

<i>Criterion I: Curricular Aspects</i>
--

CRITERION WISE EVALUATION REPORT

CRITERION 1: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value orientation, Employment, Global trends and Demands etc.)

OBJECTIVES OF THE INSTITUTION AND MAJOR CONSIDERATIONS DONE BY THEM:-

(Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value orientation, Employment, Global trends and Demands etc.)

- To impart excellence in teacher education.**
 - To impart latest knowledge of teacher education to the student.**
- Institution tries to provide equal opportunities of learning to all irrespective of Caste, Creed, Sex, Socio Economic status and make efforts for all round development of the personality of the students. Institution helps to create awareness and understanding among students and teachers regarding social need of the community as well as for the country. Institution organize awareness programme for student to aware them about current environment position and its consequences and ecological balance. As well as Institution tries to impart quality and value education to gain fruitful employment and prepare a civilized citizen in the future.**

<i>Criterion I: Curricular Aspects</i>
--

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

The college follows rules, regulations and syllabus as prescribed by M.D. University, Rohtak, to which it is affiliated.

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

The objectives of the college are translated into the academic programmes, research and academic activities of the college by using innovative ideas of the faculty members. Institution always tries to adopt other useful ideas from other surrounding colleges also. Because as inclusion of ICT and environmental education are the growing demand of the globe and in general and our nation in particular so both these are the thrust areas of the college. The students are motivated to give their emphasis on research in these areas. The faculty members of our college are also actively engaged, in research work in these broad areas.

We follow the rules; norms and syllabus of M.D.U. and modification in existing course and curriculum of B.Ed have been initiated to meet the emerging needs of the global trends in teacher education.

The main features of the revised curriculum are as under:-

- Curriculum and School management has been introduced as a separate paper in paper IV-A, distance and open learning, human right education and gender sensitization in school have been included in addition to the previous papers.**
- Inclusion of inclusive education.**

Criterion I: Curricular Aspects

- Paper V information, communication and educational technology made compulsory.
- A unit is paper V of action research is also made compulsory. In the previous curriculum it was a topic in a paper V, where as in the revised curriculum it is an independent paper optioned as paper V.
- All the teaching subjects are divided into two groups.
- Practical paper of ICT made compulsory.
- Ten community based project have been included, out of which the students have to opt any two projects.

1.1.4 How does the institution ensure that the curriculum bears some thrust on National issues like Environment, Value education and ICT?

The College follows the syllabus prescribed by MDU; modification in the curriculum is on the anvil which will bear thrust on national issues like Environment, Value Education and ICT. The various steps taken to address the different issued are as under:

- In B.Ed Course (ICT practical has made compulsory).
- Students are made aware by the college about the environmental pollution by showing CD'S related to it.
- A piece of land is allotted to develop the garden of the college.
- All the teaching subject are divided in two groups.
- The college level students seminar on use of power point presentation was organized different slides are made by them in computer lab.
- The house meeting is a regular features of the college. House meeting is held on every 2nd and 4th Saturday. Each house organizes morning assembly. The morning assembly is

<i>Criterion I: Curricular Aspects</i>

conducted with a view to inculcate value among the student by conducting prayer, moral, talks, news etc.

- Principal and faculty addresses the students in the morning assembly.
- The B.Ed students undergo one week computer literacy training programme. B.Ed students are motivated to give their practicing lessons with the help of computers i.e. PowerPoint presentation.

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

The college has introduced the option of Education Technology and Computer Application in B.Ed to lay thrust on ICT in the curriculum and its transaction. Free Internet facility is provided to the students and to the staff. Following elements of ICT have been included in the curriculum:-

- Preparation of lesson plan on power point.
- First hand experience of handling various ICT equipment.
- Preparation of self instructional material.
- Preparation of slides and transparencies on power point.
- Making of Bio-data (Resume) and time table on Ms Word.
- Making a graph on any topic or data on Excel.

The faculty members are using ICT equipment i.e. OHP & LED Projector and Slide projector for curriculum transaction. The faculty members are instructed to teach in their respective class by using transparencies and power point presentation. The B.Ed students are convinced to use new technology.

1.2 ACADAMIC FLEXIBILITY

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

In our college the students are taught by using traditional as well as modern methods of teaching. After the completion of the unit or the topic regular class test are conducted and students are invited for brain storming session. Class Seminars are conducted to develop the reflective thinking among students. They are encourage to clarify their doubts.

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

For the Pupil teacher there is enough scope for flexibility in transacting the curriculum. The students have to choose any two content cum method course out of the following groups. They have choose two teaching subjects from group A, B, C and D. There are four option in group “A”, and four option in group “B”, five in group “C”, and four in group “D”. Students have variety of options and they are allowed liberty to select the option of their choice. The lists of each group A, B, C and D is given below:-

Group A

- Teaching of Hindi
- Teaching of English
- Teaching of Punjabi
- Teaching of Sanskrit
- Teaching of Urdu

Group B

- Teaching of Mathematics
- Teaching of Home science
- Teaching of Commerce
- Teaching of Arts

Group C

- Teaching of life Science
- Teaching of Geography
- Teaching of Economics
- Teaching of Music
- Teaching of Computer Science

Group D

- Teaching of Physical Science
- Teaching of Civics
- Teaching of History
- Teaching of Social Studies.

In paper III B, a variety of options are available for students in which they can specialize as per their interests. The university syllabus offers following papers:-

- Yoga Education
- Education vocational Guidance and Counseling
- Health and Physical Education
- Environmental Education
- Distance and Open learning
- Education Measurement and Evaluation
- Gender sensitization and School
- Human Right & Peace Education

Criterion I: Curricular Aspects

The students have to choose any one from these eight options. The students are allowed to change their option (within a week) If they want to do. To develop the desired skills values and attitudes the pupil teacher, Work education and work experience are available. The areas in work education and work experience, projects, are as under:-

- Out of school children enrolment drive.
- Polio drive and first aid.
- Serva Shikksha Abhiyan + MID Day Meal
- Alternate School Monitoring –Support Teaching
- Out Reach Programme
- Organizing Parent –teacher meeting.
- AIDS Awareness
- Gender Sensitization & Female feticides.
- Disaster Management

Pupil teachers are given opportunities to improve their assignments, lesson plans, Real–micro teaching, mega teaching, and seasonal work. (Pedagogical skill development) etc. with in a stipulated time limit.

1.2.3 What value added courses have been introduced by the Institution during the last three years which would for example: Develop communication skills (verbal and written), ICT skills, Life skills, Community Orientation, Social Responsibility etc.

To develop the skills in the students the college has well developed language lab. The college has introduced communication skill classes and made it compulsory for all the students.

In the beginning of the session, every pupil teacher are given training on the use of ICT related equipments/technology. Students are motivated to use technology in teaching during the B.Ed course.

Criterion I: Curricular Aspects

After this a workshop is organized on computer based projects. In this workshop the following items are covered:-

- Fundamental/basic of computer.
- MS Office, MS PowerPoint, MS Word, MS Excel, Net-surfing and E-mail.
- Preparing Portfolios in respective method course.
- Open discussion take place with the teacher trainees on their experience during the workshop.

Before taking up the preparation of the lesson –Plans, teacher trainees are divided into subject-wise groups. Then the students of each group have hands on experience is the use of technology in teaching in a variety of ways like demonstration. Quiz Interactive presentation besides teachers trainees, teacher –educator also use technology in their presentation in Seminars, Conferences, Extension Lectures and developing multi-media metrical as well.

1.2.4 How does the Institutions ensure the Inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/ Multidisciplinary
- ii. Multi-Skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School Experience /Internship
- vi. Work experience/ SUPW
- vii. Any other (specify and give details)

(Also list out the programmes/Course where the above aspects have been incorporated).

Interdisciplinary/ Multidisciplinary

Criterion I: Curricular Aspects

- Interdisciplinary approach is a regular practice in transiting the curriculum in this college. The teaching of various subjects in the syllabus like education, Philosophical and Sociological bases, learner learning and cognition etc. Entail disciplinary approach where as incase of research mythically and about static multidisciplinary approach for curriculum transaction is used. Faculty members having different types of specialization use interdisciplinary/multidisciplinary approach in teaching.

Multi Skill development

- The college produces highly skilled teachers and teacher educator. For there skill development the college organizes workshop on Micro teaching (for teaching and development), Chalk Board writing (for Black Board), Preparing teaching aids (for mastery in teaching aid preparation).
- Preparation of PowerPoint presentations, pedagogical skill development are done to boost up in the confidence level.

Inclusive Education

The college also provides scope for inclusive education for differently abled students. A resource room has been created in the college which has been equipped with -

- Wheel Chair
- Ten chairs
- Crutcher

A part from this two beds and a water Cooler facilities is available for them. They are also encouraged to participate in curricular and extra curricular activities with the normal students so that they may join the main stream of the college.

PRACTICE TEACHING

The Pupil teachers undergo practice teaching programme and teach 22 lessons in each teaching subject including two discussion lessons, and 20 mega lesson plan lessons and 10 observation lessons are also observed by the pupil teacher. The teacher incharge is assigned a school to observe the pupil teachers. They gives feedback according to the observation which they feel on the spot at the time of teaching. Teacher incharge aware the students about they are lacking and what is positive in their teaching. A part of this every pupil teacher observes 10 observation lesson plans of their peer group at the time of teaching practice.

SCHOOL EXPERIENCE/INTERSHIP

During practice teaching session, the students are attached with experienced teachers in any of the school. They are trained in various teaching strategies from motivation to evaluation and consolidation. Teacher's trainees are involved in day to day working of the school as a whole. They are instructed to prepare the record like attendance, home work records, time table, report cards, school leaving certificate etc. Besides these they have to conduct morning assembly and organize co-curricular activities in the school. They have to present in the school from morning till the last period.

WORK EXPERIENCE /SUPW

As for as work experience is concerned the students of the college have to opt two from the following:-

<i>Criterion I: Curricular Aspects</i>

- Out of school children enrolment drive.
- Polio drive and first aid.
- Serva Shikksha Abhiyan + MID Day Meal
- Alternate School Monitoring –Support Teaching
- Out Reach Programme
- Organizing Parent –teacher meeting.
- AIDS Awareness
- Gender Sensitization & Female feticides.
- Disaster Management

Gender Sensitization & Female feticides. A computer based project named ICT enable project is a compulsory practical work for all the students. They undergo rigous training in their opted papers and produce good things from the available material in SSA. They plan to go out in a village for their project work to impart education to all. As far as ICT project is concerned Computer teacher enable the student to aware about MS windows, MS office, MS PowerPoint, Ms Excel making a small presentations, Introduction to multimedia, and its applications, access of internet, proper use of internet e-mailing, file exchange discussions, live conferences etc. It also includes handling of available equipment. Our teacher education institution will make available the equipment for use of the pupil teacher:-

- Over head projector
- Slide projector
- LED Projector
- Epidia scope
- T.V and Video cassette recorder etc.
- DVD players
- Transparencies Brushes colours etc.

1.3 FEED BACK AND CURRICULUM

1.3.1 How does the Institution encourage feed back and communication from the students, Alumni employers, community, academic peers and other stakeholders with reference to the curriculum?

As the college strives for excellence. It tries to get the feed back from the stakeholders with reference to curriculum in following manners:-

- College provides the provision of getting feedback about the college, Course and even about the teachers.**
- All the students of B.Ed have been divided in to 4 houses. The houses Incharge seek suggestion of the students on existing curriculum and report to the principal for further action.**
- During the meeting of Alumni association the principal of the college chairs the session. He gets the feedback from the Alumni's. They continuously keep in touch with the college and course and provide proper feedback and practical suggestions on the curriculum & Campus experiences etc.**
- The College organize many visiting intellectual faculty day by day for the benefit for the pupil teachers. They are also requested to give their suggestions for upgradation of the existing curriculum.**

<i>Criterion I: Curricular Aspects</i>
--

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

The college records the feed back and suggestions given by its students and other alumni members for existing curriculum. Top review to feedback and suggestions on curriculum the college

constituted a committee of three senior members headed by the principal of the college. The committees review the feedback and put suggestion to identify the areas of improvement & implement than in future if required accordingly.

- 1.3.3** What are the contributions of the institution to curriculum development? (Member of BoS/Sending timely suggestions, feedback, etc.)

The college plays a significant role in the development of the curriculum. On the bases of suggestions and feedback from different Stakeholder the suggestions and feedback is sent by the college to the University for Updation of the existing curriculum from time to time.

1.4 CURRICULUM UPDATE

- 1.4.1** Which course has undergone a major curriculum revision during the last five years? How did these changes contribute the Quality Improvement and Student satisfaction (Provide details of only the major changes in the content that have been made)?

The institutions in affiliated to M.D University, Rohtak and transacts the course curriculum designed by the university, University has revised the syllabus of B.Ed course. The new syllabus is implemented from this running session 2012-2013.

Criterion I: Curricular Aspects

1.4.2 What are the strategies adopted by the institution for curriculum revision and update (need assessment, student input, feed back from practicing school etc)?

For curriculum revision and update course, outline mentioning with proper house examination is given to the students and principal of the college holds meetings with the students of the college and tries

to get their views about the changes to be made in the curriculum. The principal and the staff members meet the teachers principals and management of schools during practice teaching and get feedback regarding B.Ed syllabus and try to get the information that what type of curriculum revision and updation they require from the coming generation of the teachers.

1.5 BEST PRACTICES IN CURRICULAR ASPECIS

1.5.1 What are the Quality sustenance and Quality enhancements measures undertaken by the Institution during the last five years in curricular aspect?

For Quality enhancement stress is lead on using information and communication technology in teaching learning process. The faculty members are motivated to use power point presentation and OHP to teach the content to B.Ed students. B.Ed students are advised to prepare computer assisted lesson plans for practice teaching and final skill in teaching examination. For Quality sustenance, a committee of senior teachers is constituted by the principal to keep a check on quality in teaching and curriculum transaction.

/

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

It has been planned that college will create online community of existing and ex-students of the college so that they learn from each

<i>Criterion I: Curricular Aspects</i>

others experiences and share their problems. The college has also planned to publish a research journal to provide a platform to the students as well as teachers and teacher educators to share their researches with the outer world.