SELF APPRAISAL REPORT

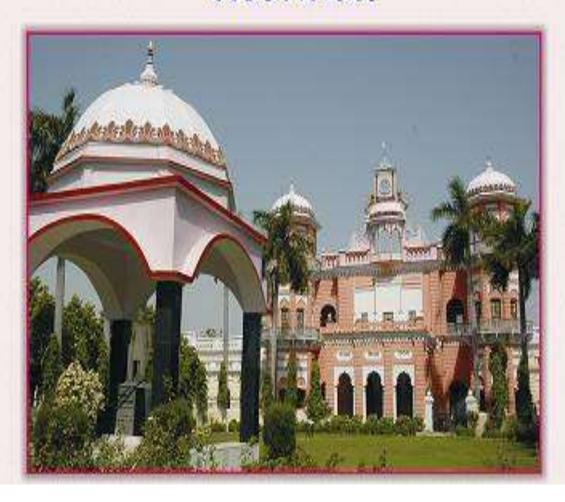## DEPARTMENT

OF

TEACHER EDUCATION
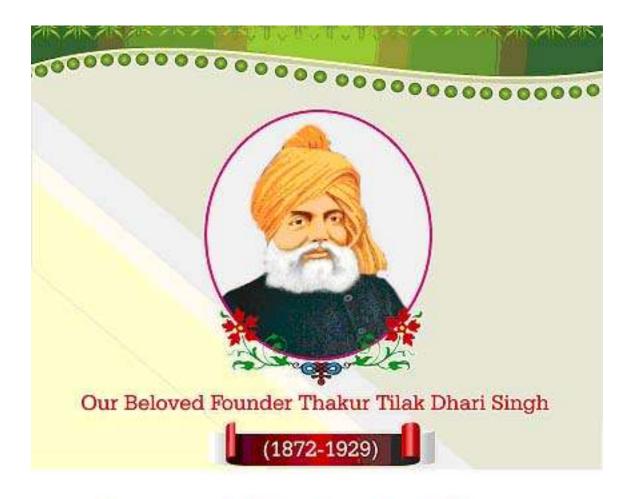
T D P G COLLEGE JAUNPUR

Approved by NCTE & Affiliated to V.B.S. Purvanchal University, Jaunpur

TRACK ID UPCOTE 15295

No.

TILAK DHARI POST GRADUATE COLLEGE

JAUNPUR

Our Beloved Founder Thakur Tilak Dhari Singh

(1872-1929)

Aspire to March on his Footprints

Your vision continues to
guide us.
Your words continue to
encourage us.
Your deeds continue to
inspire us.
Your achievements continue to
motivate us.
Your presence continues to
surround us.

-TILAK DHARI MAHAVIDYALAYA PARIVAR

डॉ॰ उदय पाल सिंह
एम.एस-सी., पी-एच.डी.
प्राचार्य

कार्यालय : 05452-260939
फैक्स : 05452-220875
E-mail : principal@tdcollege.co.in

तिलकधारी स्नातकोत्तर महाविद्यालय
जौनपुर-222 002

पत्रांक :

दिनांक......14/09/2013......

Dr. (Mrs.) K. Rama
Deputy Advisor
National Assessment and Accreditation Council
Banglore

Sub.-   Submission of SAR of Teacher Education Department of T.D.P.G. College, Jaunpur

Respected Sir/Madam,

With reference to your letter NAAC/NR-KR/UPCOTE15295 20th IEQA-Eligible/2013 dated 16th April, 2013, the college has uploaded its SAR (except criterion-wise analysis which will be sent in hard copy later on) on institution's website on 15.09.2013. As per your direction hard copy, duly signed, of the same (5 copies) along with demand draft of Rs. 28,090.00 (D.D. No._____ Dated _____ issued by SBI, T.D. College, Jaunpur) processing fee is being sent to your office by post. Please do the needful and oblige us.

With regards,

UPSS

(Dr. U.P. Singh)
Tilakdhar P.G. College
Jaunpur

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- College at a Glance

[A] PART-I : Institutional Data

    (a)   Profile of the Department

    (b)   Criterion-wise Input

[B] PART-II : Evaluative Report

    (a)   Executive Summary

    (b)   Criterion-wise Analysis

[C] Declaration

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COLLEGE AT A GLANCE

Tilak Dhari **College** is one of the premier institutions of not only Uttar Pradesh but also in India. It has about 200 well qualified teachers. Almost all of them are Ph.D. About 70% of them are engaged in research work in various departments. Many of them have contributed articles and research papers to national and international journals. There are upwards of 12 thousands students in this **college**. It is known for its innovative methods of teaching and the quality of its research work. It has been the recipient of a prestigious award given by state government for the best performance in all respect in 1992-93. Most of its alumni are representing it in different fields not only in the country but also abroad. The **college** was originally founded as an English Middle School in 1914 by Sri Tilak Dhari Singh. Mr Singh was the first graduate in this district of his community. It was recognized as Kshatriya High School in 1916. It Became an Intermediate in 1940. It acquired the status of of a Degree **College** in July 1947 in affiliation to Agra **University**. Its affiliation shifted to Gorakhpur **University** in 1956. It got the status of Post Graduation in 1970 after a long drawn protest led by then principal Sri H N Singh. The **college** is situated at a distance of 4 Kilometers from **Jaunpur** Junction and about 2.5 Kilometers from **Jaunpur** City Station. It is 300 meters away from the Roadways Depot. It is thus well connected with Rail and roads. The college is providing education in all six faculties- Arts, Science, Commerce, Agriculture, Law and Teacher's Training Department at postgraduate level.

[A] PART-I : Institutional Data

    (a) Profile of the Department

    (b) Criterion-wise Input

Section-B
The Self-appraisal Report

Format for Self-appraisal Report
Part I: Institutional Data (Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)

A. Profile of the Institution

1. Name and address of the institution: Teacher Education Department

                    Tilak Dhari P.G. College, Jaunpur.

2. Website URL   :   www.tdcollege.co.in

3. For communication:

Office

S.n.		Name	Telephone Number with STD Code	Fax No	E-Mail Address
1	Principal	Dr. Udai Pal singh	05452-260939	05452220875	principal@tdcollege.co.in
2	Head (B. Ed.)	Dr. Samar Bahadur Singh	05452-260939	05452220875	Sbsingh9888@gmail.com
3	Head (M. Ed)	Dr. Vandana Shukla	05452-260939	05452220875	vandanashukla@yahoo.com
4	Self appraisal Coordinator	Dr. Sudhanshu Sinha	05452-260939	05452220875	ssinhatdc@gmail.com

Residence

	Name	Telephone Number with STD Code	Mobile Number
Principal	Dr. Udai Pal Singh	05452260939	9415349802
Head. (B. Ed.)	Dr. S.B. Singh		9415287586
Head (M. Ed.)	Dr. Vandana Sukla		8081225210
Self-appraisal Co-ordinator	Dr. Sudhanshu Sinha	05452-260096	9415892380

4. Location of the Institution:

Urban [√]   Semi-urban [ ]   Rural [ ]   Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres: 75

6. Is it a recognized minority institution?

YES [ ]   No [√]

7. Date of establishment of the institution:

Month	Year
07	1947

Department - 1962

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

.

> Veer Bahadur Singh Purvanchal University, Jaunpur

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

    2f   Copy Attached (See Annexure 2&3)

    12B   Copy Attached (See Annexure 2&3)

10. Type of Institution

   a. By funding i. Government
                ii. Grant-in-aid   B.Ed   √
                iii. Constituent
                iv. Self-financed   M.Ed   √
                v. Any other (specify and indicate)
   b. By Gender i. Only for Men
                ii. Only for Women
                iii. Co-education   √
   c. By Nature   i. University Dept.
                ii. IASE
                iii. Autonomous College

                iv. Affiliated College

                v. Constituent College

                vi. Dept. of Education of Composite College   √

                vii. CTE

                Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes	√		No	

If yes, has the institution applied for autonomy?

Yes			No	√

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Pre-primary			Certificate Diploma Degree		
2	Primry/ Elementary			Certicate Diploma Degree		
3	Secondary/ Sr. secondary	B.Ed.	Graduation with 50% Marks	Degree	1 year	Hindi&English
4	Post Graduate	M.Ed.	B.Ed with 50%	Degree	1 year	Hindi&English
5	Other (specify)	Ph.d	P.G. With 55% Marks	Degree	Minimum 2 years	Hindi&English
	Courses Through distance Education (UPRTOU)	B.Ed. (General)	Graduation with 50% marks & 2 years Teaching Experience	Degree	2 years	Hindi&English

| | | B.Ed. Special | Graduation with 50% marks, Handicapped student/ Gauradian, having two years teaching Experience of RCI Centre | Degree | 2 years | Hindi&English |
| | | P.G.P.D | Graduation | Diploma | 2 years | Hindi&English |

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	R. No. NRC/NCTE/ F-3UP-27/97/4940 DATE 30-09-1997	Permanent	100 At Present 80
Post Graduate	M.Ed	R. No. NRC/NCTE/F-3(1)/96/97/2868 DATE 29-07-1997	Permanent	20
Other				

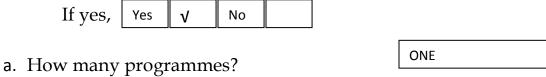## (B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision | Yes | √ | No | |

   Mission | Yes | √ | No | |

   Values | Yes | √ | No | |

   Objectives | Yes | √ | No | |

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

   If yes, | Yes | √ | No | |

   a. How many programmes?   ONE

   b. Fee charged per programme   Rs. | 50000/- Per annuan |

3. Are there programmes with semester system

   | Yes | √ | No | |

   3 Distance education programme (B. Ed. General, B. Ed. SPECIAL AND P.G.P.D.)of U.P. RAJARSHI TANDON OPEN UNIVERSITY,ALLAHABAD

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

On the basis of seniority

| Yes |

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

| Yes | | No | √ |

At present none

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

D.Ed.	
B.Ed.	5 Teaching Methods and 9 elective papers
M.Ed. (Full Time)	14 optional papers
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmers offered in modular form

| Yes | √ | No | | | Number | 3 |

3 Distance education programme (B. Ed. General, B. Ed. SPECIAL AND P.G.P.D.)of U.P. RAJARSHI TANDON OPEN UNIVERSITY,ALLAHABAD

7. Are there Programmes where assessment of teachers by the students has been introduced

| Yes | √ | No | | | Number | 2 |

8. Are there Programmes with faculty exchange/visiting faculty

| Yes | | No | √ |

9. Is there any mechanism to obtain feedback on the curricular aspects from the

Heads of practice teaching schools	Yes	√	No	
Academic peers	Yes	√	No	
Alumni	Yes		No	√
Students	Yes	√	No	
Employers	Yes		No	√

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

| Within one year |

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

| Yes | | No | √ | | Number | |

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

| Yes | | No | √ | | Number | |

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	√	No	

14. Does the institution encourage the faculty to prepare course outlines?

Yes	√	No	

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

    (a) Through an entrance test developed by the institution

    (b) Common entrance test conducted by the

        University/Government   √

    (c) Through an interview

    (d) Entrance test and interview

    (e) Merit at the qualifying examination

    (f) Any other (specify and indicate)

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

		B. Ed (2011-12)	M. Ed (2010)
A	Date of start of the academic year	08/08/2011	16/07/2010
B	Date of last admission	29-09-2011	12/06/2010
C	Date of closing of the academic year	21/07/2012	15/05/2011
D	Total teaching days	210 days	180 days
E	Total working days	215 days	188 days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D. Ed.									
B. Ed.	55	18	73	28	07	35	27	11	38
M.Ed. (Full Time)	14	06	20	02	02	04	12	04	16
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	√

   If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

Rs. 3212

   a. Unit cost excluding salary component
   b. Unit cost including salary component

Rs. 88226

   *(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed. (2011-12)	Through J.E. Exam of State level. No data available.			
M.Ed. (Full Time) 2010	57.5%	47.5%		
M.Ed. (Part Time)				

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

Yes	√	No	

8. Does the institution develop its academic calendar?

Yes	√	No	

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	50%	30%	20%
M.Ed. (Full Time)	58%	2%	40%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

(a) Number of pre-practice teaching days

20 day

(b) Minimum number of pre-practice teaching lessons given by each student

20 Lessons

Practice Teaching at School

(a) Number of schools identified for practice teaching

08

(b) Total number of practice teaching days

40 days

(c) Minimum number of practice teaching Lessons given by each student

40 Lessons

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

No of lessons in simulation | 04

No. of lessons in pre-practice teaching | 20

13. Is the scheme of evaluation made known to students at the | Yes

    beginning of the academic session?

14. Does the institution provide for continuous evaluation? | Yes

15. Weight age (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	50%	50%
M.Ed. (Full Time)	50%	50%
M.Ed. (Part Time)		

16. Examinations

    a) Number of sessional tests held for each paper | 1

    b) Number of assignments for each paper | 1

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

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		√

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

Yes | | No | √

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

Yes | | No | √

If yes, is it offered as a compulsory or optional paper?

Compulsory [   ]   Optional [   ]

Criterion III: Research, Consultancy and Extension

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

86 %
No

2. Does the Institution have ongoing research projects?

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

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

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

NO

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

   - Teachers are given study leave

√

   - Teachers are provided with seed money

X

   - Adjustment in teaching schedule

√

- Providing secretarial support and other facilities
- Any other specify and indicate

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

   Yes [ ]   No [√]

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

   a. Ph.D. [18]
   b. M. Phil. [Nil]

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

   Yes [ ]   No [√]

8. Details of the Publications by the faculty (Last five years) July 2008 – Jun 2013

	Yes	No	Number
International journals	√		06
National journals – referred papers	√		02
Non referred papers	√		31
Academic articles in reputed magazines/news papers	√		17
Books		√	
Any other (specify and indicate)		√	

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

Yes [ ]   No [√]

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

Number

	Faculty	Students
National seminars	57	30
International seminars	02	---
Any other academic forum	---	---

11. What types of instructional materials have been developed by the institution?

(Mark `✓' for yes and `X' for No.)

Self-instructional materials ⟶ √

Print materials ⟶ √

Non-print materials (e.g. Teaching ⟶ √

Aids/audio-visual, multimedia, etc.) ⟶ X

Digitalized (Computer aided instructional materials) ⟶ √

⟶ √

Question bank

Any other (specify and indicate) ⟶ X

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

Yes [ ]   No [✓]

If yes, indicate the nature of the post.

Full-time [ ]   Part-time [ ]   Additional charge [ ]

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

Yes [ ]   No [✓]

14. Are there any other outreach programmes provided by the institution?

Scout & Guide

Yes [✓]   No [ ]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus [02]

16. Does the institution provide consultancy services? **Un paid**

Yes [✓]   No [ ]

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

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

Local level	03
State level	Nil
National level	Nil
International level	Nil

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) | 1394 sq .mts .

2. Are the following laboratories been established as per NCTE Norms?

A	Methods lab	Yes	✓	No	
B	Psychology lab	Yes	✓	No	
C	Science Lab(s)	Yes	✓	No	
D	Education Technology lab	Yes	✓	No	
E	Computer lab	Yes	✓	No	
F	Workshop for preparing teaching aids	Yes	✓	No	

3. How many Computer terminals are available with the institution?

20=16+2+2

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

Given below

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

4+5 | 1465501.00 (maintenance & up grading)

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during

the previous academic year ?

Separate Data not available

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

| 1107292.0 at College Level |

8. Has the institution developed computer-aided learning packages ? (No)

Yes [ ]   No [✓]

9. Total number of posts sanctioned

	B.Ed		M.ED	
	Open	Reserved	Open	Reserved
Teaching	10		05	
Non-teaching	03 (2+1)		02 (1+1)	

10. Total number of posts vacant

	Open		Reserved	
Teching	B.ED.	01		
	M.E.D	Nil		
Non-teaching	B.ED.	01		
	M.E.D	Nil		

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

	M	F	M	F
Lecturers				
B.ED	2	3		
M.ED	0	3	1	1
Readers				
B.ED	4	0		
M.ED				
Professors	-	N.A	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers				
Readers				
Professors				

c. Number of teachers from Same state - 14

Other states – Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:9
M.Ed. (Full Time)	1:4
M.Ed. (Part Time)	

13. a. Non-teaching staff

Permanent - 02

Temporary 02

b. Technical Assistants Permanent

Temporary - 01

14. Ratio of Teaching – non-teaching staff - Appox. – 3:1

15. Amount spent on the salaries of teaching faculty during the previous academic session

(% of total expenditure) 58.35%

16. Is there an advisory committee for the library? | Yes |

17. Working hours of the Library

On working days –   10.00 am to 5.00 pm

On holidays   -   Closed.

During examinations –   10-00 am to 5.00 pm.

18.   Does the library have an Open access facility - | Yes |

19.   Total collection of the following in the library

a	Books -	4200
	- Textbooks	3975
	Reference books	225
b	Magazines	28
e	Journals subscribed	06
	Indian journals	06
	- Foreign journals	Nil
f	Peer reviewed journals	Nil
g	Back volumes of journals	10
h	E-information resources	
	Online journals/e-journals	4800+
	CDs/ DVDs	4
	Databases	Nil
	Video Cassettes	Nil
	Audio Cassettes	4

| 810.16 sq.mts. |

20. Mention the

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

Seating capacity of the Reading room   -

300 seat	

21. Status of automation of Library

Yet to intimate		
Partially automated	√	
Fully automated		

22. Which of the

following services/facilities are provided in the library?

Circulation	√	
Clipping	√	
Bibliographic compilation	X	
Reference	√	
Information display and notification	√	
Book Bank	X	
Photocopying	√	
Computer and Printer	√	
Internet	√	

Online access facility	√	
Inter-library borrowing	X	
Power back up	√	
User orientation /information literacy	√	
Any other (please specify and indicate)	X	

23. Are students allowed to retain books for examinations?

No

24. Furnish information on the following

Average number of books issued/returned per day   -

125 Books.

Maximum number of days books are permitted to be retained

by students -

15 days

by faculty   -

30 days

Maximum number of books permitted for issue

for students –

2 Books

for faculty –.

10 Books

Average number of users who visited/consulted per month -

5500

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

10

25. What is the percentage of library budget in relation to total budget of the institution : Data not available

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

	I		II		III	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	101	76955	169	241645	100	17350
Other books Encyclopedia	59	59050	54	141446	–	–
Journals/ Periodicals						
Any others specify and indicate						

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

Criterion V: Student Support and Progression

1.　　　　Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2008-09	Year 2 2010-11	Year 3 2011-12
D.Ed.			
B.Ed.	Nil	7.40%	1.29 %
M.Ed.	2007	2009	2010
M.Ed.	Nil	Nil	10 %

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

    Yes

    If yes, how many students are under the care of a mentor/tutor? | 05

3. Does the institution offer Remedial instruction? | Yes

4. Does the institution offer Bridge courses? | No

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

	UG (B.Ed)			PG (M.Ed)		
	2009	2011	2012	2007	2009	2010
Pass Percentage	97.33	100	96	80	90	94.5
Number Of the first classes	11	15	19	11	10	14
Number distinctions	7	9	10	Nil	Nil	Nil
Exemplary Performances						
Gold Medal and university ranks						

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

	2010	2011	2012
NET	2	2	4
SLET/SET	-	-	-

Any other (specify and indicate)

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

	2008-2009	2010-11	2011-12
Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-Cum- means	-	-	-
Scholarship Samaj kalgan	27	29	21
Fee concession	27	29	21
Loan facilities	-	-	-

(Additional rows may be inserted as per requirement)

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

9. Does the institution provide Residential accommodation for:

Faculty - | Yes |

Non-teaching staff –   Yes

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

(At present, it is not provided due to students unrest)

If yes, number of students residing in hostels

Men   -   Nil

Women -   Nil

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

Sports fields -   Yes

Indoor sports facilities -   Yes

Gymnasium   -   Yes

12. Availability of rest rooms for Women -   Yes

13. Availability of rest rooms for men -   Yes

14. Is there transport facility available?   NO

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

experience?   Yes

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		01	√		01
Inter-university	-		-	√		01
National	-		-	-		-
Any other (specify and indicate)						

(Excluding college day celebration)

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

NIL

participation of students   Outcome

State

Regional

National

International

18. Does the institution have an active Alumni Association? `

Yes

If yes, give the year of establishment   -

2009

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

Yes

20. Does the institution regularly publish a college magazine?

Yes

21. Does the institution publish its updated prospectus annually?

Yes

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years – Exact data not available.

	Year 1	Year 2	Year 3
	2009-10	2010-11	2011-12
	Appox(%)	Appox(%)	Appox(%)
Higher studies –B.ED.-MED	7%	8 %	7 %
M.ED-MEd	15%	Nil	Nil
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

No

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

1	2	3

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

- Academic guidance and Counseling

Yes

- Personal Counseling

Yes

- Career Counseling

No

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell

   (IQAC) or any other similar body/committee

Yes

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

   (2012-13)

Governing Body/management	02
Staff council	04
IQAC/or any other similar body/committee	08

Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)

1- Proctorial Board

2- Library committee

3- IQIC (Internal Quality Improvement cell)

3.   What are the Welfare Schemes available for the teaching and non-teaching

staff of the institution?

Loan facility | Yes |

Medical assistance | No |

Insurance | Yes |

Other (specify and indicate) : G.P.F. | Yes |

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

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized

Organization	2010-11	2011-12	2012-13
	01	04	01

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

| Nil |

National

| |

International

| |

c. Number of faculty development programmes organized by

   the Institution:

| 01 |

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

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

| 01 |

e. Research development programmes attended by the faculty

| 02 |

f. Invited/endowment lectures at the institution

| 10 |

   Any other area (specify the programme and indicate)

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

   a. Self-appraisal

| Yes |

   b. Student assessment of faculty performance

| Yes |

   c. Expert assessment of faculty performance

| No |

   d. Combination of one or more of the above

| Yes |

   e. Any other (specify and indicate)

| No |

7-Are the faculty assigned additional administrative work?

| Yes |

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

| 6 hours per week |

8.   Provide the income received under various heads of the

   account by the institution for previous academic session

	B.Ed.(2011-2012)	M.Ed. (2010-2011)
Grant-in-aid		-------------
Fees	217208=00	973734=00
Donation	Nil	Nil
Self-funded Courses		Yes
Any other (specify and indicate)	----------	-------------

9.Statement of Expenditure (for last two years)

Item	2010-11	2011-12
% spent on the salaries of faculty	64-08%	58.35 %
% spent on the salaries of non- teaching empolyee including contractual workers	11.06%	14.80 %
% spent on books and journals	1.00%	.47 %
% spent on Building and development	2.21%	1.50%
% spent on hostels, and other student amenities	0.00%	0
% spent on maintenance- electricity, warer. Telephones, infrastructure	0.73 %	1.12%
% spent on academic activities of departments-	0-45%	1.25%

laboratories, green house, animal house, filed trips etc.		
% spent on research , seminars, etc.	0.70%	.02%
% spent on miscellaneous expenditure	19.78%	22.49%

Note: The institution may provide the details regarding the above table as per the heads of accounts being maintained However, care may be taken to cover above items.

Data available only on college level

10.Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Year	Surplus in Rs.	Deficit in Rs.
2009-10	237821 = 00	-
2010- 11	162855 = 00	-

11.   Is there an internal financial audit mechanism? | Yes |

12. Is there an external financial audit mechanism? | Yes |

13. ICT/Technology supported activities/units of the institution:

Administration | Yes |

Finance | Yes |

Student Records | Yes |

Career Counselling — No

Aptitude Testing — No

Examinations/Evaluation — Yes

Assessment — No

Any other (specify and indicate)

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism? — Yes

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non- teaching staff ? — No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority ? — Yes

17. Does the institution have the freedom and the resources to appoint and pay temporary/ adhoc / guest teaching staff? — Yes

18. Is a grievance redressal mechanism in vogue in the institution? — Yes

   a) for teachers — Yes — Yes

   b) for students — Yes — Yes

   c) for non - teaching staff - Yes — Yes

19. Are there any ongoing legal disputes pertaining to the institution? — No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

2. Do students participate in the Quality Enhancement of the Institution?

Yes

3. What is the percentage of the following student categories in the institution?

(B.ED+ M.ED)

	Category	Men	%	Women	%
a	SC	12	13%	3	3%
b	ST	Nil	-	-	-
c	OBC	18	19%	6	6%
d	Physically challenged	Nil	-	-	Nil
e	General Category	39	43%	15	16%
f	Rural	46	49%	15	16%
g	Urban	23	25%	9	10%
h	Any other (specify)				

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

(B.ED+ M.ED)

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	Nil	-	Nil	
b	ST	Nil	-	Nil	
c	OBC	2	14%	3	60%
d	Women	7	50%	-	-
e	Physically challenged	-		Nil	
f	General Category	12	86%	2	40%
g	Any other (specify)				

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

	At Admission (%)		On completion of the course (%)	
Category	Batch I 2011	Batch II 2012	Batch I 2011	Batch II 2012
SC	21.91	17.10	21.91	13.15
ST	1.36	1.31	1.36	1.31

OBC	26.02	28.94	26.02	28.94
Physically challenged	1.36	1.31	1.36	1.31
General Category	50.68	51.31	50.68	51.31
Rural	65.00	62.00	65.00	59.06
Urban	35.00	37.00	35.00	37.00
Any other (specify)	-	-	-	-

PART-II : Evaluative Report

(a)   Executive Summary

(b)   Criterion-wise Analysis
       (Will be send in Hardcopy only)

(c)   Mapping of the Academic Activities of the
       Institution

EXEUCTIVE SUMMARY

Introduction -

Department of teacher education, T.D.P.G. College, Jaunpur is a co-educational teacher education department established in 1962 by 'Kshatriya Mahasabha'. The college is affiliated to V.B.S. Purvanchal University, Jaunpur and department has been granted NCTE recognition in 1997. It has currently 80 sanctioned seats for B.Ed. course. M.Ed. course is running since 1997 under the self finance scheme and faculty are contract basis with time duration 3-5 years. It has 20 sanctioned seats.

Although, curriculum (B.Ed. and M.Ed.) design and development process is undertaken by Board of Studies of V.B.S. Purvanchal University, Jaunpur, our teacher are participated in discussion relating to curriculum design and development and also conduct workshop on behalf of the university in our campus and also attend workshop organized by the concerned university, at other venue.

There are four compulsory papers, options are provided in teaching method paper and elective papers. Student must select two teaching method papera & one elective paper.

There are three compulsory papera, two elective papera & a dissertation at M.Ed. level. The college has inbuilt feedback mechanism through which students feedback on curriculum is collected and analyse.

The process of B.Ed. admission is based on common entrance test on state level which is conducted by rgw university authorised by U.P. Govt. as per NCTE norms. The student of M.Ed. are admitted through university level entrance exam. The registration of student in Ph.D. programme is based on common entrance test of state level as per the norms of the UGC, State government and concerned university. There are 14 well qualified teachers in the department. Remedial coaching is held for the weak and disadvantage students after they are admitted and identified needy for this help. Mentoring system is also started. Various co-curricular activities are regularly organized in the institution. Faculty members and student are

properly trained to use technology in teaching which the need of the hour is. The teacher educators are encouraged to participate in the national seminars and conferences. Regular assessment of the students' progress through unit test, assignment and other class activities is also done to know the development and improvement. Conducive environment for learning and development of the student is always available in teacher education department as well as in the college.

There are fourteen teachers in the department out of them 12 members is holding Ph.D. degree in which six faculty is engaged in supervising Ph.D. At present there are more than 10 research scholar registered under these faculty. Other members are carrying on their research work and have engaged in writing and presenting research papers/articles in the no. of seminars/conferences. Their research paper have also been accepted and published in various Journals of national fame. The extension work of teacher education department includes mainly community development programme, awareness programmes and blood donation camp etc.

Department of Teacher education has a good building and other infrastructure facilities as per the norms of NCTE. The department of teacher education has excellent specious and well equipped classrooms with LCD and OHP etc. The department of teacher education has various laboratories in collaboration with other departmental laboratories like- Science & Math laboratory, Psychology, Information and communication technology laboratory, language lab etc. The college provides medical facilities to the student and staff also as and when required. There is well stocked big library and reading room. Automation of library is under process. The college has a big multi-purpose hall, a seminar hall, canteen, bank, post-office, health & gym center. College has good sports facilities including indoor & outdoor stadium for various types of game and sports.

The department has a high percentage in the university examination. The department of teacher education aims at providing effective secondary school teachers capable of responding to the changing needs of the modern society. The college also has its Alumni association which is formed in the year 2009 with the objective to provide opportunities for

personal and professional growth of its members. Academic and personal counseling is provided to the student with the help of teachers. Students are part of various working committees and they play leading role in organizing different activities. The college has many hostels but due to some reasons (student unrest), at present the hostel facility is not provided to the students. But they are assisted to have good accommodation in the near by places.

Various committee and cells are formed for smooth functioning of the department. Proper academic calender is prepared in advance before starting academic session. Recruitment and filling of vacancy done by higher education commission, and directorate of higher education as per norms of UGC, NCTE and State government. The constructive teacher association, student association and non-teaching staff association are existed in the college. The management committee members are clear about the objectives, mission & vision. There is inbuilt mechanism to check the work efficiency of the teaching & non-teaching staff. The office and the department of teacher education are governed by the principles of participation and transparency.

❖ The department of teacher education has eyes on the changing educational social and market demand.

❖ The college has an internal quality assurance cell for enhancing and sustaining quality. For this the management time to time held meeting with its stakeholders and provide information about organizational performance.

❖ Feedback from student, self assessment report from staff, feedback from parents, parents-teachers meetings etc. are some of the mechanism which we use for quality assessment & improvement.

❖ It is been a regular practice for principal to meet the students in the classroom exclusively are informally outside the classrooms to get their informal feedback from time to time so that quality sustenance is possible.

❖ Evidences of student satisfaction are seen in the form of improvement in result, increase in pass percentage, decrease in drop out, achievement in sport & cultural activities and zero percentage of negative tendency among student such as ragging, violent behaviour, mis-behaviour in classroom, mass bunking of classes etc.

SWOC ANALYSIS OF THE TEACHER EDUCATION DEPARTMENT

Departmental Strengths -

❖   Driven by vision & a mission for realization of objectives.

❖   Qualified & experienced faculty.

❖   Proactive & supportive management.

❖   Friendly and healthy environment of the department.

❖   Going beyond the curriculum by way of introducing ICT, sessional work & internal assessment.

2. Departmental Weakness

❖   There is a gap between potential of technologies for learning and their actual use in practice.

❖   The pre-knowledge of the admitted students is not at par with desired level.

❖   Faculty exchanged programme yet to be introduce in the college.

❖   Lack of organization of seminars & workshop.

Departmental Opportunities-

❖   To provide exceptional and distinctive experience for all students through a rich digital learning culture.

❖   To develop departmental linkage with State and national level.

❖   Chances for the faculty to get financial assistance for minor and major project from UGC owing the registration of the college under section 12(B) of UGC Act.

❖   Strengthening of faculty development programs.

❖   Scope for better skill enrichment beyond the syllabus.

Departmental Challenges -

❖   Sustaining and enhancing quality initiatives.

❖   Fee hike (in self-finance courses)-Due to hike in tution & other fee the talented students will face problems.

❖   Keeping abreast with the recent national policies and global trends.

Criterion-wise Analysis

(Will be send in Hardcopy only)

MAPPING OF ACADEMIC ACTIVITIES
DEPARTMENT OF TEACHER EDUCATION
T.D.P.G. COLLEGE, JAUNPUR

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Admission and Orientation	■	■																																		
Theory			■	■	■	■	■	■	■	■	■	■	■	■	■	■											■	■	■	■	■	■	■	■	■	■
Tutorials/ Seminars			■								■																		■							
Sessional Work – Tests & Assignments				■								■															■								■	
Practical Work					■		■	■	■	■			■	■	■	■												■		■	■	■	■			
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																	■	■	■																	
Practice Teaching/ Internship																				■	■	■	■	■	■	■										
Co-curricular Activities					■	■				■																					■			■		
Working with community/ project work						■									■														■							
End-Term Examination																																				■

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

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

D. Declaration by the Head of the Institution –

Department of Teacher Education, T.D.P.G. College, Jaunpur

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution

with seal: Principal
              ...than College
              Jaunpur

Date : 14/09/2013

Place : Jaunpur

ANNEXURE

1. List of Colleges (Uttar Pradesh) 2(f) & 12(b)

2. Teacher Education Scenario in U.P.

3. Institutional Academic Calendar and Time Table.

4. A copy of B.Ed. & M.Ed. Syllabus

5. Master plan of the Institution.

6. Sample of student feedback on curriculum and faculty.

7. Audited Income Expenditure Statement for 2011-2012.

8. Latest Recognition order issued by NCTE

9. University Result for Academic Year 2010-11.

10. Sample of feedback on practice teaching by teacher educators
    by peers and staff of practice teaching schools.

11. Best Practice (1 & 2)

List of Colleges (Uttar Pradesh) 2(f) & 12(b)

List of Colleges-> Uttar Pradesh Page 13 Retrieved on 14/09/2012 at 12.49 pm

- Thakur Yugraj Singh Mahavidyalaya, G.T. Road, Shanti Nagar, Fatehpur - 212 601, Uttar Pradesh Yr Estd.: 2003 **Status:** 2(f)&12(B)

- Thakurdin Pathak Smriti Mahavidyalaya, Saidahi, Ambedkar Nagar. Yr Estd.: 1999 **Status:** 2(f)

- Vikram Yadav Smriti Mahavidyalaya, Moth, Jhansi - 284 303, Uttar Pradesh, Yr Estd.: 2004 **Status:** 2(f)&12(B)

- Tilak Degree College, AURIYA, DIST.: Auriya, Uttar Pradesh. Yr Estd.: 1967 **Status:** 2(f)&12(B)

- Tilak Dhari Mahila Mahavidyalaya, Jaunpur., **Yr Estd.:** 1996 **Status:** 2(f)&12(B)

- Tilak Dhari PG College, JAUNPUR, DIST., Jaunpur, Uttar Pradesh, Yr Estd.: 1948 **Status:** 2(f)&12(B)

- Tribhuvan Singh Harihar Singh, Degree College Paliagolpur, Sultanpur, Uttar Pradesh Yr Estd.: 2000 **Status:** 2(f)

- Tula's Institute of Information Technology, 979-I Mangal Pandey Nagar Meerut - 250 005, DIST.: Gautam Budh Nagar, Uttar Pradesh Yr Estd.: 1999 **Status:** 2(f)

- Trilok Nath Degree College, TANDA, DIST. Faizabad, UTTAR PRADESH-224190, Yr Estd.: 1960 **Status:** 2(f)&12(B)

- Udai Pratap College, Varanasi DIST., Varanasi, Uttar Pradesh, Yr Estd.: 1960 **Status:** 2(f)&12(B)

- Udasinacharya Jagat Guru Shri Chand ji, Mahavidyalaya Pilkhini Gaurabadshahpur, Jaunpur, Uttar Pradesh Yr Estd.: 2003 **Status:** 2(f)&12(B)

- Udit Narain Degree College, PADRAUNA, DIST.: Kushi Nagar, Uttar Pradesh, Yr Estd.: 1962 **Status:** 2(f)&12(B)

- Udit Narain Rishav Mahavidyalaya, Pindari, Ballia, Uttar Pradesh Yr Estd.: 1998 **Status:** 2(f)

- Unique Institute of Management, Opp. Syndicate Bank Delhi Nagar Modinagar, DIST.: Meerut, Uttar Pradesh Yr Estd.: 1996 **Status:** 2(f)

- Unity Degree College, P.O. Barawan Kalan, Kakori, Hardoi Road, Lucknow -

UP
Principal
T. D. College
Jaunpur

Teacher Education Scenario in U.P.

The national council for teacher education (NCTE) as defined teacher-education as a programme of education, research and training of person to teach from pre-primarily to higher education level. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in.

The teacher education programme in U.P. is also based on the vision and mission of the national education teacher programme. It includes primary secondary and higher level teacher training programmes.

1- Elementary Teacher Education -

The elementary teacher education programme offers a two years teacher education course called B.T.C. which is conducted by DIETs and some private colleges, under the department of elementary school education.

The curriculum of this course is designed and approved by the SCERT. The admission is made through a joint state level entrance test conducted by Registrar, Bibhagiya Parikshya, Allahabad U.P.

SCERT UP has to Orchestrates its main function through 10 departments and 70 fucntional DIET's under its control by concerned institutions support and collaboration with state resource group, expert and national level apex institutions.

2- Secondary Education –

There are 53 universities in U.P. in which 03 central university, 11 stages university, one state open university, one central open university, more than 8 private univerties and one deemed university are conducting B.Ed. courses. There are more than

1100 institutions of B.Ed. in U.P. approved and recognized by State university, Govt. of U.P. and N.C.T.E. These institutions produced more than 110,000 pupil teacher per year.

Admission to the B.Ed. programme are made on the basis of a state level admission test called common entrance test (CET) conducted by a State university under the directions of the state government. All the State approved and prescribed norms for admission and reservation are followed by the B.Ed. institutes in the state. The fee prescribed for the course is Rs. 51,250 in self finance colleges and near about RS. 3000 in grant in aid colleges as per the U.P. Government norms.

The B.Ed. colleges in the State follow the curricular designed and approved by the concerned state university. Different universities follow the different syllabi, however since 2003 these university have been asked by the UGC to follow a common syllabi prepared by them. The faculty qualification are same as per the norms of N.C.T.E.

The B.Ed. Course -

There are two part of the programe consisting of theory and practice components. In the part of theory there are 4 compulsory paper, one elective paper and two teaching method paper.

Practical work consist of 40 practice teaching lessons, 10 micro-teaching lessons and sessional work.

3. M.Ed. Programme-

Out of the 22 state university, 11 universities offer M.Ed. Programme in education as per the norm of NCTE and the university concerned. There are more than 135 institutions related to these universities which are conducted M.Ed. course and they produced more than 3500 teacher educators per year. The minimum qualification of the candidate for this programme is, they must have passed B.Ed./L.T. examination degree from any recognized university as per norms laid down by the NCTE with 50% marks. The

M.Ed. Programme consist of theory papers, field based surveys, seminars, presentation and a dissertation.

4. Distance Education Programme -

As part of the distance education programme, Uttar Pradesh Rajarshi Tandon Open University, Allahabad conducts distance mode B.Ed. courses for as service teachers. There are 10 study centre of this university which are conducting B.Ed. programme and producing 500 pupil teachers per year. IGNOU also conducts B.Ed. programme through its study centers established at various places in the state. IGNOU has recently started M.Ed. programme in education at their two study centre- Lucknow & Varanasi.

5. Institute of Advanced Studies in Education (IASE) –

As part of qualitative improvement in teacher education programme under NPE 1988, MHRD upgraded three institutions departments of education of state to IASE. These are education faculty of Lucknow university and Rohilkhand University and Central Pedagogical Institute, Allahabad. In addition to pre service programme, these IASEs also conduct theme based and content based in service programme for secondary school teachers head masters, principals. etc.

6. Challenges & Suggestions -

Over the past couple of years, there has been a mushroom growth of secondary teacher education institutions in the state, which is not based on any empirical evidence for the need of such teachers training colleges or institutions in such as big way. The level & quality of teachers produced by these colleges specially in secondary level is far away from the desired level due to lack of qualified faculties, inadequate infrastructure, the honour, services and salary given to faculties.

The agencies concerned must take immediate effective measures to prevent rapid deterioration in teacher education.

Institutional Academic Calendar and Time Table.

Annual Calendar for Teacher Education Department
(Session 2013-14)

JULY-2013

- ❖ Orientation Programme
- ❖ After admission pre-test of students.
- ❖ Talent Search Programme
- ❖ Formation of Wroking communities
- ❖ Guest Lecture on social issues
- ❖ Computer Literacy Programme
- ❖ Extempore
- ❖ Debate

AUGUST-2013

- ❖ Community work (A field trip)
- ❖ Student Seminar-I (paper-I)
- ❖ Assignment- I (on each paper)
- ❖ Workshop
- ❖ Quiz
- ❖ computer Literacy programme continues
- ❖ communication skill workshop
- ❖ Workshop on sessional work
- ❖ Celebration of world youth day.

SEPTEMBER -2013

- ❖ Teacher's Day Celebration.

- ❖ First unit test (30% of the syllabus)
- ❖ Workshop on career counselling & personality development (at college level)
- ❖ Speech on burning issues

OCTOBER -2013

- ❖ Lecture in how to improve professional efficiency and quality management.
- ❖ Guest Lecture
- ❖ Blood donation camp
- ❖ Essay competition on current issues.
- ❖ Lecture on how to write a good research paper.

NOVEMBER- 2013

- ❖ Workshop on Micro-teaching
- ❖ Demonstration on Micro-teaching.
- ❖ Demonstration on micro plans by Teacher Educators
- ❖ Beginning of Micro-teaching & simulated teaching.

DECEMBER - 2013

- ❖ Beginning of Practice Teaching
- ❖ Students seminar-II (Paper-II)
- ❖ Debate
- ❖ Sport Competition (Annual Games)
- ❖ Lecture on computer application and Data Analysis.

JANUARY - 2014

- ❖ Guest Lecture
- ❖ Assignment-2 (each paper)
- ❖ Second unit test (60% of the syllabus)
- ❖ Republic day celebration.

FEBRUARY - 2014

- ❖ Student seminar (Paper-III)

- ❖ Educational Tour
- ❖ University level debate competition.
- ❖ Seminar on quality of teaching.
- ❖ Guest Lecture
- ❖ Debate competition – college level
- ❖ Awareness towards Traffic control system.
- ❖ Alumni Meet
- ❖ Founder's day celebration. Annual prize distribution.

MARCH-2014

- ❖ Women's day celebration (8th March)
- ❖ Workshop on SUPW/Art & Craft work
- ❖ Guest Lecture
- ❖ Workshop for Pupil Teacher Personality Development.

APRIL - 2014

- ❖ Alumni meet
- ❖ Student Seminar (Paper-IV)
- ❖ Community work
- ❖ Debate competition.

MAY - 2014

- ❖ Subject based seminar.
- ❖ pre-university exam (100% of the syllabus)
- ❖ Feedback from student.

Note : -

- ❖ Approx. 15% changes are permissible as per requirement.
- ❖ Weekly competition, extempore, tutorials & remedial teaching will be regular part of the course.

Time Table

TILAK DHARI POST GRADUATE COLLEGE, JAUNPUR

M.ED. TIME TABLE : 2011-12 w.e.f. July 2013

Period / Days	9:50-10:00	I 10:00-10:45	II 10:45-11:30	III 11:30-12:15	IV 12:15-1:00	01:00-01:30	V 1:30-2:15	VI 2:15-3:00	VII 3:00-3:45	VIII 3:45-4:30
Monday	Assembly	Library/Dissertation Dr. V.K. Singh Dr. S.B. Singh	Philosophical and Social Foundation of Education Dr. S.B.Singh	Psychological Foundation of Education Dr. L.M. Pal	Methodology of Educational research Dr. Sudhanshu Sinha	I	Measurement & Evaluation Dr. Vandana Shukla	Special Edu. Smt. Madhurani	Education Technology Dr. Anita Asthana	Data Analysis on Computer/NET/SLET/Orientation/Remedial Classes/Seminar
Tuesday	Assembly	Dr. J.P. Singh Dr. Anita Asthana	Dr. S.B.Singh	Dr. L.M. Pal	Dr. Sudhanshu Sinha	N	Dr. Vandana Shukla	Smt. Madhurani	Dr. Anita Asthana	Dr. Vandana Shukla
Wednesday	Assembly	Dr. Vandana Shukla	Dr. A.K. Dubey	Dr. V.K. Singh	Dr. Sudhanshu Sinha	T	Mr. Lalmani Pal	Dr. Reeta Singh	Dr. Anita Asthana	Dr. Sudhanshu Sinha
Thursday	Assembly	Dr. Reeta Singh Dr. Veena Singh	Dr. A.K. Dubey	Dr. J.P. Singh	Dr. Vandana Shukla	E R	Mr. Lalmani Pal	Dr. Reeta Singh	Dr. Shraddha Singh	Dr. Ajay Kumar Dubey Smt. Madhurani
Friday	Assembly	Dr. Sulekha Singh	Dr. Shraddha Singh	Dr. J.P. Singh	Dr. Vandana Shukla	V A	Dr. J.P. Singh	Dr. Anita Asthana	Dr. Shraddha Singh	Mr. Lalmani
Saturday	Assembly	Mr. Lalmani	Dr. Shraddha Singh	Dr. J.P. Singh	Dr. Vandana Shukla	L	Dr. J.P. Singh	Dr. Anita Asthana	Dr. Shraddha Singh	

(Dr. S.B. Singh)
HEAD

(Dr. U.P. Singh)
Principal
T.D.P.G. College, Jaunpur

TILAK DHARI POST GRADUATE COLLEGE, JAUNPUR

B.ED. TIME TABLE: 2013-14

Period / Days	9:50-10:00	I-Period 10:00-10:45	II-Period 10:45-11:30	III-Period 11:30-12:15	IV-Period 12:15-01:00	01:00-01:30	V-Period 1:30-02:15	VI-Period 2:15-03:00	VII 03:00-03:45	VIII 03:45-04:30
Monday	Assembly	Practical Work/ Sessional Work/	Elements of Educational Technology and Management – Dr. V.K Singh	Teacher in Emerging Indian Society Dr. Vandana Shukla	Development of Educational System in India- Dr. S.B. Singh	I	Development of Learner and Teaching Learning Process Mr. Lalmani Pal	1. Career Information in career guidance- Dr. S.B.Singh		
Tuesday	Assembly	Teaching Aids	Dr. V.K. Singh	Dr. Vandana Shukla	Dr. S.B. Singh	N	Mr. Lalmani Pal	2. Physical Education- Dr. V.K Singh	Teaching of - Hindi –	Teaching of Social Science
Wednesday	Assembly	/Computer Training	Dr. V.K. Singh	Dr. Vandana Shukla	Dr. Shraddha Singh		Dr. Anita Asthana	3. Elementary Education – Dr. Sulekha Singh	Dr. Shraddha Singh	Dr. V.K. Singh
Thursday	Assembly	Concerned Sub. Teacher	Dr. Reeta Singh	Dr. Ajay Kumar Dubey	Dr. Shraddha Singh	T	Dr. Anita Asthana	4. Population Education Dr. S.N. Pandey	Dr. Vandana Shukla	Dr. S.B. Singh
Friday	Assembly		Dr. Reeta Singh	Dr. Ajay Kumar Dubey	Dr. Madhu Rani		Dr. Sudhanshu Sinha	5. Teaching of values Dr. Vandana Shukla / Dr. Ajay K. Dubey	Dr. Ajay Kumar Dubey	Dr. I.P. Singh
Saturday	Assembly		Dr. Reeta Singh	Dr. Ajay Kumar Dubey	Dr. Madhu Rani		Dr. Sudhanshu Sinha	6. Alternative Education- Dr. Veena Singh	Dr. S.N. Pandey	Dr. Anita Asthana
						R		7. Education Administration & Management- Dr. I.P. Singh Mr. Lalmani	Dr. Veena Singh	Smt. Madhurani
						V		8. Educational and Mental Measurement- Dr. Sudhanshu Sinha	Teaching of - English– Dr. Reeta Singh	Dr. Sulekha
						A		9. Environmental Education Dr. Shraddha Singh	Teaching of - Science – Dr. Sudhanshu Sinha	Teaching of Math – Mr. Lalmani
						L				

Changes are permissible as per requirement.

(Dr. S.B. Singh)
HEAD

(Dr. I.P. Singh)
Principal
T.D.P.G. College Jaunpur

A copy of B.Ed. & M.Ed. Syllabus

VEER BAHADUR SINGH POORVANCHAL UNIVERSITY, JAUNPUR

REGULATIONS

Scheme of Examinations B. Ed.

The division of the B. Ed. examination shall be awarded separately in theory and practice on the basis of following percentage of the aggregate of maximum marks.

First division	60% or above
Second division	48% or above but below 60%
Third division	36% or above but below 48%

In each paper 30% marks will be necessary to pass B. Ed. written examination.

The minimum percentage of work in Practice-Teaching will be 75%, 60% and 50%, for First, Second and Third division.

The entire programme for B. Ed. will be Completed in one year and consist of five compulsory papers and one elective course, practice teaching and sessional work. A candidate may however offer at his option one course from sixth paper and one method of teaching from each group A & B from fifth paper.

Note—Candidate for B. Ed. examination have the option of answering question through the medium of Hindi (Devnagari Script) or English.

Scheme of Examination

		Maximum Marks
Paper I	Teacher in Emerging Indian Society	100
Paper II	Development in Learner and Teaching-Learning Process	100
Paper III	Development of Educational System in India	100
Paper IV	Elements of Educational Technology and Management	100
Paper V	Methods of Teaching	(50+50) = 100
Group A	(i) Methodology of teaching Physical/Biological Science.	
	(ii) Methodology of teaching Social Science.	
Group B	(i) Methodology of teaching Mathematics.	
	(ii) Methodology of teaching language-Hindi/English/Sanskrit/Urdu (Select any one language).	
Paper VI	Elective Course	
	(a) Elementary Education.	
	(b) Population Education.	
	(c) Environmental Education.	
	(d) Alternative Education.	
	(e) Educational Administration and Management.	

(f) Educational and Mental Measurement.

(g) Physical Education.

(h) Career Information in career guidance.

(i) Teaching of Values.

Practice of Teaching : Every candidate will offer two subject for study, selecting one subject from one group mentioned below.

Group A
(i) Methodology of teaching physical/Biological Science
(ii) Methodology of teaching Social Science.
(iii) Methodology of teaching Mathematics.

Group B
(i) Methodology of teaching Mathematics.
(ii) Methodology of teaching language-Hindi/English/Sanskrit/Urdu (Select any one language).

Every Candidate will have to teach 20 lessons each in two subjects, selecting one subject only from one group will have to be completed by the end of session. Beside this 10 micro lesson in each subject will have to completed. These lessons will be in addition to those taught during the session.

Sessional Work :

The following will comprise the sessional work to be completed compulsorily be the candidate before going for the final practical examination. The candidates who do not complete the sessional work and Scout/Guide Training will not be permitted to appear in practical exam.

1. General behaviour and dealing in the instituting and practicing Schools.
   20 Marks

2. Six essay in each paper on the topic given by the teacher to be submitted by the students which will be dully evaluated and graded by the teacher concerned. 20 Marks

3. Two criticism lessons, one in each subject, duly criticised and graded by a member of the staff of Education (B. Ed.) department, 20 Marks

4. Participation in the academic and social activities under the direction of the department. 20 Marks

5. Micro - Teaching
   Two lesson each in any five given of following skills; 20 Marks
   (i) Introducing
   (ii) Probing questions
   (iii) Using black-board.
   (iv) Illustration with example.
   (v) Reinforcing.
   (vi) Writing Instructional objectives.

Note—Training in Scouting/Girl Guiding is compulsory for all candidates.

Scheme of Examination

Practical Examination :

Every candidate shall be required to give two lesson in the subject specified under paper fifth. The examination in practice teaching will be held at the end of the session. The board of Practice teaching Examiners will consist of two external examiners (one from out side the university and the other from within the university, but not from the same college (by rotation the examination is to be held) and one internal of that college. The examiners in order of seniority), who will be the convener of the board. The examiners will be appointed by the university. The evaluation of final practice teaching and the marking will be done as follows :

(a) There shall be three hundred marks for practice of teaching and one hundred marks for sessional works.

(b) Each examiners award will be endorsed in award sheet in the column meant for each lesson.

(c) Sessional works as specified above will carry 100 marks. Award will be given by all the members of the staff of Education department. Consolidation of marks out of 100 will be done by internal examiners and endorse it in the column meant for this in the result sheet. The division will be awarded on the total of two lesson and the sessional work out of 400 marks.

Scouting and Guiding

1. A full seven days
2. Lectures and discussions on different aspects of scouting and guiding as an important movement.
3. Evaluating the utility of scouting and guiding from the view point of social, moral and national value.
4. A brief written test to appraise the student familiarty with different steps in Scouting and guiding.

Paper - 1

Teacher in Emerging Indian Society

Unit - 1
• Education : Nature, meaning scope and its aims in modern India.

• Education in the western context : With special reference to Rousseau, Pestalozi, Dewey, Frobel, Montassory, their impact on Educational thought and Classroom practice in term of progressive trends in Education.

• Indian thinkers and their Contribution in developing principles of Education.
  (a) M. K. Gandhi
  (b) SwamiVivekanand
  (c) Shri Aurvindo : Professional growth of teachers and their job in twenty first century.

(b) Stage of Human development, Stage, Specific characteristics and developmental task.

(c) Adolescents in Indian context-characteristics and problems of adolescents, their needs and aspiration.

(d) Guiding and counselling adolescents.

Unit-2 • Learning and Motivation :

(a) Nature of learning, Learning theories : Skinner's conditioned response theory, Stimulus Response theory, classical conditioning, Information processing (Roger's) and Humanistic theory (Maslow's).

(b) Factors influencing learning and teaching process, Learner related, Teacher related, process related and content related.

(c) Motivation : Nature, Types, Techniques of Enhancing Learners motivation.

Unit-3 • Intelligence :

(a) Nature and characteristics of Intelligence and its development.

(b) Theories of Intelligence : Two Factor theory, Multifactor theory (PMA) and S. I. Model

(c) Measuring Intelligence : Verbal, Nonverbal and performance test (one representative of Group test and Individual test of Each).

Unit-4 • Exceptional Children:

(a) Concept, types and characteristics of Exceptional children with learning disabilities.

(b) Individual differences : Nature, accommodating individual differences in the classroom.

(c) Learner centred teachniques for teaching exceptional children.

Unit-5 • Personality : Definition, Meaning and nature, development of personality, type and trait theory of personality.

• Mental Hygiene

Anyone of the Sessional work :

(1) Observing the Behaviour of on early, mid adolescents and describing his/her characteristics and problems.

(2) Administering and interpreting the results of anyone test of Intelligence Verbal and Non Verbal test.

Unit - 2 • Philosophy and Education : Significance of studying philosophy in understanding Educational practices and problem.

• Major Philosophical System : their salient features and impact on Education.

(a) Realism

(b) Naturalism

(c) Idealism

(d) Pragmatism

• Bases and Principles of curriculum construction.

Unit - 3 • Knowledge about the Indian constitution and its directive principles : Various Articles mentioned in the constitution that are related to Education. Meaning of Secularism, Social goals, Democratic and socialistic pattern of Society, Meaning of the term- "National Integration and Emotional Integration. Factors contributing to achieve them and its Educational implications. "Economic planing and the meaning of five year plans.

Unit - 4 • Sociological basis of Education : Relationship between Individual and Individual to Society in terms of Norms gives by the Existing Social order : Education as a tool of liberal and Utilitarian Education as a tool of Economic development. Education as an agent of Social change Education and Human Resource development.

Unit - 5 • Meaning of a new social order, Eradication of illiteracy, Objectives of NAEP, provisions, made and channels started for Educating. Society culturally and Economically deprived means and measures taken for equality of opportunities in terms of castes, tribes, Disabled, Gender and Minorities, achieving a learning society in terms of Distance Education, States New Programmes and Nations Programmes like NCC, NSS, Scouting programme

Paper - 2nd
Development of Learner and Teaching Learning Process

Unit-1 • Nature of Educational Psychology and Learners :

(a) Educational Psychology : Its meaning, Nature, Methods and Scope Functions of Educational Psychology.

Paper - 3rd
Development of Education System in India

Unit-1 Education in India during : a-Vedic, B-Buddhist and e-Medieval period.

Unit-2 Macualay's minutes and Bentink's resolutions of 1835, Adam's report and its recommendations.
- Wood's Dispatch-1854.
- Lord Curzon's Educational policy. Growth of National consciousness, National Education movement.

Unit-3
- Recommendations of Indian Education Commission-1882, its influence on the Subsequent development of Education.
- Essential Features of Sadler's commission report - 1917
- Wardha Scheme of Education - 1937

Unit-4
- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- Acharya Rammurti's Committee (1990) and modified form 1992.

Elements of Educational Technology and Management

Unit-1
- Definition of Educational teachnology. Distinction between Hardware and Software technologies, their role in modern Educational practices.
- Hardware techniques : Important accessories and their application-OHP, Still and movie Projects Audio-Video recording instruments, T. V. Computers. New technologies like-e-mail, Internet, etc.
- Use of Strategies like Teleconferencing, Micro-teaching, Programmed Instruction (PI), Language Laboratory.

Unit-2
- Psychological bases for use of modern technologies, cone of experience (Edgerdale), Multisensory Instruction-advantages.
- Development Programmed instruction material linear. Branching Programmes : Tryout and Validation etc.

Unit-3
- Concept of teaching : Meaning, Definition and characteristics.
- Modalities of teaching : Conditioning Training Instruction, Indoctrination.
- Stages of teaching : Proactive, Post active and interactive.

- Levels of Teaching : Memory, understanding Reflective.
- Modification of teacher Behaviour : Flander's interaction analysis.
- Teaching Models : Interaction Model and Basic teaching Model.

Unit-4
- Meaning of management in Education.
- Managing Curriculum, Meaning of co-curriculum & School discipline and managing Physical resources. Developing performance profiles of institution.

Unit-5
- Evaluating institutional performance : Methods used : Pupil Evaluation, Teacher Evaluation, Evaluation of Institutional Performance.
- Methods of Teaching Evaluation : Used of pupil's rating, Peer rating, Supervisor's rating, Community rating.
- Accountability in School Education : Method used for assessing accountability.
- Use of Professional Norms and Ethics.

Method of Teaching Mathematics

Unit-1
- Meaning of Mathematics : History of Mathematics' Contribution of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Ramanujan and contribution of Euclid Pythagarous, Rene-descarte.

Unit-2
- Objectives of teaching Mathematics in terms of behaviour, approaches to teaching of Mathematics. Viz. Inductive, Deductive, Analytical, Synthetic Heuristic, Project and Laboratory, using various techniques for teaching Mathematics Viz. Oral; Written, drill assignment, Supervised Study and programmed learning.

Unit-3
- Meaning and Importance/Purpose of a lesson plan; proforma of a lesson plan and its rationality, meaning and purpose of a unit and unit plan, Developing/Preparing low cost improvised teaching aids relevant to local ethos; Skill in maintaining and using blackboard. Models. Charts, TV, Films, and Video Tapes and VCR.

Unit-4
- Principal and rationale of curriculum development; organizing the syllabi both logically and Psychologically according to age groups to Children.

Unit-5
- Using Mathematics as a Game for recreation Organizing Quiz Programmes. Skill development in answering puzzles, riddles,

magic squire, word search etc. Developing a maths laboratory, learning about the short cut mentioned in Vedic Mathematics.

Physical/Bio Science

Unit-1
- Nature of Modern Science : Thrust areas in particular science - Impact of science on modern communities, Glorification and science, path tracking discoveries and land mark development science, eminent world scientists, eminent Indian scientists professions in the area of sciences.

Unit-2
- Justification for including Science as a subject of study in School curriculum. Objectives of teaching phy/Bio Science-Taxonomy of Educational objectives. Concept of Entering a terminal behaviour, writing behavioural objectives.

Unit-3
- Co-curricular and Non-Formal approaches : Activity approaches and nonformal methods of science teaching in terms of field trips. School gardening Science clubs, visits to Science museums, Maintenance of aquariums, herbariums and Vivariums organizing Science Projects-Organizing Science fairs and excursion to be taken up.

Unit-4
- Major methods used for Science teaching : Project method, problem solving, lecture method, Demonstration method, Heuristic method, laboratory method.
- Major model of instruction useful for Science teaching Biological Science models, Ausabel's model.
- Defining desired outcomes (Statement of objective)

Unit-5
- Planning of teaching and developing Lesson plan; content analysis and identification of important concepts for further Focus, use of piagetian, Brunerian, Gagnesian principles in developing lesson plans. Selection and use of teaching aids, Laboratory material, Audio-Video Support material, innovations in teaching in terms of learning-teaching seminar presentation. Micro-teaching, Interdisciplinary approach in teaching Science, Practical work in Science teaching.

Unit-6
- Diagnostic testing and remedial teaching, developing Formative evaluation instruments as aid to learning.

Social-Science

Unit-1
- The need for teaching the subjects under social science/social studies (History, Geography, Civics and Economics) in school, concept of social studies and how it differs from other natural sciences, Present perception about social studies/social science, Relation for including these areas in school curriculum. The integrated section of the specialised approach in social science teaching.
- Objectives of teaching social studies objectives of teaching the subject at different levels, Discipline oriented teaching of social studies and social re-construction approach.

Unit-2
- Principles of designing a social studies curriculum with weightages to be given for each component subject areas. Approaches to organising social studies curriculum in terms of curriculum, Integration approaches.

Unit-3
- Instructional Strategies : Methods and Models Importance of instructional strategies for teaching social studies in term of specific methods like lecture, Lecture cum discussion, projects and source methods, Models-Inquiry Training model, juries pretorial model.

Unit-4
- Objectives of teaching social studies : Specifications to clarify planning Viz-Lesson, Units and Year plans Micro teaching lesson plan for developing the skills of introduction Explanation questioning stimulus, Variation and providing illustrations with relevant examples.

Unit-5
- Arranging and organizing field trips to place of cultured importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject term - teaching organizing social studies clubs projectives & Non Projective teachers aids with some of experience.

Unit-6
- Purpose of evaluation in social studies formative and summative evaluating, her salient features, remedial teaching, question preparation and objectivity in Essay type examination, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

Hindi

Unit-1 Objectives of teaching Hindi at different school levels, place and importance of Hindi in school curriculum CAI & CME in teaching learning process.

Unit-2 Importance of pronunciation and expression of hindi. Aims of teaching, oral and silent reading, Intensive reading, reading interest and reading habits, writing behavioural objectives Projective teaching aids.

Unit-3 Teaching of Prose : Methodology of teaching prose. Explanation of word-meaning and analyse of thought. Teaching of poetry : Types of Poetry, Methods of teaching poetry, Importance of recitation and appreciation.
Teaching of Grammar : Aims of grammar, methods of teaching Grammar (Traditional an Modern).

Unit-4 Teaching of Composition : Aims of Composition, types of composition, s et in writing composition Lesson-planning, unit planning, Micro teaching, teaching skills Introducting questioning Illustration with example narration., B. B, Writing.

English

Unit-1 • Aims and values of teaching English in our schools, place and Importance of English in curriculum.
• Aid of teaching English.
• Teaching of Spoken English.

Unit-2 • Approaches of teaching of English Grammar Translation, Direct method, Structural approaches step of structural approach.
• Teaching of Reading : Nature of Reading process, oral and silent reading, Intensive and Extensive reading, Methods of teaching English.

Unit-3 • Teaching of Prose : Aims, devices of exposition of words and phrases, step of teaching prose.
• Teaching of Poetry : Aims and methods, Importance of recitation and appreciation.
• Teaching Aids, CAI & CME in teaching Learning process.
• Teaching of written work.

Unit-4 (i) Composition types, Essay, Story and Letter writing steps and methods of composition teaching.

(ii) Translation : Methods and steps of translation teaching.
(iii) Teaching of Grammar : Aims, Methods Inductive, Deductive and Correlative Lesson planning of teaching English. (Prose, Poetry and Grammar)

Paper V
Urdu Teaching Methodology

Note—The medium of answer in this paper will be Urdu.

Unit-1 • Objectives of teaching Urdu as mother tongue at different levels, place of Urdu in school curriculum.
• Aims of teaching prose, poetry and grammar.

Unit-2 • Teaching of Reading : Oral and Silent, Intensive and Extensive, reading interest and reading habits.
• Teaching of Prose : Methods of teaching prose, Explanation of work-meaning and analysis of thought.
• Teaching of Poetry : Types of poetry, importance of recitation and appreciation.

Unit-3 • Teaching of Grammar : Aims of teaching Grammar, Methods of teaching grammar. (Traditional and Modern)
• Teaching of Composition ; Aims of composition Characteristics of good composition, steps in writing composition.

Sanskrit

Unit-1 • Objectives of Sanskrit at different school levels place and Importance of Sanskrit in School curriculum.
• Relation of Sanskrit with other Language, Importance of Pronunciation and Expression in Sanskrit Language.
• Aims of teaching prose, poetry. Grammar and Syntax, Projective & Non-Projective aids with cone of experience. CAT & CME in teaching learning process.

Unit-2 • Teaching of Reading : Oral and Silent, Intensive and Extensive reading, Reading interests and reading habits.
• Teaching of Prose : Methdos of teaching Prose Explanation of word meaning, analysis of thought.

Unit-3 • Teaching of Poetry : Types of poem, Methods of teaching poetry. Importance of recitation and appreciation.

Unit-4 • Teaching of grammar : Aims methods (Traditional and Modern).
• Teaching of Composition : Aims of Composition. types of composition, steps in writing composition.
• Lesson Planning in teaching of Sanskrit (Prose, Poetry and Grammar).

Elective Subject

Elementary Education

Unit-1
- Introduction to Elementary Education : The concept of Elementary Education.
- A brief History of Elementary Education (EE) With special reference to constitutional Provisions.
- Related concept and Target groups Elementary Education (EE).
- The learning needs of pupils.

Unit-2
- National policy on Education 1986 and the revised policy of 1992 with reference to Elementary Education (EE).
- Role of Panchayat and Local bodies in EE.
- Role of the State Government in EE.
- Role of Non-Government organization in EE.
- Trends of commercialization of EE and remedies.

Unit-3
- Curriculum : Structure of curriculum at EE level.
- Curriculum Transaction : Activity based, Experience Centred Learner centred play-way and Jaytoll learning.
- Curriculum Adjustment adaptation to Special Needs of :
  (a) Visually auditory and orthopedically Handicapper.
  (b) First generation learners and culturally deprived learners and remote rural areas, Slum areas and
  (c) Girls : Education for all and required variation in the curriculum.

Unit-4
- Acquisition of Basic Skills required for teaching elementary.
- Special qualities fo an Elementary School teachers.
- Need for orientation and Refresher courses for E. S. T.
- Developing competencies related to working with Parents and Community.
- Role of Basic training Centres, Normal Schools and DIET'S in Providing training to EST.
- Preparation of Teachers for Elementary Education for all.

Unit-5
- Minimum level of learning (MLL).
- School readiness.
- Early child hood care and Education (ECCE)
- Continuous and comprehensive Evaluation at Elementary level.
- District Primary Education Programme (DPEP).
- Multigrade teaching in Elementary Schools.
- Teacher's Commitment.
- Use of Model teachnologies and Media

Environmental-Education

Unit-1
- Environment : Meaning Scope and nature of Environmental Education.
- Types of Environmental Pollution.

Unit-2
- Causes and Effects of Environmental hazard, Global and local Environmental Pollution and its remedies.
- Green house effect.
- Ozone layer depletion–Environmental theaf, acid, rain, pillar melting, rise of sea level and their implication.

Unit-3
- Salient features of Environmental Education for Secondary School Children.
- Programmes of Environmental Education for attitude changes among the children.

Unit-4
- Biodiversity : Conservation of Genetic diversity and important Environment Priority learning to live in harmony with nature.

Unit-5
- Role of School in Environmental conservation and sustainable development.

Alternative-Education

Unit-1
- Introduction to Non-formal Education (NFE) ; Concept, Nature and scope of NFE.
- Philosophical bases of NFE.
- Aims and objective of NFE.

Unit-2
- Types of agencies and approaches on NFE. Types and agencies of NFE.
- Teachers of NFE.
- Teaching aids : Audio & Visual.

Unit-3
- NFE in Indian context :
- Need for monitoring, Evaluation and resource for Effective implementation of NFE Programme.

Unit-4
- Introduction to Adult Education (AE). Meaning Scope and objectives of adult Education (AE) Adult learning procedures-Factors and conditions effects of age.
- Tools of learning.

- Teachers of AE, Need for training.
- Education process in AE.
- Contents of A. E. Functional learning.

Unit-5
- AE in Indian Context : Adult Education in India-on Instrument for social regeneration and cultural transformation.
- Functional Literacy Programmes : Role of Vocational literacy mission, Total literacy campaign in achieving the social aims of Education for all.
- Role of Governments and Non-Government agencies in promoting A. E.

Educational Administration & Management

Unit-1
- Conceptual Framework : Concept of Educational administration.
- Concept of Educational Management : Human beings input process and output.
- Nature, objectives and scope of Educational administration.

Unit-2
- Role and Functions of Headmaster and teacher : Basic Functions administration, planning, Organising directing and controlling.
- Maintenance of discipline control management.
- Co-ordination and Growth development.
- Supervision and inspection : Defects in the present supervision and inspection.
- Scope of Educational Supervision.
- Types of Supervision.
- Providing Guidance, leadership Function.
- Decision making.

Unit-3
- Communication and Educational Administration : Role of communication in effective management and Administration.
- Methods of communication.
- Barriers of communication in Educational administration.
- Overcoming barriers to communication and effective communication in Educational Administration.

Unit-4
- Management of School : Role of Headmaster in planning monitoring supervision and Evaluation of School activities.
- Involvement of other Functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Optimum use of available resources growth and development of the School.
- Staff development programmes.

Unit-5
- Educational administration in the State : The administrative structure in the field of Education in the State.
- Control of School Education in the State : A Critical analysis.
- Function of the State Government in relation to Secondary and Higher Secondary School.

- Function of the Board of Secondary Education in controlling Secondary Schools.
- Problems of Administration in Government Secondary School.

Population-Education

Unit-1
- Introduction : Nature and Scope of Population Education meaning, concept, Need importance and objectives.

Unit-2
- Population dynamics : Distribution and density population composition, Age, Sex, rural, urban, Literacy at India level, Factors affecting population growth : Fertility, Mortality and migration (mobility).

Unit-3
- Population and Quality of life : Population in realtion to Socio-Economic development, Health status, Nutrition Health Services and Education.
- Effect of unchecked growth of population on natural resource and Environment.
- Effect of unchecked growth of population on natural resource and Environment.
- Population and literacy campaigns in India.

Unit-4
- Population Education in Schools : Scope of Population Education in Schools.
- Integration of Population Education with the general School curriculum.
- Population and sex Education at different levels.

Unit-5
- Method and approaches : Inquiry approach, observation self study, discussions, assignments.
- Use of Mass-Media : Newspapers, Radio, Television, A. V. aids.

Unit-6
- Role of teachers : Teacher role in creating awareness of consequences of Population Problems, inculcation of new values and attitude leading to modification of Student's behaviour.
- Working with community to build awareness.

Educational and Mental Measurement

Unit-1
- Concept of Measurment : Testing and Evaluation.

- Scales of Measurement : Nominal, Ordinal, Interval and Ratio Scale.
- Discrete and continuous variables.
- Criterion and Norm reference test.
- Qualities of a test : Reliability, Validity and usability.

Unit-2
- Achievement test : Construction of a standardized achievement test.
- Measurement of Intelligence : Concept of Intelligence and its measurement.
- Norms Nature, Kinds and importance.
- Individual and Group test of Intelligence.
- Test administration and Scoring.
- Assessment of Personality : Interview self report Inventories, rating Scale, Projective teachnique.

Unit-3
- Educational Statistics : Measurement of Central tendency from grouped and ungrouped data, usage of statistics.
- Measures of Variability : Range, Quartile deviation, Standard deviation.

Unit-4
- Interpreting Measurement :
- Characteristics of Normal Porbability Curve.
- Percentile and percentile ranks.
- Correlation and its significance in Education.
- Standard Scores - Z, Scores, T. Scores, Stanic Scores.

Physical Education

Unit-1
- Physical Education : its meaning and Implications, aims and objectives, Foundation of Physical Education, Concept of Physical Fitness recreation.
- Physiological effects of exercise : Biophysical difference in Boys and Girls and their implication. Postural defects including remedial exercise including Asans.

Unit-2
- The significance of child's growth and development for the practice of physical Education.
- The interaction of Health, Physical Education and Physical Fitness : Concept of Positive Health.

Unit-3
- Types of Food and their relative efficiency : role of balance diet, dangers of the use of alcohol nicotine, norcotic and drugs different types of Beverages.

Unit-4
- The Principle of Programme building : Organization of physical Education Programme in Secondary School. Competition, their role, Values and limitations, Team and house System, Classification of pupils for instructional and other purpose : Preparation of fixtures.
- Organization of annual athelitic meet including laying out of a double bond tracks with provion of Stagers.

Unit-5
- Evaluation of Student's performences in Physical Education Programmes.
- Ventilation and postures.
- Problems in organising Physical Education Programme in Indian School.

Career Information in Career Guidance

Unit-1
- Meaning of career and career information components of career information occupational information about education and opportunity and personal social information.
- Aims to study career information at different school levels.

Unit-2
Unit-3
- Career information : Sources, methods of collection. Classification and Filling-up of information and Evaluation of the information.

Unit-4
- Information about education and training opportunities for Primary, Elementary and secondary level of School.

Unit-5
Unit-6
- Personal Social information at every School level.
- Setting up of a career resource Centre, its major importance.

Teaching of Values

Unit-1
- Nature and source of values, biological, Physiological, Social and ecological determinants of Values-their bearing on education in varying degrees.

Unit-2
- Classification of values into Various types material social moral and spiritual values, Status of Values how an the be realised through education.

Unit-3
- Corresponding to Values there are evils or disvalues material, social, economic, moral and religious evils leading to Faithlessness and errervence : how can Education overcome these negative values.

Unit-4
- Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

Unit-5
- Development of Values as a personal and life long process teaching of values as an integral part of education.

Unit-6
- Evaluating teacher and other School Personnel.
- Value of Self-Sacrifice versus values of Self Centredness.
- Values of excellence versus values of ego-Centricism.
- Values of work versus values of selfishness.
- Every teacher needs to each values.

मूल्य शिक्षा — डॉ. रामस्वरूप चतुर्वेद
Education for Values, Environement and
Human Rights — Dr. S.S. Mathur

M. Ed. Examination

1. The examination for the degree of master of education (M.Ed.) will be open to a candidate who after-graduation passed I.T., B.Ed. or B.T. examination or any other examination recognised by the University as equivalent to B.Ed. examination of the university and has pursued a regular course of study in the faculty of education of the university or in an affiliated college as prescribed for one session full time student.

2. The programme of study for M.Ed. examination shall comprise:
   (a) Three compulsory papers — 100 marks each
   (b) Two optional papers — 100 marks each
   (c) A dissertation — 100 marks
   (d) A sessional work and viva-voce exam. — 100 marks (including 50 marks on sessional work).

Note—In each theory papers there shall be sessional work. The 50 marks (10 marks on sessional work of each paper) are alloted on evaluation of sessional work. The evaluation of sessional work will be done with viva-voce examination of sessional work will be done with viva-voce examination and marks endorse in the column meant for this in result sheet. In addition to this workshop and seminars will be the regular feature for the M.Ed course.

3. The following shall be compulsory papers:
   Paper I - Philosophical and social foundation of education
   Paper II - Pshycological foundation of education.
   Paper III - Methodology of educational research.

4. There shall be following three groups of the optional papers. A candidate for the M.Ed. degree shall be required to offer two optional pa

pers, selecting one from any of the following groups.

Optional Papers

Group A:
1. Educational measurement and evaluation.
2. Comparative education.
3. Science education
4. Distance education
5. Value education and human rights.

Group B:
1. Teacher education
2. Special education
3. Language education
4. Curriculum development
5. Yoga education.

Group C:
1. Management, planning and financing of education.
2. Environmental education
3. Educational technology.
4. Guidance and counselling.

5. Dissertation based on a research project investigation shall be compulsory. The allocation of the candidates to the qualified supervisors would be made by the head of department of education. The topic of the dissertation should be related to the area of specialisation which a candidate would offer. Each student will submit to his guide an outline of the project work, he intends to take which after discussion and approval of the supervisor will be taken in the beginning of the session. Three typed or printed copies of dissertation shall be submitted to the registrar of the university through the Principal of the college the date decided by registrar of the university and those copies of dissertation should be accompanied with the declaration by the student that it is his own work and it has not been submitted previously. It should also contain certificate from the supervisor concerned. The dissertation will be examined by the supervisor and by an external examiner appointed by the university. Each of them shall award marks out of 100 and average of the two will be the marks obtained by the candidate in the dissertation. The evaluation of sessional work and viva-voce examination will be conducted by the board of examiners appointed by the university. Board of examiners will consit of one external, one internal by rotation and Head of the Deptt. The Head of Deptt. will be convenor of the board of examiners. The viva-voce examination shall be comprehensive and shall be based on dissertation offered by the candidate

and entire course of M. Ed. The internal assessment of the sessional work will be done by the teachers of concerned subjects. However the internal assessment done by the concerned teacher may be consolidate by the board by the board the board of examiners.

6. To pass M. Ed. examination the candidate should obtain at least 36% of the total marks in each theory paper and 40% in the dissertation and sessional work cum viva-voce examination minimum marks for I. II and III division shall be 60%, 48% and 36% respectively.

Note—The candidate who fails in theory or dissertation or viva-voce and sessional work test shall have to reappear in examination for the whole course. Such candidate shall have to submit a fresh dissertation on a different topic.

M. Ed.
Paper-1st
Philosohical and Social Foundation of Education

AREA OF SPECIALIZATION

(OPTIONAL PAPER)

GROUP-A

- ❖ Educational measurement and evaluation
- ❖ Comparative education
- ❖ Guidance and counselling
- ❖ Distance education
- ❖ Value education and human rights.

GROUP-B

- ❖ Teacher education
- ❖ Special education
- ❖ Language education
- ❖ Curriculum development
- ❖ Yoga education

GROUP-C

- ❖ Managemental, planning and financing of education
- ❖ Environmental education
- ❖ Educational technology
- ❖ Science education

Master plan of the Institution

MEASURMENT OF COVERED AREA T.D.P.G. BUILDING , JAUNPUR

1. S.B.I.- 22×13.15=289.3×2=578.6M^2
   - (i) Toilet, Generator & Shade = 9.20×4.50 = 41.4 m^2
   - (ii) Room = 6×5.30 = 31.8 m^2
   - = ———————— = 651.80 m^2

2. Chemistry Lab & Garage :-
   - (i) 60×8.50 = 510×2 = 1020 m^2 (New Chemistry Lab)
   - (ii) 6.15×5.30 = 32.59 m^2 (Garage)
   - (iii) 9.70×4.40 = 42.68 m^2 (Store Chemistry dept.)
   - (iv) 5×4.40 = 22 m^2 (Store Chemistry dept.)
   - (v) 3.40×2.70 = 9.18 m^2 (Chemistry dept.)
   - = 1126.45 m^2

3. Science Building :-
   - (i) 828.59×2 = 1657.18÷1120.47 = 2777.65 m^2
     - Under Ground + Ground floor + First floor = 2777.65×3
     - = 8332.95 m^2
   - (ii) New Math Room :- 8.90×6 = 53.40 m^2
   - (iii) Saminar Hall :- 34.20×12.80 = 437.76 m^2
   - (iv) Saminar Hall (first floor under Construction) = 8824.11 m^2+437.76 m^2
     - = 9261.87 m^2

4. Hindi + Sociology Dept :- Art Building :-
   - (i) 37×8.5 = 314.5×2 = 629 m^2 (with Philosophy dept.)
   - (ii) 6.50×5.70 = 37.05 m^2 (Boys Toilet)
   - (iii) 19.5×8.5 = 165.75 m^2 (Girls Common Room)
   - (iv) 6×4.10 = 24.6 m^2 (Toilet of General Office)
   - (v) 28.25×11.45 = 323.46×2 = 646.92 m^2 (Account Office)
     - = 1503.32 m^2

5. Gumbad :-
   - (i) 4.80×4.80 = 23.04×12 (6 No Gumbad) = 276.48 m^2

6. **Electric Deptt :-**

    (i)   8.60×8   =   68.8 m^2 (Electric Room)

    (ii) 4.55×3   =   13.65 m^2 (Electric Store Room)

    (iii) 4.70×2.90   =   13.63 m^2

          ────────────────────
                      =   96.08 m^2

7. **Water Tank :-**

    (i)   6.15×6.10   =   37.51 m^2

8. **Education Deptt :-**

    (i)   6.80×5.70   =   38.76 m^2

9. **Principal Office :-**

    (i)   38.6×31   =   1196.6×2   =   2393.20 m^2 (D.S.)

10. **B.Ed. English Deptt :-** (Dabble Story)

    (i)   63.30×13.45 =   851.38 m^2×2   =   1702.76 m^2 (D.S.)

11. **Zoology Deptt Lab :-** (Dabble Story)

    (i)   29.5×19.9   =   587.052   =   1174.10 m^2

12. **Agriculture Chemistry Deptt :-**

    (i)   38.30×13.15 =   503.65×2   =   1007.30 m^2

13. **Defense & Military Science Deptt :-**

    (i)   13.70×13.60 =   186.32 m^2

    (ii) 6.3×4.5   =   28.35 m^2

          ────────────────────
                      =   214.67 m^2

14. **Sociology & M. Science Study Room :-**

    (i)   37.70×14.50 =   546.65 m^2

15. **Geography deptt :-**

    (i)   52.5×14   =   735 m^2

16. **Library :-**

    (i)   37.8×18.25 =   689.85×2   =   1379.70 m^2

17. **Game Deptt :-**

    (i)   33.30×27   =   899.10 m^2

18. **Physiology (U.G.C.) Deptt :-**

   (i) 26.40×11.80 = 311.50×2 = 623.04 m^2

19. **Indoor Stadium :-**

   (i) 31.70×24 = 760.80 m^2

20. **Agriculture Building (P.G.) :-**

   (i) $747.5 + 1218$ = 1965.5×2 = 3931.00 m^2

21. **Cycle Stand :-**

   (i) 51×15.75 = 803.25 m^2

22. **Principal House :-**

   (i) 23.3×20.5 = 477.65 m^2

   (ii) Shade :- 4×3 = 12.00 m^2 = 489.65 m^2

   (iii) 5.50×5.45 = $29.97 + 9$ = 38.97 m^2

                                               = 528.62 m^2

23. **Founder Room :-**

   (i) 7.10×5.75 = 40.82 m^2

24. **Police Station & Post Office :-**

   (i) 24×6.6 = $92.4 \text{ m}^2 \times 2$ = 184.80 m^3

25. **A.T.M. :-**

   (i) 5×3.0 = 15 m^2

26. **Pili Cothi form house :-**

   (i) 16.10×5.60 = 90.16 m^2

   (ii) 26.40×8.20 = 216.48 m^2

   (iii) 46.50×6.25 = 290.63 m^2

   (iv) 15.60×8.70 = 135.72 m^2

       Grand Total   = 732.99 m^2

27. **Main Building :-**

   (i) 34.70×22 = 763.40

   (ii) 10.20×4.90 = 49.98

                            = 813.38 m^2

28. **Pump House :-**
    (i) 9.3×4 $=$ $37.2 \ m^2$

29. **Cycle Stand :-**
    (i) 51.70×4.25 $=$ $219.73 \ m^2$

30. **New Library Hall :-**
    (i) 26.60×9.40 $=$ $250.04 \ m^2$
    (ii) 9.40×6 (D.S.)$=$ 56.40
    $=$ $306.44 \ m^2$

31. **New Class Room :-**
    (i) 33.10×14.30 $=$ $473.33 \ m^2$
    (ii) Principal Office $=$ 269.98
    $=$ $743.31 \ m^2$

32. **Old Building :-**
    (i) 33.70×13.20 $=$ $444.84 \ m^2$

33. **Agriculture Hostel :-**
    (i) $412.08 + 332.52 + 83.39$ $=$ $827.99 \ m^2$

34. **Sri T.D. Singh (Statue Covered Aria) :-**
    (i) 5.65×5.65 $=$ $31.92 \ m^2$

35. **Main Building Portics :-**
    (i) 8.5×6.85 $=$ $58.22 \ m^2$

36. **Three Shop :-**
    (i) 11.00×6.5 $=$ $71.50 \ m^2$

37. **5 U.P. N.C.C. Office :-**
    (i) 20×13 $=$ $260 \ m^2$

38. **Teachers Colony (Accountant Home) :-**
    (i) 16.40×10.80 $=$ $177.12 \ m^2$

39. **Teachers Colony No-9 :-**
    (i) 15.5×9 $=$ $139.5 \ m^2$

40. **Teachers Colony No- 11 :-**
   (i) 15.50×9.30 = 144.15×2 = 288.30 m^2

41. **Teachers Colony No - 4 :-**
   (i) 18×16 = 288×2 = 576 m^2
   (ii) Garage 9.70×2.85 = 27.65
                           = 603.65 m^2

42. **Teachers Colony No- 16 :-**
   (i) 17.20×16.50 = 283.8×2 = 567.60 m^2
   (ii) Garage -5×4 = 20 = 20.00 m^2
                           = 587.60 m^2

43. _____ :-
   (i) 48.40×33 = $1597.20 - 342$ = 1255.20 m^2

44. _____ :-
   (i) 17.25×7.40 = 127.65×2 = 255.30
   (ii) 28.30×6.50 = 183.95 = 183.95
                           = 439.25 m^2

45. **New B.P. Hostel (Three Story) :-**
   (i) 17.10×16.50 = 282.51
   (ii) 11.10×3.10 = 34.41
                           = 247.74×3 = 743.22 m^2

46. **Old B.P. Hostal :-**
   (i) 55.10×13.50 = 743.85×2 = 1487.70
   (ii) 33.70×21.40 = 721.18
                           = 2208.8 m^2

47. _____
   (i) 15×7.50 = 112.50 m^2

48. _____ :-
   (i) 7.20×3.50 = 25.55 m^2

49.

    (i)   7.20×3.50   =   25.20 m^2

50.   **N.C.C. Garaj 55 No** :-

    (i)   33.70×8.40   =   283.08×2   =   566.16 m^2

51.   **98. N.C.C. Building** :-

    (i)   13.40×7   =   93.80×2   =   187.60 m^2

    (ii)   30×6.70   =   201×2   =   402 m^2

    (iii)   11.20×2.65   =   28.55 m^2

    =   618.16 m^2

52.   **Gym Main Building** :-

    (i)   38.50×20   =   770 m^2

    (ii)   11.20×14.50   =   162.40 m^2 (Two Hall)

    (iii)   15.00×2.25   =   33.75 m^2

    (iv)   08.10×3.50   =   28.35 m^2

    =   994.50 m^2

53.   **Main Gate** :-

    (i)   14.00×3.20   =   44.80 m^2

    (ii)   3.20×3.05   =   9.76×4   =   39.04 m^2

    83.84 m^2

    41836.13

    =   994.50

    =   83.84

    =   42914.47   Total

    (Says Forty Two Thousand Nine Hundred Fourteen m^2)

54.   **Guiest House (Under Construction)** :-

    (i)   15.90×15.85   =   252 m^2

55.   **Seminar Hall (First Floor Under Construction)** :-

    (i)   34.20×12.80   =   437.76

    =   42914.47 + 252 + 437.76

    Grand Total   =   43604.23

Sample of student feedback on curriculum and faculty.

DEPARTMENT OF TEACHER EDUCATION

T.D. COLLEGE, JAUNPUR

PRACTICE TEACHING EVALUATION SHEET

Name of the Student Teacher - ....

Date : ....   Class ....

Subject ....   Duration ....

Topic ....

Note : -The scale is divided into three columns. First column indicates the teaching skill. The second column specifies the components fo the related skill. The third column contains rating from one to five against each of the component. This is meant for the measurement of the level of use of the component by the pupil teacher. Encircle the point grade (numbers) which indicates your assessment.

1	2	3	4	5
Poor	Unsatisfactory	Satisfactory	Good	Excellent

S.No.	Skills	Components	Rating				
A.	Instructional Objectives	1. ClariTy	1	2	3	4	5
		2. Relevance to the content	1	2	3	4	5

		3. Adequacy with reference to the domains and levels of objectives	1	2	3	4	5
		4. Attainability in terms of Pupil outcomes	1	2	3	4	5
B.	Organization of Content	1. Logical organization (according to Content)	1	2	3	4	5
		2. Psychological organization (as per the need of the pupil)	1	2	3	4	5
C.	Introduction of Lesson	1. Linkage with previous knowledge	1	2	3	4	5
		2. Linkage with new knowledge	1	2	3	4	5
		3. use of appropriate devices/techniques (Questioning, examples & exhibits)	1	2	3	4	5
D.	Structure of Questions	1. Questions of different level	1	2	3	4	5
		2. Grammatically correct	1	2	3	4	5
		3. Relevant to content	1	2	3	4	5
		4. Precise	1	2	3	4	5
E.	Delivery & Distribution of Question with response management	1. Delivery speed of questions	1	2	3	4	5
		2. Prompting of question	1	2	3	4	5
		3. Use of seeking further information of concerned question	1	2	3	4	5

			1	2	3	4	5
		4. Distribution of questions among students	1	2	3	4	5
		5. Fluency in questioning	1	2	3	4	5
		6. Use of refocusing	1	2	3	4	5
		7. Use of redirection	1	2	3	4	5
		8. Use of critical awareness questions	1	2	3	4	5
F.	Illustration with Examples	1. Simple	1	2	3	4	5
		2. Interesting	1	2	3	4	5
		3. Relevant to the point being explained	1	2	3	4	5
G.	Use of teaching aids	1. Relevant to the content	1	2	3	4	5
		2. Appropriate to the pupils level	1	2	3	4	5
		3. Proper display	1	2	3	4	5
		4. Appropriate use	1	2	3	4	5
H	Reinforcement	1. Use of positive verbal reinforcement	1	2	3	4	5
		2. Use of positive non-verbal reinforcement	1	2	3	4	5
		3. Avoidance of negative reinforcement	1	2	3	4	5
I.	Stimules variation	1. Teacher movement	1	2	3	4	5
		2. Teacher Gesture	1	2	3	4	5
		3. Change in speech pattern (Intonation	1	2	3	4	5

		and Pitch)					
		4. Change in interaction pattern	1	2	3	4	5
J.	Use of Black-board	1. Legibile	1	2	3	4	5
		2. Neat & Clean	1	2	3	4	5
		3. Systematic	1	2	3	4	5
		4. Adequate with reference to the content covered	1	2	3	4	5
K	Lesson Closing	1. Summarisation	1	2	3	4	5
		2. Establishing link between present learning & future learning	1	2	3	4	5
		3. Recapitulation	1	2	3	4	5
L.	Assignement	1. Variety	1	2	3	4	5
		2. Relevent to the content covered	1	2	3	4	5
		3. Relevent to the level of pupil	1	2	3	4	5
		4. Adequeacy	1	2	3	4	5
M.	Discipline	1. Direction given to eliminate non-attending behaviour	1	2	3	4	5
		2. Clarity of direction	1	2	3	4	5
		3. Appropriate handling of pupils	1	2	3	4	5
		4. Lack of non-desirable talk among students	1	2	3	4	5

Suggestions :

    1-

    2-

    3-

    4-

    5-

Name of Supervisor   -   _____

Designation   -   _____

Signature   -   _____

DEPARTMENT OF TEACHER EDUCATION

T.D. COLLEGE, JAUNPUR

Student Feedback Form for Teacher Evaluation

(i)   Class   (ii)   Paper/Course Code

(iii)   Name of the concern teacher

    (a)   (b)

    (c)

Note :-

(i)   The students whose attendance is less than 75%, he/she is requested not to fill the form.

(ii)   Please write NA against the points not applicable to you.

(iii)   Please skip any part that you have not observed or about which you can't make judgement.

(iv)   This questionnaire consist of some points, which highlight the quality/attributes of teacher. You have to select and write the most appropriate option according to your choice which is given below :

1	2	3	4	5
Unsatisfactory	Satisfactory	Good	Excellent	Outstanding

Responses should be given after reading the points/statements carefully, your responses will be confidential and it will be used only for improvement of teacher performance and teaching learning process.

Name of Faculty Parameters				
A-	Time Management			
1.	Punctuality in the class			
2.	Regularity in taking classes			
3.	Complete syllabus of the course in time			
4.	Scheduled test and sessional work			
5.	Makes alternate arrangement of class in his/her absence.			
	Sub-Total (A)			
B-	Subject knowledge and Presentation			
1	Interest generated by teacher			
2	Focus on Syllabi			
3	Self Confidence			
4	Communication Skills			
5	Conducting the classroom discussion			
6	Subject matter presentation			
7	Skill of linking subject to lib experiences and relevent other issues			
8	Refers to latest development in the field			
9	Uses of teaching aids (OHP, Blackboard. PPT's			

	Charts, model etc.)			
10	Uses of innovative teaching methods and techniques (Projects, Problem solving, Brain storming etc.)			
	Sub Total (B)			
C.	**Personality**			
1	Dress Sense			
2	Helping Attitude towards Students			
3	Impartial Attitude			
4	Loving & Caring			
5	Professional ethics and Dedication			
6	Acts as a role model			
7	Takes interest in conduct of Laboratory seminars, group discussion etc.			
	Sub-Total C			
D.	**Classroom Management**			
1	Class Discipline			
2	Encourage Students participation in the class			
3	Skills of addressing in appropriate behaviour of student			
4	Tendency of inviting opinion and question on subject matter from students.			
5	Enhances learning by judicious reinforcement mechanism			
6	Availability of teachers in the laboratory for whole duration of laboratory hours.			
7	Takes interest in conduct of laboratory,			

	seminars discussion etc.			
8.	Inspires students for ethical conducts			
	Sub Total D			
	Total (A+B+C+D)			

Audited Income Expenditure Statement for 2011-2012.

...ollege, Jaunpur

...come & Expenditure of Boys. Maintainance, UGC & salary Account for the Year ending 31st March 2012

Funds	Opening	Fees	Interest	Total	Exp	Closing
Association Fund	1,493,352.27	151,380.00	58,692.00	1,703,424.27	41,865.00	1,661,559.27
Charity Fund	1,508,017.88	151,380.00	59,585.00	1,718,982.88	22,700.00	1,696,282.88
Cultural Fund	170,422.75	153,290.00	9,676.00	333,388.75	256,887.00	76,501.75
Convocation Fund	441,499.59	101,489.00	18,970.00	561,958.59	244,515.00	317,443.59
Caution Money Fund	6,168,503.97	337,950.00	241,802.00	6,748,255.97	750.00	6,747,505.97
Cycle Stand Fund	760,976.99	631,750.00	35,615.00	1,428,341.99	194,491.00	1,233,850.99
Development Fund	518,385.20	2,085,333.00	36,475.00	2,640,193.20	2,213,920.00	426,273.20
Envoirnment Fund	2,014,356.00	478,640.00	62,572.00	2,555,568.00	713,863.00	1,841,705.00
Fan Fund	457,984.35	75,690.00	16,415.00	550,089.35	76,446.00	473,643.35
Farwarding Fund	1,749,038.76	991,610.00	65,178.00	2,805,826.76	716,149.00	2,089,677.76
Games Fund	1,075,461.60	1,745,180.00	45,396.00	2,866,037.60	1,865,176.00	1,000,861.60
Identity Card Fund	178,725.82	55,830.00	7,039.00	241,594.82	1,500.00	240,094.82
Library Fund	7,272.00	473,301.00	8,645.00	489,218.00	490,141.00	(923.00)
Magazine Fund	1,282,430.64	630,750.00	53,794.00	1,966,974.64	327,505.00	1,639,469.64
Medical Fund	1,568,124.35	73,818.00	52,699.00	1,694,641.35	66,081.00	1,628,560.35
Reading Room Fund	943,078.64	340,356.00	31,585.00	1,315,019.64	294,542.00	1,020,477.64
Rovers Ranger Fund	600,899.51	227,070.00	25,331.00	853,300.51	151,109.00	702,191.51
Tour Fund	348,749.88	353,810.00	18,097.00	720,656.88	214,600.00	506,056.88
University Exam Fund	873,395.24	36,199,290.00	207,870.00	37,280,555.24	37,053,719.00	226,836.24
Maintainance	6,711,377.34	10,449,409.00	358,546.00	17,519,332.34	11,046,503.00	6,472,829.34
P G Development	3,650,464.36	5,820,725.00	91,723.00	9,562,912.36	7,666,541.00	1,896,371.36
Total	32,522,517.14	61,528,051.00	1,505,705.00	95,556,273.14	63,659,003.00	31,897,270.14

Month					
Jan	8,650,175.00	11,000,500.00	998,695.00	20,649,370.00	11,910,769.00	8,738,601.00
feb	8,738,601.00	10,374,400.00	798,290.00	19,911,291.00	16,795,580.00	3,115,711.00
March	3,115,711.00	11,125,200.00	734,090.00	14,975,001.00	11,859,291.00	3,115,710.00
April	3,115,710.00	11,128,300.00	735,990.00	14,980,000.00	11,864,325.00	3,115,675.00
May	3,115,675.00	11,309,400.00	734,990.00	15,160,065.00	12,044,351.00	3,115,734.00
June	3,115,734.00	11,144,300.00	744,171.00	15,004,185.00	11,879,338.00	3,124,847.00
July	3,124,847.00	9,832,586.00	1,492,050.00	14,449,483.00	12,738,373.00	1,711,110.00
August	1,711,110.00	10,409,566.00	1,490,050.00	13,610,726.00	11,899,616.00	1,711,110.00
September	1,711,110.00	10,356,331.00	1,469,850.00	13,537,291.00	11,826,181.00	1,711,110.00
October	1,711,110.00	97,924.00	12,278,013.00	14,087,047.00	12,256,013.00	1,821,034.00
November	1,821,034.00	10,350,504.00	1,434,550.00	13,606,088.00	11,749,054.00	1,857,034.00
December	1,857,034.00	10,412,820.00	1,450,950.00	13,720,804.00	11,863,770.00	1,857,034.00
January	1,857,034.00	10,818,196.00	1,560,450.00	14,235,680.00	12,378,646.00	1,857,034.00
February	1,857,034.00	7,461,261.00	8,798,682.00	18,116,977.00	12,379,359.00	5,737,618.00
Salary	45,501,899.00	135,821,288.00	34,720,821.00	216,044,008.00	173,454,666.00	42,589,342.00

Particulars	Expenditure	No of Students	Unit Cost
(Boys & maintainance)			
Total Expenditure without salary	63,659,003.00	12605	5,050.30
Salary Income	173,454,666.00	12605	13,760.78
Total Income with salary	237,113,669.00	12605	18,811.08

Particulars	Amount	%
1 SALARY TEACHING	138,357,991.00	58.35%
2 SALARY NON TEACHING	35,096,675.00	14.80%
3 BOOKS & JOURNALS	1,112,188.00	0.47%
4 BUILDING DEVELOPMENT	3,547,745.00	1.50%
5 HOSTEL & OTHER STUDENT AMINITIES	-	0.00%
6 MAINTAINENCE-ELECTRIC, WATER, TELEPHONE, INFRASTRACTURE	2,661,628.00	1.12%
7 ACADEMIC ACTIVITIES-LABROTRIES, GREEN HOUSE, ANIMAL HOUSE, FIELD TRIP	2,971,678.00	1.25%
8 RESERCH, SEMINARS	41,865.00	0.02%
9 MISC (Others)	53,323,899.00	22.49%
	237,113,669.00	100.00%

Latest Recognition order issued by NCTE

भारतीय अध्यापक शिक्षा परिषद्
(भारत सरकार का सांविधिक संस्थान)
उत्तर क्षेत्रीय समिति

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

NCTE

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

F.No.F-3/UP-275/97

Registered post with AD
Dated 05.08.1998

ORDER

In exercise of the authority vested under Section 15 (3) (a) of the National Council for Teacher Education Act, 1993 , the Northern Regional Committee grants permission to Tilak Dhari College, Jaunpur-222002, U.P., for M.Ed., One year course, from the academic year 1998-99 with annual intake of 20 students.

This recognition is subject to the condition that the institution continues to fulfil the norms laid down under the regulations and submission of Annual Report in this regard.

By order.

Regional Director

The Manager
Government of India, Press,
Faridabad,
Haryana.

CC.
1. Education Secretary, Government of U.P., Secretariat, Lucknow.
2. Director, Higer Education U.P., Higer Education Directrate, Allahabad
3. The Registrar, Purvanchal University, Jaunpur, U.P.
4. The Member Secretary, National Council for Teacher Education, New Delhi.
5. Office Order File.
6. The Principal, Tilak Dhari College, Jaunpur 222002, U.P.

Regional Director

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक सांविधिक संस्थान)
उत्तर क्षेत्रीय समिति

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   The Principal, Tilak Dhari College, Jaunpur-222002, U.P.

Regional Director

University Result for Academic Year 2010-11.

B.Ed. (Session 2011-12)

Sl.No.	Name of Students	Number
1.	Student admitted	77
2	Student Appeared	76
3	Student Pass	70
4	Pass Percentage	98.70%
5	Student Fail	03
6	Result Incomplete	03
7	Ist Division in theory	19
8	1st Division in practical	76
9	Distinctions	10

University Result for Previous Academic Year
M.Ed. (Session 2009-10)

Sl.No.	Name of Students	Number
1.	Student Admitted	20
2	Student Appeared	18
3	Student Pass	17
4	Passing Percentage	94.44%
5	Student Fail	01
6	Ist Division	14
7	IInd Division	03
8	Distinctions	NIL

Sample of feedback on practice teaching by teacher educators by peers and staff of practice teaching schools.

DEPARTMENT OF TEACHER EDUCATION
T.D. COLLEGE, JAUNPUR
PRACTICE TEACHING EVALUATION SHEET

Name of the Student Teacher - ....

Date : ....   Class ....

Subject ....   Duration ....

Topic ....

Note : - The scale is divided into three columns. First column indicates the teaching skill. The second column specifies the components fo the related skill. The third column contains rating from one to five against each of the component. This is meant for the measurement of the level of use of the component by the pupil teacher. Encircle the point grade (numbers) which indicates your assessment.

1	2	3	4	5
Poor	Unsatisfactory	Satisfactory	Good	Excellent

S.No.	Skills	Components	Rating				
A.	Instructional Objectives	1. ClariTy	1	2	3	4	5
		2. Relevance to the content	1	2	3	4	5
		3. Adequacy with reference to the domains and levels of objectives	1	2	3	4	5
		4. Attainability in terms of Pupil outcomes	1	2	3	4	5
B.	Organization of Content	1. Logical organization (according to Content)	1	2	3	4	5
		2. Psychological organization (as per the need of the pupil)	1	2	3	4	5
C.	Introduction of Lesson	1. Linkage with previous knowledge	1	2	3	4	5
		2. Linkage with new knowledge	1	2	3	4	5

		3. use of appropriate devices/techniques (Questioning, examples & exhibits)	1	2	3	4	5
D.	Structure of Questions	1. Questions of different level	1	2	3	4	5
		2. Grammatically correct	1	2	3	4	5
		3. Relevant to content	1	2	3	4	5
		4. Precise	1	2	3	4	5
E.	Delivery & Distribution of Question with response management	1. Delivery speed of questions	1	2	3	4	5
		2. Prompting of question	1	2	3	4	5
		3. Use of seeking further information of concerned question	1	2	3	4	5
		4. Distribution of questions among students	1	2	3	4	5
		5. Fluency in questioning	1	2	3	4	5
		6. Use of refocusing	1	2	3	4	5
		7. Use of redirection	1	2	3	4	5
		8. Use of critical awareness questions	1	2	3	4	5
F.	Illustration with Examples	1. Simple	1	2	3	4	5
		2. Interesting	1	2	3	4	5
		3. Relevant to the point being explained	1	2	3	4	5
G.	Use of teaching aids	1. Relevant to the content	1	2	3	4	5
		2. Appropriate to the pupils level	1	2	3	4	5
		3. Proper display	1	2	3	4	5
		4. Appropriate use	1	2	3	4	5
H	Reinforcement	1. Use of positive verbal reinforcement	1	2	3	4	5
		2. Use of positive non-verbal reinforcement	1	2	3	4	5
		3. Avoidance of negative reinforcement	1	2	3	4	5
I.	Stimules variation	1. Teacher movement	1	2	3	4	5

		2. Teacher Gesture	1	2	3	4	5
		3. Change in speech pattern (Intonation and Pitch)	1	2	3	4	5
		4. Change in interaction pattern	1	2	3	4	5
J.	Use of Black-board	1. Legibile	1	2	3	4	5
		2. Neat & Clean	1	2	3	4	5
		3. Systematic	1	2	3	4	5
		4. Adequate with reference to the content covered	1	2	3	4	5
K	Lesson Closing	1. Summarisation	1	2	3	4	5
		2. Establishing link between present learning & future learning	1	2	3	4	5
		3. Recapitulation	1	2	3	4	5
L.	Assignement	1. Variety	1	2	3	4	5
		2. Relevent to the content covered	1	2	3	4	5
		3. Relevent to the level of pupil	1	2	3	4	5
		4. Adequeacy	1	2	3	4	5
M.	Discipline	1. Direction given to eliminate non-attending behaviour	1	2	3	4	5
		2. Clarity of direction	1	2	3	4	5
		3. Appropriate handling of pupils	1	2	3	4	5
		4. Lack of non-desirable talk among students	1	2	3	4	5

Suggestions :

        1-

        2-

        3-

        4-

        5-

Name of Supervisor   -   _____

Designation   -   _____

Signature   -   _____

Best Practice-1

Title : Community Awareness Programme about Congenital Anomalies among infants.

The context that required initiation of practice –

: In a country where nearly half of the population is illiterate, a teacher is looked as a leader in a community specially so in rural areas and in small communities.

In rural areas the many parents/guardians are illiterate or have less knowledge about congenital anomalies. They ignore the congenital anomalies of their infants. To awaring then about this issue requires a trained educated person. Teachers are counted upon for responsible and important tasks of public service.

Objectives of the Practice -

1. To sensitize pupil teachers and teacher educator towards congenital anomalies among infants.
2. To make pupil teacher enable in identification of disable infants.
3. To develop a positive attitude towards the disabled children and adults in the community.
4. To develop the specific competencies required of a teacher for performing the roles of a counsel and community participant.

The Practice

- The Implementation Process follows by Identification by disabilities among infants and counselling of parents. Pupil teacher would need first to be oriented regarding identification of disabilities with the help of experts in the field. They should be associated with local hospital where children are born and should initiate a movement to identify disabilities at the earliest.

Once identification is done, the disabled children's parents need counselling to cope up with harsh reality. Majority of the parents do no know about the needs of disabled children and about the opening available for them. Pupil-teachers oriented in this area

can be effective to counsel and guide parents. Activities like this should be undertaken on a regular and sustained basis.

Obstacle Faces, if any :-

- Due to illiteracy parents of disabled infant do not easily convince that this is a curable problem. They think about this is a god curse and can not be cure by doctor / medicine.

Strategy -

- A meeting is organized between parent/guardian having disabled infants and parents whose disabled infants are cured, experts and counselors. They get motivated, counseled and acquired concerned knowledge through pupil teacher & teacher educators.

Impact

- When a student or even a faculty find herself/himself working for a cause that is making contribution not only to the society specific but also to the development of national and the development of human being, the feeling and level of motivation becomes beyond any evaluation.
- The experience that students undergo during these programmes; adds tremendous value to their self-esteem, confidence level and personality.
- The educational experiences adds to a teachers thinking, observation ability and skill of management.
- The other effective attributes of a teacher which develop among pupil teachers are sense of responsibility, showing concern for human beings, and accepting each child as a distinct individual, loving & caring etc.

Resources   -   Pupil teachers, teacher educators experts, area representatives and non- teaching staff.

Best Practice-2

Title : Computer Literacy Programme among pupil teachers and teacher educators.

The context that required initiation of practice –

: The majority of our students belong to rural background & low socio-economic status. They remain either totally untouched or are touched with the knowledge of computer very superficially. Some teacher educators do not show positive attitude towards the use of latest technology. Emerging society & present education is becoming technology driven. The society and the schools are also moving towards computerization gradually. It is expected from teachers that they should have knowledge and skill of computer.

Objectives of the Practice -

- To provide computer knowledge to pupil teachers and teacher educators for fullfillment of national and global need.

The Practice

- The Implementation Process includes the organiszation of training programmes given by experts & faculty members. The institution has a well equipped computer lab. The pupil teacher must use computer lab once in a week. The faculty play an important role in inspiring the student by using powerpoint presentation and other innovative technologies in their lectures. The students of M.Ed. & Ph.D. degree are trained in analysis of the data with the help of SPSS package. The synopsis presentation using ppt by M.Ed. students is mandatory.

Obstacle Faces, if any :-

- During the implementation of the programme, the poor background of the students is the regular obstacle. Lack of change proneness towards use of technology is also a big obstacle in implementing such programme.

Strategy -

- Faculty member & the pupil teacher are oriented about the importance of computer literacy in upcoming time and they are also encouraged to use the technology.

Impact

- Our persistance has brought in the desired impact, we have observed a gradual increase of interest among the students. The passed out students have sent in formal/infromal appreciations towards this programme when they realize the value of its in the society.

Resources - Pupil-teachers, teacher educators, computer experts, computer lab and lab assistant.

Photo Gallery

They Make a Difference

Academic Activities

Supervision of Practice Teaching

Practice Teaching

Workshop on curriculum reform

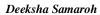*Seminar on Radhakrishnan's Thought*

Health is Wealth

Health Camp

Yoga Camp

A Player in Action

Inter Collegiate Sports

Scout & Guide Programme

Deeksha Samaroh

Scout & Guide Samagam

Inter-collegiate Rally of Scout Guide

Scouts & Guides

Convocation – 2011

Procession

Hon'ble Person of Convocations

Founder's Day

Decorated Building of College

Cultural Programmes

Celebrations of National & International Days

Teacher's Day Celebration

Rally on International Youth Day