

NOTICE

All the members of curriculum assessment committee to be informed that a meeting has been called on 09/12/2021 at 02:00pm to 03:00pm in the college multi-purpose hall in which your presence is necessary.

Date - 06/12/2021

Thank you


Principal
Sai B.Ed. & D.El. Ed. College
Sivanur, Dikranaganj (Rohtas)

CURRICULUM ASSESSMENT

MINUTES OF THE MEETING

Date: - 09/12/2021

Time: - 02:00 PM to 03:00 PM

Venue: - Conference hall

Presided over by: - Dr. Bipin bihari Singh (Principal)

College name: - Sai B.Ed. & D.El.Ed. College

Introduction: -

The curriculum assessment committee of Sai B.Ed. & D.El.Ed. College meeting conducted on 09/12/2021 at conference hall in the presence of the chairmanship of Principal name of the principal as per the discussion in the meeting the following are the agenda of the curriculum assessment committee.

Agenda: -

Incorporating multiple measures to permit triangulation of inferences.

Member's Present: -

S.No.	Name	Designation
01.	Dr. Bipin bihari Singh	President
02.	Sanjay Kumar Verma	Coordinator
03.	Sony Verma	Faculty member
04.	Pradip Kumar Mishra	Faculty member
05.	Mamaji Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Angad Prasad Maurya	Faculty member
08.	Neha Kumari	Alumni student

B.Ed. & D.El. Ed. College



09.	Atul Kumar	Alumni student
10.	Savitri Kumari	Alumni student
11.	Satyajit Barikash	Alumni student
12.	Smiti Kumari	Alumni student
13.	Km. Sudha Rai	Student member
14.	Chandan Kumar	Student member
15.	Khushboo Kumari	Student member
16.	Sakna Kumari	Student member
17.	Amitya Kumari	Student member
18.	Dharmaraj Sah	Student member
19.	Sonu Kumar	Student member
20.	Kush Kumar	Student member
21.	Gautam Bhadrachari	Student member
22.	Jyoti Kumari	Student member

Discussion: -

The committee discussed all agenda of the meeting in the presence of Dr. Bipin Bihari Singh (Principal) and all supporting staff of this cell.

Resolutions: -

Regarding the discussion of agenda following resolution are discussed.

1. Designing complex and/or challenging tasks.
2. Including open-ended tasks.
3. Using tasks that employ meaningful or authentic.

Adjournment: -

Meeting was adjourned at 03:00 pm with refreshment and given vote of thanks by Dr. Bipin Bihari Singh (Principal).

B. S. L.
Principal

Sai B.Ed. & D.El. Ed. College
Siyarua, Gramam, Rahtas

Minutes submitted by:- Sanjay Kumar Verma (Coordinator).

Approved by:- Dr. Bipin bihari Singh (Principal).

S.No.	Name	Designation
01.	Dr. Bipin bihari Singh	President
02.	Sanjay Kumar Verma	Coordinator
03.	Sony Verma	Faculty member
04.	Pandit Kumar Mishra	Faculty member
05.	Mang Kumar Yadav	Faculty member
06.	Abhinav Singh	Faculty member
07.	Angad Baset maurya	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Sawari Kumari	Alumni student
11.	Satya Pratish	Alumni student
12.	Sinku Kumari	Alumni student
13.	Km Sudha rai	Student member
14.	Chandan Kumar	Student member
15.	Khushbu Kumari	Student member
16.	Sapna Kumari	Student member
17.	Anugya Kumari	Student member
18.	Sharmasag Sah	Student member
19.	Sonu Kumar	Student member
20.	Kush Kumar	Student member
21.	Gautam bhardwaj	Student member
22.	Jyoti Kumari	Student member


Principal

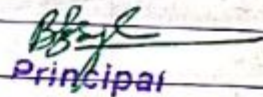
Sat B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

NOTICE

All the members of Curriculum assessment committee to be informed that a meeting has been called on 01/10/2022 at 02:00pm in the College multipurpose hall in which your presence is necessary.

Date - 29/09/2022

Thank You.


Principal

Sai B.Ed. & D.El. Ed. College
Sivani, P.K. (Rohtas)

CURRICULUM ASSESSMENT

MINUTES OF THE MEETING

Date - 01/10/2022

Time - 02:00 PM

Venue - Conference hall

Presided over by - Dr. Bipinbihari Singh (Principal)

College name - Sai B.Ed. & D.El.Ed. College

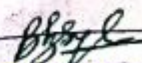
Introduction -

The curriculum assessment committee of Sai B.Ed. & D.El.Ed. College meeting conducted on 01/10/2022 at Conference hall in the presence of the chairmanship of Principal Dr. Bipinbihari Singh as per the discussion in the meeting the following are the agenda of the Curriculum assessment Committee.

Agenda -

Teachers will require training in high quality content as well as pedagogy by which they deliver better education to their learners.

S.NO.	NAME	DESIGNATION
01.	Dr. Bipinbihari Singh	President
02.	Sanjay Kumar Verma	Co-ordinator
03.	Sony Verma	Faculty member
04.	PradiP Kumar mishra	Faculty member
05.	Manoj Kumar yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Anagad Prasad maurya	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Savitri Kumari	Alumni student
11.	Satya Prakash	Alumni student


Principal

Sai B.Ed. & D.El. Ed. College
Chauran Rikramnani (Rohtas)



12.	Sinki Kumari	Alumni student
13.	Mr. Miftahuddin Khan	Student member
14.	Vikas Kumar	Student member
15.	Punita Kumari	Student member
16.	Shobha Kumari	Student member
17.	Vijanti Kumari	Student member
18.	Sonali Kumari	Student member
19.	Richa Kumari	Student member
20.	Himanshu Raj	Student member
21.	Nitu Kumari	Student member
22.	Jyoti Kumari	Student member

Discussion —

The committee discussed all agenda of the meeting in the presence of Dr. Bipin bihari Singh (Principal) and all supporting staff of this cell.

Resolutions —

Regarding to fulfill above mention agenda committee discussed following points: —

1. Maintained infrastructure.
2. Give some weightage to extracurricular activities.
3. Enhance the quality and procedures of teacher training.
4. Ensure inclusive and quality education for all and Promote lifelong learning.

Adjournment —

Meeting was adjourned at 03:00 pm with refreshment and given votes of thanks by Dr. Bipin bihari Singh (Principal)

Minutes submitted by — Sanjay Kumar Verma (Co-ordinator)

Approved by — Bipin bihari Singh (Principal) —

Bipin
Principal

S.No.	NAME	DESIGNATION
01.	Dr. Bihari Singh	President
02.	Sanjay Kumar Verma	Co-ordinator
03.	Sony Verma	Faculty member
04.	Pradip Kumar Mishra	Faculty member
05.	Manoj Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Angad Prasad Mungya	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Savitri Kumari	Alumni student
11.	Satya Prakash	Alumni student
12.	Sinku Kumari	Alumni student
13.	Mr. Miftahuddin Khan	Student member
14.	Vikas Kumar	Student member
15.	Pooja Kumari	Student member
16.	Shreya Kumari	Student member
17.	Vijanti Kumari	Student member
18.	Sonali Kumari	Student member
19.	Richa Kumari	Student member
20.	Himangshu Raj	Student member
21.	Alito Kumari	Student member
22.	Jyoti Kumari	Student member


Principal

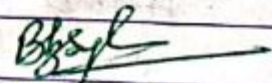
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

NOTICE

All the members of curriculum assessment committee to be informed that a meeting has been called on 15/03/2023 at 02:00pm in the college multipurpose hall in which your presence is necessary.

Date - 13/03/2023

Thank you.



Principal

Sai B.Ed. & D.El. Ed. College
Sivaruan, Birkramnani (Rohtas)

CURRICULUM ASSESSMENT

MINUTES OF THE MEETING

Date - 15/03/2023

Time - 02:00 PM

Venue - Conference hall

Presided over by - Dr. Bikan Bhatnagar Singh (Principal)

College Name - Sai B.Ed. & D.El.Ed. College

Introduction -

The curriculum assessment committee of Sai B.Ed. & D.El.Ed. College meeting conducted on 15/03/2023 at conference hall in the presence of the Chairmanship of Principal Dr. Bikan Bhatnagar Singh as per the discussion in the meeting the following are the agenda of the curriculum assessment committee.

Agenda -

1. For the implement of NEP 2020, the curriculum should blend knowledge, thinking, innovation skills, media and information and communication technology.
2. The committee wants to connect curriculum with real life experience in the context of core academics.

Members present -

S.N.	NAME	DESIGNATION
01.	Dr. Bikan Bhatnagar Singh	President
02.	Sampy Kumar Verma	co-ordinator
03.	Sony Verma	Faculty member
04.	Pooja P. Kumar Mishra	Faculty member
05.	Manoj Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Angad Bhadramani	Faculty member
08.	Neha Kumari	Alumni student


Principal

Sai B.Ed. & D.El.Ed. College
Chandigarh, Chandigarh (India)



09.	Atul Kumar	Alumni student
10.	Sauvtri Kumari	Alumni student
11.	Satya Prakash	Alumni student
12.	Sinki Kumari	Alumni student
13.	Abhishek Kumar	Student member
14.	Himanshu Kumari	Student member
15.	Prachi Kumari	Student member
16.	Shabha Kumari	Student member
17.	Viganti Kumari	Student member
18.	Sonali Kumari	Student member
19.	Richa Kumari	Student member
20.	Himanshu Raj	Student member
21.	Nitu Kumari	Student member
22.	Tyoti Kumari	Student member

Discussion —

The committee discussed all agenda of the meeting in the presence of Dr. Bikhin Bihari Singh (Principal) and all supporting staff of this cell.

Resolutions —

Regarding the above mention agenda committee discussed the following point for implementation :-

1. Create activities and creative teaching that not fulfill the requirement of mental development but also achieve the goal not overall development and goal.
2. To Provide experienced based education and real-life education first find out the interests of learners through counseling and often that try to make it formulate in curriculum.

Adjournment :-

Meeting was adjourned at 03:00 pm with ~~adjournment~~ and given vote of thanks by Dr. Bikhin Bihari Singh ^{Principal} College.

Sal B. Ed. & D. Ed. College
Sivanagar, Pithampurani (Rohitast)



Minutes submitted by - Sanjay Kumar Verma (Co-ordinator)
 Approved by - Dr. Bipin Bihari Singh (Principal).

S.No.	NAME	DESIGNATION
01.	Dr. Bipin Bihari Singh	President
02.	Sanjay Kumar Verma	Co-ordinator
03.	Sanj Verma	Faculty member
04.	Radip Kumar Mishra	Faculty member
05.	Manoj Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Angad Prasad Mawga	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Sevutri Kumari	Alumni student
11.	Catya Prakash	Alumni student
12.	Sinki Kumari	Alumni student
13.	Abhishek Kishor	Student member
14.	Himanshu Kumar	Student member
15.	Prachi Kumari	Student member
16.	Shobha Kumari	Student member
17.	Vijanti Kumari	Student member
18.	Sonali Kumari	Student member
19.	Richa Kumari	Student member
20.	Himanshu Raj	Student member
21.	Nito Kumari	Student member
22.	Jyoti Kumari	Student member

BBS

Principal

Sal B.Ed. & D.El. Ed. College
 Sivarua, Bikramganj (Rohtas)

NOTICE

All the members of curriculum assessment committee to be informed that a meeting has been called on 18/04/2024 at 02:00pm in the college multipurpose hall in which your presence is necessary.

Date - 16/04/2024

Thank you.

Bhargava
Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Rikramganj (Rohtas)

CURRICULUM ASSESSMENT

MINUTES OF THE MEETING

Date - 18/04/2024

Time - 02:00 PM

Venue - Conference hall

Presided over by - Dr. Bipin Bihari Singh (Principal)

College name - Sai B.Ed. & D.El.Ed. College.

Introduction -

The curriculum assessment committee of Sai B.Ed. & D.El.Ed. College meeting conducted on 18/04/2024 at Conference hall in the presence of the chairmanship of Principal name of the Principal as per the discussion in the meeting the following are the agenda of the curriculum assessment committee.

Agenda -

1. To create technological base teaching like in the form of presentation in PPTs.
2. Evaluate student in the process of teaching to make them able for the future requirement.
3. Make healthy communication and interaction with students to upgrade the style of teaching learning procedure.

Members Present -

S.N.	NAME	DESIGNATION
01.	Dr. Bipin Bihari Singh	President
02.	Sanjay Kumar Verma	Co-ordinator
03.	Sony Verma	Faculty member
04.	Pradip Kumar Mishra	Faculty member
05.	Manoj Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member

Sai B.Ed. & D.El. Ed. College



07.	Angad Prasad Maurya	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Savitari Kumari	Alumni student
11.	Satya Prakash	Alumni student
12.	Sinki Kumari	Alumni student
13.	Kamlesh Kumar	Student member
14.	Shallu Kumari	Student member
15.	Ulagana Singh	Student member
16.	Dimple Singh	Student member
17.	Shweta Kumari	Student member
18.	Arin Kumar	Student member
19.	Priya Kumari	Student member
20.	Rakha Kumari	Student member
21.	Sumant Paswan	Student member
22.	Endrani Kumari	Student member

Discussion -

The committee discussed all agenda of the meeting in the presence of Dr. Bikram Bihari Singh (Principal) and all supporting staff of this cell.

Resolutions -

Regarding the above mention agenda Committee discussed that following point for implement.

1. Make at least 2 to 4 classroom smart. The equipment those require for this purpose arranged/ provided by the college for the presentation of PPT.
2. In the process of teaching every week teachers allocate some topics to the students whom they present in front of the class with the use of PPT and help of teachers.
3. Always include this information in the procedure of teaching that build the knowledge of students in term of present demand.

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)

Adjournment -

meeting was adjourned at 03:00 PM with refreshment and given vote of thanks by Dr. Bipin bihari Singh (Principal).

Minutes submitted by - Sanjay Kumar Verma (Co-ordinator)

Approved by - Dr. Bipin bihari Singh (Principal).

S.N.	NAME	DESIGNATION
01.	Dr. Bipin bihari Singh	President
02.	Sanjay Kumar Verma	Co-ordinator
03.	Sony Verma	Faculty member
04.	Pradip Kumar Mishra	Faculty member
05.	Manoj Kumar Yadav	Faculty member
06.	Abhay Singh	Faculty member
07.	Angad Prasad Maurya	Faculty member
08.	Neha Kumari	Alumni student
09.	Atul Kumar	Alumni student
10.	Savitri Kumari	Alumni student
11.	Satya Prakash	Alumni student
12.	Ginku Kumari	Alumni student
13.	Kamlesh Kumar	Student member
14.	Shallu Kumari	Student member
15.	Upasana Singh	Student member
16.	Dimple Singh	Student member
17.	Shweta Kumari	Student member
18.	Aron Kumar	Student member
19.	Priya Kumari	Student member
20.	Rakha Kumari	Student member
21.	Sumant Bhowan	Student member
22.	Endrani Kumari	Student member


Principal

Sal B. Ed. & D. Ed. College
Sivauran, Bikramganj (Rohtas)

Attendance sheet of curriculum Assessment

S.N.	NAME	DESIGNATION	SIGN
01.	Dr. Bipin Bihari Singh	President	
02.	Sanjay Kumar Verma	Co-ordinator	Bans
03.	Sony Verma	Faculty member	सोनी वर्मा
04.	Pradip Kumar Mishra	Faculty member	प्रदीप कुमार मिश्रा
05.	Mangy Kumar Yadav	Faculty member	Mangy
06.	Abhay Singh	Faculty member	अभय
07.	Anagad Prasad Murya	Faculty member	अंगद प्रसाद मुर्या
08.	Neha Kumari	Alumni student	Neha Kumari
09.	Atul Kumar	Alumni student	Atul Kumar
10.	Savitri Kumari	Alumni student	Savitri Kumari
11.	Satya Prakash	Alumni student	Satya Prakash
12.	Sinki Kumari	Alumni student	Sinki Kumari
13.	Kamlesh Kumar	Student member	Kamlesh Kumar
14.	Shallu Kumari	Student member	Shallu Kumari
15.	Upasana Singh	Student member	Upasana Singh
16.	Rimple Singh	Student member	Rimple Singh
17.	Shweta Kumari	Student member	Shweta Kumari
18.	Arun Kumar	Student member	Arun Kumar
19.	Priya Kumari	Student member	Priya Kumari
20.	Rekha Kumari	Student member	Rekha Kumari
21.	Sumant Paswan	Student member	Sumant Paswan
22.	Endrani Kumari	Student member	Endrani Kumari

Bhaskar
Principal

Sal B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)

ACTION TAKEN REPORT

Agenda

1. Incorporating multiple measures to permit triangulation of inferences.
2. Teachers will require training in high-quality content as well as Pedagogy by which they deliver better education to their learners.
3. Create activities and creative teaching that not only fill the requirement of mental development but also achieve the goal not over all development and goal.
4. To provide experienced based education and real-life education first find out the interests of learner through counseling and often that try to make it formulate in curriculum.
5. To create technological base teaching like in the form of presentation in PPTs.
6. Evaluate student in the process of teaching to make them able for the future requirement.
7. Make healthy communication and interaction with students to upgrade the style of teaching learning procedure.

- All the committee members took part in the presentation of the agenda in front of panel they describe their view in term of the need of particular agenda that they mention in their minutes of the meeting.
- After a long discussion and knowing the needs of the present situations panel described to accept the thought and after that resolution made by the committee member.
- In this way the curriculum committee of Sai B.Ed. & D.El.Ed. College makes progressive approach in the favor and benefits of the Students.

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramnani (D-12-1)



Curriculum committee mission:-

In supporting the mission of the college, the curriculum committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of state universities. The committee provides guidance, advocacy and oversight for curricular issues that are cross dependent or institutional in scope and impact.

Curriculum Committee Primary functions:-

1. The committee reviews and approves recommendation regarding new courses, revisions to existing courses, transferability, general education, related instruction, and new revised programs.
2. Provides oversight of all new or edited course outlines and programs proposal to maintain academic standards and best curricular practice.
3. Evaluates impact of curriculum proposals to assure that the curriculum proposals to assure that the curriculum offered is complementary and integrated.

Establish review procedures and guidelines as needed to assure quality and conformance to best curriculum practice throughout the college during normal days as well as critical situation of pandemic Covid-19.

Objectives of curriculum committee:-

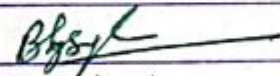
1. Give emotional as well as educational guidance and ability to students in their educational procedure.
2. Improve the technological section of the college.
3. Always upgrade your knowledge in terms of

Principal
Sal B. Ed. & D. Ed. College
Rikramnani (Rohar)



requirements of the students as well as situations.

4. Try to resolve the problem of your learners that they face during their learning.



Principal

Sai B. Ed. & D. El. Ed. College
Shivaran, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.1.3

landing page of the web where (CLOs)
and (PLOs)

Please follow the link

https://www.saibedcollege.com/images/naac/PLO-CLO_merged.pdf

Prospectus for the latest year,

Please follow the link

<https://www.saibedcollege.com/images/naac/prospectus.pdf>


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

STUDENT INDUCTION PROGRAMME-(SIP) - 18/010/2022

Student Induction Program (SIP) was conducted on 18/10/2022 at Sai B.Ed. & D.El.Ed College for the first year students. The purpose of this program was to facilitate a smooth transition from their home and school environment to college environment through various discussions and activities.

Details of programme:

- Inauguration, Rule and Regulation,
- Campus Tour
- Orientation on PLOs.
- Introduction of Syllabus
- Open discussion on Syllabus

The main objective of the Student Induction Program is to help new students to adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members and expose them to a sense of larger purpose and self- exploration.

Induction is a well-planned event to educate the new students about the environment in a particular institution and connect them with the people in it. The new students learn about the institutional policies, processes, practices, culture and values.

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

Inauguration, Rule and Regulation :

A welcome speech was delivered by Mr. Abhay Singh. He welcomed all the new faces and made them feel comfortable in the new environment. Later all the rules and regulations were briefed by him.

Campus Tour:

After a short time, students were suggested to have a tour of their campus under Dr. B.B. Singh so that they can be well aware of each and every aspect of infrastructure and college facilities.

Orientation on Programme Learning Outcome:

The outcome of the learning programme was introduced by the principal. She explained the scope and result at the end of the course completion.

Introduction of Syllabus:

The two-year syllabus was briefed in detail by Mr. Hari Prasad. She explained each part and the internal and external exam pattern and marks given by the college.

Open discussion on Syllabus:

Students were allowed to discuss and share their overview on syllabus. This session was briefed and handled by Dr. B.B. Singh.

Talent Expo, Valedictory :

At the end, students were allowed to perform according to their choices and enjoy the day.

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

STUDENT INDUCTION PROGRAMME-18/10/2022




Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

TEACHERS' ORIENTATION - 12/09/2022

The orientation began with a warm introduction and welcome from the Dr. B.B Singh emphasizing the significance of teachers' roles in shaping young minds. A concise overview of the college's vision, mission, values, and educational philosophy were put forth.

Teachers were made familiar with college policies and procedures to ensure a safe and productive learning environment. Teachers received a clear overview of the curriculum and the instructional strategies adopted by the college.

Effective classroom management is essential for maintaining an orderly and conducive learning environment. Orientation provided practical strategies for behaviour management, lesson planning, differentiation, and student engagement.

Encouraging collaboration among teachers fosters a culture of continuous improvement. Orientation highlighted the importance of professional learning communities and team work.

Teachers should be equipped with strategies to build positive relationships with students, parents, and colleagues. Orientation included concise information on effective communication, parent- teacher conferences, and strategies for fostering a supportive classroom community.

Teachers need to prioritize their own well-being to maintain their effectiveness in the classroom. Orientation addressed strategies for managing stress, achieving work-life balance. In conclusion, the teacher's orientation set the foundation for a successful academic year by delivering concise and relevant information and providing necessary resources.


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

TEACHER ORIENTATION PROGRAMME -12/09/2022




Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

PEDAGOGY OF A SCHOOL SUBJECT - PART-II

Course No.: 7b
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

Pedagogy of a School Subject (PSS)-Part II may be any One of the following relevant Courses which the candidate has studied in B.Ed. 1st year:

- PSS-01- Method of Teaching English- Part- (II)
- PSS-02- Method of Teaching Hindi- Part- (II)
- PSS-03- Method of Teaching Sanskrit- Part- (II)
- PSS-04- Method of Teaching Urdu- Part- (II)
- PSS-05- Method of Teaching Arabic- Part- (II) *
- PSS-06- Method of Teaching Persian- Part- (II) *
- PSS-07- Method of Teaching History- Part- (II)
- PSS-08- Method of Teaching Civics- Part- (II)
- PSS-09- Method of Teaching Geography- Part- (II)
- PSS-10- Method of Teaching Economics- Part- (II)
- PSS-11- Method of Teaching Home Science- Part- (II)
- PSS-12- Method of Teaching Commerce- Part- (II)
- PSS-13- Method of Teaching Physical Sciences- Part- (II)
- PSS-14- Method of Teaching Biological Sciences- Part- (II)
- PSS-15- Method of Teaching Mathematics- Part- (II)
- PSS-16- Method of Teaching Computer Science- Part- (II) *

Detailed syllabus of each course has been given in the subsequent pages.


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PSS-01-METHOD OF TEACHING ENGLISH- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- develop effective teaching aids for effective instruction delivery in the classroom
- develop an insight about the role of English teacher in developing multilingual skills in students
- plan the lesson with a balance of prose poetry and grammar teaching
- develop competence in designing effective instructional strategies to teach English
- develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Planning for teaching

- Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model
- Skills of teaching: Core skills and planning Micro-lessons
- Teaching of Prose, Major steps in the planning of a prose lesson
- Teaching of Poetry, Objectives of poetry lessons, Major steps in the planning of a poetry lesson.
- Teaching of Grammar, Place of Teaching Grammar in the teaching of English, Methods of teaching Grammar and its planning

Unit -II - Aids of Teaching

- Meaning and importance of teaching aids.
- Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on.
- Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phonc etc.
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of English
- Innovations in Teaching Aids in English.
- English library, English classroom

Unit -III- Evaluation Techniques

- Concept and types of evaluation
- Characteristics of a good test
- Construction of achievement test in English

71 | Page

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- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an English Teacher- an evaluative approach

PRACTICUM (Any One) *Concerned teacher can devise assignment as per requirement of the course)*

- Develop an album of teaching aids for English teaching
- Keeping in view the needs of the children with special needs prepare two activities for English teachers
- Construction of achievement test
- Preparation of a unit plan
- Practise in language laboratory to pronounce English correctly

SUGGESTED READING

- Bright J.M. and M.C. Gregor, Teaching English as Second Language.
- Connor, J.D.O., Better English Pronunciation, ECBS.
- Harris, J., Testing English as a Second Languages, MacMillan.
- Leon J., New Horizons in Linguistics.
- Roach P., English Phonetics as phonology, Cambridge, C.U.P.
- Yule, G., Study of Language, C.U.P.
- French and French, Teaching of English


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PSS-02-METHOD OF TEACHING HINDI- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Hindi teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Hindi
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Planning for teaching

- General principles of language teaching with special reference to Hindi as mother-tongue and national language
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Methods of teaching Hindi to a multilingual class

Unit -II - Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Hindi language learning.
- Language laboratory and its importance in the teaching of Hindi Language.
- Salient features of a good text-book in Hindi

Unit -III- Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Hindi with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.

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- Qualities of an Urdu Teacher- an evaluative approach

PRACTICUM

(Any One)(Concerned teacher can devise assignment as per requirement of the course)

- Develop an album of teaching aids for Hindi teaching
- Keeping in view the needs of the children with special needs prepare two activities for Hindi teachers
- Construction of achievement test
- Preparation of a unit plan
- Assignment on any topic related to Hindi teaching

SUGGESTED READING

- Flower, R.P. *Language and Education*
- Habolot, P. *Language Learning*
- Qad, L.K. *Hindi Shikshan mein Truti Nidan evam Upchar*
- Pandey, R.S. *Hindi Shikshan*
- Quirk, R. *The study of the Mother Tongue*
- Singh, N.K. *Mudhyamik Vidyalayon mein Hindi Shikshan*
- Sharma, D.L. *Hindi Shikshan Prashikshan*


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PSS-03-METHOD OF TEACHING SANSKRIT- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Sanskrit teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Sanskrit
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Planning for teaching

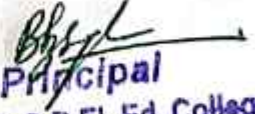
- Translation method for teaching Sanskrit, its advantages and limitations.
- Direct method for teaching Sanskrit, its main principles and techniques.
- Other methods:- Traditional Method, Textbook Method, Elective Method, Communicative Approach, Inductive and Deductive Method
- Meaning and importance of lesson-planning. Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.

Unit –II - Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.
- Computer Assisted Language learning.
- Language laboratory and its importance in the teaching of Sanskrit language.

Unit –III- Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.


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- Qualities of an Sanskrit Teacher- an evaluative approach

Practicum(Any One)(Concerned teacher can devise assignment as per requirement of the course)

- Develop an album of teaching aids for Sanskrit teaching
- Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers
- Construction of achievement test
- Preparation of a unit plan
- Assignment on any topic related to Sanskrit teaching

SUGGESTED READING

- Apte, G.D. &Dungre, P.K. Teaching of Sanskrit inSecondary Schools
- Chaturvedi, S.P. Sanskrit Shikshan
- Gupta Prabha (2007) – Sanskrit Shikshan, Sahiya Prakashan, Agra.
- Mishra, P.S. Sanskrit Shikshan
- Pandey Ram shankar (2006) – Teaching of Sanskrit, Shri Vinod Pustak Mandir, Agra.
- Pandey, R.S. Sanskrit Shikshan
- Sharma Rama And Mishra N.K. (2009) – Arjun Publication, Dariyaganj, New Delhi.
- Tripathi, R.N. Sanskrit AdhyapanVidhi
- Vatsa, B.L. (2008) – Sanskrit Shikshan, Agrawal Publication: Agra.


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PSS-04-METHOD OF TEACHING URDU- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Urdu teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Urdu
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Planning for teaching

- General principles of language teaching with special reference to Urdu as mother-tongue..
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basic skills of languages.
- Methods of teaching Urdu for Non-Urdu speaking people

Unit -II - Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Urdu language learning.
- Language laboratory and its importance in the teaching of Urdu Language.
- Salient features of a good text-book in Urdu.
- Co-Curricular activities in Urdu: KhushNawesi, Mushairah, Baithazi, Barm-e-Adab, Mohahisa, Adbi- Numaish, Adbi Maqale, Mojallah wa Moraqqa'

Unit -III- Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Urdu with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Urdu Teacher- an evaluative approach

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Practicum(Any One)(Concerned teacher can devise assignment as per requirement of the course)

- Develop an album of teaching aids for Urdu teaching
- Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers
- Construction of achievement test
- Preparation of a unit plan
- Assignment on any topic related to Urdu teaching

SUGGESTED READING:

- Abdullah, Saleem *Urdu Kaive Parhaen*, Aligarh: Educational Book House.
- Alderson, C. (2000). *Assessing Reading*, New York: Cambridge University Press.
- Bachman, L. and A. Palmer, (1996). *Language Testing in Practice*, New York: Oxford University Press.
- Bailey, K. (1997). *Learning About Language Assessment: Dilemmas, Decisions, and Directions*, Boston: Heinle & Heinle.
- Beg, Mirza Khalil *Urdu Zaban Ki Tareekh*, Aligarh: Educational Book House.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*, 5th Edition, white Plain, New York: Pearson Education Inc.
- Buck, G. (2001). *Assessing Listening*, New York: Cambridge University Press.
- Douglas, D. (2000). *Assessing Language for Specific Purposes*, New York: Cambridge University Press.
- Lado, R. (1983). *Language Teaching: A Scientific Approach*, New Delhi: McGraw Hill.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York: Oxford University Press.
- Littlewood, W. (1981). *Language Teaching: An Introduction*, Cambridge: Cambridge University Press.
- McNamara, T. (2000). *Language Testing*, New York: Oxford University Press.
- Moinuddin. (2002). *Urdu Zaban Ki Tadrees*, New Delhi: NCPUL.
- Quazi, Shahbaz & Akhtar, Muhammad Naeem (2007). *Urdu Tadreesi Tareeqa*, Nagpur: Authors.
- Read, J. (2000). *Assessing Vocabulary*, New York: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
- Richards, J. C. and T. S. Rodgers. (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
- Sherwani, Inamullah Khan (1989). *Tadrees Zaban-e-Urdu*, Kolkata: Anjali Ghose.
- Subbiah, Pon (2003). *Test of Language Proficiency: Urdu*, Mysore: Central Institute of Indian Languages.
- Tabassum, Razia (2014). *Amazish-e-Urdu*, Book Emporium, Patna.
- Weigle, S. (2002). *Assessing Writing*, New York: Cambridge University Press.
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.


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PSS-05-METHOD OF TEACHING ARABIC- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Arabic teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Arabic
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Lesson Planning and Methods of Teaching

- General principles of language learning with special reference to Arabic
- Meaning and importance of lesson-planning. Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basic skills of languages.
- Translation method for teaching Arabic, its advantages and limitations.
- Direct method for teaching Arabic, its main principles and techniques.
- Comparison between translation method and direct method.

Unit- II- Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted language learning
- Language laboratory and its importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic. Comparative Analysis of prescribed text-books of different Boards.
- Co-curricular activities in Arabic: Elegant writing, Musabiqah-al-Abyat, Mutahiratur: She'riah

Unit- III- Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, Short answer type and Objective type items.

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- Ways of testing reading, writing, speaking, grammar and vocabulary
- Qualities of an Arabic Teacher- an evaluative approach

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Develop an album of teaching aids for Arabic teaching
- Keeping in view the needs of the children with special needs prepare two activities for Arabic teachers
- Construction of achievement test
- Preparation of a unit plan
- Assignment on any topic related to Arabic teaching

SUGGESTED READING

- Alderson, C. (2000). *Assessing Reading*, New York: Cambridge University Press
- Al-Naqaa, Mahmam K. (1978). *Asasiyat Talim-ul-Lughah-ul Arabiyyah Li-Gharaib Arabiyyah*, ALESCO, Khartoum (Sudan), International Institute of Arabic Language.
- Bachman, L. and A. Palmer. (1996). *Language Testing in Practice*, New York: Oxford University Press.
- Bailey, K. (1997). *Learning About Language Assessment: Dilemmas, Decisions and Directions*, Boston: Heinle & Heinle.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*, 5th Edition, 6th Print, New York: Pearson Education Inc.
- Buck, G. (2001). *Assessing Listening*, New York: Cambridge University Press
- Douglas, D. (2000). *Assessing Language for Specific Purposes*, New York: Cambridge University Press
- Khan, Muhammad Sharif. *Arabi Kaus Parhaen*, Aligarh: Educational Book House
- Lado, R. (1983). *Language Teaching: A Scientific Approach*, New Delhi: McGraw Hill.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York: Oxford University Press
- Littlewood, W. (1981). *Language Teaching: An Introduction*, Cambridge: Cambridge University Press
- McNamara, T. (2000). *Language Testing*, New York: Oxford University Press
- Nadei, A.H. (1989). *Arabi Adab Ki Tarcekh*, New Delhi: NCPUL.
- Read, J. (2000). *Assessing Vocabulary*, New York: Cambridge University Press
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press
- Richards, J. C. and T. S. Rodgers (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
- Rivers, W.M. (1968). *Teaching Foreign Language Skills*, Chicago University Press
- Samak, S.M. (1975). *Fan-al-Tadris-hil-Lughah-ul Arabiyyah*, Cairo: Al-Anglo-Misriyyah
- Weigle, S. (2002). *Assessing Writing*, New York: Cambridge University Press
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.


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PSS-06-METHOD OF TEACHING PERSIAN- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Persian teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Persian
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Lesson Planning and Methods of Teaching

- General principles of language learning with special reference to Persian
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of language learning.
- Translation method for teaching Persian, its advantages and limitations.
- Direct method for teaching Persian, its main principles and techniques.
- Comparison between translation method and direct method.

Unit- II- Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, and Video, Overhead projector, LCD projector, and Gramophone and lingua phone.
- Computer Assisted language learning.
- Language laboratory and its importance in the teaching of Persian Language.
- Salient features of a good text-book in Persian.
- Co-curricular activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

Unit- III- Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.

- Construction of achievement test in Persian with Essay type, Short answer type and Objective type items
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Ideal Persian Teacher- an evaluative approach.

Practicum(Any One)(Concerned teacher can devise assignment as per requirement of the course)

- Develop an album of teaching aids for Persian teaching
- Keeping in view the needs of the children with special needs prepare two activities for Persian teachers
- Construction of achievement test
- Preparation of a unit plan
- Assignment on any topic related to Persian teaching

SUGGESTED READING

1. Al-Shourabi, Ibrahim Amin (1948). *Basic Grammar for Teaching Persian*. Cairo: Matba'at al-sa'ad.
2. Ash'ari, Mohammad (1994). *Teaching Persian by Persian*. Tehran: Monir Culture Centre Publication
3. Avchinika, A. & A. Monamined Zadeh (1996). *Teaching Persian Language*. Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). *Language Testing in Practice*. New York: Oxford University Press
5. Baghcheban (Pirniazar), Samineh (1971). *A Guide to Teach Persian to Non-Persian Speakers*. Tehran: Ministry of Art and Culture.
6. Baghcheban (Pirniazar), Samineh (1971). *Persian for Non-Persian Speakers*. Tehran: Ministry of Art and Culture.
7. BananSadeghian, Jalil (1997). *Persian for Non-Natives (Volume I)*. Tehran: Council for Promotion of Persian Language and Literature.
8. BananSadeghian, Jalil (1998). *Persian for Non-Natives (Volume II)*. Tehran: Council for Promotion of Persian Language and Literature.
9. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. 5th Edition, White Plains, New York: Pearson Education Inc.
10. Lado, R. (1983). *Language Teaching: A Scientific Approach*. McGraw Hill, New Delhi.
11. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. 2nd ed. New York: Oxford University Press.
12. Mirdehghan, Mahin-naz (2002). *Teaching Persian to Native Speakers of Urdu and Urdu to Native Speakers of Persian*. Tehran: Alboda International.
13. Moshiri, Leila (1995). *Colloquial Persian*. London: Routledge.
14. Rassi, Mohsen (2000). *An Introduction to Persian*. Tehran: Council for Promotion of Persian Language and Literature.

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15. Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers. (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
17. Rivers, W.M. (1968). *Teaching Foreign Language skills*, Chicago University Press.
18. Samureh, Yadollah. (1993). *Persian Language Teaching (AZFA: English Version) Elementary Course*. Book 1-5. Tehran: Al-hoda Publisher and Distributors.
19. Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. New York: Cambridge University Press.
20. Zarghamian, Mehdi. (1997). *The Persian Language Training Course: Preliminary to Advanced*, Volume-I & II, 1999 Vol. III, Tehran: Council for Promotion of Persian Language and Literature.
21. Zarghamian, Mehdi. 1999. *Basic Vocabulary and Basic Grammar: Teaching Persian for Non-Native Speakers*. Tehran: Council for Promotion of Persian Language and Literature.


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PSS-07-METHOD OF TEACHING HISTORY- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of history teacher for national integration
- To promote reflection on issues pertaining to teaching of history
- To develop competence in designing effective instructional strategies to teach history
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Aids and Activities in History Teaching

- Teaching learning materials, Reference material- Archives, archeological survey report, newspaper and periodicals etc.
- Selecting and using teaching aids & audio visual aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources.
- Organizing co- curricular activities- history club, study circles, debate, exhibition, seminars and discussion, preparation of scrap book, history museum
- Role of tour and excursion in history teaching

Unit -II- Instructional Planning

- Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Planning for effective instruction in History
- Unit Planning : Need and steps
- Lesson Planning- procedure for effective planning

Unit -III- Evaluation in History

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.

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- Tools of Evaluation
- Qualities of a good evaluating tool
- Essay and objective type tests- their merits and limitation.
- Construction of Achievement Test in History

Practicum (Any One) *Concerned teacher can devise assignment as per requirement of the course)*

- Organisation of history exhibition on a particular theme
- Preparation of an album as an aid to the teaching of history
- Preparation of Model on any historical topic
- Preparing a resource unit on a topic of their choice in history.
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of History

SUGGESTED READING

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|-----------------------|--|
| • Aggarwal J.C. | Teaching of History |
| • Ballard, M. | New Movements in the Study and Teaching of History. |
| • Bhatnagar, C.R. | Bhusan and Khanna- Preparation and Evaluation of Text Books in Social Studies. |
| • Bining and Bining : | Social Studies in Secondary School |
| • Blank : | Foundation of History Teaching |
| • Ghate, | V.D. Ethihis Shikshan. |
| • Johnson : | Teaching of History |
| • Khalilur Rob : | Tadrees- E- Tareekh- NCPUL. |
| • Kochhar, S : | Teaching of History |
| • Yajnik, K. : | The Teaching of Social studies in India. |

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Faculty of Education, B.R.A.B.U., Muzaffarpur

B.Ed., Year - II

PSS-08-METHOD OF TEACHING CIVICS- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of civics teacher for national integration
- To promote reflection on issues pertaining to teaching of civics
- To develop competence in designing effective instructional strategies to teach civics
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Aids and Activities in Civics Teaching

- Importance of teaching Aids, different types of teaching aids
- Role of civics teacher in the effective use of teaching aids
- Role of Co-curricular activities in Civics teaching
- Organising co-curricular activity-Debate, Seminar, conference, panel discussion and symposium, civics club
- Using community resources in developing low cost aids

Unit –II- Instructional Planning

- Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Planning for effective instruction in civics
- Unit Planning: Need and steps
- Lesson Planning: procedure for effective planning

Unit –III- Evaluation in Civics

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
- Tools of Evaluation
- Qualities of a good evaluating tool.


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- Essay and objective type tests- their merits and limitation.
- Construction of Achievement Test in Civics

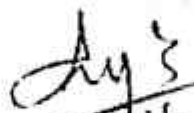
Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Organisation of exhibition on a particular theme related to civics teaching
- Preparation of an album as an aid to the teaching of Civics
- Preparation of Model on any political topic
- Preparing a resource unit on a topic of their choice in civics
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of civics

SUGGESTED READING

- Aggarwal, J.C. Teaching of political services and civics, Vikas Publishing House Pvt. Ltd. New Delhi (1987)
- Khanna S.D. Seena, V.R. Lamba, T.P. and Murthy V. Teaching of civics. Books publishing house, New Delhi (1982)
- Yadav, Nirmal. Teaching of civics and political science, annol publication Pvt. Ltd. New Delhi (1994)
- Rai, B.C. Method Teaching of civics, Prakashan Kendra, Lucknow (1990).
- Taneja, V.R. Fundamentals of Teaching Social Sciences, Mohindra capital publisher, Chandigarh (1970).


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06.11.16

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B.Ed., Year - II

PSS-09-METHOD OF TEACHING GEOGRAPHY- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of geography teacher
- To promote reflection on issues pertaining to teaching of geography
- To develop competence in designing effective instructional strategies to teach geography
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit- I- Teaching Aids and Co-curricular Activities

- Geography teacher- requirements, qualities of Geography teacher.
- Teaching aids.
- Mass media
- Geography room, lab, Geography museum- importance, designing, equipping, maintaining.
- Importance and organization of fields trips, visits, excursion.
- Geography based hobby, clubs, etc.

Unit II- Instructional planning

- Unit plan: meaning, need, and steps
- Preparing the programme of work for the year.
- Micro teaching
- Lesson planning- meaning, importance, format, characteristics of a good lesson plan.
- Planning of practical work in Geography.

Unit- V- Evaluation in Geography

- Purpose and importance of evaluation in Geography.
- Formative and summative evaluation.
- Unit test-meaning, importance.
- Preparation of achievement test in geography
- Well balanced question paper in Geography


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Practicum (Any One) *Concerned teacher can devise assignment as per requirement of the course)*

- Preparation of an album as an aid to the teaching of geography.
- Preparation of Model.
- Preparing a resource unit on a topic of their choice in geography
- Construction of the achievement test for class IX and X
- Organization of the quiz ' poster competition on any topic of geography

SUGGESTED READING

- Bernard, H.C., Principles and Practice of Geography teaching
- Dubey, S.K ; Advanced Geography teaching, Book Enclave, Jaipur.
- Digumarti B.R. & Basha S.A., Methods of Teaching Geography, Discovery Publishing House, N. Delhi
- Hussain Majid, Ed. Methodology of Geography
- Negi Vishal, New Methods of Teaching Geography, Cybertech Publications New Delhi.
- Parsad ; Methods of Teaching Geography, ABD Publishers, Jaipur
- Rao, M.S. Teaching of Geography.
- Rai, B.C., Teaching of Geography, Prakashan Kendra, Lucknow.
- Siddiqui; Teaching of Geography, ABD Publishers, Jaipur.
- Zaidi, S M.; Modern Teaching of Geography, Anmol Publication, N. Delhi.


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B.Ed., Year - II

PSS-10-METHOD OF TEACHING ECONOMICS- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Economics teacher
- To promote reflection on issues pertaining to teaching of Economics
- To develop competence in designing effective instructional strategies to teach Economics
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit I- Teaching Aids And Co-Curricular Activities

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics
- Role of Co-curricular activities in economics teaching
- Organizing Co-curricular activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium, economic club, Wall magazine, magazine, quiz
- Role of economic teacher for use and development of these teaching aids
- Using community resources

Unit II- Instructional planning

- Unit Planning: meaning need and steps
- Core teaching skills
- Development of micro plan
- Lesson planning- Procedure of preparing lesson plan

Unit III -Evaluation in Economics

- Nature of educational evaluation, its need, role in educational process,
- Evaluation procedure for appraising learner's performance, uses of evaluation,
- Behavioural approach to testing instructional objectives in Economics
- Planning & development of test and achievement test
- Planning & development of test and achievement test


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- Diagnostic test and Remedial Teaching

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Preparation of an album as an aid to the teaching of Economics.
- Preparation of Model.
- Preparing a resource unit on a topic of their choice in Economics.
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Economics

SUGGESTED READING

- Arora P.N. (1985) Evaluation in Economics.
- Arora P.N. and Shrie, J.P. (1986) open book examination question in economics, New Delhi, NCERT.
- Chakravarty, S. (1987) Teaching of Economics in India, Bombay, Himalya, Publishing.
- Hicks, J.R. (1960) The social framework; An Introduction to economics, London : Oxford University Press.
- Kanwar, B.S (1973) Teaching of economics, Ludhiana, prakash Brothers.
- Khan, R.S. Teaching Economics (in Hindi), Kota Open University, BE-13.
- NECRT (1974) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.
- Oliver, J.M. (1977). The Principle of teaching Economics within the curriculum, London, Routledge & Kegan Paul.
- Siddiqui M.H. (1993). Teaching of economics, New Delhi, Ashish Publishing House.
- Srivastava H.S. (1976) Unit tests in Economics, New Delhi, NCERT.
- Tyagi, S.D. (1973). Teaching of economics, (In Hindi) Agra, Vinod pustak Bhandar.

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PSS-II METHOD OF TEACHING HOME SCIENCE- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

At the end of the course, the student teaches will be able to:

- Know and apply various techniques and approaches of teaching Home Science.
- Develop a lesson plan with adequate balance of theory and practice
- Tackle the problems related to the home science teaching
- To give practical training of life to the students without any gender discrimination

[The education commission (64-66) recommended that there should be no differentiation of curricula on the basis of sex. Because boys too need Home Sc. education, since they have equal responsibility in family living. They are equally concerned with health, hygiene, nutrition, budget, appropriate clothing, child rearing, home management etc. because of employment of their partner.]

- To develop effective tools for the evaluation of students' achievement.

COURSE CONTENTS

Unit- I- Instructional Strategies for Home Science Teaching

- Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method, Team Teaching, Assignment, Home experience (activity) method
- Teaching skills & their development- Development of core teaching skills through micro teaching, simulation
- Lesson planning- Procedure of making an effective lesson plan
- Balance of theoretical and practical aspect in lesson plan

Unit- II- Problems of Home Science Teaching

- Problems of Teaching Home Sc. in Schools
- Teaching with gender discrimination
- Teaching as an optional subject
- Teaching without Practical approach
- Teaching in later stage

Unit- III- Evaluation in Home Science

- Concept and purpose of Evaluation


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- Types of evaluation: Formative, Summative, Internal- Internal
- Tools of evaluation
- Qualities of a good Evaluating Tool
- Essay and objectives type tests
- Planning and construction of Achievement Test
- Selection of a good evaluating tool for evaluate the practical knowledge of the learner

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a lesson plan for class IX or X
- Prepare a programmed instruction of any topic
- Develop an achievement test for secondary classes
- Make an assignment related to the problems of home science teaching
- First Aid, Arrangement of First Aid Box

SUGGESTED READING

- Rajammal P. Devas, Methods of Teaching Home Science
- Sherry, Teaching of Home Science
- Report of the Education Commission 1964-66 (Education and National Development) Ministry of Education, Govt. of India, New Delhi
- Home Economics- New Directions: A statement of Philosophy and objectives, Home Economics Association, Washington D.C, America
- Devas Rajammal P., Teaching of Home Science in Secondary School, The All India Council for Secondary Education, New Delhi
- Report of the Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi
- Seema Yadav, Teaching of Home Science, Anmol Publication


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PSS-12 METHOD OF TEACHING COMMERCE - PART - (II)

Course No.: 76
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

After completing the course the student teacher will be able to:

- Understand the importance of teaching aids and can prepare it according to their lesson plan
- Gain mastery over core teaching skill required for effective commerce teachings
- Select and organize content, plan instruction and ensure effective delivery
- Develop achievement test in commerce
- Understand the application of appropriate evaluation technique in Commerce

COURSE CONTENTS

Unit I - Instructional Material- Teaching Aids and co-curricular activities

- Meaning, Importance and use of teaching aids in teaching of Commerce
- Criteria for selection of Instructional material and equipment
- Different audio visual equipment and material used in Commerce Education
- Different types of co-curricular activities for strengthening Commerce education
- Use of Software and Hardware in teaching of Commerce
- Practical work in Commerce

Unit II-Planning for Teaching Commerce

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure- Selection and organization of content, Planning instruction in Commerce, Stating instructional and behavioral objective, Preparation and use of Teaching Aids in Commerce, manage the students response
- Planning Year's work in Commerce: Accountancy and budget

Unit- V- Evaluation in Commerce

- Concepts of Evaluation
- Measurement and tests
- Types of tests
- Developing different types of tests in Commerce including Diagnostic Tests

94 | Page

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- Remedial Teaching
- Preparing an Achievement Test and types of test items

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Designing lesson plans with the help of effective teaching aids
- Prepare a school budget using community resources
- Preparation of models and charts helpful in commerce teaching
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X

SUGGESTED READING:

- Aggarwal, J.C. (2010) Teaching of Commerce, A practical approach, New Delhi, Vikas Publication
- Khan, M.S. (1982). Commerce Education, New Delhi, Sterling Publishers Private Limited.
- Kapoor, N.D. (1990). Principles and Practice of Accountancy, New Delhi, Pitamber Publishing Company.
- Maheshwar, S.N., & Maheshwari, S.K. (1989) Element of Business Studies, New Delhi, Asha Praka Greh.
- Musselman and Hanna (1960) Teaching Book Keeping and Accountancy, New York, McGraw Hill Book Company.
- Rao, Seema (1995) Teaching of Commerce, New Delhi, Anmol Publications Pvt. Ltd
- Venkateswarlu, K.: Methods of Teaching Commerce


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PSS-13-METHOD OF TEACHING PHYSICAL SCIENCES- PART- (II)

Course No.: 7h
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

After completing the course the student teacher will be able to:

- Understand the importance of teaching aids and can prepare it according to their lesson plan
- Gain mastery over core teaching skill required for effective physical science teachings
- Select and organize content, plan instruction and ensure effective delivery
- Develop physical science laboratory
- Develop achievement test in physical science
- Understand the application of appropriate evaluation technique in Physical science

COURSE CONTENTS

Unit I –Teaching Aids and Activities in Physical science

- Teaching aids in Physical science- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids.
- Physical Science Laboratory: setting materials required and importance
- Use of community resources in teaching Physical Science
- Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes

Unit II - Instructional Strategies in Physical Science

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure-Selection and organization of content, Planning instruction in physical science, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in physical science, manage the students response

Unit III- Evaluation in Physical science

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced
- Tools of evaluation
- Qualities of a good measuring tool


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- Essay & objective type tests,
- Teacher made and Standardized test
- Planning and construction of an achievement test

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Preparing one lesson plan containing explanation of physical science principle or law/ demonstration of physical science / Numerical problem.
- Preparation of design of ideal physical science laboratory or preparing one lesson plan for conducting physical science laboratory on any topic.
- Survey of a school physical science laboratory
- Preparation of models and charts using audio visual aids
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X.

SUGGESTED READING

- Das, R.C., Science Teaching in Schools, Sterling Publishers, New Delhi.
- Doss, Puzal and Singh: Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi
- Gupta, S.K., Teaching Physical Sciences in Secondary School, Sterling Publishers, New Delhi.
- Mangal, S.K., Teaching of Physical and Life Science, Arya Book Depot, Delhi.
- NCERT, Teaching of Science in Secondary Schools
- Sharma, R.C., Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
- Siddiqui & Siddiqui: Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
- Vaidya, N: The Impact of Science Teaching, Oxford & IBH Publishing Company.


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B.Ed., Year - II

PSS-14-METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After completing the course the student teacher will be able to:

- Adopt proper transactional strategies for effective teaching of biology
- Identify specific learning difficulties in biology and provide suitable remedial instructions
- Gain mastery over core teaching skill required for effective biology teachings
- Able to encourage school students for probing, raising queries related to the particular biological topic
- Apply different tools and techniques of evaluation in biological sciences.

COURSE CONTENTS

Unit I - Transactional strategies in Biological Science Teaching

- Unit Planning: importance and preparation
- Lesson-planning: Need and importance
- Selection and organization of content. Planning instruction in biological science, Stating instructional and behavioral objective, Preparation and use of Teaching Aids in biological science, manage the students response
- Core teaching skills and planning of micro lessons for their development
- Content analysis and identification of major concepts in a given topic.

Unit II- Pedagogical Analysis of following Topics

Structure and function of cell organelles-, nutrition in plants and animals, photosynthesis, respiration in animals and man, transport system in plants and circulatory system in animals, excretory system in man, reproduction of plants and animals, plant hormones and ecological balance.

Pedagogical analysis should consist of

- Identification of concepts
- Listing behaviour outcomes
- Listing evaluation procedure
- Listing activities and experiments

Unit III- Evaluation in Biology

- Concept and purpose of evaluation.


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- Types of evaluation: Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation.
- Tools of evaluation.
- Qualities of a good evaluating tool.
- Essay and objective type tests: their merits and limitations. Measures of their improvement.
- Construction of Achievement test in Biological Science

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Prepare a micro lesson plan of any topic of biology
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Writing essay, short answer and objective type test items

SUGGESTED READING

- Andersen, O. Roger : Teaching Modern Idea of Biology, Teachers College Press, New York, 1972.
- Green, T.L. : Teaching of Biology in Tropical Secondary School, Oxford University Press, London, 1965.
- Mangal, S.K. : Teaching of Physical and Life Sciences, Arya Book Depot, Delhi, 1995.
- Miller, David F. & Blaydes, G.W. Methods and Materials for Teaching the Biological Sciences, McGraw- Hill Book co, Inc., New York, 1962.
- Nasteen, Nakhat : Methods of Teaching Biological Science, Authors Press, New Delhi, 2008
- NCERT : Teaching of Science in Secondary Schools, 1982.
- Sharma, R.C. : Modern Science Teaching, Dhanpat Rai & Sons, Delhi- 1995.
- Siddiqui, N.N. & Siddiqui, M.N. Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1994.
- Sood, J.K. : Teaching of Life Sciences, Kohli Publishers, Chandigarh, 1987.

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PSS-15-METHOD OF TEACHING MATHEMATICS- PART- (II)

Course No.: 7b

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After completing the course the student teacher will be able to:

- Understand the importance of teaching aids and can prepare it according to their lesson plan
- Gain mastery over core teaching skill required for effective mathematics teachings
- Select and organize content, plan instruction and ensure effective delivery
- Develop achievement test in mathematics
- Understand the application of appropriate evaluation technique in mathematics

COURSE CONTENTS

Unit I -Teaching Aids and Activities in Mathematics

- Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids.
- Using mathematics as a game for recreation -Quiz, Fair, , Puzzles, Riddles, magic squares
- Diagnostic and Enrichment Programme in mathematics
- Mathematic Laboratory & Mathematic club

Unit II - Planning of Mathematics Teaching

- Unit Plan and lesson plan
- Micro plan
- Lesson planning procedure-Selection and organization of content, Planning instruction in Mathematics, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in Mathematics, manage the students response

Unit III- Evaluation in Mathematics

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced
- Tools of evaluation

100


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- Qualities of a good measuring tool
- Essay & objective type tests, Teacher made and
- Standardized test
- Planning and construction of an achievement test

Practicum (Any One) (Concerned teacher can devise assignment as per requirement of the course)

Designing lesson plans for a particular concept keeping in mind the expected operational level of children

- Preparation of design of ideal mathematics laboratory
- Survey of a school mathematics laboratory
- Preparation of models and charts
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X

SUGGESTED READING

- Aggarwal, S.M., Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi
- Chaddha & Aggarwal; The teaching of Mathematics, Dhanpat Rai and Sons, Delhi
- Jain, Ganit Shikshan, Rajasthan Hindi Grantha Akadmi, Jaipur
- Jangira & Singh; Core Teaching skills: Micro-teaching Approach, NCERT, New Delhi.
- Mangal, S.K., A Text book on Teaching of Mathematics, Prakash brothers, Ludhiana
- NCERT, Content- cum- methodology of Teaching Mathematics, New Delhi.
- Rawat & Aggarwal; Ganit Shikshan, Vinod Pustak Mandir, Agra
- Sidhu, K.S., The teaching of Mathematics, Sterling Publishers, New Delhi.


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PSS-16-METHOD OF TEACHING COMPUTER SCIENCE- PART- (II)

Course No.: 7h

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After completing the course the student teacher will be able to:

- Gain mastery over core teaching skill required for effective Computer science teachings
- Select and organize content, plan instruction and ensure effective delivery
- Develop achievement test in computer science
- Understand the application of appropriate evaluation technique in computer science
- Able to set up an effective computer science laboratory

COURSE CONTENTS

Unit- I- Lesson Planning and Instruction in Computer

- Micro plan
- Steps involved in lesson plan
- Textbook in Computer Science
- Effective teacher of Computer Science
- Teaching Aids in Computer Science
- Problems in teaching Computer Science

Unit- II- Evaluation in Computer Science

- Nature and Need of Evaluation
- Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative
- Evaluation through computer
- Test construction
- Tools of evaluation: characteristics of a good measuring tool

Unit- III- Computer Science Laboratory

- Need and Importance
- Planning and Designing laboratory
- Equipments and material
- Maintenance and safety measures
- Practical work in Computer Science teaching

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- Internet and intranet in education

Practicum (Any one) (Concerned teacher can devise assignment as per requirement of the course)

- Submission of report after Entry and processing the test marks in terms of average, percentage and ranks
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Preparation of design of ideal Computer science laboratory
- Survey of a school computer science laboratory
- Preparation of models and charts

SUGGESTED READING

- Aggarwal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi, Vikas Publishing House, Pvt. Ltd.
- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press, 1937.
- Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York, MC Graw Hill Book Co., 1952
- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Delhi, Atma Ram & Sons, 1965
- Chaudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
- Chaudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
- Dale, E., Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
- Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press, 1951
- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi.
- Singh, Y.K. & Nath Ruchika, Teaching of Computer Science, A.P.H. Publishing Corporation, New Delhi.



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KNOWLEDGE AND CURRICULUM

Course No.: 8

Course Credit: 4

COURSES OBJECTIVES

Theory: 80 Marks

Practicum: 20 Marks

After going through this course the student-teachers will be able to

- Understand the concepts of knowledge and knowing
- Understand different ways of knowing, knowledge construction, the relative roles of knower and known in knowledge transmission and construction.
- Analyze the different facets of knowledge and their interrelationship.
- Comprehend the forms of knowledge and their organization in school education
- Understand the meaning of curriculum and its associated concepts
- Analyze the elements, organization, scope, various perspectives, needs, priorities, curriculum concerns, changes in the pedagogical approaches, sequence, evaluation schemes and other reforms in the documents of National curriculum frame works
- Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books
- Understand the different approaches and process of curriculum development

COURSE CONTENTS

UNIT I: KNOWLEDGE AND KNOWING

- *Concept of Knowledge*
 - What is knowledge?
 - What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
 - Differentiation between information, knowledge, skill, belief and truth.
- *Knowing Process*
 - What are different ways of knowing?
 - How knowledge can be constructed? What is involved in construction of knowledge?
 - What are the relative roles of knower and the known in knowledge transmission and construction?
- *Facets of Knowledge*
 - What are the different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school?
 - (With an emphasis on understanding special attributes of 'school knowledge.)
 - What is the role of culture in knowing?
 - How is knowledge rendered into action? How to reflect on knowledge?

UNIT II: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS

- Can we categorize knowledge? On what basis?
- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimizes, and organizes categories of knowledge in schools? In what form?

- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

UNIT III: CONCEPT OF CURRICULUM

- Understanding the meaning and nature of curriculum: Need for curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education
- Notion of the textbook
- Facets of curriculum: Core curriculum—significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences)
- Difference between curriculum framework, curriculum and syllabus
- Trends in the curriculum of school education at national and state levels (with reference to National curriculum frameworks)

UNIT IV: CURRICULUM DETERMINANTS AND CONSIDERATIONS

- Nature of learner and the Forms of knowledge; Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects.
- Determinants of curriculum at the nation or state-wide level: (i) social-political-cultural-geographical-economic diversity; (ii) socio-political aspirations, including ideologies and educational vision; (iii) economic necessities; (iv) technological possibilities; (v) cultural orientations; (vi) national priorities; (vii) system of governance and power relations; and (viii) International contexts.
- Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities:
- Considerations in curriculum development at the level of the school: (i) Forms of knowledge and its characterization in different school subjects (ii) Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students – multi-cultural, multilingual aspects (iv) Learner characteristics (v) Teachers' experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT V: CURRICULUM DEVELOPMENT

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centered and constructivist.
- Process of curriculum making: (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) choice of resources (vii) planning assessments.
- Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources.


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- Planning and use of curricular materials: teachers hand book, source book, work book, manuals, and other learning materials

PRACTICUM

1. Assignment on concepts of knowledge in philosophical perspective.
2. Group work to analyze the curricular concepts.
3. Review of national curriculum frame works on school education and write a report for presentation and discussion.
4. School visits to study the factors required for implementing the curriculum in schools and write reflective experiences.
5. Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point presentations and report submission.
6. Interviews with class room practitioners and students who are the stakeholders to know their perceptions about the curriculum and the text books in use.
7. Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them.

SUGGESTED READING

1. Alka Kalra (1977) Efficient School Management and Role of Principals, API Publishing, New Delhi.
2. Buch, M. B. Planning Education, Implementation and Development, NCERT, New Delhi.
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5. Giroux, Henry et.al (1981): Curriculum and Instruction: Alternatives in Education by MC Cutchan Public corp, Printed in USA
6. Hilda T (1962): Curriculum Development- Theory and Practice; Harenurt, Brace and World, Inc.
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9. NCERT (2000) National Curriculum framework For school Education
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11. Olivia, P (2004): Developing the curriculum (6th ed): Allyn & Bacon, Inc. ISBN: 0205412599
12. Position paper, National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT
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14. Stuart Parker (1997). Reflective teaching in the post-modern world: A manifesto for education in postmodernity. Buckingham: Open University Press
15. Sue Rolley (2004). The new teacher's survival guide to behaviour, London: Paul Chapman.
16. T K D Nair (2004). School planning and management: A democratic approach, Delhi: Shipra.
17. Thomas J Lesley, et al (2002). Instructional Models: strategies for teaching in a diverse society, Belmont: Wordsworth
18. Yashpal Committee (1993): Learning without Burden, MHRD, India
19. Zias, R (1976): Curriculum Principles and Foundations; New york: Thomas Crow well

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FACULTY OF EDUCATION, P. U., PATNA

B.Ed., Year - II

ASSESSMENT FOR LEARNING

Course No.: 9

Course Credit: 4

COURSES OBJECTIVES

Theory: 80 Marks

Practicum: 20 Marks

This course is designed to help student teachers to

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner's competence and performance
- Acquire skill of constructing an achievement test
- Administer different kinds of psychological tests
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyze, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

COURSE CONTENTS

Unit I: Introduction to Assessment & Evaluation

- Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Forms of assessment : -
 1. Based on purpose: Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced
 2. Based on nature & scope: Teacher made; Standardized
 3. Based on mode of response: Oral, written, performance
 4. Based on context: Internal, External, self, peer, & teacher
 5. Based on nature of information gathered: Quantitative, & Qualitative
- Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- Authentic assessment; school based assessment

Unit II: Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning
- Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses


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- Construction of diagnostic test - Step-wise & Unit-based

Unit III: Assessment for Learning

- Need for CCE: its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools - observation schedule; check-list; rating scale, anecdotal record;
- Assessment of group processes - Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Quality assurance in tools - Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) - Procedure to establish them; Item - analysis.
- Portfolio assessment - meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV: Individual psychological assessment

- Measurement of intelligence: Individual- Group, Verbal- non-verbal, power- speed
- Measurement of Aptitude: Aptitudes tests and its uses
- Measurement of Interest: Use of interest inventories
- Measurement of Attitude: Use of Attitude Scales
- Measurement of Personality

Unit V: Interpretation and Reporting of student's performance

- Interpreting student's performance
 1. Descriptive statistics (measures of central tendency & measures of variability, percentages)
 2. Graphical representation (Histogram, Frequency Curves)
 3. NPC - percentile.
- Grading - Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching - learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance - Progress reports, cumulative records, profiles and their uses, Portfolios.

PRACTICUM:

- Constructing a table of specification on a specific topic (subject specific)
- Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
- Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- Administration of a Psychological tests and interpretation of test results
- Determination of Reliability or validity of any self-made test
- Construction of a Test Battery with at least five types of test items and trying out of the same on a class/group of students
- Analysis of question papers(teacher made)

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SUGGESTED READING

1. Chauhan, C. P. S. (1993): Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers
2. Gronlund, N. E. (2004): Writing Instructional Objectives for Teaching and Assessment, Delhi: Pearson/Merrill/Prentice Hall
3. Linn, Robert and Norman E. Gronlund (2000): Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc. Pearson Education, Printed in USA
4. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
5. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading - Writing Classroom. Norwood, MA: Christopher-Gordon Publishers
6. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: the Achievement Cycle. Larchmont, NY: Eye to Education
7. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
8. Likert, R. (1932). A Technique for the Measurement of Attitudes. Archives Psychology, 40.
9. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8th ed.): Chapter 10: Describing Educational Data.
10. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.
11. Payne, D. A (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
12. Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
13. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.
14. Singh, A. K. (2002): Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan Publishers & Distributors
15. T.V.Somashekar (2005) Educational Psychology & Evaluation, Bangalore, Nirmala Prakashana.
16. Ward, A. W. & Ward, M. M. (1999): Assessment in the Classroom. Wadsworth: International Thomson Publishing Company


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CREATING AN INCLUSIVE SCHOOL

Course No.: 10

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

After going through this course the student teacher would be able to

- understand the meaning, scope and importance of inclusive education
- identify the children with diverse needs in the classroom
- understand the Concept of an inclusive school
- manage students in inclusive classroom by adapting appropriate strategies
- relate the use adaptation in assessment and evaluation strategies to ensure uniformity of the outcomes

COURSE CONTENTS

Unit I: Introduction to Inclusive Education

- Concept meaning scope and challenges of inclusive education
- Distinction between special education, integrated education and inclusive education and their merits and demerits
- Creating inclusive environment – physical, social and emotional (barrier free environment)
- Role of parents, head masters and teachers in ensuring equal educational opportunities for these students
- Facts and myths of inclusive education with particular reference to Indian context
- Factors influencing inclusive education

Unit II: Nature and needs of Students with Diverse Needs (SWDN)

- Definition, types and classification of SWDN (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, special health problems, gifted, creative, SC, ST, girl students, rural students, students from linguistic minority, street children, migrant workers children and orphans)
- Characteristics and educational needs of SWDN based on research evidence
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach, Community-based education.
- Supportive resources and services for children with SWDN in inclusive education

Unit III: Educational Strategies, Management and Assessment Techniques for SWDN

- Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- Guidelines for adapting teaching strategies for studies, mathematics and languages at the secondary level
- Educational strategies for effective implementation of inclusive education.


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Siyaruan, Bikramganj

- Teacher's role in implementing uniformity in assessment and evaluation in inclusive education; Type of adaptive assessment in assessment and evaluation strategies used for students with diverse needs; Importance of continuous and comprehensive evaluation
- Programmes & procedures used for Placement, grading, promotion, certification to bring uniformity in assessment

PRACTICUM

- Readings on PWD Act, RTE Act, UDSS, SSA, RMISA and their implications for inclusive education
- Visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
- Visit to AIISH to observe how to deal with assessment and for the students with diverse needs
- Discussion of the reports of the visits to schools / AIISH
- Lesson planning for inclusive classroom

SUGGESTED READING

1. Baker, E. T., Wang, M. C. & Walberg, H. J. (1998) 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006) *Inclusion in the Early Years*, London, Sage
2. Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific (2002).
3. Internet Source, MHED (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
4. Internet Source, SSA (2002). 'Basic features of SSA', inclusive education in SSA, Retrieved from www.ssa.nic.in/inclusive_education/ssa_plan_manual
5. Jangira, N. K. (2002) Special educational needs of students and young adults: an unfinished agenda, in: M. Alor & S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.
6. Jhulka, A. (2006) *Including students and youth with disabilities in education – a guide for practitioners* NCTERT, New Delhi
7. Hallahan, D.P., Kauffman, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11th Ed) Allyn & Bacon, Pearson Education, Inc. USA.
8. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
9. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
10. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
11. Mani, M.N.G. (2000). *Inclusive Education in Indian Context*, International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission Vivekananda University
12. Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.
13. Ministry of Human Resource Development (2005) *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).
14. Ministry of Social Justice and Empowerment (2006) *National Policy for persons with disabilities* (New Delhi, Government of India).
15. Narayan, J. (1997). *Grade Level Achievement Devices*, Secunderabad, NIMH.

111 Page


Principal

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17. Olson, J. L., and Platt, J. M. (1992). *Teaching students and adolescents with special needs*. McMillan publishing company limited, USA.
18. *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*
19. National Sample Survey Organisation (2003) *Disabled persons in India, NSS 58th round* (New Delhi, Government of India).
20. *Right to Education Bill (2005 Draft, enacted 2009)* Available online.
21. Rehabilitation Council of India (2005) *Annual Report, 2003-04*, Rehabilitation Council of India, New Delhi.
22. Salamanca Statement and Framework for Action on Special Needs Education (1994).
23. Smith, T. E. C., Falloway, F. A., Patton, J. R., & Dawdy, C. A. (2001) *Teaching Students with Special needs in Inclusion Setting*. (3 Ed). Allyn & Bacon.
24. Swarup, S. (2007). Inclusive Education. *Sixth Survey Of Educational Research 1993* N.Delhi:- 2000. NCERT.
25. Wood, J. W., and Lazzari, A. M. (1997) *Exceeding the boundaries: Understanding Exceptional Lives*. Harcourt Brace and Company, USA.
26. Murphy, P. F and Gipps, C. V. (1996) *Equity in the classroom: Towards effective Pedagogy for girls and boys* (Ed) The Falmer Press, UNESCO Publishing
27. Abdelnoor, A. (1999) *Presenting Exclusions*. Heinemann Educational Publishers, Oxford
28. Ruhela S. P. (1996) *India's struggle to universalize Elementary Education* M D Publications Pvt. Ltd New Delhi
29. Burrello N. C., Lashley C., and Beatty E. E. (2001) *Educating all students together. How school leaders create Unified System*. Corwin Press, Inc., Sage Publication Company.
30. Hegarty S and Alur M (2002) *Education and Children with special needs – from Segregation to Inclusion* (Ed) Sage Publication
31. Thompson, S. J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001) *Alternate Assessments For Students With Disabilities*. Corwin Press, Inc and Council for Exceptional Children.
32. Rogers, B (2004) *Behavior Recovery* (2nd Ed) Paul Chapman Publishing.


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Faculty of Education, B.R.A.B.U., Muzaffarpur

B.Ed., Year - II

OPTIONAL COURSES

Course No.: 11
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

Each student will take one optional paper from the following:

- (a) Vocational/Work Education
- (b) Health & Physical Education
- (c) Peace Education
- (d) Guidance & Counseling

Detailed syllabus of each course has been given in the subsequent pages.


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VOCATIONAL/WORK EDUCATION

Course No.: 11 (a)

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

- To enable the students to understand the meaning, objectives and importance of work experience.
- To enable them to know the Historical background of work experience.
- To enable them to understand the Contents of work experience and develop related skills.

COURSE CONTENTS

Each student shall offer one of the following crafts and gain work experience:

VE-1	Tailoring
VE-2	Embroidery
VE-3	Leather Craft
VE-4	Horticulture & Gardening
VE-5	Agriculture
VE-6	Spinning
VE-7	Artistic Craft

VE-1. TAILORING

COURSE CONTENTS

Unit 1 – Introduction to Sewing

- Information on Sewing Machines.
- Safety precautions to be followed while operating the machines.
- Maintenance of Sewing Machines.
- Repairs and corrections in Machine and stitches.
- Useful materials for sewing; Knowledge of needles & threads


Unit 2 – Techniques & Pattern:

- Techniques; Information on body structure, Right technique for measurements, Precaution while cutting, Useful tip for perfect sewing;
- Patterns; Stitches pattern in sewing; Whipping stitch, Slip stitch, Button Hook stitch, Over sewing stitch, Plain seam, Over cast seams, Decorative Stitches
- Use of accessories like buttons, Elastic, zips in sewing, Variety of cuffs, Collars, strips, facing and lining, Variety of Sleeves and Pockets

Unit 3 – Different Kinds of Apparels;

- Kids Apparels; New born essentials, Cloth Diapers, Simple baby suit, Zabra set, Baba suit, Kids Daily wear, Night Suit, Frocks, Sun – frock, A-Shape Frocks, Plain frock, Umbrella frock, Party frock, School Uniform (Skirt and Blouse)
- Girls and Women Apparels; Petticoat, Kali Petticoat, Plated Petticoat, 8/6 kali Petticoat, Tunics and tops, Tops with variety of collars, Short tops, Simple tops, maxis, Salwar – kurtas.

114 | Page


Principal
Sal B.Ed. & D.El. Ed. College
Chauran, Bkramganj (Rohtas)

- Normal salwar, Normal Kurta, Blouse, Simple Blouse, Choli Blouse, Kameez with dart, princess line, with sal, six piece, umbrella with yoke, overlap style.
- Boys and Gents Apparels: Daily Wear, Under Garments, Normal Pyjama, Churidar Pyjama, Kurta - (Bengali & Lucknowi Kalidar designs), Shirts, Trousers, shorts & T-shirts, Gent's Night suit

SUGGESTED READING

1. Aggarwal, Krishan Kumar : Cutting Tailoring Dress Designing Boutique Course (Hindi), Manoj publications, 2013
2. Anon. The Tailor's Classical and Infallible Text Book of Cutting All Garments Worn by Men, Women and Children. London, c.1900
3. Arnold, J. Patterns of Fashion: The Cut and Construction of Clothes for Men and Women 1560-1620, London, 1985/87
4. Compang, C. and Devere, L. The Tailor's Guide: a Complete System of Cutting Every Kind of Garment to Measure. London
5. Doyle, Robert: The Art of the Tailor, Sartorial Press Publications, Stratford, Ontario, 2005.
6. Holman, Gillian, Pattern Cutting Made Easy A Step By Step Introduction, Jain Book depot, 2005.
7. K. R. Zampkar, Shivan Shastra, Tailoring Books Zampkar Shivanshastra - 1 (M). Navneet Publications (India) Limited, 2002
8. Waugh, N. The Cut of Men's Clothes: 1600-1914. London, 1964/87/94
9. White, Archibald A (ed.): The Modern Tailor, Outfitter and Clothier. Fourth Edition. Vol I-III. The Caxton Publishing Company, Ltd. London, 1949
10. White, Archibald A - A First Course in Gentlemen's Garment Cutting. The Tailor and Cutter Ltd. London circa 1955.
11. Morris, F. R. Pocket Edition of the CPG to the Cutting of All Styles of Men's Garments. London, 17th edition, 1954
12. Sytner, R. The Art of Fitting Gentlemen's Garments. London, 1955/1967
13. Tanna, G.L. Tailoring-Cutting & Fashion Designing (Hindi), Dhanpat Rai & Co., 2014
14. Verma, Gayatri. Cutting And Sewing Practical (Drafting), Asian publishers, 2014
15. Verma, Gayatri. Cutting & Tailoring Practical (Hindi), Asian publishers, 2013
16. Verma, Gayatri. Cutting & Tailoring Course, Asian publishers, 2014
17. Vincent, W. D. F. The Pocket Edition of the CPG to the Cutting of All Kinds of Gentlemen's Coats, Vests, Trousers, Breeches and Gaiters, Overcoats... London, 4th edition, c.1905
18. White, A. A. A First Course in Gentlemen's Garment Cutting. London, 1952
19. White, A. A. Cutting from Block Patterns, Gentlemen's Jackets, Waistcoats, Trousers, etc. London, 1960
20. White, A. A. The Modern Tailor, Outfitter and Clothier. London, 4th edition, 1949

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COURSE CONTENTS

Unit 1-Introduction of Embroidery

- History of Embroidery – Mahabharat, Ramayan & Indus valley civilization. Give reference to decoration on garments.
- Use of embroidery on state regalia like curtain, cushions, wall hangings, state robes and throne canopies
- The patronage of Mughals East India Company in the growth & development of embroidery as an craft.
- Sources of and inspirations for motifs and designs nature, jewelry, painting & etc.
- Centers for embroidery & the development of traditional embroidery of each state of country

Unit 2. Elements & Principal of Art

- Study of line, form, texture, colour, pattern, light and space
- Principal of Art. Study of harmony, balance, repetition, rhythm proportion & emphasis
- Placement of design alive vertical, horizontal, diagonal, half drop, bride placement etc.
- Kind of designs, a. Naturalistic, b. Conservative, c. Decorative, d. abstract
- Understanding and Using colour; Classification like primary, secondary & tertiary colour. Characteristics like hue, value & intensity; a. Type like cool/warm, advancing/receding b. Colour harmonies schemes – monochromatic complimentary, analogous etc.
- Factors affecting choice of use of colour

Unit 3-Embroidery Tools & Techniques

- Study of embroidery, tools and equipment specially kinds of needles & threads
- Basic embroidery stitches likes ----- stem, chain, satin, long & short etc.
- Study of Traditional Embroideries of India; Kaniha of Bengal, Sujni of Bihar, Phulkari of Punjab, Kasuti of Karnataka, Kashida & Zardozi of Kashmir, & Chikankari of Lucknow

SUGGESTED READING

1. Antrobus, Mary Symond and Louisa Preece. Needlework through the Ages. London Hodder & Strought. Ltd., 1928. -Includes non-European work. Fewer plates than Schuette.
2. Brown, P. The Encyclopedia of Embroidery Techniques. East Roseville NSW: Simon and Schuster, 1994.
3. Cave, Oenone. Cutwork Embroidery and How to Do It. Dover Publications, 1982. ISBN 0-486-24267-6
4. Dhamija, Jasleen, (Ed.) Asian Embroidery, Craft Council of India, 2004
5. Eaton, J. The Complete Stitch Encyclopedia. London: Hamlyn, 1986.
6. Enthoven, J. The Stitches of Creative Embroidery. West Chester: Schiffer Publishing, 1987.
7. Gillow, John and Nicholas Barnard. Traditional Indian Textiles, Thames and Hudson, 1991.
8. Gostelow, Mary. A World Of Embroidery. New York: Charles Scribners' Sons, Inc., 1975.
9. Irwin, John and Margaret Hall. Indian Embroideries. India: S.R. Bastiker, 1973.
10. Morrell, Anne. The Techniques of Indian Embroidery. Loveland, Colo.: Interweave Press, 1995.
11. Nirmla C Mistry. Indian Embroidery Ethnic and Beyond With CD, Jain Book depot, 2006.
12. Swift, G. The Batsford Encyclopedia of Embroidery Techniques. London: Batsford, 1994.

VE-3.1 LEATHER CRAFT

COURSE CONTENTS

Unit 1. Tools and Accessories for Stitching

- Tools & Accessories required for stitching on leather
- Types of sewing machines like Flat, Post & Cylinder Bed, Working mechanism of sewing machine, Identification of the problems in sewing machine and troubleshooting measures, Safety precautionary measures in operating the machine
- Reinforcement materials and their specific applications
- Lining materials and their use for a given purpose
- Fittings & Fasteners for a specific job
- Needle points, sizes (numbers) and parts
- Different types of threads, sizes and quality parameters

Unit 2. Basic Cutting Practice

- Cutting methods
 - (i) Hand-cutting
 - (ii) Machine-cutting
- Pattern nesting
- Safety precautions to be adopted while handling knife
- Minimize wastage of material while cutting

Unit 3. Stitching Practice on Leather

- Various type of stitches like lock stitch, chain stitch, zig zag stitch and overlock stitch
- Stitching on Various types of leather
- Grading and assorting of leathers
- Various types of Seams
- Various types of leather products
- Various types of edge treatments
- Causes and Remedies of needle and thread breakage
- Adhesives for leather products

SUGGESTED READING

1. Chris A. Groneman, "Leather Craft"- Illinois, Chas.A. Bennett Co. Inc, Peolia.
2. CLRI, "Manual on Leather Goods manufacture -course materials", Chennai, Central Leather Research Institute.
3. CLRI, "Manual on Skiving Manuals", Chennai, Central Leather Research Institute.
4. FDDI, (1992), "Essential of Sewing", Nodia - Foot wear Design and Development Institute.
5. FDDI, (1992), "Manual on The Art of Cutting and Clicking Operation", Nodia - Foot wear Design and Development Institute.
6. FDDI, (1992), "Manual on The Art of Hand Folding", Nodia - Foot wear Design and Development Institute.
7. FDDI, (1992), "The skill of operating Single Needle Post Bed Sewing Machine", Nodia - Foot wear Design and Development Institute.


Principal
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8. G. Philips & W. Sennewitz, (1979), "How to sew Leathers Suede", New York, Macmillan
9. J.H. Sharphouse, (1995), "Leather Technicians Hand book", Revised Edition, Northampton - World Leather.
10. Jane O. Grames, "The complete handbook of Leather Crafting", Florida, Robert E. Krieger Publication Company.
11. Richard Daniels, (2003), "Back to Basics Leather Manufacture", Northampton - World Leather.
12. S.S. Dutta, (1980), "Introduction to the Principle of leather Manufacture", Kolkatta.- Indian Leather Technologist Association.
13. S.S. Dutta, (1980), "Physical Testing Of Leather", Kolkatta.- Indian Leather Technologist Association.
14. SATRA, "Publications on Leather Stitching", France - Shoe and Allied Trade Research Association (SATRA).
15. Sewing Machine Manuals supplied by manufacturers.
16. TSK Mahadevan, (2011), "A manual on practical leather processing", Chennai, Indian Leather Publication.

VE-4. HORTICULTURE & GARDENING

COURSE CONTENTS

Unit-1. Garden Design:

- Scope and objectives of gardening • Style of gardens: Formal, Informal • Types of gardens: English, Mughal and Japanese. • Components of garden • Planning of outdoor gardens: Small, Residential, Larger Home Garden, Roof Garden, Terrace Garden, Children's garden, School and Institutional Garden, Park, Industrial garden, Housing complex, Indoor gardening

Unit-2. Specialized Gardens:

- Herb garden, Rose garden, Bug garden, Sunken garden, Topiary garden, Kitchen garden, Paved garden, Dish garden, Rock garden, Terrace garden, Water garden & Bottle garden (Terrarium), Concept of container / pot garden and designs

Unit-3. Nursery production and management:

- Scope, Site, Soil (Types of soil, water holding capacity, field capacity, Electrical Conductivity, pH), Environment (knowledge of climatic conditions), Layout, Manure, Fertilizers, Maintenance, Garden tools, Culture and Garden calendar, Types, Nursery beds, Pest & Disease management, Hi-tech Nursery.
- Propagation of ornamental flowers/plants by seeds, layering, Vegetative propagation techniques: Cutting and its types, Budding and its types, Grafting and its types & tissue culture.
- Propagation of bulb plants: Scaling, Scooping, Bulbils, Division, Cutting
- Trees and their significance in garden and landscape designing
- Ground cover plants, Ornamental ferns and their propagation, Herbaceous perennials, Annuals & Biennials: Important Genera and Species, their importance in garden designs; Orchids: Environment, propagation, potting & compost, nutrient supply, watering, important species.

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SUGGESTED READING

1. Arora J S (1990). Introductory Ornamental Horticulture, Kalyani Publication.
2. Bailey L. H 1901. The Standard Encyclopaedia of Horticulture, volume 1,2 and 3 Macmillan Publications.
3. Bose T K and Mukerjee D 1937, Gardening in India, Oxford Book House
4. Chauhan V. S. Vegetable Production in India. RamPrasad and Sons
5. Kumar N 1989 Introduction to Horticulture, Rajalakshmi Publications.
6. Manibhushan Rao 1991. Text book of Horticulture, Macmillan Publications.
7. Shujimoto, 1982. The Essentials of Bonsai, David & Charles, Newton.

VE-5. AGRICULTURE

COURSE CONTENTS

Unit-I Concept & Method of scientific agriculture

Ability to appreciate the importance of scientific agriculture, ability to select land for a crop and crop for a piece of land, ability to grow crop, fruits and vegetables as a subsidiary occupation.. Ability to realize the significance of the compost drive and reclamation movement, Ability and practice in the preparation of cropping scheme according to weather

Unit-II Storing & Marketing

Knowledge of storing grains, preparing them for the market

Practice in preparation of usual budget and profit and loss, knowledge of accounts and appreciate the dignity of labour.

Unit-III Vegetable Gardening

Following practices required; Practice in vegetable gardening (a) lay out of kitchen garden compound (b) practice of raising seedlings in seedbed/sowing seeds (c) transplantation of sapling (required in some vegetables) and (d) regular care of growing plants (d) Practice of growing seasonal grain.

SUGGESTED READING

1. Jha, Hari bhushan. Phasal awang usake prakar, Rajiv Prakshan, New Delhi
2. Kumar, Dinesh. Bihar ke phasal, Motilal Banarsj Das, Patna
3. Singh, Ramechandra. Essential knowledge of agriculture

VE-6. SPINNING

COURSE CONTENTS

Unit-I History & Process of Producing Khadi

History of khadi, ability to produce khadi with a view ultimately to attaining the self-sufficiency in cloth, knowledge and practice in picking cotton, and its processing such as cleaning, ginning, paralleling, carding and shiver making, spread of carding in madhyam, Pirjan or middle carding, proficiency in Spinning Yarn, ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn,

Unit-II Marketing & Accounting

Preparing Khadi products for the market.

Ability to work out the profit and loss, ability to maintain accounts, such as stock register, production register, disposal register, balance-sheet etc.,

Unit-III Gandhian Thought

Gandhian view on Enlightened citizenship, value of work: Man and machine, knowledge without character, Education without character. Can Internet serve khadi spirit of Khadi? Role of Internet in promoting Gandhian values, Globalization and Buniyadi Siksha of Mahatma Gandhi.

SUGGESTED READING

1. Ahmad, Razi, Charka, Gandhi Sangrahalaya, Patna
2. Gandhiji, Rachnatmak KaryaKaram uska Rahasya Aur Sthan
3. Gandhiji- Gram Swaraj, Nav Jivan Prakashan, Ahmedabad
4. Kulkarni, Sudhindra, The spinning of wheels-, Allied Publication, New Delhi
5. Rajput, J.S., The seven social sins, Allied publication, New Delhi
6. W.Klein, The Technology of Short Staple Spinning, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
7. W.Klein, Man-Made Fibres and Their Processing, Manual of Textile Technology – Vol-6, by The Textile Institute, Manchester, UK.
8. W.Klein, A Practical Guide to Combing and Drawing, Manual of Textile Technology – Vol-3, by The Textile Institute, Manchester, UK.
9. W. Klein, A Practical Guide to Ring Spinning, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
10. W.Klein, New Spinning Systems, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
11. Carla Lawrence "Fundamentals of Spun Yarn Technology" CRC Press.

VE-7. ARTISTIC CRAFT

COURSE CONTENTS

Unit -1. Geometrical 3D Object Study at least – 5 works

- a) To develop the basic sense of structure – detail drawings in various positions and angles develop & understand basic Shapes and Forms – any twisting form and its detail study. Basic Geometrical Shapes – Square, Rectangle, Cylinder, Cone, Intersecting Triangle, Half rounded 3D Shapes & Circle, Medium – Pencil, Conte – Black & Brown

Unit-2. Structure & Character Study at least – 2 works

- b) Operational problems in building up structure – Foliage & Trunk Study for basic understanding of structure, Bending, Twisting, Curving Forms created from nature. Expanding structure through unit etc. Experiments through various types of materials combinations of Known and Unknown Rhythmic 3D

Form Medium – Wire, Plaster of Paris, Clay etc.

- c) Study from Found Objects – Intricate Drawings, Enlarging images and complete 3D sculpture making to develop the sense and handle true to realism as referred in the found object.

Medium – Clay, photographs for document.

Unit- 3. Organic & Inorganic Form – Study & Composition at least – 2 works

- d) Drawing & exercise – composition – sculpture for Basic understanding of 3D Sculpture – Armature, Machete Positioning, Spacing, Rounding, Found Vitality of the Built images.

Medium – Clay, Plaster of Paris, Paper – Mount Board, Wax etc.


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e) Figurative & Non-Figurative – its high / low Relief works By Clay medium – Terracotta
– Preparation of clay, using Clay tools, Line, Texture, Shapes, High & low cut-imposing and
Extracting from plates-firing basic understanding of Relief works.

SUGGESTED READING

1. Adamson, Glenn. Thinking Through Craft. London: Berg publishers, 2007.
2. Adamson, Glenn. The Craft Reader. UK: Berg Publishers, February, 2010.
3. Auther, Elissa. String, Felt, and the Hierarchy of Art and Craft in American Art, 1960-1980. Minneapolis: University of Minnesota Press, 2009.
4. Barker, Garry G. The Handcraft Revival in Southern Appalachia, 1930-1990. Knoxville: The University of Tennessee Press, 1991.
5. Botton, Alain de. The Pleasures and Sorrows of Work. New York: Pantheon Books, 2009.
6. Crawford, Matthew B. Shop Class as Soulcraft: An Inquiry into the Value of Work. New York: Penguin Press, 2009.
7. Crowe, Donald W.; Washburn, Dorothy K. Symmetry Comes of Age: The Role of Pattern in Culture. Seattle: University of Washington Press, 2004.
8. Newell, Laurie Bitten. Out of the Ordinary: Spectacular Craft. New York: V&A Publications, 2007. pp. 112-123.


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HEALTH AND PHYSICAL EDUCATION

Course No.: 11(h)

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

The aim of teaching this area as a B.Ed. course may be perceived as an integrated and holistic understanding of health, diseases, physical fitness among children to promote health and well-being of children. Thus, the broader objective of learning of this area should enable the student teachers to

- help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- equip them to know their health status, identify health problems and be informed for taking remedial measures;
- make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
- sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
- help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- understand various policies and programmes related to health, physical education and yoga; and
- help them to understand the process of assessment of health and physical fitness.

COURSE CONTENTS

Unit I: Conceptual Understanding of Health, Safety and Security

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system- skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones.
- Common health problems and diseases (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis)-its causes, prevention and cure, immunization and firstaid.
- Reproductive and sexual health -RTI, STI, HIV/AIDS, responsible sexual behaviour

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- Snake bite, insect bites, and other ways of prevention, safety from snake and insect bites, animal attacks, prevention and treatment

Unit II: Food and Nutrition

- Food and nutrition, Balanced diet food habits, timing of food, nutrients and their functions.
- Diversity of Indian food, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to preserve food,
- Economics of food, shift in food practices and its globalization,
- Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention

Unit III: Awareness about Physical Fitness

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices — importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Assignment: (Concerned teacher can devise assignment as per requirement of the course).

SUGGESTED READING

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co
- Kamlesh, M.L. & Sangal, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangan, Supari & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer & Gill, Jagtar Singh & Brar, Racheepal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani Publishers.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.
- Sydentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.

123 | Page

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Faculty of Education, B.R.A.B.U., Muzaffarpur

B.Ed. Year - II

PEACE EDUCATION

Course No.: 11(c)

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After going through this paper the student-teachers will be able to;

1. Broaden the notions about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values
2. Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts
3. Strengthen self by continual reflection leading to reduction in stereotypes
4. Transcending barrier of identity and socialization
5. Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community
6. Develop attitudes and skills for resolving conflicts in creative manner
7. Perform the activities for experiential awareness of peace as a reality at personal and school levels
8. Reflect on school, curricula, textbooks and pedagogical processes from peace perspective
9. Understand the role of media and local community in peace education
10. Discuss the peaceful solutions to the real issues faced by them.

COURSE CONTENTS

Unit 1: Understanding Peace as a Dynamic Social Reality

- Awareness of relevance of peace
- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Peace contexts: underlying assumptions, processes and imperatives
- Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society
- Foundations of peace: compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development
- Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama; initiatives at national and international levels.

Unit II: Understanding Conflicts, Mediation and Transformation of Conflict

- Nature of conflict, incompatibility of needs and aspirations, Resulting conflicts at different levels in society- intrapersonal, interpersonal, organizational, interstate and global.
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.
- Developing capabilities for mediation and conflict transformation; Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict, Commitment to mediate, Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts

Unit III: Orienting Education for Peace Building

- Critical reflection on the curricular processes and pedagogy of peace education
 - Challenging the traditional models of learning to constructivist approaches in teaching
 - Rethinking authority relations from democratic perspective; promoting dialoguing, and developing capabilities for decision making
 - Understanding social justice in local contexts- its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
 - Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
 - Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills
- Pedagogical knowledge for skill orientation of subject content and teaching-learning experience in classroom for promoting peace
 - Awareness of the epistemic connection of the subject content with peace values, e.g. language (effective communication), Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision)
 - Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden
 - Humanistic approach to evaluation
- Becoming agency for peace in the school organization and surrounding local communities
 - Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.
 - Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school

- Awareness of orientation of students' attitudes towards balanced media exposure
- Evaluation of the Peace Building Processes-
 - Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level- motivation and sustains of efforts, sharing experiences towards peace building, reviewing strategies


Practicum:

1. Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
2. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
3. Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace like; (i) Conflicts experienced at home in family / in society/ in school, etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job.
4. Developing an action plan for peace in school and local community
5. Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

SUGGESTED READING

1. Aber, J. L., Brown, J. L. & Henrich, C.G. (1999). *Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention*. New York: Columbia University, National Center for Children in Poverty.
2. Arnow, J. (1995). *Teaching Peace: How to Raise Children to Live in Harmony without Fear, without Prejudice, without Violence*. New York: The Berkeley Publishing Group.
3. Bajaj, Monisha, ed. (2008). *Encyclopedia of Peace Education*. Charlotte, NC: Information Age Publishing.
4. Brantmeier, Edward J. Lin, Jing & Bruhn, Christa (Eds.) (2008). *Transforming Education for Peace*. Charlotte, NC: Information Age Press.
5. Barash, D. (1991). *Introduction to Peace Studies*. Belmont, CA: Wadsworth Publishing Co.
6. Brock-Utne, Birgit. (1985). *Education for Peace*. London: Pergamon Press.
7. Cortright, D. (2008). *Peace: A History of Movement and Ideas*. Cambridge: Cambridge University Press.
8. Deutsch, M & P. T. Coleman. (2000). *The Handbook of Conflict Resolution*. San Francisco, CA: Jossey-Bass.

8. Eisler, R. T. & Miller, R. (2004). *Educating for a Culture of Peace*. New York: Heineman.
- Girard, K. and S. J. Koch. (1998). *Conflict Resolution in Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass.
9. Harris, I. (1988). *Peace Education*. Jefferson, NC: McFarland Inc.
10. Harris, I. & Morrison, M. L. (2003). *Peace Education (2nd edition)*. Jefferson, NC: McFarland Inc.
11. Johnson, D. W. & Johnson, R. T. (2005). *Teaching Students to be Peacemakers (4rd edition)*. Edina, MN: Interaction Press.
12. Merryfield, M. and Remy, R. (1995). *Teaching about International Conflict and Peace*. Albany, New York: State University of New York Press.
13. Montessorri, Maria (1972). *Education and Peace*. Chicago, IL: Regnery.
14. O'Hare, Padraic (1983). *Education for Peace and Justice*. New York: Harper and Row.
15. Page, James (2008). *Peace Education: Exploring Ethical and Philosophical Foundations* (Charlotte, NC: Information Age Press.
16. Read, Herbert. (1955). *Education for Peace*. New York: Harper Colophon.
17. Reardon, Betty (1989). *Comprehensive Peace Education*. New York, NY: Teachers College Press.
18. Salomon, Gavriel and Baruch Nevo (Eds.) (2003). *Peace Education: The Concept, Principles, and Practices around the World*. Mahwah, NJ: Lawrence Erlbaum.
19. Salomon, Gavriel and Edward Cairns (Eds.) (2010). *Handbook on Peace Education*. Taylor & Francis: New York, NY.
20. Ury, W. (1999). *Getting to Peace. Transforming Conflict at Home, at Work, and in the World*. New York, NY: Viking.
21. Weeks, D. (1992). *The Eight Essential Steps to Conflict Resolution*. Los Angeles, CA: Jeremy Tarchet, Inc.
22. Young, N. (2016). *The Oxford International Encyclopedia of Peace*. New York: Oxford Unity Press.


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GUIDANCE AND COUNSELLING

Course No.: 11(d)

Course Credit: 2

COURSES OBJECTIVES

Theory: 40 Marks

Practicum: 10 Marks

On completing the course student teachers would be able to:

- Aware about various problems faced by the students in schools;
- Recognize the need for guidance and counseling in schools;
- Familiarize with various guidance services in school;
- Develop resources for guidance activities in schools;
- Plan a minimum guidance programme for a school.
- Develop understanding about the role of school in guidance.

COURSE CONTENTS

Unit I: Needs and Problems of Learners in Schools

- Helping learners to understand self: one's own self, strengths and weaknesses, self-esteem, self-concept, self-confidence;
- Concept of Guidance and Counselling: Role & need of guidance & Counselling, guidance services, nature, scope and different approaches to guidance and counselling.
- Academic: difficulties in learning, attention, underachievement, stress, indiscipline, drop-outs, school violence
- Socio-personal: behavioral, psychological, attitudinal problems,
- Vocational: career planning, career development and career information
- Differently abled, disadvantaged, creative and talented group of students

Unit II: Developing Resources in Schools for Guidance

- Human resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker;
- Physical and Material resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses
- School community linkages, role of PTAs, guidance committee, referral agencies.

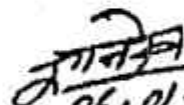
Unit III: Minimum Guidance Programme for the School

- Group Guidance activities: orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions
- Counselling: Individual and group counselling
- Testing Programmes: Mental ability, interest, attitude and aptitude
- Development and maintenance of cumulative records

Practicum:

128 | Page


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1. Study the problems of school children and probable guidance interventions.
2. Identify and prepare a list of problem of students in school that can be addressed through a teacher counselor.
3. Plan a minimum guidance programme for a school at the secondary stage.
4. Identification of probable cases from school students for providing counseling services and prepares a report.
5. Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages.
6. Prepare a directory of emerging career options for the youth in India.
7. Review any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest.
8. Plan and conduct a class talk and a career talk for secondary school students on identified themes.
9. List out the nature of job of a school counselor in terms of their major and minor duties and other responsibilities.
10. Prepare a status paper on the guidance services in Indian Schools.
11. Make a directory of the Courses offered by the Institutions engaged in preparing school counsellors in India.

SUGGESTED READING

1. Anastasi, A and Urbina, S (1997). Psychological Testing (7th Edn). Upper Saddle River, NJ: Prentice Hall.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-I. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Gibson R L and Mitchell, M H (2003). Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
5. Gysbers and N C and Henderson E (2006). Developing and Managing Your School Guidance and Counselling Programme (4th Edn.). Alexandria, VA: American Psychological Corporation.
6. Saraswat, R K and Gaur J S (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
7. Mohan, S (1998). Career Development in India: Theory, Research and Development; New Delhi: Vikas Publishing House.
8. Joneja G K (1997). Occupational Information in Guidance. New Delhi: NCERT
9. Mohan, S and Sibia, A (1998). Handbook of Personality Measurements In India. New Delhi: NCERT
10. Srivastava A K. (2003). Principles of Guidance and Counselling; New Delhi: Kaniksha Publishers and Distributors.

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EPC 3: UNDERSTANDING THE SELF

Course No.: EPC 3

Course Credit: 2

Theory: 40 Marks

Practicum: 10 Marks

COURSES OBJECTIVES

After undergoing this course, the student teachers will be able to:

1. Understand the development of self as a person and as teacher ;
2. Develop sensibilities, dispositions and skills;
3. Develop social relational sensitivity and effective communication skills;
4. Develop integrated understanding of human self and personality to deal with conflicts at different levels.
5. Understand the philosophy of Yoga and its role in well-being.

COURSE CONTENTS

Unit I: Understanding Self

- a) Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment
- b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc., which promote healthy discipline, shunning violence
- c) Development of professional identity of a teacher
- d) Awareness of the influence of social milieu on self
- e) Negative experiences generate stress, anger aggression

Unit II: Yoga and its role in self-well-being

- a) Yoga, meditation, anger/stress management as practices that restore positive physical health and attitudes
- b) Awareness of own identity, social identity, cultural underpinnings
- c) Developing capabilities for mediation- Listening to the conflicting parties, awareness of context of conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution
- d) Alternative strategies and creative solutions to overcome/transform conflicts

Unit III: Becoming a Humane Teacher

- a) Nurturing capabilities for critical self- reflection; transcending past negative experiences
- b) Development of sensitivity, importance of empathy
- c) Developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting
- d) Self-discipline, self-management;

- Removal of prejudices, biases and stereotypes and building multicultural orientation.
- Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion, and
- Habitual self-reflection by using daily journal on experiences.

PRACTICUM

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Reflections, story making, self-disclosure through art, dance and theatre
- Nature walk/ field visit, adventure, Simulation exercises, collective art

SUGGESTED READING

1. B.K S Iyengar (1976) Light on Yoga, New York, Schocken Books.
2. Bhatt, H. (n.d.). *The diary of a school teacher*. An Azim Premji University Publication, Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
3. Dweck, C. (2006) *Mindset: The new psychology of success*, Random House LLC.
4. Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
5. Hall, C., & Hall, F. (2003). *Human relations in education*. Routledge.
6. Ian Shapiro and Casino Hacker Candom, Ed. *Democratic Values*.
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Bhaskar
Principal
Sal B.Ed. & D.El. Ed. College
Sivaran, Bkramganj (Rohtas)

SCHOOL INTERNSHIP

Course Credit: 10

Full Marks: 250

COURSES OBJECTIVES

School Internship-Field Attachment aims at engaging the students-teachers with field based situation and work in upper primary, secondary or senior secondary government/recognized private school and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of works related to school education. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ACTIVITY

- Internship work shall be carried out in an upper primary, secondary or senior secondary government recognized private school for a minimum duration of 16 weeks.
- For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.
- The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.
- Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management, the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakkya font with letter size 12 and line spacing 1.5. The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).
- The candidate shall also submit separately the "Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)", "Record of Preparing Teaching-Learning Materials" (20 for school subject), and the 'Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns are to be observed). 50 marks of the Quality of Report shall cover the assessment of quality of these records as well.

[Signature]
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[Signature]
06.1.16

- During Internship, student teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.

ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMENT

SL. NO.	ACTIVITIES/DIMENSIONS	MARKS
1	Internship Report	40
2	Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)	60
3	Records of two Criticism Lessons delivered under the observation of supervisor and a faculty member other than supervisor	20
4	Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns' are to be observed)	20
5	Record of Preparing Teaching-Learning Materials (20 for school subject)	20
6	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	10
7	Preparation of School Time Table	05
8	Preparation of Cumulative Records of 5 students	10
9	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	10
10	Organization of 5 co-curricular activities and preparation of report	10

133 | Page

Signature
11/11/16

Principal
Sal B. Ed. & D. Ed. College
Gyanpur, Birkramganj (Rohat)

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16.11.2016

Signature
11/11/16

11	Maintenance of school premises related to Office)	15
12	Maintenance School Laboratories / Maintenance School Library	10
13	Organization of Sports Games & preparing Reports	10
14	Regularity and Behaviour	10
TOTAL		250

.....

जातिश्व
06.01.2016

अ.प्र.
06/1/16

अ.प्र.
06/1/2016

अ.प्र.
06/1/16

जातिश्व
06/01/16

अ.प्र.
06.1.16

अ.प्र.
06/1/16

Principal
Sal B.Ed. & D.El. Ed. College
Siyaruan, Bilkramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.2.2

Course Content of Value Added offered during the last five years

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt Bikramganj- Rohtas 802212

Content of Value Added Course

INTRODUCTION TO COMPUTER BASIC

The topics covered in a basic computer course are parts of computers, computer networks, the internet, computer hardware & software, and many more. The complete list of topics and a detailed basic computer course syllabus are mentioned below.

Computer Applications & Basics

Introduction, Basic Applications of Computer, Components of Computer, Connecting Computer Components, Computer Hardware & Software

Computer Operating System

Basics of Operating System, Linux, Windows, Task Icons, Bars, System Settings, Setting Date & Time, File Management

Word Processing

Introduction, Printing a File, Document Creation & Editing, Saving, Text Formatting

Microsoft Excel & Using Spreadsheets

Introduction, Rows, Columns & Cells, Basics Excel Formulas and Functions


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Sai B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohtas)

Introduction to Internet, WWW & Web Browsers

Basics of Computer Networks, Internet, Search Engines, URLs, How to Use Web Browser

Communications & Collaboration

Basics of Email, How to Use Email, Instant Messaging, Format an Email

Making Small Presentation

How to Create, Edit, Format, or Delete Slides, Make a Slideshow, Save a Presentation, Printing of Presentation

Banking (Basics & Services)

How to Save Money, Use ATM, Importance of Banks, Bank Services & Schemes


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.2.3

**Number of students enrolled
in the Value Added Course**

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students
Course :- Basic Computer (2019-21)

SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	DEEPAK KUMAR	1	MALE	YES	YES
2	PREM KUMAR	2	MALE	YES	YES
3	MD FAIZAN	3	MALE	YES	YES
4	KHUSHBOO KUMARI	4	FEMALE	YES	YES
5	JYOTI KUMARI	5	FEMALE	YES	YES
6	SHANTI KUMARI	6	FEMALE	YES	YES
7	ANIL KUMAR SINGH	7	MALE	YES	YES
8	TAMANNA PERWEEN	8	FEMALE	YES	YES
9	ABHISHEK ANAND	9	MALE	YES	YES
10	SANJEET KUMAR	10	MALE	YES	YES
11	ROHIT RAJ	11	MALE	YES	YES
12	YOGENDRA PRASAD SINGH	12	MALE	YES	YES
13	PUJA KUMARI	13	FEMALE	YES	YES
14	PARTIMA KUMARI	14	FEMALE	YES	YES
15	POOJA KUMARI	15	FEMALE	YES	YES
16	DEEPAK KUMAR	16	MALE	YES	YES
17	MANISHA KUMARI	17	FEMALE	YES	YES
18	DIMPLE KUMARI	18	FEMALE	YES	YES
19	NEHA KUMARI	19	FEMALE	YES	YES
20	ATUL KUMAR	20	MALE	YES	YES
21	AKHAY LAL CHAUDHARY	21	MALE	YES	YES
22	APOORAV KUMARI	22	FEMALE	YES	YES
23	MD AFTAB KHAN	23	MALE	YES	YES
24	VIKASH KUMAR	24	MALE	YES	YES
25	SERAJ KHAN	25	MALE	YES	YES
26	JULI KUMARI	26	FEMALE	YES	YES
27	CHANDANA KUMARI	27	FEMALE	YES	YES
28	MD JUNAID KHAN	28	MALE	YES	YES
29	HARENDRA PRASAD	29	MALE	YES	YES
30	KHUSHI KUMARI	30	FEMALE	YES	YES
31	SUMAN KUMAR	31	MALE	YES	YES
32	ASHIRVAD KUMAR	32	MALE	YES	YES
33	KUMARI NEHA	33	FEMALE	YES	YES
34	MD AZHARUDDIN	34	MALE	YES	YES
35	RAUSHAN NOOR	35	FEMALE	YES	YES
36	SHAYAM SUNDAR CHAUBEY	36	MALE	YES	YES
37	PUJA KUMARI	37	FEMALE	YES	YES
38	MD CHAND	38	MALE	YES	YES

Raj Kishor Pathak
Principal
Sai B.Ed. & D.El. Ed. Colleg.
Siyaruan BIKRAMGANJ (Rohtas)

39	AKRAM KHAN	39	MALE	YES	YES
40	SAGAR KUMAR	40	MALE	YES	YES
41	AVINASH KUMAR	41	MALE	YES	YES
42	SUDHANSU KUMAR	42	MALE	YES	YES
43	MUKESH KUMAR	43	MALE	YES	YES
44	SURYAKANT KUMAR	44	MALE	YES	YES
45	RITESH KUMAR	45	MALE	YES	YES
46	MD RAUNAK JAYA	46	MALE	YES	YES
47	MADHULIKA KUMARI	47	FEMALE	YES	YES
48	SATYA PRAKASH	48	MALE	YES	YES
49	AKSHAY PAL	49	MALE	YES	YES
50	GYANTI KUMARI	50	FEMALE	YES	YES
51	PJUA KUMARI SINGH	51	FEMALE	YES	YES
52	RANJEET KUMAR SINGH	52	MALE	YES	YES
53	SINKI KUMARI	53	FEMALE	YES	YES
54	SAVITRI KUMARI	54	FEMALE	YES	YES
55	ABHIMANYU KUMAR	55	MALE	YES	YES
56	SHABNAM KUMARI	56	FEMALE	YES	YES
57	SATYAJEET RAJ	57	MALE	YES	YES
58	JIGYASA KUMARI	58	FEMALE	YES	YES
59	VIKASH KUMAR	59	MALE	YES	YES
60	RAJWANTI KUMARI	60	FEMALE	YES	YES
61	PRINCE KUMAR	61	MALE	YES	YES
62	PRIYANSHU KUMARI	62	FEMALE	YES	YES
63	VISHWAKARMA	63	MALE	YES	YES
64	ARVIND KUMAR DAS	64	MALE	YES	YES
65	SARITA KUMARI	65	FEMALE	YES	YES
66	NEELAM KUMARI	66	FEMALE	YES	YES
67	SRISHTI KUMARI	67	FEMALE	YES	YES
68	TANUJA KUMARI	68	FEMALE	YES	YES
69	ANAMIKA KUMARI	69	FEMALE	YES	YES
70	SHWETA	70	FEMALE	YES	YES
71	SHAILESH KUMAR TIWARI	71	MALE	YES	YES
72	KUMARI TANUJA	72	FEMALE	YES	YES
73	VINDHYACHAL KUMAR	73	MALE	YES	YES
74	SURUCHI KUMARI	74	FEMALE	YES	YES
75	PRITY KUMARI	75	FEMALE	YES	YES
76	RAKESH KUMAR	76	MALE	YES	YES
77	PUJA KUMARI	77	FEMALE	YES	YES
78	KHUSHABU KUMARI	78	FEMALE	YES	YES
79	PRIYANKA KUMARI	79	FEMALE	YES	YES
80	NEHA KUMARI	80	FEMALE	YES	YES
81	NISHA KUMARI	81	FEMALE	YES	YES
82	MD MAZHARUL HAQUE	82	MALE	YES	YES
83	MD REYAZ ALAM	83	MALE	YES	YES
84	SONI KUMARI	84	FEMALE	YES	YES
85	JYOTI SINGH	85	FEMALE	YES	YES

Raj Kishor Pathak
Principal

Sai B.Ed. & D.El. Ed. College
Sivaran Bikramganj (Rohtas)

86	ARUN KUMAR SINGH	86	MALE	YES	YES
87	BEAUTY KHATOON	87	FEMALE	YES	YES
88	SONU KUMAR	88	MALE	YES	YES
89	SONY KUMARI	89	FEMALE	YES	YES
90	DURGESH KUMAR PANDEY	90	MALE	YES	YES
91	ANUPRIYA BHARTI	91	FEMALE	YES	YES
92	SHIVAM KUMAR SINGH	92	MALE	YES	YES
93	MD AJAZ AHMAD	93	FEMALE	YES	YES
94	CHANDANI KUMARI	94	FEMALE	YES	YES
95	MADHURI KUMARI	95	FEMALE	YES	YES
96	SADDAM HUSSAIN	96	MALE	YES	YES
97	MUNNA KUMAR	97	MALE	YES	YES
98	KHUSHBOO KUMARI	98	FEMALE	YES	YES
99	SONALI KUMARI	99	FEMALE	YES	YES
100	ANJU KUMARI	100	FEMALE	YES	YES


Rajendra Pathak
Principal
Sal B.Ed. & D.El. Ed. College
Siyaruan, Bikaner (Rohas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students

Course :- Basic Computer (2020-22)

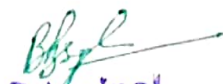
SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	RUKSANA KHATUN	1	FEMALE	YES	YES
2	FAUZIYA MANZARI	2	FEMALE	YES	YES
3	CHHATHU KUMAR	3	MALE	YES	YES
4	SALONI KUMARI	4	FEMALE	YES	YES
5	MUMTAJ MANSURI	5	MALE	YES	YES
6	KM SUDHA RAI	6	FEMALE	YES	YES
7	CHANDAN KUMAR	7	MALE	YES	YES
8	KHUSHBU KUMARI	8	FEMALE	YES	YES
9	SHALANDRA KUMAR	9	MALE	YES	YES
10	VIKASH KU BHARTI	10	MALE	YES	YES
11	MD AZHAR HUSSAIN	11	MALE	YES	YES
12	ASHISH RANJAN	12	MALE	YES	YES
13	SHAILESH PANDEY	13	MALE	YES	YES
14	AMAN KUMAR	14	MALE	YES	YES
15	SAURABH KUMAR	15	MALE	YES	YES
16	SAPNA KUMARI	16	FEMALE	YES	YES
17	ANUGYA KUMARI	17	FEMALE	YES	YES
18	DHARMARAJ SAH	18	MALE	YES	YES
19	SABIR HUSSAIN	19	MALE	YES	YES
20	VIKASH KUMAR	20	MALE	YES	YES
21	GOLDI KUMARI	21	FEMALE	YES	YES
22	VISHAL KUMAR VERMA	22	MALE	YES	YES
23	MD ASIF EQUBAL	23	MALE	YES	YES
24	RAVINDRA KUMAR	24	MALE	YES	YES
25	MD SHAMIM AHMAD	25	MALE	YES	YES
26	MD SARIM	26	MALE	YES	YES
27	PADMA KUMARI	27	MALE	YES	YES
28	PRIYANKA KUMARI	28	FEMALE	YES	YES
29	LUCKY KUMARI	29	FEMALE	YES	YES
30	MD ALIRAJ ALAM	30	MALE	YES	YES
31	RUPALI KUMARI	31	FEMALE	YES	YES
32	SONAM RAJ	32	FEMALE	YES	YES
33	SONALI RANJAN	33	FEMALE	YES	YES
34	DIKSHA KUMARI	34	FEMALE	YES	YES
35	SONU KUMAR	35	MALE	YES	YES
36	KU.VISHWA PRAKASH	36	MALE	YES	YES


Principal
 SAI B.Ed. & D.El. Ed. College
 Siyauran, BIKRAMGANJ (Rohtas)

37	AFSANA PRAVIN	37	FEMALE	YES	YES
38	SONU KUMAR	38	MALE	YES	YES
39	KUSH KUMAR	39	MALE	YES	YES
40	GAUTAM BHARDWAJ	40	MALE	YES	YES
41	NITISH KUMAR	41	MALE	YES	YES
42	AVINASH KUMAR	42	MALE	YES	YES
43	PRAVIN PUNJ	43	MALE	YES	YES
44	VIKAS KUMAR	44	MALE	YES	YES
45	JYOTI KUMARI	45	FEMALE	YES	YES
46	SUJATA KUMARI	46	FEMALE	YES	YES
47	PRABHAKAR CHAUBEY	47	MALE	YES	YES
48	PREM KUMAR	48	MALE	YES	YES
49	ANISH BHARTI	49	MALE	YES	YES
50	SAGAR KUMAR	50	MALE	YES	YES
51	DIWAKAR KR. CHOUBEY	51	MALE	YES	YES
52	SATYA PRAKASH CHOUBEY	52	MALE	YES	YES
53	SANMAT KUMAR	53	MALE	YES	YES
54	JYOTI KUMARI	54	FEMALE	YES	YES
55	RANJEET KUMAR	55	MALE	YES	YES
56	VIKAS KUMAR	56	MALE	YES	YES
57	SHANTI KUMARI	57	FEMALE	YES	YES
58	RAJU KUMAR	58	MALE	YES	YES
59	SONAM KUMARI	59	FEMALE	YES	YES
60	ARJUN KUMAR SINGH	60	MALE	YES	YES
61	ALKA KUMARI	61	FEMALE	YES	YES
62	SATYENDRA KUMAR	62	MALE	YES	YES
63	RANJAN KUMAR	63	MALE	YES	YES
64	NIRAJ KUMAR PATEL	64	MALE	YES	YES
65	JITENDRA SINGH	65	MALE	YES	YES
66	GEETU KUMARI	66	FEMALE	YES	YES
67	ABHAY KUMAR	67	MALE	YES	YES
68	HARERAM UPADHAYAY	68	MALE	YES	YES
69	RAHUL KUMAR PANDAY	69	MALE	YES	YES
70	NIDHI KUMARI	70	FEMALE	YES	YES
71	KUMARI RANJITA	71	FEMALE	YES	YES
72	ISHARAT BANO	72	FEMALE	YES	YES
73	NEHA SINGH	73	FEMALE	YES	YES
74	GAUTAM KUMAR	74	MALE	YES	YES
75	BIKASH KUMAR	75	MALE	YES	YES
76	AMRITA KUMARI	76	FEMALE	YES	YES
77	ALPHA KUMARI	77	FEMALE	YES	YES
78	KUMARI SURBHI	78	FEMALE	YES	YES
79	NITESH KUMAR SINGH	79	MALE	YES	YES
80	SANDHYA KUMARI	80	FEMALE	YES	YES


Principal
Sai B.Ed. & D.El. Ed. College
Sivaran Bilgraman (Rohtas)


81	PRIYAM SINGH	81	FEMALE	YES	YES
82	PRIYANKA KUMARI	82	FEMALE	YES	YES
83	NIKI KUMARI	83	FEMALE	YES	YES
84	MANISH KUMAR	84	MALE	YES	YES
85	SAURABH KUMAR	85	MALE	YES	YES
86	RAJIW PRATAP SINGH	86	MALE	YES	YES
87	PRITI KUMARI	87	FEMALE	YES	YES
88	BALA KUMAR SAH	88	MALE	YES	YES
89	MANJARI KUMARI	89	FEMALE	YES	YES
90	ANITA KUMARI	90	FEMALE	YES	YES
91	PRATIBHA KUMARI	91	FEMALE	YES	YES
92	RAMBABU SARASWARI SINGH	92	FEMALE	YES	YES
93	REKHA KUMARI	93	FEMALE	YES	YES
94	PUSHPA KUMARI	94	FEMALE	YES	YES
95	SHAILESH KUMAR	95	MALE	YES	YES
96	PRIYANKA KUMARI	96	FEMALE	YES	YES
97	RIYA KUMARI	97	FEMALE	YES	YES
98	PREETY	98	FEMALE	YES	YES
99	SHILPA KUMARI	99	FEMALE	YES	YES
100	DEEPAK KUMAR	100	MALE	YES	YES


Principal
 B.Ed. & D.El. Ed. College
 (Bohtas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students
Course :- Basic Computer (2021-23)

SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	CHAND BABU	1	MALE	YES	YES
2	VISHWAMITRA PRAJAPATI	2	MALE	YES	YES
3	SHOBHA RANJAN	3	FEMALE	YES	YES
4	ANJALI KUMARI	4	FEMALE	YES	YES
5	ANAND BHUSHAN RAJ	5	MALE	YES	YES
6	PRAVEEN KUMAR	6	MALE	YES	YES
7	RAJESH KUMAR SINGH	7	MALE	YES	YES
8	KUMARI BHARTI	8	FEMALE	YES	YES
9	CHHAYA KUMARI	9	FEMALE	YES	YES
10	SHIBU KUMAR	10	MALE	YES	YES
11	KRITI KUMARI	11	FEMALE	YES	YES
12	SONALI KUMARI	12	FEMALE	YES	YES
13	ANKIT KUMAR GUPTA .	13	MALE	YES	YES
14	NIDHI KUMARI	14	FEMALE	YES	YES
15	AJAY KUMAR SINGH	15	MALE	YES	YES
16	VISHWANATH SINGH	16	MALE	YES	YES
17	MAMTA KUMARI	17	FEMALE	YES	YES
18	YASHVANT KUMAR	18	MALE	YES	YES
19	SURAJ KUMAR	19	MALE	YES	YES
20	CHAMPA KUMARI	20	FEMALE	YES	YES
21	SATISH KUMAR DUBEY	21	MALE	YES	YES
22	SURAJ KUMAR	22	MALE	YES	YES
23	SHEELA	23	FEMALE	YES	YES
24	ANUJ PATEL	24	MALE	YES	YES
25	SWETA SINGH	25	FEMALE	YES	YES
26	MD FARHAN KHAN	26	MALE	YES	YES
27	JAY SHANKER SINGH	27	MALE	YES	YES
28	KUMARI NEHA	28	FEMALE	YES	YES
29	KUMARI NITU	29	FEMALE	YES	YES
30	JUHI KUMARI	30	FEMALE	YES	YES
31	BARUN KUMAR SINGH	31	MALE	YES	YES
32	KUSH KUMAR	32	MALE	YES	YES
33	RITESH CHAUBEY	33	MALE	YES	YES
34	VIKASH KUMAR	34	MALE	YES	YES
35	VIKASH KUMAR RANJAN	35	MALE	YES	YES


Principal
 Sai B.Ed. & D.El. Ed. College
 Siyauran, Bikramganj (Rohtas)

36	GAUTAM KUMAR	36	MALE	YES	YES
37	JAISHANKAR SHARMA	37	MALE	YES	YES
38	RACHNA KUMARI	38	FEMALE	YES	YES
39	KUMARI LIPIKA	39	FEMALE	YES	YES
40	RAHUL KUMAR	40	MALE	YES	YES
41	RAVI KUMAR	41	MALE	YES	YES
42	NIRAJ KUMAR	42	MALE	YES	YES
43	VIKASH KUMAR	43	MALE	YES	YES
44	KUMARI ANUPMA	44	FEMALE	YES	YES
45	SHAILENDRA KUMAR	45	MALE	YES	YES
46	REENA KUMARI	46	FEMALE	YES	YES
47	KRISHNA KUMAR	47	MALE	YES	YES
48	PAPPU KUMAR	48	MALE	YES	YES
49	AJEET KUMAR	49	MALE	YES	YES
50	AKSHYA KUMAR	50	MALE	YES	YES
51	RAKESH KUMAR	51	MALE	YES	YES
52	ARUN KUMAR	52	MALE	YES	YES
53	NIRANJAN KUMAR	53	MALE	YES	YES
54	AJAY KUMAR	54	MALE	YES	YES
55	DEEPAK KUMAR	55	MALE	YES	YES
56	VIKASH KUMAR	56	MALE	YES	YES
57	SUMIT KUMAR SINGH	57	MALE	YES	YES
58	LUCY KUMARI	58	FEMALE	YES	YES
59	MANOJ KUMAR	59	MALE	YES	YES
60	PUNAM KUMARI	60	FEMALE	YES	YES
61	SANDHYA KUMARI	61	FEMALE	YES	YES
62	NANDANI KUMARI	62	FEMALE	YES	YES
63	REKHA KUMARI	63	FEMALE	YES	YES
64	SUDHA KUMARI	64	FEMALE	YES	YES
65	CHANDAN KUMAR	65	MALE	YES	YES
66	JYOTI KUMARI	66	FEMALE	YES	YES
67	ANUPAMA KUMARI	67	FEMALE	YES	YES
68	NEHA KUMARI	68	FEMALE	YES	YES
69	ANJALI KUMARI	69	FEMALE	YES	YES
70	SONAM GUPTA	70	FEMALE	YES	YES
71	NILU KUMARI	71	FEMALE	YES	YES
72	SUPRIYA GUPTA	72	FEMALE	YES	YES
73	PRIYANKA SHARMA	73	FEMALE	YES	YES
74	ANAND KUMAR	74	MALE	YES	YES
75	SHASHI KUMARI	75	FEMALE	YES	YES
76	ABHISHEK KUMAR SINGH	76	MALE	YES	YES
77	SIMRAN KUMARI	77	FEMALE	YES	YES
78	NIDHI KUMARI	78	FEMALE	YES	YES
79	PRATIMA KUMARI	79	FEMALE	YES	YES


 Principal
 Sai B.Ed. & D.El. Ed. College
 Shyamsun. Bilkramganj (Rohtas)

80	RENU KUMARI	80	FEMALE
81	PRINCE KUMAR	81	MALE
82	RUCHI KUMARI	82	FEMALE
83	AFRIN KAUSER	83	FEMALE
84	APRAJITA KUMARI	84	FEMALE
85	BIRENDRA KUMAR	85	MALE
86	NEHA KUMARI	86	FEMALE
87	NITU KUMARI	87	FEMALE
88	NISHA KUMARI	88	FEMALE
89	AASU KUMARI	89	FEMALE
90	AGHAVENDRA KUMAR RAGHA	90	MALE
91	MAYA KUMARI	91	FEMALE
92	KIRAN KUMARI	92	FEMALE
93	GOLU KUMAR	93	MALE
94	UJJWAL KUMAR	94	MALE
95	ARCHANA KUMARI	95	FEMALE
96	JAVED AKHTAR	96	MALE
97	SHOBHA KUMARI	97	FEMALE
98	ANISHA KUMARI	98	FEMALE
99	JYOTI KUMARI	99	FEMALE
100	MADHU KUMARI	100	FEMALE

YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES



Principal
Sal B.Ed. & D.El. Ed. Colleg
Shyaran, Bikramganj (Rohtak)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students

Course :- Basic Computer (2022-24)


SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	SMRITI SUMAN	1	Female	YES	YES
2	SURAJ KUMAR	2	Male	YES	YES
3	ABHISHEK KUMAR	3	Male	YES	YES
4	ARCHANA KUMARI	4	Female	YES	YES
5	SMRITI SINGH	5	Male	YES	YES
6	YUVRAJ ANAND	6	Male	YES	YES
7	MADHU KUMARI	7	Female	YES	YES
8	MANBODH KUMAR TIWARY	8	Male	YES	YES
9	MD. TABISH AMAN	9	Male	YES	YES
10	RUPALI SINGH	10	Female	YES	YES
11	GAUTAM KUMAR SINGH	11	Male	YES	YES
12	MD.MIFTAHUDDIN KHAN	12	Male	YES	YES
13	VIKAS KUMAR	13	Male	YES	YES
14	PUNITA KUMARI	14	Female	YES	YES
15	VIJAY BAHADUR KUMAR	15	Male	YES	YES
16	SHUBHAM KUMAR	16	Male	YES	YES
17	SANJIV KUMAR	17	Male	YES	YES
18	DEEPAK KUMAR	18	Male	YES	YES
19	ALOK KUMAR GAUTAM	19	Male	YES	YES
20	DEEPAK KUMAR	20	Male	YES	YES
21	RICHA TIWARI	21	Female	YES	YES
22	AMAN KUMAR SINGH	22	Male	YES	YES
23	SONI KUMARI	23	Female	YES	YES
24	RAVINADRA KUMAR	24	Male	YES	YES
25	SUJEET KUMAR	25	Male	YES	YES
26	SABRIN PARVEEN	26	Female	YES	YES
27	DEEPIKA KUMARI	27	Female	YES	YES
28	MD.SABIR AHMAD	28	Male	YES	YES
29	REETA KUMARI	29	Female	YES	YES
30	ANURAG SINGH	30	Male	YES	YES
31	MUKESH KUMAR	31	Male	YES	YES
32	MANISH KUMAR	32	Male	YES	YES
33	MANISH KUMAR	33	Male	YES	YES
34	TWINKAL KUMARI	34	Female	YES	YES
35	SONY KUMARI SHARMA	35	Female	YES	YES
36	KHUSHBOO KUMARI	36	Female	YES	YES
37	REENA KUMARI	37	Female	YES	YES


Principal
 SAI B.Ed. & D.El. Ed. College
 Siyauran BIKRAMGANJ (ROHTAS)

38	DAYANAND SAGAR	38	Male	YES	YES
39	AMAN VERMA	39	Male	YES	YES
40	KRISHNA KUMAR	40	Male	YES	YES
41	SHIV PRAKASH	41	Male	YES	YES
42	SHOBHA KUMARI	42	Female	YES	YES
43	VIJANTI KUMARI	43	Female	YES	YES
44	SONALI KUMARI	44	Female	YES	YES
45	DIVYANSHU KUMAR	45	Male	YES	YES
46	RAVI KANT	46	Male	YES	YES
47	ABHISHEK KISHOR	47	Male	YES	YES
48	HIMANSHU KUMAR	48	Male	YES	YES
49	PRACHI KUMARI	49	Female	YES	YES
50	MANISHA KUMARI	50	Female	YES	YES
51	SHABNAM PARWEEN	51	Female	YES	YES
52	RICHA KUMARI	52	Female	YES	YES
53	HIMANSHU RAJ	53	Male	YES	YES
54	JUBAIDA KHATOON	54	Female	YES	YES
55	MD.TAJ HUSSAIN	55	Male	YES	YES
56	VIVEK KUMAR	56	Male	YES	YES
57	ANSHU KUMARI	57	Female	YES	YES
58	PRIYANKA KUMARI	58	Female	YES	YES
59	NITU KUMARI	59	Female	YES	YES
60	JYOTI KUMARI	60	Female	YES	YES
61	RIJU KUMAR	61	Male	YES	YES
62	RAHUL PRASAD	62	Male	YES	YES
63	CHANDANI KUMARI	63	Female	YES	YES
64	MONI KUMARI	64	Female	YES	YES
65	PRITY CHOUDHARY	65	Female	YES	YES
66	PRIYA KUMARI	66	Female	YES	YES
67	KANCHAN KUMARI	67	Female	YES	YES
68	ARAYAPRIYA	68	Female	YES	YES
69	ANKITA KUMARI	69	Female	YES	YES
70	BINDU KUMARI	70	Female	YES	YES
71	SHIV PRASAD GUPTA	71	Male	YES	YES
72	AMIT KUMAR	72	Male	YES	YES
73	ADITI ARYA	73	Female	YES	YES
74	SONU KUMAR	74	Male	YES	YES
75	MANOJ KUMAR	75	Male	YES	YES
76	ANIL KUMAR SINGH	76	Male	YES	YES
77	AARTI KUMARI	77	Female	YES	YES
78	ANUKALP RAJ	78	Male	YES	YES
79	MADHU KUMARI	79	Female	YES	YES
80	VIVEK KUMAR	80	Male	YES	YES
81	ANITA KUMARI	81	Female	YES	YES


 Principal
 Sal B.Ed. & D.El. Ed College
 Siyauran, Bikramganj, Bihar

82	EBRAN ANSARI	82	Male	YES	YES
83	ANSHU KUMARI	83	Female	YES	YES
84	PRABHA KUMARI	84	Female	YES	YES
85	JANASHEEN PARVEEN	85	Female	YES	YES
86	NISHU KUMARI	86	Female	YES	YES
87	PREETI KUMARI	87	Female	YES	YES
88	NISHA KUMARI	88	Female	YES	YES
89	KIRAN SINGH	89	Female	YES	YES
90	SWARNINA RATHI	90	Female	YES	YES
91	RIMJHIM KUMARI	91	Female	YES	YES
92	NEHA KUMARI	92	Female	YES	YES
93	BISHAKHA KUMARI	93	Female	YES	YES
94	MANISHA KUMARI	94	Female	YES	YES
95	ANUJA KUMARI	95	Female	YES	YES
96	SANJU KUMARI	96	Female	YES	YES
97	GAURAV KUMAR	97	Male	YES	YES
98	MOHIT KUMAR	98	Male	YES	YES
99	JAGRITI KUMARI	99	Female	YES	YES
100	PUJA KUMARI	100	Female	YES	YES


 Principal
 Sai B.Ed. & D.El. Ed. College
 Sivaranjan Bikramdani (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.2.3

Sample of Value Added Course Completion Certificate during the last five year

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*VIKASH KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2019-21... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohatas (Bihar) - 802212

Mary
Course Coordinator

18-05-22
Date

The Kibber Pathak
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohatas)

Certificate of Value Added Course

This is to certify that Mr./Ms. EBRAN ANSARI.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2022-24.... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mast
Course Coordinator

14-03-24
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
Siyarian (Shivpur Halt), Bikramganj, Rohtas

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SURAJ KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2022-24*... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

14-03-24
Date

Bijay
Principal

SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....SURAJ KUMAR.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2022-24... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

14-03-24
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
Siyarian, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*PUNYA KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .*2022-24*... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Course Coordinator

Mary

14-03-24
Date

[Signature]
Principal

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj, (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....PUNYA KUMARI.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2022-24... at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mony
Course Coordinator

14-03-24
Date

Punya
Principal

Sai B.Ed. & D.El. Ed. College
Siyarian, Bikramganj, (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. ASHY KUMAR SINGH.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2021-23... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mury
Course Coordinator

20-05-23
Date

Pras
Principal
SAI B.Ed. & D.El. Ed. Colleg.
Siyarian, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. BABUN KUMAR SINGH.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme. 2021-23..... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikananganj, Dist. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

Bikash
Principal
SAI B.Ed. & D.El. Ed. College,
Siyarian Bikananganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SANDHYA KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2021-23*.. at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

[Signature]
Principal

Sai B.Ed. & D.El.Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SIMRAN KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2021-23*... at SAI B.Ed. & D.El.Ed. COLLEGE
At: Siyarian (Shivpur Halt), Bikramganj, Dist. – Rohas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
(Siyarian Bikramganj (Rohas))

Certificate of Value Added Course

This is to certify that Mr./Ms.....SAVED AKHTAR.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2021-23.. at SAI B.Ed. & D.El.Ed. COLLEGE
At: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohatas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

Sai B
Principal
SAI B.Ed. & D.El. Ed. College
Siyarian, Bikramganj/Rohatas

Certificate of Value Added Course

This is to certify that Mr/Ms.....*REENA KUMAR*1.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2020-22... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal
Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. *VI. VED. KUMAR*

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme ..*2020-22*.. at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Dist. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-2023
Date

Bhaskar
Principal
Principal
SAI B.Ed. & D.El. Ed. College
Siyarian Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....ARTI KUMARI.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2020-22.... at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

B. B. L.
Principal
SAI B.Ed. & D.El. Ed. College
(Siyaruan Bikramganj (Rohtas))

Certificate of Value Added Course

This is to certify that Mr./Ms.....*MOHIT KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme. *2020-22*.. at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal

B.Ed. & D.El. Ed. College
(Bikramganj (Rohtas))

Certificate of Value Added Course

This is to certify that Mr./Ms.....*DEEPAK KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .*2020-22*.. at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

List of institutional facilities provide to the students for self- study.

- 1. Facilities in the library**
- 2. Computer lab Facilities**
- 3. Empty Classroom**
- 4. Academic Advice/Guidance**

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

Book Reading Facilities in the Library



GPS Map
Camera Lite

1927, Ara - Sasaram Rd, near West Of Sahila Bridge, Garhani, Bihar 802203, India

Latitude

25.246028333333335°

Longitude

84.30594166666667°

Local 01:07:23 PM

GMT 07:37:23 AM

Altitude 87 meters

Sunday, 19.01.2025

Bhaya
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

Empty Classrooms Facilities



68W2+7R, Isarpura, Bihar 802212, India

Latitude
25.2465043°

Local 12:45:02 PM
GMT 07:15:02 AM

Longitude
84.3017665°

Altitude 87 meters
Sunday, 19.01.2025


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

Computer Lab Facilities



68V5+X4X, Shivpur, Bihar 802212, India

Latitude

25.245938333333335°

Longitude

84.30590666666667°

Local 02:47:46 PM

GMT 09:17:46 AM

Altitude 87 meters

Sunday, 19.01.2025

Bhaya
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

Academic Advice & Guidance



Bhaya
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.2.5

**Certificates/ evidences for
completing the self-study course**

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. VIKASH KUMAR.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2019-21... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohatas (Bihar) - 802212

Mary
Course Coordinator

18-05-22
Date

The Kibber Pathak
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohatas)

Certificate of Value Added Course

This is to certify that Mr./Ms. EBRAN ANSARI.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2022-24.... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohas (Bihar) - 802212

Mast
Course Coordinator

14-03-24
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohas

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SURAJ KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2022-24*... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

14-03-24
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....SURAJ KUMAR.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2022-24... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

14-03-24
Date

[Signature]
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*PUNYA KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .*2022-24*... at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator Date *14-03-24*

Mary
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj, (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....PUNYA KUMARI.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2022-24... at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mony
Course Coordinator

14-03-24
Date

[Signature]
Principal

Sai B.Ed. & D.El. Ed. College
Siyarian Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. ASHY KUMAR SINGH.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2021-23... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mury
Course Coordinator

20-05-23
Date

Pras
Principal

SAI B.Ed. & D.El. Ed. Colleg.
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. BABUN KUMAR SINGH.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme. 2021-23..... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyauran (Shivpur Halt), Bikananganj, Dist. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

Bikash
Principal
SAI B.Ed. & D.El. Ed. College,
Siyauran Bikananganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SANDHYA KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2021-23*.. at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohatas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

[Signature]
Principal

Sai B.Ed. & D.El.Ed. College
Siyaruan, Bikramganj (Rohatas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*SHRAN KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2021-23*... at SAI B.Ed. & D.El.Ed. COLLEGE
At: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

[Signature]
Principal
SAI B.Ed. & D.El. Ed. College
(Siyarian Bikramganj (Rohtas))

Certificate of Value Added Course

This is to certify that Mr./Ms.....SAVED AKHTAR.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme 2021-23.. at SAI B.Ed. & D.El.Ed. COLLEGE
At: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohatas (Bihar) - 802212

Mary
Course Coordinator

20-05-23
Date

Sai B
Principal
SAI B.Ed. & D.El. Ed. College
Siyarian, Bikramganj/Rohatas

Certificate of Value Added Course

This is to certify that Mr/Ms.....*REENA KUMAR*1.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .2020-22... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms. *VI. VED. KUMAR*

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme ..*2020-22*.. at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Dist. – Rohas (Bihar) - 802212

Mary
Course Coordinator

04-03-2023
Date

Bhaskar
Principal
Principal
SAI B.Ed. & D.El. Ed. College
Siyarian Bikramganj (Rohas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*ARTI KUMARI*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme *2020-22*.... at SAI B.Ed. & D.El.Ed. COLLEGE At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal
Principal
SAI B.Ed. & D.El. Ed. College
(Siyauran Bikramganj (Rohtas))

Certificate of Value Added Course

This is to certify that Mr./Ms.....*MOHIT KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme. *2020-22*... at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyarian (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal

B.Ed. & D.El. Ed. College
Siyan Bikramganj (Rohtas)

Certificate of Value Added Course

This is to certify that Mr./Ms.....*DEEPAK KUMAR*.....

has successfully completed a Value Added Course of Basic Computer in Teaching Aids during his/her Bachelor in Education (B.Ed.) Degree Programme .*2020-22*.. at SAI B.Ed. & D.El.Ed. COLLEGE
At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mary
Course Coordinator

04-03-23
Date

[Signature]
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

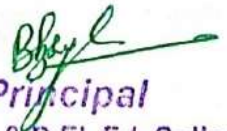
Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.2.5

List of the students enrolled and completed in the self study course.


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students
Course :- Basic Computer (2019-21)

SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	DEEPAK KUMAR	1	MALE	YES	YES
2	PREM KUMAR	2	MALE	YES	YES
3	MD FAIZAN	3	MALE	YES	YES
4	KHUSHBOO KUMARI	4	FEMALE	YES	YES
5	JYOTI KUMARI	5	FEMALE	YES	YES
6	SHANTI KUMARI	6	FEMALE	YES	YES
7	ANIL KUMAR SINGH	7	MALE	YES	YES
8	TAMANNA PERWEEN	8	FEMALE	YES	YES
9	ABHISHEK ANAND	9	MALE	YES	YES
10	SANJEET KUMAR	10	MALE	YES	YES
11	ROHIT RAJ	11	MALE	YES	YES
12	YOGENDRA PRASAD SINGH	12	MALE	YES	YES
13	PUJA KUMARI	13	FEMALE	YES	YES
14	PARTIMA KUMARI	14	FEMALE	YES	YES
15	POOJA KUMARI	15	FEMALE	YES	YES
16	DEEPAK KUMAR	16	MALE	YES	YES
17	MANISHA KUMARI	17	FEMALE	YES	YES
18	DIMPLE KUMARI	18	FEMALE	YES	YES
19	NEHA KUMARI	19	FEMALE	YES	YES
20	ATUL KUMAR	20	MALE	YES	YES
21	AKHAY LAL CHAUDHARY	21	MALE	YES	YES
22	APOORAV KUMARI	22	FEMALE	YES	YES
23	MD AFTAB KHAN	23	MALE	YES	YES
24	VIKASH KUMAR	24	MALE	YES	YES
25	SERAJ KHAN	25	MALE	YES	YES
26	JULI KUMARI	26	FEMALE	YES	YES
27	CHANDANA KUMARI	27	FEMALE	YES	YES
28	MD JUNAID KHAN	28	MALE	YES	YES
29	HARENDRA PRASAD	29	MALE	YES	YES
30	KHUSHI KUMARI	30	FEMALE	YES	YES
31	SUMAN KUMAR	31	MALE	YES	YES
32	ASHIRVAD KUMAR	32	MALE	YES	YES
33	KUMARI NEHA	33	FEMALE	YES	YES
34	MD AZHARUDDIN	34	MALE	YES	YES
35	RAUSHAN NOOR	35	FEMALE	YES	YES
36	SHAYAM SUNDAR CHAUBEY	36	MALE	YES	YES
37	PUJA KUMARI	37	FEMALE	YES	YES
38	MD CHAND	38	MALE	YES	YES

Raj Kishor Pathak
Principal
Sai B.Ed. & D.El. Ed. Colleg.
Siyaruan Bikramganj (Rohtas)

39	AKRAM KHAN	39	MALE	YES	YES
40	SAGAR KUMAR	40	MALE	YES	YES
41	AVINASH KUMAR	41	MALE	YES	YES
42	SUDHANSU KUMAR	42	MALE	YES	YES
43	MUKESH KUMAR	43	MALE	YES	YES
44	SURYAKANT KUMAR	44	MALE	YES	YES
45	RITESH KUMAR	45	MALE	YES	YES
46	MD RAUNAK JAYA	46	MALE	YES	YES
47	MADHULIKA KUMARI	47	FEMALE	YES	YES
48	SATYA PRAKASH	48	MALE	YES	YES
49	AKSHAY PAL	49	MALE	YES	YES
50	GYANTI KUMARI	50	FEMALE	YES	YES
51	PJUA KUMARI SINGH	51	FEMALE	YES	YES
52	RANJEET KUMAR SINGH	52	MALE	YES	YES
53	SINKI KUMARI	53	FEMALE	YES	YES
54	SAVITRI KUMARI	54	FEMALE	YES	YES
55	ABHIMANYU KUMAR	55	MALE	YES	YES
56	SHABNAM KUMARI	56	FEMALE	YES	YES
57	SATYAJEET RAJ	57	MALE	YES	YES
58	JIGYASA KUMARI	58	FEMALE	YES	YES
59	VIKASH KUMAR	59	MALE	YES	YES
60	RAJWANTI KUMARI	60	FEMALE	YES	YES
61	PRINCE KUMAR	61	MALE	YES	YES
62	PRIYANSHU KUMARI	62	FEMALE	YES	YES
63	VISHWAKARMA	63	MALE	YES	YES
64	ARVIND KUMAR DAS	64	MALE	YES	YES
65	SARITA KUMARI	65	FEMALE	YES	YES
66	NEELAM KUMARI	66	FEMALE	YES	YES
67	SRISHTI KUMARI	67	FEMALE	YES	YES
68	TANUJA KUMARI	68	FEMALE	YES	YES
69	ANAMIKA KUMARI	69	FEMALE	YES	YES
70	SHWETA	70	FEMALE	YES	YES
71	SHAILESH KUMAR TIWARI	71	MALE	YES	YES
72	KUMARI TANUJA	72	FEMALE	YES	YES
73	VINDHYACHAL KUMAR	73	MALE	YES	YES
74	SURUCHI KUMARI	74	FEMALE	YES	YES
75	PRITY KUMARI	75	FEMALE	YES	YES
76	RAKESH KUMAR	76	MALE	YES	YES
77	PUJA KUMARI	77	FEMALE	YES	YES
78	KHUSHABU KUMARI	78	FEMALE	YES	YES
79	PRIYANKA KUMARI	79	FEMALE	YES	YES
80	NEHA KUMARI	80	FEMALE	YES	YES
81	NISHA KUMARI	81	FEMALE	YES	YES
82	MD MAZHARUL HAQUE	82	MALE	YES	YES
83	MD REYAZ ALAM	83	MALE	YES	YES
84	SONI KUMARI	84	FEMALE	YES	YES
85	JYOTI SINGH	85	FEMALE	YES	YES

Raj Kishor Pathak
Principal

Sai B.Ed. & D.El. Ed. College
Sivaran Bikramganj (Rohtas)

86	ARUN KUMAR SINGH	86	MALE	YES	YES
87	BEAUTY KHATOON	87	FEMALE	YES	YES
88	SONU KUMAR	88	MALE	YES	YES
89	SONY KUMARI	89	FEMALE	YES	YES
90	DURGESH KUMAR PANDEY	90	MALE	YES	YES
91	ANUPRIYA BHARTI	91	FEMALE	YES	YES
92	SHIVAM KUMAR SINGH	92	MALE	YES	YES
93	MD AJAZ AHMAD	93	FEMALE	YES	YES
94	CHANDANI KUMARI	94	FEMALE	YES	YES
95	MADHURI KUMARI	95	FEMALE	YES	YES
96	SADDAM HUSSAIN	96	MALE	YES	YES
97	MUNNA KUMAR	97	MALE	YES	YES
98	KHUSHBOO KUMARI	98	FEMALE	YES	YES
99	SONALI KUMARI	99	FEMALE	YES	YES
100	ANJU KUMARI	100	FEMALE	YES	YES


Rajendra Pathak
 Principal
 Sal B.Ed. & D.El. Ed. College
 Siyauran, Bikaner (Rohas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students

Course :- Basic Computer (2020-22)

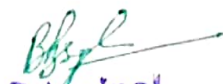
SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	RUKSANA KHATUN	1	FEMALE	YES	YES
2	FAUZIYA MANZARI	2	FEMALE	YES	YES
3	CHHATHU KUMAR	3	MALE	YES	YES
4	SALONI KUMARI	4	FEMALE	YES	YES
5	MUMTAJ MANSURI	5	MALE	YES	YES
6	KM SUDHA RAI	6	FEMALE	YES	YES
7	CHANDAN KUMAR	7	MALE	YES	YES
8	KHUSHBU KUMARI	8	FEMALE	YES	YES
9	SHALANDRA KUMAR	9	MALE	YES	YES
10	VIKASH KU BHARTI	10	MALE	YES	YES
11	MD AZHAR HUSSAIN	11	MALE	YES	YES
12	ASHISH RANJAN	12	MALE	YES	YES
13	SHAILESH PANDEY	13	MALE	YES	YES
14	AMAN KUMAR	14	MALE	YES	YES
15	SAURABH KUMAR	15	MALE	YES	YES
16	SAPNA KUMARI	16	FEMALE	YES	YES
17	ANUGYA KUMARI	17	FEMALE	YES	YES
18	DHARMARAJ SAH	18	MALE	YES	YES
19	SABIR HUSSAIN	19	MALE	YES	YES
20	VIKASH KUMAR	20	MALE	YES	YES
21	GOLDI KUMARI	21	FEMALE	YES	YES
22	VISHAL KUMAR VERMA	22	MALE	YES	YES
23	MD ASIF EQUBAL	23	MALE	YES	YES
24	RAVINDRA KUMAR	24	MALE	YES	YES
25	MD SHAMIM AHMAD	25	MALE	YES	YES
26	MD SARIM	26	MALE	YES	YES
27	PADMA KUMARI	27	MALE	YES	YES
28	PRIYANKA KUMARI	28	FEMALE	YES	YES
29	LUCKY KUMARI	29	FEMALE	YES	YES
30	MD ALIRAJ ALAM	30	MALE	YES	YES
31	RUPALI KUMARI	31	FEMALE	YES	YES
32	SONAM RAJ	32	FEMALE	YES	YES
33	SONALI RANJAN	33	FEMALE	YES	YES
34	DIKSHA KUMARI	34	FEMALE	YES	YES
35	SONU KUMAR	35	MALE	YES	YES
36	KU.VISHWA PRAKASH	36	MALE	YES	YES


Principal
 SAI B.Ed. & D.El. Ed. College
 Siyauran, BIKRAMGANJ, (Rohtas)

37	AFSANA PRAVIN	37	FEMALE	YES	YES
38	SONU KUMAR	38	MALE	YES	YES
39	KUSH KUMAR	39	MALE	YES	YES
40	GAUTAM BHARDWAJ	40	MALE	YES	YES
41	NITISH KUMAR	41	MALE	YES	YES
42	AVINASH KUMAR	42	MALE	YES	YES
43	PRAVIN PUNJ	43	MALE	YES	YES
44	VIKAS KUMAR	44	MALE	YES	YES
45	JYOTI KUMARI	45	FEMALE	YES	YES
46	SUJATA KUMARI	46	FEMALE	YES	YES
47	PRABHAKAR CHAUBEY	47	MALE	YES	YES
48	PREM KUMAR	48	MALE	YES	YES
49	ANISH BHARTI	49	MALE	YES	YES
50	SAGAR KUMAR	50	MALE	YES	YES
51	DIWAKAR KR. CHOUBEY	51	MALE	YES	YES
52	SATYA PRAKASH CHOUBEY	52	MALE	YES	YES
53	SANMAT KUMAR	53	MALE	YES	YES
54	JYOTI KUMARI	54	FEMALE	YES	YES
55	RANJEET KUMAR	55	MALE	YES	YES
56	VIKAS KUMAR	56	MALE	YES	YES
57	SHANTI KUMARI	57	FEMALE	YES	YES
58	RAJU KUMAR	58	MALE	YES	YES
59	SONAM KUMARI	59	FEMALE	YES	YES
60	ARJUN KUMAR SINGH	60	MALE	YES	YES
61	ALKA KUMARI	61	FEMALE	YES	YES
62	SATYENDRA KUMAR	62	MALE	YES	YES
63	RANJAN KUMAR	63	MALE	YES	YES
64	NIRAJ KUMAR PATEL	64	MALE	YES	YES
65	JITENDRA SINGH	65	MALE	YES	YES
66	GEETU KUMARI	66	FEMALE	YES	YES
67	ABHAY KUMAR	67	MALE	YES	YES
68	HARERAM UPADHAYAY	68	MALE	YES	YES
69	RAHUL KUMAR PANDAY	69	MALE	YES	YES
70	NIDHI KUMARI	70	FEMALE	YES	YES
71	KUMARI RANJITA	71	FEMALE	YES	YES
72	ISHARAT BANO	72	FEMALE	YES	YES
73	NEHA SINGH	73	FEMALE	YES	YES
74	GAUTAM KUMAR	74	MALE	YES	YES
75	BIKASH KUMAR	75	MALE	YES	YES
76	AMRITA KUMARI	76	FEMALE	YES	YES
77	ALPHA KUMARI	77	FEMALE	YES	YES
78	KUMARI SURBHI	78	FEMALE	YES	YES
79	NITESH KUMAR SINGH	79	MALE	YES	YES
80	SANDHYA KUMARI	80	FEMALE	YES	YES


Principal
Sai B.Ed. & D.El. Ed. College
Sivaran Bilgraman (Rohtas)


81	PRIYAM SINGH	81	FEMALE	YES	YES
82	PRIYANKA KUMARI	82	FEMALE	YES	YES
83	NIKI KUMARI	83	FEMALE	YES	YES
84	MANISH KUMAR	84	MALE	YES	YES
85	SAURABH KUMAR	85	MALE	YES	YES
86	RAJIW PRATAP SINGH	86	MALE	YES	YES
87	PRITI KUMARI	87	FEMALE	YES	YES
88	BALA KUMAR SAH	88	MALE	YES	YES
89	MANJARI KUMARI	89	FEMALE	YES	YES
90	ANITA KUMARI	90	FEMALE	YES	YES
91	PRATIBHA KUMARI	91	FEMALE	YES	YES
92	RAMBABU SARASWARI SINGH	92	FEMALE	YES	YES
93	REKHA KUMARI	93	FEMALE	YES	YES
94	PUSHPA KUMARI	94	FEMALE	YES	YES
95	SHAILESH KUMAR	95	MALE	YES	YES
96	PRIYANKA KUMARI	96	FEMALE	YES	YES
97	RIYA KUMARI	97	FEMALE	YES	YES
98	PREETY	98	FEMALE	YES	YES
99	SHILPA KUMARI	99	FEMALE	YES	YES
100	DEEPAK KUMAR	100	MALE	YES	YES


Principal
 B.Ed. & D.El. Ed. College
 (Bohtas)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students
Course :- Basic Computer (2021-23)

SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	CHAND BABU	1	MALE	YES	YES
2	VISHWAMITRA PRAJAPATI	2	MALE	YES	YES
3	SHOBHA RANJAN	3	FEMALE	YES	YES
4	ANJALI KUMARI	4	FEMALE	YES	YES
5	ANAND BHUSHAN RAJ	5	MALE	YES	YES
6	PRAVEEN KUMAR	6	MALE	YES	YES
7	RAJESH KUMAR SINGH	7	MALE	YES	YES
8	KUMARI BHARTI	8	FEMALE	YES	YES
9	CHHAYA KUMARI	9	FEMALE	YES	YES
10	SHIBU KUMAR	10	MALE	YES	YES
11	KRITI KUMARI	11	FEMALE	YES	YES
12	SONALI KUMARI	12	FEMALE	YES	YES
13	ANKIT KUMAR GUPTA .	13	MALE	YES	YES
14	NIDHI KUMARI	14	FEMALE	YES	YES
15	AJAY KUMAR SINGH	15	MALE	YES	YES
16	VISHWANATH SINGH	16	MALE	YES	YES
17	MAMTA KUMARI	17	FEMALE	YES	YES
18	YASHVANT KUMAR	18	MALE	YES	YES
19	SURAJ KUMAR	19	MALE	YES	YES
20	CHAMPA KUMARI	20	FEMALE	YES	YES
21	SATISH KUMAR DUBEY	21	MALE	YES	YES
22	SURAJ KUMAR	22	MALE	YES	YES
23	SHEELA	23	FEMALE	YES	YES
24	ANUJ PATEL	24	MALE	YES	YES
25	SWETA SINGH	25	FEMALE	YES	YES
26	MD FARHAN KHAN	26	MALE	YES	YES
27	JAY SHANKER SINGH	27	MALE	YES	YES
28	KUMARI NEHA	28	FEMALE	YES	YES
29	KUMARI NITU	29	FEMALE	YES	YES
30	JUHI KUMARI	30	FEMALE	YES	YES
31	BARUN KUMAR SINGH	31	MALE	YES	YES
32	KUSH KUMAR	32	MALE	YES	YES
33	RITESH CHAUBEY	33	MALE	YES	YES
34	VIKASH KUMAR	34	MALE	YES	YES
35	VIKASH KUMAR RANJAN	35	MALE	YES	YES


Principal
 Sai B.Ed. & D.El. Ed. College
 Siyauran, Bikramganj (Rohtas)

36	GAUTAM KUMAR	36	MALE	YES	YES
37	JAISHANKAR SHARMA	37	MALE	YES	YES
38	RACHNA KUMARI	38	FEMALE	YES	YES
39	KUMARI LIPIKA	39	FEMALE	YES	YES
40	RAHUL KUMAR	40	MALE	YES	YES
41	RAVI KUMAR	41	MALE	YES	YES
42	NIRAJ KUMAR	42	MALE	YES	YES
43	VIKASH KUMAR	43	MALE	YES	YES
44	KUMARI ANUPMA	44	FEMALE	YES	YES
45	SHAILENDRA KUMAR	45	MALE	YES	YES
46	REENA KUMARI	46	FEMALE	YES	YES
47	KRISHNA KUMAR	47	MALE	YES	YES
48	PAPPU KUMAR	48	MALE	YES	YES
49	AJEET KUMAR	49	MALE	YES	YES
50	AKSHYA KUMAR	50	MALE	YES	YES
51	RAKESH KUMAR	51	MALE	YES	YES
52	ARUN KUMAR	52	MALE	YES	YES
53	NIRANJAN KUMAR	53	MALE	YES	YES
54	AJAY KUMAR	54	MALE	YES	YES
55	DEEPAK KUMAR	55	MALE	YES	YES
56	VIKASH KUMAR	56	MALE	YES	YES
57	SUMIT KUMAR SINGH	57	MALE	YES	YES
58	LUCY KUMARI	58	FEMALE	YES	YES
59	MANOJ KUMAR	59	MALE	YES	YES
60	PUNAM KUMARI	60	FEMALE	YES	YES
61	SANDHYA KUMARI	61	FEMALE	YES	YES
62	NANDANI KUMARI	62	FEMALE	YES	YES
63	REKHA KUMARI	63	FEMALE	YES	YES
64	SUDHA KUMARI	64	FEMALE	YES	YES
65	CHANDAN KUMAR	65	MALE	YES	YES
66	JYOTI KUMARI	66	FEMALE	YES	YES
67	ANUPAMA KUMARI	67	FEMALE	YES	YES
68	NEHA KUMARI	68	FEMALE	YES	YES
69	ANJALI KUMARI	69	FEMALE	YES	YES
70	SONAM GUPTA	70	FEMALE	YES	YES
71	NILU KUMARI	71	FEMALE	YES	YES
72	SUPRIYA GUPTA	72	FEMALE	YES	YES
73	PRIYANKA SHARMA	73	FEMALE	YES	YES
74	ANAND KUMAR	74	MALE	YES	YES
75	SHASHI KUMARI	75	FEMALE	YES	YES
76	ABHISHEK KUMAR SINGH	76	MALE	YES	YES
77	SIMRAN KUMARI	77	FEMALE	YES	YES
78	NIDHI KUMARI	78	FEMALE	YES	YES
79	PRATIMA KUMARI	79	FEMALE	YES	YES


 Principal
 Sai B.Ed. & D.El. Ed. College
 Syarusan, Bilkramganj (Rohtas)

80	RENU KUMARI	80	FEMALE
81	PRINCE KUMAR	81	MALE
82	RUCHI KUMARI	82	FEMALE
83	AFRIN KAUSER	83	FEMALE
84	APRAJITA KUMARI	84	FEMALE
85	BIRENDRA KUMAR	85	MALE
86	NEHA KUMARI	86	FEMALE
87	NITU KUMARI	87	FEMALE
88	NISHA KUMARI	88	FEMALE
89	AASU KUMARI	89	FEMALE
90	AGHAVENDRA KUMAR RAGHA	90	MALE
91	MAYA KUMARI	91	FEMALE
92	KIRAN KUMARI	92	FEMALE
93	GOLU KUMAR	93	MALE
94	UJJWAL KUMAR	94	MALE
95	ARCHANA KUMARI	95	FEMALE
96	JAVED AKHTAR	96	MALE
97	SHOBHA KUMARI	97	FEMALE
98	ANISHA KUMARI	98	FEMALE
99	JYOTI KUMARI	99	FEMALE
100	MADHU KUMARI	100	FEMALE

YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES
YES	YES



Principal
Sal B.Ed. & D.El. Ed. Colleg
Shyaran, Bikramganj (Rohtak)

SAI. B.Ed. & D.El.Ed. COLLEGE
SIYARUAN, SHIVPUR HALT, BIKRAMGANJ, ROHTAS-802212

List of Students

Course :- Basic Computer (2022-24)


SL.NO	STUDENT NAME	ROLL NO.	GENDER	COURSE JOINED	COMPLETE COURSE
1	SMRITI SUMAN	1	Female	YES	YES
2	SURAJ KUMAR	2	Male	YES	YES
3	ABHISHEK KUMAR	3	Male	YES	YES
4	ARCHANA KUMARI	4	Female	YES	YES
5	SMRITI SINGH	5	Male	YES	YES
6	YUVRAJ ANAND	6	Male	YES	YES
7	MADHU KUMARI	7	Female	YES	YES
8	MANBODH KUMAR TIWARY	8	Male	YES	YES
9	MD. TABISH AMAN	9	Male	YES	YES
10	RUPALI SINGH	10	Female	YES	YES
11	GAUTAM KUMAR SINGH	11	Male	YES	YES
12	MD.MIFTAHUDDIN KHAN	12	Male	YES	YES
13	VIKAS KUMAR	13	Male	YES	YES
14	PUNITA KUMARI	14	Female	YES	YES
15	VIJAY BAHADUR KUMAR	15	Male	YES	YES
16	SHUBHAM KUMAR	16	Male	YES	YES
17	SANJIV KUMAR	17	Male	YES	YES
18	DEEPAK KUMAR	18	Male	YES	YES
19	ALOK KUMAR GAUTAM	19	Male	YES	YES
20	DEEPAK KUMAR	20	Male	YES	YES
21	RICHA TIWARI	21	Female	YES	YES
22	AMAN KUMAR SINGH	22	Male	YES	YES
23	SONI KUMARI	23	Female	YES	YES
24	RAVINADRA KUMAR	24	Male	YES	YES
25	SUJEET KUMAR	25	Male	YES	YES
26	SABRIN PARVEEN	26	Female	YES	YES
27	DEEPIKA KUMARI	27	Female	YES	YES
28	MD.SABIR AHMAD	28	Male	YES	YES
29	REETA KUMARI	29	Female	YES	YES
30	ANURAG SINGH	30	Male	YES	YES
31	MUKESH KUMAR	31	Male	YES	YES
32	MANISH KUMAR	32	Male	YES	YES
33	MANISH KUMAR	33	Male	YES	YES
34	TWINKAL KUMARI	34	Female	YES	YES
35	SONY KUMARI SHARMA	35	Female	YES	YES
36	KHUSHBOO KUMARI	36	Female	YES	YES
37	REENA KUMARI	37	Female	YES	YES


Principal
 SAI B.Ed. & D.El. Ed. College
 Siyauran BIKRAMGANJ (ROHTAS)

38	DAYANAND SAGAR	38	Male	YES	YES
39	AMAN VERMA	39	Male	YES	YES
40	KRISHNA KUMAR	40	Male	YES	YES
41	SHIV PRAKASH	41	Male	YES	YES
42	SHOBHA KUMARI	42	Female	YES	YES
43	VIJANTI KUMARI	43	Female	YES	YES
44	SONALI KUMARI	44	Female	YES	YES
45	DIVYANSHU KUMAR	45	Male	YES	YES
46	RAVI KANT	46	Male	YES	YES
47	ABHISHEK KISHOR	47	Male	YES	YES
48	HIMANSHU KUMAR	48	Male	YES	YES
49	PRACHI KUMARI	49	Female	YES	YES
50	MANISHA KUMARI	50	Female	YES	YES
51	SHABNAM PARWEEN	51	Female	YES	YES
52	RICHA KUMARI	52	Female	YES	YES
53	HIMANSHU RAJ	53	Male	YES	YES
54	JUBAIDA KHATOON	54	Female	YES	YES
55	MD.TAJ HUSSAIN	55	Male	YES	YES
56	VIVEK KUMAR	56	Male	YES	YES
57	ANSHU KUMARI	57	Female	YES	YES
58	PRIYANKA KUMARI	58	Female	YES	YES
59	NITU KUMARI	59	Female	YES	YES
60	JYOTI KUMARI	60	Female	YES	YES
61	RIJU KUMAR	61	Male	YES	YES
62	RAHUL PRASAD	62	Male	YES	YES
63	CHANDANI KUMARI	63	Female	YES	YES
64	MONI KUMARI	64	Female	YES	YES
65	PRITY CHOUDHARY	65	Female	YES	YES
66	PRIYA KUMARI	66	Female	YES	YES
67	KANCHAN KUMARI	67	Female	YES	YES
68	ARAYAPRIYA	68	Female	YES	YES
69	ANKITA KUMARI	69	Female	YES	YES
70	BINDU KUMARI	70	Female	YES	YES
71	SHIV PRASAD GUPTA	71	Male	YES	YES
72	AMIT KUMAR	72	Male	YES	YES
73	ADITI ARYA	73	Female	YES	YES
74	SONU KUMAR	74	Male	YES	YES
75	MANOJ KUMAR	75	Male	YES	YES
76	ANIL KUMAR SINGH	76	Male	YES	YES
77	AARTI KUMARI	77	Female	YES	YES
78	ANUKALP RAJ	78	Male	YES	YES
79	MADHU KUMARI	79	Female	YES	YES
80	VIVEK KUMAR	80	Male	YES	YES
81	ANITA KUMARI	81	Female	YES	YES


 Principal
 Sal B.Ed. & D.El. Ed College
 Siyauran, Bikramganj, Bihar

82	EBRAN ANSARI	82	Male	YES	YES
83	ANSHU KUMARI	83	Female	YES	YES
84	PRABHA KUMARI	84	Female	YES	YES
85	JANASHEEN PARVEEN	85	Female	YES	YES
86	NISHU KUMARI	86	Female	YES	YES
87	PREETI KUMARI	87	Female	YES	YES
88	NISHA KUMARI	88	Female	YES	YES
89	KIRAN SINGH	89	Female	YES	YES
90	SWARNINA RATHI	90	Female	YES	YES
91	RIMJHIM KUMARI	91	Female	YES	YES
92	NEHA KUMARI	92	Female	YES	YES
93	BISHAKHA KUMARI	93	Female	YES	YES
94	MANISHA KUMARI	94	Female	YES	YES
95	ANUJA KUMARI	95	Female	YES	YES
96	SANJU KUMARI	96	Female	YES	YES
97	GAURAV KUMAR	97	Male	YES	YES
98	MOHIT KUMAR	98	Male	YES	YES
99	JAGRITI KUMARI	99	Female	YES	YES
100	PUJA KUMARI	100	Female	YES	YES


 Principal
 Sai B.Ed. & D.El. Ed. College
 Sivaranjan Bikramdani (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Dist.- Rohtas (Bihar) - 802212

Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.4.1

Feedback sample is given below

- 1. Students**
- 2. Teachers**
- 3. Alumni**
- 4. Practice teaching schools/TEI**

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching-learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

- The curriculum is designed so as to enhance our employability
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me are relevant and the contents are revised at reasonable intervals
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me have enhanced my knowledge as well as my skills and my capabilities
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The entire syllabus is completed in time:
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers guide the students for overall personality development of the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers provide the students opportunities to learn and grow
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers give regular and timely feedback on the performance of the students.
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The assessment and evaluation process is fair and unbiased
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to inculcate soft skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Vikash Kumar

Course : B.Ed.

Roll No. 43

Academic Year : 2021-23


Principal

SAI B.Ed. & D.El.Ed. College
Siyaruan, Bikramganj (Rohtas)


Vikash Kumar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

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☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to inculcate soft skills in the students
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☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Javed Akhtar

Course : B.Ed.

Roll No. 96

Academic Year : 2021-23

Bhaskar
Principal
SAI B.Ed. & D.El.Ed. College
Siyauran, Bikramganj (Rohtas)

Javed Akhtar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

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☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Shobha Ranjan

Course : B.Ed.

Roll No. 03

Academic Year : 2021-23

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Shobha Ranjan
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Shivam kumar Singh

Course : B.Ed.

Roll No. 92

Academic Year : 2019-21

Principal
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Shivam Kumar Singh
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Md Junaid Khan

Course : B.Ed.

Roll No. 28

Academic Year : 2019-21


Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

MD Junaid Khan
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Sagar Kumar

Course : B.Ed.

Roll No. 50

Academic Year : 2020-22

Bhishu C
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Sagar Kumar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

- The curriculum is designed so as to enhance our employability
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me are relevant and the contents are revised at reasonable intervals
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me have enhanced my knowledge as well as my skills and my capabilities
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The entire syllabus is completed in time:
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers guide the students for overall personality development of the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers provide the students opportunities to learn and grow
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers give regular and timely feedback on the performance of the students.
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The assessment and evaluation process is fair and unbiased
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to inculcate soft skills in the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Ruksana Khatun

Course : B.Ed.

Roll No. 01

Academic Year : 2020-22


Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)


Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

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- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Gyanti Kumari

Course : B.Ed.

Roll No. 50

Academic Year : 2019-21

Bhaskar
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Gyanti Kumari
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

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☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Punita Kumari

Course : B.Ed.

Roll No. 14

Academic Year : 2022-24

Principal

Sai B.Ed. & D.El. Ed. Colleg
Siyauran, Bikramganj (Rohtas)

Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

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- The teachers provide the students opportunities to learn and grow
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers give regular and timely feedback on the performance of the students.
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The assessment and evaluation process is fair and unbiased
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
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☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Janasheen Parveen

Course : B.Ed.

Roll No. 85

Academic Year : 2022-24

Bhupendra
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Janasheen Parveen
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- HARI PRASAD

Department- B. Ed.

A: About Syllabus - PAPER-V - UNDERSTANDING DISCIPLINES AND SUBJECT

PAPER-IX - ASSESSMENT FOR LEARNING.


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	✓			
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
Does the syllabus cover modern & advanced topics?	✓			
Are the objectives of the syllabus clearly indicated?	✓			
Are the contents challenging to teach?	✓			
Is the syllabus designed in away to improve Employ	✓			


Principal
Sai B.Ed. & D.El. Ed. College
Bharatpur, Bilkramganj (Rohtas)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Sivanur, Elkrumana, (Tehsil)

C. Other

Any other suggestions for improvement

Everything was very good and well arranged. There is no need of improvement.

Mani Poudel.
Sign

Bhagya
Principal
Sai B. Ed. & D. El. Ed. College
Siyaruan, Bikramdani, Chitwan



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- ABHAY SINGH

Department- B.Ed.

A: About Syllabus - PAPER-VI - GENDER, SCHOOL AND SOCIETY
PAPER - ~~XI~~ - GUIDANCE AND COUNSELLING


Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	✓			
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
Does the syllabus cover modern & advanced topics?	✓			
Are the objectives of the syllabus clearly indicated?		✓		
Are the contents challenging to teach?		✓		
Is the syllabus designed in away to improve Employ		✓		

B. S. S. S.
Principal

Sai B.Ed. & D.El. Ed. College
Tiruvann. Birkamangal/Robert

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bhaskar
Principal
Sal B.Ed. & D.El. Ed. College
Sivaran Birkramnani (Rohtak)

C. Other

Any other suggestions for improvement

I am fully satisfied with the College management.


Sign


Principal
Sal B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. - Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- MANOJ KUMAR YADAV

Department- B. Ed.

A: About Syllabus - PAPER - III - LEARNING AND TEACHING.
PAPER - VIII - KNOWLEDGE AND CURRICULUM


Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

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Is the syllabus designed to bridge the gap between academics and industry?		✓		
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
	✓			
Does the syllabus cover modern & advanced topics?		✓		
Are the objectives of the syllabus clearly indicated?		✓		
Are the contents challenging to teach?				
Is the syllabus designed in away to improve Emolow	✓			


Principal

Sai B.Ed. & D.El. Ed. College
Nizampur, Bikanernagar (Rajasthan)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	✓			
The availability of required Books in Library.	✓			
Laboratories and amenities	✓			
Freedom to adopt new techniques & research	✓			
Opportunities & support provided by college for upgrading your skills & qualifications.		✓		
ICT facilities available in the college.	✓			
Cleanliness in classrooms, laboratories, toilets etc		✓		
Cafeteria/Tea club	✓			
Bus facility		✓		
Games, sports and gymnasium	✓			
Faculty Welfare scheme	✓			


Principal

Sai B.Ed. & D.El. Ed. College
Sivaruan, Bilgramanj (Rohtas)

C. Other

Any other suggestions for improvement

All the systems of the College are well maintained. So I am
Very Satisfied.


Sign


Principal
Sri B.Ed. & D.El. Ed. College
Bharuan, Bikramdani (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- *PUSHP RAJ SINGH*

Department- *B. Ed.*

A: About Syllabus - *PAPER - I - CHILDHOOD AND GROWING UP*
PAPER - II - CREATING AN INCLUSIVE SCHOOL

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. Colleg
Siyaruan, Bikramganj (Rohtas)

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	Excellent	Good	Satisfactory	Poor
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Does the syllabus cover modern & advanced topics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives of the syllabus clearly indicated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the contents challenging to teach?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed in away to improve Employ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal
Sai B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)

B: About Institute

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The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal

Sai B.Ed. & D.El. Ed. College
Sivaruan, Bikramganj (Rohtas)

C. Other

Any other suggestions for improvement

I am very happy with the way the systems are run in the College.


Sign


Principal
Sal B.Ed. & D.El. Ed. Colleg
Shyruan, Bilkramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- KARNVIR VIJAY PRATAP KUSHWAHA

Department- B. Ed.

A: About Syllabus - PAPER - II - CONTEMPORARY INDIA AND EDUCATION.

PAPER - EPC - A - UNDERSTANDING THE SELF

Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed to bridge the gap between Theory and Practical?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the subject/its syllabus interesting for majority of students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is timely completion of syllabus possible for the students of your class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the syllabus cover modern & advanced topics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives of the syllabus clearly indicated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the contents challenging to teach?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed in away to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
integrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bhaskar
Principal
Bal B.Ed. & D.El. Ed. College
Bikaner, Bikaner (Rajasthan)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal
Sal B.Ed. & D.El. Ed. College
Siyaruan, Sikramganj (Rehtas)

C. Other

Any other suggestions for improvement

I appreciate the way College is running.


Sign


Principal
Sri B. Ed. & D. El. Ed. College
Jharkhand, Birkramganj (Bokaro)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	1
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Rohit Raj
SESSION – 2021-23
COURSE – B.Ed.

Principal
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Rohit Raj
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	9
3	Depth of the course content	8
4	Extent of coverage of course	7
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Md Azharuddin

SESSION – 2021-23

COURSE– B.Ed.

Bhagat
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

MD Azharuddin
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	9
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	8
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME – Neha Kumari

SESSION – 2021-23

COURSE– B.Ed.

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Neha Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	9
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Priyanka Kumari

SESSION – 2021-23

COURSE– B.Ed.

Priyanka Kumari
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj/Rohtas

Priyanka Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2).75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Jyoti Kumari

SESSION – 2022-24

COURSE– B.Ed.

Principal
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Jyoti Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Sonu Kumar
SESSION – 2022-24
COURSE– B.Ed.

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sonu Kumar
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somewhat Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	7
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	9
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
-----------	---------------	--------------	--------------	------------------	---

5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
-------------	----------	-------------	---

NAME Aman Kumar

SESSION – 2022-24

COURSE– B.Ed.

Bhaskar
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Aman Kumar
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
-------------	----------	-------------	---

NAME Sinki Kumari

SESSION – 2022-24

COURSE– B.Ed.

Principal
Principal
SAI B.Ed. & D.El.Ed. College
Siyauran, Bikramganj (Rohtas)

Sinki Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	9
4	Extent of coverage of course	9
5	Extent of effort required by students	7
6	Relevance learning value of project/ report	9
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
--------------	---------	------------	---------	--------------	---

8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
---------	--------	--------	--------	--------------	---

9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
-------------------------------	---------------------------------	---

10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Puja Kumari

SESSION – 2022-24

COURSE– B.Ed.

Priyanka
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Puja Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	8
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	1
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
-----------	---------------	--------------	--------------	------------------	---

5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
--------------	-------------	---------------	---------	--------------	---

6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
--------------	---------	------------	---------	--------------	---

7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
--------------	---------	------------	---------	--------------	---

8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
---------	--------	--------	--------	--------------	---

9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
-------------------------------	---------------------------------	---

10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
-------------	----------	-------------	---

NAME Suman Kumar

SESSION – 2022-24

COURSE– B.Ed.

Bhagy
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Suman Kumar
STUDENT SIGN

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Manish Kumar

School Name:- सार्वजनिक महम विद्यालय, पारसपुर
बिक्रमगंज, रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
---	---	---	---

Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic		✓		
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room		✓		
8	Proper used of blackboard & writing skill on it.	✓			
9	Use of reinforcement	✓			
10	Class-room management	✓			



Signature of the observer


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Jubaida Khatun

School Name:- उत्कृष्ट माध्यमिक विद्यालय, जमौही
सिक्कगंज, रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
---	---	---	---

Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic		✓		
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room		✓		
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management		✓		


Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Rupali Singh.

School Name:- माध्यम विद्यालय : बलआली : बिक्रमगंज
रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
---	---	---	---

Course:-

S.l	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan		✓		
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid		✓		
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management	✓			


Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohta)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-23

Name:- Sanju Kumari

School Name:- श्री दंडी स्वामी उपाध्याय, कस्तूर,
सिकमगंज, रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
---	---	---	---

Course:-

S.l	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan		✓		
2	Used Introductory Skill		✓		
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management	✓			

Sanju

Signature of the observer

Bhagya
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Kiran Singh.

School Name:- डलक 0 माधुमिक विद्यालय, तुरी, शिवपुर
बिक्रमगंज रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
---	---	---	---

Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill		✓		
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth		✓		
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement		✓		
10	Class-room management		✓		

Samar Bahadur
Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Action Taken Report

Sai B.Ed. & D.El.Ed College_ understands that an effective teaching learning system followed by an educational institution needs continuous refinement. The college adopts a feedback system that takes suggestion from different stakeholders of the B.Ed. Programme. This eventually helps in fine-tune teaching learning process and curriculum. The college obtains structured feedback through online/offline mode from the following stakeholders.

- **Students**
- **Alumni**
- **Teachers**
- **POT**

At first, the feedback is taken from the above-mentioned stakeholders to reflect upon the effectiveness of curriculum (semester-wise). The parents' feedback is also taken regarding the overall functioning of the college. A Visitors' Diary is also maintained to keep a record of the reflections of the eminent resource persons for workshops/seminars/FDPS/extension lectures and guests on various functions. The suggestions are noted and shared with the principal of the college and the concerned committee, and are worked upon.


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramnani (Rohtas)

Student's Feedback

Student feedback is taken for every course in each semester and at the end of the programme to provide objective information to the faculty for self-appraisal, self-improvement and development. The college cannot change the curriculum as it is designed by the university, but can make efforts and improvements to successfully impart it. With this purpose in mind the suggestions given by students were studied and administrative committee has made an action plan to be implemented in the coming session.

- Course plans for the next year would be prepared for more effective teaching and to ensure timely completion of syllabus.
- Teachers have been advised to conduct workshops, certified programs and guest lectures by experts to fill the gaps in curriculum.
- It is proposed to hold orientation programmes for the teachers in the beginning of the session to improve the teaching standards. • Subscription of Educational Journals needed.

Action Taken

- Preparation of Unit Plans before commencement of academic session.
- Teachers conducted workshops and certified program on teaching aids started in the college.
- Teacher's attended various faculty development programmes
- More educational journals subscribed.


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramdani (Rohtas)

Alumni's Feedback

The feedback from the Alumni helps us to analyse the strengths and weaknesses of courses offered by the college, The college obtains feedback on curriculum to identify the needs through formal and informal interaction. The alumni members appreciated the experience gained during B.Ed., and it really proved fruitful in their teaching. The college contributed a lot in the overall development of their personality. They suggested to organise some more skill enhancement workshops for better grooming of the students to empower them for facing the diverse situations in the ever-changing global scenario.

Action Taken

Keeping in mind their suggestions, the college introduced certain value-added courses such as certificate course on Teaching Aids and Physical Health and Life Skill education. Some more workshops on socioeconomic themes like gender sensitisation, awareness drive regarding COVID-19, Coping with Stress, and Yoga & Meditation were organised.



Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramdani (Rohtas)

Feedback From Teachers

The college views its teachers as a valuable stakeholder in the teaching learning process. Teacher's feedback offers important perspectives for evaluating academics and student services. Teachers' feedback occupies a prominent position in the strategic development policies and helps to improve the accountability of the system. The teachers reflected upon the curriculum of different courses in all the semesters, they were quite satisfied with the aims & ob

Action Taken

The feedback was consolidated to communicate to the Principal to ensure the proper redressal of the suggestions. The Feedback Analysis Report is discussed in the staff meeting. Taking into consideration the suggestions of the faculty members, the principal suggested assigning sessional work in such manner which promotes collaborative learning and team spirit. Further, it was decided to motivate the students to identify contemporary issues in society, and submit the research report with further suggestions to overcome the challenges.



Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramdani (Rohtas)

Feedback From Practicing Teaching Schools

The feedback from practice teaching schools on the pupil teacher's performance is an indicator of the institution's quality of education imparted based on the curriculum of the course studied. The heads of the school appreciated the college curriculum is well structured, comprehensive and arranged properly. The pupil teachers were punctual, showed good professional behaviour, used ICT during teaching and showed good ability to perform variety of tasks. They suggested in college meetings that the students need to improve their communication skills more and to be well equipped to deal with the contemporary challenges.

Action Taken

The principal of the college discussed the feedback of the heads of practicing schools with the IQAC members. More personality development workshops to be organized, and students need to be facilitated and motivated for online/ self-study courses.



Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramdani (Rohtas)



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Mobile No.: 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Ref. No.

Date:

1.4.1

Feedback sample is given below

- 1. Students**
- 2. Teachers**
- 3. Alumni**
- 4. Practice teaching schools/TEI**

Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

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Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching-learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

- The curriculum is designed so as to enhance our employability
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me are relevant and the contents are revised at reasonable intervals
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me have enhanced my knowledge as well as my skills and my capabilities
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The entire syllabus is completed in time:
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers guide the students for overall personality development of the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers provide the students opportunities to learn and grow
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers give regular and timely feedback on the performance of the students.
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The assessment and evaluation process is fair and unbiased
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to inculcate soft skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Vikash Kumar

Course : B.Ed.

Roll No. 43

Academic Year : 2021-23


Principal

SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)


Vikash Kumar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

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Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Javed Akhtar

Course : B.Ed.

Roll No. 96

Academic Year : 2021-23


Principal
SAI B.Ed. & D.El.Ed. College
Siyauran, Bikramganj (Rohtas)

Javed Akhtar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

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STUDENT FEEDBACK

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Shobha Ranjan

Course : B.Ed.

Roll No. 03

Academic Year : 2021-23

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Shobha Ranjan
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

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Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Shivam kumar Singh

Course : B.Ed.

Roll No. 92

Academic Year : 2019-21

Principal
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Shivam Kumar Singh
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

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Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching-learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

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- The teachers provide the students opportunities to learn and grow
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers give regular and timely feedback on the performance of the students.
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The assessment and evaluation process is fair and unbiased
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to inculcate soft skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Md Junaid Khan

Course : B.Ed.

Roll No. 28

Academic Year : 2019-21


Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

MD Junaid Khan
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching-learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

For each item please indicate your level of agreement with the following statements by selecting appropriate option.

- The curriculum is designed so as to enhance our employability
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me are relevant and the contents are revised at reasonable intervals
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The courses studied by me have enhanced my knowledge as well as my skills and my capabilities
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The entire syllabus is completed in time:
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers guide the students for overall personality development of the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
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- The teachers take efforts to enhance employability skills in the students
☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Sagar Kumar

Course : B.Ed.

Roll No. 50

Academic Year : 2020-22

Bhishu C
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Sagar Kumar
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Ruksana Khatun

Course : B.Ed.

Roll No. 01

Academic Year : 2020-22


Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)


Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

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☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Gyanti Kumari

Course : B.Ed.

Roll No. 50

Academic Year : 2019-21

Bhaskar
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Gyanti Kumari
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

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- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Punita Kumari

Course : B.Ed.

Roll No. 14

Academic Year : 2022-24

Principal

Sai B.Ed. & D.El. Ed. Colleg
Siyauran, Bikramganj (Rohtas)

Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

STUDENT FEEDBACK

Dear Students,

This form has been designed to seek feedback from you to strengthen the quality of teaching learning environment and to improve the performance of the teachers. The information provided by you will be kept confidential.

Directions:

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- The teachers provide the students opportunities to learn and grow
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- The teachers give regular and timely feedback on the performance of the students.
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☒ Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers take efforts to enhance employability skills in the students
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree
- The teachers encourage the students to participate in extra-curricular, co-curricular activities and research projects
☐ Strongly Agree ☒ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree

Student Name : Janasheen Parveen

Course : B.Ed.

Roll No. 85

Academic Year : 2022-24

Bhupendra
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Janasheen Parveen
Student Sign



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- HARI PRASAD

Department- B. Ed.

A: About Syllabus - PAPER-V - UNDERSTANDING DISCIPLINES AND SUBJECT

PAPER-IX - ASSESSMENT FOR LEARNING.


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	✓			
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
Does the syllabus cover modern & advanced topics?	✓			
Are the objectives of the syllabus clearly indicated?	✓			
Are the contents challenging to teach?	✓			
Is the syllabus designed in away to improve Employ	✓			


Principal
Sai B.Ed. & D.El. Ed. College
Bharatpur, Bilkramganj (Rohtas)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Sivanur, Elkrumana, (Tehsil)

C. Other

Any other suggestions for improvement

Everything was very good and well arranged. There is no need of improvement.

Mani Poudel.
Sign

Bhagya
Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramchaur, Chitwan



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- ABHAY SINGH

Department- B.Ed.

A: About Syllabus - PAPER-VI - GENDER, SCHOOL AND SOCIETY
PAPER - ~~XI~~ - GUIDANCE AND COUNSELLING


Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	✓			
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
Does the syllabus cover modern & advanced topics?	✓			
Are the objectives of the syllabus clearly indicated?		✓		
Are the contents challenging to teach?		✓		
Is the syllabus designed in away to improve Employ		✓		

B. S. S. S.
Principal

Sai B.Ed. & D.El. Ed. College
Tiruvann. Birkamangali/Robert

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal
Sal B.Ed. & D.El. Ed. College
Sivaram Birkramnani (Rohtak)

C. Other

Any other suggestions for improvement

I am fully satisfied with the College management.


Sign


Principal
Sal B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. - Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- MANOJ KUMAR YADAV

Department- B. Ed.

A: About Syllabus - PAPER - III - LEARNING AND TEACHING.
PAPER - VIII - KNOWLEDGE AND CURRICULUM

Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?		✓		
Is the syllabus designed to bridge the gap between Theory and Practical?	✓			
Is the subject/its syllabus interesting for majority of students?	✓			
Is timely completion of syllabus possible for the students of your class?	✓			
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?		✓		
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	✓			
	✓			
Does the syllabus cover modern & advanced topics?		✓		
Are the objectives of the syllabus clearly indicated?		✓		
Are the contents challenging to teach?				
Is the syllabus designed in away to improve Emolow	✓			


Principal

Sai B.Ed. & D.El. Ed. College
Nizampur, Bikanernagar (Rohtas)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	✓			
The availability of required Books in Library.	✓			
Laboratories and amenities	✓			
Freedom to adopt new techniques & research	✓			
Opportunities & support provided by college for upgrading your skills & qualifications.		✓		
ICT facilities available in the college.	✓			
Cleanliness in classrooms, laboratories, toilets etc		✓		
Cafeteria/Tea club	✓			
Bus facility		✓		
Games, sports and gymnasium	✓			
Faculty Welfare scheme	✓			


Principal

Sai B.Ed. & D.El. Ed. College
Sivaruan, Bilgramanj (Rohtas)

C. Other

Any other suggestions for improvement

All the systems of the College are well maintained. So I am
Very Satisfied.


Sign


Principal
Sri B.Ed. & D.El. Ed. College
Bharuan, Bikramdani (Rohtas)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- *PUSHP RAJ SINGH*

Department- *B. Ed.*

A: About Syllabus - *PAPER - I - CHILDHOOD AND GROWING UP*
PAPER - II - CREATING AN INCLUSIVE SCHOOL

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. Colleg.
Siyaruan, Bikramganj (Rohtas)

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	Excellent	Good	Satisfactory	Poor
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Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the syllabus cover modern & advanced topics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives of the syllabus clearly indicated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the contents challenging to teach?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed in away to improve Employ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal
Sai B.Ed. & D.El. Ed. College
Sivaran, Bikramganj (Rohtas)

B: About Institute

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	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal

Sai B.Ed. & D.El. Ed. College
Sivaruan, Bikramganj (Rohtas)

C. Other

Any other suggestions for improvement

I am very happy with the way the systems are run in the College.


Sign


Principal
Sal B.Ed. & D.El. Ed. Colleg
Shyruan, Birkramganj (Rohtak



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

Teacher's Feedback Form about Syllabus and Institute

Full Name- KARNVIR VIJAY PRATAP KUSHWAHA

Department- B. Ed.

A: About Syllabus - PAPER - II - CONTEMPORARY INDIA AND EDUCATION.

PAPER - EPC - A - UNDERSTANDING THE SELF


Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
Is the syllabus designed to bridge the gap between academics and industry?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed to bridge the gap between Theory and Practical?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the subject/its syllabus interesting for majority of students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is timely completion of syllabus possible for the students of your class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the syllabus provide freedom To adopt new techniques/ strategies of testing and assessment of students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are books/journals prescribed by University relevant and updated to cover the entire syllabus?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the syllabus cover modern & advanced topics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives of the syllabus clearly indicated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the contents challenging to teach?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the syllabus designed in away to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
integrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bhaskar
Principal
Bal B.Ed. & D.El. Ed. College
Bikaner, Bikaner (Rajasthan)

B: About Institute

Choose appropriate option against each question based on your agreement with the question. Excellent indicates strong agreement and Poor indicates low agreement.

	Excellent	Good	Satisfactory	Poor
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of required Books in Library.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories and amenities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to adopt new techniques & research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities & support provided by college for upgrading your skills & qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT facilities available in the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleanliness in classrooms, laboratories, toilets etc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Tea club	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus facility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games, sports and gymnasium	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Welfare scheme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Principal

Sal B.Ed. & D.El. Ed. College
Siyaruan, Sikramganj (Rehtas)

C. Other

Any other suggestions for improvement

I appreciate the way College is running.


Sign


Principal
Sri B.Ed. & D.El. Ed. College
Jharkhand, Birkramganj (Bokaro)



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	1
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Rohit Raj
SESSION – 2021-23
COURSE – B.Ed.

Principal
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Rohit Raj
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	9
3	Depth of the course content	8
4	Extent of coverage of course	7
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Md Azharuddin

SESSION – 2021-23

COURSE– B.Ed.

Bhagat
Principal
SAI B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

MD Azharuddin
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

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Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	9
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	8
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME – Neha Kumari

SESSION – 2021-23

COURSE– B.Ed.

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Neha Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	9
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME – Priyanka Kumari

SESSION – 2021-23

COURSE– B.Ed.

Priyanka Kumari
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj/Rohtas

Priyanka Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2).75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Jyoti Kumari

SESSION – 2022-24

COURSE– B.Ed.

Bhaskar
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Jyoti Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyaruan (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	8
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
-----------	---------------	--------------	--------------	------------------	---

5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
-------------------------------	---------------------------------	---

10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
-------------	----------	-------------	---

NAME Sonu Kumar
SESSION – 2022-24
COURSE– B.Ed.

Bhaskar
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sonu Kumar
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somewhat Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	7
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	9
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
----------------	-------------	---------------	---------	---------------	---

3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
-----------	---------------	--------------	--------------	------------------	---

5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
--------------	---------	------------	---------	--------------	---

7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
--------------	---------	------------	---------	--------------	---

8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	1
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
-------------	----------	-------------	---

NAME Aman Kumar

SESSION – 2022-24

COURSE– B.Ed.

Bhaskar
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Aman Kumar
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
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3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	9
6	Relevance/learning value of project/ report	7
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	1
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	1
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	1
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	2
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NAME Sinki Kumari

SESSION – 2022-24

COURSE– B.Ed.

Principal
Principal
SAI B.Ed. & D.El.Ed. College
Siyauran, Bikramganj (Rohtas)

Sinki Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	8
2	Applicability/relevance to real life situations	9
3	Depth of the course content	9
4	Extent of coverage of course	9
5	Extent of effort required by students	7
6	Relevance learning value of project/ report	9
7	Overall rating	8

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	2
--------------------	-------------	--------------------	----------------------	--------------------------	---

4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	2
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Puja Kumari

SESSION – 2022-24

COURSE– B.Ed.

Priyanka
Principal

Sai B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Puja Kumari
STUDENT SIGN



SAI B.Ed. & D.El.Ed. COLLEGE

At.: Siyauran (Shivpur Halt), Bikramganj, Distt. – Rohtas (Bihar) - 802212

Mobile No. : 7644874909, 6201108889

Email : saibedcollege2015@gmail.com

ALUMNI FEEDBACK

1. Please give a rating of your course on the following :-

9	8	7	6	5	4	3	2	1
Extremely Good	Very Good	Good	Moderately Good	Moderate	Somehow Tolerable	Poor	Very Poor	Extremely Poor

Sl.#	Particulars	Rating
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	9
2	Applicability/relevance to real life situations	8
3	Depth of the course content	7
4	Extent of coverage of course	9
5	Extent of effort required by students	8
6	Relevance/learning value of project/ report	8
7	Overall rating	9

You may write your option as 1, 2, 3 or 4 in given blank box.

2. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	2
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3. Your background for benefiting from the course was

1) highly relevant	2) relevant	3) partly relevant	4) mostly irrelevant	5) completely irrelevant	1
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4. How much of the syllabus was taught in class?

1). 90 to	2). 75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	1
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5. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	2
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6. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	2
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7. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	2
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8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100%	2) 75%	3) 50%	4) 25%	5) below 25%	2
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9. The internal assessment system operated (give percentage)

1) fairly in how many courses	2) unfairly in how many courses	1
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10. When you meet students who have taken a similar programme at other Universities do you feel that your programme is ?

1) superior	2) equal	3) inferior	1
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NAME Suman Kumar

SESSION – 2022-24

COURSE– B.Ed.

Bhagy
Principal

SAI B.Ed. & D.El. Ed. College
Siyauran, Bikramganj (Rohtas)

Suman Kumar
STUDENT SIGN

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Manish Kumar

School Name:- सार्वजनिक महम विद्यालय, पारसपुर
बिक्रमगंज, रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
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Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic		✓		
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room		✓		
8	Proper used of blackboard & writing skill on it.	✓			
9	Use of reinforcement	✓			
10	Class-room management	✓			



Signature of the observer


Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Jubaida Khatun

School Name:- उत्कृष्ट माध्यमिक विद्यालय, जमौही
सिक्कगंज, रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
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Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic		✓		
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room		✓		
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management		✓		


Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Rupali Singh.

School Name:- माध्यम विद्यालय : बलआली : बिक्रमगंज
रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
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Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan		✓		
2	Used Introductory Skill	✓			
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid		✓		
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management	✓			


Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohta)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-23

Name:- Sanju Kumari

School Name:- श्री देवी स्वामी उपाध्याय, सर. ल. सि. क. म. रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
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Course:-

S.l	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan		✓		
2	Used Introductory Skill		✓		
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth	✓			
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement	✓			
10	Class-room management	✓			

Sanju

Signature of the observer

Bhagya
Principal

Sai B.Ed. & D.El. Ed. College
Siyaruan Bikramganj (Rohtas)

Sai B.Ed. & D.El.Ed College

Siyaruan Shivpur Halt, Bikramganj, Rohtas- 802212

Feedback Form on POT by Teacher Educator's

Session :- 2022-24

Date:- 05-12-2023

Name:- Kiran Singh.

School Name:- डलक 0 माधुमिक विद्यालय, तुरी, शिवपुर
बिक्रमगंज रोहतास

Please rate the teacher on the following attributes using the 4 - Point scale down.

A	B	C	D
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Course:-

S.I	Parameters	A Very Good	B Good	C Satisfactory	D Un Satisfactory
1	Content of Lesson Plan	✓			
2	Used Introductory Skill		✓		
3	Fluency in Teaching Statement	✓			
4	Clarity and Relevance of Content or Topic	✓			
5	Subject Depth		✓		
6	Relevance and Use of Teaching Aid	✓			
7	Students Participation in the class-room	✓			
8	Proper used of blackboard & writing skill on it.		✓		
9	Use of reinforcement		✓		
10	Class-room management		✓		

Samar Bahadur
Signature of the observer


Principal
Sai B.Ed. & D.El. Ed. College
Siyaruan, Bikramganj (Rohtas)