

## **Criterion I : Curricular Aspects**

### **Curricular Design and Development**

The Sai Shyam College of Education has been established with an objective to provide quality education in the field of teacher training in all different factors which influence the quality of education and its contribution to National Development. The competency, character and professional efficiency of teachers are undoubtedly very significant. The college aims at providing the pupil teachers with the best possible professional training and creating good conditions of work in which they can be fully effective.

The Sai Shyam College of Education is committed to upgrade the knowledge and skill to ameliorate overall personality of youth, to increase job prospects by providing latest professional and quality education, by using latest tools of education, to achieve excellence and continual improvement in all fields of education, by providing career and placement excellence to students.

The aim of the institution is to prepare the future teachers keeping in view the past conditions, present conditions and future prospects.

Through its multifarious activities the college aims at developing in the students enthusiasm, to raise their economic, social and professional status after they complete the course.

Our institution educates the mind and soul of the students in order to enable them to grow in wisdom.

Making the students well disciplined, the institution installs

moral values in them and develops the spirit of Universal Brotherhood and Internationalism among the students.

New ideas are developed in order to make the society strong. This is done through making students to participate in morning assembly every day. In addition to this, institution imparts education in reference to the following objectives :

- i) Quality education
- ii) Professional education / professional development
- iii) Best to the society
- iv) Value education

## **Quality education**

The Sai Shyam Educational Society (institution) has highly experienced and qualified faculty having expertise in specific fields related to education. During the academic session classes are conducted regularly, class tests, practical work (Micro and macro), teaching skills, co-curricular activities like debates, symposiums, quizzes, annual functions, workshops etc are being conducted on regular intervals, having weightage of marks which forces students to be regular with their studies, due to which results of the institution in the past has been remarkable.

In addition to other extra co-curricular activities like games & sports, tours within the state are the routine features of the institution, which develop the personality of the students and inculcates sense of belongings to the institution. This has been noted that passout students recommend freshers to seek admission in the institution on the basis of aforesaid merits.

## **Professional education / Professional Development**

The institution has been regularly imparting professional education in the following disciplines

- (i) B.Ed.
- (ii) E.T.T. (Elementary Teachers Training)

Institution deputed the faculty members to attend training like orientation courses, seminars, symposiums, work shops organised by the university. In institution teacher's opportunities for professional growth have been measured primarily in terms of their participation in formally designated activities most prominently in university course work, district sponsored workshops, conferences hosted by professional associations.

## **Best to the society**

The institution is keen to contribute to the society therefore the institution has actively initiated programmes like N.S.S. (National Social Scheme), organising different educational camps like Adult Education camp, Population Education camp, Environmental awareness camps. Blood donation camps/Health awareness programmes and yoga programmes in which different yogic exercises are being exhibited by yoga experts before the audience. The students of each academic year are grouped and asked to adopt 2-3 villages falling in the radius of institution to understand the problems of villagers and their remedial measures. Through this endeavour so far, number of villages have been surveyed and data base developed with regard to educational standard — Economic, social habits, Male/female, jobs, financial standards.

A lot of campaigns against drug addiction have been conducted

for which the villagers have acknowledged appreciation to the Principal of the institution. These endeavours are initial steps of the institution towards the larger commitment of educating the people of the villages in future.

The members of the profession are more likely to be allowed to get on with the job as they see it without interference. They are the people who know the best what needs to be done and how to do it. We are, of course all concerned about the health and education of the community and that of our children.

### **Value education**

Value is the characteristic of a thing or activity which helps in conservation and furtherance of our life. Value means, whatever is actually liked, prized, esteemed, desired, approved or enjoyed by any one at any time. It is actual experience of enjoying a desired object or activity.

The following are the ways and means adopted by our college for inculcation of values among our students :-

- i) Morning Assembly :** The students every day assemble in morning and offer prayer, sing devotional and patriotic songs, brief ethical speech by a student, teacher or by the head of the institution are delivered. The objective is to inculcate social and moral values among the pupil teachers and also enable them to know about what is happening in the world outside them. Certain National and International issues are also addressed at the time.
- ii) Extension lectures :** Extension lectures are given by the



experts and by distinguished teachers from universities (NGO's like VKMI) and other educational institutions based on morality and value oriented education.

- iii) Skits and Dramas :** Skits and Dramas are organised by our students on the themes related to social, moral, cultural, aesthetic and spiritual values. In which the teachers and students of University and colleges participate. Regarding this Lok Rang Manch of Ghou Manahasan village organised singing and dancing programmes every year.
- iv) Art and painting exhibitions :** Environment and other Global issues are addressed by conducting painting competitions and postal competitions. Art and cultural programmes are being organised by our institution sponsored by Art and Cultural Academy, Jammu to aware the people of the community and students about social, cultural and moral values. Moreover, our college students organise various painting competitions depicting the environmental issues.
- v) Celebration of birthdays, religious and national festivals:** Our institution celebrates the birthdays of great personalities like Guru Nanak, Guru Gobind Singh, Prophet Mohmmad, Lord Krishna, Mahatma Gandhi, Christ, Pt. J.L. Nehru etc and festivals like Holi, Lohri, Dewali to inculcate moral religious, social cultural and spiritual values among the students.
- vi) Use of Mass media :** Newspapers, Magazines, Journals, educational films through projectors, educational CD's pertaining to geographical knowledge, historical, socio-cultural awareness are used to give exposure. College has also started smart class where by students are taught how to deliver lessons with the help of smart class

(Educomp).

**vii) Value oriented prizes :** Prizes are given to deserving candidates for showing excellence in cultural activities, academic performance, games, sports, debates, symposiums, seminars etc.

**viii) value oriented projects :** Under the guidance of teachers, our students prepare models, charts, working models, teaching aids pertaining to their teaching subjects. Exhibition of teaching aids prepared by the students is also conducted. This exhibition gives ample opportunity to students to discuss about their creation with the visitors who are drawn from various academic institutions. The students as well as teachers also get feed back from the visitors which enables them to improve their performance in future.

**ix) Celebration of International days :** N.S.S. day, Red Cross day, Human Rights Day, Environment day, Women day etc. are celebrated with active participation of students.

Curriculum is the pivot around which all activities in the institution revolve. It is the sum total of experience that the students receive in and outside the classroom through the study of different subjects, community relationships, library, workshops, sports, games etc. It is the means of enabling the child to adjust himself to his environment.

Our college is not directly involved in curriculum development process. The curriculum is developed by the university of Jammu which then becomes imperative for all the colleges affiliated to the university to implement. Although the Convener Board of studies in University of Jammu at the time of change in curriculum issues a circular to the Principals of the affiliated colleges with a request to forward their suggestions for change

in curriculum in academic and non academic areas for the development of the curriculum.

On receiving the circular regarding change/amendment in curriculum we hold a meeting with the faculty members, collect feed back from the students, heads of the practising schools and from the employers. We then send our recommendations to the Convener Board of Studies, University of Jammu.

So, the curriculum in our institution is strictly implemented in accordance to the University norms. The whole curriculum is framed by the university & curriculum has been divided into two parts one is Theory part & another is Practice of teaching. The theory papers are of 700 marks and practice of teaching is of 300 marks. We implement the curriculum as per the university norms. There are four compulsory papers, eleven optional and eight teaching subjects (See Annexure).

### **Compulsory Papers**

- 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

### **Optional papers**

- 1) Essentials of educational technology
- 2) Information and communication technology
- 3) Guidance and counselling
- 4) Educational Measurement and evaluation

- 5) Comparative education
- 6) Educational Administration
- 7) Health and Physical education
- 8) Environmental Education
- 9) Home Science
- 10) Indian Music
- 11) Work Experience

### **Teaching Subjects**

- 1) Teaching of English
- 2) Teaching of Hindi
- 3) Teaching of Science
- 4) Teaching of Mathematics
- 5) Teaching of S.St.
- 6) Teaching of Urdu
- 7) Teaching of Punjabi
- 8) Teaching of Sanskrit

Each theory paper is of 100 marks out of 100 marks, external marks are 80 and 20 marks are internal. Internal assessment is of 20 marks, i.e. 5 marks for assignment, 5 marks for attendance, 10 marks for two assessment tests.

However, for the smooth and systematic running of the college we frame our own calendar of activities in accordance with the university guidelines, ensuring participation of all students in academic and non-academic activities in a systematic and



planned manner.

The qualified and experienced teachers teach the students in particular subjects. Our college curriculum is divided into two sections.

- (i) Academic
- (ii) Co-Curricular activities

Following are the objectives of teaching various course contents:-

### **1. Education in Emerging Indian Society**

This paper enables the Pupil-Teacher to understand the objectives of education, importance and role of education in the progress of Indian Society and national development. We aware the pupil teachers about National integration and promotion of human rights and also we acquaint them with the contribution of different educational philosophers both Indian and western and to enable the pupil teachers to understand their role in modernization, cultural and social change.

### **2. Psychology of teaching-learning process**

The term psychology refers to the study of modification of the behaviour of an individual. So in the field of education it plays a vital role in the process of teaching-learning process as it helps the pupil teacher to understand the different stages of development and developmental tasks with special reference to adolescents. Besides this, through this paper the institution provides knowledge regarding learning theories which help the pupil teachers to prepare themselves for handling the students when they are in teaching field. Intelligence and personality which are very important in the life of an individual remains incomplete, so it is through only this paper that we

make the pupil teacher to understand these two very important aspects of human life, so that they can become perfect teachers in their future career. Moreover, we also make pupil teachers aware about the skills of effective teaching learning process and use of different psychological tests and functions of statistical measures in the field of education.

### **3. School management and Pedagogics of education**

The objective of this paper is to enable the pupil teachers to understand that how the teacher and Headmasters/Principals play their vital role in the smooth functioning of the school complex. We make the pupil teacher understand the steps for the preparation of an institutional planning and principles of successful teaching and maxims of teaching. Besides this paper helps the students in maintaining school records, preparing time table importance of various devices of teaching in the development of teaching-learning process and they also get the knowledge about delivering lessons, use of Audio-visual aids and skills of learning process.

### **4. Development of Educational System in India**

In this paper we enable the pupil teacher to acquire knowledge about the system of education in Ancient, Medieval and British period. We provide knowledge regarding the contribution of various major Committees and Commissions on education setup from time to time. We also acquaint the students with the concept and the importance of Distance Education, Vocational Education, Teacher Education, Universalisation of Elementary Education and Environmental Education at the secondary stage. This paper also familiarise the pupil teacher about the works and developments in Indian education during post

independence era. In this paper we make the pupil teacher understand the development of education influenced by socio-political forces of the time and constitutional obligation in relation to education in India.

It has been observed in the past years that normally the students choose the following optional subjects :-

- (i) Information and Communication Technology
- (ii) Guidance and counselling
- (iii) Educational Measurement & Evaluation
- (iv) Environmental Education
- (v) Educational Administration
- (vi) Comparative Education
- (vii) Health and Physical Education
- (viii) Work Experience

Objectives of teaching these subjects are :

**(i) Information and Communication Technology**

The main objective of information and communication technology is to help pupil-teachers to understand the use of computers in education and to appreciate the role of computers in modern society. The knowledge of computer can help the pupil teachers in making his teaching effective & impressive.

**(ii) Guidance and Counselling**

This paper aims at enabling the students to understand the meaning, need, scope and aims of guidance along with this, they are given knowledge regarding philosophical, psychological and socio-cultural foundations of guidance. Moreover, students

are made to understand about the history and types of guidance. Besides this students are given knowledge regarding non-testing techniques, testing techniques, guidance services and role of head of the institution, teacher counsellor and parents in the field of guidance.

### **(iii) Educational Measurement & Evaluation**

The main objective of teaching Educational Measurement and Evaluation to pupil teachers is to familiarise them with the utility of Measurement and Evaluation in education. It aims at helping them to understand the concept and use of action research and to prepare them to understand the steps for the construction of an achievement test. This subject familiarise the students with the characteristics of good test and type of test i.e. standardised and non-standardised tests. This enables the students to apply the statistical techniques in the field of education.

### **(iv) Environmental Education**

The main objective of Environmental Education is to develop an awareness about problems related to the human environment which can be framed and analyzed in a scientific manner. This paper enables the pupil teachers to develop the familiarity with different issues of biodiversity, balanced ecosystem for the survival of human species.

### **(v) Educational Administration**

The paper aims at enabling the students to understand the meaning, importance, need, scope and aims of Educational Administration. Pupil Trs. are being trained in various kinds of Administration which helps the pupil teachers to go efficiently in



the field as able administrators. Pupil teachers are being taught about the Philosophical, Psychological and aims of Educational Administration. This helps them to work as able Head of Institutions as well as able administrators.

**(vi) Comparative Education**

The objective of this paper is to give an insight to the pupil teacher with various educational problems prevailing in Pakistan, Sri Lanka and India. It also enables the pupil teachers to understand the different types of educational systems in our country and neighbouring countries to understand organisation, curriculum and evaluation scheme at elementary secondary and teacher education level. Main objective of comparative education is to understand vocationalisation, Non-formal education and Educational Administration of our country as well as of our neighbouring countries

**(vii) Health and Physical Education**

The main objective of this paper is to develop an understanding about definitions scope need at different levels. To know more and more about rules regulations of some major games like football, cricket, kho-kho, Badminton etc. It also intends to give knowledge about physical fitness, balance diet, food habit, food values and dangers of use of alcohol and other health hazards.

**(viii) Work Experience**

The Main objective of this paper is to give onspot knowledge to the students about art and craft work at primary, upper-primary and High school stages. To know more and more about composition, poster design, college land-scape, paper

folding, cutting and simple wooden objects and to know more and more about classification of teaching aids (paper colour, scale, pencil eraser, flashcard, pictograph models charts etc).

In addition to compulsory subjects and optional subjects the students have to opt any two teaching subjects from the following groups.

- I.   a) Teaching of English  
     b) Teaching of Hindi  
     c) Teaching of Urdu  
     d) Teaching of Punjabi  
     e) Teaching of Sanskrit
- II.   Teaching of S.St.
- III.  Teaching of Social Science
- IV.  Teaching of Mathematics

Objectives of teaching subjects.

### **Teaching of English**

The objectives of teaching of English is to enable the pupil teachers to understand the elements of English language and develop linguistic skills. We provide knowledge regarding teaching skills and effective use of instructional aids in teaching of English. Besides this, through this paper the institution provides knowledge about the different methods of teaching English language. We also make the pupil teacher to understand how to evaluate the performance of the students. For the effective teaching of English the college has set up language laboratory.

### **Teaching of Hindi**

This paper aims at enabling the students to understand the importance and role of Hindi language in our country. We also familiarise the pupil teacher with various methods of teaching and acquaint them with different teaching skills associated with teaching of Hindi. We also make the pupil teachers to understand the aims at elementary and secondary levels. Besides this, we aware the students regarding the concept of curriculum, qualities of a good text books and co-curricular activities in teaching. Teaching of Hindi enables the pupil teachers to learn various techniques and methods of evaluating performance of learners in the subject of Hindi.

### **Teaching of Urdu**

This paper enables the pupil teachers to understand the importance, role and aims of teaching of Urdu at Elementary and Secondary levels in our country. We make the pupil teachers to understand the different teaching skills and various methods of teaching Urdu. Besides this we acquaint the pupil teachers with curriculum, qualities of good text book and co-curricular activities in teaching Urdu. We also provide knowledge about various techniques and methods of evaluating performance of learners in the subject of Urdu.

### **Teaching of Punjabi**

This paper aims at enabling the pupil teachers to understand the importance and role of Punjabi language in our country. Besides this, we also make them to understand the aims of teaching Punjabi at Elementary and Secondary levels. Moreover, college apart from this acquaints pupil teachers regarding various methods of teaching Punjabi, curricular activities, different teaching skills, techniques and methods of evaluating

performance of learners in this subject of Punjabi.

### **Teaching of Sanskrit:**

This Paper aims at enabling the students to understand the importance, aims, scope and role of Sanskrit language in our country. We also familiarise the pupil teachers with various methods of teaching and acquaint them with different teaching skills associated with teaching of Sanskrit. We also make the pupil teachers to understand the aims of teaching Sanskrit at elementary and secondary levels. Besides this, we try to aware the students regarding the basic concept of curriculum, qualities of a good text book and other co-curricular activities in teaching. Teaching of Sanskrit enables the pupil teachers to learn various techniques and methods of evaluating performance of learner in the subject of Sanskrit.

### **Teaching of Social Studies**

This paper aims at imparting knowledge of History, Geography, Economics, Civics and inculcates such abilities, skills and attitudes which helps the children to become useful members of the society. The ultimate aim of social studies is to acquaint our children with the Geographical, Social, Economic cultural and Political conditions of India both ancient and modern; to prepare them for enlightened citizenship; to enable them to understand human relationship and values; to develop their all round personality and to develop Nationalism and Internationalism.

### **Teaching of General Science**

This paper enables the pupil teachers to have the understanding of principles and procedures used in modern science education.



Besides this we acquaint the students regarding teaching competencies, effective teacher, concept and place of general science in school curriculum.

Moreover, teaching of science makes the pupil teachers to understand the concept of Behavioral Objectives, concept of curriculum, text books, co-curricular activities and various tools of evaluation in General Science.

### **Teaching of Mathematics**

The objective of this paper is to enable the pupil teacher to understand and appreciate the uses and significance of Mathematics in daily life. We make the pupil teachers aware about the contribution of famous mathematicians in Mathematics. Besides this they also get the knowledge about the methods of planning instruction for the class room and about the process of comprehensive evaluation in Mathematics.

As B. Ed. course is particularly meant for giving professional training to the students in teaching which is then evaluated by 300 marks out of which 150 marks are awarded by two external examiners for two final lessons to be observed in the two teaching subjects offered and internal examiner awards the remaining 150 marks. The practice of teaching during this B.Ed. course is done in four phases viz.

- Micro
- Macro
- Internship
- Final Lesson

Our college follows the RCEM approach of planning Macro lessons which is a new and modern technique of lesson planning. It enables the students to frame objectives in behavioural terms.

### **MICRO TEACHING**

During the Micro teaching the concerned teacher of each teaching subject gives the teacher trainees the understanding of preparing Micro lesson plans through the demonstration of model lesson. In this phase the students are generally made to practice different teaching skills. The University of Jammu has in total prescribed 5 skills out of which choice has been given of 3 skills. Our institution generally practises the following five skills :-

- Reinforcement
- Stimulus variation
- Questioning
- Illustration with example and visuals.
- Explanation

A pre micro-teaching demonstration session is organised by the college, wherein teachers deliver model lessons in various micro skills. In order to achieve perfection in all the three skills the pupil teachers are made to give five Micro lessons on each of the three skills. These Micro lessons are then observed by group teacher and award 30 marks to the students.

The objectives of micro teaching are to enable the pupil-teacher to face the real class room situation and built the

confidence. Our institution, alots frames group of 15 to 17 students with one supervisor to each group. Every teacher incharge of the group at the first stage deliver the demonstration lesson on particular skill to make the pupil-teacher aware how to use the skills while delivering the lesson. After the completion of Micro teaching, schools are allotted to different groups for macro teaching.

### **MACRO – Teaching**

Before starting macro lessons, the college arranges for demonstrations lessons in all teaching subjects. Lessons are planned as per RCEM approach. The demonstration is given by both college teachers and guest faculty members.

For Macro-teaching our institution generally gives demonstration of Macro lessons in each teaching subjects. Then 20 Macro lessons are to be delivered by each teacher trainees in actual class room situation under the supervise of a faculty supervisor allotted for the purpose. The teachers supervise 20 lessons, provide them feedback, Supervise appropriate usefulness of the teaching aid used, raise the level of understanding of the trainees and help them to improve their confidence and presentation. 50 marks are prescribed for delivering 20 lessons. A committee comprising of the Principal and at least two teachers nominated by the Principal usually allot the marks. (See Annexure).

### **Internship**

Apart from teaching practice experience in the school, the pupil-teachers have to maintain internship file and keep record of following activities.

- Conducting Morning Assembly

- Preparation of time table
- Maintenance of attendance registers
- Participation in staff meeting
- Preparing written work i.e. notes, examination papers, school leaving certificates .
- Maintaining of school records etc.
- Maintaining the stock registers.
- Preparing Result Sheets.

In addition to this students have to observe three lessons delivered by any teacher on the staff as per the school time table and prepare the record of the same. Pupil-teachers are also required to paste the photographs of their involvement in the school activities. A note book has to be prepared by each students reflecting every day experience/ interaction. The entire exercise has to be done under the supervision of the Principal/ Headmaster of the school. 30 marks are awarded by the teacher incharge of the group. Duration of internship has to be completed during actual teaching practice. The objective of internship is to enable the pupil teacher to face the actual school atmosphere.

### **Library**

Reading plays an important role in school/college education. It forms the basic tool for achieving proficiency in all other subjects. The success of any student in educational institutions is largely dependent on the extent to which his/her reading skills have been developed.

Our institution maintains a library with the aim to encourage readership among students. The library of the college has a



good collection of books, which are made available to students to avail of the facility, so as to enrich themselves with the latest in the field. The library also subscribes magazines and journals (National & International) and state newspapers in Hindi and English are also made available in the library for the use of students. Students can also have an access to NCERT books in various school subjects, which they especially need during practice of teaching. The reference books are also made available to the students of the college.

### **Workshop**

Our college organizes a workshop on preparation of teaching aids for one week, where the pupil teachers are trained to make varied types of teaching aids in their respective teaching subjects. This workshop enables the students to use their creative abilities in designing these aids and there after utilizing these aids as per the requirement during teaching practice. The college also provides basic material to the students for preparing teaching aids. An exhibition is organised by the college on the teaching aids prepared by the students during one week workshop. Teacher Educators also prepare the students to deliver the lessons through smart classes.

### **Co-Curricular activities**

Apart from academics, co-curricular activities have also been given due importance in the B.Ed. course that is why 10 marks have been prescribed for participation and excellence of subjects in different activities organised by the college or participation in inter college or in university event in the academic session. Our college organise different co-curricular activities such as games & sports, cultural programmes, debates, symposiums, seminars, educational tours etc. For organising

these activities our college has a well equipped multipurpose hall, play ground, public address system, over head projector, LCD Projector etc.

### **Games / Sports**

In our college there is the provision for various outdoor and indoor games. The following games facilities are provided by the college.

- Cricket
- Badminton
- Ring
- Volley Ball
- Carom
- Frisby (Flying Disc)
- Football

Besides these games, long jump, high jump tug of war Kho-Kho and 100 mts race are also organised by the college.

Since 2002, our college organises Annual sports week every year. During this week all most all the students participate in different games and sports and win prizes. Games like Cricket, Badminton, Kho-Kho, Long jump, High jump, Volleyball and 100 meter Race are organised during this sports week.

**Our college for the last five years has been presenting their impressive items on the annual sports meet organised by University of Jammu.**

### **Debates / Symposium / Seminars / Cultural Programmes**

In order to implement the co-curricular part of the curriculum.

The college organises various debates, symposia, seminars and cultural programmes. The college also participates in the cultural programmes which are organised by the University of Jammu.

The various cultural and artistic programmes are organised by the Deptt. of Students Welfare, University of Jammu and the participation in those programmes is a regular feature of the college.

For the last five years our students have participated in such programmes.

Miss Nisha Kumari one of the student of our college during the session 2009-2010 won 1st prize in Rangoli competition in the Display your Talent programme organized by the University of Jammu.

Miss Shashi Kumari one of the student of our college during the session 2010-2011 won 3rd prize in one Act Play Competition in Display your talent organized by Department of Social Welfare Jammu University.

Sachin Kumar a student of our college won 2nd prize during the session 2011-2012 in New Modern College of Education Seminar on International women's day.

A Symposium on Elementary education was organised at Vishwa Bharti College of Education, Jammu during the session 2011-12 in which Tania Jamwal of Sai Shyam College of Education, Jammu bagged 3rd prize. Dimple Sharma of our college too won the consolation prize. The symposium was held on 7-5-2012.

K.C College of Education organised a debating competition on 5-4-2012 in which Tania Jamwal of Sai Shyam College of Education bagged third position.

Traditional costumes displayed by the students of various college in collaboration with students Welfare Department University of Jammu in Zorahwar Singh Auditorium in which Sai Shyam College bagged second prize. It was celebrated on 6-6-2012.

The College organised a symposium on the topic “Sustaniable Forests: Limits to Human use on 19-3-2012 in Multipurpose hall of the college, in which Tania Jamwal of our college bagged a consolation prize.

Shewta Dhar one of the student of the our college during session 2013-2014 won consolation prize in seminar on “English is mainly learned through speaking not reading & writing” orgnised in K.C. College of Education, Jammu.

### **Educational Tours**

Every year the college visits the historical as well as religious places in order to inculcate value education among the students.

In the beginning of every session we visit one of the famous forts and temple namely Bage Bahu of Jammu. Every year in the middle of the session we go for the world famous shrine of Vaishno Devi as an Educational tour. In addition to this students are also taken to picnics, excursions. Our institution also celebrates Lohri, Holi, dewali to inculcate noble values among the students.

Our institution also organises camps through clubs of different disciplines like Chinar Environmental Club, Population Club, Adult Education Club and NSS Club.

Under this programme our college students participate in different NSS camps organized by Univeristy of Jammu as Tracking camp.



The students of our college namely Pradeep and Bharat Bushan participated in such a camp organized by University of Jammu in the heights of Patnitop and Mantlai. Moreover, our NSS wing attended a slogan writing competition which too was organized by University of Jammu in which our student namely Maan Singh won the prize.

During the ensuing session NSS volunteers of our college organized a programme in the main chowk of Ghou Manahasan village in which women living in and around Gho Manhasan participated and shared their problems. It was a very good gathering of women and in the end of the programme some eminent ladies of the village were given away prizes.

### **Community and National development programmes**

The concept of community and National Development includes economic development for furthering the wellbeing of the people. It also needs social and political development for living harmoniously and promoting a democratic society. For the enrichment of the quality of life, intellectual, cultural and aesthetic development has also to be ensured.

To ensure the Community and National Development the college tries to achieve this through intensification of curricular programmes.

For this purpose the college has

1. N.S.S. Club
2. Chinar Environmental Club
3. Population Education Club
4. Adult education Club

Each student is supposed to join atleast one group out of the above mentioned clubs. Atleast four teachers are incharge of each club with one Convener.

### **1. N.S.S. Club :**

The college has one National Service Scheme Unit comprising of atleast 100 students.

The college works in close association with NSS using of University of Jammu.

The college organises various NSS programmes for the upliftment of the community particularly in rural areas in which the college is situated.

Under this Club our college organises various programmes viz Plantation Drive, Cleaning Drive, Blood Donation Camp, Aids Awareness Programmes, Anti-Drug/De-addiction programmes and Health Awareness Programmes. These programmes are conducted in schools, colleges and other public places for the benefit of students in particular & common masses in general. The report of the programmes conducted is submitted to NSS Department of University of Jammu, annually.

### **2. Chinar Environmental Club :**

Atleast 50 students are enrolled in this club for creating the environmental awareness among the community. Various programmes are organised for the awareness of the community regarding environment.

Our college organises various environmental programmes with the collaboration of W.W.F. University of Jammu. It helps us in organising various programmes regarding burning issues of

environment. The Students teachers and people living in and around Ghou Manahasan whole heartedly participate in these programmes .

### **3. Population Club :**

The students of this club organise various programmes for making the people aware about the consequences of Population growth with the help of faculty members who are incharge of the club, various surveys regarding demography are conducted.

### **4. Adult Education Club :**

The objective of the adult education club is “each one should teach one”. The students are given facilities and directions to get involved with people of the community and to teach the adults in order to make the people literate.

In addition to this the students of these clubs conduct surveys in order to find means and ways for the upliftment of the community which will result into the National Development. Adult Education Club:- Moreover, our college is associated with old Age Home Amphalla Jammu. Our college arranges picnic/outing/programmes with the inmates of Old Age Home Amphalla Jammu every year we arranged a programme with these people in the current session too in which these people shared their views. Moreover, our students presented colourful programmes in front of these people. They were really enthralled to see the programme and they were able to interact with the outside world. They were keen to visit our college which we arranged and all the inmates were brought to our college in our college buses. They really enjoyed and were very much happy by watching the programme organised by our students in their honour.

## **Development of intellectual and Academic aspect**

The intellectual and academic aspects of the students are developed by providing instructions in all subjects through experience teachers in the class rooms. The students are free to discuss the pivotal issues in various subjects through questioning and discussion techniques. In each subject the topic concerning National problems are addressed enabling the students to project their own views for the solution and understanding of the problems.

The college publishes college magazine “PRAGAASH” every year which provides opportunity to the pupil teachers, students and faculty members to articulate their creative work/thoughts and thus contribute in different spheres of literature and other contemporary subjects of human interest.

The publication of the college magazine has always been seen experimental as well as intellectual exercise providing the students an opportunity to experiment their ability to express their thoughts and feelings. It inspires the students to put their skill to use while accepting challenges which come in the way of writing a story, poem and any social issue.

Debates and seminars are also organised to enable the students to project their own views. During the process the students are also encouraged to make use of library, internet and other learning resources which are provided by the college.

Our college organises both state as well as National level seminars regarding the burning issues of Education / Environment/Teachers role in present society in which both students and teachers from the reputed colleges participate and put forth their valuable information regarding these issues and how to cope up with such issues. Their papers presented during



the seminars were published in the form of a book which really proved a boon for readers. In this way our college works for writing and publishing of the books which is really a good leap in the present times.

### **Global Trends in Teacher Education**

There are various subjects in the curriculum of Teacher Education in which global trends are reflected.

The subject like Environmental Education, Information and Communication Technology, Comparative Education and Educational Technology were introduced during the curricular change for this purpose.

Since 2009-10 our institution provided choice for more optional paper viz, Comparative Education, Health and Physical Education & Work Experience.

### **Employment/Job Placement**

Employment and Job Placement:- For enabling our students to compete for the jobs self employment teams and enterpreneurship awareness camps are organised by our college. A good number of our local/ non local students get Govt Jobs. Moreover, some of our students have been able to qualify NET/ SLET as well/Central/State service tests also.

Most of the maritorious students have been able to get very good jobs in Govt/Pvt sectors.

The College has established Alumni Association in the 2006-07 session. Raj Kumar is secretary Alumni Association for the current session 2013-14. Alumni is held every year in which views of these Alumni are exchanged which contributes for the growth

and development of the institutions. Some of these Alumni are occupying prominent positions viz.....

- 1) Ms. Manisha Bhardhwaj working as a lecturer in Botany in M.P.
- 2) Ms. Chander Prabha working as a teacher in DPS Delhi.
- 3) Mr. Mohinder Lal Sharma working as a assistant professor in Degree College Kathua.
- 4) Mr. Lekh Raj Choudhary working as a teacher in Air Force School Jodhpur Rajasthan.
- 5) Ms. Navneet kour working a lecturer in Chemistry in Guru Nanak Dev. University Amritsar.
- 6) Ms. Nitika Dhar has qualified T.E.T. in the year 2013-14.
- 7) Mr. Satinder Singh a Student of our college is working as a govt. teacher in Amritsar.
- 8) Mr. Mukesh Kumar is working as a Govt Teacher Kishtwar, J&K.
- 9) Mr. Rakesh Sharma a Student of our College is presently working as a Principal New Modern College of Education, Sainik Colony, Jammu.
- 10) Ms. Rajni Rehyan working as a Teacher in K.V. Jammu.
- 11) Mr. Dwarika Nath from H.P is working as a Lecturer in Govt. Degree College, Himachal.
- 12) Mr. Sachin Kumar Joined S.S. B.
- 13) Mr. Ganesh Lal has been appointed in Indian Army (Education Wing)

14) Mr. Santosh is working as a Govt. Teacher, Bihar.

15) Mr. Ajay Kumar working as a Govt. Teacher, Bihar.

16) Ms. Gurmeet Kour has been appointed as a Govt. Teacher in Punjab.

As per information gathered from time to time from the Alumini Association students, at least 80% of the trainees are being absorbed in Govt./Private Teachers profession.

We have maximum students from the states of Rajasthan, Punjab, Haryana, H.P., Delhi, Odhisa, Bihar, Jharkhand, Uttrakhand, U.P. Some of the students from our college have been appointed in the reputed educational institutes in their respective states.

Many Students from Rajasthan have qualified PSC examination for Lecturer (II grade). Students from Jammu have been appointed as teachers in Govt/Private Sectors.

In order to provide awareness our college organises an awareness programme for starting new financial ventures in financial sector. Reliance Company, along with its Bank Employees and financial experts organised an awareness programme in our college where by our students are being helped in particular and faculty members in general.

UDAAN - An NGO which works for the youths of our state are in touch with our college and they organise programmes every year in order to facilitate our students community and inform them how they can be appointed in multinational companies. It has helped the students a lot in order to get opportunities in alternative jobs.

The Guidance and Counselling Cell of our college organised an

Investor Awareness programme in collaboration with Multiple Action Research Group affiliated with Ministry of Youth Affairs & Sports, Govt. of India. The group delivered power point presentation to explain the variety of investment programmes for pursual of the students.

### **Assessment of teachers by the students has been introduced**

#### **The college has developed a mechanism to make an assessment of the teachers by the students.**

The college has prepared questionnaires for making the assessment of teachers by the students. The copy of the questionnaire is enclosed (See Annexure).

### **Feed back from the head of the practising schools**

The college also obtains feed-back from the heads of the practising schools with the help of a questionnaire. The information supplied by the head of the institution is utilised for the development of the curriculum (See Annexure).

### **Role of faculty in organising the programmes other than class work**

The college has professionally and academically qualified trained staff, who are dedicated and involved. In addition to the usual class work, the faculty members are also given the responsibility of organising programmes like social, environmental and educational awareness programmes.

Each member is incharge of the one or the other activity.

The incharges of the various activities / programmes chalk



out the strategies for organising a programme like debate, discussions, quiz, symposia, seminars or any other community development programmes.

The incharge/convener of the programmes are assisted by the other faculty members as well as by the supporting staff.

The various programmes which reflect in the calender of activities are conducted from time to time.

The role of the faculty members is also evident from the flow charts prepared by the teachers regarding various programmes which they organise during a session. The model of the flow chart depicting the activities of the faculty members is as given below :

### **Addition Information and Steps taken for Quality Enhancement**

#### **Curricular Design & Development :**

As the curriculum of B.Ed is being framed by University of Jammu and our college has no role in its design & development. But whenever University authorities ask us to suggest some measures in modifying the said curriculum, we after discussing the modalities with our teachers and students do send our suggestions to the concerned authorities.

## **2. Academic Flexibility :**

Majority of the students in our college come from other states like HP, Punjab, Haryana, UP, Bihar, Uttranchal and Jarkhand with Hindi medium, on their request the teacher educators have to deliver their lectures using Hindi. For this purpose Hindi books have been added in our college library and these books are being issued to our students as per their needs.

Software in Hindi has been installed in the computers of the college for the benifit of Hindi Medium students.

Co-curricular activities are also being organised as per the

requirement of the students. Activities like seminars, inter college debates, workshops, quiz programme and community participation by students has become an integral part of college curriculum in order to provide variety in optional subjects few optional paper have been added.

Students of our college are being categorized as slow / advance learners in lieu of 1st and 2nd internal assessment test / assignments / normal class test. Slow learner are being identified and special classes arranged for them. Reading material is being provided to such slow learners to supplement to their reading skills. College library provides all relevant material.

For advance learners Extension lectures are provided by expert teachers. Smart classes are also being arranged for such students. The students are exposed to maximum use of ICT.

Teachers orient the students with regard to their respective subjects through power point presentation.

Value added courses like moral education, yoga classes, Art of living programmes, Health awareness programmes, women empowerment and their health problems are being arranged for the benefit of students and community people.

The following aspects of curriculum the inter disciplinary / multi skill development / inclusive education / practice teaching / school experiences / work experience are being included in our institution, where in these aspects are being put into practice by way of conducting morning assemblies, sports and games/ seminars / debates / workshop / quiz programmes / skits and dramas /yoga classes and inculcation of moral education etc.

**Feedback on Curriculum :** Views and ideas put forth by our students, alumini, employees, faculty members, community members, academic experts are being discussed thoroughly and these views are being put forth before authorities of the college and University of Jammu for further implementation. The feed back is generated from students through questionnaires. The views and ideas of students are being given due consideration which become

the base for changes to be brought in the curriculum.

**Best Practices in curricular aspects :**

1. Our college has started smart classes (Edu.comp), computer education with internet facility, projector and screen installed in newly constructed conference hall thereby our college has been able to sustain the quality of education in terms of modern technology.

2. Best practices in curricular aspects planned and implemented during the last five years are as follows :-

a) Computer lab has been expanded. Ten more computers have been installed with internet facility, students get themselves involved and refresh their information regarding the latest trends in education. Seminars (State/National), Inter-College Debates, Symposiums and Quiz programmes are organised from time to time in and outside the college for which students as well as our teachers get upto date knowledge from the college library, which is connected with internet. Our library gets all the latest university Journals / Magazines, day to day general knowledge booklets / science books and newspaper both local & National. An International Journal is also available.

We have constructed a newly designed conference hall with projector and screen fitted in it where experts come and have deliberations with the students as well as faculty members of the college and thus our college gets latest information.

We have already established language & Psychological lab which adds to the glow of college.

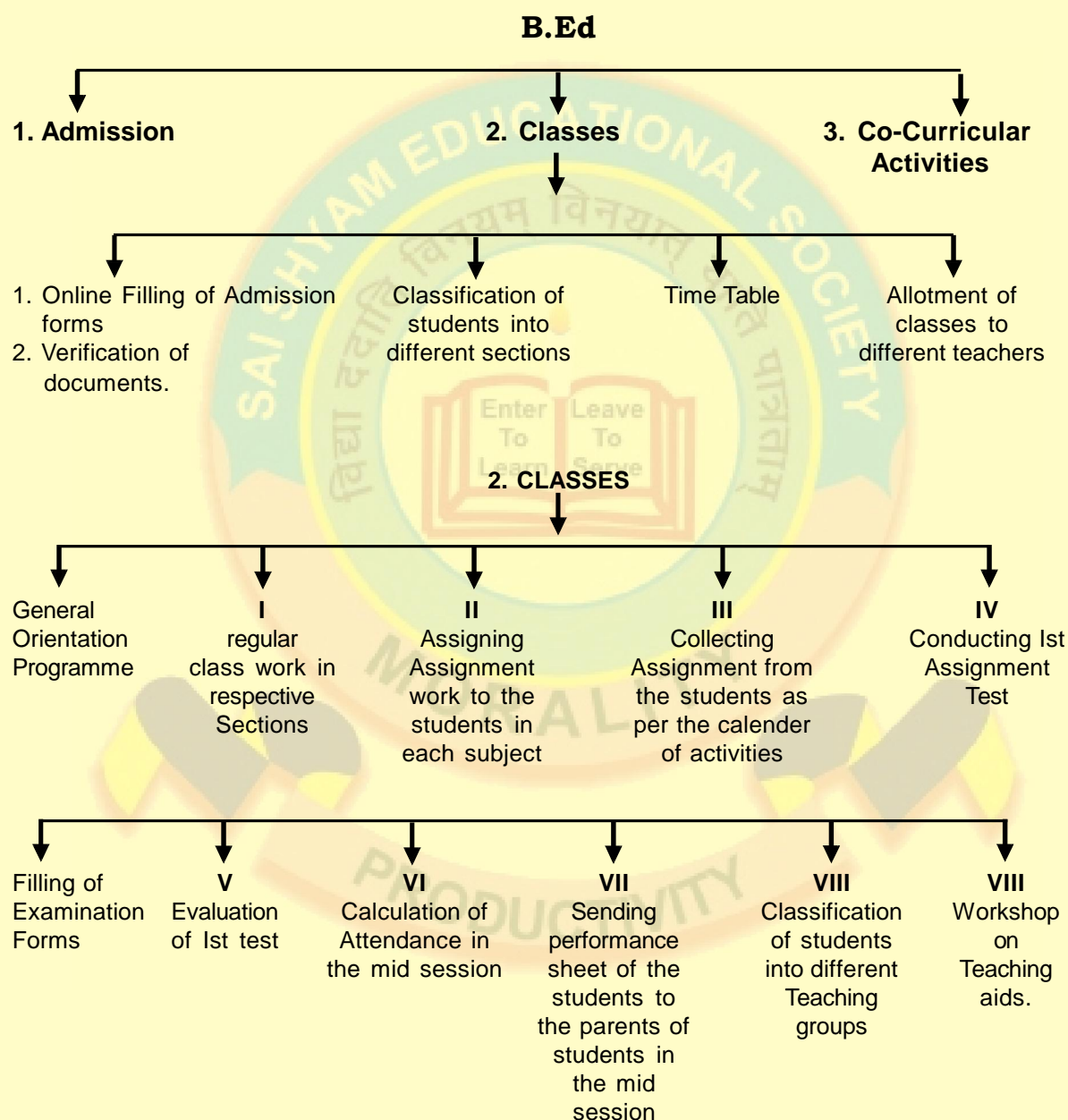
Our college is having collaborations with many NGOs / Environmental associates like WWF India, University of Jammu, VKM (I) Bharati Yog Sanstha, Mashware, De-Additioin Centre Purkho, etc. The college organise community development programmes in collaboration with them in & outside the Institution.

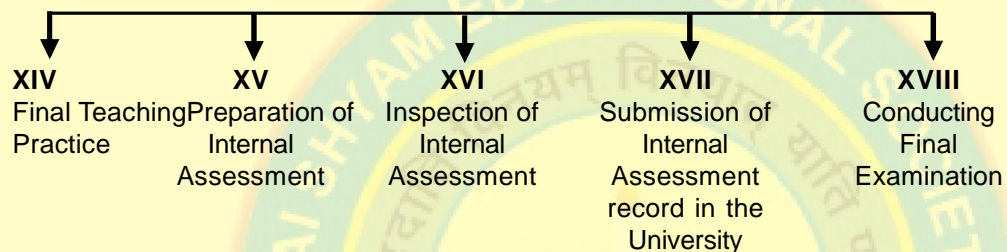
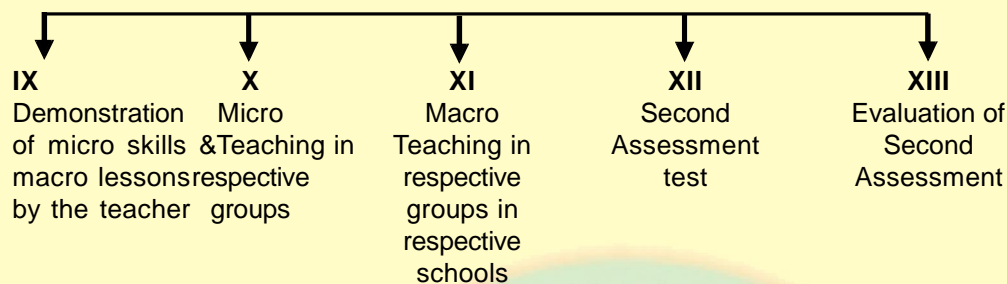
Recently our college has sent its three staff members for three months certificate course in ethical, moral and spritual values organized by VKMI, in collaboration with University of Jammu.





## **GENERAL FLOW CHART OF ACTIVITIES PERFORMED DURING B.ED SESSION**





### 3. CO-CURRICULAR ACTIVITIES

