

ANNEXURE-I

***A Brief Note on Teacher Education
Scenario in the State***

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE

Teacher education is an important aspect of the entire education system. It has to meet the aspirations of the Nation in global dimensions. In Haryana, teacher education programme (B.Ed.) is very popular and well recognized discipline and has its own identity in the state of Haryana in comparison to any other state of the country. The duration of B.Ed. (Regular) programme is one academic year in the state.

The college has to fulfill the norms & standards laid down by NCTE for getting recognition of the programme. The college must have at least 2500 sq. mtrs total land area and out of which built area must be at least 1500 sq. mtrs. For additional intake of 100, an additional 500 sq. mtrs built up area is required. For recognition process visiting team of NRC-NCTE visit the college site and assess the infrastructure and instructional resources and report of NRC-NCTE team is considered by the committee of NRC-NCTE and accordingly the college is granted recognition by NCTE and subsequent to that affiliating University also carry out its inspection and assess infrastructure and instruction facilities of the college for granting affiliation. Based on the recommendations of inspection team the University grant affiliation to the college. Every year University grants provisional affiliation to the colleges of education after carrying out an annual inspection.

As per the norms of NCTE and Kurukshetra University, the college shall appoint one Principal and seven faculty members for intake of 100 seats. For additional intake of 100 seats faculty members should be thirteen. Eligibility condition for the appointment of principal is Ph.D in any stream with B.Ed. and M.Ed/M.A.(Education) with at least 55% and P.G degree with 50% marks having total teaching experience of at least 10 years, 5 years in secondary schools and 5 years in college of Education. Eligibility for the lecturers is at least 50% marks in M.A/M.Sc/M.Com with B.Ed. and M.Ed./M.A (Education) with 55% marks and should have passed NET/SLET or alternative qualification revised by the NCTE/KUK/UGC. The appointments to these positions are made on the basis of recommendations of the Selection Committee constituted as per the policy of the affiliating University.

The admission to the B.Ed. course is done through online centralized counseling conducted by the Kurukshetra University and M.D. University, Rohtak on rotational

basis year wise. For which merit is prepared on the basis of qualifying marks in graduation or post graduation by the university and then college make admissions only for those students who are allotted by the university through counseling. Rules and regulations are followed strictly pertaining to eligibility criteria, procedure, fees, reservation policy. Curriculum and evaluation process is followed as per the norms of the affiliating university. B.Ed. course is very much in demand and nearly 40-45 thousand candidates apply for the admission in B.Ed. course. 85% seats are reserved for the residents of Haryana and 15% for the other State/All India Quota but usually reserved seats for Haryana candidates are merged in All India Quota/Open Quota.

The B.Ed. programme is regulated by the state govt. universities in Haryana i.e. Kurukshetra University, Kurukshetra and M.D.U. University, Rohtak. These university have own separate jurisdiction area. There are 284 self financed colleges are affiliated to M.D. University and 187 self financed colleges are affiliated to Kurukshetra University. This area falls under the jurisdiction of Kurukshetra University. The affiliating Universities ensure that the norms, rules and guidelines provided by the NCTE, State Government and Department of Higher Education, Haryana are implemented by all the affiliated colleges of education.

In brief, it can be said that there is a systematic, well regulated and constantly monitored teacher education programme in the state of Haryana. As a significant increase in the number of self financing teacher education institutions in the state, there are many challenges to enhance quality education. Even then the quality of programme is enhanced and sustained by the best efforts of self financing and other Government and Aided Institutions those are quality conscious.

ANNEXURE-II
Data sheet to record the
'Best Practices'

Data sheet to record the 'Best Practices'

1. Title:

Building Confidence and Values among the Student Teachers

2. The Context that required initiation of the Practice:

As per our vision, mission, values and objectives we are committed to prepare competent, trained, dedicated, socially concerned, intellectually well-developed, morally upright and spiritually oriented teachers with academic excellence and spiritual values to improve the School Education System in Haryana and Nation. So as per our past experiences the students generally have less opportunity for exposure of their talent/skills. They lack confidence in facing the audience/class, in taking part in various activities, in presenting topics/lessons etc. The students hesitate and feel anxious to take part in the various activities such as games, sports and cultural activities, although they can do well. They are not acquainted with this professional course. During orientation programme at the beginning of the session the students are introduced about different aspects of the curriculum and activities being organized by the institution to explore their talent, knowledge and competency, Most of the student hide their talent due to lack of confidence. Most of the students having secured good marks in the previous examinations, even then, they find little courage to speak out in different activities etc. The college endeavors to enthuse and build confidence in them. The teacher educators explore the reasons through different angles, weather the lack of talent, hurdle in communication skill, fear of criticism and phobia of success or non availability of opportunities for exposure. This all would tantamount to threat to the budding teachers. A professional educator, who is a role model to coming generation, if suffers from lack of confidence, has to face humble pie in his career. Therefore, it is essential that the confidence and values be blended so that the budding teachers may harness the confidence and values to get competency in his career. So our college thought it worthwhile to take up the confidence building measures and values as an integral element in all day to day curricular, co-curricular and extracurricular activities of the college.

3. Objectives:

1. To build confidence and values among the student teachers by providing ample opportunities through confidence building measures (CBM) and thought provoking lectures.
2. To develop aural-oral communication skill among the student teachers.
3. To eradicate fear and hesitation of representing themselves.
4. To inculcate educators competencies in prospective teachers.
5. To inculcate moral, human and spiritual values with confidence.

4. The Practice:

It is confidence that leads to success. Confidence is the mother of effectiveness and competency. As we know before proceed to any work, acquiring confidence is half done. Confidence is gained through practice. Practice can only be undertaken and exercised, if opportunities are provided. Some people have innate confidence, some acquire confidence and some are to be provided opportunity to inculcate the confidence. Whatsoever the case may be our college has adopted the practice of building confidence and values inter alia with other practices to prepare effective and competent teachers. From the very day of admission the pupil teachers are guided to understand the courses of study, activities related to the course and to encourage them to come up freely, frankly and ethically to take up the activities without fear and hesitation. The college conduct various activities for the students teachers such as Inter and Intra College Competition, Seminar, Sadan meeting, Debate, Quiz, Symposium, Declamation etc. time to time to extend the opportunities for exhibiting their talent/skills. The student-teachers provide practice that how to prepare themselves to present their lessons in the schools through pre-practice and real teaching training programme. The student-teachers are encouraged by the teacher educators to participate actively in various curricular and co-curricular activities organized at other institution to acquire the confidence. Expert in education, role model and inspiring personalities and eminent persons are also invited to inculcate the values among the students. The students have to speak on educational thought, general awareness, global, environmental issues, spiritual and on the current issues and news turn by turn

every day in morning assembly. These all inculcates confidence, knowledge and courage among the students. The student-teachers are encouraged and appreciated on their good deal of deliverances and work. Thus they gain confidence and come up to take part in various activities organized at this and other colleges.

5. Obstacles faced, if any, strategies adopted to overcome them:

The proper guidance is provided to harness the opportunities, so offered in order to build confidence inside and outside the class room, even then some hurdle trench in the way such as errors in communication skill, improper sequence of material for discourse, feeling hesitation for active participation in class interaction, sadan meetings, morning assembly session etc., having stage fear for performance in various activities, nervousness while speaking and narrating anything before teacher and students etc. In addition, the expert and teacher educators explore the obstacles from time to time.

With missionary zeal the college staff leaves no stone unturned to overcome the obstacles and employ the confidence building strategies in suiting manner for individual to individual from time to time. For acquiring confidence in communication skill, the language lab is utilized in routine by everyone under the guidance of teacher educator. Group discussion, Sadan meeting, brain storming sessions are the other strategies to build confidence. The Sadan and tutorial group in-charge provide ample opportunity and guidance on the spot for the framing of speech/discourse in sequence so that the student teachers may acquire confidence. For the co-curricular activities, through the Sadan meetings, morning assembly everyone has to take part for performance turn by turn, so that their confidence may be build up and stage fear eradicated. As earlier discussed, in the morning assembly every student is given opportunity to speak and perform turn by turn. Healthy group discussion in the tutorial groups is carried out to build confidence. Speeches on spiritual and ethical values are encouraged by inviting inspiring and eminent personalities. For value provoking thoughts, every teacher in the class devotes 2-3 minutes on value based examples and thoughts etc. Moreover in their lesson plans the student teachers include

the value provoking thoughts and narrate them in the classes of teaching practice schools for inculcation of values among the young students.

6. Impact of the Practice:

Confidence building and values may be noticed among the students by looking their active participation and performance in different curricular and co curricular activities as well as in skill in teaching programme during teaching practice session. All the best practices are supplementary and complementary to each other and their good impact on the behavior of the student teachers has been noticed during the course with acceleration quality and excellence. At the end of the course the students appreciated the best practices being carried out in the college and the quantum of confidence and values they gained was remarkable. In the feedback they appreciate confidence building measures (CBM) and values in high esteem, which brought about the indelible, commendable impact on their personality as following:

- Starting new session with 'Hawan', chanting Vedic mantras, reciting bhajans and prayer develop Ethics and spiritual values.
- Providing opportunities to speak compulsory on different issues in morning assembly and in other programmes, made them confident.
- Organizing Educational Tours/Excursions and field trips to develop feeling of cooperation, brotherhood and socialization of student teachers.
- A self disciplined environment is maintained in the institution by all these activities and programme to develop a sense of sincerity, commitment and punctually.
- The self encounter through the video clipping and observation by peers, supervisor in real teaching in schools, made them competent.
- Providing opportunity to handle the electronic and other equipments frequently, made them skilful.
- Weekly Sadan meetings play the role of group discussion, which is training ground for the budding teachers that created confidence and values among them.

- Spiritual counseling within the courses of study for inculcating spiritual, human and ethical values, made them value conscious.
- Apprising about awareness, cognizable offences and their consequences made them careful and conscious.
- Providing opportunities to the budding teachers to organize the functions, various activities, programmes in the college made them trust worthy organizers.
- Sense of service through various activities like Visit to Slum areas and Orphans home in collaboration with NGO makes them social conscious.
- Environment awareness such as Save water, Tree plantation and flowering plants and maintaining cleanliness develop a sense of eco-friendly behaviour.

Above all, the practice to maintain, prepare and handle the school activities and training for administration to school management have made them competent teacher, organizer, administrator and guide.

Furthermore after completing the course our students feel enriched in well trained, competent and confident manner. Many of our students have been selected in reputed public schools and colleges surrounding us. They become more confident to face any kind of problems in their career in professional way. They become familiar to use ICT enable technology and other equipment in well trained manner. Thus, it is good impact of our practice on their professional life. It may be seen by looking prominent positions of our alumni that mentioned in SAR. Many of our students have passed various competitive examinations like NET/SLET/CTET/ HTET/UPTET.

In curriculum transaction, we provide competency in various teaching methods, skills and strategies by arranging real teaching programme in schools. They carry out Case study as well as Action research to identify and solve the various problems of special need students. They apply such methods, skills and techniques in their professional life.

We are proud of the feedback of alumni and stakeholder. The counseling for spiritual, human and ethical values inside and outside the class room implants the value roots within the pupil teachers in such a way that the pupil teachers, at the end of the

session, become habitual of values as a way of their life in all working. So, tremendous positive change through the value oriented transaction was noticed.

At the end of the session the students feel enriched with confidence for the formation of lesson plans, use of methodology, preparation of teaching aids as well as delivering lesson in sequence of planning steps, become as a way of their life. In this way the college achieves the goal of building confidence building and values. The outgoing students place this measure above of all the best practices of the college.

7. Resources required:

Human resources : Faculty and student teachers. Expert in Education, eminent persons and role model personalities for inspiring lectures

Learning Resources and facilities : Well equipped labs, well stocked library, adequate nos. of Computers, Internet facility, apparatus, experiments, teaching aids, instructional material, furniture, equipments and amenities etc,

For good functioning of an institution the basic needs are human resources and learning resources with adequate instructional material. Overall staff's cooperation and support that are also human resources

Human Resources:

College has well qualified, experienced and fully devoted faculty members having specialization in their subject. They are most valuable assets of the college. They encourage the students to excel in their field. They always put their best efforts for the progress of students and the college. The faculty members are dedicated to upliftment and betterment of the students.

(ii) Learning resources with facilities:

Well equipped ICT lab, Science/Math lab, Language lab and Psychology lab are providing for better practical learning experiences to the students. The college library is well stocked with good quality books and has internet facility for the students. The college has multipurpose hall having seating capacity of 250 persons. It is well

equipped with lighting arrangement, sound system and sufficient furniture for conducting different curricular and co curricular activities.

(iii) **Other amenities:**

Safe drinking water, aqua guard, separate toilet facility for male and female, safe guard against fire, indoor and outdoor games, common rooms (boys/girls) and health and resource room are also available. The college is enriched with all the resources and amenities.

8. Contact persons for further details:

| | | |
|---------------------|--------------------|-------------|
| Chairman: | Mr. Rajiv Lamba | 09899232322 |
| Principal | Dr. Kumud Narula | 09466608281 |
| Co-ordinator | Ms. Sureena Munjal | 09416493877 |
| Asstt. Co-ordinator | Mr. Kamal Krishan | 09996341725 |

ANNEXURE-III

***Academic Calendar &
Time-table 2011-12***

S.N. COLLEGE OF EDUCATION, JAGADHRI

ACADEMIC CALENDER

SESSION-2011-12

| Activities | Date | No. of Working days |
|---|--|----------------------------|
| Admission Started Admission closed Orientation Commencement of the session | 12 th Sept., 2011 23 rd Dec., 2011 12 th to 19 th Sept., 2011 20 th Sept., 2011 | 16 Days |
| Activities Classes started with Hawan Hindi Divas Celebration i) Essay Writing Competition ii) Poem Recitation Competition iii) Debate competition | 20 th Sept., 2011 22 nd Sept, 2011 27 th Sept., 2011 30 th Sept., 2011 | |
| October 2011 | | 22 Days |
| Activities i) Declamation Contest on Mahatma Gandhi Birthday celebration ii) Dushara Celebration iii) Poster making competition on World Food Day iv) Mehandi Competition v) UNO Day celebration (Extension Lecture) | 1 st Oct., 2011 5 th Oct., 2011 10 th Oct., 2011 14 th Oct., 2011 24 th Oct., 2011 | |
| NOVEMBER 2011 | | 23 Days |
| Activities i) Talent's Hunt ii) Children day celebration iii) Extension lecture | 5 th Nov., 2011 14 th Nov., 2011 18 th Nov., 2011 | |
| Announcement for Assignment Paper-I Submission paper-I Assignment Micro Teaching Practice | 19 th Nov., 2011 10 th Dec., 2011 23 rd Nov., 2011 to 1 st Dec. | |
| DECEMBER 2011 | | 21 Days |
| Activities Lecture on Aids Awareness Stimulated Teaching Announcement for Assignment of Paper-II Submission Assignment of Paper-II Winter Break | 1 st Dec., 2011 6 th to 16 th Dec., 2011 17 th Dec., 2011 14 th January, 2012 26 th Dec., 2012 to 8 th January 2012 | |
| JANUARY 2012 | | 19 Days |

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|--|---|----------------|
| Activities New Year Celebration Lohri Celebration A Visit to Old Age Home Real Teaching Practice Republic Day Celebration | 9 th January 13 th January 14 th January 18 th Jan. to 6 th Feb., 2012 26 th January, 2012 | |
| FEBRUARY 2012 | | 17 Days |
| Sports Day Rangoli Competition | 11 th February 25 th February | |
| Announcement for assignment of Paper-III A, B Campus Placement Submission Assignment of Paper-III-A & B | 8 th February 18 th February 24 th February | |
| MARCH 2012 | | 24 Days |
| Activities Women Day Celebration Alumni Meet Chart, PPT, Model Making Competition An Extension Lecture on Moral Values Educational Trip NSS Camp Art & Craft Exhibition | 7 th March 15 th March 17 th March 20 th March 22 nd March 27 th March 30 th March | |
| Announcement for assignment of Paper IV A,B Submission Assignment of Paper IV A, B | 2 nd March 16 th March | |
| Announcement for assignment of Paper V A & B Submission | 20 th March 3 rd April | |
| APRIL 2012 | | 21 Days |
| Activities Visit to Slums Areas PTM National Seminar First Aid & Home Nursing Training Camp | 2 nd April 7 th April 9 th April 12 th April | |
| House Examination | 17 th April to 2 nd May | |
| MAY 2012 | | 26 Days |
| Activities Labour Day Intra College Poster Making Competition Seminar on Save Girl Child Announcement of Assignment Paper VI, Teaching-I and Teaching-IIInd | 1 st May 12 th May 15 th May 3 rd May | |

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|---|--|----------------|
| Submission of Assignment Internal Practical Examination | 19 th May 28 th May to 6 th June | |
| JUNE 2012 | | 17 Days |
| Annual Prize Distribution Function Last Working day Summer Vacation | 10 th June 25 th June 26 th June to 10 August 2012 | |

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|------------------------------------|-------------|
| Total Working Days | 206 |
| Excluding Teaching Practice | - 40 |
| Total Teaching Day | 166 |

S.N. COLLEGE OF EDUCATION, JAGADHRI
TIME TABLE FOR B.ED. SESSION (2011-12)

| TIME DAYS | 09:00-09:10 | 09:10-09:45 | 09:45-10:20 | 10:20-10:55 | 10:55-11:05 | 11:05-11:40 | 11:40-12:15 | 12:15-12:40 | 12:40-01:15 | 01:15-01:50 | 01:50-02:25 | 02:25-3:00 | |
|-----------|-------------------------|--|--|---|-------------|---|---|-------------|--|---|---|---|--|
| MON | MORNING ASSEMBLY | | | | | | | | | | | | |
| | | PAPER-I SEC-A R.R SEC-B N.K SEC-C A.G. | PAPER-II SEC-A S.M SEC-B K.K SEC-C S.A | PAPER-III SEC-A N.K SEC-B S.S PAPER(III-B) R.D. | | PAPER-IV SEC-A N.K SEC-B S.S SEC-C IV-B I.P. | PAPER-V SEC-A R.D. SEC-B R.G. SEC-C A.G. | | TEACHING-I HINDI-I I.P HINDI-II R.R ENG-R.G PHY.SCI-K.K.B COM.SCI-V.S SKI-S.S. | PAPER-VIIIA SEC-A ICT V.S PAPER-VIIIB SEC-B MDM S.M SEC-MDM R.D. | PAPER-VIIIA SEC-A ICT V.S PAPER-VIIIB SEC-B LIB SEC-C SPORTS | TEACHING-III SS-G, S.M COM-M.R.D ECO-A-G LIFE/HOME SCI- S.A SRT-SS MATHS-K.K | |
| TUE | | -do- | -do- | -do- | | -do- | -do- | | -do- | -do- | -do- | -do- | |
| WED | | -do- | -do- | -do- | | -do- | -do- | | -do- | -do- | -do- | -do- | |
| THU | | -do- | -do- | PAPER-III-B SEC-A R.G SEC-B S.M SEC-C (III A) S.S. | | PAPER-IV-B SEC-A K.K SEC-B I.P SEC-C (IV-A) N.K | PAPER-V-B SEC-A I.P SEC-B R.D. SEC-C (V-A) R.G. | | -do- | -do- | -do- | -do- | |
| FRI | | -do- | -do- | -do- | | -do- | -do- | | -do- | -do- | -do- | -do- | |
| SAT | | SADAN | | | | | | | | | | | |
| | | PAPER-I SEC-A R.R SEC-B N.K SEC-C A.G. | PAPER-II SEC-A S.M SEC-B K.K SEC-C S.A | PAPER-III SEC-A N.K SEC-B S.S SEC-C S.A | | PAPER-IV-B SEC-A R.G SEC-B S.M SEC-C (III A) S.S. | PAPER-V-B SEC-A I.P SEC-B R.D. SEC-C (V-A) R.G. | | PAPER-V-B SEC-A K.K SEC-B I.P SEC-C (V-A) R.G. | PAPER-VIIIA SEC-A ICT V.S PAPER-VIIIB SEC-B MDM R.R SEC-B S.M SEC-C S.S | PAPER-VIIIA SEC-A ICT V.S PAPER-VIIIB SEC-B LIB SEC-C SPORTS | -do- | |

Mr. Kamal Kumar Bhardwaj-KKB, MS. Sureena Munjal-SM, Mr. Kamal Krishan-KK, Mrs. Rajni Dewan-RD, Mr. Sube Singh-SS, Mrs. Sunita Arora-S.A, Mrs. Rekha Rani-RR, Mr. Naresh Kumar-NK, Mr. Rajiv Grover-RG, Mr. Vivek Sharma-VS, Mrs. Arti Gupta-A.G., Mr. Ishwar Pal-IP

(Signature)
TIME TABLE IN-CHARGES
 (Mr. Kamal Krishan & Mrs. Rajni Dewan)

(Signature)
Principal
 S.N. College of Educator
 PRINCIPAL
 JAGADHRI (Hr.)

ANNEXURE-IV

***Scheme and Syllabus of B.Ed.
Programme***

**SCHEME OF EXAMINATION AND SYLLABUS FOR B. Ed. ONE YEAR
REGULAR COURSE TO BE IMPLEMENTED FROM THE
SESSION 2010-11**

PART I: THEORY (PAPERS I- VII)

| PAPER | NOMENCLATURE | Max. Marks | | Periods per Week (Exam Hours: Marks) |
|---|---|------------|--------------------------------|---|
| | | External | Internal Practicum/ Sessionals | |
| I | Philosophical, Sociological, and Economic Bases of Education | 80 | 20 | 6 (3 HRS: 80) |
| II | Learner, Learning, and Cognition | 80 | 20 | 6 (3 HRS: 80) |
| III A | Vision of Secondary Education in India in the context of 21 st Century | 40 | 10 | 3 (1.30 HRS: 40) |
| III B Any one of the following: | | | | |
| Opt. i | Yoga Education | 40 | 10 | 3 (1: 30 HRS: 40) |
| Opt. ii | Educational Vocational Guidance and Counselling | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. iii | Health and Physical Education | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. iv | Environmental Education | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. v | Distance and Open Learning | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. vi | Educational Measurement and Evaluation | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. vii | Gender Sensitization and School | 40 | 10 | 3 (1.30 HRS: 40) |
| Opt. viii | Human Rights Education | 40 | 10 | 3 (1.30 HRS: 40) |
| IV A | Curriculum and School Management | 40 | 10 | 3 (1.30 HRS: 40) |
| IV B | Inclusive Education | 40 | 10 | 3 (1.30 HRS: 40) |
| V A | Information Communication and Educational Technology | 40 | 10 | 3 (1.30 HRS: 40) |
| V B | Action Research | 40 | 10 | 3 (1.30 HRS: 40) |
| VI & VII Teaching of School Subjects: Note: Candidate is required to opt two 'Teaching of School Subject' selecting one from any | | | | |

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|--|--|----|----|------------------|
| group. | | | | |
| Group A | | | | |
| Opt. i | Teaching of Hindi | 80 | 20 | 6 (3 HRS: 80) |
| Opt. ii | Teaching of English | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iii | Teaching of Punjabi | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iv | Teaching of Sanskrit Only for B.A. with Sanskrit | 80 | 20 | 6 (3 HRS: 80) |
| Opt. v | Teaching of Physical Sciences (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Group B | | | | |
| Opt. i | Teaching of Social Science | 80 | 20 | 6 (3 HRS: 80) |
| Opt. ii | Teaching of Science and Technology | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iii | Teaching of Commerce | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iv | Teaching of Computer Science | 80 | 20 | 6 (3 HRS: 80) |
| Opt. v | Teaching of Home Science | 80 | 20 | 6 (3 HRS: 80) |
| Opt. vi | Teaching of Geography (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. vii | Teaching of Economics (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. viii | Teaching of History (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. ix | Teaching of Civics (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Group C | | | | |
| Opt. i | Teaching of Mathematics | 80 | 20 | 6 (3 HRS: 80) |
| Opt. ii | Teaching of Sanskrit (Only for M.A. Sanskrit and Shastri Students) (They can opt Teaching of Hindi only) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iii | Teaching of Art (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. iv | Teaching of Music (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| Opt. v | Teaching of Life Sciences (Old syllabus 2008-09) | 80 | 20 | 6 (3 HRS: 80) |
| PART II-PRACTICALS (PAPERS VIII- XI) Max. Marks: 300 | | | | |
| (Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) -PRACS TEAM as appointed by the University for all Practicals from paper VIII A and VIII B, IX & X i.e School Education | | | | |

| Programme) | | | | |
|------------|--|----|----|-----------------------|
| VIII A | ICT enabled Practical/Projects | 40 | 10 | 4 (1.30 HRS/40) |
| VIII B | Community Based Projects and Work Experience (Any one of the following) | 40 | 10 | 2+2 (1.30 HRS: 40) |
| | 1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching) | | | |
| | 2) Recycling of the Waste Paper (Any five items) | | | |
| | 3) School/Classroom ambience: Interior-decoration(Old syllabus 2008-09) | | | |
| | 4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items) | | | |
| | 5) Drawing and Painting (Old syllabus 2008-09) | | | |
| | 6) Alternate School Monitoring- Support teaching | | | |
| | 7) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/ Girls) | | | |
| | 8) Mid Day Meal-Preparation to Monitoring | | | |
| | 9) Organising Parent-Teacher Meeting | | | |
| | 10) Serva Shiksha Abhiyaan (SSA) Project | | | |

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| IX | <p>School Education Programme (SEP-)Teaching Practice: School Teaching Subject I (This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator (Head-Examiner) and three Members (Sub-examiners) -</p> | 60 | 20 | <p>20 C.B.W./ Distribution of Printed Teaching/Learning Material (For Blind Students) (Compulsory)</p> |
| | <p>A. Any Four Micro-Teaching Skills with 2 lessons each skill. Use of Chalk Board including Handwriting (Compulsory) Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with Examples B. Mega Lesson/ Discussion-1 C. Simulated Lessons: 5 E. Real teaching :15 Lessons of Teaching Subject -I D. Observation Lessons: 10 F. Criticism Lesson: 1</p> | | | |
| X | <p>School Education Programme (SEP-)Teaching Practice: School Teaching Subject II (This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator (Head-Examiner) and three Members (Sub-examiners) -</p> | 60 | 20 | <p>20 C.B.W./ Distribution of Printed Teaching/Learning Material (For Blind Students) (Compulsory)</p> |
| | <p>A) Any Four Micro-Teaching Skills with 2</p> | | | |

| | | | | |
|--|---|--|--|--|
| | <p>lessons each skill. Use of Chalk Board including Handwriting (Compulsory) Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with examples B. Mega Lesson/ Discussion Lesson- 1 C. Simulated Lessons: 5 D. Real Teaching :15 Lessons of Teaching Subject –II E. Observation Lessons: 10 F. Criticism Lesson: 1</p> | | | |
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| XI | Participation in Co-curricular School-based Activities (Select any Four of the Following) | Grades from O, A, B, C, and D would be awarded |
| | A. Communication skills and Functional use of Language Lab | Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts. |
| | B. Bharat Scouts and Guides | |
| | C. Literary Activities | |
| | D. Cultural Activities | |
| | E. International and National Days Celebration | |
| | F. Sports Activities | |

**PAPER-I: PHILOSOPHICAL, SOCIOLOGICAL, AND ECONOMIC BASES OF
EDUCATION**

Time: 3 Hours

**Max. Marks: 100
(External: 80, Internal: 20)**

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the discipline of education in Philosophical and Sociological perspectives.
- (ii) Describe the role of education in desirable social change, sustainability, socio-economic development.
- (iii) Define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged.
- (iv) Delineate the goal of education in the Indian Society
- (v) Describe philosophy of Jainism and Buddhism.
- (vi) Describe philosophy of Western philosophers.
- (vii) Describe the concept of knowledge economy.
- (viii) Explain globalization in the context of Indian education system.

COURSE CONTENTS

UNIT-I

- 1) Education: An Introduction
 - Meaning of Education
 - Agencies of Education (Family, peer groups, mass media, school, and state)
 - Types of Education (Formal, Non-Formal, Informal)
 - Role of Education in Democracy, Secularism, Socialism, Environmental Protection and Conservation

- 2) Education and Philosophy
 - Concept of Philosophy
 - Relationship between Education and Philosophy.

- 3) A) Education to focus on-
 - Learning to know
 - Learning to do
 - Learning to be
 - Learning to live together.
 - Knowledge: Concept, Types, Sources and Methods of acquiring it.

B) Differentiate among the following concepts

 - Education
 - Instruction

- Teaching
- Training
- Indoctrination

UNIT-II

4) A) Educational implications of Western Schools of Philosophy of-

- Idealism
- Naturalism
- Pragmatism

B) Educational thoughts of following Indian Philosophers

- Gandhi ji
- Vivkananda
- Tagore

UNIT-III

5) Educational Goals in Indian Society

- Ancient Indian Goals: Purusharthas
- Indian Constitution and the Status of Education with reference to the following:
 - Equality of opportunities in education: Article-28,29,350,and 351
 - Education and Fundamental Rights and Duties: Article- 14,15,16,30, and 51 A (a to h), and Right to Information (RTI)

6) Education, Society and Social Justice

- Relationship between Education and Society:
 - Social equity and education
 - Within Country: Between region, social class, caste, gender and religious groups
- Equality of Educational Opportunity and National Integration
- U.N. Declaration of Human Rights and Right to Education
- Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

UNIT IV

7) Education for Economic Development

- Integration between Education & New Technology
- Education for Economic Empowerment
- Technological Empowerment
- Empowerment for Social and Economic Changes
- Role of Education in Empowerment of Socio-economic Weaker Sections
- National Knowledge Commission (NKC)
- NKC on Management of Education

8) Globalization and Modernization

- Concept
- Advantages and disadvantages
- Competition, Collaboration and Partnership

Practicum/Sessionals

Max. Marks: 20

Any One of the following:

- 1) Socio-economic educational survey of nearby village/urban setting

- 2) Study of Education and income patterns
- 3) Role of Education in Empowerment of weaker sections of society
- 4) Educational Pattern among rural families in relation to their caste in Haryana.
- 5) Educational Pattern among rural families in relation to their income.
- 6) Relevance of Indian Schools of Philosophy in Present times.
- 7) Evaluate the effect of any one source of Mass-media as agencies of education in:
 - Promoting inclusive education
 - Advocating healthy democracy
 - Sensitization against child labour.
 - Sensitization against gender bias.
- 8) Provide feedback regarding the:
 - Major obstacles in minimizing the dropouts.
 - Application of technology at school level.
- 9) A study on role of Education in modernization of community.

SUGGESTED READINGS

Dagar B. S. & Dhull, I. (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishers

Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers

Havighurst, R. (1995). *Society and Education*, Boston: Allyn and Bacon

Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House

M. H. R. D. (1990). *Towards an Enlightened and Human Society*, New Delhi: Department of Education

Maunheim, K. (1962). *An Introduction to Sociology of Education*, London: Routledge and Kegan Paul.

Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Publishing House

Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

PAPER II: LEARNER, LEARNING, AND COGNITION

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Differentiate between Growth and Development and explain general principles of development.
- (ii) Identify the variables involved in teaching learning process so as to infer teacher's role in making instruction effective.
- (iii) Explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils.
- (iv) Explain major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able to facilitate the learning of their pupils.
- (v) Describe the needs of learner as individual and as a member of class room group so as to be able to facilitate personal and social development of their pupils.
- (vi) Explain the need and significance of guidance and counseling and to create an awareness of the approaches and strategies concerned.
- (vii) Explain the concept of thinking and its process.
- (viii) Describe group dynamics and its process including developing group mind.

COURSE CONTENTS

UNIT-I

- 1) Educational Psychology and the Teaching Learning Process
 - Educational Psychology: Concept and scope
 - Concepts of teaching and learning
 - Variables in the teaching process. The learning task (instructional objective), Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation, Personality, and Teaching Style etc.)
 - Role of Educational Psychology in the Teaching-learning process.
- 2) Growth and Developmental Pattern of Learners
 - Concepts of Growth and Development
 - General principles of Growth and Development
 - Factors influencing development
 - General and Environmental-aspects of development, at adolescent stage:
 - Physical and motor,
 - Cognitive (Piaget, Bruner etc.),

- Social and Emotional (Ericson),
- Moral (Piaget, Kohlberg)
- Guidance and Counselling of adolescents

UNIT-II

- 3) Heredity and Environment
- Concept
 - Relative importance of heredity and environment in learner's development.
 - Stages and aspects of development with special reference to needs and problems of adolescent in the Indian context.
- 4) Approaches to Learning
- Introduction to learning – Concept and importance
 - Learning Theories:
 - Trial and error
 - Conditioning (Classical & Operant)
 - Social learning
 - Insightful learning
 - Constructivism-
 - Concept
 - Planning & Development of learning experience.

UNIT-III

- 5) Nature of the Learner
- Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence tests.
 - Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
 - Interest and aptitude and their assessment.
 - Personality: meaning, nature and assessment.
- 6) Factors affecting Learning
- Maturation – Concept & Educational Implications.
 - Attention – Concept Types & Educational Implications.
 - Fatigue – Concept Types & Educational Implications.
 - Motivation – Concept and Theories (Maslow's Theory of Self-Actualization & Achievement Motivation)

UNIT-IV

- 7) Mental Processes of Learning
- Thinking Process - Concept & Tools
 - Types of Thinking - Divergent, Convergent, Critical, Reflective & Lateral Thinking.
 - Mental Processes:
 - Memory – Concept, Types & Strategies to develop Memory.
 - Forgetting – Nature, Causes, Factors & Strategies to minimize Forgetting.
 - Imagination – Meaning, Types and Educational Implications.
- 8) Group dynamics/Group Learning Strategies

- Meaning & Characteristics of a Social Group.
- Group Dynamics – Process and its Importance in Learning.
- Importance of developing Group Mind (Group Cohesiveness)
- Sociometry - Uses and Importance.
- Co-operative Learning and Constructivist Learning.

Practicum/Sessionals

Max. Marks: 20

- 1) Administration and interpretation of any one of the following-
 - a. Intelligence Test
 - b. Interest Inventory
 - c. Aptitude Test
 - d. Personality Test
- 2) Prepare a Case Study of two students one general and one problem student
- 3) Plan a Motivational Schedule for enhancing learning

SUGGESTED READINGS

Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House

Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon

Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Development(Hindi), Merut: Loyal Book Depot

Blair, G. M., Jones, R. S. & Simpson, R. H. (1975). Educational Psychology, New York:Macmillan, Bruner

Chauhan, S. S. ()Advanced Educational Psychology

De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall

Rothestein, P. R. (1990). Educational Psychology, New York: McGraw Hills

Salamatullah (1975). Talim Main Nafsiyat Ki Ahmiyat, Delhi: National Book Trust

Sprinthal, R. C. & Sprienthal, N. A. (1977). A Developmental Approach, New York: Addison Wesley

Paper-III (A): VISION OF SECONDARY EDUCATION IN INDIA IN THE CONTEXT OF 21ST CENTURY

Time: 1.30 Hours

**Max. Marks: 50
(External: 40, Internal: 10)**

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks only. There will be 2 Short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer-type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Describe the historical background of secondary education in modern India.
- (ii) Explain the problems of education and discuss the recommendations with reference to Secondary Education Commission, Indian Education Commission, National Policy on Education and National Curriculum Frame-work-2005
- (iii) Demonstrate the knowledge of Constitutional obligations in relation to education in India
- (iv) Describe the Secondary Education System in India.
- (v) Describe the problems and issues in Secondary Education.
- (vi) Define the concept of Examinations reforms and their importance.
- (vii) Teacher Education at elementary and secondary level.

COURSE CONTENTS

UNIT-1

- 1) Development of Education in India after 1947.
 - An overview of educational development in India between 1814 and 1947 with special reference to Adam's report, Anglo-Oriental Controversy and Macaulay's minutes, Wood's Dispatch, Basic Education Scheme and Sergeant Plan
- 2) Development of Secondary Education in India after Independence
 - Secondary Education Commission (1952-53)
 - Indian Education Commission (1964-66)
 - National Education Policy (1986)
 - Programme of Action (1992)
 - Ramamurti Report
 - Sarva Shiksha Abhiyan (SSA-Phase-1 and Rashtriya Madhyamic Shiksha Abhiyan (RMSA or SSA Phase-2)
 - National Curricular Framework -2005 (Needs and Objectives)

UNIT-II

- 3) Problems and Issues in Secondary Education
 - Evolution of 10+2+3 pattern as a National System of Education. General Aims of Secondary Education, Main Features of secondary and senior secondary curriculum.
 - The study of the languages and three language formula

- Quality of Education- Concept, Parameters, Status and Prospects with focus on Objective outlined in Delor's Commission Report
 - Vocationalization of secondary education
- 4) Problems and Reforms in Examination System
- Concept and importance
 - Implementation of Continuous and Comprehensive evaluation (Programme of Action 1992)
 - Credit based system- concept, merits and limitations
- 5) Teacher Education at Secondary Level and Elementary level
- Objectives of Teacher Education at secondary level
 - Pre-service and In-service teacher education at Secondary and Elementary level
 - Important Agencies- their roles and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), State Council of Education Research and Training (SCERT) & District Institute of Education and Training (DIETs)

Practicum/Sessionals:

Max. Marks: 10

Select any one of the following:

1. Visit to a Secondary school and prepare School Profile.
2. Conduct interview with teacher/students/parents and prepare a report on problems of secondary education

SUGGESTED READINGS

Chopra, R. K. (1993). Status of Teachers in India, New Delhi: NCERT

Dastgir, G. (1996). Hindi Mein Bartanvi Daur Ki Taleem-Ek Mukhtasir Tarikh, New Delhi: Ajad Publishing Company.

Gupta, V. K. (2003). Development of Education System in India, Ludhiana: Vinod Publications.

Khan, R. S. & Ahamad, I (1997). Elementary education and the Teacher, Delhi: IASE, Jamia Millia Islamia

Mehdi, Baqer, (1982) Nai Taleem Ke Masail, New Delhi: Maktaba Jamia

NCERT (1991). Elementary Teacher Education Curriculum: Guidelines and Syllabi, New Delhi: NCERT

Rajput, J. S. (1994). Universalisation of Elementary Education, Role of Teacher Education, New Delhi: Vikas Publishing House

Siddiqui, M. A. (1993). In-service Education of Teachers, New Delhi, NCERT

Singh, L. C. (Ed.), (1990). Teacher Education in India. A Resource Book, New Delhi: NCERT

Singh, L. C. & Sharma, P. C. (1995) Teacher Education and Teacher, New Delhi: Vikas Publishing House

Snigh, R. P. (1990). Studies in Teacher Education, New Delhi: Bahri Publications

PAPER-III (B) Opt. (v): DISTANCE AND OPEN LEARNING

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- (i) Recall and explain the concept scope and applications of Distance Education.
- (ii) Describe history and future of distance education.
- (iii) Explain in own words regarding the factors involving Distance Education.
- (iv) Identify the steps for the preparation of self Instructional materials- SIM. Or self-learning materials (SLM).
- (v) Define role of mass-media in distance education.

COURSE CONTENTS

UNIT-I

- 1) Concept of Distance Education
 - Related terms with Distance Education
 - Non-formal Education
 - De-schooling education
 - Correspondence education
 - Open education
 - Scope of Distance education.
- 2) History, importance and future of Distance Education in India:
 - Present Status
 - History of Distance Education.
 - Need and importance of Distance Education.
 - Future of Distance Education in India.
- 3) Mass media in Distance Education:
 - Print and Non-Print Media.
 - Audio-Visual-Computer based media.
 - Learning through media.

UNIT-II

- 4) Distance-learners & Self Learning Materials.
 - Characteristics of distance learners
 - Salient features of self learning material
 - Professional training to teacher educator linked with Distance Education.
- 5) Different types of Distance Learners and their possible problems

- Student counseling services in Distance Education.
 - Continuous assessment in Distance Education
- 6) Self Learning materials and its preparation
- Preparation of Self-Learning Materials. (SLM)
 - Self-instructional Material (SIM) format
 - Distance Education as investment for Learners.

Practicum/Sessionals

Max. Marks: 10

1. Prepare a project on the Present Position of Distance Education in India.
2. Prepare a self learning material on any topic of your choice related to any one of you teaching subject.

SUGGESTED READINGS

- Bates, A. W. (1995). *Technology, Open Learning and Distance Education*, London: Routledge.
- Bates, T. (1993). *Theory and Practice in the use of Technology in Distance Education*, London: Routledge.
- Dececco, John P. & Crawford, W. (1997). *The Psychology of Learning and Instruction*, New Delhi: Prinice Hall of India Pvt. Ltd.
- Deceeco, J. P. & Crawford, N. (1997). *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Gagne, R.M. & Briggs, L.J. (1974). *Principles of Instructional Design*, New York: Rinehart & Winston.
- Koul, B.N. & Creed, C. (1990). *Study of Language Needs of Commonwealth Students Studying at a Distance through the Medium of English*, Report prepared for the British Council.
- Masonh, R. (1998). *Globalising Education: Trends and Applications*, London: Routledge.
- Ramanujam, A. R. (1995). *Reflections on Distance Education for India*, New Delhi: Manak Publications Pvt. Ltd.

Paper-III (B) Opt. (ii): EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELLING

Time: 1.30 hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil teachers would be able to-

- (i) Explain the concepts of guidance and counseling
- (ii) Demonstrate an understanding of educational, vocational and personal guidance
- (iii) Assessing the needs of an individual correctly for solving problems.
- (iv) Use testing devices and techniques of guidance
- (v) Describe collection and dissemination of occupational guidance
- (vi) Explain problems faced by students in the contemporary world.
- (vii) Describe the working of guidance centers

COURSE CONTENTS

UNIT-I

- 1) Introduction to guidance
 - Meaning , Nature, Scope & Functions of guidance
 - Principles of guidance
 - Need of guidance at various stages of life
 - Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).
- 2) Procedures of Guidance
 - Individual and group procedures of guidance, their nature and advantages
 - Group guidance techniques, class-talks, career-talks, career-conference, group-discussion, field-visits, career-exhibition, audio-visual techniques
 - Role of various community agencies in school guidance programme
- 3) Counselling
 - Concept of Counselling
 - Theories of Counselling: Theory of Self (Rogers)
 - Types of Counselling: Directive, Non-directive, and Eclectic.
 - Process of counselling (Initial disclosure, in depth exploration and Commitment to action)
 - Skills in counselling (Listening, Questioning, Responding, and Communicating)
 - Role of teacher as a Counsellor and professional ethics associated with it.

UNIT-II

- 4) Understanding the individual
 - Studying and appraising an individual- its need and importance in EVG
 - Testing and non- Testing devices for the study of an Individual
 - Tests: Intelligence, Aptitude, Attitude, Interest, Achievement, and Personality.

 - Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
 - Cumulative Record Cards
- 5) Job analysis and occupational information

- Job analysis: Concept and need
 - Job satisfaction: Concept and factors affecting Job satisfaction
 - Relation between job analysis and job satisfaction
 - Concept of Occupational Information & Sources of Collection
 - Career-Counselling and Dissemination of Occupational Information
- 6) Guidance Services and their organization in the Schools
- Types of Guidance services
 - Role of school personnels in organising

Practicum/Sessionals(Any Two of the following)

Max. Marks: 10

1. Group guidance – One career talk
2. Make a study of the guidance services available in any one school. Prepare a report.
3. Make a study of a guidance centre. Prepare a report.
4. Interview a school counselor to find the problems faced by students in the present context.
5. Role play exercises to develop skills in rapport building

SUGGESTED READINGS

Aggarwal, J. C. (2004). Educational vocational guidance and counseling, Delhi: Doaba House

Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.

Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications

Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill

Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling

Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.

NCERT (2008). Counselling process and strategies (Module 2). New Delhi: NCERT

NCERT (2008). Guidance for human development and adjustment (Module 3). New Delhi: NCERT.

NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT

Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: VishwaVidyalaya Prakashan

Rathus, S. A. & Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston

Robinson (2005). Principles and Procedures in Student Counselling, New York: Harper & Row

Strang, R. (2005). Counselling Techniques in Colleges and Secondary Schools, New York: Harper

Paper-III B Opt. (vi): EDUCATIONAL MEASUREMENT AND EVALUATION

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long -answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define evaluation, assessment and measurement.
- (ii) Explain measurement procedures in respect of cognitive and non-cognitive tests.
- (iii) Describe Norm Referenced and Criterion References Testing (CRT).
- (iv) Explain approaches of evaluation
- (v) Classify and differentiate tools and techniques of evaluation.
- (vi) Explain continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT-I

- 1) Evaluation, assessment and Measurement
 - Fundamental assumptions underlying the concepts of evaluation, assessment and measurement: Similarities and differences
 - Types of scales: Nominal, Ordinal, Interval and Ratio scales
 - Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation
- 2) Measurement procedures in respect of cognitive and non-cognitive tests
 - Ability testing procedures
 - Disability testing procedures
 - Uses of cognitive and non-cognitive tests
- 3) Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)
 - Concept of NRT and CRT and difference between NRT and CRT
 - Developing tests under NRT and CRT approaches
 - Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

UNIT-II

- 4) Approaches of Evaluation
 - Formative and Summative evaluation
 - External and Internal evaluation, advantages and disadvantages
- 5) Techniques and tools of evaluation
 - Testing- concept and purposes
 - Observational techniques

- Projective techniques
 - Types of evaluation tools
 - Rating scales, Intelligence Tests, Aptitude tests, Inventories, the anecdotal records
- 6) Continuous and Comprehensive Evaluation and Credit Based Evaluation
- Continuous evaluation
 - Comprehensive evaluation
 - Credit based evaluation
 - Functions, strength, and limitation

Practicum/Sessionals

Max. Marks: 10

Any one of the following:

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

SUGGESTED READINGS

Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar

Aggrawal, Y. P. (1990). *Statistical Methods*-Concepts, Applications and Composition, New Delhi: Sterling Publishers

Balls, S. & Aderson, S. (1976). Encyclopedia of Educational Evaluation in Teaching New York: McMillan

Kubiszyn, T. & Borich, G. *Educational Testing and Measurement: Classroom application and practice*, New York: Harper Collins College Publisher

Popham, W. I. (1977). Educational Evaluation, Englewood: Prentice Hall

Sinha, H. S. (1974). Modern Educational Testing New Delhi: Sterling

Thorndike R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.

Wittrock, M. C. & Wiley, D. E. (ed.) (1970). The evaluation of Instruction, New York: Holt Rinehart

Paper-III B Opt. (iii): HEALTH AND PHYSICAL EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks only. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- (i) Explain the concept, aims and objectives of Health and Physical Education.
- (ii) Describe hygienic environment along with contributing factors and its importance
- (iii) Explain various Communication diseases and first aid.
- (iv) Demonstrate ability to describe balanced diet.
- (v) Explain good posture.
- (vi) Define general medical standard of an individual.

COURSE CONTENTS

UNIT-I

- 1) Health and Health Education
 - Concept
 - Aims and objectives of health education
 - Factors influencing health
 - School health programmes
 - School health services
 - Role of the teacher in School Health programme
- 2) Physical Education
 - Concept
 - Misconception
 - Aim and objectives
 - Relation with general education.
- 3) Nutrition and Balanced Diet
 - Components of Balanced Diet
 - Functions
 - Major sources
 - Malnutrition.

UNIT-II

- 4) Posture
 - Concept and values
 - Postural deformities and their Management.

- Personal Hygiene
 - Environmental Hygiene
 - Pollution and Global Warming
- 5) Communicable diseases- Mode, control and prevention
- 6) Physical Fitness and First Aid.
- Physical fitness: Meaning, elements, and importance.
 - First aid in the following – Wounds, Cuts, Hammaerage, Laceration, Contution, dislocation, fracture, bites of insects, sprain and strain.

Practicum/Sessionals

Max. Marks: 10

1. Prepare a report of medical examinations of school student as conducted by a doctor
2. Prepare a report of mongering any two postural deformities.

SUGGESTED READINGS

Bucher, C. A. (1964). *Foundations of Physical Education*, Ney York: Mosby & Company

Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company

Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher

Paper-III B Opt. (iv): ENVIRONMENTAL EDUCATION

Time: 1.30 Hours

Max. Marks: 50

(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- (i) Define the concept of environmental education.
- (ii) Explain components of environment and healthy environment
- (iii) Explain various global environmental issues
- (iv) Demonstrate knowledge of impact of technology on environment.
- (v) Define major eco-systems and their conservation.
- (vi) Explain various kinds of pollution.

COURSE CONTENTS

UNIT-I

1) Environmental Education

- Concept, definition, principles
- Need and importance
- Goals and objectives of environmental education for sustainable development.

- Methodologies of Environmental Education.
- 2) Teaching Environmental Education
- Various methods (survey, project and field Trip)
 - Role of school and teacher- various activities and associated skills
 - Eco magazine
 - Exhibition and plantation
 - Eco-Club – meaning, objectives, structure, and activities
- 3) Environment
- Meaning and definition of Environment and its Components
 - Principles of environment
 - Major environmental problems
 - Concept of healthy environment & efforts in this direction
 - Conservation of environment: Government commitment in national and international fields.

UNIT-II

- 4) Global Environmental Issues.
- Depletion of ozone layer.
 - Global Warming (Green House Effect)
 - The major Eco-systems and their conservation- terrestrial and aquatic Eco-system
- 5) Impact of Technology on Environment-
- Environment Pollution
 - Soil Pollution
 - Water Pollution
 - Air Pollution
 - Noise Pollution
- 6) Miscellaneous Environmental Issues.
- Forests and their conservation.
 - Wildlife and its conservation.
 - Conservation of energy resources.
 - Alternate source of energy.
 - Waste management.
 - Population and environment- Human population growth and its problems
 - Indoor environment.

Practicum/Sessionals

Max. Marks: 10

Project report based on any local Environmental problem with suggested remedial measure.

SUGGESTED READINGS

Gupta V. K. (1998). *Environmental Education*, Jalandhar: New Academic Publishing House

Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India

Palmer, J. & Philips, N. (1994). *The Handbook of Environmental Education*, New York: Routledge

Purdom, P. W. & Aredson S. (1980). *Environmental Science*, Columbus: Charles E. Merrill Publishing Co.

Sharma P. D. (1993). *Environmental Biology*, Meerut: Rastogi & Co.

Sharma, R. C. & Tan, M. C. (eds) (1990). *Source Books of Environmental Education for Secondary School Teachers*. Bangkok: UNESCO

Ship, S A. B. (1996). *Education for the Environmental Concerns, Implications and Predices*. New Delhi: Radha Publication

Paper-III (B) Opt (i): YOGA EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define the philosophy of yoga.
- (ii) Explain the psychology of yoga
- (iii) Describe the socio-moral base of yoga.
- (iv) Explain physiology of Yoga
- (v) Classify yoga ,yogic diet and yogic lifestyle.
- (vi) Explain medical aspects of yoga in terms of improving mental health and reducing stress

COURSE CONTENTS

UNIT-1

- 1) Philosophy, Psychology and Kinds of Yoga
 - Philosophy of Yoga, goals of life and yoga, fundamental concepts common to all schools of Indian Philosophy; the Trignna, the concept of Prakrit, Purusha-Vishsha (Ishwar) and their relation with each other; its meaning and kinds of smadhi.
 - Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.
- 2) Physiology of Socio-moral bases Kinds of Dhyana: Sthuula, Jyotiry and sukshama, niraml Chitta and the final Goal.

UNIT-II

- 3) Socio-moral base of yoga: The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- 4) Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Matra-Yoga.
- 5) Yogic diet & its application in modern context.

Practicum/Sessionals:

Max. Marks: 10

1. Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- shirasana, Ardhmatsyendrasana, Padmasana and Shirasasana.
2. Participating in Neti, Kapalbhathi and Tratak.
3. Participating in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
4. Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

SUGGESTED READINGS

Bawara, B. V. (1993). *Aapki apni Baat*, Haryana: Divine Radiance Publications.

Besant, A. (2005). *An Introduction to Yoga*, New Delhi: Cosmo

Iyenger, B.K.S. (1996). *Lighter on Yoga*. New Delhi: Harper Collins Publishers India Private Limited

Larson, James, G. & Bhattacharya, R. S. (2007). *Encyclopedia of Indian Philosophies, Vol. XII. Yoga*: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Pub

Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality characteristics of delinquents and non-delinquents*. Chandigarh: Panjab University.

Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology

Omand, S. (1960). *Patanjali Yoga Pradeep*. Gorakhpur: Gita Press

Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology

Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education

Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends

Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat

Paper-III B Opt. (vii): GENDER SENSITIZATION AND SCHOOL

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the concepts of sex and gender.
- (ii) Demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- (iii) Explain the social construction of gender with special reference to family.
- (vii) Describe women in education and various laws protecting them.
- (viii) List the factors contributing to gender inequalities in schooling.
- (ix) Describe the concept of women empowerment and various roles of women in sustainable development.

COURSE CONTENTS

UNIT-I

- 1) Sex and Gender
 - Psychological and Sociological perspectives
 - Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood
 - Socialist – Feminis;-class, gender and division
 - Indian Women- Family, caste, class, culture, religion and social system.
- 2) Social construction of gender
 - Socialization
 - Family
 - Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations
- 3) Women Education and Law
 - Women access to and participation in formal education
 - Women and non-formal education
 - Media and women
 - National effort to protect women's rights

UNIT-II

- 4) Gender inequalities in schooling
 - Organisation of schooling
 - Gender bias in text books

- Curricular choices and
 - Hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 5) Gender and Schooling –Education for gender equity
- Case studies of interventions in school education
 - Reflections from the field and strategies for change
 - The Lok Jumbish Experience
- 6) Education and Empowerment of Women
- Concept and importance
 - Women and sustainable development
 - Special role of women as protector of environment
 - Waste management and women
 - Women as workers

Practicum/Sessionals

Max. Marks: 10

Attempt any One of the following:

1. Project report based on any local problem of women.
2. Write a Report on any women related latest issue.
3. Prepare a plan for empowering the women

SUGGESTED READINGS

Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329

Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing

Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications

Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME

Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

PAPER-III (B) Opt. (viii): HUMAN RIGHTS EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Describe various human rights.
- (ii) Classify human rights.
- (iii) Illustrate human rights commissions.
- (iv) List the domains of human rights.
- (v) Explain constitutional and institutional safeguards.
- (vi) State problems of Refugees.
- (vii) Define UN Principles in association with human rights.

COURSE CONTENTS

UNIT-I

- 1) Human Rights Education
 - Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
 - Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.
- 2) Vital Domains of Human Rights
 - Right to information, Poverty, Child Labour, and Environment
 - Human rights in relation to women, Terrorism, and Disabled

UNIT-II

- 3) Enlightenment and Human Rights
 - Human Rights in India,
 - United Nations and Human Rights
- 4) Judicial Activism
 - Human Rights violation and Police
 - Problem of Refugees and internationally Displaced Persons
- 5) Custodial Justice
 - Guidelines to Police Commissioners and District magistrates
 - Standard Rules for Treatment of Prisoners

- UN Principles for Protection of Prisoners

Practicum/Sessionals

Max. Marks: 10

Write a Report on any one of the following-

3. Prepare a project on the human rights with particular reference to marginalized section of the Society.
4. Prepare a report on rights of child labour and their problems.
5. Write a report on use of RTI with at least two cases related to educational institutions.
6. Role of Police in protections of Human Rights.

SUGGESTED READINGS

Barwal, K. (2005). Political Rights conferred on Women in Kuwait, Competition Success Review, p.

Devine, C., & Wilde, C. R. H. R. (1999). Human Rights: Essential Reference Book,

Donnelly, J. (2003). Universal Human Rights in Theory and practice, New Delhi: Sterling.

Kaarthikeyan D.R (2005). Human Rights:Problems and Solutions. New Delhi: Gyan Publishing House <http://www.gyanbookscom>.

Maria, A. (2002). Women Empowerment Teacher-Education Edutracks, VIII, p.11-17. Sharma,B.L.and B.K Maheswari Education for Value Environment of Human Rights

Smith, R. (2008). Essentials of Human Rights. New Delhi: Sterling Publications.

Sridevi, C. & Vijayawada, Socio Historical Context, Social Diversities and Commonalities, New Delhi: Indira Gandhi National Open University, Press.

WWW. Youth for Human Rights. Org.

Paper-IV (A): CURRICULUM AND SCHOOL MANAGEMENT

Time: 1.30 Hours

Max. Marks: 50

(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Develop an understanding of the concept, principles and steps of curriculum

- development.
- (ii) Develop an understanding of the concept, need, scope and functions of school management.
 - (iii) Develop an understanding of different components of human and material resources of the school.
 - (iv) Develop an understanding of various characteristics of a quality school.
 - (v) Develop an awareness of various characteristics of a quality school.
 - (vi) Develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities.
 - (vii) Develop an understanding of the concept and principles of classroom management.
 - (viii) Develop an understanding of the role of a teacher in class-room management.

COURSE CONTENTS

UNIT-1

- 1) Curriculum
 - Meaning
 - Importance
 - Bases of Curriculum
- 2) Curriculum Development
 - Concept, Need and importance of curriculum development.
 - Principles of curriculum development.
 - Factors affecting curriculum development: Philosophical, Social and Psychological.
- 3) Steps of curriculum development and evaluation of curriculum.

UNIT-II

- 4) School Management
 - School Management: Concept, Need, nature, scope and functions.
 - Management of human and material resources: components of human and material resources, responsibilities and qualities of a headmaster and a teacher; relationship of a headmaster and a teacher, characteristics and maintenance of a school plant.
 - Maintenance of School-Records: need and importance, advantages, requisites and types of school-records.
- 5) School Time-Table & Organising co-curricular Activities
 - Time-Table: concept, need, importance, types and Principles of construction of school time table.
 - Co-curricular Activities: meaning, importance, types and principles of organizing co-curricular activities, organization of morning assembly, field trips, school publication, NCC, Dramatics, debates and discussions, declamations and symposia.

Practicum/ Sessionals

Max. Marks: 10

Select any one of the following-

- 1. Preparing a Project Report concerning any aspect of school management.

2. Compare current Five year plan with Previous plan with particular reference to elementary education with

SUGGESTED READINGS

- Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration, Meerut: R. Lall Book Depot.
- Aggarwal J. C. (1967). Education Administration, School Organisation and Super vision, Delhi: Arya Book Dept
- Aggarwal, J. C. (2003). Hnadbook of Curriculum and Instruction, Delhi: Doaba Book House
- Bhatia K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems, Ludhiana: Prakash Brothers
- Chopra R. K. (1993). Status of Teacher in India, New Delhi: NCERT
- Goodland, J. (1979). Curriculum Enquiry the study of curriculum practices. New York: McGraw Hill
- Hass,G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon
- Hooer, R.(1971). Curriculum: Context, Design and development New York: Longmans
- Lawten, D. (1986). School curriculum Planning, London: Holders and Stayhton
- Menon T. K. N. & Kaul G. N. (1954). Experiments in Teacher Training, New Delhi: Sterling Publishers
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin
- Payne, D. A. (1973). Curriculum Coalition: Commentaries on purpose, process and product. Boston: D.C. Heath
- Siddiqi M. A. (1993). In Service Education of Teachers, New Delhi: NCERT
- Singh L. C. & Sharma P. C. (1995). Teacher Education and the Teacher, New Delhi: Vikas Publishing House
- Singh R. P. (1990). Studies in Teacher Education, New Delhi: Bahri Publication
- Taba, H. (1962). Curriculum Development: Theory and Practice, New York: Harcourt, Brace and world
- William, M. A. (1966). Planning Curriculum for Schools. New York: Rinchart and Winston

PAPER-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer-type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to:-

- (i) Develop an understanding of the concept, principles and models of inclusive education in the context of education for all.
- (ii) Identify and address diverse needs of all learners.
- (iii) Familiarize with the trends and issues in inclusive education
- (iv) Develop an attitude to foster inclusive education
- (v) Develop an understanding of the role of facilitators in inclusive education.

COURSE CONTENTS

UNIT-I

- 1) Introduction to Inclusive Education
 - Concept, Meaning and Need
 - Transition from segregation to inclusion
 - Principles
 - Models
 - National Policy for Person with Disabilities 2006 with reference to inclusive education.
 - Sarva Shiksha Abhiyaan-2002 with reference to inclusive education.
- 2) Special Educational Needs (SEN) of learners in inclusive school
 - Identification of diverse needs of SEN learners and Referrals
 - Disabilities in Children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic Impairment, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
 - Types and Use of Assistive Devices for Learners with SEN
 - Barriers in Inclusive Education: Attitudinal, Social and Educational
 - Educational Concessions and Facilities.

UNIT-II

- 3) Planning and managing inclusive curriculum in schools
 - School Readiness and School transition

- Individualized Educational Plan (IEP): Development & Implementation.
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
- Curricular and Instructional accommodations

4) Facilitators for inclusive education

- Need for Multidisciplinary Approach
- Role and Responsibilities: General, Special and Resource Teachers
- Role and Responsibilities: Family and Community
- Parent- Professional Partnership: Need and Relevance

Practicum/ Sessionals

Max. Marks: 10

Select any one of the following-

1. Report on the Orientation conducted in your college regarding Braille or Sign Language
2. Case Study on a child (visual or hearing impaired)

SUGGESTED READINGS

Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall

Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing

Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall

Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon

Daniels, H. (1999). Inclusive Education, London: Kogan

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Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing

Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications

Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing

Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications

Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.

Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon

- Karant, P. & R. , J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew, S. (2004). Education of children with hearing impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schlosss P. (1986). Instructional methods for students with learning and behavior problems, New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical approach to teachers. New Delhi: Kanishka Publishers, Distributers.

PAPER -V (A): INFORMATION COMMUNICATION AND EDUCATIONAL TECHNOLOGY

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define the scope and importance of educational technology in contemporary society
- (ii) Explain emerging technologies exhibiting proper perspective and attitudes.
- (iii) Acquire theoretical bases of educational technology and to develop awareness about recent development in the area of educational Technology.
- (iv) Get awareness of computer usage and its importance in education.
- (v) Understand computer network and use of internet in teaching.
- (vi) Understand the role of information communication Technology in present and future.
- (vii) Understand computer networks and use of internet in teaching and learning

COURSE CONTENTS

UNIT-1

- 1) Information & Communication Technology
 - Concept and meaning
 - Models of Communication
 - Concept of tele-communication and
 - Satellite-communication.
 - Systems approach to Education
- 2) Introduction to computers
 - Input and output devices
 - CPU, Memory, and storage units of computers
 - System and Application Software
 - Uses and applications of computer
 - LAN, MAN, WAN
 - E-school
 - E-learning
 - Multimedia
- 3) Models of Teaching
 - Different types of Models
 - Steps of a Teaching Model
 - Focus
 - Syntax
 - Social System
 - Support System
 - Application Context
 - Concept attainment Model
 - Glazer's Basic Teaching Model

UNIT-II

4. Educational Technology
 - Meaning and Concept
 - Scope & Significance
5. Instructional System:
 - Development of instructional System, Personalized instructional System
 - Programmed Learning, Simulation and Brain-Storming.
6. Skill developing technologies:
 - Micro-teaching-Meaning, importance, limitations and organizational Patten.
7. Thinking-
 - Concept
 - Types
 - Various strategies for developing thinking

Practicum/Sessionals

Max. Marks: 10

Any one of the following:

1. Critically analyse two educational programmes of Television/Radio/Computer.
2. Write a comparative analysis of audio, audio-visual and multimedia programme.

SUGGESTED READINGS

Jenkins, J. (1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.

Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.

Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

Mukhopadhyaya, M. (ed.) (1990). Education Technology Challenging Issues, New Delhi: Sterling Publishers.

Richmond W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.

Sachdeva, M. S., Sharma, K. K. and Kumar, S. (2007). Educational Technology, Patiala: Twenty First Century Publications

Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.

Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

Paper-V (B): ACTION RESEARCH

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define the concept of action research
- (ii) Explain the steps of action research.

- (iii) Describe in detail the dynamics of action research in educational contexts.
- (iv) Demonstrate development and execution of action research project.
- (v) Define concepts related to central tendency and dispersion.
- (vi) Compute central-tendency and dispersion measures on action research data

COURSE CONTENTS

UNIT-I

- 1) Fundamentals of Action Research
 - Concept, Need and Importance of Action Research
 - Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm
 - Uses and Limitations of Action Research
- 2) Dynamics of Action Research in educational contexts
 - The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
 - Developing Action Research design
 - Identifying the areas of Action Research
- 3) Tools of Action Research (Characteristics, uses and Limitations)
 - Observation
 - Questionnaire
 - Rating Scales

UNIT-II

- 4) Developing an Action Research project in school contexts
 - The Blue-print of an Action Research Project
 - Development of Action Research Project in any of the following areas-
 - Classroom teaching contexts
 - Classroom and school management
 - Improvement of learning levels and Cognitive learning
- 5) Descriptive Statistics: Concept and computation
 - Measures of Central Tendency- Mean, Median and Mode
 - Measures of Dispersion: Quartile deviation and Standard Deviation
 - Correlation- Rank order and Product Moment method

Practicum/Sessionals

Max. Marks: 10

1. Identify five Action Research problems in the school contexts and Plan a proposal on any one of the Action Research problem.

SUGGESTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*, New Delhi: Sterling

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*, Kurukshetra: Nirmal Publishing

Best, John W. & Kahn, J. (1995). *Research in Education*, New Delhi: Prentice Hall

Good; C. V. & Douglas, E. S. (1954). *Methods in Social Research*, New York: McGraw Hill
Jon N. (1981). *A Teachers' Guide to Action Research*, London: Grant McIntyre Limited

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Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon

Siegel, S. (1986). *Non-parametric Statistic*, New York: McGraw Hill

Urns, R. B. (1991). *Introduction to Research in Education*, New Delhi: Prentice Hall

**Paper-VI & VII (Group A) Opt. iv): TEACHING OF SANSKRIT
(Only for students who are B.A. with Sanskrit)**

Time: 3 Hours

**Max. Marks: 100
(External: 80, Internal: 20)**

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the nature, need & principles of Sanskrit language.
- (ii) Describe different methods of teaching Sanskrit.
- (iii) Demonstrate the use of various audio visual aids.
- (iv) Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- (v) Define the meaning of evaluation and types of evaluating techniques.
- (vi) Explain and organise different type of co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

COURSE CONTENTS

bdkb/I

1-I d'ir Hkk"kk , oa l kfgR; dk , frgkfl d rFkk or'eku voykdu

- I ðr Hkk"kk dh i kB; Øe eavfuok; r k 1/2; 1/2

2- I ðr Hkk"kk f'k{k.k ea l keld; fl) kdr rFkk l #=

- I ðr Hkk"kk f'k{k.k ea Jo.k rFkk i Bu dk vH; kl A

bdkbZ II

3- I ðr Hkk"kk f'k{k.k dh fof/k; k

- i k B'kkyk fof/k
- i k B; i ðrd fof/k
- i R; {k fof/k
- 0; kdj .k vuokn fof/k

4- I ðr i k B; i ðrd fuekzk

5- I ðr v/; ki d rFkk n'; JO; I k/ku i z kx

bdkbZ III

6- I ðr eafo/kkvka dk f'k{k.k

- I ðr ea x | &f'k{k.k& i fØ; k- m's; rFkk l ki ku
- I ðr ea i | &f'k{k.k& i fØ; k- m's; rFkk l ki ku
- I ðr ea 0; kdj .k f'k{k.k & i fØ; k- m's; rFkk l ki ku
- I ðr ea jpuk f'k{k.k & i fØ; k- m's; rFkk l ki ku
- I ðr ea vuokn f'k{k.k& i fØ; k- m's; rFkk l ki ku

7- I ðr Hkk"kk Kku dk eW; kdu] vFk] ij h{kkvka ds i z kj

1/4 uca dkkRed] oLrqu" B] y?kukj] vHkh"V 1/2

- xgd; Zfu; kst u , oa l á kksku i fØ; kA
- I ðr Hkk"kk dh l gi k B; fØ; k, a
- 1/4 ykd k p k j .k] Hkk" k .k] v f H k u ; h d j .k , o a j p u k R e d i f r ; k s x r k , 1/2

bdkbZ IV

8- I ðr Hkk"kk; h d i sky

- I ðr ea m P p k j .k f'k{k.k & v'kij) m P p k j .k ds i z d k j , 0; kdj .k rFkk l ðkkj d s m i k ; A
- I ðr ea v {k j & f o l ; k l f'k{k.k& l k e l d ; v'kij) ; k] d k j .k rFkk fuokj .k ds m i k ; A l y s [k dk ; A

9- I ðr fo"k; oLrq

- /kkrq; i & i B] fy [k] v l } H k q ; d' 1/4 V ~ r F k k y ; y d k j 1/2
- 'kCn : i & j k e] g f j] u n h] y r k

- iR; ; & ¼/uh; j} r0; r½ l ekl ¼cgqhfjg }U}½
- 'kCnkFKZ rFkk vuqkn ¼Boha rFkk 10oha gfj ; k.kk ck&MZ ds i kB; Øe l ½

Practicum / Sessionals

Max. Marks : 20

¼½ ek/; fed Lrj ds fy, fu/kkZjr i kB; & i ¼rdka ea l s fdUgha nls i kBka dh fo"ka; & l kexh dk f'k{k&'kkL=h; fo'ySk.kA

¼½ gfj; k.kk jkT; f'k{k ck&MZ , oa l ¼V'y ck&MZ vkND , tpsku ds ijh{k i=ka ds vk/kkj ij ek/; fed&Lrj ds fy, i zu&i=&fuekZ.kA

SUGGESTED READINGS

- | | |
|---|---------------------------------|
| 1- I Qk; k] j?kqkFk- I ¼dr&f'k{k.k] p.Mhx<+ | % gfj; k.kk fgUrh xBfK , dknehA |
| 2- i.k.Ms jke 'kQy- I ¼dr&f'k{k.k] vkxjk | % foukn i ¼rd eñjA |
| 3- ckcdh oh-i-h , , i'kp VwVhfpax] i uk | % y[k'kux<+i A |
| 4- vkIVs Mh-th- Vhfpax vkND I ¼dr] cEcbZ | % i nek i fcyds kUI A |
| 5- I Qk; k] j?kqkFk- I ¼dr f'k{k.k fof/k] tkydkj | % i atkc fdrkc ?kjA |
| 6- vkIVs Mh-th- Mks jsi h-ds] Vhfpax vkND I ¼dr bu l dsMjh Ldny] cMksk | % vkpk; Z cpd fMi kA |
| 7- gQj dj- n i ksy e vkND Vhfpax vkND I ¼dr] dky gki j | % Hkkjr cpd LVknyA |

Paper-VI & VII (Group A) Opt. (ii): TEACHING OF ENGLISH

Time: 3 Hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

1. Explain the concept of English and its elements
2. Define linguistic skills and process of development among pupils
3. Conduct pedagogical analysis and develop teaching skills.

4. Explain the concept of evaluation and methods of evaluating the performance of students.
5. Critically explain various teaching methods.
6. Demonstrate language competencies.

COURSE CONTENTS

UNIT-I

- 1) Language and distinctive features of English
 - Meaning, importance and functions of language
 - Linguistic Principles, and Aims and objectives of teaching English.
- 2) Pedagogical analysis- Objectives and Lesson Planning
 - Teaching of prose
 - Teaching of poetry
 - Teaching of composition and
 - Teaching of grammar

UNIT-II

- 3) Learner centered approaches and Methods of Teaching
 - Difference between 'Approach' and 'Method'.
 - Direct Method, Bi-lingual method, Communicative Approach, and Constructive Approach(co-operative Learning)
 - Teaching of the following
 - Prose
 - Poetry
 - Grammar
 - Composition
- 4) Instructional Material:
 - Concept
 - Components
 - Importance and their effective use.
 - Tape Recorders, Television
 - Films, Filmstrips, OHP
 - Language Laboratory: An important Instructional aid

UNIT-III

- 5) Developing Language Skills- Listening and Speaking
 - Features of English Pronunciation, elementary knowledge of English sounds.
 - Stress, Rhythm, Juncture, intonation, patterns and their implications.
- 6) Developing Language Skills – Reading and Writing
 - Teaching mechanism of Reading and writing
 - Teaching reading and writing to beginners
 - Teaching reading with comprehension.

UNIT-IV

7) Co-curricular activities related to English

- Usefulness of language games, quiz, debates, group-discussions and other co-curricular activities in the teaching and learning of English.

8) Remedial and Enrichment content

- Meaning and significance of remedial teaching
- Common errors in English and their removal through remedial teaching

9) Evaluation Procedure

- Evaluation- Comprehensive and continuous, and Objective-type and Essay-Type Questions.

Practicum/Sessionals

Max. Marks: 20

Select any one of the following:

1. Preparation of a Diagnostic Test/Achievement Test/ Reading Comprehension Test.
2. Prepare a Remedial programme for a child having English Spelling Errors.
3. Writing of Objectives based or Objective test items on different aspects of English attainment – Grammar, Composition and Vocabulary for Secondary Schools.

SUGGESTED READINGS

Crown, G. (1977). Listening to Spoken English. London: Longman.

Christopherson, P. (1972). Second Language learning, New Delhi: Penguin.

Chaturvedi, M. G. (1973). A Contrastive Study of Hindi-English Phonology, New Delhi: National Publishing.

Dodson, C. J. (1972). Language Teaching & the Bilingual Method, Pitman Publishing.

Frisby, A. W. (1970). Teaching English: Notes and Comments in Teaching English Overseas, London: E.L.B.S.

Girad, B. (1972). Linguistics and foreign Language Teaching, London: Longman

Hayes, B. L. (ed.) (1991). Effective strategies for teaching reading, London: Allyn & Bacon

Sachdev M.S. (2007). Teaching of English, Patiala: Twenty First Century Publications.

Wilkins, D. A. (1983). Linguistics in English Teaching. London: Edward Arnold ELBS Edition

PAPER-VI & VII (Group A) Opt. (iii): TEACHING OF PUNJABI

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- (ii) Impart training in various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills) etc.
- (iii) Enable pupil teachers to use current method of teaching Punjabi.

COURSE CONTENTS

UNIT-I

- 1) Nature of Punjabi Language, Aims and Objectives and Principles of Teaching.
 - The nature and importance of language – its origin and development
 - Origin and development of Punjabi language and its script
 - Role of mother tongue in the education of a child
 - Aims & objectives of teaching of Punjabi
 - General Principles and maxims of teaching of Punjabi
- 2) Development of Language skills
 - Listening
 - Speaking
 - Reading
 - Writing

UNIT-II

- 3) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.
Role of language activities
 - Debates
 - Recitation
 - Story telling
 - Symposium
- 4) Methodology
Modern methods of teaching language with specific references to:
 - Project method
 - Play way method

- Discussion method
- Correlation method
- Observation method

UNIT-III

- 5) Methods of teaching of prose, poetry, composition and grammar
- 6) Preparation of lesson plans for each of the above aspects of language.

UNIT-IV

- 7) Instructional Material
 - Audio-visual aids meaning, importance and their kinds Proper use of these in teaching of Punjabi
 - Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
 - Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.
- 8) Evaluation:
 - Modern concept of evaluation in Language
 - Different types of techniques and tests for evaluating different language skills.
 - Construction of
 - Oral type tests
 - Short-answer type tests
 - Objective-type tests
 - Essay-type tests
 - Diagnostic tests

SUGGESTED READINGS

Singh, G.B. (1981). Gurumukhi Lipi Da Janam Te Vikas, Chandigarh: Punjab University Publication Bureau

Singh, G. (1971). Gurumukhi Lipi Bare, Ludhiana: Lahore Book Shop

Singh, H. (1966). Punjabi Bare, Patiala: Punjabi University

Sekhon, S. S. & Singh, P. P. (1961). Punjabi Boli Da Itihas, Punjab: Bhasha Vibhag

Paper-VI & VII (Group A) Opt (i): TEACHING OF HINDI

Time: 3 Hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define the nature, need & principles of Hindi language.
- (ii) Explain different methods of teaching Hindi.
- (iii) Demonstrate the use of various audio visual aids.
- (iv) Explain objectives and steps of teaching prose, poetry & grammar of Hindi
- (v) Explain the meaning of evaluation and types of evaluating techniques.

बदल I

fglhf'k{k

1/4 1/2

- ekr` Hkk"kk f'k{k.k dk vFkZ Lo: i egÙo , oaCym }kj fu/kkZjr vuqskRed m's; A
- Hkk"kkbZ dksky dk I keku; Kku
1/4 1/2 Jo.k dksky
1/4 1/2 Hkk"k.k dksky
1/4 1/2 i Bu dksky
1/4 1/2 y[ku dksky

1/2 1/2

- fglhf eamppkj .k f'k{k.k] v{kj&fol; kl , oafojke&fpIlgA
- fglhf f'k{k.k ea l puk rdudhdh dh mi ; kfxrk , oa iz kxA

बदल II

1/3 1/2

- i kB ; kstuk dk vFkZ egÙo , oa : i & j[kkA
- fglhf f'k{k.k ea vuqkn dk vFkZ fo'kkrk, j i f'k{k.k] fof/k; ka , oa vH; kl A

1/4 1/2

- dfof'k{k.k 1/2 I i kB , o cksk i kB ds : i e[
- x | & f'k{k.k

बदल III

1/5 1/2

- 0; kdj .k f'k{k.k 1/4 kS pkfjd , oa vukS pkfjd 1/2
- jpuk f'k{k.k 1/4 dgkuh] i = , oafucl/k : i e[

1/6 1/2

- fglhf i kB; Øe fuekZk , oa l eh{kkA

- fglinh i kB; i qrd dh fo' kskrk, a , oa l eh{kA

bdlbZIV

1/7 1/2 eW; kdu

- fglinh ea eW; kdu & vFkZLo: i] fo/kvka ea eW; kdu i fØ; kA

1/8 1/2 xgdk; Z

- fglinh Hkk"kk ea xgdk; & vFkZ o Lo: i A
- xgdk; Z l akksku dk egÙo , oa vk/kfud fof/k; ka dk iz, kxA

Practicum/Sessionals:

Max Mark: 20

iz kskRed fØ; k, p

fuEufyf[kr ea l sfdlgh nks ij Project r\$ kj dja

1/4 1/2 fofHku i zkj dh /ofu; ka ds mPpkj.k dh vls /; ku nrs gq Nk=k/; ki d/Nk=k/; kfi dk fdlgh nl fo | kFkZ ka }kj dh tkus okyh v'kf); ka rFk ml ds funku ds mik; dk i Lrfrdj.k n'; & J0; @ J0; I k/ku dk Hkk"kk; h iz, ksk'kkyk ea iz, ksk djsxA

1/4 1/2 Nk=k/; ki d/Nk=k/; kfi dk vius vH; kl fo | ky; ds ikp fo | kFkZ ka }kj dfork@dgkuh@fudl/k i kB- dh n'; & J0; @ J0; I k/ku iz, ksk djrs gq i Lrfrhdj.k djsxA

1/8 1/2 i kB'kkyvka ea fglinh dh i kB; Øe l gxkeh fØ; kvka dh 0; oLFk , oa vk; kst u djukA

I aH&xk I ph

- 1- 'kpy] Hkxorh i l kn (1974). fglinh mPpkj.k vls orZ] ubZ fnYyh: vk; Z cpl fMi ks
- 2- I f[k; k] dsds (1976). fglinh /ofu; ka vls mudk f'k{k.k] bykgkkn: jkeukj; .k ykyA
- 3- frokjh, HkkykukFk rFk HkkfV; k] dSyk'k pln (1980). fglinh f'k{k.k] fnYyh: fyfi i zdk'ku]

PAPER-VI, VII Group-A (Opt. v): TEACHING OF PHYSICAL SCIENCE

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
- (ii) Develop competencies in the prospective teachers related to Physical Sciences at the lower secondary level with specific reference to Indian school conditions.
- (iii) Explain specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science pedagogical analysis of contents in Physical Science at the lower secondary level, transaction contents, methods of teaching, evaluation etc.
- (iv) Develop ability to perform the required role as a Physical Science teacher under Indian School Conditions.

COURSE CONTENTS

UNIT-I

- 1) Concept
 - Importance of Physical Science in school curriculum.
 - General aims and objectives of teaching Physical sciences at secondary school stage.
 - Bloom's Taxonomy of educational objectives
 - Formulation of specific objectives in behavioural terms.
- 2) Contents
 - Energy-types
 - Transmission of heat
 - Atomic structure
 - Magnetism
 - Friction
 - Water as universal solvent

UNIT-II

- 3) Following points should be followed for pedagogical analysis
 - Identification of minor and major concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation procedure
- 4) Transaction of contents
 - Unit planning of teaching aids.
 - Preparation of teaching aids.
 - Development of demonstration experiments
 - Co-curricular activities

UNIT-III

- 5) Development of self-learning material (Linear programme)
- 6) Method of teaching
 - Lecture-Demonstration method
 - Project Method
 - Problem- solving method
 - Problem- solving method

UNIT-IV

- 7) Skills
 - Practical demonstration – using laboratory
 - Improvisation of apparatus
 - Skill of introducing the lesson (set induction)
 - Questioning
 - Skill of Illustration with examples (visual)
 - Skill of explaining
 - Skill of sing Black board
 - Skill of stimulation variation
- 8) Evaluation
 - Concept-Measurement and evaluation and grading
 - Formative evaluation
 - Summative evaluation
 - Diagnostic evaluation
 - Characteristics of a good test
 - Preparation of achievement test-objective tests

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

- Development of five demonstration experiments on the topics covered in the syllabus or on topics from Physical Science test books at the lower secondary level in Haryana State.
- Improvisation of apparatus/equipment
- Session work
- Viva-voce

SUGGESTED READINGS

- Anderson. R.D. (1970): *Developing Children's Thinking through Science*, Delhi: Prentice Hall
- Bal-vigyanik (1981). *Science Text Book for Middle School*, M.P.: Text Book Corporation
- Carian, A.A. & Sund, R.D. (1976). *Teaching Science Through Discovery*, Meril.
- Deharet H., P. (1971). *New Directions in Teaching School Science*, Chicago: Rand McNally Co.
- John, M. (1970) *Teaching of Science in Secondary School*, Association for Science Education
- Joyce B. (1994). *Models of Teaching*, New Delhi: March Weil Prentice Hall
- Kuthiro, (1970). *Physics Teacher of School Physics*, Longman Group Ltd.
- Romey, W.D. (1968). *Inquiry Technique for Teaching of Science*, New Jersey: Prentice Hall
- Sharma, R.C. (1981). *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons Publication
- Walker, J. (1977). *The Flying Circus of Physics*, John Wiley and Sons
- Ya-Perclan (1977). *The Flying Circus of Physics*, John Wiley and Sons

PAPER- VI, VII Group-B (Opt.viii): TEACHING OF HISTORY

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Understand the meaning scope and importance of History.
- (ii) Develop skill and competence to translate general objectives into performance.
- (iii) Describe the principles of curriculum construction in History and analyse content pedagogically.
- (iv) Demonstrate the different important methods of teaching History by selecting appropriate learning contents.
- (v) Prepare lesson plan using specific methods of teaching History.
- (vi) Prepare appropriate tests for evaluation of some content in History
- (vii) Prepare a write-up of the places of historical importance.
- (viii) Use different aids in teaching of History.

COURSE CONTENTS

UNIT-I

- 1) Meaning, Nature & Concept of History
 - Place of History in Secondary School curriculum
 - Aims, objectives and values of teaching History
 - Bloom's Taxonomy of objectives
 - Formulation of objectives in behavioural terms
- 2) Contents and Pedagogical Analysis
 - Indus Valley civilization
 - Aryans
 - Mughal dynasty
 - Modern India

UNIT-II

- 3) Following points should be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation techniques
- 4) Development of Instructional Material
 - Development & designing of curriculum in History
 - Development of lesson plans for History
 - Development of test books
 - Development of self-learning modules
 - Development/utilization of instructional aids
 - Charts
 - Maps
 - Graphs
 - Models
 - Film strips
 - T.V.
 - Computers

UNIT-III

- 5) Methods
 - Source method
 - Discussion method
 - Dramatisation (Role Play)
 - Teaching History through monuments (Field trips)
 - Story telling method
 - Project Method
- 6) Skills
 - Skill of narration
 - Skill of probing question

- Skill stimulus variations

UNIT-IV

- 7) Evaluation
- Meaning & importance evaluation
 - Evaluation devices
 - Written, oral assignments

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

SUGGESTED READINGS

- Chaudhary, K.P. (1975). The Effective Teaching of History in India, New Delhi: NCERT
 Dhamija, N. (1993). Multimedia: Approaches in Teaching Social Studies, New Delhi: Harman publishing House
 Dixit, U (1972). Ithas Shikshan, Jaipur: Hindi Granth Academy
 Durton, W.H. (1972). Principles at History Teaching, London: Methuen Publications
 Ghate, V.D. (1956). Teaching of History (English & Hindi), Mumbai: Oxford University Press
 Gunnin, D. (1978). The teaching of History, London: Goom Helm Ltd.
 Khan, S.U. (1998). History Teaching-Problems, New Delhi: Prospective and Prospect Publications
 Kochar, S.K. (1972). The Teaching of History, Delhi: Sterling Publishers
 Lewis, E.M. (1960). Teaching History in Secondary Schools, Delhi: Sterling Publishers
 Shaيدا, B.D. & Singh, S. (1973). Teaching of History, Jalandhar: Dhanpat Rai & Sons Publishers

Paper-VI & VII (Group B) Opt. (i): TEACHING OF SOCIAL SCIENCE

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define the concept of Social Sciences
- (ii) Explain different methods to teach social sciences.
- (iii) Develop self-instructional material.

- (iv) Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.
- (v) Explain use of teaching aids effectively in the class-room.
- (vi) Develop lesson plan with the help of advanced technology.
- (vii) Explain challenging situations in the society.

COURSE CONTENTS

UNIT-I

- 1) Concept, objectives and values:
 - Meaning, Scope, Importance and values of Teaching Social Science.
 - Aims and objectives of Teaching of Social Science with special reference to present Indian School.
 - Bloom's Taxonomy of objectives
 - Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.
- 2) Content & their Pedagogical analysis:
 - History of Freedom Movement.
 - Globe: General Information about Globe.
 - Indian Constitution.
 - Major issues facing Indian economy, today.

UNIT-II

- 3) A) Methods and Skills of Teaching Social Science (History/Geography/Civics):
 - Project Method
 - Inductive and Deductive Method.
 - Assignment Method
 - Source Method
 - Story Telling Method
 - Lecture Cum Discussion Method
- B) Skills
 - Skill of Introducing the lesson
 - Skill of explaining
 - Skill of Questioning
 - Skill of Illustration with Example
 - Skill of Stimulus Variation
- 4) Development utilization of Instructional Material
 - Development of Self-Instructional Material.
 - Use of Community Resources.
 - Designing of Social Science Lab.

UNIT-III

- 5) Development/Utilization of instructional aids-
 - Charts
 - Maps
 - Graphs
 - Models
 - Film strips

- T. V.
 - Computers
- 6) Development and utilization of instructional aids

UNIT-IV

- 7) Text Book: Importance and qualities of a good text book of Social Science i.e. History/Geography and Civics
- 8) Evaluation:
- Meaning, importance and Objective of Evaluation.
 - Evaluation Devices
 - Oral test
 - Written Test
 - Practical test
 - Diagnostic testing
 - Observation
 - Rating Scale

Practicum /Sessionals

Max. Marks: 20

Submit Report on any one of the following activities-

- 1) Organise an Exhibition on any theme in Social Science
- 2) Preparation of Teaching aids including CDs, Slides and Transparencies
- 3) Organise a Quiz competition in Social Science and analyse the responses of students

SUGGESTED READINGS

- Burton, W. H. (1972). Principles of History Teaching, London: Methuen
- Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT
- Dhamija, N. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Harman Publishing House
- Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy
- Ghate, V. D. (1956). Teaching of History (English& Hindi), Mumbai: Oxford University Press
- Hashmi, M. A. A. (1975). Tarikh Kaisey Parhhaen(Urdu) . New Delhi: Maktaba Jamia Ltd.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications

PAPER-VI & VII (Group B) Opt. (ii): TEACHING OF SCIENCE AND TECHNOLOGY

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain and demonstrate competencies related to teaching and learning of Science and technology as a compulsory school subject.
- (ii) Identify the aims and objectives of teaching major and minor concepts of Science and Technology in relation to present society.
- (iii) Analyze and design curriculum in Science and Technology keeping in view the needs of target group.
- (iv) Explain the development in the area of Teaching of Science at the National and International Level.
- (v) Enumerate approaches and methods of teaching and explain their uses in actual classroom.
- (vi) Define and demonstrate competencies related to Science at the secondary level with specific reference to Indian School Conditions.
- (vii) Describe Pedagogical Analysis of contents in the Science at the secondary level.
- (viii) Identify competencies of effective teachers in order to perform the required role as a Science Teacher under Indian School Conditions.
- (ix) Establish Science and Technology lab using local and low cost resources.
- (x) Explain types of evaluation and use tools of evaluation in actual classroom.

COURSE CONTENTS

UNIT-I

- 1) Concept of Science and Technology
 - Need and significance: Justification for Science and Technology as a Compulsory subject
 - Emergence of the concept of Science and Technology
 - Linking Science and Technology with the Society- Science-Technology-Society (STS) approach in Teaching
- 2) Aims and Objectives of Science and Technology
 - Difference between aims and objectives
 - Objectives: behavioral objectives and general objectives

- Writing behavioral objectives on any five-topics from the text books (6-10)
- Bloom's-Taxonomy of Educational objectives.
- Aims and objectives of teaching Science and Technology according to the latest trends.

UNIT-II

- 3) Curriculum Development in Science and Technology
- Current principles of curriculum development
 - Analysis of anyone of the text books of science and technology being taught from 6th to 10th class.
- 4) Transaction of Curriculum.
- Instructional Planning: Unit-planning and Lesson planning.
 - Pedagogical Analysis of any one unit from the current text books following constructivist approach.

UNIT-III

- 5) Teaching Approaches
- Constructivist approach in teaching with specific reference to science and technology as a school subject.
 - Activity based approach: Meaning and significance of discovery approach, project approach
 - Concept approach: Concept, meaning and classification
 - Integrated and disciplinarian approach to teaching Science
- 6) Methods of teaching
- Inquiry method
 - Project method.
 - Lecture-cum-demonstration method
 - Methods of learning in tune with constructivist approach.

UNIT-IV

- 7) Science and Technology lab and teaching aids
- Concept and need of Science Lab.
 - Establishing a Science lab and its lay-out
 - Text book as a teaching aid
 - Audio and Audio-visual aids in teaching of Science
 - CD-Rom and multimedia concept and role
- 8) Evaluation
- Concept and types of Evaluation, Difference between measurement and evaluation
 - Continuous and comprehensive evaluation, need and importance of class tests, internal and external evaluation
 - Terminal evaluation/ Credit vs Grading System
 - Different types of tests with reference to their construction, suitability and analysis

Practicum /Sessionals

Max. Marks: 20

Submit Report on any Two of the following activities-

1. Project Report: Prepare an achievement test on any unit related to any class from 6th to 10th and submit a report about the effectiveness of the prepared achievement test.

2. Write a lesson plan on any topic of your choice (class 6th to 10th) following a specific method linked with constructivist approach.
3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of Science and Technology
5. Develop any two demonstrative experiments for teaching any topic on Science & Technology.
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on Science and Technology.
7. Seminar presentation on any topic given in the syllabus.

SUGGESTED READINGS

Ander, B. R. D. (1970). Developing Children Thinking Through Science, New Delhi: Prentice Hall.

Das, R. C. (1985). Science Teaching in Schools, New Delhi: Sterling Publishers

Gupta, V K. (1994). Science and Technology Education: New Thrusts and Recent Trends, Chandigarh: Arun Publishing House

Gupta, V. K. (1994). Teaching and Learning of Science and Technology, New Delhi: Vikas Publishing

Gupta, V. K. (1994). Life Science Education Today, Chandigarh: Arun Publishing House

Mangal, S. K. (1995). Teaching of Physical and Life Science, Delhi: Arya Book Depot

Sharma, R. C. (1990). Modern Science Teaching, New Delhi: Dhanpat Rai & Sons

Siddiqui, N. N. & Siddiqui, M. M. (1994). Teaching of Science Today and Tomorrow, Delhi: Doaba House.

PAPER-VI & VII (Group B) Opt. (v): TEACHING OF HOME SCIENCE

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) To develop understanding of the aim of teaching of Home Science
- (ii) To develop understanding of the various methods and procedures required for teaching Home Science effectively.
- (iii) To develop basic skills and competencies required for teaching of Home Science.
- (iv) To develop practical skill to organize various activities related to Home Science.
- (v) To develop skills and competencies required for preparing teaching-aids in teaching of Home Science.
- (vi) To develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENTS

UNIT-I

- 1) Home Science
 - The Concept, meaning and components
 - Place of Home Science in Secondary Education.
 - Aims and Objectives of teaching of Home Science.
- 2) Writing objectives in behavioural terms
 - Correlation of Home Science with other school subjects.

UNIT-II

- 3) Content:
 - Foods, Nutrition & Health
 - Child Care
 - Fiber and Fabric
- 4) Pedagogical analysis:

Following points should be followed for pedagogical analysis on any one of the content topics covered in the syllabus

 - Identification of concept
 - Listing behavioral outcomes
 - Listing activities and experiments.
 - Listing evaluation techniques.
- 5) Home management
 - importance of planning
 - principles of budget making
 - Hygiene and sanitation

UNIT-III

- 6) Methods of Teaching and Micro-teaching Skills
 - General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work
 - Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation.
- 7) Home Science Laboratory
 - Concept and importance
 - Planning of space and equipment for Home Science Laboratory

UNIT-IV

- 8) Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory
 - Development and designing of curriculum
 - Teaching aids-classification and importance
 - Concept of lesson plan, preparation of lesson plan
 - Development of text-books
- 9) Evaluation
 - Evaluation in Home Science-Meaning and importance of evaluation
 - Comprehensive and continuous evaluation
 - Evaluation devices-written, oral, observation, practical work, assignment

Practicum /Sessionals

Max. Marks: 20

Submit Report on any one of the following activities:

1. A course of ten practical by the Pupil-teacher in the following:
 - Cooking - Its types
 - Stitching/Embroidery/knitting
 - Home Management
2. Writing of project report in extension education.
3. Preparation of test items (50) - Objective type, short-answer type, and essay-type.

SUGGESTED READING

Chandra, Shah & Joshi. Fundamental of Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd

Dass & Ray. Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd

Devdass, R. P. Method of Teaching of Home Science, New Delhi: NCERT.

Devdass, R. P. Teaching of Home Science in Secondary School. A handbook of Suggestion for Teachers, New Delhi: NCERT

Spafford, I. Fundamental in Teaching of Home Science, New York: John Wiley & Sons

PAPER-VI & VII (Group-B) Opt. (iii): TEACHING OF COMMERCE

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil –teachers would be able to-

- (i) To develop understanding of Importance and Principles of Commerce.
- (ii) To acquire knowledge of present Commerce conditions in India.
- (iv) To acquire competencies necessary for a Commerce teaching.
- (v) To develop the competencies of a Commerce teacher with the present needs of the environment.

COURSE CONTENTS

UNIT-I

- 1) Nature and Concept of Accountancy and Business studies
 - Meaning, nature and scope of Accountancy and Business studies
 - Values in Commerce education.
 - Aims, and objectives and importance of teaching Accountancy and Business Studies.
 - Stating objectives in behavioural terms (Bloom’s taxonomy of objectives.)
- 2) Development of Instructional Material.
 - Analysis of prescribed text book.
 - Development of self-instructional material modules.
 - Development/Utilization of Teaching aids.- Modals, Graphs, Charts, Computers with LCD, Internet.
 - Development of lesson plan.

UNIT-II

- 3) Content
 - Double entry System
 - Final Accounts
 - MNCs
 - Organisational Management
 - Pedagogical Analysis
- 4) Pedagogical analysis:

Following points should be followed for pedagogical analysis along with a project report after visiting an industry or Bank:

 - Identification of concept
 - Listing behavioral outcomes
 - Listing activities and experiments.
 - Listing evaluation techniques.

UNIT-III

- 5) Methods of Teaching
 - Methods of Teaching
 - Lecture Method
 - Discussion Methods
 - Problem-Solving method
 - Project Method

- Role Playing with its application in class room situation.
- 6) Skills of Teaching
- Skill of Introducing lesson
 - Skill of Stimulus Variation
 - Skill of Explaining
 - Skill of Probing Questions
 - Illustration with Example

UNIT-IV

- 7) Evaluation
- Meaning and Importance
 - Types of Evaluation
 - Achievement test- Meaning, uses, and Preparation of Achievement test
 - Item analysis

Practicum /Sessionals

Max. Marks: 20

Submit Report on any Two of the following activities-

1. Report of any MNC
2. Critical appraisal of Commerce Syllabus at Senior Secondary Stage
3. Critical analysis of one unit of Commerce

SUGGESTED READINGS

Aggarwal J.C. (1993). Documents on Higher Education in India – 1781-1982. Delhi: Doaba House

Aggarwal, A.N. (1995). Business Methods & Machinery, Part I & II, Allahabad: Kitab mahal

Aggarwal, J.C. Teaching of Commerce, Vikas Publications house Pvt. Ltd.

Board of Secondary Education Rajasthan, Objectives of teaching Commerce, Rajasthan: Board of Secondary Education

Gupta U.C. (2007). Teaching Commerce, ISBN No. 81-903668-5-8

P.C. Segwalkar & Sarlekar: The structure of Commerce, (2000) Allahabad: Kitab Mahal

Popham, Schrag & Blockhus (1975). A Teaching and Learning System for Business Education, New York: McGraw-Hill

Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd

Satlow, I.D. (1964). Teaching of Business Subjects Effectively, New York: Prentice- Hall Inc.

Shankar T.(2007). Methods of Teaching Commerce, New Delhi: Crescent, VIII, ISBN No. 81-8342-063-X

Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). Methods of Teaching Business Subjects, New York: McGraw-Hill book Company

UGC. (1998). Report of the Curriculum Development Centre in Commerce New Delhi: UGC

Paper-VI & VII (Group B) Opt (iv): TEACHING OF COMPUTER SCIENCE

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the importance of computer science in school curriculum.
- (ii) Define the aims and objectives of teaching computer science.
- (iii) Explain Bloom's taxonomy of educational objectives.

UNIT-I

- 1) Importance Aims and objectives
 - Importance of Computer Science in School Curriculum.
 - General aims and objectives of Teaching Computer Science
 - Bloom's Taxonomy of Educational objectives
 - Formulation of Specific objectives in Behaviour terms
- 2) Contents & Pedagogical Analysis
 - Computer System
 - Operating System
 - Net-Working
 - M.S. Windows
 - MS Office
 - Information Technology & Computers.
- 3) Pedagogical Analysis
 - Following points should be followed for pedagogical Analysis:-
 - Identification of Concept
 - Enlisting Behavioural outcomes.

- Enlisting activities and experiments
- Enlisting evaluation techniques

Teachers will demonstrate pedagogical analysis of any one of the topics mentioned under contents above(Unit-II , part-I). The examiner, therefore, can ask the pedagogical analysis of any of the given topics.

UNIT-II

- 4) Instructional Planning, Development, & Utilization of Instructional Material Instructional Planning
 - Unit Planning
 - Lesson Planning
- 5) Development of Instructional Material
 - Development of Text Books
 - Development of Self Instructional Material
 - Development of Computer assisted instructional material
 - Utilization of TV(Vedio), Films, OHP, Computer.
- 6) Designing and Managing Computer Laboratory
 - Importance of Computer Laboratory and its importance
 - Physical conditions and layout of Computer Laboratory
 - Managing a Computer Laboratory

UNIT-III

- 7) Methods of Teaching and Micro Teaching Skills:-
Methods of Teaching
 - Lecture -Demonstrative Method
 - Inductive-Deductive Method
 - Problem-Solving Method
 - Project Method
- 8) Micro Teaching Skills
 - Skill of Introducing the lesson
 - Skill of questioning
 - Skill of illustration with examples
 - Skill of Explaining
 - Skill of stimulus Variations
- 9) Evaluation
 - Concept, need, importance and type of evaluation
 - Formative Evaluation
 - Summative Evaluation
 - Attributes of Good Achievement Test
 - Types of Tests used in Computer Science

Practicum /Sessionals**Max. Marks: 20**

One Test of 10 Marks - 10

One Assignment/ Project work on Internet based - 10

SUGGESTED READINGS

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT

Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications

Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India

Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications

Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications

Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India

Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book

PAPER-VI, VII Group-B (Opt. ix): TEACHING OF CIVICS**Time: 3 Hours****Max. Marks: 100****(External: 80, Internal: 20)****NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:**Pupil-teachers would be able to-**

- (i) Define, discriminate and analyse the concept of civics.
- (ii) Formulate aims and objectives of teaching civics at various stages of schooling.
- (iii) Critically evaluate the existing schools syllabus of civics and give appropriate suggestions to improve it.
- (iv) Understand and apply different methods and techniques of teaching civics by selection appropriate contents and plan a lesson accordingly.
- (v) Write a review of test book of civics.

- (vi) Understand the specific role and qualities of a civics teacher.
- (vii) Prepare a good evaluation tool on a given topic.
- (viii) Understand the fundamental rights and duties, citizenship and other salient features of constitution of India.

COURSE CONTENTS

UNIT-I

- 1) Meaning and importance of civics and the place of civics in the school curriculum. Correlation with other social sciences.
- 2) Aims and objectives of teaching civics.

UNIT-II

- 3) Curriculum of civics at different levels. Principles of curriculum construction, preparing unit curriculum in civics.
- 4) Methods of teaching civics project method, problem solving, socialized recitation, supervised study, lecture.
- 5) Lesson planning in civics, preparing a lesson plan on a given Unit/topic.

UNIT-III

- 6) Audio-visual Aids in the teaching of civics: preparing Audio-visual Aids in civics.
- 7) Importance of civics text-book, qualities of a good text-book

UNIT-IV

- 8) Civics teacher and his qualities
- 9) Evaluation in civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.
- 10) Citizenship, fundamental rights and duties and salient features of Indian Constitution
- 11) Following points should be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation techniques

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

SUGGESTED READINGS

Malviya, S.K.: Administration in Free India and Civil Life, Allahabad: Bal Bharti
Narayan, I.: Our Constitution & Civic Life, Agra: Shiv Lal & Co. Ltd.
Narayan, I.: Principles of Civics, Agra: Shiv Lal & Co. Ltd.
Naroliker: Teaching of Civics Order
Oxford Press: Education for Citizenship

Practical Citizenship for Secondary Schools, Poona: The Indian Institutes for Social
White, E.N.: The Teaching of Modern Civics

PAPER-VI, VII Group-B (Opt. vii): TEACHING OF ECONOMICS

Time: 3 Hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Develop understanding of economic principles for growth and development of the Indian economy
- (ii) Acquire knowledge of present economic conditions in India.
- (iii) Acquire desirable attitudes and to become effective instrument of economic change.
- (iv) Become an effective citizen and good consumer
- (v) Acquire appropriate professional behaviour and to develop commitment to leading profession.

COURSE CONTENTS

UNIT-I

- 1) Meaning, Nature & Concept of Economics
 - Place of Economics in Secondary School curriculum
 - Aims, objectives and values of teaching Economics
 - Bloom's Taxonomy of objectives
 - Statement of objectives in behavioural terms
- 2) Contents and Pedagogical Analysis
 - Wants and their classification
 - Laws of return
 - Population-its growth pattern, problem of over population, density population
 - National income-meaning methods of measurement

UNIT-II

- 3) Following points should be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes

- Listing activities and experiments
 - Listing evaluation techniques
- 4) Development of Instructional Material
- Development and designing of curriculum
 - Development of text books
 - Development of self-instructional material-modules
 - Development/utilization of instructional aids- Charts, Maps, Graphs, Tables, Models, Film strips, T.V., Computers
 - Development of lesson plans

UNIT-III

- 5) Method
- Discussion method
 - Problem solving method
 - Project method
- 6) Skill of Teaching Economics
- Skill of narration
 - Skill of probing question
 - Skill of Stimulus variations

UNIT-IV

- 7) Evaluation
- Meaning & importance evaluation
 - Evaluation devices- written, oral, observation, records
 - Preparation of unit test

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

SUGGESTED READINGS

- Arora, P.N. (1985). Evaluation in Economics, New Delhi: NCERT
- Assistant Masters Association (1974). The Teaching of Secondary School Economics, London: Cambridge University Press
- Bawa, M.S. (1995). Teaching Economics, New Delhi: Delhi University Press
- Boulding, K.E. (1960). Economics Analysis (Volume-1) Micro Economics, New York: Harper and Row
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House
- Kanwar, B.S. (1973). Teaching of Economics, Ludhiana: Prakash Brothers
- Khan, R.S. & A. (1995). Lesson Planning, New Delhi: IASE, JMI

Olvie, J.M. (1973). The Principle of Teaching Economics, London: Heinmann Educational Book

Siddiqi, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House

Whitehead, D.J. (1979). Hand Book for Economic Teachers, London: Heinemann Educational Books

PAPER-VI, VII Group-B (Opt. vi): TEACHING OF GEOGRAPHY

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Understand the important concepts used in Geography.
- (ii) Prepare lesson plan for different classes.
- (iii) Critically evaluate existing school syllabus and text-books.
- (v) Prepare/handle suitable teaching aids and use them effectively in the classroom.
- (vi) Prepare diagnostic & achievement test-administer them analyse the results for providing feedback.
- (vii) Pedagogical analysis of contents in Geography.

COURSE CONTENTS

UNIT-I

- 1) Concept, objectives, values
 - Meaning, nature & scope of Geography
 - Values of teaching Geography
 - Aims of teaching Geography
 - Bloom's taxonomy of objectives
 - Formulation of specific objectives of in behavioural terms
- 2) Contents
 - Latitudes & longitudes
 - Rotation & Revolution
 - Agents of denudation
 - Physical division of India
 - Cash crops of India

- 3) Following points should be followed for pedagogical analysis
- Identification of concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation techniques

UNIT-II

- 4) Development of Instructional Material
- Development and designing of curriculum
 - Development of text books
 - Development of self-instructional material
 - Self instructional modules
 - P.L. materials (Linear style) packages
 - Development utilizing instructional aids Maps, atlas, Globes, Charts, Graphs, Models, Film strips, film shades, utilization of T.V., Video OHP, Computer
 - Development of lesson plan
 - Designing geography laboratory

UNIT-III

- 5) Methods of Teaching
- Story telling
 - Lecture-cum-discussion
 - Observation
 - Discovery
 - Problem-solving
 - Project method
 - Laboratory method
- 6) Skills of Teaching
- Explaining
 - Questioning
 - Illustrating with examples
 - Stimulus Variation
 - Skill of Map reading (using maps)

UNIT-IV

- 7) Evaluation
- Meaning & importance of evaluation confirmation & continuous evaluation
 - Evaluation devices-written, oral, practiced, Assignment, Daily working the student

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

1. Use of meteorological instruments study of weather maps.
2. Rain gauge, thermometer, Barometer, wind wane.
3. Maps-study, scales and directions.
4. Preparation of atlas for content in unit II by Pupil Teacher

SUGGESTED READINGS

- Arora, K.L. (1976). The Teaching of Geography, Jalandhar: Prakash Brothers
- David B. (1985). New Directions in Geography Education, London: Fehur Press
- David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books
- Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO Press
- Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford University Press
- Mohd. Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO
- Morrey, D.C. (1972). Basic Geography, London: Hien Manns Education Book Ltd.
- Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House
- Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir
- Verma, O.P. (1984). Geography Teaching, New Delhi: Sterling Publication Ltd.
- Walford R. (1981). Signposts for Geography Teaching, London: Longman

PAPER-VI & VII (Group C) Opt. (i): TEACHING OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Define Meaning, Nature, aims and objectives of Mathematics
- (ii) Explain the relationship of Mathematics with other subjects.
- (iii) Explain Historical development and contribution of Indian Mathematics.
- (iv) Familiarize the pupil-teachers with the development of Curriculum in Mathematics.
- (v) Differentiate between Methods and Techniques of Teaching Mathematics.
- (vi) Perform Pedagogical Analysis of various Concepts in Mathematics.

- (vii) Describe instructional planning and development of relevant material for the teaching of Mathematics.
- (viii) Demonstrate uses of I.C.T. in Teaching of Mathematics.
- (ix) Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.
- (x) Explain importance and uses of learning resources in Mathematics.

COURSE CONTENTS

UNIT-I

- 1) Concept and aims of Mathematics
 - Meaning, Nature and Historical Development of Mathematics.
 - Assumption, postulates, axiom of Mathematics, and Fundamentals of logic namely: use of if and then, and If and only If.
 - Values to be taught through teaching of Mathematics.
 - Aims and Objectives of Teaching Mathematics at Secondary stage.
 - Writing objectives in terms of behavioural outcomes of students.
- 2) Diagnostic Testing and Remedial Teaching for:
 - Gifted Learners
 - Slow Learners
 - Learners with Dyscalculia
 - Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.

UNIT-II

- 3) Methods of Teaching Mathematics
 - Lecture-cum-Demonstration
 - Inductive-Deductive
 - Analytic-Synthetic
 - Problem Solving
 - Laboratory
 - Project
- 4) Techniques of teaching Mathematics
 - Oral work
 - Written Work
 - Drill-work
 - Brain-storming
 - Home Assignment
 - Self-study
 - Supervised Study

UNIT-III

- 5) Learning Resource
 - Importance and Organization of Mathematics Club

- Recreational Activities of Mathematics Club:
 - Mathematics Fairs;
 - Games
 - Quiz
 - Puzzles
 - Visits
 - Talks
- Visits, Excursions, Math Exhibitions and Mathematics Fairs.
- Importance and Setting up of Math Laboratories.
- Importance of Support Material:
 - Reference Material – Encyclopedia, News Letters and Magazines.
 - On-line and off-line Resources.

UNIT-IV

6) Pedagogical Analysis

Unit Analysis:

- Objectives Formulation.
- Learning Experience.
- Choosing Method and Material.
- Evaluation.

7) Contents:

- Mean, Medium, Mode and Central tendency
- Congruency
- Trigonometry
- Area
- Volume
- Linear and Quadratic Equations
- Ratio and Proportion.

8) Pedagogical analysis:

Pedagogical analysis on any of the contents covered in the syllabus should be done on the following points:

- Identification of concepts
- Listing behavioural Outcomes.
- Listing Activities and experiences
- Listing Evaluation Techniques.

UNIT-IV

9) Instructional Planning & Material Development.

- Preparation of Micro Lesson Plan
- Preparation of Simulated Lesson Plan.
- Preparation of Classroom Lesson Plan.
- Preparation and use of Audio-Visual Material and equipments.
- Professional Growth of Mathematics Teacher
- Application of I.C.T in Teaching of Mathematics.

10) Evaluation.

- Comprehensive and continuous Evaluation

- Development of Test Items:
 - Short-Answer Type
 - Objective-Type
- Diagnostic Testing and Remedial Technique
- Preparation of an Achievement Test.
- Criterion and Norm Reference Test.

Practicum/Sessionals

Max. Marks: 20

Pedagogical Skill Development one Project on any Two of the following:

1. Preparing of Diagnostic and Achievement Test.
2. Preparing two compulsory lesson plan through PowerPoint
3. Conduct at least Two Experiments on any topic of Pedagogical Analysis.
4. Prepare Instructional Material for teaching one topic in Mathematics.

SUGGESTED READINGS

Butler, C. H. & Wren, K. H. (1980). The teaching of Secondary Mathematics, New York: McGraw-Hill Book Comp.

Carey L.M. (1975). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.

Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Pub. Comp.

Dave, R. H. & Saxena, R. C. (1970). Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph. Delhi: NCERT

David Wood (1988). How Children Think and Learn, Oxford U.K.: Blackwell Publishers Ltd.

Davis D.R. (1951). The Teaching of Mathematics, London: Addison Wesley Press.

Intel (2003). Intel innovation in Education, Intel Tech to the Future- Students Work Book

J.N. Kapur (1991). Suggested Experiments in School Mathematics, New Delhi: Arya Book Depot

Jain, S. L. (1973). Ganit Shikshan, Jaipur: Hindi Granth Academy

Joanna O. Masingila & Frank K. Lester (1988). Mathematics via Problem Solving (Student Resource), New York: Printice Hall Inc.

Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog, New Delhi: Arya Book Depot

Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot

Mangal, S. K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot

Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT

Thomas A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers

PAPER- VI, VII Group-C (Opt. iv): TEACHING OF MUSIC

Time: 3 Hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Develop understanding of aims of teaching of Music.
- (ii) Develop competencies and skills for teaching of Music.
- (iii) Develop understanding and awareness of the essentials of Music.
- (iv) Develop undertaking of the important evaluative procedures in Music.
- (v) Demonstrate Aesthetic sense, Time sense, Tolerance and self confidence.

COURSE CONTENTS

UNIT-I

- 1) A brief history of Indian Music.
- 2).Aims and objectives of Music as a subject in the School curriculum
- 3) Knowledge of Swaras - difference of Swaras and Sruti: Division of Swaras in measures of Sruti

UNIT-II

- 4) Possibilities of notation for Indian Music.
- 4) Voice culture- information about voice and culture and carynx
- 5) Knowledge of motion and Rhythm

UNIT-III

- 6) Methods of teaching Music
- 7) To prepare Lesson Plans
- 8) Qualities of a Music Teacher-Gayak, Vada and Vadyakar

UNIT-IV

- 9) Aids to the teaching of Music
- 10) Importance of classical Music, Suggestions for the popularization of classical Music
- 11) Evaluation in Music

Practicum/Sessionals**Max. Marks: 20****Any Two of the following:**

1. Every Candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas:
Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
Every candidate should be able to sing or play a slow Khyal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
2. The following Tals are required to be practiced in. Tha's and Dvignun Laya on Table:
 - Teen Tal
 - Dadra
 - Juptal
 - Dharva
 - Ektal
3. Tuning of the instrument for the instrument player and tuning of the Janpura for vocal music students.
4. Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

SUGGESTED READINGS

Awasthis. *Teaching of Music (Hindi)*, Extension Services, Jalandhar: Govt. Training College
Bhatnagar, S. *Teaching of Music*
Goswami, O. *Indian Music*
Khande B. *Short Historical Survey*
Khanna, J.: *Teaching of Music*
Madam, P. L. *Teaching of Music*
Masan, P.L. *Teaching of Music*, (Hindi).
Patwardhan, *Rag Vigvan*
Ranaday. *Indian Music (Its Physical and Aesthetics)*
Sambamoorthy, P. *Teaching of Music*

PAPER-VI, VII Group-C (Opt. iii): TEACHING OF ART**Time: 3 Hours****Max. Marks: 100****(External: 80, Internal: 20)****NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.

- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- i) Develop awareness about educational aspects related to Art Education at the national and international level
- ii) Develop competencies in the prospective teacher in the light of role to be played as an art teacher under Indian school conditions at the lower secondary level.
- iii) Enable prospective teacher to apply essential educational aspects at the school level e.g. transaction of contents, methodology, evaluation, place of Art in education.
- iv) Develop an understanding of and insight into the stage of Art development in children at various age levels.

COURSE CONTENTS

UNIT-I

- 1) Concept, Value and Objectives
 - Meaning and scope of art
 - Importance of arts and crafts in education
 - General aims of teaching art in secondary schools
 - Bloom's Taxonomy of educational objectives
 - Correlation of art and craft with other school subjects
- 2) Content
 - Composition
 - Poster
 - Still life
 - Design
 - Collage
 - Landscape
 - Art & Crafts
 - Elements of art
 - Principle of art
 - Child art

UNIT-II

- 3) Pedagogical analysis should be done taking into consideration following points
 - Introduction of minor and major concepts
 - Listing behavioural outcomes
 - Listing activities and demonstrations evaluation techniques
- 4) Transaction of contents and Development of Instructional Material
 - Unit planning and lesson planning
 - Preparation of teaching aid/s development of demonstration Development of self learning material
 - Material used in Art Study through ages

UNIT-III

- 5) Methods of teaching

- Lecture-demonstration method
 - Assignment method
 - Excursion method
- 6) Skill
- Appreciation skill
 - Observation and critical analysis
 - Visual communication-classroom decoration
 - Creativity of Art-arranging exhibition
 - Skill of introducing the lesson questioning illustration, explaining and stimulus variation

UNIT-IV

- 7) Evaluation
- Concept-Measurement and evaluation
 - Preparation of achievement test
 - Evaluation of skill life design, nature study and composition etc

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

Composition, Poster and Still Life

1. Composition: Human figures, Birds, animals as per requirement of subject matter of the composition in any medium.
2. Poster: Poster will include writing and designing if subject matter Size of paper is half sheet i.e. 15”x 22” in poster colour.
3. Still life: Drawing & painting of a group of three/four objects with drapery in any medium, size of paper is half sheet i.e. 15”x22”

Design, College and Landscape

4. Design: Alpna/Rangoli, Full size of paper i.e. 22” x 30” Poster colour/ Holi powder medium.
5. College: Glazed paper/picture from magazine, other material suitable for collage. Size of paper i.e. half sheet 15”x 22”
6. Landscape (memory): Mountain tree, sky huts etc. Size of paper is half sheet in any medium.

SUGGESTED READINGS

- Eisner, Elliot W. (1972). *Education Artistic Vision*, New Delhi
- Herbert R. (1972). *The Meaning of Arts*, London: Faber and Faber Publisher
- Jeswani, K.K. *Appreciation of Art*, Delhi-6: Atma Ram & Sons Publisher
- Jowen, F. V. *Creative and Mental Growth*, New York: Macmillan Co.
- Nathan G. (1973). *The art of Responsive Drawing*, New Jersey: Prentice Hall
- Nathan G. (1973). *The Art of Responsive Drawing*, New Jersey: Prentice Hall
- Prasad D. (1998). *Art: The Basis of Education*, New Delhi
- Read, H. *Education through Art*, London: Faber and Faber
- Tolstoy. *What is Art? An Essay on Art*, New York: Oxford University Press

PAPER-VI, VII Group-C (Opt. v): TEACHING OF LIFE SCIENCES

Time: 3 Hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- i) Develop awareness about developments in the area of teaching and learning of life Science at the national and international level.
- ii) Develop competencies in the prospective teachers related to life Science at the lower secondary level with specific reference to Indian school conditions.
- iii) Orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents methods of teaching, evaluation etc.
- iv) Enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

COURSE CONTENTS

UNIT-I

- 1) Importance. Aims and Objectives
 - Importance of Life Science in School Curriculum
 - General aims and objectives of teaching Life Science
 - Bloom's taxonomy of educational objectives
 - Formulation of specific objective of behavioural terms
- 2) Contents
 - Photosynthesis
 - Human digestive system-Respiratory, Excretory, Circulatory
 - Cell structure
 - Micro-organism
 - Food chain
 - Ecological balance
- 3) Following points should be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes
 - Listing activities and experiments
 - Listing evaluation techniques

UNIT-II

- 4) Development of Instructional Material
 - Transaction of contents
 - Unit Planning
 - Lesson Planning
 - Preparation of teaching aids.
 - Development of aquarium, Vivarium etc
 - Development of demonstration experiments
- 5) Development of self-instructional material (Linear programme)

UNIT-III

- 6) Methods of Teaching
 - Lecture-demonstration method
 - Project method
 - Problem-solving method
- 7) Practical skills
 - Preparation of temporary and permanent mounts
 - Collection and preservation of specimen

UNIT-IV

- 8) Micro-teaching skills
 - Skill of introducing the lesson (set induction)
 - Skill of questioning
 - Skill of illustration
 - Skill of explaining
 - Skill of stimulus variation
- 9) Evaluation
 - Concept of measurement and evaluation
 - Formative evaluation
 - Summative evaluation
 - Different types of grading
 - Attributes of a good achievements test
 - Preparation of an objective type an achievement test

Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

- Development of five demonstration experiments on the topics covered in the syllabus or on topics from Life Science test books at the lower secondary level in Haryana State.
- Improvisation of apparatus/equipment
- Session work
- Viva-voce

SUGGESTED READINGS

- Bremmer, Jean (1967). *Teaching Biology*, London: Macmillan
- Dastgir, Ghulam (1980). *Science Ki Tadress*, Translation of Shama & Shama Teaching of Sc. New Delhi: Tarakki Urdu Board
- Gupta V.K. (1995): *Readings in Science and Mathematics Education*, Ambala Cantt.: Association Publishers
- Gupta V.K. (1996). *Science and Technology Education, New Thrusts and Recent Trends*, Chandigarh: Arun Publishing House
- Gupta, V.K. (1994). *Life Science Education Today*, Chandigarh: Arun Publishing House Pvt. Ltd.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, New Delhi: Vikash Publishing House
- Gupta, VKJ. (1995). *Readings in Science and Mathematics Education*, Ambala Cantt: Associated Publishers
- Husain Ahrar (2001) *Vigyan Shikshan*, New Delhi: SPD Books
- Intel (2003). *Intel Innovation in Education, Intel Teach to the Future – Students Work Book*
- NCERT (1969). *Improving Instructions in Biology Teaching*, New Delhi

Paper-VI & VII (Group C) Opt (ii): TEACHING OF SANSKRIT

Time: 3 Hours

**Max. Marks: 100
(External: 80, Internal: 20)**

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- i) Explain the nature, need & principles of Sanskrit language.
- ii) Describe different methods of teaching Sanskrit.
- iii) Demonstrate the use of various audio visual aids.

- iv) Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- v) Define the meaning of evaluation and types of evaluating techniques.
- vi) Explain and organise different type of co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

COURSE CONTENTS

bdkbZ I

1- I ħdr Hkk"kk , oa l kfgR; dk , frgkfl d rFkk orĕku voykdu

- I ħdr Hkk"kk dh ikB; Øe eavfuok; ĩk ¼mĩs; ½

2- I ħdr Hkk"kk f'k{k.k ea l kekdJ; fl) ħdr rFkk l #=

- I ħdr Hkk"kk f'k{k.k ea Jo.k rFkk i Bu dk vĥ; kl A

bdkbZ II

3- I ħdr Hkk"kk f'k{k.k dh fof/k; k

- ikB'kkyk fof/k
- ikB; iĥrd fof/k
- iR; {k fof/k
- 0; kdj .k vuokn fof/k

4- I ħdr ikB; iĥrd fuekZk

5- I ħdr v/; kid rFkk n'; JO; I k/ku iz kx

bdkbZ III

6- I ħdr eafo/kkvka dk f'k{k.k

- I ħdr ea x | &f'k{k.k& ifØ; k- m's; rFkk l ki ku
- I ħdr ea i | &f'k{k.k& ifØ; k- m's; rFkk l ki ku
- I ħdr ea 0; kdj .k f'k{k.k & ifØ; k- m's; rFkk l ki ku
- I ħdr ea jpuk f'k{k.k & ifØ; k- m's; rFkk l ki ku
- I ħdr ea vuokn f'k{k.k& ifØ; k- m's; rFkk l ki ku

7- I ħdr Hkk"kk Kku dk eW; ka du] vFkĳ ij h{kkvka ds izdkj

¼ucdkRed] oLr[qu"B] y?kĳ] vĥk'v'½

- xgdk; Zfu; kstu , oa l akksku ifØ; ka
- I ħdr Hkk"kk dh l gi kB; fØ; k, a
¼ ykd k p k j . k] Hkk" k . k] vĥku; hdj . k , oa jpukRed i fr; k s x r k , ½

bdlbZIV

8- I ðdr Hk'k; h dlsky

- I ðdr eamPpkj.k f'k{k.k & v'kñ) mPpkj.k ds izdkj, 0; kdj.k rFkk I ðkj ds mik; A
- I ðdr eav{kj&fol; kl f'k{k.k&l keU; v'kñ) ; kñ dkj.k rFkk fuokj.k ds mik; A I gyl[k dk; A

9- I ðdr fo'k; oLrq

- /kkrq: i & i B} fy [k] vl } Hkñ d' ¼yV-rFkk y, ydkj ½
'kCn : i & jke] gfj] unh] yrk
- iR; ; & ¼uh; j} r0; r½ l ekl ¼cgpñfg }U}½
- 'kCnFkZ rFkk vuokn ¼Boha rFkk 10oha gfj; k.kk ckMZ ds i kB; Øe l ½

Practicum / Sessionals

Max. Marks : 20

¼½ ek;/ fed Lrj ds fy, fu/kkZjr i kB; & i ðrdka ea l s fdUgha nks i kBka dh fo'k; & l kexh dk f'k{k&'kkL=h; fo' ySk.kA

¼½ gfj; k.kk jkT; f'k{k ckMZ , oa l ØV y ckMZ vkñD , tñs ku ds ij h{k i=ka ds vk/kkj ij ek;/ fed&Lrj ds fy, i zu&i=&fuekZ kA

SUGGESTED READINGS

- | | |
|--|--------------------------------|
| 1- I Qk; k] j?kñkFk- I ðdr&f'k{k.k] p.Mhx<+ | %gfj; k.kk fgUñh xñFk , dknehA |
| 2- i.k.Ms jke 'kñy- I ðdr&f'k{k.k] vkxjk | %foukn i ðrd eñjA |
| 3- ckñh oh-i-h , , i'kp VñVñpax] i uk | %y[k'kux<+iñ A |
| 4- vkIVs Mh-t-h- Vñpax vkñD I ðdr] cEcbZ | %inek ifcyds kUI A |
| 5- I Qk; k] j?kñkFk- I ðdr f'k{k.k fof/k] tlydkj | %iatk fdrkc ?kjA |
| 6- vkIVs Mh-t-h- Mñkjs i h-ds] Vñpax vkñD I ðdr bu l ðsMjh Lñy] cMññk | %vkpk; Zcñ fMi kA |
| 7- gñjñj- n i kñye vkñD Vñpax vkñD I ðdr] dkñgki j | %Hkkjr cñ LVkñyA |

PAPER-VIII A: ICT ENABLED PRACTICAL/PROJECTS

Time: 1.30 Hours

Max. Marks: 50
(External: 40, Internal: 10)

OBJECTIVES:

Pupil-teachers would be able to-

- Demonstrate the use of ICT in Education.
- Demonstrate the use of MS Windows and MS Office
- Demonstrate the use of ICT and its integration in education.
- Demonstrate the use of internet for teaching.
- Use ICTs to develop digital portfolios in their teaching subjects
- use effectively the ICTs and the pedagogies associated with them

COURSE CONTENTS

UNIT I

(ORIENTATION TO ICT)

1) MS WINDOWS

- Basic concept of an Operating System and its functions.
- Introduction of Windows: Using Mouse and moving icons on the screen, My Computer, Recycle Bin, Task Bar, Start-menu and menu selection, running an application, Setting system date and time; Windows Explorer to view files, folders and directories, creating and renaming of files and folder, Opening and Closing of Windows, Minimise, Restore and Maximise forms of windows
- Basic components of a Window: Desktop, Frame, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), Using right button of the Mouse, Creation Shortcut, Basic Windows Accessories: Notepad, Paint, Calculator, WordPad, using Clipboard;

2) MS OFFICE

- **MS WORD**

Introduction to a Word Processor: Creating, Saving, Editing and Formatting a Document; Text Style (B, I.U.), Font Type Size, changing color, alignment of text; Formatting paragraphs with line or paragraph spacing; adding headers and footers, numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting Symbols, Print Preview, printing a document.

Inserting Word Art, Clip Art and Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter, Find and Replace, Inserting Tables.

- **MS POWER POINT**

Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic element of a slide, Different types of Slide Layouts, Creating and saving a Presentation, Different views of a slide: Normal view, Slide Sorter view and Slide Show, Editing and Formatting a Slide: Adding Titles, Subtitles, Text Background, Watermark; Header and Footers, Numbering Slides;

Inserting Pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, ungrouping and Grouping pictures from Clipart.

- MS Excel

Introduction to Spreadsheets, Concept of Worksheets and workbooks, Creating and Saving a worksheet, Working with a spreadsheet: entering numbers, text, date/time, series using Auto fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting of Deleting cells, rows and columns, Formula-Entering a formula in a cell, using operators (+,-,*) (In formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet.

Use Simple Statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF (), (without compound statements); inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.

UNIT-II (INTEGRATION OF ICT WITH SCHOOL TEACHING SUBJECTS)

3) Making Small Presentations

- Basics of a presentation
 - Difference between presentation and document
 - Using Power Point
 - Opening a Power Point Presentation
- Creation of Presentation
 - Title
 - Text Creation
 - Fonts and Sizes
 - Bullets and indenting
 - Moving to Next Slide
- Preparation of Slides
 - Selection of type of Slides
 - Importing text from word documents
 - Moving to Next Slide
 - The slide Manger
- Providing Aesthetics
 - Slide Designs
 - Background and Text colors
 - Marking your own slide format
 - Footnotes and slide numbering
- Slide Manipulation and Slide Show Presentation of the Slides
 - Using the Slide Show
 - Printing the Slides and Handouts
 - Slide Sorter
 - Title Sorter

4) Introduction to Multimedia and its Applications

- Multimedia
 - The Concept and Objectives
 - Hardware for Multimedia Computer

- Components of Multimedia
 - Textual Information, Images and their types
 - Animation, Digital Audio, Digital Video
- Software for Multimedia
 - Introduction to MS-Publisher
 - Introduction to Photo draw
 - Introduction to Front Page

5) Internet

- Concept/Definition
- Relationship with and Distance computer
- The internet: the world-wide web, websites and its information super high way
- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
- Classification of the modes: searching for information and exchanging information

Ways of using the Internet in instruction: utilizing already available websites; creating and hosting websites to aid and supplement instruction.

Searching the Web-factors contributions to productive search – use of concept maps, clues for productive search – URS Downloading of Search Services, Search Engines, Subject Gate Ways and Web Directories.

UNIT III

6) Handling of available Equipment

Each Teacher Education Institution will make available the following equipments for use of the Pupil-teachers-

- Over-head Projector
- Slide-Projector
- Tape-Recorder
- Epidiascope
- T.V. and Video-Cassette-Recorder
- Camera

PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES

Max. Marks: 50
(External: 40; Internal: 10)

Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners)- **PRACS TEAM** as appointed by the University for all Practical Paper VIII A, VIII B, IX and X (School Education Programme - SEP).

(Any Two of the Following)

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Recycling of the Waste Paper (Any five items)
- 3) School/Classroom ambience: Interior decoration (Old syllabus 2008-09)
- 4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- 5) Drawing and painting (Old syllabus 2008-09)
- 6) Alternate School Monitoring- Support teaching
- 7) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/Girls)
- 8) Mid Day Meal- Preparation to Monitoring
- 9) Organising Parent Teacher Meeting
- 10) Serva Shiksha Abhiyaan (SSA) Project

PAPER-IX: SCHOOL EDUCATION PROGRAMME (SEP) – TEACHING PRACTICE (School Teaching Subject I)

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in school teaching subject I be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session to be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and three members (Sub-Examiners) - **PRACS TEAM**. Use of Chalk Board including Handwriting and Use of Teaching Aids would be given proper weightage i.e. 20 marks each.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT I

A) Any Four Micro-Teaching Skills with 2 lessons each skills
Use of Chalk Board including Handwriting (Compulsory)
Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement

- 4) Stimulus Variation
- 5) Illustration with Examples
- B. Mega lesson/ Discussion- One**
- C. Simulated Lessons: 5**
- E. Real Teaching: 15 Lessons each**
- D. Observation Lessons: 10**
- F. Criticism Lesson: One**

**PAPER-X: SCHOOL EDUCATION PROGRAMME (SEP) –
TEACHING PRACTICE
(School Teaching Subject II)**

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in school teaching subject II be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and three members (Sub-Examiners) - **PRACS TEAM**. Use of Chalk Board including Handwriting and Use of Teaching Aids would be given proper weightage i.e. 20 marks each.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT II

A) Any Four Micro-Teaching Skills with 2 lessons each skills

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples
- B. Mega lesson/ Discussion- One**
- C. Simulated Lessons: 5**
- E. Real Teaching: 15 Lessons each**
- D. Observation Lessons: 10**
- F. Criticism Lesson: One**

PAPER- XI: PARTICIPATION IN CO-CURRICULAR SCHOOL-BASED ACTIVITIES

Grades from O, A, B, C, D would be awarded.

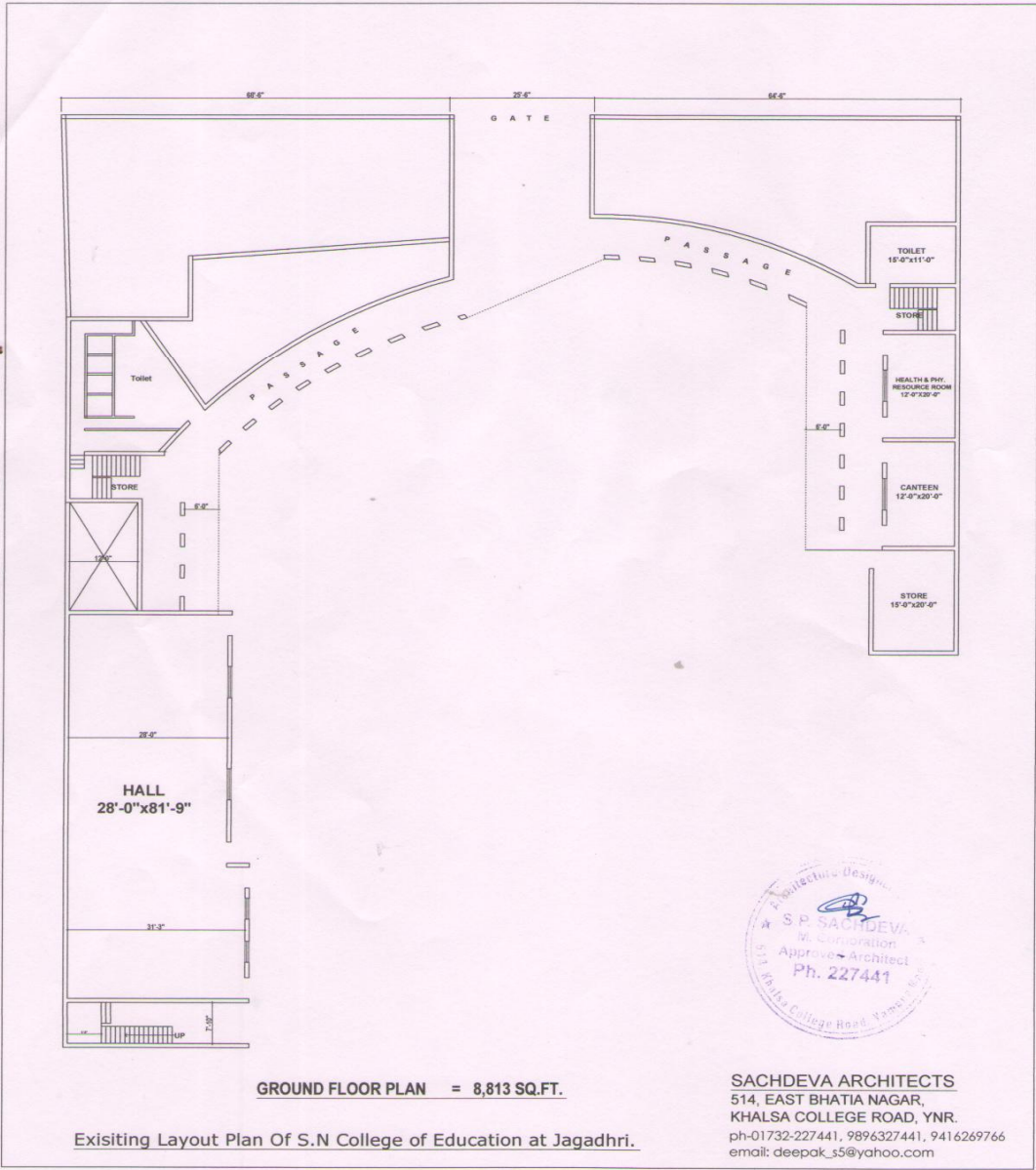
Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.

Note: Select any Four of the Following.

- A. Communication skills and Functional use of Language Lab
- B. Bharat Scouts and Guides
- C. Literary Activities
- D. Cultural Activities
- E. International and National Days Celebration
- F. Sports Activities

ANNEXURE-V

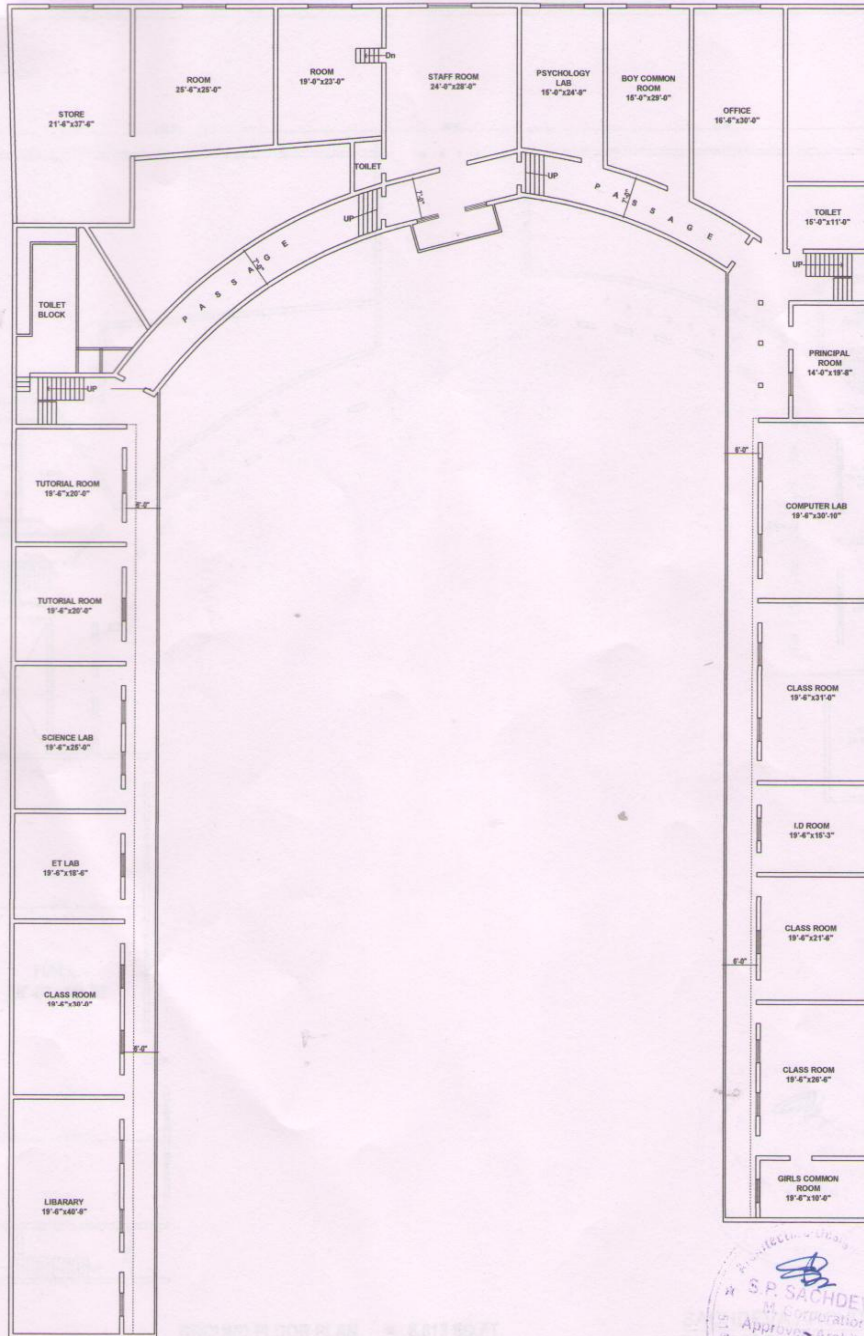
Master Plan of the Institution



GROUND FLOOR PLAN = 8,813 SQ.FT.

Existing Layout Plan Of S.N College of Education at Jagadhri.

SACHDEVA ARCHITECTS
 514, EAST BHATIA NAGAR,
 KHALSA COLLEGE ROAD, YNR.
 ph-01732-227441, 9896327441, 9416269766
 email: deepak_s5@yahoo.com



FIRST FLOOR PLAN = 14,960 SQ.FT.
 TOTAL COVD. AREA = (G.F + F.F) =
 8,813 + 14,960 = 23,773 SQ.FT.

Existing Layout Plan Of S.N College of Education at Jagadhri.



SACHDEVA ARCHITECTS
 514, EAST BHATIA NAGAR,
 KHALSA COLLEGE ROAD, YNR.
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 email: deepak_s5@yahoo.com

ANNEXURE-VI

***Audited Income & Expenditure
Statement and Balance Sheet for
the previous year***

S.N. COLLEGE OF EDUCATION, JAGADHRI

(Under the management of S.N. Educational Charitable Trust)

BALANCE SHEET AS AT 31st MARCH, 2011

| LIABILITIES | | AMOUNT (In Rs.) | ASSETS | | AMOUNT (In Rs.) |
|---|--------------|-----------------------|------------------------------------|--------------|-----------------------|
| CORPUS FUND | | | FIXED ASSETS | | |
| Opening Balance | 20,81,464.25 | | As per schedule | 92,33,292.00 | |
| Add: Income for the year | 27,91,617.75 | 48,73,082.00 | Less: Depreciation | 3,32,809.00 | 89,00,483.00 |
| SECURED LOANS | | | CURRENT ASSETS | | |
| Union Bank of India, Ynr Loan A/c | | 1,71,618.00 | Cash & Bank Balances | | |
| UNSECURED LOANS | | | Cash in Hand | 36,578.76 | |
| Mrs. Aashita Mittal | 10,000.00 | | SBI New Delhi-30013924492 | 9,061.00 | |
| Mrs. Kamla Sabhlok | 2,46,124.00 | | Syndicate Bank, JAG. 8286.307.306 | 8,948.59 | |
| Mrs. Oshi Lamba | 10,72,716.00 | | Syndicate Bank, JAG. 8286.307.460 | 14,18,008.00 | |
| Mr. Rajiv Lamba | 15,15,848.00 | | Union Bank of India, YNR-29404 | 44,791.65 | |
| Mrs. Shakuntla Lamba | 17,72,453.00 | | Union Bank of India, JAG.-201-489 | 825.00 | |
| Mr. U.K. Nagpal | 10,000.00 | 46,27,141.00 | Union Bank of India, Flexi Deposit | 24,26,000.00 | 39,44,213.00 |
| CURRENT LIABILITIES & PROVISIONS | | | INVESTMENT (FDRs) | | |
| Advance Fee & Funds | 40,32,690.00 | | SBI New Delhi-31164008582 | 3,17,850.00 | |
| Fee Refundable | 1,500.00 | 40,34,190.00 | SBI New Delhi-31608395181 | 80,940.00 | |
| PROVISIONS | | | FDRs with UBI YNR | 7,10,672.00 | 11,09,462.00 |
| Alumni Fee payable | 5,000.00 | | LOAN & ADVANCES | | |
| Uni. Sports fee payable | 14,000.00 | | Advance Building Rent | 93,080.00 | |
| Red Cross Fee payable | 4,474.00 | | Fee Receivable from Students | 18,75,000.00 | |
| Electricity bill payable | 4,335.00 | | Kurukshetra University | 2,00,000.00 | |
| Holiday Home fee payable | 2,000.00 | | Pandit Automobile | 20,000.00 | |
| Newspaper & Magazine exp. Payable | 686.00 | | Security Building Rent | 5,50,000.00 | 27,38,000.00 |
| Salary payable to Teaching staff | 1,89,434.00 | | PREPAID EXPENSES | | |
| Salary payable to Non-Teaching staff | 73,350.00 | | Fire and Theft Insurance | 4533.00 | |
| Telephone & Internet bill payable | 1,745.00 | | Vehicle Insurance | 2031 | 6564.00 |
| Audit Fee payable | 27,575.00 | | | | |
| Arun Kumar Gupta & Co. | 10,000.00 | | | | |
| TDS Payable (A.Y. 11-12) | 45,230.00 | 3,77,829.00 | | | |
| SUNDRY CREDITORS | | | | | |
| Arti Book Depot | 11,243.00 | | | | |
| PN Traders | 48,380.00 | | | | |
| Pran Nath Lamba | 1,830.00 | | | | |
| S.N.Educational Charitable Trust | 25,53,409.00 | 26,14,862.00 | | | |
| TOTAL | | 1,66,98,722.00 | TOTAL | | 1,66,98,722.00 |

As per report

For Agarwal Anil & Co.
Chartered Accountants
FRN003222N

CA. ANIL AGRAWAL
PARTNER (082103)

DATED:
New Delhi

For S.N. Educational Charitable Trust

Trustees

21/9/11

S.N. COLLEGE OF EDUCATION, JAGADHRI
(Under the management of S.N. Educational Charitable Trust)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING
ON 31st MARCH, 2011

| EXPENDITURE | AMOUNT (In Rs.) | INCOME | AMOUNT (In Rs.) |
|------------------------------------|---------------------|------------------------------|---------------------|
| University Exam. Fee | 1,00,000.00 | Fees & funds | 80,37,940.00 |
| Uni. Sports Registration Fee | 14,000.00 | Interest Received from banks | |
| University Tournament Fee | 300.00 | UBI, Jagadhri | 80,757.00 |
| University Annual Inspection Fee | 20,000.00 | SBI, New Delhi | 25,575.00 |
| University Annual Continuation Fee | 5,000.00 | UBI, YNR | 11,858.00 |
| University Registration Fee | 1,08,600.00 | Other Income | 10,755.00 |
| Uni. Youth welfare Fee | 75,000.00 | | |
| Uni. Alumni Fee | 5,000.00 | | |
| Uni. Holiday Home Fee | 2,000.00 | | |
| Dr. RK Foundation Fee | 7,000.00 | | |
| Certification verification Fees | 2,400.00 | | |
| Advertisement & Publicity | 11,469.00 | | |
| Audit Fee | 27,575.00 | | |
| Bank Charges | 7,666.25 | | |
| Building Rent | 3,72,000.00 | | |
| Depreciation | 3,32,809.00 | | |
| Electricity Bill exp. | 51,404.00 | | |
| Exam Centre Charges | 8,000.00 | | |
| Fire & Theft Insurance | 2,617.00 | | |
| Gardening exp. | 7,320.00 | | |
| Generator Running exp. | 11,980.00 | | |
| Inspection Team's Honorarium | 13,350.00 | | |
| Interest on Youth Welfare Fee | 3,884.00 | | |
| Interest Paid | 32,068.00 | | |
| Interest paid on Unsecured loan | 3,07,006.00 | | |
| Legal & Professional Charges | 42,480.00 | | |
| Misc. exp. | 3,210.00 | | |
| Newspaper & Magazines | 8,064.00 | | |
| Office Contingency | 16,105.00 | | |
| Photostat exp. | 2,485.00 | | |
| Postage & Stamps | 3,387.00 | | |
| Printing & Stationery | 19,198.00 | | |
| Red Cross Fee | 8,958.00 | | |
| Refreshment & Ent. exp. | 13,609.00 | | |
| Repair & Maintenance exp. | 2,48,139.00 | | |
| Salary to Teaching staff | 20,05,114.00 | | |
| Salary to Non-Teaching staff | 10,78,995.00 | | |
| Sanitation exp. | 6,306.00 | | |
| Social & Cultural exp. | 42,105.00 | | |
| Sports Activities Expenses. | 3,517.00 | | |
| Staff welfare exp. | 44,623.00 | | |
| Student Welfare exp. | 13,500.00 | | |
| Subscription Charges | 2,216.00 | | |
| Telephone and Internet bill | 42,119.00 | | |
| Tour & Travelling | 1,36,635.00 | | |
| Vehicle Running Exp. | 95,934.00 | | |
| Website Development Exp. | 10,000.00 | | |
| To Net Income | 27,91,617.75 | | |
| TOTAL | 81,66,885.00 | TOTAL | 81,66,885.00 |

As per report

For S.N. Educational Charitable Trust

For Agarwal Anil & Co.
Chartered Accountants
FRN003222N

CA. ANIL AGRAWAL
PARTNER (082103)
NEW DELHI : DATED:

26/4/11

Trustees

S.N. COLLEGE OF EDUCATION, JAGADHRI

SCHEDULE OF FIXED ASSETS ATTACHED TO & FORMING PART OF BALANCE SHEET AS ON 31.03.11

| S.NO. | PARTICULARS | RATE OF DEP. | WDV AS ON 01.04.10 | ADDITION | | DEDUCTION | TOTAL | DEP. FOR THE YEAR | WDV AS ON 31.03.11 |
|-------|-----------------------|--------------|---------------------|-----------------------------|---------------------------|-----------|---------------------|--------------------|---------------------|
| | | | | ADDITION BEFORE 30 SEPT. 10 | ADDITION AFTER 01 OCT. 10 | | | | |
| 1 | Car | 15% | 98,281.00 | 0.00 | 0.00 | 0.00 | 98,281.00 | 14,742.00 | 83,539.00 |
| 2 | Black Boards | 10% | 20,027.00 | 0.00 | 0.00 | 0.00 | 20,027.00 | 2,003.00 | 18,024.00 |
| 3 | Computer & Peripheral | 60% | 1,28,125.00 | 0.00 | 29,000.00 | 0.00 | 1,57,125.00 | 85,575.00 | 71,550.00 |
| 4 | Electrical Equipments | 10% | 67,662.00 | 11,580.00 | 5,500.00 | 0.00 | 84,742.00 | 8,199.00 | 76,543.00 |
| 5 | Fax Machine | 15% | 4,930.00 | 0.00 | 0.00 | 0.00 | 4,930.00 | 740.00 | 4,190.00 |
| 6 | Furniture & Fixtures | 10% | 10,77,070.00 | 32,570.00 | 31,000.00 | 0.00 | 11,40,640.00 | 1,12,514.00 | 10,28,126.00 |
| 7 | Generator | 15% | 30,033.00 | 0.00 | 0.00 | 0.00 | 30,033.00 | 4,505.00 | 25,528.00 |
| 8 | Lab. Equipments | 15% | 24,261.00 | 0.00 | 0.00 | 0.00 | 24,261.00 | 3,639.00 | 20,622.00 |
| 9 | Land | 0% | 69,44,782.00 | 0.00 | 0.00 | 0.00 | 69,44,782.00 | - | 69,44,782.00 |
| 10 | Library Books | 15% | 2,73,981.00 | 6,414.00 | 2,89,081.00 | 0.00 | 5,49,476.00 | 62,240.00 | 4,87,236.00 |
| 11 | LCD Projector | 60% | 26,578.00 | 0.00 | 0.00 | 0.00 | 26,578.00 | 15,947.00 | 10,631.00 |
| 12 | Sports Articles | 10% | 3,162.00 | 0.00 | 0.00 | 0.00 | 3,162.00 | 316.00 | 2,846.00 |
| 13 | Water Cooler | 15% | 29,638.00 | 0.00 | 0.00 | 0.00 | 29,638.00 | 4,446.00 | 25,192.00 |
| 14 | Water Purifier | 15% | 10,917.00 | 0.00 | 0.00 | 0.00 | 10,917.00 | 1,638.00 | 9,279.00 |
| 15 | Inventor cum UPS | 15% | - | 29,200.00 | 0.00 | 0.00 | 29,200.00 | 4,380.00 | 24,820.00 |
| 16 | Air-Conditioners | 15% | - | 79,500.00 | 0.00 | 0.00 | 79,500.00 | 11,925.00 | 67,575.00 |
| | TOTAL | | 87,39,447.00 | 1,59,264.00 | 3,34,561.00 | - | 92,33,292.00 | 3,32,809.00 | 89,00,483.00 |

For S.N. Educational Charitable Trust

As per report
For Agarwal Anil & Co.
Chartered Accountants



CA. ANIL AGRAWAL
(PARTNER)

DATED: 26/7/11
New Delhi

(Signature)
TRUSTEES

S.N. EDUCATIONAL CHARITABLE TRUST, NEW DELHI
BALANCE SHEET AS AT 31st MARCH, 2011

| LIABILITIES | AMOUNT (In Rs.) | ASSETS | AMOUNT (In Rs.) |
|--------------------------|---------------------|---|---------------------|
| CORPUS FUND | | CURRENT ASSETS | |
| Opening Balance | 44,07,696.00 | Cash in Hand | 3,441.00 |
| Add: Donation received | 80,000.00 | | |
| Add: Income for the year | 1,39,652.00 | INVESTMENTS(FDR's) | |
| | 46,27,348.00 | SBI, New Delhi-30043686314 (as required by NCTE for Endowment Fund) | 6,83,400.00 |
| | | Syndicate Bank-82864050001974 (as required by NCTE for Endowment Fund) | 6,50,315.00 |
| | | Union Bank of India, YNR-358603030224122 (as required by NCTE for Endowment Fund) | 3,68,999.00 |
| | | UBI, YNR-358603030224553 | 1,45,595.00 |
| | | UBI, YNR-358603030224554 | 1,44,826.00 |
| | | LOAN & ADVANCES | |
| | | SN College of Education | 25,53,409.00 |
| | | TDS (A.Y. 08-09) | 11,918.00 |
| | | TDS (A.Y. 09-10) | 15,257.00 |
| | | TDS (A.Y. 10-11) | 16,607.00 |
| | | TDS (A.Y. 11-12) | 33,581.00 |
| TOTAL | 46,27,348.00 | TOTAL | 46,27,348.00 |

As per report

For Agarwal Anil & Co.
Chartered Accountants
FRN003222N

For S.N. Educational Charitable Trust


Trustees

CA. ANIL AGRAWAL
PARTNER (082103)
DATED:
New Delhi

S.N. EDUCATIONAL CHARITABLE TRUST, NEW DELHI
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING
ON 31st MARCH 2011

| EXPENDITURE | AMOUNT (In Rs.) | INCOME | AMOUNT (In Rs.) |
|----------------------|--------------------|--------------------------------|--------------------|
| | | Interest Received from Banks | |
| | | Interest from (SBI, New Delhi) | 42,482.00 |
| | | Interest from (Syndicate bank) | 56,102.00 |
| | | Interest from (UBI, YNR) | 41,068.00 |
| To Net Income | 1,39,652.00 | | 1,39,652.00 |
| TOTAL | 1,39,652.00 | TOTAL | 1,39,652.00 |

As per report
 For Agrawal Anil & Co.
 Chartered Accountants
 FRN003222N

For S.N. Educational Charitable Trust

CA. ANIL AGRAWAL
 PARTNER (082103)
 DATED:
 New Delhi

Raj
 Trustees

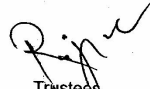


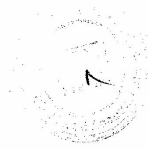
S.N. EDUCATIONAL CHARITABLE TRUST, NEW DELHI

CORPUS FUND 2010-11

| DATE | NAME OF THE DONOR | AMOUNT(IN RS.) | |
|-------------|---------------------------|-----------------------|-----------|
| 03.04.10 | Smt. Kamla Sabhlok | 25,000.00 | |
| 05.04.10 | Sh. Vas Dev Rattan Sharma | 30,000.00 | |
| 02.05.10 | Sh. Rajiv Lamba | 15,000.00 | |
| 06.05.10 | Smt. Kamla Sabhlok | 10,000.00 | 80,000.00 |

For S.N. Educational Charitable Trust


Trustee



S.N. COLLEGE OF EDUCATION, JAGADHRI
(Under the management of S.N. Educational Charitable Trust)
BALANCE SHEET AS AT 31st MARCH, 2012

| LIABILITIES | AMOUNT (In Rs.) | ASSETS | AMOUNT (In Rs.) |
|---|----------------------|------------------------------------|----------------------|
| CORPUS FUND | | FIXED ASSETS | |
| Opening Balance | 4,873,082.00 | As per schedule | 9,956,735.00 |
| Add: Income for the year | 461,570.85 | Less: Depreciation | 410,742.00 |
| | | | 9,545,993.00 |
| SECURED LOANS | | CURRENT ASSETS | |
| UBI, Ynr Loan A/c-358606150159023 | 42,949.00 | Cash & Bank Balances | |
| UBI, Car Loan A/c-358606520126278 | 303,055.00 | Cash in Hand | 83,572.76 |
| | 346,004.00 | SBI New Delhi-30013924492 | 17,830.00 |
| UNSECURED LOANS | | Syndicate Bank, JAG. 8286.307.306 | 8,720.59 |
| Mrs. Kamla Sabhlok | 272,705.00 | Syndicate Bank, JAG. 8286.307.460 | 716,413.00 |
| Mrs. Oshi Lamba | 1,072,716.00 | Union Bank of India, YNR-29404 | 6,479.65 |
| Mr. Rajiv Lamba | 1,679,560.00 | Union Bank of India, JAG.-201-489 | (29,819.00) |
| Mrs. Shakuntla Lamba | 1,772,453.00 | Union Bank of India, Flexi Deposit | 2,234,000.00 |
| Mr. U.K. Nagpal | 10,000.00 | | 3,037,197.00 |
| | 4,807,434.00 | INVESTMENT (FDRs) | |
| CURRENT LIABILITIES & PROVISIONS | | SBI New Delhi-31164008582 | 302,860.00 |
| Advance Fee & Funds | 3,090,890.00 | SBI New Delhi-31608395181 | 86,170.00 |
| Dr. RK Foundation Fee payable | 4,760.00 | Syndicate Bank-8286.405.7233 | 1,041,598.85 |
| Electricity bill payable | 5,182.00 | UBI New Delhi-355703031188356 | 543,106.00 |
| Holiday Home fee payable | 1,360.00 | UBI New Delhi-355703031188357 | 195,517.00 |
| Newspaper & Magazine exp. Payable | 1,750.00 | FDRs with UBI YNR | 762,289.00 |
| Salary payable to Teaching staff | 191,688.00 | | 2,931,540.85 |
| Salary payable to Non-Teaching staff | 93,867.00 | LOAN & ADVANCES | |
| Telephone & Internet bill payable | 4,665.00 | Remuneration Exp. Receivable | 41,220.00 |
| Audit Fee payable | 27,575.00 | Fee Receivable from Students | 1,755,000.00 |
| Arun Kumar Gupta & Co. | 10,000.00 | Security Building Rent | 550,000.00 |
| TDS Payable (A. Y. 12-13) | 44,986.00 | | 2,346,220.00 |
| Library Security | 174,000.00 | PREPAID EXPENSES | |
| | 3,650,723.00 | Prepaid Insurance Exp. | 4775.00 |
| SUNDRY CREDITORS | | | |
| Arti Book Depot | 141,128.00 | | |
| Bhartat Book Depot | 7,200.00 | | |
| Geeta Advertising Agency | 20,975.00 | | |
| PN Traders | 61,520.00 | | |
| Pran Nath Lamba | 223,460.00 | | |
| S.N.Educational Charitable Trust | 3,272,629.00 | | |
| | 3,726,912.00 | | |
| TOTAL | 17,865,725.85 | TOTAL | 17,865,725.85 |

As per report

For Agrawal Anil & Co.
Chartered Accountants

CA. ANIL AGRAWAL
(PARTNER)

DATED:
New Delhi

For S.N. Educational Charitable Trust

Trustees

S.N. EDUCATIONAL CHARITABLE TRUST

TRUSTEE / CHAIRMAN

S.N. COLLEGE OF EDUCATION, JAGADHRI
 (Under the management of S.N. Educational Charitable Trust)
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING
ON 31st MARCH, 2012

| EXPENDITURE | AMOUNT (In Rs.) | INCOME | AMOUNT (In Rs.) |
|------------------------------------|---------------------|-------------------------------------|---------------------|
| Interest paid to Banks | 60,214.00 | Fees & funds | 7,110,020.00 |
| Interest paid to others | 211,437.00 | <u>Interest Received from banks</u> | |
| University Exam. Fee | 67,000.00 | UBI, Jagadhri | 157,128.00 |
| Uni. Sports Registration Fee | 9,520.00 | SBI, New Delhi | 89,529.00 |
| University Tournament Fee | 600.00 | UBI, YNR | 57,351.00 |
| University Annual Inspection Fee | 27,950.00 | Syndicate Bank, Jagadhri | 46,220.85 |
| University Annual Continuation Fee | 5,000.00 | Other Income | 350,228.85 |
| University Registration Fee | 130,800.00 | | 4,200.00 |
| Uni. Youth welfare Fee | 51,000.00 | | |
| Uni. Alumni Fee | 3,400.00 | | |
| Uni. Holiday Home Fee | 1,360.00 | | |
| Uni. Red Cross Fee | 4,080.00 | | |
| Uni. Dr. RK Foundation Fee | 4,760.00 | | |
| Advertisement & Publicity | 56,930.00 | | |
| Audit Fee | 27,575.00 | | |
| Bank Charges | 8,051.00 | | |
| Building Rent | 372,000.00 | | |
| Building Renovation Exp. | 1,519,250.70 | | |
| Electricity Bill | 59,259.00 | | |
| Exam Centre Charges | 8,000.00 | | |
| Insurance Exp. | 21,640.00 | | |
| Gardening Exp. | 10,970.00 | | |
| Generator Running Exp. | 23,045.00 | | |
| Legal & Professional Charges | 73,820.00 | | |
| Misc. exp. | 2,644.00 | | |
| Newspaper & Magazines | 8,953.00 | | |
| Office Exp. | 3,860.00 | | |
| Photostat exp. | 1,094.00 | | |
| Postage & Stamps | 2,927.00 | | |
| Printing & Stationery | 54,935.00 | | |
| Refreshment & Ent. exp. | 15,146.00 | | |
| Repair & Maintenance | 20,214.00 | | |
| Salary to Teaching staff | 2,366,298.00 | | |
| Salary to Non-Teaching staff | 1,046,805.00 | | |
| Sanitation exp. | 14,830.00 | | |
| Social & Cultural exp. | 32,074.00 | | |
| Sports Activities Expenses. | 3,700.00 | | |
| Staff welfare exp. | 43,255.00 | | |
| Student Welfare exp. | 23,000.00 | | |
| Subscription Charges | 7,870.00 | | |
| Telephone and Internet bill | 37,179.00 | | |
| Tour & Travelling | 113,320.00 | | |
| Vehicle Running Exp. | 31,370.00 | | |
| Website Development Exp. | 5,000.00 | | |
| Short & Excess | 0.30 | | |
| Depreciation | 410,742.00 | | |
| To Net Income | 461,570.85 | | |
| TOTAL | 7,464,448.85 | TOTAL | 7,464,448.85 |

As per report
 For Agrawal Anil & Co.
 Chartered Accountants

For S.N. Educational Charitable Trust

CA. ANIL AGRAWAL
 (PARTNER)

DATED: 22/03/2012
 New Delhi

S.N. EDUCATIONAL CHARITABLE TRUST
 Trustees
 TRUSTEE/CHAIRMAN

S.N. COLLEGE OF EDUCATION, JAGADHRI

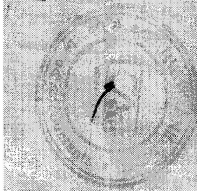
SCHEDULE OF FIXED ASSETS ATTACHED TO & FORMING PART OF BALANCE SHEET AS ON 31.03.12

| S NO | PARTICULARS | RATE OF DEP. | WDV AS ON 01.04.11 | ADDITION | | DEDUCTION | TOTAL | DEP FOR THE YEAR | WDV AS ON 31.03.12 |
|------|-----------------------|--------------|---------------------|-----------------------------|---------------------------|------------------|---------------------|-------------------|---------------------|
| | | | | ADDITION BEFORE 30 SEPT. 11 | ADDITION AFTER 01 OCT. 11 | | | | |
| 1 | Car Maruti Zen | 15% | 83,539.00 | 0.00 | 0.00 | 0.00 | 83,539.00 | 12,531.00 | 71,008.00 |
| 2 | Car (Swift Dezire) | 15% | 18,024.00 | 732,913.00 | 0.00 | 0.00 | 732,913.00 | 108,937.00 | 622,976.00 |
| 3 | Black Boards | 10% | 18,024.00 | 0.00 | 8,700.00 | 0.00 | 26,724.00 | 2,237.00 | 24,487.00 |
| 4 | Computer & Peripheral | 60% | 71,550.00 | 0.00 | 0.00 | 0.00 | 71,550.00 | 42,930.00 | 28,620.00 |
| 5 | Electrical Equipments | 10% | 76,543.00 | 5,740.06 | 24,800.00 | 0.00 | 107,083.00 | 9,468.00 | 97,615.00 |
| 6 | Fax Machine | 15% | 4,190.00 | 0.00 | 0.00 | 0.00 | 4,190.00 | 629.00 | 3,561.00 |
| 7 | Generator | 10% | 1,028,126.00 | 1,530.00 | 38,811.00 | 0.00 | 1,068,467.00 | 104,906.00 | 963,561.00 |
| 8 | Furniture & Fixtures | 15% | 25,528.00 | 66,000.00 | 0.00 | 19,000.00 | 72,528.00 | 10,879.00 | 61,649.00 |
| 9 | Lab Equipments | 15% | 20,622.00 | 0.00 | 0.00 | 0.00 | 20,622.00 | 3,093.00 | 17,529.00 |
| 10 | Land | 0% | 6,944,782.00 | 0.00 | 0.00 | 0.00 | 6,944,782.00 | 0.00 | 6,944,782.00 |
| 11 | Library Books | 15% | 487,236.00 | 2,080.00 | 188,828.00 | 0.00 | 676,144.00 | 87,560.00 | 590,584.00 |
| 12 | LCD Projector | 60% | 10,631.00 | 0.00 | 0.00 | 0.00 | 10,631.00 | 6,379.00 | 4,252.00 |
| 13 | Television | 15% | 2,846.00 | 5,850.00 | 0.00 | 0.00 | 8,696.00 | 876.00 | 7,820.00 |
| 14 | Sports Articles | 10% | 2,846.00 | 0.00 | 0.00 | 0.00 | 2,846.00 | 285.00 | 2,561.00 |
| 15 | Water Cooler | 15% | 25,192.00 | 0.00 | 0.00 | 0.00 | 25,192.00 | 3,779.00 | 21,413.00 |
| 16 | Water Purifier | 15% | 9,279.00 | 0.00 | 0.00 | 0.00 | 9,279.00 | 1,392.00 | 7,887.00 |
| 17 | Inventor cum UPS | 15% | 24,820.00 | 0.00 | 0.00 | 0.00 | 24,820.00 | 3,723.00 | 21,097.00 |
| 18 | Air-Conditioners | 15% | 67,575.00 | 0.00 | 0.00 | 0.00 | 67,575.00 | 10,136.00 | 57,439.00 |
| | TOTAL | | 8,900,483.00 | 814,113.00 | 261,138.00 | 19,000.00 | 9,958,735.00 | 410,742.00 | 9,545,993.00 |

As per report
For Agrawal Anil & Co.
Chartered Accountants

CA ANIL AGRAWAL
(PARTNER) 82103

DATED: FEN 3222 N
New Delhi



S.N. EDUCATIONAL CHARITABLE TRUST
JAGADHRI, PUNJAB

S.N. EDUCATIONAL CHARITABLE TRUST, NEW DELHI
BALANCE SHEET AS AT 31st MARCH, 2012

| LIABILITIES | AMOUNT (In Rs.) | ASSETS | AMOUNT (In Rs.) |
|--------------------------|---------------------|---|---------------------|
| CORPUS FUND | | CURRENT ASSETS | |
| Opening Balance | 4,627,348.00 | Cash in Hand | 3,441.00 |
| Add: Donation received | 50,000.00 | | |
| Add: Income for the year | 89,434.43 | INVESTMENTS(FDR's) | |
| | 4,766,782.43 | Syndicate Bank-82864050001974 (as required by NCTE for Endowment Fund) | 704,619.43 |
| | | Union Bank of India, YNR-358603030224122 (as required by NCTE for Endowment Fund) | 386,530.00 |
| | | UBI, YNR-358603030224553 | 152,918.00 |
| | | UBI, YNR-358603030224554 | 151,462.00 |
| | | LOAN & ADVANCES | |
| | | SN College of Education | 3,272,629.00 |
| | | TDS (A.Y. 08-09) | 11,918.00 |
| | | TDS (A.Y. 09-10) | 2,783.00 |
| | | TDS (A.Y. 11-12) | 33,581.00 |
| | | TDS (A.Y. 12-13) | 46,901.00 |
| TOTAL | 4,766,782.43 | TOTAL | 4,766,782.43 |

As per report
 For Agrawal Anil & Co.
 Chartered Accountants

Anil
 CA. ANIL AGRAWAL
 (PARTNER)

DATED: 8/10/12
 New Delhi



For S.N. Educational Charitable Trust

Trustees

S.N. EDUCATIONAL CHARITABLE TRUST
Rajiv
 MAN

S.N. EDUCATIONAL CHARITABLE TRUST, NEW DELHI
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING
ON 31st MARCH, 2012

| EXPENDITURE | AMOUNT (In Rs.) | INCOME | AMOUNT (In Rs.) |
|----------------------|--------------------|------------------------------------|--------------------|
| | | Interest Received from Banks | 87,335.43 |
| | | Interest received on refund of TDS | 2,099.00 |
| To Net Income | 89,434.43 | | |
| TOTAL | 89,434.43 | TOTAL | 89,434.43 |

As per report
 For Agrawal Anil & Co.
 Chartered Accountants

Anil
 CA. ANIL AGRAWAL
 (PARTNER)

DATED:
 New Delhi

82103

12/03/2012



For S.N. Educational Charitable Trust

Trustees

S.N. EDUCATIONAL CHARITABLE TRUST

Rajiv
 TRUSTEE / CHAIRMAN

ANNEXURE-VII

Copy of the latest recognition

Order issued by NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

To be published Gazette of India Extraordinary

NRC/NCTE/F-7/HR-408/ 26767-26773
APN 0 2 8 5 1

Date: 13 SEP 2007

ORDER

WHEREAS in terms of Section 14 (1) of the NCTE Act, 1993 **S. N. College of Education, Near Police Line, Ambala Road, Jagadhri, Distt-Yamuna Nagar, Haryana** has submitted an application (code No.02851) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting **B.Ed. Course of one year duration** with an annual intake of **100(One Hundred Only)** students.

2. AND WHEREAS on scrutiny of the application submitted by the Institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **S. N. College of Education, Near Police Line, Ambala Road, Jagadhri, Distt-Yamuna Nagar, Haryana** for conducting **B.Ed. Course of one year duration** with an annual intake of **100(One Hundred Only)** students under clause 7(12) of Regulation dated 13-1-2006 subject to fulfillment of the following:

- (i) The Institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.
- (ii) The Institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

Cont...

कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तरांचल, दिल्ली, हरियाणा, पंजाब, चंडीगढ़, हिमाचल प्रदेश, तमिळुनाडु

Phone No. : 0141-2623501 (O), Telefax No.: 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction: U.P., Uttaranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan

E-mail: nrc@ncte-in.org

Website: http://www.ncte-in.org

-:2:-

6. If the Institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or Issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

7. The Institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

By order

(Dr. O.V.S Sikarwar)
Regional Director
Tel No.0141-2620116

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

C.C

- 1) Secretary, Dept. of Secondary Education and literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001,
 - 2) Education Secretary, Govt. of Haryana, Secretariat, Chandigarh.
 - 3) Registrar Kurukshetra University, Kurukshetra, Haryana.
 - 4) Director, Directorate of Secondary Education, I/c Teacher Education, Govt. of Haryana, Directorate, Haryana.
 - 5) Principal **S. N. College of Education, Near Police Line, Ambala Road, Jagadhri, Distt-Yamuna Nagar, Haryana** - A Copy of procedure for creation of fixed deposit in joint account towards Endowment Fund and Reserved Fund is enclosed.
 - 6) Under Secretary (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bhadurshah Zafar Marg, New Delhi-110 002.
- Office order file/Institution file.


Regional Director



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Northern Regional Committee

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)

उत्तर क्षेत्रीय समिति

TO BE PUBLISHED IN GAZETTE OF INDIA PART - III, SECTION 4

F.NRC/NCTE/HR-1102/2008

~~59443~~ 60114

Dated

3 - SEP 2008

Order

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 **S.N. College of Education, VPO- Jagadhari, Tehsil- Jagadhari, District- Yamuna Nagar, Haryana**, has submitted an application (Code No **APN-05120**) to the Northern Regional Committee of NCTE for grant of recognition/permission for starting **B.ED ADD** Course of **One** year duration with an annual intake of **100 (One Hundred only)** students on **16th Nov 2007**.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the **Secondary** teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to **S.N. College of Education, VPO- Jagadhari, Tehsil- Jagadhari, District- Yamuna Nagar, Haryana**, for conducting **B.ED. ADD** Course of **Secondary** level of **One** year duration with an annual intake of **100 + Additional 100= 200 (Two Hundred only)** students from the academic session **2008-2009** under clause 7(11) of NCTE Regulation, 2007 notified on 10-12-2007 subject to fulfillment of the following conditions:-

- (i) **The admission of students shall be done only after affiliation by the examining body before the commencement of the academic year and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic year 2008-2009 failing which the recognition will be deemed to be for the next academic year i.e. 2009-10.**
- (ii) **Formal orders for the Recognition/permission will operate for 2008-2009 only if the requirement of 180 teaching days in the session would be fulfilled as per calendar of the University/ Affiliating Body.**
- (iii) The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund accounts into joint accounts to be operated along with an officer of the **Northern** Regional Committee.
- (iv) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (v) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE Regulations, 2007 notified on 10-12-2007.

Contd....2



कार्यालय : ए-46, शान्ति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
कार्यक्षेत्र : उत्तर प्रदेश, उत्तराखण्ड, दिल्ली, हरियाणा, पंजाब, वछ्डीगढ़, हिमाचल प्रदेश, राजस्थान
Phone No. : 0141-2623501 (O), Telefax No. : 0141-2620116 (RD)

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction : U.P., Uttarakhand, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail : nrc@ncte-in.org • Website : <http://www.nrcncte.org>, www.ncte-in.org

राष्ट्रीय अध्यापक शिक्षा परिषद, जयपुर-302004 (राजस्थान)

:: 2 ::

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed under relevant norms and standards of NCTE for other regulatory bodies like UGC, the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.

6. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated provisions of Section 17(1) of the NCTE Act.

7. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

1. Copy of the Application Form
2. Land and Building Particulars
3. Staff Profile
4. Recognition letter
5. Information for having fulfilled the norms & standard and other required conditions.

(S.S. Rana)
Regional Director I/C
Tel. No. 0141 2623501

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C. C.

1. The Principal **S.N. College of Education, VPO- Jagadhari, Tehsil- Jagadhari, District- Yamuna Nagar, Haryana.**
2. The Secretary, Education, Govt. of Haryana, Secretariat, Chandigarh
3. The Registrar, M.D University Rohtak, Rohtak, Haryana.
4. The Director, Directorate of Higher Education, I/c Teacher Education, Govt. of Haryana, Directorate, Haryana
5. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110 002.
7. Office Order file/ Institution file

Regional Director

NCTE • NRC • JAIPUR

A001758

ANNEXURE-VIII
University Result for
the session
2010-11 and 2011-12

S.N. COLLEGE OF EDUCATION JAGADHRI

(Ambala Road, Jagadhri)

Result of B.Ed. For the Session 2010-11 declared on 14.11.2011

| S.No. | College Roll No. | UNI. ROLL NO | UNI. REGN NO | STUDENT'S NAME | FATHER'S NAME | DOB | RESULT MARKS OBT. | TOTAL MARKS | % |
|-------|------------------|--------------|--------------|-----------------|----------------------|------------|-------------------|-------------|--------|
| 1 | 501 | 0221201 | 04-GC-145 | SONIA SAHOTA | BHUSHAN LAL SAHOTA | 06.01.1985 | 0598 | 1000 | 59.80 |
| 2 | 502 | 0221202 | 03-GNY-1932 | ARCHANA SHARMA | DARSHAN LAL SHARMA | 18.08.1985 | 0608 | 1000 | 60.80 |
| 3 | 503 | 0221203 | 10-COEYN-981 | ASHWANI KUMAR | SATYAVEER SINGH | 18.06.1989 | 0637 | 1000 | 63.70 |
| 4 | 504 | 0221204 | 10-COEYN-982 | VISHWAS KUMAR | ATAR SINGH | 04.07.1989 | 0559 | 1000 | 55.90 |
| 5 | 505 | 0221205 | 10-COEYN-983 | NEELAM PANDEY | RAJENDRA PANDEY | 15.08.1985 | 0649 | 1000 | 64.90 |
| 6 | 506 | 0221206 | 10-COEYN-984 | BHAVANA KASHYAP | BABU RAM KASHYAP | 22.04.1984 | 0570 | 1000 | 57.00 |
| 7 | 507 | 0221207 | 96-DWA-99 | RAJNI BALA | JAI CHAND | 02.09.1979 | 0572 | 1000 | 57.20 |
| 8 | 508 | 0221208 | 07-HGJ-336 | VANDANA KAMBOJ | MAM CHAND | 21.04.1990 | 0604 | 1000 | 60.40 |
| 9 | 509 | 0221209 | 10-COEYN-985 | HIMANI KAPOOR | RAJ KUMAR KAPOOR | 05.05.1987 | 0571 | 1000 | 57.10 |
| 10 | 510 | 0221210 | 02-DGY-87 | GEETU RANI | LAL BAHADUR SINGH | 22.08.1983 | REP | 1000 | REP |
| 11 | 511 | 0221211 | 02-GNY-1098 | PRIYA CHAWLA | M R CHAWLA | 29.09.1984 | 0638 | 1000 | 63.80 |
| 12 | 512 | 0221212 | 09-DGY-110 | SANGEETA AHUJA | YASH PAUL AHUJA | 8.08.1973 | 0587 | 1000 | 58.70 |
| 13 | 513 | 0221213 | 07-MY-299 | MANU | RAMESH CHAND | 28.12.1991 | 0638 | 1000 | 63.80 |
| 14 | 514 | 0221214 | 10-COEYN-986 | DEEPIKA SHARMA | KAILASH KUMAR SHARMA | 29.10.1982 | ABSENT | 1000 | ABSENT |
| 15 | 515 | 0221215 | 03-MY-82 | MUKESH RANI | RANBEER SINGH | 28.10.1983 | 0651 | 1000 | 65.10 |
| 16 | 516 | 0221216 | 07-DGY-116 | DEEPIKA | PURSHOUTA M LAL | 11.09.1990 | 0635 | 1000 | 63.50 |
| 17 | 517 | 0221217 | 2K-MGA-70 | ROOPA | SUMER CHAND | 11.09.1982 | 0584 | 1000 | 58.40 |
| 18 | 518 | 0221218 | 04-DGY-884 | KOMAL BAKSHI | KHEM RAJ BAKSHI | 24.04.1986 | 0602 | 1000 | 60.20 |

| | | | | | | | | | |
|----|-----|---------|--------------|-----------------------|-------------------------|------------|------|------|-------|
| 19 | 519 | 0221219 | 2K-HGJ-14 | VISHAKHA | LALIT KUMAR | 16.05.1982 | 0663 | 1000 | 66.30 |
| 20 | 520 | 0221220 | 01-HGJ-68 | MEGHA SHARMA | LALIT KUMAR SHARMA | 14.12.1984 | 0663 | 1000 | 66.30 |
| 21 | 521 | 0221221 | 06-GY-381 | POOJA TYAGI | KUSHAL TYAGI | 26.05.1989 | 0603 | 1000 | 60.30 |
| 22 | 522 | 0221222 | 06-GY-374 | POOJA RANI | RAJPAL SINGH | 01.01.1988 | 0625 | 1000 | 62.50 |
| 23 | 523 | 0221223 | 91-GNY-567 | RAJINDER KUMAR | GURDYAL SINGH | 10.05.1973 | 0553 | 1000 | 55.30 |
| 24 | 524 | 0221224 | 04-PC-40383 | DEEPALI | SHAMSHER PARKASH | 03.01.1987 | 0601 | 1000 | 60.10 |
| 25 | 525 | 0221225 | 07-DGY-503 | SAJNI RANI | DEVI DAYAL | 28.07.1989 | 0658 | 1000 | 65.80 |
| 26 | 526 | 0221226 | 04-DGY-509 | RAJNI RANI | DEVI DYAL | 10.10.1986 | 0635 | 1000 | 63.50 |
| 27 | 527 | 0221227 | 10-COEYN-987 | AMBIKA PRASAD GAIROLA | RAM LAKHAN GAIROLA | 15.05.1982 | 0526 | 1000 | 52.60 |
| 28 | 528 | 0221228 | 10-COEYN-988 | SWATI NAUTIYAL | RAMESH CHANDER NAUTIYAL | 05.08.1986 | 0576 | 1000 | 57.60 |
| 29 | 529 | 0221229 | 10-COEYN-989 | PRACHI GAIROLA | RAM LAKHAN GAIROLA | 14.07.1987 | REP | 1000 | REP |
| 30 | 530 | 0221230 | 06-HGJ-70 | MEENU | BRIJLAL | 18.04.1988 | 0575 | 1000 | 57.50 |
| 31 | 531 | 0221231 | 07-DGY-129 | LEENA | KHEM RAJ BAKSHI | 26.07.1989 | REP | 1000 | REP |
| 32 | 532 | 0221232 | 97-MY-306 | RAJAN MUNJAL | BADRI NATH MUNJAL | 03.04.1979 | 0642 | 1000 | 64.20 |
| 33 | 533 | 0221233 | 01-DGY-231 | GEETANJALI RAWAT | PREM SINGH | 12.05.1985 | REP | 1000 | REP |
| 34 | 534 | 0221234 | 96-MAJ-195 | SHAMSHER SINGH | NATHU RAM | 04.05.1976 | RL-D | 1000 | RL-D |
| 35 | 535 | 0221235 | 07-MY-49 | JASWINDER SINGH | RAM NATH | 26.01.1987 | 0593 | 1000 | 59.30 |
| 36 | 536 | 0221236 | 2K-HGJ-340 | ANJU RANI | BUDH RAJ | 12.09.1979 | 0551 | 1000 | 55.10 |
| 37 | 537 | 0221237 | 10-COEYN-990 | VINITA RANA | JITENDRA KUMAR RANA | 07.11.1987 | 0630 | 1000 | 63.00 |
| 38 | 538 | 0221238 | 10-COEYN-991 | RUCHI BHATIA | ANIL BHATIA | 02.10.1986 | 0638 | 1000 | 63.80 |
| 39 | 539 | 0221239 | 90-GA-81 | NEELAM LATA | RAM KISHAN | 20.11.1970 | 0611 | 1000 | 61.10 |

| | | | | | | | | | |
|----|-----|---------|--------------|-------------------|-----------------------|------------|------|------|-------|
| 40 | 540 | 0221240 | 2K-MAJ-366 | ARADHANA MOHAN | CHANDER MOHAN | 25.03.1982 | 0631 | 1000 | 63.10 |
| 41 | 541 | 0221241 | 2K-GY-85 | RAJNI | RANA PARTAP MANAKTALA | 26.02.1983 | 0623 | 1000 | 62.30 |
| 42 | 542 | 0221242 | 98-MY-130 | ASHU GROVER | NAND LAL GROVER | 05.01.1981 | 0713 | 1000 | 71.30 |
| 43 | 543 | 0221243 | 07-PCD-41774 | RAVINDER KAUR | PARAMJEET SINGH | 22.03.1975 | 0606 | 1000 | 60.60 |
| 44 | 544 | 0221244 | 05-HGJ-395 | RAKHI | RAMESH KUMAR | 22.08.1988 | 0612 | 1000 | 61.20 |
| 45 | 545 | 0221245 | 96-DGY-190 | MINI ARORA | JAGAN NATH ARORA | 13.02.1979 | 0680 | 1000 | 68.00 |
| 46 | 546 | 0221246 | 01-PC-24378 | SUNAINA AGGARWAL | NARAIN DASS | 15.08.1985 | 0681 | 1000 | 68.10 |
| 47 | 547 | 0221247 | 10-COEYN-992 | ROHIT KUMAR | OM PRAKASH | 19.02.1989 | 0584 | 1000 | 58.40 |
| 48 | 548 | 0221248 | 02-GY-60 | UMA RANI | JAI PAL | 02.08.1982 | 0589 | 1000 | 58.90 |
| 49 | 549 | 0221249 | 10-COEYN-993 | PANKAJ KUMAR | YESHPAL SINGH | 04.03.1988 | 0531 | 1000 | 53.10 |
| 50 | 550 | 0221250 | 03-PC-24004 | RUBY KAMBOJ | GIAN CHAND | 05.11.1988 | 0696 | 1000 | 69.60 |
| 51 | 551 | 0221251 | 04-PC-39250 | REENA DEVI | GIAN CHAND | 13.12.1986 | 0627 | 1000 | 62.70 |
| 52 | 552 | 0221252 | 10-COEYN-994 | RAMANDEEP KAUR | MANINDER PAL SINGH | 28.02.1980 | 0601 | 1000 | 60.10 |
| 53 | 553 | 0221253 | 99-GNY-771 | PUSHPINDER SINGH | SAMAE SINGH | 05.11.1981 | 0618 | 1000 | 61.80 |
| 54 | 554 | 0221254 | 03-GY-49 | SARABJIT KAUR | SUKHDEV SINGH | 19.11.1986 | 0680 | 1000 | 68.00 |
| 55 | 555 | 0221255 | 03-DA-379 | KAMALPREET KAUR | TARLOCHAN SINGH | 29.11.1984 | 0667 | 1000 | 66.70 |
| 56 | 556 | 0221256 | 10-COEYN-995 | OPIN KUMAR | SHYAM LAL | 15.05.1988 | 0591 | 1000 | 59.10 |
| 57 | 557 | 0221257 | 95-UC-352 | SHEFALI BHATNAGAR | ADESH BHATNAGAR | 05.01.1978 | 0627 | 1000 | 62.70 |
| 58 | 558 | 0221258 | 10-COEYN-996 | JASMINE JAGGI | GURDEV SINGH JAGGI | 05.11.1984 | 0676 | 1000 | 67.60 |
| 59 | 559 | 0221259 | 10-COEYN-997 | PUNAM KAKAR | KRISHAN LAL | 10.12.1977 | 0591 | 1000 | 59.10 |
| 60 | 561 | 0221260 | 07-SGM-97 | DEEPIKA NAGARA | GURNAM SINGH | 04.01.1990 | 0638 | 1000 | 63.80 |

| | | | | | | | | | |
|----|-----|---------|-------------------|-------------------------|------------------------------|------------|------------|------|------------|
| 61 | 562 | 0221261 | 93-SMB-47 | MANPREET KAUR | SURJEET SINGH | 04.01.1977 | 0585 | 1000 | 58.50 |
| 62 | 563 | 0221262 | 10-COEYN- 998 | SHRUTI NAITHANI | DEEP PRAKASH NAITHANI | 05.01.1989 | 0660 | 1000 | 66.00 |
| 63 | 564 | 0221263 | 10-COEYN- 999 | NEHA OBERAI | NARENDERA KUMAR OBERAI | 03.10.1986 | 0638 | 1000 | 63.80 |
| 64 | 565 | 0221264 | 10-COEYN- 1000 | PRAVEEN KUMAR | RAGHUVEER SINGH | 03.05.1988 | 0568 | 1000 | 56.80 |
| 65 | 566 | 0221265 | 10-COEYN- 1001 | PAPPY KUMAR | JEET SINGH | 16.02.1987 | 0582 | 1000 | 58.20 |
| 66 | 567 | 0221266 | 10-COEYN- 1002 | GEETA DEVI | NATHIRAM | 01.01.1981 | 0582 | 1000 | 58.20 |
| 67 | 568 | 0221267 | 10-COEYN- 1003 | GARIMA GUPTA | RAMAN GUPTA | 24.11.1986 | 0598 | 1000 | 59.80 |
| 68 | 569 | 0221268 | 07-DGV- 836 | KHUSHBOO MENDIRATTA | A K MENDIRATT A | 05.03.1989 | 0636 | 1000 | 63.60 |
| 69 | 570 | 0221269 | 07-MY-1160 | BHAVNA GROVER | VINEY KUMAR GROVER | 28.03.1989 | 0685 | 1000 | 68.50 |
| 70 | 571 | 0221270 | 10-COEYN- 1004 | SONIYA RANI | MANGE RAM | 15.03.1988 | 0619 | 1000 | 61.90 |
| 71 | 572 | 0221271 | 2K-GY-386 | SHEETAL | PREM CHAND | 27.12.1982 | 0633 | 1000 | 63.30 |
| 72 | 573 | 0221272 | 2K-DGY- 293 | SWEETY | BALKRISHA N BECTOR | 24.03.1982 | 0646 | 1000 | 64.60 |
| 73 | 574 | 0221273 | 2K-PC- 23345 | SONIA | KASTURI LAL | 22.06.1983 | 0678 | 1000 | 67.80 |
| 74 | 575 | 0221274 | 07-GNY- 1176 | DEEPAK PAL | RADHESHYA M | 14.07.1990 | 0672 | 1000 | 67.20 |
| 75 | 576 | 0221275 | 97-SMB-37 | GEETA RANI | ROSHAN LAL | 07.12.1979 | 0595 | 1000 | 59.50 |
| 76 | 577 | 0221276 | 99-GY-74 | HARNIKA BAJAJ | INDERJEET | 21.01.1981 | 0686 | 1000 | 68.60 |
| 77 | 578 | 0221277 | 10-COEYN- 1005 | VIKAS KUMAR SINGH | RAGHU RAJ SINGH | 23.09.1979 | ABSEN T | 1000 | ABS ENT |
| 78 | 579 | 0221278 | 01-DWK-98 | ARADHNA RANI | HARBANS LAL | 09.10.1982 | 0604 | 1000 | 60.40 |
| 79 | 580 | 0221279 | 05-HGJ-132 | ANJU BALA | JAI SINGH | 25.12.1985 | 0634 | 1000 | 63.40 |
| 80 | 581 | 0221280 | 10-COEYN- 1006 | SANJAY SINGH | JASWANT SINGH | 12.08.1989 | 0621 | 1000 | 62.10 |
| 81 | 582 | 0221281 | 10-COEYN- 1007 | JYOTI | PRADEEP KUMAR | 02.11.1980 | 0659 | 1000 | 65.90 |

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|-----|-----|---------|---------------|--------------------|---------------------|------------|------|------|-------|
| 82 | 583 | 0221282 | 07-MAJ-122 | AMIT SHARMA | SUBHASH CHAND | 10.01.1989 | 0585 | 1000 | 58.50 |
| 83 | 584 | 0221283 | 10-COEYN-1008 | VINAY KUMAR | KAUNWAR PAL SAINI | 12.06.1989 | 0574 | 1000 | 57.40 |
| 84 | 585 | 0221284 | 10-COEYN-1009 | SEEMA SINGH | BRAHM SINGH | 01.07.1979 | 0549 | 1000 | 54.90 |
| 85 | 586 | 0221285 | 02-DGY-534 | RAJNI SHARMA | BRIJ MOHAN SHARMA | 28.06.1985 | 0616 | 1000 | 61.60 |
| 86 | 587 | 0221286 | 10-COEYN-1010 | JYOTSNA ANAND | HARSH ANAND | 15.05.1983 | 0684 | 1000 | 68.40 |
| 87 | 588 | 0221287 | 10-COEYN-1011 | ANKITA CHANDEL | YOGENDRA PAL | 20.06.1985 | 0673 | 1000 | 67.30 |
| 88 | 589 | 0221288 | 10-COEYN-1012 | AMIT KUMAR | NARESH CHAND | 06.08.1987 | 0597 | 1000 | 59.70 |
| 89 | 590 | 0221289 | 10-COEYN-1013 | PAHAL SINGH | JAYAMAL SINGH | 25.07.1975 | REP | 1000 | REP |
| 90 | 591 | 0221290 | 07-DGY-578 | AARTI GANDHI | SURENDER GANDHI | 11.06.1990 | 0617 | 1000 | 61.70 |
| 91 | 592 | 0221291 | 10-COEYN-1014 | NISHA RANI | PADAM SINGH | 29.04.1986 | 0654 | 1000 | 65.40 |
| 92 | 593 | 0221292 | 02-PC-4118 | INDU BALA | BIHARI LAL | 28.08.1980 | 0661 | 1000 | 66.10 |
| 93 | 594 | 0221293 | 10-COEYN-1015 | SUMIT KUMAR SHARMA | BINOD KUMAR SHARMA | 10.02.1990 | 0636 | 1000 | 63.60 |
| 94 | 595 | 0221294 | 02-MAJ-262 | SANJEEV KUMAR | FAQIR CHAND | 01.01.1984 | 0595 | 1000 | 59.50 |
| 95 | 596 | 0221295 | 10-COEYN-1016 | CHHATAR PAL SINGH | SURAJMAL | 21.12.1985 | 0601 | 1000 | 60.10 |
| 96 | 597 | 0221296 | 10-COEYN-1017 | NEHA BHASKAR | MAHENDRA KUMAR | 01.02.1988 | 0645 | 1000 | 64.50 |
| 97 | 598 | 0221297 | 02-GY-385 | PARVINDER KAUR | KULDEEP SINGH | 10.10.1984 | 0661 | 1000 | 66.10 |
| 98 | 599 | 0221298 | 07-GY-306 | CHHAVI GUPTA | SANDEEP GUPTA | 06.06.1990 | 0616 | 1000 | 61.60 |
| 99 | 600 | 0221299 | 07-HGJ-51 | SONIA | RISHI PAL | 10.01.1989 | 0595 | 1000 | 59.50 |
| 100 | 601 | 0221300 | 10-COEYN-1018 | ANCHAL SHARMA | MANOJ SHARMA | 10.07.1989 | 0634 | 1000 | 63.40 |
| 101 | 602 | 0221301 | 10-COEYN-1019 | SAKSHI | DESHPAL SINGH | 10.07.1988 | 0634 | 1000 | 63.40 |
| 102 | 603 | 0221302 | 10-COEYN-1020 | HIMANI SHARMA | YOGESH KUMAR SHARMA | 15.10.1987 | 0693 | 1000 | 69.30 |
| 103 | 604 | 0221303 | 10-COEYN-1021 | SHIVANI SHARMA | YOGESH KUMAR SHARMA | 15.10.1987 | 0695 | 1000 | 69.50 |

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|-----|-----|---------|---------------|---------------------|---------------------|------------|--------|------|--------|
| 104 | 605 | 0221304 | 10-COEYN-1022 | PANKAJ KUMAR | BALBIR SINGH | 06.07.1983 | ABSENT | 1000 | ABSENT |
| 105 | 606 | 0221305 | 01-MAJ-373 | SANJAY KUMAR | PAWAN SINGH | 20.09.1983 | 0610 | 1000 | 61.00 |
| 106 | 607 | 0221306 | 10-COEYN-1023 | SHUCHI MEHTA | PRAVEEN KUMAR MEHTA | 16.09.1983 | 0600 | 1000 | 60.00 |
| 107 | 608 | 0221307 | 03-MY-1008 | POOJA KAUSHIK | RAMESH KUMAR SHARMA | 14.06.1987 | 0621 | 1000 | 62.10 |
| 108 | 609 | 0221308 | 02-GB-88 | PARVEEN KUMARI | MILAP CHAND | 24.06.1984 | 0572 | 1000 | 57.20 |
| 109 | 610 | 0221309 | 96-GY-392 | NAMITA VAISH | DEEN DAYAL | 06.11.1978 | REP | 1000 | REP |
| 110 | 611 | 0221310 | 96-DGY-50 | TEENA MAINI | KRISHAN LAL MAINI | 17.07.1977 | 0620 | 1000 | 62.00 |
| 111 | 612 | 0221311 | 10-COEYN-1024 | SHIKHA SAINI | NARESH PAL | 03.10.1990 | 0660 | 1000 | 66.00 |
| 112 | 613 | 0221312 | 05-SMB-100 | MEENA KUMARI | AJMER SINGH | 10.03.1982 | REP | 1000 | REP |
| 113 | 614 | 0221313 | 99-GGY-121 | ANJU BALA | KALU SINGH | 04.04.1980 | 0647 | 1000 | 64.70 |
| 114 | 615 | 0221314 | 10-COEYN-1025 | RUPALI BHADULA | S K BHADULA | 17.03.1988 | 0673 | 1000 | 67.30 |
| 115 | 616 | 0221315 | 10-COEYN-1026 | JAYASHREE SAHOO | RATNAKAR SAHOO | 03.01.1989 | 0652 | 1000 | 65.20 |
| 116 | 617 | 0221316 | 10-COEYN-1027 | RUBY DEVI | SHIVPAL SINGH | 29.09.1987 | 0566 | 1000 | 56.60 |
| 117 | 618 | 0221317 | 05-SMB-58 | GAGAN KUMARI | GIRDHARI LAL | 25.08.1986 | REP | 1000 | REP |
| 118 | 619 | 0221318 | 05-SMB-57 | PINKI DEVI | MANGAT RAM | 04.07.1987 | 0602 | 1000 | 60.20 |
| 119 | 620 | 0221319 | 2K-PC-21843 | NEELAM DEVI | KULDEEP KUMAR | 07.11.1982 | REP | 1000 | REP |
| 120 | 621 | 0221320 | 10-COEYN-1028 | RAZIA BANO | MOHD GALIB | 05.07.1987 | 0580 | 1000 | 58.00 |
| 121 | 622 | 0221321 | 07-DGY-122 | ROMA KALRA | VIJAY KUMAR KALRA | 21.12.1987 | 0598 | 1000 | 59.80 |
| 122 | 623 | 0221322 | 10-COEYN-1029 | KULDEEP KUMAR TYAGI | SURESH CHAND TYAGI | 02.07.1985 | 0584 | 1000 | 58.40 |
| 123 | 624 | 0221323 | 10-COEYN-1030 | SURENDRA KUMAR | BABU LAL | 01.11.1984 | REP | 1000 | REP |
| 124 | 625 | 0221324 | 10-COEYN-1031 | SATYA PRAKASH | RAM DAS SINGH | 24.05.1983 | 0539 | 1000 | 53.90 |

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|-----|-----|---------|---------------|-------------------|----------------------|------------|--------|------|--------|
| 125 | 626 | 0221325 | 10-COEYN-1032 | TEENU RANI | RAM ARORA | 15.08.1986 | 0637 | 1000 | 63.70 |
| 126 | 628 | 0221326 | 10-COEYN-1033 | MENKA SHARMA | SHRIKANT SHARMA | 02.07.1990 | 0655 | 1000 | 65.50 |
| 127 | 629 | 0221327 | 10-COEYN-1034 | KOMAL GUPTA | TUKI RAM GUPTA | 16.08.1980 | 0668 | 1000 | 66.80 |
| 128 | 631 | 0221328 | 01-HGJ-69 | POOJA BHARDWAJ | SUBHASH CHANDER | 29.07.1983 | 0690 | 1000 | 69.00 |
| 129 | 632 | 0221329 | 98-MAJ-180 | ANURADHA BHARDWAJ | SUBHASH CHANDER | 18.12.1980 | 0681 | 1000 | 68.10 |
| 130 | 633 | 0221330 | 10-COEYN-1035 | SARITA TYAGI | GANGA SHARAN TYAGI | 26.05.1980 | 0599 | 1000 | 59.90 |
| 131 | 634 | 0221331 | 10-COEYN-1036 | NISHI PUNDIR | RAJ PAL SINGH | 01.01.1988 | 0651 | 1000 | 65.10 |
| 132 | 635 | 0221332 | 10-COEYN-1037 | PINKI VERMA | RAJENDER SINGH | 15.06.1973 | 0586 | 1000 | 58.60 |
| 133 | 636 | 0221333 | 01-GNY-266 | DESH RAJ | RADHEY SHYAM | 18.12.1981 | REP | 1000 | REP |
| 134 | 637 | 0221334 | 10-COEYN-1038 | SHIVANI BANSIWAL | RAKESH KUMAR | 17.06.1988 | 0619 | 1000 | 61.90 |
| 135 | 638 | 0221335 | 10-COEYN-1039 | SANJEEV KUMAR | RAM SINGH | 11.08.1977 | 0613 | 1000 | 61.30 |
| 136 | 639 | 0221336 | 94-GCN-41 | KANWALJIT KAUR | HARSEWAK SINGH | 03.04.1978 | 0615 | 1000 | 61.50 |
| 137 | 640 | 0221337 | 10-COEYN-1040 | SEEMA MALIK | KRISHAN LAL MALIK | 17.06.1987 | 0660 | 1000 | 66.00 |
| 138 | 641 | 0221338 | 10-COEYN-1041 | PARUL KALRA | LAJPAT RAI KALRA | 19.11.1984 | 0578 | 1000 | 57.80 |
| 139 | 642 | 0221339 | 10-COEYN-1042 | ANJALI SHARMA | SATYA PRAKASH SHARMA | 12.01.1989 | 0602 | 1000 | 60.20 |
| 140 | 643 | 0221340 | 10-COEYN-1043 | YASHI SHARMA | BRIJ MOHAN SHARMA | 28.08.1988 | 0658 | 1000 | 65.80 |
| 141 | 644 | 0221341 | 10-COEYN-1044 | SONIA | MAMCHAND | 04.05.1987 | 0661 | 1000 | 66.10 |
| 142 | 645 | 0221342 | 05-DGY-507 | AMITA | RANDHIR SINGH | 25.06.1989 | ABSENT | 1000 | ABSENT |
| 143 | 646 | 0221343 | 2K-MY-291 | DEVENDER KUMAR | ISHAM SINGH | 08.02.1980 | 0571 | 1000 | 57.10 |
| 144 | 647 | 0221344 | 02-DGY-299 | URVASHI TYAGI | AMRIT PAL TYAGI | 25.04.1983 | 0623 | 1000 | 62.30 |
| 145 | 648 | 0221345 | 10-COEYN-1045 | ANU BHUSHAN | BHARAT BHUSHAN | 12.09.1974 | 0644 | 1000 | 64.40 |
| 146 | 649 | 0221346 | 10-COEYN-1046 | NAVITA AGRAWAL | PAWAN KUMAR | 28.07.1985 | 0577 | 1000 | 57.70 |

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|-----|-----|---------|---------------|--------------------|-----------------------|------------|------|------|-------|
| 147 | 650 | 0221347 | 10-COEYN-1047 | MANSI MONGA | SURENDRA MONGA | 29.10.1987 | 0700 | 1000 | 70.00 |
| 148 | 651 | 0221348 | 04-PC-38427 | YOGETA RANI | PAWAN KUMAR | 05.11.1986 | 0637 | 1000 | 63.70 |
| 149 | 652 | 0221349 | 03-MY-238 | SUMIT GOYAL | ANIL KUMAR GOYAL | 23.08.1984 | 0635 | 1000 | 63.50 |
| 150 | 653 | 0221350 | 03-DGY-267 | PARUL RANI | YASHPAL SINGH | 18.09.1985 | REP | 1000 | REP |
| 151 | 654 | 0221351 | 10-COEYN-1048 | MANOJ KUMAR | OMPAL SINGH | 16.08.1984 | 0568 | 1000 | 56.80 |
| 152 | 655 | 0221352 | 10-COEYN-1049 | SHAGUFTA YASMEEN | ABDUL SALAM | 15.09.1989 | 0601 | 1000 | 60.10 |
| 153 | 656 | 0221353 | 05-GNY-1315 | CHHAVI GUPTA | VINOD KUMAR GUPTA | 30.08.1986 | 0626 | 1000 | 62.60 |
| 154 | 657 | 0221354 | 03-CC-17830 | ISHA OBEROI | DAVINDER OBEROI | 27.09.1985 | 0635 | 1000 | 63.50 |
| 155 | 658 | 0221355 | 02-PC-7273 | DEEPA RANI | SURINDER KUMAR SHARMA | 1.01.1984 | 0600 | 1000 | 60.00 |
| 156 | 659 | 0221356 | 10-COEYN-1050 | POOJA SHARMA | SURESH SHARMA | 01.12.1989 | 0619 | 1000 | 61.90 |
| 157 | 660 | 0221357 | 10-COEYN-1051 | BABY RANI | JAGPAL | 15.01.1987 | 0577 | 1000 | 57.70 |
| 158 | 661 | 0221358 | 10-COEYN-1052 | ARCHANA KATARIYA | RAJNISH KATARIYA | 1.01.1987 | 0589 | 1000 | 58.90 |
| 159 | 662 | 0221359 | 10-COEYN-1053 | RAHUL TYAGI | MAHENDRA SINGH TYAGI | 10.09.1989 | 0623 | 1000 | 62.30 |
| 160 | 663 | 0221360 | 10-COEYN-1054 | MANISH MALIK | ISHWAR SINGH | 22.04.1987 | 0577 | 1000 | 57.70 |
| 161 | 664 | 0221361 | 10-COEYN-1055 | VIJETA BHATNAGAR | ADESH BHATNAGAR | 19.04.1982 | 0673 | 1000 | 67.30 |
| 162 | 665 | 0221362 | 10-COEYN-1056 | SHWETA SHARMA | SATYA PARKASH SHARMA | 23.08.1983 | 0640 | 1000 | 64.00 |
| 163 | 666 | 0221363 | 05-DGY-851 | RITIKA MAKHIJA | NARINDER MAKHIJA | 11.02.1988 | 0691 | 1000 | 69.10 |
| 164 | 667 | 0221364 | 10-COEYN-1057 | PRAMOD KUMAR DEORA | KALYAN SINGH DEORA | 01.10.1983 | 0650 | 1000 | 65.00 |
| 165 | 668 | 0221365 | 10-COEYN-1058 | DEEPIKA SINGH | DINESH SINGH | 21.01.1991 | 0661 | 1000 | 66.10 |
| 166 | 669 | 0221366 | 10-COEYN-1059 | INAYAT BANO | JAMSHED ALI | 24.07.1988 | 0639 | 1000 | 63.90 |
| 167 | 670 | 0221367 | 10-COEYN-1060 | SHALINI CHAUHAN | RAJ KUMAR CHAUHAN | 12.05.1989 | 0616 | 1000 | 61.60 |

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|-----|-----|---------|---------------|--------------------|------------------------|------------|------|------|-------|
| 168 | 671 | 0221368 | 10-COEYN-1060 | AMIT KUMAR GAUTAM | NARENDRA KUMAR SHARMA | 05.05.1982 | 0576 | 1000 | 57.60 |
| 169 | 672 | 0221369 | 07-DA-292 | PARVEEN KUMAR | DESH RAJ | 15.02.1988 | 0640 | 1000 | 64.00 |
| 170 | 673 | 0221370 | 10-COEYN-1062 | ANJALI SHARMA | TAPESHVAR DATT | 18.07.1989 | 0701 | 1000 | 70.10 |
| 171 | 674 | 0221371 | 10-COEYN-1063 | BANGAL SINGH | KALOO RAM | 01.01.1987 | 0623 | 1000 | 62.30 |
| 172 | 675 | 0221372 | 10-COEYN-1064 | RAKHI SINGHAL | RAJ KUMAR SINGHAL | 16.05.1988 | 0612 | 1000 | 61.20 |
| 173 | 676 | 0221373 | 10-COEYN-1065 | AYUSHI MITTAL | KRISHAN BALDEV MITTAL | 30.08.1990 | 0653 | 1000 | 65.30 |
| 174 | 677 | 0221374 | 10-COEYN-1066 | RAJESH KUMAR | NAND KISHOR | 06.01.1986 | 0600 | 1000 | 60.00 |
| 175 | 678 | 0221375 | 10-COEYN-1067 | TANU VERMA | RAVI KIRAN VERMA | 21.10.1987 | 0577 | 1000 | 57.70 |
| 176 | 679 | 0221376 | 10-COEYN-1068 | ARUNA | BIRESH SINGH | 07.02.1990 | 0655 | 1000 | 65.50 |
| 177 | 680 | 0221377 | 10-COEYN-1069 | POOJA | JAGDISH KUMAR | 13.10.1986 | 0701 | 1000 | 70.10 |
| 178 | 681 | 0221378 | 10-COEYN-1070 | ARTI AGRAWAL | NARANDRA KUMAR AGRAWAL | 14.12.1975 | 0668 | 1000 | 66.80 |
| 179 | 682 | 0221379 | 10-COEYN-1071 | SULEKHA YADAV | KHETAL SINGH YADAV | 18.11.1984 | 0641 | 1000 | 64.10 |
| 180 | 683 | 0221380 | 10-COEYN-1072 | ISHA | KUSHAL PAL SINGH | 19.08.1986 | 0628 | 1000 | 62.80 |
| 181 | 684 | 0221381 | 10-COEYN-1073 | SHALINI RATHOR | RAJKUMAR | 21.06.1989 | 0646 | 1000 | 64.60 |
| 182 | 685 | 0221382 | 10-COEYN-1074 | GAURAV KUMAR JOSHI | RAMESH CHANDRA JOSHI | 15.08.1990 | 0668 | 1000 | 66.80 |
| 183 | 686 | 0221383 | 10-COEYN-1075 | SADHNA MISHRA | VIRENDRA MISHRA | 03.07.1988 | 0629 | 1000 | 62.90 |
| 184 | 687 | 0221384 | 10-COEYN-1076 | PUSHPA JOSHI | PURAN CHANDRA PANDEY | 15.07.1988 | 0641 | 1000 | 64.10 |
| 185 | 688 | 0221385 | 10-COEYN-1077 | MONIKA PAHUJA | MADAN LAL PAHUJA | 26.03.1978 | 0697 | 1000 | 69.70 |
| 186 | 689 | 0221386 | 07-DGY-395 | RENU BALA | RAJ PAL | 1.04.1989 | RLA | 1000 | RLA |
| 187 | 690 | 0221387 | 10-COEYN-1078 | BINMAYEE PARIDA | NIRANJAN PARIDA | 15.06.1989 | 0677 | 1000 | 67.70 |
| 188 | 691 | 0221388 | 10-COEYN-1079 | RACHNA DEVI | PREM SINGH | 25.05.1988 | 0658 | 1000 | 65.80 |

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|-----|-----|---------|---------------|--------------------|----------------------|------------|--------|------|---------|
| 189 | 692 | 0221389 | 10-COEYN-1080 | SHAVETA SHARDA | HARMESH SHARDA | 11.08.1980 | 0683 | 1000 | 68.30 |
| 190 | 693 | 0221390 | 99-GNY-153 | SARIKA SHARMA | CHANDER DEV SHAMRA | 16.01.1981 | 0720 | 1000 | 72.00 |
| 191 | 694 | 0221391 | 10-COEYN-1081 | SANJEEV KUMAR | TEJPAL SINGH | 10.07.1990 | 0601 | 1000 | 60.10 |
| 192 | 695 | 0221392 | 10-COEYN-1082 | PRIYANKA YADAV | JUGGI LAL YADAV | 30.06.1984 | ABSENT | 1000 | ABS ENT |
| 193 | 696 | 0221393 | 10-COEYN-1083 | ANUPAMA SAINI | RAJENDRA KUMAR SAINI | 04.08.1987 | ABSENT | 1000 | ABS ENT |
| 194 | 698 | 0221394 | 10-COEYN-1084 | BIRAM PAL SINGH | LAXMI CHAND | 10.06.1978 | REP | 1000 | REP |
| 195 | 699 | 0221395 | 02-MY-1434 | JYOTI | RAM SWAROOP | 02.11.1984 | 0606 | 1000 | 60.60 |
| 196 | 700 | 0221396 | 07-DGY-692 | VANDNA | MANGE RAM | 10.06.1989 | 0613 | 1000 | 61.30 |
| 197 | 701 | 0221397 | 10-COEYN-1085 | VANDNA | INDRESH KUMAR | 30.08.1987 | 0614 | 1000 | 61.40 |
| 198 | 702 | 0221398 | 10-COEYN-1086 | DEEPA KUMARI ARORA | LEKHRAJ ARORA | 14.06.1982 | 0625 | 1000 | 62.50 |
| 199 | 703 | 0221399 | 05-MY-1063 | AARTI BAKSHI | KRISHAN LAL BAKSHI | 19.07.1987 | 0648 | 1000 | 64.80 |
| 200 | 704 | 0221400 | 04-MY-412 | MANISHA GUJRAL | RAJINDER GUJRAL | 13.08.1986 | 0646 | 1000 | 64.60 |

S.N. COLLEGE OF EDUCATION JAGADHRI

(Ambala Road, Jagadhri)

Result of B.Ed. for the Session 2011-12 declared on 29.10.2012

| S.No. | COLLEGE ROLL NO. | UNI. ROLL NO. | UNI. REGN. NO. | NAME | FATHER NAME | D.O.B | OBT. MARKS | TOTAL MARKS | % |
|-------|------------------|---------------|----------------|----------------|--------------------|-----------|------------|-------------|-------|
| 1 | 701 | 344501 | 99-DGY-173 | SHWETA MEHTA | KARAN MEHTA | 23-Sep-81 | 581 | 1000 | 58.10 |
| 2 | 702 | 344502 | 07-HGJ-241 | REKHA | MAYA RAM | 11-Jun-86 | 639 | 1000 | 63.90 |
| 3 | 703 | 344503 | 11-COEYN-931 | NISHA | SUKHPAL | 19-Apr-83 | 644 | 1000 | 64.40 |
| 4 | 704 | 344504 | 08-HGJ-277 | PARUL | YUDHBEER SINGH | 13-Mar-90 | 631 | 1000 | 63.10 |
| 5 | 705 | 344505 | 09-DE-9506 | PRIYANKA JOSHI | SHYAMSUNDER JOSHI | 17-Aug-90 | 635 | 1000 | 63.50 |
| 6 | 706 | 344506 | 03-HGJ-354 | KAMLESH KUMARI | DHARAM PAL | 4-Feb-81 | 600 | 1000 | 60.00 |
| 7 | 707 | 344507 | 06-MY-307 | VEENU LAMBA | VINOD LAMBA | 21-Sep-89 | 618 | 1000 | 61.80 |
| 8 | 708 | 344508 | 08-HGJ-5 | PUNEET KAUR | INDER RAJ | 13-Apr-89 | 583 | 1000 | 58.30 |
| 9 | 709 | 344509 | 08-HGJ-65 | SHEVTA BINDRA | RAVI BINDRA | 17-Apr-91 | 632 | 1000 | 63.20 |
| 10 | 710 | 344510 | 11-COEYN-932 | ARTI DOD | GAJINDER SINGH DOD | 15-Sep-79 | 649 | 1000 | 64.90 |
| 11 | 711 | 344511 | 04-DGY-40 | SONIA | PRITHVI SAINI | 25-Mar-87 | REP | 1000 | REP |
| 12 | 712 | 344512 | 04-GA-579 | ROHINI CHAND | DIWAN CHAND | 25-Jul-87 | 672 | 1000 | 67.20 |
| 13 | 713 | 344513 | 96-AP-224 | SUSHMA GUPTA | RAJPAL GUPTA | 1-Jan-80 | 589 | 1000 | 58.90 |
| 14 | 714 | 344514 | 08-HGJ-67 | UMA RANI | CHETAN RAM | 14-Mar-91 | 610 | 1000 | 61.00 |
| 15 | 715 | 344515 | 08-HGJ-109 | SUMAN | KULDEEP | 7-Jul-90 | 611 | 1000 | 61.10 |
| 16 | 716 | 344516 | 07-HGJ-69 | ANJU RANI | JAI SINGH | 2-Apr-89 | 620 | 1000 | 62.00 |
| 17 | 717 | 344517 | 08-HGJ-81 | SONIA DEVI | JAI SINGH | 23-Jul-89 | 611 | 1000 | 61.10 |
| 18 | 718 | 344518 | 08-HGJ-126 | RITU BALA | RASHPAL | 22-Oct-88 | 586 | 1000 | 58.60 |
| 19 | 719 | 344519 | 11-COEYN-933 | SADHAN A YADAV | MAHESH SINGH YADAV | 8-Jan-91 | 669 | 1000 | 66.90 |

| | | | | | | | | | |
|----|-----|--------|--------------|------------------|---------------------|-----------|-----|------|-------|
| 20 | 720 | 344520 | 11-COEYN-934 | SAPNA YADAV | MAHESH SINGH YADAV | 10-Mar-92 | 689 | 1000 | 68.90 |
| 21 | 721 | 344521 | 11-COEYN-935 | MANU | BIRESH SINGH | 10-Jan-92 | 637 | 1000 | 63.70 |
| 22 | 722 | 344522 | 95-MY-713 | EKTA GULATI | KRISHAN LAL GULATI | 17-Sep-77 | 634 | 1000 | 63.40 |
| 23 | 723 | 344523 | 11-COEYN-936 | MAHESH JOSHI | BASWANA ND JOSHI | 10-Oct-89 | 649 | 1000 | 64.90 |
| 24 | 724 | 344524 | 03-GNY-1384 | INDERJEE T SINGH | SATPAL SINGH | 4-Oct-85 | 608 | 1000 | 60.80 |
| 25 | 725 | 344525 | 11-COEYN-937 | SAKSHI GARG | MANOJ GARG | 6-Mar-89 | 613 | 1000 | 61.30 |
| 26 | 726 | 344526 | 05-HGJ-119 | POONAM RANI | SAMEY SINGH | 3-Jan-88 | 627 | 1000 | 62.70 |
| 27 | 727 | 344527 | 00-HGJ-9 | MONIKA RANI | VINOD KUMAR | 21-Dec-83 | 610 | 1000 | 61.00 |
| 28 | 728 | 344528 | 11-COEYN-938 | ANURAD HA | NAIN SINGH | 1-Jun-84 | 615 | 1000 | 61.50 |
| 29 | 729 | 344529 | 11-COEYN-939 | BABITA RANI | NAIN SINGH | 20-Jul-76 | 610 | 1000 | 61.00 |
| 30 | 730 | 344530 | 06-HGJ-36 | VANDAN A KAMBOJ | SUSHIL KAMBOJ | 1-Jan-89 | 632 | 1000 | 63.20 |
| 31 | 731 | 344531 | 96-GY-118 | SWEETY RANI DASS | BISHNU DASS | 2-Apr-79 | 640 | 1000 | 64.00 |
| 32 | 732 | 344532 | 06-HGJ-48 | MONIKA | MOHAN LAL | 10-Nov-87 | 606 | 1000 | 60.60 |
| 33 | 733 | 344533 | 11-COEYN-940 | POOJA VERMA | VINOD KUMAR VERMA | 10-Jun-81 | 673 | 1000 | 67.30 |
| 34 | 734 | 344534 | 06-HGJ-37 | SONIA | RAMDASS | 13-Jun-89 | 620 | 1000 | 62.00 |
| 35 | 735 | 344535 | 03-DGY-550 | RUPA RANI | VIKRAM SINGH | 10-May-86 | 648 | 1000 | 64.80 |
| 36 | 736 | 344536 | 11-COEYN-941 | MOHIT KUMAR | KARNVEER SINGH | 20-Jul-87 | 577 | 1000 | 57.70 |
| 37 | 811 | 344537 | 11-COEYN-980 | JOGINDR A KUMAR | SHYAM LAL | 10-May-84 | 559 | 1000 | 55.90 |
| 38 | 738 | 344538 | 00-PC-477 | GAURI AGGARW AL | MAHENDR A AGGARWA L | 10-Jul-79 | 659 | 1000 | 65.90 |
| 39 | 739 | 344539 | 02-HGJ-256 | AVNEET KAUR | INDERJEET SINGH | 12-Dec-83 | 612 | 1000 | 61.20 |
| 40 | 740 | 344540 | 07-GY-177 | ANURAD HA | DESRAJ | 2-May-89 | 618 | 1000 | 61.80 |

| | | | | | | | | | |
|----|-----|--------|------------------|--------------------------|----------------------------|-----------|-----|------|-------|
| 41 | 741 | 344541 | 05-SMB-113 | GURDEV KAUR | SATPAL SINGH | 27-Jul-87 | 623 | 1000 | 62.30 |
| 42 | 742 | 344542 | 04-MAJ-681 | MOHAMA D AZIZ | SLAIMUDIN | 3-May-85 | REP | 1000 | REP |
| 43 | 743 | 344543 | 02-PC-7272 | HEMLAT A SHARMA | VIJAY KUMAR SHARMA | 2-Oct-83 | 640 | 1000 | 64.00 |
| 44 | 744 | 344544 | 11-COEYN- 942 | HARSH KUMAR DOULAT | KUNWAR PAL SINGH | 26-May-93 | 572 | 1000 | 57.20 |
| 45 | 745 | 344545 | 11-COEYN- 943 | ANJU PAL | BACHAN SINGH | 10-Feb-87 | 637 | 1000 | 63.70 |
| 46 | 746 | 344546 | 11-COEYN- 944 | ADESH | PURAN CHAND | 2-Jan-82 | 580 | 1000 | 58.00 |
| 47 | 810 | 344547 | 11-COEYN- 999 | MOHD NADIR | ABDUL HAMID | 25-Dec-90 | 661 | 1000 | 66.10 |
| 48 | 748 | 344548 | 02-MY-601 | DINESH KUMAR | SURJAN DASS | 25-Aug-82 | 600 | 1000 | 60.00 |
| 49 | 749 | 344549 | 11-COEYN- 945 | MADAN KUMAR | DHYAN SINGH | 1-Jan-90 | 567 | 1000 | 56.70 |
| 50 | 750 | 344550 | 02-GY-236 | RIMPY KAMBOJ | RAKESH KAMBOJ | 7-Dec-84 | 636 | 1000 | 63.60 |
| 51 | 751 | 344551 | 11-COEYN- 946 | RAVISH KUMAR | SATISH KUMAR | 5-Jul-87 | 589 | 1000 | 58.90 |
| 52 | 752 | 344552 | 11-COEYN- 947 | GULSHAN KUMAR | MALKHAN SINGH | 7-Feb-87 | 600 | 1000 | 60.00 |
| 53 | 753 | 344553 | 11-COEYN- 990 | RAMLESH | JATTI SINGH | 8-Jul-83 | 515 | 1000 | 51.50 |
| 54 | 754 | 344554 | 08-GY-338 | SWATI JAIN | SADHU RAM SAINI | 10-May-92 | 581 | 1000 | 58.10 |
| 55 | 755 | 344555 | 06-GNY-1941 | RAHUL ARORA | RAJ KUMAR ARORA | 15-Jun-85 | REP | 1000 | REP |
| 56 | 756 | 344556 | 11-COEYN- 948 | NEHA SHARMA | RAKESH KUMAR SHARMA | 30-Apr-89 | 600 | 1000 | 60.00 |
| 57 | 757 | 344557 | 11-COEYN- 949 | SHRADH A VERMA | VIMAL KUMAR VERMA | 17-Aug-87 | 614 | 1000 | 61.40 |
| 58 | 758 | 344558 | 96-GY-11 | MONIKA | ROSHAN LAL BHATIA | 18-Aug-79 | 601 | 1000 | 60.10 |
| 59 | 759 | 344559 | 11-COEYN- 991 | DEEPTI TRIPATHI | ASHOK KUMAR TRIPATHI | 30-Jul-90 | 634 | 1000 | 63.40 |
| 60 | 760 | 344560 | 11-COEYN- 950 | RUPAM ARORA | DESH RAJ ARORA | 14-Nov-88 | 628 | 1000 | 62.80 |
| 61 | 761 | 344561 | 08-GCN-198 | NEETU | SHIV RAM | 20-Sep-90 | 586 | 1000 | 58.60 |

| | | | | | | | | | |
|----|-----|--------|--------------|------------------|----------------------|-----------|-----|------|-------|
| 62 | 762 | 344562 | 11-COEYN-951 | NIRMALA | SOHANVEE R SINGH | 30-Dec-90 | 626 | 1000 | 62.60 |
| 63 | 763 | 344563 | 11-COEYN-952 | ZAKI ANWAR | MASROOR AHMED | 16-Jan-84 | 524 | 1000 | 52.40 |
| 64 | 764 | 344564 | 11-COEYN-953 | KHUSHBO O PUNDIR | VIJENDRA KUMAR | 8-Jan-85 | 565 | 1000 | 56.50 |
| 65 | 765 | 344565 | 11-COEYN-954 | MOHINI PUNDIR | VIJENDRA KUMAR | 24-Jul-91 | 630 | 1000 | 63.00 |
| 66 | 766 | 344566 | 11-COEYN-955 | ISHA CHHABRA | KRISHAN LAL CHHABRA | 14-Aug-90 | 627 | 1000 | 62.70 |
| 67 | 767 | 344567 | 11-COEYN-956 | AMIT KUMAR | MURARI SINGH | 9-May-88 | REP | 1000 | REP |
| 68 | 768 | 344568 | 11-COEYN-957 | KIRAN PANDEY | CHANDRA BADAN PANDEY | 12-Jul-88 | 619 | 1000 | 61.90 |
| 69 | 769 | 344569 | 11-COEYN-958 | MANISHA | RAJENDRA | 13-May-91 | 600 | 1000 | 60.00 |
| 70 | 770 | 344570 | 11-COEYN-959 | SHAISTA RANI | RASHID HASSAN | 19-Sep-87 | 607 | 1000 | 60.70 |
| 71 | 771 | 344571 | 04-DA-136 | ANKUR BHASIN | SANDEEP BHASIN | 20-Jun-87 | 661 | 1000 | 66.10 |
| 72 | 772 | 344572 | 11-COEYN-960 | MOHINI RANI | RAJENDER PRASAD | 8-Jan-91 | 617 | 1000 | 61.70 |
| 73 | 773 | 344573 | 11-COEYN-961 | ANJALI | SATENDER SHARMA | 21-Nov-91 | 635 | 1000 | 63.50 |
| 74 | 774 | 344574 | 08-HGJ-110 | NISHA RANI | BABU RAM | 16-May-88 | 627 | 1000 | 62.70 |
| 75 | 775 | 344575 | 11-COEYN-962 | SHVETA | RAJESH | 9-Dec-92 | 611 | 1000 | 61.10 |
| 76 | 776 | 344576 | 11-COEYN-963 | NEHA PAPNEJA | RAVI NANDAN PAPNEJA | 12-Oct-87 | 626 | 1000 | 62.60 |
| 77 | 777 | 344577 | 00-MY-947 | VIDHI GIRHOTRA | S GIRHOTRA | 13-Jul-82 | 654 | 1000 | 65.40 |
| 78 | 778 | 344578 | 11-COEYN-964 | SEEMA | CHITRANJAN | 1-Jan-89 | 638 | 1000 | 63.80 |
| 79 | 779 | 344579 | 11-COEYN-965 | SONIA DEVI | AMRIT SINGH | 20-Jul-88 | 573 | 1000 | 57.30 |
| 80 | 780 | 344580 | 05-HGJ-339 | AMITA AGGARWAL | RAJESHWAR | 28-Jan-88 | 687 | 1000 | 68.70 |
| 81 | 781 | 344581 | 04-HGJ-44 | REKHA RANI | TARA CHAND | 14-Feb-85 | 627 | 1000 | 62.70 |
| 82 | 782 | 344582 | 02-PC-9133 | MUKESH RANI | RAM SHARAN | 22-Apr-83 | 651 | 1000 | 65.10 |

| | | | | | | | | | |
|-----|-----|--------|--------------|---------------------|-----------------------|-----------|-----|------|-------|
| 83 | 783 | 344583 | 11-COEYN-992 | VARSHA KUMARI | SURENDRA KUMAR | 4-Apr-89 | 638 | 1000 | 63.80 |
| 84 | 784 | 344584 | 05-MY-327 | POOJA PUNDIR | SURESH PAL | 26-Nov-88 | 616 | 1000 | 61.60 |
| 85 | 785 | 344585 | 96-GY-52 | RITU SHARMA | RAM NIWAS | 22-Sep-77 | 629 | 1000 | 62.90 |
| 86 | 786 | 344586 | 08-GBSB-04 | RICHA SHARMA | SURESH SHARMA | 9-Oct-85 | RPR | 1000 | REP |
| 87 | 787 | 344587 | 11-COEYN-993 | AKBAL ALI | NASIR AHAMAD | 10-Apr-73 | 576 | 1000 | 57.60 |
| 88 | 788 | 344588 | 11-COEYN-996 | GEETU RANI | SURENDRA KUMAR ARORA | 19-Dec-78 | 563 | 1000 | 56.30 |
| 89 | 789 | 344589 | 11-COEYN-994 | PRADEEP KUMAR | NAIN SINGH | 30-Jun-80 | REP | 1000 | REP |
| 90 | 790 | 344590 | 11-COEYN-967 | NEESU RANI | RAMOUTAR | 14-May-80 | 604 | 1000 | 60.40 |
| 91 | 791 | 344591 | 11-COEYN-968 | MEENAKS HI DEVI | RAJENDRA KUMAR | 3-Mar-83 | 529 | 1000 | 52.90 |
| 92 | 792 | 344592 | 11-COEYN-969 | SHIVANI DEVI | KULDEEP KUMAR | 1-Mar-89 | 579 | 1000 | 57.90 |
| 93 | 793 | 344593 | 11-COEYN-970 | ANJALI DAVI | KANWAR PAL SINGH | 10-Dec-92 | 526 | 1000 | 52.60 |
| 94 | 794 | 344594 | 11-COEYN-971 | RAKESH | RAMAKANT | 27-May-79 | 540 | 1000 | 54.00 |
| 95 | 795 | 344595 | 11-COEYN-995 | PRIYANK A BHARDW AJ | AVDHESH DUTT SHARMA | 3-Jul-87 | 542 | 1000 | 54.20 |
| 96 | 796 | 344596 | 11-COEYN-972 | PINKI | BALI SINGH | 2-Aug-90 | 600 | 1000 | 60.00 |
| 97 | 797 | 344597 | 11-COEYN-996 | BHUWAN CHANDR A | TRILOCHA N | 18-Jul-89 | 579 | 1000 | 57.90 |
| 98 | 798 | 344598 | 11-COEYN-973 | OM PRAKASH PANDEY | BIHARI PANDEY | 25-Aug-90 | 600 | 1000 | 60.00 |
| 99 | 799 | 344599 | 11-COEYN-974 | RATAN MISHRA | RAM NAYAN MISHRA | 10-Aug-79 | REP | 1000 | REP |
| 100 | 800 | 344600 | 11-COEYN-997 | NIMISHA SHUKLA | HANS RAJ SHUKLA | 3-Jul-87 | 604 | 1000 | 60.40 |
| 101 | 801 | 344601 | 96-DGY-84 | JYOTI SHARMA | MITHLESH SHARMA | 18-May-79 | 583 | 1000 | 58.30 |
| 102 | 802 | 344602 | 03-MAJ-380 | SHWETA RANA | BHAVISHA N SINGH RANA | 2-Dec-86 | 658 | 1000 | 65.80 |
| 103 | 803 | 344603 | 11-COEYN-975 | KAVITA DEVI | NAIN SINGH | 7-Jul-74 | 586 | 1000 | 58.60 |

| | | | | | | | | | |
|-----|-----|--------|-------------------|------------------------|-------------------------|-----------|-----|------|-------|
| 104 | 804 | 344604 | 99-GY-423 | LAKSHMI RAJDEY | RAJKUMAR RAJDEY | 15-Jun-81 | 569 | 1000 | 56.90 |
| 105 | 805 | 344605 | 11-COEYN- 976 | SHADAB ALAM | SHAHZAD HASAN | 12-Nov-85 | 600 | 1000 | 60.00 |
| 106 | 806 | 344606 | 11-COEYN- 977 | RITHAMB HRA | KRISHAN PAL | 1-May-91 | 606 | 1000 | 60.60 |
| 107 | 807 | 344607 | 11-COEYN- 978 | DHARAM PAL SINGH | YESH PAL SINGH | 14-Nov-91 | REP | 1000 | REP |
| 108 | 808 | 344608 | 11-COEYN- 998 | RUCHI SAINI | ASHOK KUMAR | 22-Mar-86 | 639 | 1000 | 63.90 |
| 109 | 809 | 344609 | 11-COEYN- 979 | PANKAJ KUMAR | SAGVA SINGH | 1-Jul-91 | 600 | 1000 | 60.00 |
| 110 | 812 | 344610 | 11-COEYN- 1000 | ARJUN SINGH | SATYA PAL SINGH | 24-Apr-88 | 621 | 1000 | 62.10 |
| 111 | 813 | 344611 | 11-COEYN- 981 | POONAM KAMAL | RAISINGH KAMAL | 10-Jul-86 | 589 | 1000 | 58.90 |
| 112 | 814 | 344612 | 11-COEYN- 1001 | NEHA GOYAL | PAWAN GOYAL | 22-Mar-89 | 600 | 1000 | 60.00 |
| 113 | 815 | 344613 | 11-COEYN- 982 | SHALLY SAINI | ISHWAR SAINI | 22-Jul-88 | 581 | 1000 | 58.10 |
| 114 | 816 | 344614 | 11-COEYN- 1002 | KULDEEP KUMAR | KRISHAN PAL SINGH | 30-Jan-88 | REP | 1000 | REP |
| 115 | 817 | 344615 | 11-COEYN- 983 | ANITA ROYAL | JASSAN SINGH | 12-Aug-79 | 628 | 1000 | 62.80 |
| 116 | 818 | 344616 | 11-COEYN- 1003 | PREETI DEVI | PREM NATH | 10-Aug-88 | 577 | 1000 | 57.70 |
| 117 | 819 | 344617 | 11-COEYN- 984 | NISHA PAL | JAGDISH PAL | 5-Dec-89 | 648 | 1000 | 64.80 |
| 118 | 820 | 344618 | 11-COEYN- 1004 | NEETU RANI | AJAYVEER SINGH | 7-Jun-87 | 565 | 1000 | 56.50 |
| 119 | 821 | 344619 | 11-COEYN- 1005 | NUTAN KUMARI | AJAYVEER SINGH | 7-Jun-88 | REP | 1000 | REP |
| 120 | 822 | 344620 | 11-COEYN- 1006 | ANURAD HA | SHIV KUMAR SHARMA | 1-Jun-77 | REP | 1000 | REP |
| 121 | 823 | 344621 | 11-COEYN- 985 | MANPREE T KAUR | PARAMJIT SINGH | 5-Jan-88 | 572 | 1000 | 57.20 |
| 122 | 824 | 344622 | 11-COEYN- 986 | AVANTIK A KUMARI | ARUN KUMAR YADAV | 1-Mar-78 | REP | 1000 | REP |
| 123 | 825 | 344623 | 03-MAJ-363 | MANMEE T KAUR | TAJINDER PAL SINGH | 2-Mar-86 | 639 | 1000 | 63.90 |
| 124 | 826 | 344624 | 06-HGJ-322 | NAVREET KAUR | TAJINDER PAL SINGH | 18-Feb-87 | 609 | 1000 | 60.90 |

| | | | | | | | | | |
|-----|-----|--------|---------------|---------------------|---------------------|-----------|---------|------|-------|
| 125 | 827 | 344625 | 11-COEYN-987 | BIBHUTI BHUSAN DAS | KULAMANI DAS | 14-May-72 | 559 | 1000 | 55.90 |
| 126 | 828 | 344626 | 05-GNY-1102 | DEEPIKA VERMA | KRISHAN KUMAR SINGH | 1-Mar-88 | 642 | 1000 | 64.20 |
| 127 | 829 | 344627 | 11-COEYN-1010 | RAJNI RANI | CHATAR SAIN | 11-Mar-84 | REP RPR | 1000 | REP |
| 128 | 830 | 344628 | 06-MGA-109 | NEHA | RISHI KUMAR | 24-Apr-89 | 615 | 1000 | 61.50 |
| 129 | 831 | 344629 | 11-COEYN-1007 | RISHIPAL | DURGA SINGH | 15-Mar-83 | REP | 1000 | REP |
| 130 | 832 | 344630 | 95-GP-62 | PAWAN VERMA | TILAKRAJ VERMA | 12-Feb-78 | 608 | 1000 | 60.80 |
| 131 | 833 | 344631 | 11-COEYN-988 | REEMA ARYA | OP ARYA | 10-Sep-83 | 600 | 1000 | 60.00 |
| 132 | 834 | 344632 | 11-COEYN-1008 | JASWEEN KAUR | MEHARBAN SINGH | 18-Apr-88 | 579 | 1000 | 57.90 |
| 133 | 835 | 344633 | 11-COEYN-989 | KIRAN KUMARI SHARMA | KEDAR NATH SHARMA | 18-Dec-81 | 600 | 1000 | 60.00 |
| 134 | 836 | 344634 | 11-COEYN-1009 | AHMAD ALI | ASHRAF ALI | 1-Jan-88 | REP RPR | 1000 | REP |

ANNEXURE-IX

***Sample of Student Feedback on
curriculum and faculty***

S.N. COLLEGE OF EDUCATION, JAGADHRI
(Recognised by NCTE and affiliated to Kurukshetra University)

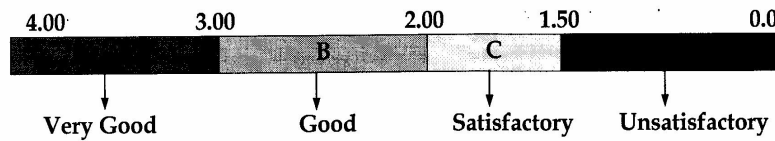
Questionnaires for Feedback from Students
Questionnaire No. 1

Programme: **Bachelor of Education**

Department: **Education**

Year: **2011-12**

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 (Philosophical, Sociological, and Economic Bases of Education)

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

Student Name: Shweta Rana

Roll No. 806

S.N. COLLEGE OF EDUCATION, JAGADHRI
(Recognised by NCTE and affiliated to Kurukshetra University)

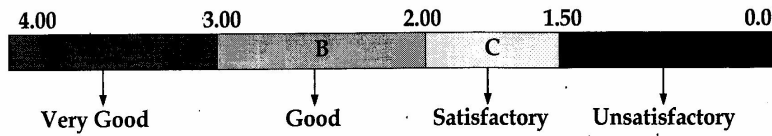
Questionnaire No. 2

Student Feedback on Teachers

Department : Education

Year : 2011-12

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



Name of the Teacher:

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

Student Name: Shweta Rana

Roll No. 806

ANNEXURE-X

***Sample of feedback on Practice
Teaching by Teacher Educators,
Peers and Staff of Practice teaching
Schools***

S.N. COLLEGE OF EDUCATION, JAGADHRI
(Recognised by NCTE and affiliated to Kurukshetra University)

**FEEDBACK PROFORMA ON PRACTICE TEACHING BY TEACHER EDUCATORS, BY PEERS
AND STAFF OF PRACTICE TEACHING SCHOOLS ✓**

NAME OF TEACHER : Shikha Chavhan (1043)
OBSERVER : Hr. Suresh Kumar, Principal G.S.S. Bhambol
DATE : 7 Feb 2013

EVALUATION SCALE
VE-VERY EVIDENT
E-EVIDENT
SE-SLIGHTLY EVIDENT
A- ABSENT

- | | | VE | E | SE | A |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. | A Teacher plans creative and innovative activities appropriate to achieve objectives of curriculum. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | A Teacher selects and uses resources to know the Previous Knowledge of the students to start the particular topic. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | A Teacher provides examples how to do task. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | A Teacher presents content to modify the student's behaviour. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | A Teacher relates content to other subject areas. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | A Teacher emphasizes main ideas, central themes. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | A Teacher questioning style encourages the learners to transfer what they have learnt. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Feedback from the Teacher is used to build the Learner's self concept. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | A Teacher plays a supportive role when the learners are working in groups. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | A Teacher mediates feedback from the group effectively. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | A Teacher makes sure that the learner's have a record of the work they have done together. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | There are opportunities for the learners to explain and elaborate on their answers. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | A Teacher used different types of Teaching Aids. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The learners are confident to answer questions. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Praise and encouragement is used appropriately for reinforcement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | A Teacher provides guided Practice when appropriate. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | A Teacher participate in seminars and orientations to keep his knowledge up to date. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | A Teacher shares ideas, material and resources with Peers and others. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | A Teacher initiates projects and activities in the college. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | A Teacher maintains accurate and up to date records for comprehensive continuous Evaluation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Principal
**G.S.S. SCHOOL
BHAMBOL (YNR.)**

S.N. COLLEGE OF EDUCATION, JAGADHRI
(Recognised by NCTE and affiliated to Kurukshetra University)

**FEEDBACK PROFORMA ON PRACTICE TEACHING BY TEACHER EDUCATORS, BY PEERS
AND STAFF OF PRACTICE TEACHING SCHOOLS**

NAME OF TEACHER : Amita (945)
OBSERVER : Sude Singh
DATE : 6 Feb, 2013

EVALUATION SCALE
VE-VERY EVIDENT
E-EVIDENT
SE-SLIGHTLY EVIDENT
A- ABSENT

- | | | VE | E | SE | A |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. | A Teacher plans creative and innovative activities appropriate to achieve objectives of curriculum. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | A Teacher selects and uses resources to know the Previous Knowledge of the students to start the particular topic. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | A Teacher provides examples how to do task. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | A Teacher presents content to modify the student's behaviour. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | A Teacher relates content to other subject areas. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | A Teacher emphasizes main ideas, central themes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | A Teacher questioning style encourages the learners to transfer what they have learnt. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Feedback from the Teacher is used to build the Learner's self concept. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | A Teacher plays a supportive role when the learners are working in groups. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | A Teacher mediates feedback from the group effectively. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | A Teacher makes sure that the learner's have a record of the work they have done together. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | There are opportunities for the learners to explain and elaborate on their answers. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | A Teacher used different types of Teaching Aids. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The learners are confident to answer questions. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Praise and encouragement is used appropriately for reinforcement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | A Teacher provides guided Practice when appropriate. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | A Teacher participate in seminars and orientations to keep his knowledge up to date. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | A Teacher shares ideas, material and resources with Peers and others. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | A Teacher initiates projects and activities in the college. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | A Teacher maintains accurate and up to date records for comprehensive continuous Evaluation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

S. Singh (Asst. Prof.)

S.N. COLLEGE OF EDUCATION, JAGADHRI
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**FEEDBACK PROFORMA ON PRACTICE TEACHING BY TEACHER EDUCATORS, BY PEERS
AND STAFF OF PRACTICE TEACHING SCHOOLS**

NAME OF TEACHER :*Saimo*.....
OBSERVER :*Savita Rani (911)*.....
DATE :*06 Feb 2013*.....

EVALUATION SCALE
VE-VERY EVIDENT
E-EVIDENT
SE-SLIGHTLY EVIDENT
A- ABSENT

- | | | VE | E | SE | A |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. | A Teacher plans creative and innovative activities appropriate to achieve objectives of curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | A Teacher selects and uses resources to know the Previous Knowledge of the students to start the particular topic. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | A Teacher provides examples how to do task. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | A Teacher presents content to modify the student's behaviour. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | A Teacher relates content to other subject areas. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | A Teacher emphasizes main ideas, central themes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | A Teacher questioning style encourages the learners to transfer what they have learnt. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Feedback from the Teacher is used to build the Learner's self concept. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | A Teacher plays a supportive role when the learners are working in groups. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | A Teacher mediates feedback from the group effectively. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | A Teacher makes sure that the learner's have a record of the work they have done together. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | There are opportunities for the learners to explain and elaborate on their answers. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | A Teacher used different types of Teaching Aids. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The learners are confident to answer questions. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Praise and encouragement is used appropriately for reinforcement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | A Teacher provides guided Practice when appropriate. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | A Teacher participate in seminars and orientations to keep his knowledge up to date. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | A Teacher shares ideas, material and resources with Peers and others. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | A Teacher initiates projects and activities in the college. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | A Teacher maintains accurate and up to date records for comprehensive continuous Evaluation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Savita Rani