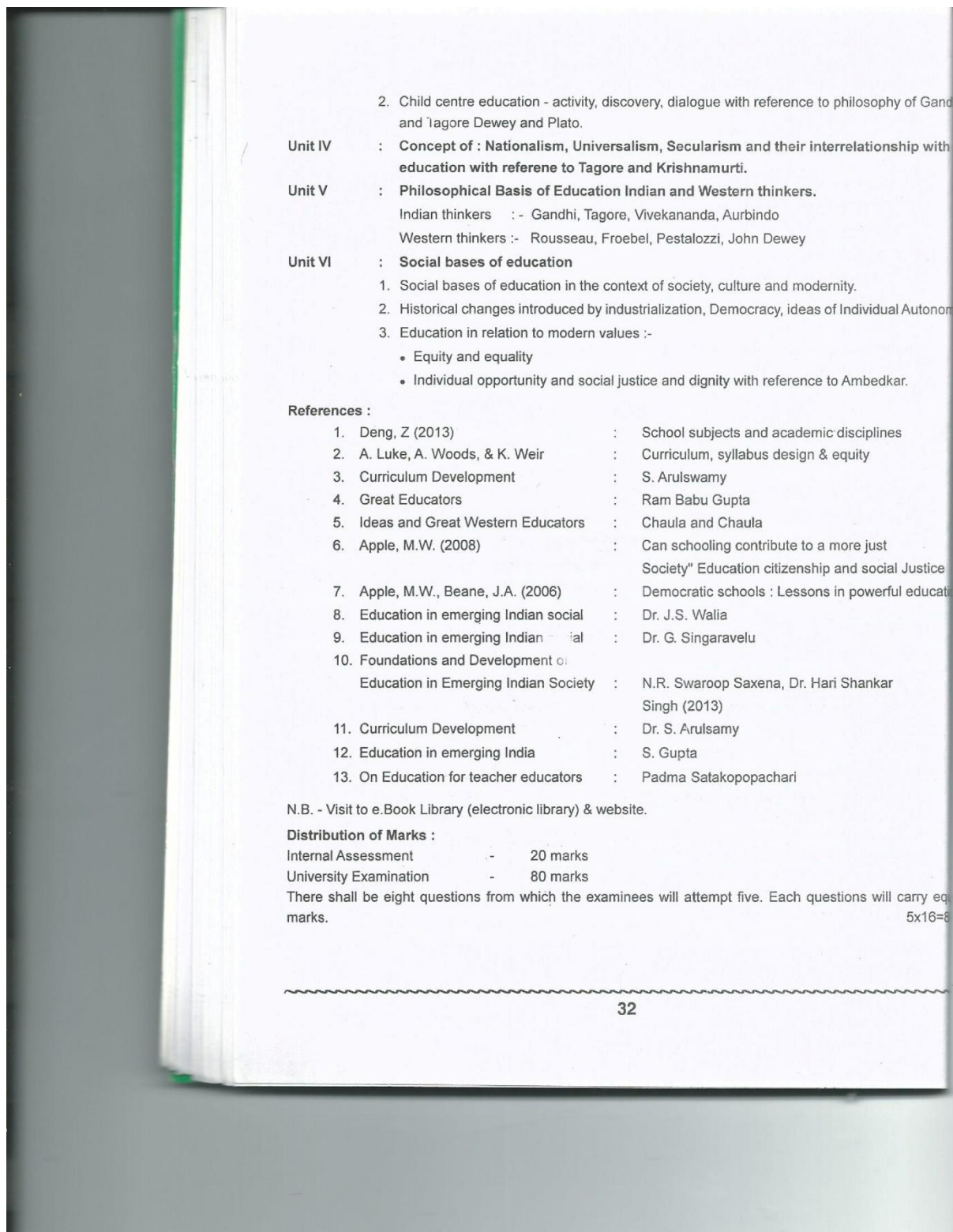
"Recognition of the institution be continued"

In view of the above decision of ERC, the recognition of the institution is continued.

Yours faithfully,

Regional Director

15, Neelakantha Nagar, Nayapalli, Bhubaneswar (ODISHA) - 751 012
Phone: (0674) 2563156, 2563252, 2562793 Fax : (0674) 2564873
E-Mail: erc@ncte-india.org, Website: www.ncte-india.org, www.ercncte.org



Unit V : Materials of Instruction or language Teaching

- (i) Language Practice - Assignment, games, club, Language club.
- (ii) Use of technology - Multimedia centre, OHP, Video, tape recorder Computer assisted instruction.
- (iii) Use of media : TV, Newspaper, Advertisements
- (iv) Language - Lab

Reference :

- | | | |
|--------------------------|---|----------------------|
| 1. Dr. Santosh Mittal | : | संस्कृत शिक्षा |
| 2. Raghunath Safaya | : | संस्कृत शिक्षण |
| 3. Ramm Narayan Tripathi | : | संस्कृत अध्यापन विधि |
| 4. Ram Shakal Pandey | : | संस्कृत शिक्षण |
| 5. Dr. Karn Singh | : | संस्कृत शिक्षण |
| 6. Dr. Satyadeo Singh | : | संस्कृत शिक्षण |
- Shashikala Sharma

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

PHYSICAL SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : The Nature and scope of Physical science

- 1. Nature and scope of Science
- 2. Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry)

Unit II : Aims, Values & Objectives of Teaching Physical Science

- 1. Aims and objectives of teaching, physical science
- 2. Importance of physical Science curriculum

Unit III : Science Curriculum

- 1. Definition of curriculum
- 2. Principles of curriculum organization
- 3. Qualities of a good Science text book
- 4. Critical review of Physical science text book

Unit IV : Strategies of teaching Physical Science

- 1. Science teaching - Concepts and meaning of approaches methods, & techniques
- 2. Approaches - Inductive, deductive & heuristic
- 3. Methods - Lecture, demonstration, lecture cum demonstration, scientific problem - solving, team teaching.

Date of Publication: 17th March 2016

RANCHI UNIVERSITY, RANCHI
(Examination Department)
Bethesda Womens Teachers Train

Course B.Ed

Printed on 03/15/2016

Session 2014-15

Batch - 2014-15

Examination Held In The Month of January 2016

MARKSHEET & PROVISIONAL CERTIFICATE STATEMENT

Regd. No.	Roll No.	Name of Examinee	Grand Total	Percentage	Result	Marksheet No.
210113	15ED0161	PUSHPA LAKRA	603	75.38	First Division with Distinction	11/33249
733284	15ED0162	PYARI HUNI PURTY	572	71.5	First Division with Distinction	11/33250
1180153	15ED0163	RADHA KUMARI	625	78.13	First Division with Distinction	11/33251
1140493	15ED0164	RAJANI MARKI	580	72.5	First Division with Distinction	11/33252
1021734	15ED0165	RAINI LAKRA	611	76.38	First Division with Distinction	11/33253
100104/15	15ED0166	RANJANI PRINGUA	598	74.75	First Division with Distinction	11/33254
100105/15	15ED0167	RANINA GARI	580	72.5	First Division with Distinction	11/33255
0813014	15ED0168	RASHMI KUMARI	602	75.25	First Division with Distinction	11/33256
1081711	15ED0169	RASHMI KUMARI	597	74.63	First Division with Distinction	11/33257
1080787	15ED0170	REEMA KUMARI SALLU	559	69.88	First Division	11/33258
100104/15	15ED0171	REENA SAILOMI GUHA	647	80.88	First Division with Distinction	11/33259
100105/15	15ED0172	RITHA PRADHAN	611	76.38	First Division with Distinction	11/33260
512706	15ED0173	RUKMIA KUMARI	598	74.75	First Division with Distinction	11/33261
513575	15ED0174	RUKHIMA RAJ	591	73.88	First Division with Distinction	11/33262
1114471	15ED0175	RUHI MINJ	601	75.13	First Division with Distinction	11/33263
101830	15ED0176	SAGUN LAKRA	586	73.25	First Division with Distinction	11/33264
990502	15ED0177	SANJUKTA KUMARI PRADHAN	630	78.75	First Division with Distinction	11/33265
ED0108/15	15ED0178	SARITA KUMARI	606	75.75	First Division with Distinction	11/33266
1180134	15ED0179	SARITA KUMARI	591	73.88	First Division with Distinction	11/33267
ED0109/15	15ED0180	SLEMA KERKETTA	611	76.38	First Division with Distinction	11/33268
ED0110/15	15ED0181	SEEMA TOPNO	579	72.38	First Division with Distinction	11/33269
ED0111/15	15ED0182	SHABNAM KUMARI	543	67.88	First Division	11/33270
512158	15ED0183	SHAHEEN EQBAL	619	77.38	First Division with Distinction	11/33271
ED0112/15	15ED0184	SHALINI MUNDU	582	72.75	First Division with Distinction	11/33272
721138	15ED0185	SHARMILA KUMARI	572	71.5	First Division with Distinction	11/33273
1212010	15ED0186	SHEELA KUMARI	592	74	First Division with Distinction	11/33274
100115/15	15ED0187	SHINY TIGGA	653	81.63	First Division with Distinction	11/33275
ED0116/15	15ED0188	SINCHIT MARKI	594	74.25	First Division with Distinction	11/33276
867322	15ED0189	SMRITI NIDHI BURH	646	80.75	First Division with Distinction	11/33277
401102/00	15ED0190	SONI SITARA KERKETTA	601	75.13	First Division with Distinction	11/33278
867854	15ED0191	SONY FATMA	617	77.13	First Division with Distinction	11/33279


 Assistant

Syllabus for Bachelor of Education Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSE

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary Indian and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject - Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks

Engagement with the Field : Task and Assignments for Courses 1-6 & 7a

Total 650 marks

Year 2

Course 7b	Pedagogy of a School Subject - Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course EPC ₄	Understanding the Self (1/2)	50 marks
School Internship		150 marks
	Practical Exam. Pedagogy of School Subject - A	50 marks
	Pedagogy of School Subject - B	50 marks

Engagement with the Field : Task and Assignments for Courses 7b & 8 - 10

Total - 650 marks

Curriculum Transactions

- | | | |
|---|----|----------|
| 1. Total Minimum attendance for course work | - | 200 days |
| 2. Minimum attendance for course work | *- | 80% |
| 3. Attendance for school internship | - | 90% |
| 4. Internship in schools (minimum period) | - | 20 weeks |
| - In first year | - | 04 weeks |
| - In second year | - | 16 weeks |
- Note : The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observation and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a & 7b).

Course 9	: Assessment for learning	[100 Marks]
Unit I	: Significance of Evaluation in Teaching Learning Process	
	1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.	
	2. Scales of measurement : Nominal scale, ordinal scale, interval scale and ratio scale.	
	3. Approaches of evaluation : Formative and summative, criterion Referenced and Norm Referenced Evaluation, Internal and External Evaluation.	
	4. Instructional Objectives and their specification in behavior terms.	
	5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.	
Unit II	: Techniques and Tools of Evaluation	
	1. Meaning of testing and interpretation of test results	
	2. Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram.	
	3. Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.	
Unit III	: Learner Evaluation Process	
	1. Construction of Teacher Made Achievement Test - Design, Blue Print, Preparing the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test.	
	2. Different types of questions	
Unit IV	: Statistics; Interpretation and Significance	
	1. Concept and types of statistics	
	2. Utility of statistics in teaching - learning process	
Unit V	: Tabulation of data its graphical representation	
	1. Classification and tabulation of un - grouped and grouped data	
	2. Graphical representation of data : Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.	
	3. Applications of various graphical representations of data	
Unit VI	: Measures of Central Tendency	
	1. Mean, Median and Mode : Correlation co efficient their nature and characteristics.	
	2. Methods of calculation and their application to test scores	
Unit VII	: Measures of Dispersion	
	1. Range, Quartiles Deviation, Mean Deviation and Standard Deviation Nature and Significance	
	2. Methods of calculation and their application to test graphical	
Unit VIII	: Measures of Relative Position	
	1. Percentiles and Quartiles - Nature and significance	
	2. Methods of calculation - statistical and graphical	
References :		
1.	Axon A, & Axon E.N.	: Statistics for Psychology
2.	Asthana B.	: Measurement and Evaluation in Psychology and Education
3.	Bhatnagar A. B. & Bhatnagar M.	: मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन
~~~~~		
33		

4. Modern techniques of science teaching - Brain storming, quiz, seminars, discussion, scenario building.
- Unit V : Instruction Planning**
1. Importance & use of teaching aids  
Visual : Projected aids, slides, film strips, transparencies  
Audiovisual : TV Radio, Film Projector, Computed (multimedia)  
Audio : Radio, Tape recorder  
Non - Projected : Charts, models
  2. Maintenance of register in the lab
  3. Lab work & safety procedures
  4. Collection, Improvisation and preservation of apparatus
- Unit VI : Strengthening Science Teaching**
1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
  2. Role of Govt. & Non Govt. organizations in popularizing Science
- Unit VII : Evaluation**
1. Concept, Type and importance of Evaluation
  2. Tools of Evaluation
  3. Construction of unit test
  4. Construction of a Questions bank
- Reference :**
1. Sharma R.C. : Modern Science Teaching
  2. Sharma & Sharma : Teaching of Science
  3. Kohli Y.K. & Siddiqui M.N. : Science Teaching Today & Tomorrow
  4. Viadya N. & Rajput J.S. : Reshaping our School/Science Education
  5. Jagtap : Science Teaching
  6. Hakim D.S. : Science Teaching (Marathi)
  7. Rai B.C. : Modern Science Teaching
  8. Bandula : Science Teaching
  9. Chanda R.C. : Teaching of Science
  10. Jose S. : Science Teaching as Continuous Enquiry
  11. Rowe M.B. : Teaching Science as Continuous Enquiry
  12. Mandal : Educational Technology
  13. Usha Rao : Educational Technology
  14. Publication : Science in Secondary Schools
  15. Dr. Dubey J.R. & Dr. Singh Karn : Teaching of Physical Science
- Distribution of Marks :**
- |                        |   |          |
|------------------------|---|----------|
| Internal Assessment    | - | 10 marks |
| University Examination | - | 40 marks |
- There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.
- 3x10=30 & 2x5=10  
Total Marks : 40



### Distribution of Total Marks

The marks distribution of different papers are as follows :-

Year - 1					
No. Course	Title of Papers	Duration of Exam.	Theory	Sessional/ Internal Marks	Total
1. Course 1	Childhood and Growing up	3 hrs.	80	20	100
2. Course 2	Contemporary India and Education	3 yrs.	80	20	100
3. Course 3	Learning and Teaching	3 hrs.	80	20	100
4. Course 4	Language across the Curriculum (1/2)	1.30 hrs.	40	10	50
5. Course 5	Understanding Disciplines and Subjects (1/2)	1.30 hrs.	40	10	50
6. Course 6	Gender, School and Society (1/2)	1.30 hrs.	40	10	50
7. Course 7a	Pedagogy of a School Subjects - Part-I (1/2)	1.30 hrs.	40	10	50
8. Course EPC1	Gender, School and Society (1/2)	1.30 hrs.	40	10	50
9. Course EPC2	Drama and Art in Education (1/2)	1.30 hrs.	40	10	50
10. Course EPC3	Critical Understanding of ICT (1/2)	1.30 hrs.	40	10	50
<b>Total - 650 marks</b>					
11. Course 7b	Pedagogy of a School Subjects - Part-II (1/2)	1.30 hrs.	40	10	50
12. Course 8	Knowledge and Curriculum	3 hrs.	80	20	100
13. Course 9	Assessment for Learning	3 hrs.	80	20	100
14. Course 10	Creating an Inclusive School (1/2)	1.30 hrs.	40	10	50
15. Course 11	Optional Course* (1/2)	1.30 hrs.	40	10	50
16. Course EPC ₄	Understanding the Self (1/2)	1.30 hrs.	40	10	50
School Internship					150
Practical Exam.	Pedagogy of a School Subject -	A			50
	Pedagogy of a School Subject -	B			50
<b>Total - 650 marks</b>					

● **Record should be kept by the College :**

1. Microteaching
2. Teaching Practice and Internship
3. Psychological (at least five)
4. A record at least two demonstration lessons, one in each of the methods a observed.
5. Science practical (at least four)
6. A record of observation (at least 10 classes of fellow students)
7. A record of participation in criticism and demonstration classes (at least 10 method).

● **About Practical and Project Work.**

1. Those Students who opt Science method e.g., Physical Science, Biological Science they must have done any ten practical work in the college Science Lab, as per secondary 9th, 10th or senior secondary.
2. Those students who opt language method, for example, Hindi, English Regional Language. They must have done any five practical work in the college as per the standard of secondary 9th, 10th and Higher secondary classes.
3. Those students who opt Arts method subject. For example - History, Civics, Science, Economics, Commerce, etc. they must have at least two projects on concerned method subjects.
4. Each course includes tasks and assignments

● **Rules & Regulations :**

● **Eligibility for Admission :**

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree Master's Degree in Sciences / Social Sciences / Commerce / Humanities / Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to the college of the Jharkhand State Government.
- (b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the Government.

● **Selection of Pedagogy subjects (Methods) of Teaching :**

Every candidate is expected to select two methods based on the subjects studied in the college.

● **Working Days**

- (a) There shall be at least 200 hundred working days each year exclusive of part and admission.
- (b) The institution shall work for minimum of the thirty six hours in a week (five days) which physical presence in the institution of all the teachers is necessary to ensure for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all practical and 90% for school internship.



- |                                |   |                                                           |
|--------------------------------|---|-----------------------------------------------------------|
| 4. Dash B.N. & Dash N.         | : | Educational Measurement, Statistics and Guidance Services |
| 5. Garrett H.E.                | : | Statistics and Psychology and Education                   |
| 6. Guilford J.C. & Fruchter B. | : | Fundamental Statistics in Psychology and Evaluation       |
| 7. Gupta S.P.                  | : | शिक्षा तथा मनोविज्ञान में आधुनिक मापन तथा मूल्यांकन       |
| 8. Lal J.P. (2006)             | : | Educational Measurement and Evaluation                    |
| 9. Linn R.L. & Miller M.D.     | : | Measurement and Assessment in Teaching                    |
| 10. Sharma R.A.                | : | मापन एवं मूल्यांकन                                        |
| 11. Sharma R.A.                | : | Essentials of Measurement in Education and Psychology.    |
| 12. Sharma R.A.                | : | Elementary Statistics in Education and Psychology         |
| 13. Sharma R.A.                | : | Advanced Statistics in Education and Psychology           |
| 14. Sharma T.R. & Bhargava V.  | : | Elementary Statistics in Education and Psychology         |
| 15. Singh L.S.                 | : | मापन मूल्यांकन एवं सांख्यिकी                              |
| 16. Smith D.                   | : | Measurement and Evaluation in Secondary Schools           |
| 17. Thorndike R.L. & Nagen H.  | : | Measurement and Evaluation in Psychology and Education    |
| 18. Vashist S.R.               | : | Practice and Educational Evaluation                       |
| 19. Vashist S.R.               | : | Theory of Education Measurement                           |
| 20. Varma R.P.                 | : | शैक्षिक मूल्यांकन                                         |

**Distribution of Marks :**

Internal Assessment	-	20 marks
University Examination	-	80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=

**Course 10 : Creating an Inclusive School (1/2) [50 Marks]**

**Unit I : Meaning, Nature and scope of Inclusive education.**

1. Meaning and scope of Inclusive Education / Special education.
2. Inclusive education in different perspectives :-
  - Historical perspective
  - Meaning of normality
  - Meaning of exceptionality
    - Quantitative Concept
    - Qualitative Concept
    - Statistical Concept
    - Medical Concept
3. Aims / Objectives of creating an inclusive school.
4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act. 2009)
5. Need and importance of Inclusive education.

### LIFE SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

**Unit I : The Nature & Scope of Life Science**

1. Meaning, Nature and Scope of life science
2. Importance of life science in school curriculum
3. Aims & Objectives of teaching life science
4. Specifying instructional objectives in behavioral terms.

**Unit II : Development of Instructional Material**

1. Meaning of unit planning in life science
2. Step involved in development of teaching unit, determination of teaching points
3. Unit plan, lesson plan

**Unit III : Aids to science teaching**

1. Classification of teaching aids
2. Importance of teaching aids in teaching life science

**Unit IV : Science Curriculum, Science library and text books**

1. Concept, scope and principles of curriculum constructions in life science
2. Significance of good science library and selecting of books
3. Characteristics of good Science Book
4. Evaluation of the text book

**Unit V : Approaches & Methods of teaching Life Science**

1. Enquiry, Problem solving, Lecture cum Demonstration, Laboratory, Project, Assignment, Team teaching, Workshops.

**Unit VI : Planning and Management of Science Laboratory**

1. Planning and organizing laboratory for practical and teaching of life science
2. Safety in Bio-laboratory
3. Maintenance of Science records & registers

**Unit VII : Evaluating outcome of Science Teaching**

1. Concept of Evaluation
2. Steps in construction of objective based test
3. Devising & adopting assessments procedure

**Reference :**

- |                     |   |                                       |
|---------------------|---|---------------------------------------|
| 1. Agarwal, D.D.    | : | Methods of Teaching Biology           |
| 2. Bhaskara Rao; D. | : | Teaching of Biology                   |
| 3. Clark,           | : | Redirecting Science Education         |
| 4. Mohan, Radha     | : | Innovative Science Teaching           |
| 5. Vaidya, N.       | : | Science Teaching for the 21st Century |
| 6. Sood; T.K.       | : | new Directions to Science Teaching    |
| 7. Mayal, S.K.      | : | Teaching of Physical & Life Science   |
| 8. Pahuja Sudha     | : | Teaching of Biological Science        |

### **School Internship**

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), there by creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks to the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI-VIII) and secondary (IX-X) or senior secondary, with at least 16 weeks in secondary / senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with the a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

### **Modality of Teaching Practice and Internship**

1. Candidates are required to complete 5 micro lessons & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lessons (40+40) from each of his/her methods opted, under the supervision of the respective teacher / educator / head of the school or any of the subjects teachers in the school who are referred to as "Supervising Teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the student teachers shall show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperating school after completion of teaching practice and internship.

### **Declaration of Awards :**

Candidates will be awarded Class based on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Projects Works.



**Unit II : Learning Disabilities and Educational Adaptation**

1. Historical background and definitions of learning disabilities.
2. Characteristics of learning disabled children :-
  - Cognitive
  - Educational
  - Physical
  - Behavioral
  - Communication
3. Types of learning disabilities
4. Teaching of learning disabilities
5. Treatment of learning disabilities :-
  - Behaviour guidance method
  - Cognitive behaviour modification
6. Adaptation teaching methods :-
  - Improving basic skills
  - Improving classroom behaviour
  - Improving social behavior

**Unit III : Instruction and Assessment Procedure**

1. Components of effective Instruction
2. Individualized education programs
3. Special teaching method
4. Special Instructional adaptation
5. Special procedure in special education
6. Technique of assessment in special education
7. Behavior assessment in special education

**References :**

1. Educating exceptional children : S.K. Mangal  
An Introduction to special education
2. Foundation of educational Psychology : Walia J.S.
3. Special Education : M.S. Ansari (2008)
4. Both, T. & Aniscow, M., (2000) : Index for inclusion : Developing learning & Participation in school.
5. UNESCO (2009) : Policy guidelines on inclusion in education

N.B. - Visit to e.Book Library (electronic library) & website.

**Distribution of Marks :**

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be six questions from which the examinees will attempt five. Each questions will carry equal marks.

5x16=80

**Distribution of Marks :**

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

$3 \times 10 = 30$  &  $2 \times 5 = 10$

Total Marks : 40

**MATHEMATICAL SCIENCE**

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

**Unit I : Nature of Mathematics**

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations.
2. Contribution of any two mathematicians (Aryabhatta, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Maths across the curriculum - Its relation with other disciplines.

**Unit II :**

1. Aims & Objectives of Mathematics
2. Methods / techniques of teaching Maths-inductive, deductive analytic, synthetic, problem solving lecture cum demonstration, drill, assignments, graded presentation.

**Unit III :**

1. Special programme & motivational schemes for gifted children.
2. Diagnosis causes and remedies of backwardness in mathematics.

**Unit IV : Mathematics Teacher**

1. Qualities and Qualifications
2. Professional growth
3. Difficulties faced by the teachers and suggestive measures to overcome them

**Unit V : Curriculum and Text Book of Mathematics**

1. Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction.
2. Organization of content on the basis of topical and concentric approaches.
3. Characteristics of a good text book of Mathematics
4. Evaluation of text books (Std. V to XII)

**Unit VI :**

1. Mathematics room & Its equipments, Maths Laboratory
2. Co-Curricular activities : Games, Quiz, Puzzles, Visits, Talks
3. Organization & importance of Maths Club

- ♦ First Class with Distinction 75% and above
- ♦ First Class 60% and above but less than 75%
- ♦ Second Class 45% and above but less than 60%
- ♦ Minimum pass marks in Theory papers 45%
- ♦ Minimum pass marks in Practical papers 45%
- ♦ Minimum pass marks in Practical / Project / Records 45%

**Break-up of marks for passing an examination :**

Table : 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1. Courses 1,2,3,8 & 9	100	80	35	20	10	45
2. Courses having 50 marks	50	40	18	10	5	23

Table : 2

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Optional Paper	50	40	18	10	5	23

Note : Student must pass separately in Sessional, University Examination and Aggregate.

**Eligibility for promotion :**

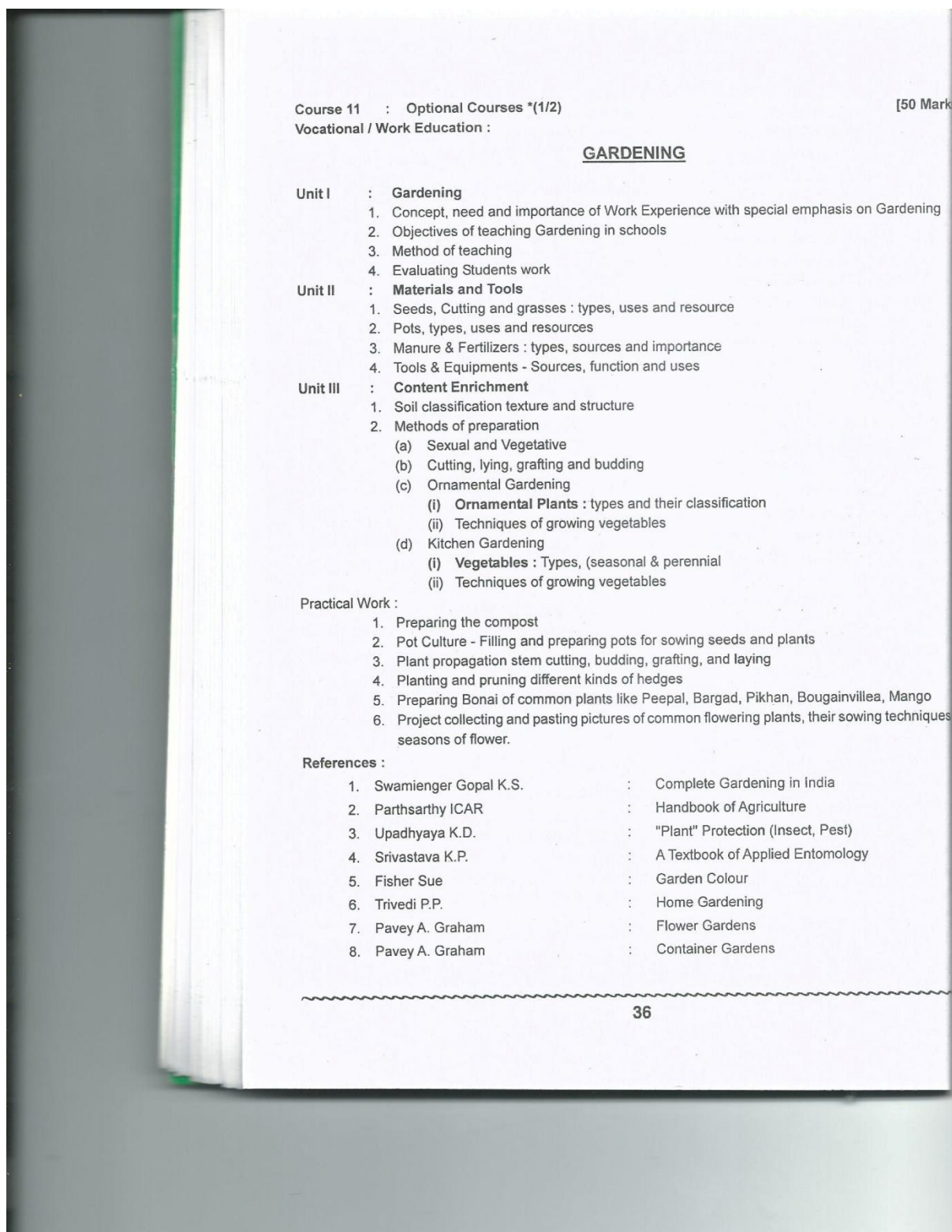
1. To get promotion from 1st Year to 2nd Year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a).
2. A student not promoted in the 2nd Year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

**Provision of Grace Marks :**

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2nd to 1st Class only.

1. Sessional marks will remain the same for the consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.





**Unit VII : Instructional Material**

Type, Importance; uses with special reference & following visual aids

1. Projected aids - Slides, Transparencies
2. Non - projected - Charts, Models, Boards, Calculators
3. Audio Visual - TV Video

**Unit VIII :**

1. Making a lesson plan and construction of an achievement test in mathematics.
2. Designing of some experimental projects in Maths

**Unit IX :**

1. Popularizing mathematics

**Reference :**

- |                        |   |                                                         |
|------------------------|---|---------------------------------------------------------|
| 1. Haggarty Lind       | : | New Idea of Teacher Education : A Mathematics Framework |
| 2. Mangal, SK.         | : | A Text Book in Teaching Mathematics                     |
| 3. Butler & Wren       | : | Teaching a Secondary Maths                              |
| 4. Yong                | : | Teaching of Mathematics                                 |
| 5. Davis               | : | Teaching of Maths                                       |
| 6. Sidhu, Kulbir Singh | : | The Teaching of Mathematics                             |
| 7. Wider, Sue          | : | Learning to Teach Mathematics in School                 |
| 8. Kulshrestha, A.K.   | : | Teaching of Mathematics                                 |
| 9. James, Anice        | : | Teaching of Mathematics                                 |
| 10. Banga, Chaman Lal  | : | Teaching of Mathematics                                 |
| 11. Shukla, C.S.       | : | Teaching of Mathematics                                 |

**Distribution of Marks :**

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

**HOME SCIENCE**

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

**Unit I : Meaning and Scope of Home Science**

1. Meaning, Nature of Home Science and its place in the secondary school
2. Aims & Objectives of teaching Home Science at Senior Secondary level
3. Importance and Scope of Home Science

**Unit II : Methods and Approaches of teaching Home Science**

1. Discussion method,
2. Lecture and question and answer method



Year - 1

[100 Marks]

Course 1 : Childhood and growing up :

Unit I : Growth and Development

- Meaning, Nature and principal of Growth and development.
- Stages of Growth and development with respect to physical, motor, social, emotional, and Cognitive development with reference to -  
(i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence - with special reference to the -  
(i) Needs and problems of the adolescent.  
(ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental)

Unit II : Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

Unit III : Individual difference

- Meaning, Nature, Areas, Causes.
- Influence of individual difference on learning
- Educational implications

Unit IV : Intelligence and Creativity

Intelligence :

- Nature of intelligence, emotional intelligence
- Theories of intelligence
- Distribution of intelligence  
(i) Gifted (ii) Backward - Slow Learner (iii) Mentally Challenged

Creativity :

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

Unit V : Personality

1. Definition, Nature, Factors, Types, Theories
2. Mental Hygiene : Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism.

References :

- |                         |   |                                        |
|-------------------------|---|----------------------------------------|
| 1. Agarwal J.C.         | : | Essentials of Educational Psychology   |
| 2. Bhatia H.R.          | : | A Textbook of Educational Psychology   |
| 3. Boring E.G. et.      | : | A Textbook of Educational Psychology   |
| 4. Chauhan S.S.         | : | Advanced Educational Psychology        |
| 5. Chaube S.P.          | : | Modern Psychology in the new Education |
| 6. Crow L.D. & Crow A   | : | Educational Psychology                 |
| 7. Colem L.E. Brue W.F. | : | Educational Psychology                 |
| 8. Dandekar W.N.        | : | Psychology Foundation of Education     |
| 9. Dash M.              | : | Educational Psychology                 |

**Distribution of Marks :**

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination	-	40 marks

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational / Work Education :

[50 Marks]

**BASICS OF COMPUTER**

**Unit I : Fundamentals of Computer**

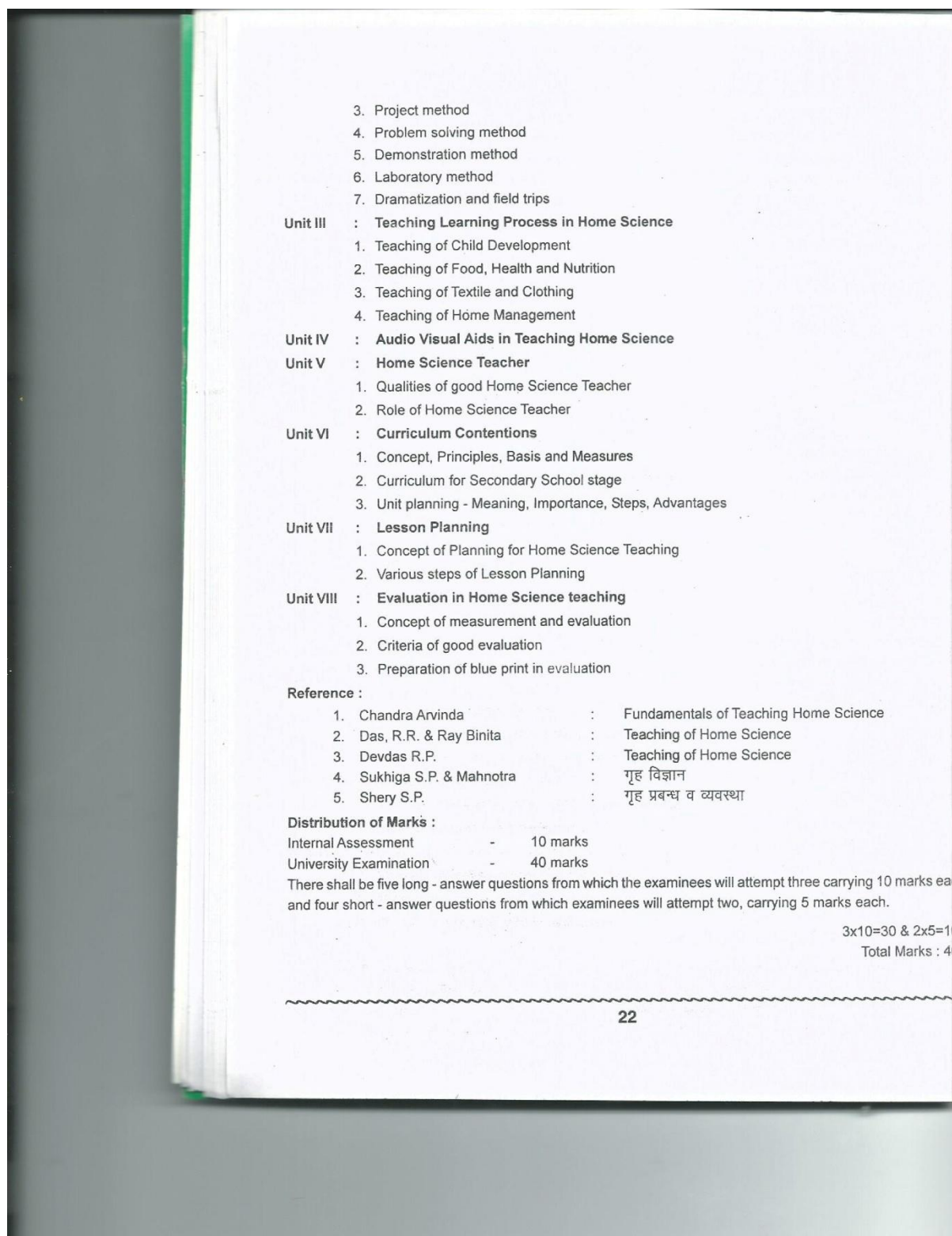
1. Introduction, Characteristics of Computers
2. Essential Components of Computer
  - ❖ Input Unit
  - ❖ Central Processing Unit
  - ❖ Output Devices
3. Types of Memory, Storage devices
4. Computer Languages (Assembly, Machine, High Level)
5. Uses & Applications of Computer

**Unit II : Introduction to Operating system**

1. Components & Types of Operating system
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

**Unit III : Introduction to MS-Office**

1. **Microsoft Word**
  - ❖ Introduction, Components of Word documents, Basics of Word Processing
  - ❖ Saving/Opening new Documents / Files in different locations (Drives)
  - ❖ Text Editing, Spell check, Insert pictures word Art.
  - ❖ Text Printing, Mail merge
2. **Microsoft Excel**
  - ❖ Introduction, components of excel
  - ❖ Enter & edit data in Excel Work sheet
  - ❖ Statistical application
  - ❖ Function
  - ❖ Graphical representation, How to create / draw graphs
  - ❖ Standard statistical function
3. **Microsoft Power Point**
  - ❖ Introduction, application
  - ❖ Creating & viewing a presentation
  - ❖ Clip Art
  - ❖ Editing the presentation
  - ❖ Slide Show





10. Demo M.H. : Teaching for Learning : Applying Educational Psychology in the Classroom.
11. Denis Child : Psychology and Teacher
12. De Cecco J.P. & Crawford W : Instruction : Educational
13. Dutta N.K. : Psychology and foundations of Education
14. Gange N.L. & Berline D.L. : Educational Psychology
15. Hurlock E.B. : Development Psychology
16. Jayswal S.R. : Foundation of Educational Psychology
17. Kashyap A.C. & Press G.S. : Educational Psychology and Guidance, Counselling
18. Murthy S.K. : Educational Psychology
19. Pandey K.P. : Advanced Educational Psychology

**Distribution of Marks :**

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

**Course 2 : Contemporary India and Education [100 Marks]**

**Unit I :** Meaning and aims of Education scope, nature and function of education, factors influencing aims of education.

**Unit II :** Indian constitutional basis of Education :

- Concept of diversity : At the level of Individual, of Religions, Castes, Tribes, etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of Education.
- Critical understanding of the constitutional values related to the aims of education in context of :
  - ❖ Preamble
  - ❖ Fundamental Rights and Duties of citizens
  - ❖ Directive principle of state policy

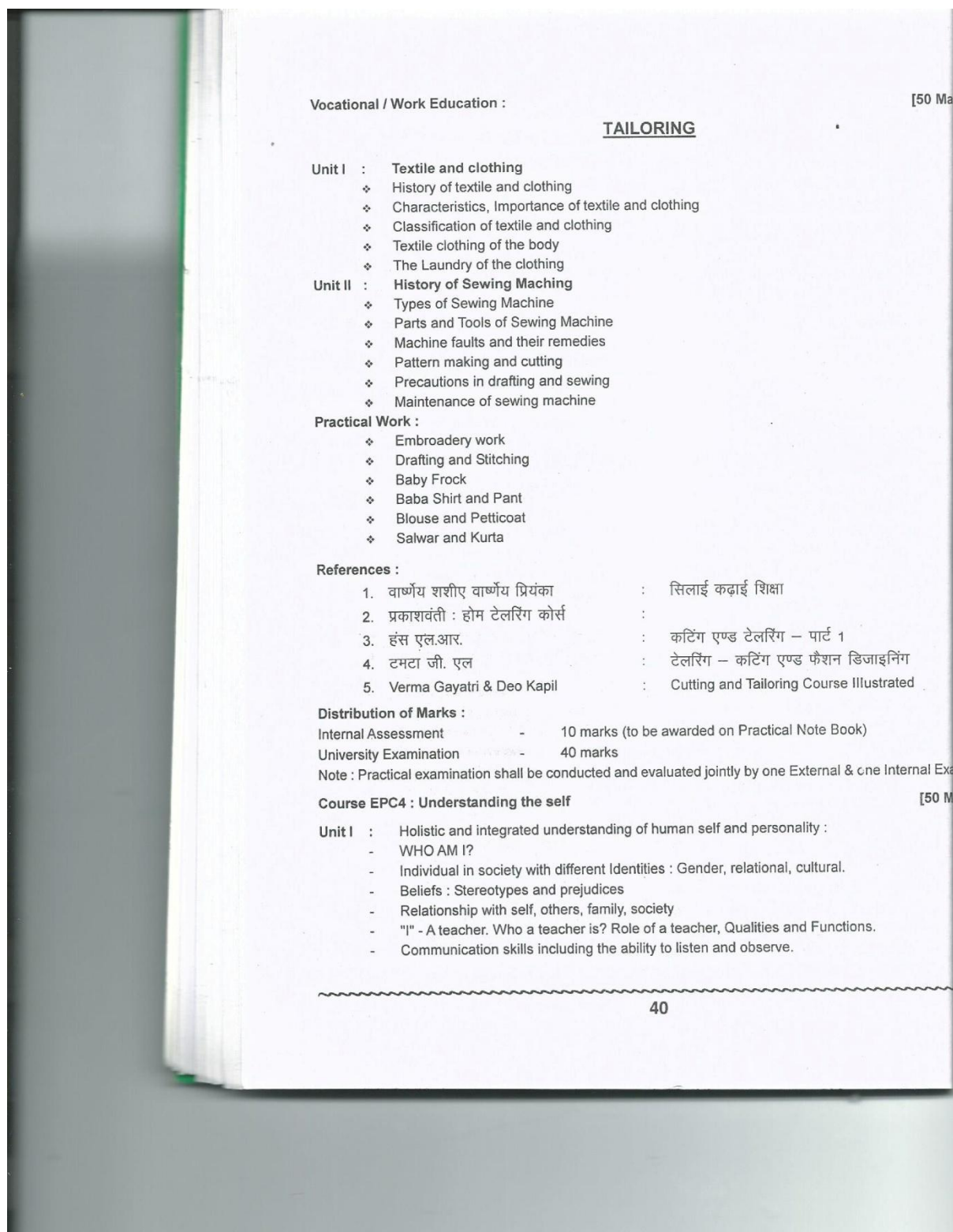
**Unit III :** Background of policy of Education in British India :

Brief history of policies between 1947- 64, 1964 - 86, 1986 and after

**Unit IV :** Policy framework for public education in India :

Contemporary Issues and policies.

- A) Right to Education : Sarve Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- B) Earlier policies for Universal Elementary Education; Nayee Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- C) Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.



### HISTORY METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

**Unit I : Concept of History**

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching te subject at secondary and higher secondary level of Education.

**Unit II : Methods**

1. Method of Teaching - Story telling, Dramatization and Role play, Lecture, Discussion, Source, Question & Answer, Project, Self Study.

**Unit III : Co-Relation with other subjects**

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics)
2. Scientific approach to teaching the subjects
  - Concept based teaching
  - Generalization based teaching
  - Maxims of teaching-known to unknown, simple to complex, concrete to abstract

**Unit IV : Co Curricular Activities**

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through Excursion, Museum
3. History room needs, equipments, maintenance

**Unit V : Qualities of Teacher**

Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

**Unit VI : Instructional Materials and teaching Aids - Types and Importance**

1. Visual - CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records
3. Audio Visual - TV Motion pictures, films.
4. Miscellaneous - Booklets, Newspaper, Magazine, Computer assisted instructions.

**Unit VII : Examination and Evaluation of History**

1. Planning of History Lesson
2. Unit Planning

**Reference :**

- |                           |   |                                       |
|---------------------------|---|---------------------------------------|
| 1. Gosh, K.D.             | : | Creative Teaching of History, Bombay  |
| 2. NCERT                  | : | Teaching History in Secondary Schools |
| 3. Vajreshwari, R.        | : | A Handbook of History Teachers        |
| 4. Tyagi, Guru Sharan Das | : | इतिहास शिक्षण                         |
| 5. Kocher, S.K.           | : | Teaching of History                   |
| 6. Sharma, R.A.           | : | इतिहास शिक्षण                         |



D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.

E) Current concerns : Plebianisation, Privatization, Stratification of Education.

**References :**

1. Ghosh, S.C. (2007) : History of Education in India
2. Sharma Y.K. : The Doctrines of Education
3. Venkateshwaran S. : Principles of Education
4. Chakraborty J.C. : Modern Education : It's Aims & Principles
5. R. Chopra & P. Jeffery : Educational regimes in contemporary India Sage.
6. GOI (1966) : Report of the Education Commission : Educational national Development, New Delhi : Ministry of Education
7. GOI (1986) : National Policy of Education
8. GOI (2009) : The right of Children to free and compulsory education act, 2009
9. GOI (2011) : Sarva Shiksha Abhiyan - Framework for implementation based On right of children to free and compulsory education act; 2009

N.B. - Visit to e.Book Library (electronic library) & website .

**Distribution of Marks :**

Internal Assessment - 20 marks  
University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

**Course 3 : Learning and Teaching**

**[100 Marks]**

**Unit I : Learning Process**

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditions.
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning : definition meaning, types, theories educational Implications.

**Unit II : Memory**

1. Concept, factors aids to develop memory
2. Technique to motivate children in the classroom

**Unit III : Motivation**

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

**Unit IV : Guidance and Counselling**

1. Definition and meaning, differences between guidance and counselling
2. Types of guidance - personal, educational, vocational : Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling.

**References :**

- |                           |   |                           |
|---------------------------|---|---------------------------|
| 1. Rajaramian V           | : | Fundamentals of Computers |
| 2. Ram V                  | : | Fundamentals of Computers |
| 3. Balaguruswami B.       | : | Fundamentals of Computers |
| 4. Rajshekhar S.          | : | Computer Education        |
| 5. Dangwal Kiranlata      | : | Computer in Teaching      |
| 6. Goyal H.K.             | : | कम्प्यूटर शिक्षा          |
| 7. Upadhaya A. & Singh N. | : | कम्प्यूटर शिक्षा          |
| 8. Singhal V.K. (ed.)     | : | रॉपिडैक्स कम्प्यूटर कोर्स |

**Distribution of Marks :**

- |                        |   |                                                 |
|------------------------|---|-------------------------------------------------|
| Internal Assessment    | - | 10 marks (to be awarded on Practical Note Book) |
| University Examination | - | 40 marks                                        |

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

**Vocational / Work Education :**

**[50 Marks]**

**FINE ARTS**

**Content :**

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in schools.
3. A Brief History of Indian Art : Pre-historic period to Modern Indian Art
4. A Brief History of Western Art : Pre historic period to Modern times.
5. The Art Teacher - role, areas of activities, viz. Environment, participation in life, excursion of the place of Art.
6. Technique of Drawing & Painting - Color Theory
7. Theory of Perspective
8. Aesthetics

**PRACTICAL**

1. Drawing from Nature - Tree, Flower, Landscape
2. Two Dimensional Design - Poster making, Collage, Illustration
3. Three Dimensional Design - Clay, Wood, Wax, Thread etc.
4. Calligraphy - Hindi & English
5. Figure drawing - Human & Animals
6. Man Made Objects - (E.G. Building, Furniture, Vehicle, commonly used objects)

**References :**

- |                      |   |                                             |
|----------------------|---|---------------------------------------------|
| 1. Sinha Gayatri     | : | Art and Visual Culture in India 1857 - 2007 |
| 2. Chaitanya Krishna | : | A History of Indian Painting                |

**Distribution of Marks :**

- |                        |   |                                                 |
|------------------------|---|-------------------------------------------------|
| Internal Assessment    | - | 10 marks (to be awarded on Practical Note Book) |
| University Examination | - | 40 marks                                        |

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.



**Distribution of Marks :**

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

**CIVICS METHOD**

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

- Unit I** : Meaning and Scope of Civics / Political Science
- Unit II** : Aims & Objectives of teaching Civics at Various stages of Education
- Unit III** : Relation of Civics with other Social Sciences
- Unit IV** : Curriculum of Civics in School, Meaning, Definition, Principles, Curriculum Principle of selection and organization of curriculum
- Unit V** : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Projects Method, Socialized Recitation Method
- Unit VI** : Audio Visual Aids in Civics
- Unit VII** : Civics Room, Museum and club
- Unit VIII** : Textbook and Reference books in Civics
- Unit IX** : Civics Teacher
- Unit X** : Examination & Evaluation in Civics
- Unit XI** : Practical Activities in Civics (Youth parliament, UNO etc.)
- Unit XII** : Planning of Civics lesson
- Unit XIII** : Concept of citizenship and its important on present day social order

**Reference :**

- |                                             |   |                                        |
|---------------------------------------------|---|----------------------------------------|
| 1. R. Tripathi & K. Tripathi                | : | Teaching of Civics                     |
| 2. Rai B.C.                                 | : | Methods of Teaching Civics             |
| 3. N.R. Saxena, B.K. Mishra<br>P.K. Mohanty | : | Teaching of Social Studies             |
| 4. J.S. Walia                               | : | Teaching of Social Studies             |
| 5. Kochar S.K.                              | : | Teaching Social Studies                |
| 6. Saxena N.R.                              | : | Teaching of Civics                     |
| 7. Yadav Nirmal                             | : | Teaching of Civics & Political Science |
| 8. Binning & Binning                        | : | Teaching of Social Studies             |
| 9. Mital H.C.                               | : | Teaching of Social Studies             |
| 10. Tyagi G.                                | : | नागरिक शास्त्र का शिक्षण               |
| 11. Kshtria K.                              | : | नागरिक शास्त्र का शिक्षण               |
| 12. Singh Rampal                            | : | नागरिक शास्त्र का शिक्षण               |
| 13. Tyagi G.                                | : | नागरिक शास्त्र का शिक्षण               |
| 14. Agarwal N.N.                            | : | Teaching of Political Science          |

**Unit V : Learning and Special Children**

1. Concept and meaning of special children
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders
3. Mainstreaming of special children with normal children
4. Special education programme for these children

**N.B. - Psychological Tests (Any Three)**

- Intelligence Test
- Attitude towards Teaching Profession (ATTP Scale) by Dr. A.K. Tewar
- Determine an individual's Personality, i.e. to know about oneself - "WHO ARE YOU".
- Division of attention on 2 simultaneous tasks - one Muscular and one mental
- Educational and vocational interest test.
- Case study of the Exception child
- Memory Test : Whole & Part Method, Verbal Learning

**References :**

1. Safaya R.N. & Bhatia B.D. : Educational Psychology and Guidance, Counselling
2. Shankar Uday : Advanced Educational Psychology
3. Soreson H : Educational Psychology
4. Skinner C.E. : Educational of Psychology
5. Walia J.S. : Foundations of Educational Psychology
6. White William F. : Psychological Principles Applied to Classroom teaching
7. Yelon Land Western G.C. : Teachers World : Psychology in Classroom
8. Collins Mary & Drever J. : Experiments Psychology
9. Dandekar W.N. : Fundamental of Experimental Psychology
10. Kuppuswami B. : Elementary Experiments in Psychology
11. Paraweswaran E.G. & Rao : Manual of Experimental Psychology
12. Parry John & Adishesail W. : Experimental Psychology
13. Postman L. & Introduction : Experimental Psychology Egan James P. An
14. Woodsworth R. & Scholosberg H. : Experimental Psychology
15. Kirk Samuel A. : Education Exceptional Children
16. Chauhan S.S. : Education of Exceptional Children
17. Mangal S.K. : Education Exceptional Children
18. Das M. : Education of Exceptional Children
19. Mohin M. : Teaching's Handbook for Exceptional Children

**Distribution of Marks :**

Internal Assessment	-	20 marks
University Examination	-	80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

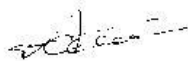
feedback from school taken for practise teaching			
	Feedback		
	Excellent	good	satisfactory
Bethesda Girls high school	*		
Gossner high school		*	
St paul high school	*		
St margret school			*
carmel girls high school	*		
marwari high school		*	
St paul middle school	*		
St aloyes high school		*	
Whipan middle school			*
Oxford public school	*		

### **DECLARATION BY THE HEAD OF THE INSTITUTION**

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

This SSR 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 SSR during the peer team visit.



Signature of the Head of the Institution with seal

Seal of the Institution

Place: RANCHI

Date: 23.06.2016

## CERTIFICATE OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

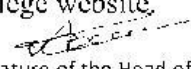
This is to certify that Bethesda women teacher's training B.Ed college, Ranchi fulfils all norms


1. Stipulated by the affiliating Ranchi University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

  
Signature of the Head of the institution with seal



Place: RANCHI

Date: 23.06.2016