

Criterion II : Teaching-Learning and Evaluation.

ADMISSION PROCESS

Admission process for the non government B.Ed colleges is conducted by the University of Jammu, which has the authority for admitting students through online counselling . University of Jammu publishes the notification for B.Ed admission in the month of July-August. The notification or information is given by the University through its website [www.jammuuni.org.in] and through different State and National level Newspaper. Through this notification University provides information to the students who want to get admission in various private B.Ed. college under the jurisdiction of University of Jammu. Through its notification University provides information about, mode of admission and merit. The fee structure is decided by the University of Jammu. The hostel fee to be charged from the students is also decided by the University.

Admission to B.Ed course in the non government colleges of Education is open to those candidates who have passed Bachelor's Degree Examination in the faculties of arts, science, social science, commerce, Engineering, Medicine, Agriculture, Veterinary science, Forestry and Music and Fine Arts from the University of Jammu or any other statutory university in India. However, one sitting B.A. degree (External Examination) conducted by any University in the country is not recognised for the purpose of admission to the B.Ed. course. The admission process to the B.Ed. regular course is made exclusively through online centralized counselling by the University of Jammu from the session 2011-12

If any document produced by a candidate is found to be fake at any stage, admission of such a candidate is cancelled. The candidate admitted in the college are required to attend

the classes regularly to earn eligibility to appear in the university examination. The students follow the instructions of the college from time to time in respect of punctuality, regularity, participation in curricular and co-curricular activities. The admission is controlled and regulated by the admission committee of the college approved by Jammu University. All the candidates who are selected provisionally for admission to B.Ed. course are required to submit all the original certificates/documents at the time of counselling for the verification by the College Admission Committee.

Admission under Management quota

The Admission Committee of college Management fulfills the same norms of admission as are followed by the Jammu University while admitting the students under management quota. The college can admit 8% of the total sanctioned seats through management quota. The minimum marks in open category is 45% and for SC/ST, it is 40%. No student is admitted under management quota below the prescribed percentage of marks obtained in qualifying examination through recognised university.

ROLE OF COLLEGE

The admission is controlled and regulated by the admission committee of the college approved by University of Jammu. In our college the Admission committee comprises of the following:

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|----------------------|--------------------|
| 1. Dr. Usha Tickoo | Principal |
| 2. Ms. Rajinder Koul | Incharge |
| 3. Ms. Laxmi Pandita | Assistant Incharge |

4. Ms. Meena Gupta Member

At the time of the admission of the candidate, the admission committee is compulsorily required to ensure the following.

- i. The candidate has downloaded letter in favour of our college.
- ii. The candidate produces all original documents i.e. Matriculation Diploma, Graduation Marks certificate, Graduation Degree, Character Certificate, Residence Proof, Migration certificate duly attested, affidavit alongwith a set of photo copies of all documents which the admission committee members attest after seeing the original.

The admission committee ensures that the candidates fulfill the laid down eligibility criteria and documents produced by the candidates are genuine and have not been issued by a University not recognized by the UGC or a University which is not a member of the AIU.

- iii. The college takes the prescribed fee from the candidates as the college fee. The circular is issued by the University of Jammu. The college displays the circular on the notice board for the information of the students.
- iv. At the time of admission the candidates are given a schedule which clearly mentions the date of start of classwork.

In the college, admission process comprises of four units. The first unit process comprises of non teaching staff which gives forms and prospectus to the students. The second unit comprises of staff members who help the students in filling of forms and advise the students in choosing the right combination of subjects. The third unit comprises of accountant and some members of non teaching and teaching staff for collection of fees.

After the completion of admission process the office allots the Roll Nos. to the students so that they are able to join their classes accordingly. A time table is also framed and displayed on the Notice Board for the convenience of the students. To make the students aware about the different activities of the college, the institution plans the activities well in advance and mentions it in the calendar of activities given in the prospectus of the college and executes those activities at the appropriate time under (Annexure).

Our institution admits the students as per the list provided by the university. The students which are normally admitted to our college belong to diverse economic, religious, cultural and linguistic backgrounds. The students both boys and girls from Orissa, Bihar, U.K. Delhi, Calcutta, UP, J&K, H.P., Punjab, Rajasthan and Haryana are admitted in our college. The number of measures are taken to take care of diversities through various academic and co-curricular programmes. Care is taken to provide equal opportunities to students irrespective of their diversities in academic and non academic activities. The feeling of oneness is generated through celebrating various programmes of regional, religious and national interest.

The college is mainly facing the problems of linguistic needs of students, coming from Hindi medium of instruction. The university of Jammu, for their convenience allows them to write their answers in Hindi in examination. The University of Jammu has now printed the question paper both in English and Hindi Medium. Although we are supposed to teach through English medium but the faculty members make use of Hindi language also to enable the students to follow their lectures. The students needs, skill and knowledge are assessed at the

time of orientation by the faculty members of the institution.

Besides this, college also provides hostel facilities to the female candidates. There is a warden (a faculty member) who takes/cognizance of the problems faced by the students and provides solution to the issues on a priority basis. Other issues are taken up and discussed by the hostel committee (composed of faculty members and the members from the management).

CATERING TO DIVERSE NEEDS

Sai Shyam College of Education has congenial environment for teaching learning. The aim of the institution is to cater the diverse learning needs of the students. The institution has divided the needs of the students under three categories, Educational Needs, Personal Needs and Vocational Needs. This has been shown in the flow chart. (Refer to criterion-I)

(a) Educational Needs :

Under Educational Needs, number of activities are performed by the institution to cater the diverse needs of the students. First of all we conduct orientation programme. Under orientation programme, the students are oriented with the seven subjects they are supposed to study during the session. Each teacher orients the students about the importance of subjects in the B.Ed. course. The programme is important because it helps the students to get the know how of different subjects and after orientation, they have choice even to change their optional subjects as well as teaching subjects.

During orientation programme librarian also make the students aware about the rules and regulations of the library. They are also informed about various facilities that they will be offered in the field of teaching learning process by the librarian.

The hostellers are also oriented with the life of hostel in the orientation programme and are also made aware about the rules and regulations they have to follow.

During orientation programme our institution conducts talent search programme to judge the different skills of students. After orientation the students come to the stage and give his/her self introduction. In self introduction students give the detail of their background, educational qualification, hobbies etc. After giving information students are marked by the teachers. After searching talent our institution selects the best talent and send them to university for participating in various activities during the session. For assessing the knowledge of the students, the institution organises debate, quiz programme, symposium, poetry recitation, where one could easily judge the thought and critical thinking of the students.

As the college has a practice of inculcating moral and social values among the pupil teachers, for which the college also conducts morning assembly everyday. The college before starting the regular class work arrange visit to the religious place which is totally sponsored by the management. All students participate in the programme and a sense of secular trend is developed among them. After visit to religious place, the institution starts its regular class work.

The institution also lay stress on the self study and to be abreast of the developments taking place on different spheres of education. The students are directed to avail library facilities even after the working hours. The institution adopts various strategies and activities for self management of knowledge. It involves the students in preparing certain topics and discuss the same with their peers in the presence of teachers. Apart

from this, the students are given the opportunity to express their views on the applicability of certain concepts in the actual classroom situation.

In order to cater to various needs of the institution and students, the institution provides the following facilities such as :-

- * Telephone facilities (S.T.D.)
- * Intercom service in college and hostel
- * Free medical facility
- * Transport facility
- * Internet facility
- * Ambulance facility
- * Edu. Comp. (Smart Class) facility
- * Water cooler facility for drinking water in hostel as well in campus.
- * Power back-up system (Generator)
- * Hot water facility (Geyser) during winter
- * Mess facility (four meals a day)
- * Canteen facility
- * Our insitution has Grievance Cell which takes care of different problems of students.

After one month of regular class work the election of class representatives is conducted. In these election following members are elected.

1. Two class-representatives from each section (one boy/

one girl)

2. Academic secretary
3. Sports secretary
4. Cultural secretary
5. In-charge NSS
6. Hostel rector

Selection of different CRs or secretary is based on fair majority. Every CR is elected by the majority of students in front of the teacher. Class representative of the different sections hold meeting with Principal and staff once a month for discussing their problems. Academic secretary plays very important role to cater to the diverse needs of the students. He/She holds meeting with Principal from time to time for organising debate, symposium, seminar, discussion etc, where he/she suggest the name of participants. Annual sports meet is organised every year in the college, where sports secretary plays a very important role. Intersection matches are organised, games like Cricket, Volleyball, Badminton, Kho-Kho, High jump, Long jump, race are played in the college, where students play with full enthusiasm. Prizes are given away to the winners on Annual function of the college. Cultural programmes are also held in the college from time to time where cultural secretary arranges all the programmes with the teacher incharge of that programme. Annual day function is also organised by the college where students exhibit different items to show their diverse culture. Department of student welfare, University of Jammu also organises inter cultural programmes where our institution also sends the students to participate.

Our institute has NSS wing under the charge of College Programme Officer who is one of the faculty members. The students in NSS group participate in various activities like conducting youth week, participation in community development programme, beautification of campus and neighbourhood. These activities develop the feeling of cooperation, brotherhood and responsibility among the students. The college works in close association with NSS wing of University of Jammu & Submitted its report of activities to in annually.

The college organises a no. of programme in collaboration with Vichar Kranti Manch (I) on Moral and Ethical Values. The programmes are conducted in High and Higher Sec School in and around Ghou-Manhasan area. At present three teacher are under going there months certificate course on “Moral, Ethical and Spiritual values”. The students are also involved in activities under Yoga in collaboration with Bharat Yog Sansatha Jammu & Art of Living.

During the session the pupil teachers have also to submit one assignment in each paper, which also carries 5 marks. These assignments are the means through which we try to develop writing skill, critical thinking and research attitude among the students. In our B.Ed course we have seven papers, four foundation papers, two teaching subjects and one optional paper.

In every subject four topics are given to the students in the syllabus. From these four topics students can opt for one topic and write assignment on them and submit it to the concerned teacher. The teacher educators evaluate the assignment and marks are given to the students.

In order to strengthen the suitable assessment strategies to

identity slow and advanced learners, the college conducts test based on their syllabus from time to time to evaluate the progress of slow learners. The College conducts extension lectures from time to time in the college campus. The college also organises special classes for the slow learners so that they can cope up with the rest of the class. The college also uses language Lab. for the students so that they are trained in listening, speaking and reading skills and are also able to pronounce the words correctly by hearing the audio cassette.

Educational Tours/ in lieu of expedition organised by NSS wing of University of Jammu was attended by two students of our college who visited Patnitop and Mantalai under this expedition.

Moreover we organise sports week, seminars, debates, workshops in order to cater to their diverse needs. Our college also deputed students to other colleges to participate in seminars and debates.

Apart from giving assignment to the students, our institution conducts two sessional tests to get the feedback from the students, for how much knowledge they have gained in different subjects. After completion of 25% of the syllabus, 1st internal assignment test is conducted by the institution. The college sends marks card to the parents of the students to make them aware about the progress made by their wards.

As per the university norms the college conducts Micro and Macro teaching. During the micro teaching the students with slow learning capacities are identified and suitable provisions are made to strengthen their confidence and weakness which help them at the macro teaching level in different school.

After completion of 95% of the syllabus, 2nd Internal assessment

test is conducted in such a manner that students get fully prepared for their final examination. For this purpose the question paper is set on the same pattern as is set for the final examination by the University.

2.3 Teaching-Learning Process

During regular class work the teacher educator engages the students in active learning. The students and teachers are encouraged to use the library in order to inculcate in them the habit of self study. Students can also avail of library facilities after the college hours. In order to provide modern library facilities, the library has been automated.

The teaching staff of the college delivers their lesson through Power Point Presentation and also encourages the students to make use of internet facility for consulting and preparing their notes on different topics. The teachers also deliver pre demonstration lessons in Micro and Macro teaching through PPT and Smart Classes.

The students are encouraged to use innovative teaching Aids such as smart class. PPT and OHP for their micro and macro teaching in order to make their lessons effective.

There are 4 foundation papers which are compulsory for all the students. The University has catagorised teaching subjects in different groups out of which students have to opt for 2 subjects from the given combinations. The students has to opt for One Optional Paper from Eleven Optional Papers.

Part A : Compulsory Subjects

1. Education in Emerging Indian Society

2. Psychology of Teaching-learning Process
3. School Management and Pedagogics of Education
4. Development of Educational System in India.

Part B : Language

1. Teaching of Hindi
2. Teaching of English
3. Teaching of Punjabi
4. Teaching of Urdu
5. Teaching of Sanskrit

Part C : Teaching Subjects

1. Science
2. Maths
3. Social Science

Part D : Optional Papers

1. Information and Communication technology
2. Guidance and Counselling
3. Educational Measurement and Evaluation
4. Educational Administration
5. Environmental Education
6. Essentials of Educational Technology
7. Comparative Education
8. Health and Physical Education

9. Home Science
10. Indian Music
11. Work Experience

The institution tries to involve students in writing few topics of importance from their syllabus, in order to give them an opportunity to express themselves and arrange the material in a systematic manner. It is followed by discussion with the teachers.

Moreover, the pupil teachers are encouraged to use computer and internet so that they too get aware about the technology and to know how to use internet for their educational needs. The whole learning process is student centered and the institution conducts activities from time to time like workshop, NSS camps, Cultural activities, Election of CRs, Sports day etc. where the students organise the said activities themselves which inculcates self management and skill development of the students.

As different subjects need different treatment in transmission of knowledge/control to the students the subject teacher in particular and other faculty members in general acquaint themselves with the latest information for assessing the performance of trainee teachers like assignment method, Dalton plan, project method, historical method (understanding history in cause and effect relationship) understanding through home Geography, co-relational technique, interaction of man with environment in terms of Aerial differentiation. The student teachers also ensure effective learning by providing experiences even outside the class room situations such as carrying the students in the school to various places. Comparing the performance of individual pupil-teachers in different tests helps

the faculty to know about her/his improvement if any, this also helps in getting an insight into the effectiveness of students dependence on their resources and self management of knowledge by them. Among the various instructional approaches, the widely used approach by the institution is, 'Glassers Basic Model of Teaching' which takes cognizance of instructional objectives entering behaviour of the students (including previous knowledge of the students, intellectual ability, learning ability and motivational state) which is the basis for selecting instructional objectives, performance assessment and feed-back.

The instructional procedure describes the teaching process, most of the decisions a teacher makes through these procedures vary with the instructional objectives.

Performance assessment consists of the test and observation used to ascertain how well the student has achieved the instructional objectives. This provides feed-back to each component if the student have not achieved standards of achievement. The model indicates that teaching includes a broad range of decisions.

The students are also encouraged to make use of reference books, journals, magazines, encyclopedia during day to day programme, especially when they have to participate in seminars, debates and other deliberation in the college and outside.

The college also publishes magazines PRAGAASH since its inception. Publishing of magazine also enables the students and teachers to enhance their creative talents by contributing to various creative articles in it. It has thus encouraged them to express themselves truly.

The learning is made student-centered by identifying the

problems, viz. content expression, spellings, sentence construction on the basis of interaction with the students inside and outside the class.

Subsequent to the changes in the educational setup effected by the research work of educationist from different disciplines, there have been changes in the Educational system in terms of strategies, methodologies and concepts related to subject matter to be transmitted to the children in the school. Our institution uses teaching aid while teaching the students. Over head projectors is also used to clear the concepts of the students. Educomp (smart class) have also been introduced for the benefit of the students.

The teacher educator also uses power point presentation, lecture method and discussion method to involve the students in active participation in the subject/topic taught which also gives the teacher educator feed-back about the interest shown by the students in that particular topic/lecture.

Our institution conducts three days workshop on teaching aids. The students make models with different materials. The aim is to develop creativity among the students. After the workshop, an exhibition is organised by the institution, which is presided over by reputed personality of University as a Chief Guest.

There are five micro skills in which teachers orient the students and out of five, the students has to make choice for three micro skills as per the University norms viz. (1) Skill of reinforcement (2) Skill of Stimulus variation (3) Skill of questioning. Before the delivery of micro lessons by the pupil teacher, the teacher educator explains the skill and its components in detail and after wards, there is a demonstration

by the teacher educator in every teaching subjects on each skill which is followed by the demonstration of pupil teacher. The aim of Micro teaching is to master the student teacher in different teaching skill so that they can teach in the class effectively.

Micro teaching is basically scaled down teaching in which we reduce the class size i.e. 10-15 students) class time(i.e. 10-15 minutes) and one skill at a time. Micro teaching was first coined by Dwight Allen of Stanford University in 1963. In India D.D. Tiwari was first to take up this work in 1967 at Allahabad.

Micro teaching programme is held for eight -ten days in our institution. The students are divided into groups with one teacher educator incharge of the group. The student teacher deliver two micro lesson every day and are observed by the teacher educator and after the delivery of lesson the pupil teacher is given feed-back by the teacher educator. Other pupil teacher also observe the lesson and rate the skill. If the lesson delivered is not upto the mark the pupil teacher again has to repeat the lesson with same skill. In this way the pupil teacher delivers fifteen Micro lesson, five in each skill. The cycle of Micro teaching is as follows :-

Micro Teaching Cycle : Plan/teach/feedback/replan/reteach/refeedback.

The teach-reteach cycle is repeated till the desired level of perfection is achieved. The tutorial in the respective groups are taken by the teacher educator to solve the problems related to planning of lessons.

The micro teaching is followed by the Macro teaching.

The institution with respect to teacher preparation organises a programme on different aspects of lesson planning and as such different lectures related to each aspect are delivered. The Teacher-trainees are made aware about the general format of a lesson plan which includes the areas such as :

- (a) Identification Data
- (b) Input
- (c) Process
- (d) Output (RLOs)

The lectures on all the aspects are given by the faculty members taking into consideration the R.C.E.M approach. This is followed by the demonstration lessons related to different teaching subjects and different areas on the subjects (Topics/Sub-Topics). Almost all the faculty members are involved so that every member contributes to her/his growth as well as that of the students.

The students are trained in the skills like writing of E.B.O's in terms of Mental process and framing test-items at the RLOs stage relevant to EBOs.

Besides the trainees are made aware of other skills which go a long way in making them efficient so far as presentation of content matter is concerned. It also helps them in realizing the set objectives and making teaching learning process effective.

Before starting the actual process of lesson practice, each teacher-educator along with the group visits the school allotted to him/her. The pupil teacher meets the concerned subject-teacher to get the information regarding the portion of the content matter covered till date so as to enable the students

to proceed further in a systematic manner. Time table is framed in such a way, that each trainee daily gets an opportunity to deliver one lesson in each subjects she/he has opted. The teacher educator check the lessons of pupil teacher and issues further instructions.

After the school hour the pupil teacher and teacher educator sit together and discuss the problem and short coming of lesson plan so that they prepare better lesson plan next day. During the delivery of the lesson, the student teacher also uses teaching aids to make their lesson effective and interesting. The pupil teacher has to deliver —

1. Ten macro lessons in each teaching subjects.
2. One criticism lesson in each teaching subject.
3. Twenty observation lessons.

The aim behind the observation lesson observed by the pupil teacher is to develop the judgement quality among the pupil teacher.

Apart from delivery of lessons, the teacher has to maintain the internship file. Under internship, the activities a pupil teacher has to conduct are following :-

1. Morning Assembly
2. Preparing Time Table
3. Preparing Vacant Time Table
4. Organising various sports activities
5. Maintaining Attendance register
6. Maintaining Staff meeting records

7. Preparing Notice
8. Setting Question Papers
9. Writing Letters to parents
10. Maintaining School records
 - (i) Result register
 - (ii) Library register
 - (iii) School leaving certificate
 - (iv) Stock register
 - (v) Admission record
11. Observation of lessons by the teacher of the school
12. Preparing report after observation

All these records are maintained in a file called Internship File. Photographs of different activities performed in school during the teaching practice are also attached in the intership file and for this the concerned school and the staff members along with the Principal cooperates with the mentor teacher. While teaching the students the pupil teachers satisfy the educational needs of the students and by organising co-curricular activities, they satisfy physical needs of the students.

The trainees are also trained in dealing with the needs of the slow learners and gifted children. They are guided to cater to the diverse needs of such students by adopting different strategies like —

1. Bringing changes in the seating arrangement
2. Seating the students in the front bench

3. Helping the students with speech problems
4. Providing special attention to slow learners.

2.4 Teacher quality

The college has professionally qualified faculty duly appointed by expert panel, constituted by University of Jammu. The institution ensures that the teacher educators are knowledgeable and sensitive to cater the diverse students needs. Our management committee ensure before appointing teachers, that teachers are really knowledgeable and sensitive to cater to the diverse students needs and help the students to develop their wholesome personality. Teachers are selected by panel which includes management committee members, University experts which check all aspects of teacher that he/she is really capable for the job or not. The panel selects only knowledgeable and creative teachers. Our college send the teacher educator for the orientation and refresher course for their professional development, for the development of the college and teacher quality. The teacher's have facilities to access the internet, for gaining more knowledge and to make his/her teaching more qualitative.

Under teacher quality improvement programme the teacher's have enhanced their qualification by undergoing M.Phil, M.Ed., and Post graduation in different streams.

Three faculty members of our college have joined three months certificate courses in Moral and Ethical and Spiritual values which has been started by Vichar Kranti Manch (I) in collaboration with University of Jammu. In teaching practice the ratio of teacher and students is 1:15 i.e., one teacher educator on fifteen pupil teachers and this ratio is requirement

of University of Jammu/NCTE/UGC and more over it is not possible for a teacher educator to check the lesson plan of student more than fifteen students. The student teacher make their lesson plan according to the said syllabus of the concerned school. The student teacher teaches the students according to the methodology learned in the institution.

After the completion of Macro teaching the feedback on teaching practice by teacher educators and students is collected and improvements required made accordingly. Feedback is also collected from the head of the practising school and analysed. After that regular class work takes place. During the session, the institution organises co-curricular activities like Debates, Seminars, Cultural programmes, Annual sports meet, Annual day celebration, Quiz programme, celebration of important National days, NSS camps etc. The aim behind is not only the development of communication skill but also the elimination of stage phobia, audience fright, developing the art of carrying themselves, skill of interacting with people, feeling of brotherhood and responsibility which is essential for a human being to live in a society.

The institution monitors the overall performance of students to ensure the achievements of the course objective by adopting the following measures :

- (a) Conducting class test
- (b) Conducting sessional test and
- (c) Preparing the progress report

after the evaluation of the class test / sessional test

Our institution has Grievance Cell which takes care of different problems of students. The members of Grievance Cell are

among the staff members, Principal and Management Committee and student representative. Suggestions are invited and also collected from suggestion box and redressed by the cell in the stipulated time.

The college has setup various clubs. The students participate /organise various programmes under these clubs viz

1. Adult education club
2. Population club
3. Chinar Environmental club
4. NSS club

All the above clubs are incharge of a faculty member, who along with students plan various activities to be conducted by the individual clubs. The activities are conducted to cater to the diverse needs of the students & society at large.

The aim behind these clubs is also to make students aware about the burning problems of the nation as well as to develop research quality among them. Moreover the students can do crash courses in these programmes and can adopt it as a fession.

2.5 Evaluation process and reforms

In the process of teaching learning, test, examination, evaluation are the terms which are commonly used. The term test and examination are well known to every school going child. They often hear from their teacher, headmaster, the seniors students about test and examination. But recently the idea of evaluation is floated and gaining popularity day by day. It takes into consideration both quantitative and qualitative changes in the

total being.

Evaluation act to Radha Krishan Commission, is a broader term than test and examination. It includes examination of academic and non academic nature in its broader sense.

There are various Assessment/Evaluation strategies adopted by the Institution in addition to external evaluation. The institution (Sai Shyam College of Education) Monitors the progress of the trainee students by conducting class test, mid term tests and term end test and giving assignments.

The first test is conducted after three months of the beginning of the session and second test before the end of the session. In B.Ed course weightage in percentage given to internal evaluation in theory is 20% and in teaching practice is 50%. Similarly in external evaluation weightage in percentage given in theory is 80% and in teaching practice 50%.

Students have to prepare assignments for each subject on the topic given in the syllabus of every subject. These assignments are submitted by the pupil-teacher after the winter break is over when they report back to the institution on the dates already set for each subjects in the prospectus of the college.

In theory, the evaluation is done both in internal and external level. The scheme of evaluation in theory is as follows :

Evaluation Scheme	Internal Examination	External Examination
Subject/Papers	Marks	marks
4 core papers	20x4=80	80x4=320
2 Teaching subjects	20x2=40	80x2=160

1 optional subject	20x1=20	80x1=80
	140	560

Grand total of internal and external examination

= 560 + 140 = 700 marks

For practice of teaching, the evaluation scheme by university of Jammu is given below :

Internal Assessment Marks in T.P.

Internal Examination	Marks
1. Micro lesson	30 marks
2. Preparation of Teaching aids	10 marks
3. Macro Lesson	50 marks
4. Two criticism lesson	10 marks
5. Observation lesson	10 marks
6. Internship	30 marks
7. Co-curricular Activities	10 marks
Total marks = 150 marks	

External Assessment Marks in T.P.

External Examination	Marks
Teaching Practice	150

Grand total marks of internal and external in teaching practice
= 150+150=300 marks

The college organizes remedial and enrichment programme

for students. The students who lag behind are covered under remedial teaching programme. Here the students are given instruction in tutorial groups. The students who are found above average are provided with extra enrichment classes. Many a times special lecturers are arranged for them. The college also invites experts to deliver such lectures besides their own faculty members.

Evaluation process adopted for assessing the performance of the students gives the faculty and students both, awareness about the outcome of teaching on the one hand and achievement in terms of the learning on the part of the students, on the other. The students communicate about their learning outcomes and difficulties in various ways.

1. Verbal interaction of the faculty with students.
2. Giving Special details about the weaknesses deficiencies like spelling mistakes, poor expression and other related areas in general.
3. Feedback is given to the students on the basis of their Internal assessment of papers.

The barriers of students learning are identified by interacting with the students inside and outside the classroom & through feedback collected from students through questionnaire. The short coming found in learning process of the students are communicated to the management committee, who intturn try to overcome these by providing requisite facilities like expansion and extension of accommodation viz. classroom, library, special rooms like psychological labs, computer labs, language lab etc.

The technology is pervading all areas of life due to advancement

in science and revolution in the field of information communication technology across the globe. Education is a vast discipline and teacher training is a vital part of it. The responsibility of the Educationist and Educators are focused on the task of providing better training to the future teacher for their better learning and proper development. ICT expands the boundaries of teacher's creativity and the creativity of their students beyond the walls of the classroom. ICT aims to spark students imagination and ultimately move them towards greater learning.

Our institution also wants to provide its students access to new technology and provides opportunity to every student to have access to ICT. The institution has a well equipped computer lab, having 20 computers with a chain of computer accessible to outside agencies through internet facilities. This lab has the seating arrangement for teaching 40 students at a time.

There is a separate audio visual aid lab which houses the teaching aids procured from the market like OHP, LCD projector, DVD, TV, Tape recorder. Three dimensional maps etc.

Our institution has well-laid language laboratory. It is equipped with all to necessary facilities like furniture and fixture. It meets the requirement of developing communication and other related skills of language among 30 students at a time.

FAX machine has been installed in order to strengthen the linkage between university and institution. It has proved beneficial for the institution and has solved the problem of postal delay in this area.

There are two photostat machines to help the students and faculty both to get the copies of the material needed either from the text books or the reference book which can't be

taken out from the institution.

OHP is used to make the student to learn the operating skills for projecting transparencies and slides. It is also used to give the reference material not easily available to the students collectively as they face difficulty in locating the same. The students are also trained to prepare transparencies in various subjects.

Our institution has also the facility of internet, use of which helps the teacher educator to know more about their subject to get more market about a particular topic which helps to create learning more effective.

Our institution is also providing the facilities of LCD to the teachers to prepare the topic and teach the students through LCD which creates the interest among the students and avoids fatigue, boredom among the students and makes learning more effective.

The institution makes use of ICT for assessment and evaluation process in a number of ways as listed below :

1. Printing of question papers on laser print machine for all papers.
2. Computer is used to get print out of question papers for some of the teaching subjects and some optional paper when the no. is less.

BEST PRACTICES

To provide the feed back to the students we send marks sheet and progress reports to the parents of the students. We also conduct class tests of the students from time to time for

checking their knowledge about content material. For enhancing the critical thinking and deep understanding our college conducts seminar, debates, discussion workshop on different topics. We also encourage students for project based learning and use of computer for their teaching learning process.

Our institution conducts workshop on teaching aids where the students are given training in preparation of low cost teaching aids. This prepares them for practice of teaching in practising schools. We also send our students to university of Jammu to participate in different competition which help the slow learners students to develop positive attitude and enhance their knowledge. Our institution also arranges special classes for the students. Our institution also provides study material for some topics which are not easily available in the books. Our institution has Guidance and Counselling Cell which help the students to solve their problems.

The institutions encourages the faculty members to go for higher studies and provides them opportunities to present their literary work in seminars and workshops held in state and outside the state.

1. In order to provide the feed back to the students we send marks sheet and progress reports to the parents of the students
2. We also conduct class tests for the students from time to time for checking their knowledge about content material.
3. For enhancing the critical thinking and deep understanding our college conducts seminars, debates, discussion as well as workshops on different topics.
4. We also encourage students for project based learning

- and use of computer for their teaching learning process.
5. In order to encourage the art ability of students our institution conducts workshop on teaching aids.
 6. We also send our students to university of Jammu to participate in different competition which help the students to develop positive attitude and enhance their knowledge.
 7. Our institution also arranges special classes for the educationally weak students.
 8. Our institution also provide study material of some topics which are not easily available in the books.
 9. Our institution has Guidance and Counselling Cell which help the students to solve their grievances.
 10. Students are encouraged to deliver their lessons through Smart Class and PPT.

Additional Information and steps taken for quality enhancement.

Catering to Diverse Needs: In order to strengthen the suitable assessment strategies to identify slow and advanced learners the college conducts test based on their syllabus from time to time to evaluate the progress of slow learners. The college also organize interclass group discussion to develop critical thinking among the students. It has been observed that the group discussion also develop creative thinking among the students. The college also organizes the subject based quiz programmes to boost the slow and advanced learners.

As per the University norms the college conducts Micro and Macro Teaching. During the Micro teaching the students with slow learning capacities are identified and suitable provisions are made to strengthen their confidence and weaknesses which helps them at the macro teaching level in different schools. The college also conducts extension lectures from time to

time in the college campus. The Eminent Educationist are invited from outside to deliver the lectures on their specialized field so that the faculty and the students get benefitted. It also upgrades their knowledge.

The college also uses language lab. for the Hindi medium students so that they will be able to get knowledge in English and are able to pronounce the words correctly by hearing the audio cassettes which are run during the course.

2.2.3 Teaching Learning Process:

Use of ICT is made compulsory for Teaching Learning Process, so the teaching staff of the college delivers their lectures through Power Point Presentation and also encourage the students to make use of internet facility for consulting and preparing their notes on different topics. The teacher also deliver pre demonstration lessons in Micro and Macro by PPT and Smart Class.

The students are encouraged to use Innovative teaching Aids such as Smart Class, PPT and OHP for their Micro and Macro teaching in order to make their lessons effective.

2.2.4 Teacher Quality:-

The institution tries to enhance teacher quality by arrange the lectures by Eminent Educationist and encouraging them to improve over their qualification.

Under teaching quality enhancement five teaching faculty improved their qualification by completing their M.Phil programme. Three other teaching faculty completed their Post Graduation Programme in different streams in the last five years. Other two faculty members completed their M.Ed course. The basic computer certificate course has been done by all faculty members.

The faculty also attended orientation and refresher course

programmes conducted by Staff College University of Jammu.

As inculcating Moral and spiritual values is the best practice of our institution, so in order to train teachers to inculcate Moral and Spiritual values, Vichar Kranti Manch (I) in collaboration with Jammu University has started three months certificate course on Moral and Ethical values, three faculty members of our college have joined this course.

In addition to five faculty members who have undergone orientation programme, another four faculty members have also undergone the orientation course recently. One of our Sr. lecturer Ms. Rajni Koul attended 28 days refresher course in Social Sciences. One of the programme officer also attended the orientation training course under NSS programme.

The college encourages the staff to present papers in state, national, international level seminars. It also encourages the teachers educators for conducting research work.

2.2.5 Evaluation Process and Reforms:

Evaluation is done on the basis of Internal and external examination. External examination is conducted by University of Jammu. In order to prepare students for external examination the teachers after completing the syllabus discuss question papers from the question bank with the students. This has enhanced the performance of students in their final exams.

With respect to internal assessment, two tests viz, T1 and T2 are conducted. The teacher educators give feedback to the students on the basis of these tests. The parents are also informed about their performance. On the basis of these performance slow and advanced learners are identified and reformative measures are taken. Stress is also laid on the handwriting as well as speed of writing answers.

Conducting regular class tests has also helped students to perform better in their University examination.