

**INSTITUTE FOR ADVANCED STUDIES IN EDUCATION,  
BILASPUR, CHHATTISGARH**

(Govt. College of Education, Bilaspur, Chhattisgarh)



**SELF APPRAISAL REPORT**

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

**INSTITUTE FOR ADVANCED STUDIES IN EDUCATION, BILASPUR, CHHATTISGARH**

(Govt. College of Education, Bilaspur, Chhattisgarh)

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## FOREWORD

IASE, Bilaspur has been one of the pioneering institutes of the state in the field of teacher education. The institute has functioned as the Govt. College of education, Bilaspur since 1955 in the state of Madhya Pradesh and was upgraded as the IASE in the year 1995. In its consistent attempt to orient, train and motivate teachers, prospective teachers and teacher educators, the institute has made its integrated efforts in guiding the school education of the state. The institute visualizes and works for the challenges in teacher education in the state due to regional, linguistic and cultural variation that directly influence teacher education and the achievement of learners in school and higher education.

The institute has always worked to upgrade the content competence and understanding of teachers in the profession and those willing to join the profession in the context of their teaching aptitude and psychological appraisal. It is not only a matter of significance but also a commendable state of acquisition that after the separation of Chhattisgarh from Madhya Pradesh as an uprising state, the institute has constantly made its effort to equip our teacher-educator and teachers at different levels of school education to enable better classroom transaction and prove their roles as efficient facilitators.

Research and innovation has also been an exemplary part of the curriculum of the institute that has initiated improvisation in the D.Ed., B.Ed. and M.Ed. curriculum. The institute has also been able to prove its pace with the global status of Constructivism in the teaching-learning process and the continuous and comprehensive evaluation strategies that contribute to better and congenial achievement in students. Seminars, workshops, in-service orientation programmes and administrative and academic reinforcement for principals of schools mark the creative realm of the institute. Recognizing and fostering of DIETs through on-hand facilitation has enriched the experience and sharing of the staff of the institute in being able to make room for individual contributors that promote the vision of this premier institute keeping itself dynamic till date and also in future.

The institute acknowledges with gratitude, the remarkable drive that the govt. takes through SCERT, Raipur, takes in making this institute a successful contributor to the state education scenario. The institute also expresses its gratitude to the affiliated DIETs and schools that bring forth the ground status in education of the state and thence conduct its future.

Dr. Nishi Bhambri

PRINCIPAL, IASE, BILASPUR.

# **SELF APPRAISAL REPORT**

**(FILLED PROFORMA)**

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION,  
BILASPUR, CHHATTISGARH**

Tel. No. – 07752-404706, 644450  
Email ID – iasebilaspur@gmail.com  
Website-<http://www.iasebsp.com>



**SELF APPRAISAL REPORT**

Submitted to

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
(An Autonomous Institution of the University Grants Commission)

P.O. Box No. 1075, Nagarbhari  
BANGALORE - 560072, India



# VISION

*Establishing itself as the best institution of Chhattisgarh in the field of teacher-education and educational research- innovations – IASE Bilaspur, till 2020 – will unceasingly proceed towards qualitative development by-*

- ☐ *Preparing accountable, sensitive and skilled teachers*
- ☐ *Establishing a perfect harmony among all the teacher education institutions of this region, with an aim of the all round development of the students, and*
- ☐ *Making all the levels of school education academically prosperous.*

# MISSION STATEMENT

- ☐ *To develop the IASE as a centre of excellence and quality educational research for teacher education at national level.*
- ☐ *To enhance continuous professional development (CPD) of the faculty through inservice teacher education on one hand and educational innovations, action research, full-fledged research and curricular material development on the other.*
- ☐ *To take care of qualitative development of teacher educators at elementary and secondary level in terms of equity and inclusion.*
- ☐ *To prepare skilled teachers in accordance with the social needs, through in-service and pre-service B.Ed. and M.Ed. programmes and through engaging teachers meaningfully in innovations, seminars, conferences, action research and educational research.*
- ☐ *To forge a strong linkages with NCERT, NUEPA and SCERT on one hand and CTEs, DIETs, BRCs, CRCs and schools on the other.*
- ☐ *To run a widespread programme of capacity building for teacher-educators and teachers in the use of ICT.*
- ☐ *To reach school teachers and provide on-site support through the faculties of DIETs, BRCs and CRCs.*
- ☐ *To develop the IASE as a Regional Resource Centre for all the teachers and teacher-educators of the state.*
- ☐ *To ensure that the spirit of the ideas mentioned in NCF-TE (2009) and NCF (2005) is reflected in all the pre-service and in-service programmes of the IASE.*
- ☐ *To serve the society with quality education which enable the youth to setup a better global village to live in.*

# OBJECTIVES

- *Maintaining the age long nobility the pious profession of teacher-ship and spreading it among the (would-be) teachers.*
- *Preparing sensitive teachers who not only deal with their academic areas skillfully but understand each of their learners along with the socio-cultural context the learner lives in.*
- *Mentoring such teachers through teacher-educators, throughout the state, who can prepare the young generation to participate in building a peaceful world society based on the cherished values of democracy, equality, social justice, plurality and human dignity.*
- *Creating an environment conducive to overall harmonious development of each school student of the region.*
- *Instilling the values of self-esteem and self-reliance among the teacher-educators at all levels, teachers and students.*
- *These stated purpose, vision, mission and values of the IASE, Bilaspur are made known to the various stakeholders through our website, mails and meetings, notice boards.*



# INSTITUTE OF ADVANCED STUDIES IN EDUCATION

## Bilaspur (C.G.) SAR for Accreditation INDEX

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## PROFILE OF THE INSTITUTION

1. Name and address of the institution : Institute of Advanced Studies in Education, Bilaspur (C.G.)
2. Website URL : [www.iasebsp.com](http://www.iasebsp.com)
3. For communication :

### OFFICE :

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Head / Principal	07752-404706	07752-404706	iasebilaspur@gmail.com
Vice- Principal	-	-	-
Self- appraisal Co-ordinator	07752-644450	-	iasebilaspur@gmail.com

### RESIDENCE :

Name	Telephone Number with STD Code	Mobile Number
Head / Principal : Dr. Smt. Nishi Bhambari	07752-270555	9425222737
Vice- Principal	-	-
Self- appraisal Co-ordinator : Smt. Nalini Pandey	07752-429913	9893136090

4. Location of the Institution :

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐  
Any other (specify and indicate)

5. Campus area in acres :

4.71 acres

6. Is it a recognized minority institution ?

Yes

☐

No

☒

7. Date of establishment of the institution :

MM	YYYY
Feb.	1955

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

Bilaspur University, Bilaspur (C.G.)

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

Act. Month &amp; Year

2f	MM	YYYY
	July	1984

Month &amp; Year

12B	MM	YYYY
	-	-

10. Type of Institution:

a. By funding

i. Government

☒

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self- financed

☐

v. Any other (Specify and indicate)

☐

b. By Gender

i. Only for man

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☒

iii. Autonomous College

☐

iv. Affiliated College

☐

v. Constituent College

☐vi. Dept. of Education of  
Composite College☐

vii. CTE

☐



Viii. Any other (Specify and indicate) ☐

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy ?

Yes ☐ No ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Pre-Primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. Secondary			Certificate		
				Diploma		
		B.Ed.	Graduate	Degree	2 Year	Hindi/ English

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
iv)	Post Graduate			Diploma		
		M.Ed.	B.Ed.	Degree	2 Year	Hindi/ English
v)	Other (specity)			Certificate		
		Ph. D. Course Work	PG./ Edu.	Diploma	---	---
				Degree	For CourseW ork 6 month	

(Additional rows may be inserted as per requirement)

Certificate : DCE Graduate 10 days Course English

Certificate : DCE P.G.English One Years Correspondence Course English

- (i) Study Centre IGNOU- (a) B.Ed. Graduate Degree 2 year Hindi/ English  
 (b) M.A. In Edu. Graduate Degree 2 year Hindi/ English  
 (c) P.G.D.S.L.M. Graduate Diploma 1 year Hindi/English  
 (d) P.G.D.E.M.A. Graduate Diploma 1 year English

(ii) Pt. Sundar Lal : B.Ed. Graduate Degree 2 year Hindi/ English

Sharma Open University.

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

Level	Programme	Revised Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr. Secondary	B.Ed.	139789/ 31.05.2015	Regular	150
Post Graduate	M.Ed.	139801/ 31.05.2015	Regular	050
Other (specify)				---

B. Criterion- wise inputs :

### Criterion I : Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

2. a) Does the institution offer self – financed programme (s) ? If yes,

Yes		No	√
-----	--	----	---

a) How many programmes?

N.A.
------

b) Fee charged per programmes?

N.A.
------

3. Are there programmes with semester system.

Yes M.Ed.
-----------

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

Yes ☒ No ☐

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

50%

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

D.Ed.

--

B.Ed.

One

M.Ed. (Full Time)

Two

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

## 6. Are these Programmes offered in modular form

Yes	√	No	
Number		01 + 02	

- ☐ One Year ELT Certificate Course
- ☐ B.Ed. Course offered by PSLSOU
- ☐ B.Ed. / M.A. (Education) Offered by IGNOU

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

Yes	√	No	
-----	---	----	--

Number	04
--------	----

## 8. Are there Programmes with faculty exchange / visiting faculty.

Yes	√	No	
-----	---	----	--

Number	06
--------	----

- ☐ State resource Group
- ☐ Master Trainers
- ☐ Refresher Course conducted by University
- ☐ Monitoring team
- ☐ Review team from MHRD



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

☐ Heads of practice teaching schools

Yes	√	No	
Yes	√	No	

☐ Academic peers

Yes	√	No	
-----	---	----	--

☐ Alumni

☐ Students

Yes	√	No	
Yes	√	No	

☐ Employers

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

Short Term Orientation Programme

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

Yes		No	√
Number		---	

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

Yes	√	No	
Number		02	

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

## Criterion II : Teaching – Learning and Evaluation

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

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the University/ Government

☒

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination

☒

f) Any other (specify and indicate)

☒

(If more than one method is followed, kindly specify the weightages.  
For Departmental candidate admission is based on service seniority)

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

a) Date of start of the academic year-

b) Date of last admission -

c) Date of closing of the academic year -

d) Total teaching days -

e) Total Working days -

3. Total number of students admitted :

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	82	67	149	73	52	125	09	15	24
M.Ed. (Full Time)	29	20	49	27	16	43	02	04	06
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students ?

Yes		No	√
-----	--	----	---

If yes, how many ?

--

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

Year 2014-15

- a) Unit cost excluding salary component Rs. 109786.44
- b) Unit cost including salary component Rs. 197301.44

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	NA	-	-
B.Ed.	79 %	43 %	77 %	43 %
M.Ed. (Full Time)	77.45	71.27	01 January 99	29 June 07
M.Ed. (Part Time)	-	NA	-	-

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

Yes	√	No	
-----	---	----	--

8. Does the institution develop its academic calendar ?

Yes	√	No	
-----	---	----	--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-



B.Ed.	60%	-	40%
M.Ed. (Full Time)	60%	-	40%
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution :

a) Number of pre-practice teaching days

--	--

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

N	A
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching (School Internship Programme)

2	0
---	---

b) Total number of practice teaching days

1	5
---	---

c) Minimum number of practice teaching lessons Given by each student

3	0
---	---

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

No. of Lessons in simulation	N. A. For First Year	No. of Lessons Pre-practice teaching	N. A. For First Year
------------------------------	----------------------	--------------------------------------	----------------------

13. Is the scheme of evaluation made known to students at the beginning of the academic session ?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation ?

Yes ☒ No ☐

## 15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	20%	80%
M.Ed. (Full Time)	25%	75%
M.Ed. (Part Time)	-	-

## 16. Examinations :

(a) Number of seasonal tests held for each paper

0	2
0	2

(b) Number of assignments for each paper

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

	Yes	No
Computers	√	
Internet	√	
Software / Courseware (CDs)	√	
Audio Resources	√	
Video Resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	Language Lab	

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

Yes ☒ No ☐Number  06

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

Yes ☒ No ☐

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

☒ B.Ed.

Compulsory ☒Optional ☒ M.Ed

### Criterion : III

#### Research, Consultancy and Extension

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

Number	3	6	%
--------	---	---	---

2. Does the Institution have ongoing research projects ?

Yes ☒ No ☐

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
MHRD CSS (T.E.)		1 Year	SCERT, DIETS
SSA	57600.00	2 Years	SSA DIETS
SSA	200000.00	1 Years	SSA DIETS

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

3. Number of completed research Projects during last three

years. 40

4. How does the institution motivated its teachers to take up research in education?

(Mark ☒ for positive response and X for negative response)

- ☐ Teachers are given study leave
- ☐ Teachers are provided with seed money
- ☐ Adjustment in teaching schedule
- ☐ Providing secretarial support and other facilities
- ☐ Any other specify and indicate

X
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

5. Does the institution provided financial support of research scholars ?

Yes ☐ No ☒

6. Number of research degrees awarded during the last 5

years. a. Ph.D.

b. M.Phil -

7. Does the institution support students research projects (UG &amp; PG) ?

Yes ☒ No ☐

8. Details of the Publication by the faculty (Last five years)

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		01
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>		87
Academic articles in reputed magazines / news papers	<input checked="" type="checkbox"/>		20
Books (Chaptor)	<input checked="" type="checkbox"/>		05
Any other (specify and indicate)	-		-

9. Are there awards, reorganization, patents etc received by the faculty ?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

Number	05
--------	----

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

	Faculty	Students
National seminars	15	15
International seminars	18	-
Any other academic forum	20	15

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

(Mark '√' for yes and 'X' for No)

Self- instructional materials

☒

Print materials

☒

Non-print materials (e.g. Teaching

☒

Aids/ audio-visual, multimedia, etc.)

☐

Digitalized (Computer aided instructional materials)

Question bank

☒

Any other (specify and indicate)

√

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full – time

☒

Part - time

☐

Additional charge

10. Are these NSS and NCC programmes in the institution ?

Yes

☐

No.

☒

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

Yes

☒

No

☐

12. Number of other curricular/ co-curricular meets organized by other academic agencies/ NGOs on Campus.

13. Does the institution provide consultancy services?

Yes

☒

No

☐

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

Private B.Ed. College &amp; Railway School

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

Local level	√
State level	√
National level	√
International level	-

## Criterion : IV

## Infrastructure and Learning Resources

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

5801 sq. mts.

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

☐ Methods Lab

Yes	√	No	
-----	---	----	--

☐ Psychology lab

Yes	√	No	
-----	---	----	--

☐ Science Lab (s)

Yes	√	No	
-----	---	----	--

☐ Education Technology Lab

Yes	√	No	
-----	---	----	--

☐ Computer Lab

Yes	√	No	
-----	---	----	--

☐ Workshop for preparing Teaching aids

Yes	√	No	
-----	---	----	--

☐

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

50

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

200000.00

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

58900.00

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year ?

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

535000.00

8. Has the institution developed computer- aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching- 29	NA			
Non- Teaching – 15	NA			

10. Total number of post vacant :

	Open		Reserved	
	M	F	M	F
Teaching- 04 (UDT)	NA			
Non-teaching 01(Peon)	NA			

11. a. Number of regular and permanent teachers (Gender wise) According to Atteched List

				Open		Reserved	
				M	F	M	F
08 Lecturers	M	F		NA			
	4	4					
11 Asstt. Prof./Readers	M	F		NA			
	4	7					
03 Professors	M	F		NA			
	0	3					



## Institute of Advanced Studies in Education, BILASPUR (C.G.)

**DETAILS OF TEACHING STAFF YEAR 2014-15**

S. NO.	POST NAME	SANCTIONED	WORKING		VACANT
			MALE	FEMALE	
1	PRINCIPAL	1	0	0	1
2	PROFESSOR	3	0	3	0
3	ASSISTANT PROFESSOR/ LECTURER	11	4	11	0
4	CHIEF TUTOR D.C.E.	1	1	0	0
5	LECTURER D.C.E.	3	2	1	0
6	ASSISTANT CO-ORDINATOR	1	1	0	0
7	CRAFT TEACHER	5	3	2	0
8	CRAFT INSTRUCTOR	2	0	0	2
9	ASSISTANT TEACHER SCIENCE	2	0	0	2
<b>NON TEACHING STAFF</b>					
1	HEAD CLEARER	1	0	1	0
2	ACCOUNTANT	1	1	0	0
3	LIBRARIAN	1	0	0	1
4	ASSISTANT GRADE-3	5	5	0	0
5	PEON	6	3	2	1
6	CRAFT ATTENDANT	1	0	0	1

b. Number of temporary/ ad-hoc/ part-time teachers (Gender-wise) NA

	Open		Reserved	
	M	F	M	F
Lecturers				

	M	F	M	F
Readers				

	M	F	M	F
Professors				

c. Number of teachers from

Same State

27

Other States

NIL

## 12. Teacher student ratio (program – wise)

Programmed	Teacher student ratio
D.Ed.	-
B.Ed.	1 : 6
M.Ed. (Full Time)	1 : 2.5
M.Ed. (Part Time)	-

## 13. A. Non- teaching staff

Open

Reserved

	M	F	M	F
Permanent	01	0	09	03

	M	F	M	F
Temporary	-	-	-	-

## B. Technical Assistants

	M	F	M	F
Permanent	-	-	-	-

	M	F	M	F
Temporary	-	-	-	-

## 11. Ratio of Teaching- non- Teaching staff

2: 1

## 12. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) -

14617531

## 13. Is there an advisory committee for the library ?

Yes



No



## 14. Working hours of the Library

On working days

7 hour's

On holiday's

-

During examinations

7 hour's

15. Does the library have an open access facility :

Yes ☒ No ☐

16. Total collection of the following in the library :

a. Books	35000
- Text books	15000
- Reference books	2000
b. Magazines	100
c. Journals subscribed	10
d - Indian journals	-
e - Foreign journals	-
F. Peer reviewed journals	-
g. Back volumes of journals	07
h. E-information resources	
- Online journals/ e-journals	-
- CDs/ DVDs	20
- Databases	-
- Video Cassettes	10
- Audio Cassettes	10

17. Mention the

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

Seating capacity of the Reading room

18. Status of automation of Library

Yes to intimate Partially ☒

automated Fully ☐

automated ☐

19. Which of the following services/ facilities are provided in the library ?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter- library borrowing	<input type="checkbox"/>
Power back up	<input type="checkbox"/>
User orientation / information literacy	<input type="checkbox"/>
Any other (please specify and indicate)	<input checked="" type="checkbox"/>

15. Are students to retain books for examinations?

Yes ☒ No ☐

16. Furnish information on the following

Average number of books issued/ returned per day	<input type="text" value="115"/>
Maximum number of days books are permitted to be retained	
By students	<input type="text" value="07"/>
By faculty	<input type="text" value="35"/>
Maximum number of books permitted for issue	
For students	<input type="text" value="02"/>
For faculty	<input type="text" value="04"/>
Average number of users who visited/ consulted per month	<input type="text" value="100"/>

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

2 : 5

17. What is the percentage of library budget in relation to total budget of the institution :

2.50 %

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

	I		II		III	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	184	45250/-	61	9500/-	80	13225/-
Other books	-	-	-	-	-	-
Journals/ Periodicals	02	1800/-	06	1245/-	06	1245/-
News Paper Rojgar Nirman	Per day 48	7000/-	Per day 48	7000/-	Per day 48	7000/-

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

### Criterion : V Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	-	-	-
B.Ed.	2012-13 05	2013-14 08	2014-15 03
M.Ed. (Full Time)	2012-13 Nil	2013-14 Nil	2014-15 Nil
M.Ed. (Part Time)	-	-	-

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

Yes

☒

No

☐

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

3. Does the institution offer Remedial instruction ?

Yes ☒ No ☐

4. Does the institution offer Bridge courses ?

Yes ☒ No ☐

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

	B.Ed.			M.Ed.			M.Phil		
	2013	2014	2015	2013	2014	2015	I	II	III
Pass percentage	99 %	99.4%	96.5%	100%	97%	91%	-	-	-
Number of first classes	102	125	162	32	33	32	-	-	-
Number of distinctions	19	30	41	-	01	05	-	-	-
Exemplary performances (Gold Medal and university ranks)	01	01	-	-	01	-	-	-	-

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

	I	II	III
NET	01	01	01
SLET/ SET	-	-	-
Any Other (Specify and indicate)			

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

Financial Aid	2013	2014	2015
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			

Loan facilities			
Any other specify and indicate. (Reserved candidates scholarship)	51	54	44

(Additional rows may be inserted as per requirement)

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

Yes ☒ No ☐

9. Does the institution provide Residential accommodation for :

Faculty	-	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Non- teaching staff	-	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes ☒ No ☐

If yes, number of students residing in hostels

Men - Women - 

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

12. Availability of rest rooms for Women

Yes ☒ No ☐

13. Availability of rest rooms for men

Yes ☒ No ☐

14. Is there transport facility available ?

Yes ☐ No ☒

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



Yes ☒ No

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	<input checked="" type="checkbox"/>	-	03
Inter- university	-	-	-	<input checked="" type="checkbox"/>	-	20
National	-	-	-	-	-	-
Any other	-	-	-	-	-	-
(specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association ?

Yes ☐ No ☒

If yes, give the year of establishment

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

Yes ☒ No ☐

20. Does the institution regularly publish a college magazine ?

Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually ?

Yes ☒ No ☐

22. Give the details on the progression of the students to employment/ further study  
(Give percentage) for last three years.

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher Studies	04	04	04
Employment (Total)	90	90	90
Teaching	80	80	80
Non Teaching	10	10	10

23. Is there a placement cell in the institution ?

Yes ☐ No ☒

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

1	2	3

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

Yes No

- Academic guidance and Counseling ☒
- Personal Counseling ☒
- Career Counseling ☒

## Criterion : VI Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / Committee.

Yes

☒

No

☐

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

Governing Body/ management	A Month
Staff Council	A Month
IQAC/ or any other similar body/ committee	A Month
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (Mention only for three most important bodies)	A Month

3. What are the Welfare Schemes available for the teaching and non- teaching staff of the institution ?

Loan Facility

Medical assistance

Insurance

Yes	√	No	
Yes	√	No	
Yes	√	No	

Other (specify and Indicate)	Yes	✓	No
Festival Advance, Green Advance	Yes	✓	No

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

0	0	2
---	---	---

01 Computer Training (Account Traig.)

5. Furnish the following details for the past three years.

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

Organization

30
----

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

National

0	3	0
---	---	---

International

0	0	1
---	---	---

- c) Number of faculty development programmes organized by the Institution :

0	3	0
---	---	---

- d) Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution.

0	2	5
---	---	---

- e) Research development programmes attended by the faculty. :

0	1	0
---	---	---

- f) Invited/ endowment lectures at the institution :

0	2	0
---	---	---

Any other area (specify the programme and indicate)

0	2	0
---	---	---

Innovation, Material Development Evaluation, Value Education 'Yoga'

Curriculum Development etc.

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

a. Self- appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate)

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	-	No	

7. Are the faculty assigned additional administrative work ?

Yes	√	No	
-----	---	----	--

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

4 hrs.

8. Provide the income received under various heads of the account by the institution for previous academic session.

Grant- in- aid

-

Fees

709925.00

Donation

-

Self- funded courses -

Any other (specify and indicate) -

9. Expenditure statement (for last two years)

	Year 2014	Year 2015
Total sanctioned Budget	3,74,87,012/-	3,94,60,288/-
% spent on the salary of faculty	53%	44%
% spent on the salary of non-teaching employees	9.33%	9.32%
% spent on books and journals	0.31%	0.40%
% Spent on development activities (expansion of building)	Nil	Nil
% Spent on telephone, electricity and water	0.28%	0.25%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. from local fund	1.20%	13.44%
% spent on maintenance of equipment, teaching aids, contingency etc. from local fund.	0.12%	0.16%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.29%	4.10%
% spent on travel	0.05%	0.04%
Any other (specify and indicate)	0.55%	0.48%
Total expenditure incurred	2,49,32,813/-	2,84,27,467/-

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

Surplus in Rs.

Deficit in Rs.

NA  


---

NA  


---

NA

NA  


---

NA  


---

NA

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

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

Administration

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

Finance

Student Records

Career Counselling

Aptitude Testing

Examinations/ Evaluation/

Assessment

Any other (specify and indicate)

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

Yes

☒

No

☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non- teaching staff?

☐
☐

Yes      ☒      No

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

Yes      ☒      No      ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc/ guest teaching staff?

Yes      ☐      No      ☒

18. Is a grievance redressed mechanism in vogue in the institution?

a) For teachers      ☒  
 b) For students      ☒  
 c) For non-teaching staff      ☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes      ☐      No      ☒

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

Yes      ☒      No      ☐

21. Is the institution sensitized to modern managerial concepts such as strategic planning, team work, decision-making, computerization and TQM?

Yes      ☒      No      ☐



## Criterion : VII

### Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

	Category	B.Ed. Men	M. Ed. Men	B.Ed. %	M.Ed. %	B.Ed. Women	M.Ed. Women	B.Ed. %	M.Ed. %
A	SC	27	2	15	6	11	3	6	8
B	ST	34	6	19	17	23	3	13	8
C	OBC	27	8	15	23	22	4	12	11
D	Physically challenged	1	-	55	-	-	-	55	-
E	General Category	17	7	9.5	20	18	2	10	6
F	Rural	70	-	39	-	40	-	22	-
G	Urban	35	-	19.5	-	34	-	20	-

H	Any other (specify)	-	-	-	-	-	-	-	-
---	---------------------	---	---	---	---	---	---	---	---

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

	Category	Teaching Staff	%	Non-Teaching Staff	%
A	SC	-	-	04	33
B	ST	-	-	-	-
C	OBC	04	13	08	66.66
D	Women	18	60	03	25
E	Physically challenged	-	-	-	-
F	General Category	26	87	01	08
G	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch - I	Batch- II	Batch- I	Batch - II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

INSTITUTE OF ADVANCE STUDIES IN EDUCATION

***EXECUTIVE SUMMARY***

(a) Environment

This college was established in the year 1955 with a solo motto to provide quality teacher education to the working teachers in terms of in service teacher education programme as well as to the pre-service students.

The teacher training programme is designed to develop overall personality which includes physical, mental, social, cultural, emotional, language and academic aspects.

The environment of the institution is conducive to do research work, to learn effective teaching learning process. It provides atmosphere to inculcate values through curricular activities and provides opportunities to do innovative practices to the faculty and student teachers.

Our classroom environment is inclusive, where in pre-service and in-service teacher candidates with age range from 22-55 years and with teaching experience 0-20 years study together. This specific feature reduces the generation gap among them and they learn in groups.

(b) Regulatory Bodies

The institution runs under the control of Minister, Department of School Education, Govt. of Chhattisgarh, Raipur. It is under regulation of WRC, NCTE, Bhopal and affiliated by Bilaspur University, Bilaspur.

(c) Relationship with Practicing schools

There is a cordial relationship with the practicing schools. Pre-programme a meeting with the principals is organized and their views and needs are discussed. The school internship programme is arranged in order to meet the academic requirements of the schools and the local community. Student teachers are made able to understand the socio-cultural aspects of school and students. During the internship student teachers work as a regular teacher and participate in all the school activities including planning, teaching and assessment, interacting with school teachers, community members and children.

(d) Challenges

Infrastructural aspects, e-classrooms and library are to be developed.

**Criterion 1. Curricular Aspects**

**1.1 Curricular Design and Development.**

***1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)***

- ☐ To inculcate basic moral, social and spiritual values within secondary school teachers.
- ☐ To train the student teachers with pedagogical curricular competencies and skill in transaction.

- ☐ To encourage innovation, especially in teaching learning process.
- ☐ To create awareness and sense of responsibility towards environmental issues.
- ☐ To promote research to improve quality of education.
- ☐ Working on providing quality teaching and instructional material for teachers at the secondary level.
- ☐ Ensuring that, the spirit and ideas mentioned in NCF 2005 & NCFTE-2009 are incorporated in pre-service and in-service programmes offered by the IASE.
- ☐ Encourage community participation in teacher preparation programme

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

- ☐ IASE has played key role in developing curriculum for B.Ed. and M.Ed. programmes for Bilaspur University. Principal of this institution is the Dean of Education Department and the faculty is in the Board of Studies.
- ☐ It initiated taking the views about proposed B.Ed. curriculum from, school teachers, principals, teacher educators, student teachers and the faculty since 2013. It was forwarded for adaptation at state level to the SCERT, Raipur.
- ☐ In the process curriculum development one day workshop was organized at SCERT Raipur headed by Professor of Dept. of Education, Delhi University, New Delhi. Followed by 6 days workshop, which was in participation of faculty and deans of Education departments of all academic Universities of Chhattisgarh.
- ☐ The conclusion of the workshop has been taken as core part of the B.Ed. curriculum in the entire state universities.
- ☐ The faculty of this institution discussed in groups and by the process of presentation, contents every paper and its practicum.
- ☐ Draft of the B.Ed. & M.Ed. curriculum was discussed in the large group of principals and faculty of all affiliated colleges of Bilaspur University in a 3 days' workshop organized by the university and it was finalized and adopted by the university.

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

- ☐ The B.Ed. and M.Ed. level curriculum deals with environmental and peace, society, ICT, Health Education, Yoga etc. contents.
- ☐ Course Code – 007.1 Self Identity, Teacher, Art and Drama in Education.
- ☐ Course Code – 007.2 Health and Wellbeing (Yoga, Community Prayer and other physical Activities)
- ☐ Course Code 008.1 – School Experience and Community Work
- ☐ At M.Ed. level researches are done based on the topics mentioned above.

***4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?***

- ☐ The curriculum of B.Ed. and M.Ed. programmes is designed by keeping in mind all the issues like environment, value education and use of ICT etc.
- ☐ Environment - Teacher enrichment programme is practicum of curriculum which consists of topics like Green and Clean World Around. Following activities are conducted in institution; Plantation, maintaining plastic free campus, gardening, cleaning up the surrounding areas.

- ☐ Value Education- Inculcating values in student teachers, the institution is conducting activities like – value integration in academic programmes, management practices and co-curricular activities.
- ☐ ICT- It is an integral part of B.Ed. and M.Ed. curriculum. “Enriching learning through ICT” is a obligatory paper in B.Ed. curriculum. Each student teacher has to go through 5 content units based on ICT. At M.Ed. level, it is an elective paper and weightage is given in semester 1 is about 100 marks.

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

- ☐ ICT is used in teacher education to make teaching learning process effective and to develop interest in students for self study. It is utilized for;
- ☐ Preparation of teaching plans
- ☐ Presentation of lessons effectively in classrooms
- ☐ e-learning practices, e-computing, and e-data analysis and research activities at M.Ed. level.

**1.2 Academic Flexibility**

***1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?***

- ☐ The teacher educators provide theoretical and practical knowledge to student teachers during class room teaching and school internship programmes. Activities and workshops designed to develop the personal and professional attitude of ‘self as a teacher.’ Student teachers are provided with opportunities for self reflection and analysis. They learn by self-critical questioning, reflective, communication and develop positive attitude towards children while they are teaching.
- (a) School Experience Programme
  - ☐ School Internship Programme for B.Ed. Programme is organized in two phases;
    - ☐ B.Ed. Ist year – 1st phase – is of 1 month duration.
    - ☐ B.Ed. nd year – 2st phase – is of 4 months duration.
  - ☐ In phase 1, the student teachers observe classroom while teaching by regular teachers, peer teaching in the assigned schools in the first week.
  - ☐ Student teachers reflect on their teaching experiences during and after the school internship form 2-4 week.
  - ☐ The mentors give feed back to the student teachers based on the reflection and classroom teaching.
  - ☐ In the phase 2, the student-teachers teach and participate in all the school activities for 4 months by taking all the inputs by the mentors and the school teachers.

***2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?***

- ☐ The institute provides adequate flexibility and scope in the operational curriculum for varied learning experiences to student teachers in the campus and field as mentioned hereunder
- ☐ B.Ed. – At campus
  - o In pedagogy of subject area-

- Six elective subjects with its pedagogy viz. Hindi, English, Sanskrit, Mathematics, Science and Social Science are available to the student teachers, out of which only one subject is to be selected.
- In the theory paper – Childhood and Growing Up, the student teachers are required to express their childhood experiences.
- In practicum of each theory paper, student teachers are free to select any two of practicum assignment according to their interest.
- Mode of transaction of theory papers are made flexible. Teacher educators use teaching methods such as-
  - Classroom discussion for developing conceptual understanding.
  - Individual and group presentation.
  - Theoretical and practical activities/analysis and interpretation of collated observation
  - Debates
  - Peer teaching
  - Classes by experts
  - Power point presentation,
  - Seminar,
  - Library reading
- Workshop for preparation of teaching learning material and their applications in classroom teaching.
- Active learning methodology.
- Practice Teaching
- Aim of school Experience programme is meaningful and holistic engagement of student teachers with learners and the school. Student teachers develop unit plans under the guidance of the mentor in a elected subject and deliver in the classroom. There is no fixed format is followed for planning a lesson.
- M.Ed. Curriculum –
  - M.Ed. curriculum is based on Choice Based Credit System (CBCS). Student teachers are free to opt subjects according to their interest. The basket of the subjects include-
    - 1. Elementary Education / Secondary Education
    - Inclusive Education, Guidance and Counseling, Planning. ICT
  - In practicum, there is adequate flexibility to choose any two of the given number of tasks.
  - Dissertation
  - At M.Ed. level, student teachers select research topic on their own choice.

***3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..***

- Life Skills – Jeevan Vidya – Chetana Vikas Mulya Shiksha – 7 days workshop. (17.08.15 to 24.08.15)  
Safal Yuva \_ Yuva Bharat (10 days in four steps 15 Sept to 27 Dec. 15 )
- Health and Well being – Yoga Physical Activities
- In B.Ed. programme student teachers nurture and develop various skills through different activities.
- Verbal Skills are developed through micro teaching skills viz. Introduction, Illustration, Narration, Stimulus Variation, Reinforcement, Skill of Questioning.
- College organizes quiz, extempore speech, seminars, debates, role play, drama, stage performance and spoken English workshops.
- The practice teaching sessions enhance the communication skills of the students.

- ☐ Written skills are developed through article writings in college magazine, and various news papers journals.
- ☐ ICT-Skills – Computer and ICT is a obligatory course in B.Ed. and an elective subject at M.Ed. level. Students are encouraged to do practice and present their seminars and practicum through ICT. Student-teachers also use in their practice teaching sessions.
- ☐ Community Orientation & Social Responsibility -
- ☐ Community Orientation is done through rural camp for B.Ed. M.Ed. student-teachers. In this programme awareness towards health, environmental, cleanliness, good parenting, community survey etc. are done which is also a part of community orientation.

***4. How does the institution ensure the inclusion of the following aspects in the curriculum?***

**(i) Interdisciplinary /Multidisciplinary**

- ☐ M.Ed. curriculum promotes interdisciplinary approach. Subjects include; Philosophical, Psychological Perspectives of Education, Educational Planning, Management, Educational Research all are interdisciplinary.
- ☐ Topics of research done by the M.Ed. student teachers and teacher educators are based on the interdisciplinary aspects.
- ☐ B.Ed. curriculum promotes interdisciplinary approach; subjects include; Pedagogy of subject Areas such as Languages-Hindi, English; Language – Education and Society, Language Proficiency, Mathematics, Science (Physical & Biological), Social Science (Geography, Economics, History) etc. are interrelated in nature.
- ☐ Psychology – in Childhood and growing up;
- ☐ Sociology – in Contemporary Indian Society and Education
- ☐ Philosophy -in Perspectives in Education
- ☐ All courses are developed on interdisciplinary approach.

**(ii) Multi Skill Development**

- ☐ The curriculum provides room for multi skills development of student teachers ;
- ☐ In B.Ed. curriculum
- ☐ Teaching skills are developed through orientation programmes
- ☐ ICT skills – Student teachers made acquaint with various ICT skills during the workshops.
- ☐ Communication Skills – English and Language proficiency workshops are organized in the institution.
- ☐ Social Skills – Community Participation activities, Sports, Physical and cultural activities, village camp, field trip and collaborative teaching learning process etc.
- ☐ Life Skill Development – is done the course Health and Wellbeing. In addition to that, community prayer, personality development programmes and various awareness programmes are conducted in this institution.

**(iii) Inclusive Education**

- ☐ Reservation policy for differently abled students is as per the norms of the Government of Chhattisgarh. The institution provides special attention to meet the demands of differently abled students like ramps, special sitting arrangement.
- ☐ Inclusive Education Workshops for teacher educators were organized in this institution.

**(iv) Practice Teaching**

- Till the session 2014-15 in One-year B.Ed. Programme, practice teaching was essential part in the curriculum. Each student teacher has to teach 20 lessons per school subject and he has to complete 40 lessons in allotted practice teaching schools.
- He was allowed to teach and observe 1 lesson per day in the initial days, then after he is permitted to take two lessons per day. The teacher educator supervises the lesson and put comments on the observation dairy. Prior to the teaching approval of lesson plan by the supervisor was made compulsory.
- In two years B.Ed. Programme practice teaching is a part of school internship programme.
- First Year – Orientation on Unit and Teaching Plans organized at institute – 10 days.
  - School internship programme – 4 WeeksStudent teachers observe two teaching periods of the school teachers for a week.
  - Practice teaching by the students teachers – Minimum two lessons per day for two weeks which were observed by school teachers, mentors and peers.
  - Feed back is given by the mentor, supervising teachers and peers in the observation diary and guide the student teachers accordingly.
  - Student teachers write their reflection in their Reflective Diary.
- Second Year – Orientation on Unit and Teaching Plans organized at institute – 10 days
  - School internship programme – 16 Weeks
  - Practice teaching by the student-teachers – Minimum eight lessons per week and they have report institution and discuss with the mentor on unit plan, teaching plan, reflective diary and any issue which is noticed and clear the doubts. The teaching is observed by school teachers, mentors and peers. Student teachers write their reflection in their Reflective Diary.
  - It is evaluated by the supervising school teacher and mentor.

#### (v) School Experience

First Year – interns would work as a regular teacher on a day to day basis. Preparing and transacting teaching plan in the opted subject. Student teachers participate in all the school activities including planning, teaching and evaluation of school teachers, community and children.

Internship in school for a minimum duration for 20 weeks for two years programme which is conducted in two phases.

##### Phase - 1

In the first year it is for four weeks of orientation of which is dedicated to classroom observation, two weeks for unit planning and teaching in opted teaching subject and one week for community experience.

##### Phase – 2

Teaching during the second year of school internship would be spread over sixteen weeks spread over secondary and senior secondary level. In the second year interns are expected to be in school for four continuous days of week. Two days in a week dedicated to planning developing materials, reflective journal writing, interacting with faculty at the institute, participating and organizing school activities. Mentors provide feedback on their performance.

Project – Drawing upon their experiences during school internship, interns are supposed to undertake small classroom based research project in their area of interest. This would enable the interns to acquire basic research skills of systematic observation, documentation and analysis and to use these of reflective teaching and learning. The proposed projects may be in the fields viz. work experience and SUPW, Case Studies, Performance Art] Material Production, Child and School Health, Social Work, Education Community Work, ICT integration, Project in Inclusive Education.



The institution develops an MOU with the participating schools regarding for conducting practice-teaching, practicum, activities related to curriculum and project work.

(vi) Work Experience

In the one year B.Ed. Curriculum, Work experience was a part of curriculum. Student teachers are allowed to elect any one from each group as given below;

Group A	Group B
Agriculture	Photography
Music	Drawing
Dance	Painting
Desk Top publishing	Gardening
Chalk making	Tailoring
Wood Work	Paper cutting
Book Binding	

In the Two year B.Ed. Programme

Course .007.1 Self Identity and the Teacher, Drama in Education

In this course workshop-08 Art in Education is the part of work experience.

Under this course various activities are conducted to develop art and craft skills among the student teaches such as;

Free drawing  
Clay work  
Pottery  
Puppetry  
Dance & Music  
Teracota Art  
Origami etc.

(vii) Any other

- ☐ Cultural activities, physical activities, yoga, science club activities, career counseling workshops, magazine publication – Shodh Pratibha Research Journal, Drishti, Vigyan Deep, Teacher Manuals (Teaching Skills, Educational Technology, English Communication Skills)

1.3 Feed Back on Curriculum

**1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

- ☐ The institution gets feedback on curriculum from the student teachers, through feedback form, oral discussion, suggestion box etc.
- ☐ All the suggestions are analyzed improve the working of the institution accordingly.

**2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.**

- ☐ The IQAC committee analyses the outcome of the feed back. It is discussed in the staff meeting sessions and the improvements are taken into consideration accordingly.

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

- The principal of this institution is the Dean, Dept of Education, Bilaspur University, Bilaspur. Two of its faculty are in the Board of Studies in Education in Bilaspur University.
- The two years B.Ed.and M.Ed. programme curriculums were developed by the faculty members of IASE, Bilaspur with some experts in this field.

#### 1.4 Curriculum Update

**1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).**

- B.Ed. and M.Ed. programmes have been undergone major changes. Previously it was of one year, now from the session 2015-16 it is made of two years. The course was transformed from behavioural theories of learning to constructivism based learning theories.
- More focus is drawn upon diversity, socio-cultural context of the students, language proficiency and communication skills.
- For the development of professional identity of the teacher and understanding self experience, course .007 Self Identity course is introduced.
- M.Ed. Programme is now based on Choice Based Credit System (CBCS) & Semester System. Internship programme for one month is also introduced.
- Assignments are now in practicum format.

**2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)**

- Development and Dissemination of the curriculum of B.Ed. & M.Ed. Programmes is a part of affiliating university. All the suggestions and improvements are taken into consideration by the Dean and members of the Board of Studies in Education of Bilaspur.

#### 1.5 Best Practices

**1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

- For the improvement of the quality following activities are done in this institution;
- Material Development –
- Manual - Teaching Skills
- Manual - Educational Technology
- Manual- English Language Communication
- Manual – Life Skill Development
- Manual – Preparation of Teaching learning Materials
- Manual – Active Learning Methodology.
- Teacher Educators use these manuals for in-service training and teaching.
- Research, Action Researches done by the M.Ed. Student teachers and teacher educators.
- Publications
- magazine publication – Shodh Pratibha Research Journal, Drishti, Vigyan Deep etc.
- A three days orientation programme for two years B.Ed. Programme for the faculty and principals of affiliated colleges of Bilaspur University on 'Teaching Learning Process' at Bilaspur University, Bilaspur. The convener of this programme was Dr. Nishi Bhambri, Principal and faculty of this institution were resource persons.

- ☐ The institution has organized one day orientation programme on 'school experience programme' at B.Ed. level for the teacher educators of the various colleges of Chhattisgarh.

**2. What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?**

- ☐ English Communication Skill development programme was organized for B.Ed. student teachers. The students learnt how to speak, write and express their ideas in English. The hesitation in communication in English was addressed with.
- ☐ Teaching Learning Resources Development workshop – The student teachers developed teaching aids on various school subjects and they are now able to handle them in classroom teaching.
- ☐ Reflective Journal Writing – it is innovative practice, which improves student teachers observation of self and peer and other teachers. They improve their classroom teaching.
- ☐ Self- Identity is developed and reflected through workshops to develop professional teaching skills.

**Criterion II – Teaching Learning and Evaluation**

**2.1. Admission Process and Student Profile**

**1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

- ☐ This institution deals with a mixed group of in-service and pre-service candidates.
- ☐ For the B.Ed. Programme it is having 3 units containing 150 student teachers (75 Pre-service and 75 In-service)
- ☐ For the M.Ed. Programme it is having 1 unit containing 50 student teachers (6 Pre-service and 44 In-service)
- ☐ B.Ed. Programme – Candidates with at least 50% marks either in the bachelor's degree and / or masters degree in science / social sciences/humanities, bachelors in engineering or technology with specialization and mathematics with 55 % marks or any other qualification equivalent there to eligible for admission to the B.Ed. Programme. The reservation and relaxation for SC /ST/OBC/ PWD and other categories shall be as per the rules of the state government.
- ☐ Departmental In-service Teachers Admission Process
- ☐ Admission of the departmental candidates is done on the category wise service seniority basis.
- ☐ Director SCERT Raipur provides admission application form and admission policy and norms to IASE.
- ☐ Principal, IASE forwards it to the concerning DEO's. DEO, forwards the same to Principals and B.E.O's. C.E.O.'s of Panchayat Department.
- ☐ Intended teachers apply the form through proper channel. The D.E.O's of 9 districts send application forms to IASE.
- ☐ A panel of admission committee which is made of IASE faculty makes its scrutiny and develops a category wise seniority list.
- ☐ Admission Committee

- ☐ A committee made up of Principal and staff of IASE, two members of SCERT, DEO selects the proposed candidates for B.Ed. M.Ed. In-service Teacher training programmes.

***2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?***

**B.Ed. Programme**

- ☐ Pre-service Candidates.
- ☐ The admission advertisement process of the B.Ed. Pre-service programme is done by state SCERT through Vyavsayik Pariksha Mandal, (VYAPAM) Raipur as per the rules established by the government which generally done in the month of Feb-March every year.
- ☐ The aspirants of the programme file their application online. The Pre-B.Ed. Examination is conducted by VYAPAM Chhattisgarh and the merit list is drawn by it. On basis of merit list online counseling programme is arranged through KYOSK. Candidates opt 10 proposed colleges for admission according to their preference.
- ☐ Admission committee in this institution verifies the documents and gives counseling to the candidates for choice of available elective subjects.

**In-Service Teacher Candidates**

- ☐ The state SCERT flashes advertisement in the month April-May every year. Interested teachers file their application through B.E.O and D.E.O. D.E.O.'s of the 9 districts send list and forms of intended teachers.

**M.Ed. Programme**

**Pre-service Candidates.**

- ☐ The admission advertisement process is initiated by state SCERT Raipur as per the rules established by the government which generally done in the month of April every year which is made available on the website.
- ☐ The aspirants of M.Ed. programme file their application in hard copy to the institution with all the testimonials. The Admission Committee of the Institution develops a merit list of the candidates based on the marks of qualifying degree i.e. B.Ed. with respect to the established reservation policy.
- ☐ A committee made up of Principal and staff of IASE, two members of SCERT, DEO selects the proposed candidates for M.Ed. pre-service Teacher training programmes.
- ☐ Admission committee in this institution verifies the documents and gives counseling to the candidates for choice of available elective subjects.

**In-Service Teacher Candidates**

- ☐ The state SCERT flashes advertisement in the month April-May every year. Interested teachers file their application through B.E.O and D.E.O. D.E.O.'s of the 9 districts send list and forms of intended teachers.
- ☐ Admission committee in this institution verifies the documents and gives counseling to the candidates for choice of available elective subjects.

**3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

- ☐ Admission Committee of the Institution verifies the documents of the candidates in originals as per the norms of NCTE and Bilaspur University then finalises the candidates for admission.
- ☐ B.Ed. and M.Ed. Programmes In-service Candidates have to produce the school relieving certificate along with their service sheets other documents to prior to giving admission.
- ☐ It is done under close monitoring of the principal of the institution.

**4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

- ☐ This institution is following the state government policy regarding diversity of the candidates for admission process.

**5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**

- ☐ Pre-service B.Ed. Programme
- ☐ The candidates appear Pre-B.Ed. Examination in which Teaching aptitude is assessed. After their admission they undergo an orientation programme in which they are asked to do group work and present their views. Thus they are assessed.
- ☐ The in-service candidates share their teaching learning experiences thus they are assessed in areas such as communication skill, learning approaches, classroom environment and management and teaching skills etc..

**2.2 Catering to Diverse Needs**

**1. Describe how the institution works towards creating an overall environment conducive to learning development of the students?**

- ☐ The institution provides quality conducive environment in the following manner  
Infrastructure
- ☐ The institution has well equipped infrastructural facilities as per the norms of the NCTE which include common hall, equipped classrooms and playground etc.  
Physical Resources available
- ☐ All departments are enriched with essential equipments such as ;
- ☐ Science – Physics, Chemistry, Biology Charts
- ☐ Psychology – Psychological Tools and Equipments,
- ☐ Educational Technology – wi-fi campus, audio-visual aids,
- ☐ ICT- Computers with Internet – LCD Projectors
- ☐ Other Teaching Learning Materials, craft equipments, sports and games equipments etc.
- ☐ Library – The institution is having a sound library with reference books, encyclopedia, research journals, volumes, e-materials etc. which are accessible to the faculty and student teachers.
- ☐ Faculty – The institution is having qualified faculty more than the norms given by the NCTE.
- ☐ Bulletin Board – Burning issues in the society, science and education fields are displayed on the bulletin board.

- The above mentioned infrastructural and human factors contribute in developing a health teaching learning environment. This is caused by interactive mode classroom transaction. Cooperative student-teacher relationship and constructivist approach is used by the faculty.
  - Extension lecture, Seminar, and workshops are regularly organized in this institute.
- Co-curricular Activities –
- Yoga & Physical Education – Student teachers under-go rigorous physical training. PT form 6.00 Am to 7.30 AM followed by the Yoga classes for half an hour.
  - Intergroup annual sports are organized after a practice session of one month in the second half of the regular classes.
- Religious Environment :
- Daily half an hour prayer is an essential part of the routine which include, prayer related to all religions and upnishad and ved mantras followed by national anthem.
  - Motivational educational thoughts are displayed on the walls.
- Aesthetic Environment :
- It is created by the local resources by drawings, paintings, local arts, wall painting, slogan writings, rangoli etc. activities.
  - Gardening is compulsory part of curriculum; every student has to participate in it which they develop throughout the year. Campus is maintained clean through self service.

## ***2. How does the institution cater to the diverse learning needs of the students?***

- This institution promotes inclusive education in the classroom teaching. Special attention is given by the faculty to handle the learning needs of differently able students. Sport and cultural activities are also designed so that they may actively participate in it.
  - Thus Institution creates inclusive classroom for all learners.
- Remedial Teaching.
- In the micro teaching sessions students are exposed to the various teaching aspects planning and re-planning sessions are organized so that improve their teaching capability.
  - Team teaching, peer teaching, cooperative learning, multimedia approach etc. are used in the classroom teaching.
  - Subject wise unit tests are conducted at the end of every unit and its evaluation provides input to the students' level of learning and like-wise remedial classes are organized.

There are different activities envisioned in the curriculum to the student teachers to understand the role of diversity and equity in teaching learning process viz.

Course -001 – Childhood and Growing up

- This course will develop a perception towards the issues of marginalization, diversity, stereotypes and inclusion.
- By this course, student teachers will able to understand the ways in which diverse needs of the learners and how to deal it with.

Course – 003 - Perspectives in Education

- New Sociological Perspective on Education of the poor and marginalized are taught through group discussion method.

Course – 004 - Hkk'kk f"rk/kk vkSj lekt

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Course – 007.1 – Self Identity and the Teacher and Art & Drama in Education

- Students with special needs are encouraged do role play and participate in the dramatic activities during their course work. And they are promoted for self expression and sensitivity towards social needs.
- Democratic joyful learning atmosphere is provided in art classes which are organized in month end during the course period.

Course – 007.2 – Health and Well Being

- Students encouraged by the faculty to participate in physical activities like P.T. and Yoga. There is no discrimination is made among the student teachers.
- In addition to that, in the cultural and co-curricular activities are organized with special emphasis on folk culture. All the students actively participate in these activities, where there no discrimination is made.
- Field trip, village camp, study tour, sports etc. are organized in this institution to sensitize towards diversity.

- Teachers academic and professional qualification, teaching experience make them able to deal with diverse situations. Observation of the classroom teaching process, feedback from students, self-appraisal report of the teachers are provided the teachers.
- Participation in research activities, seminars, guest lectures, workshops, working as resource person, in-service training programmes and faculty improvement programmes etc.
- Writing articles in research journals and use of internet among the faculty are encouraged.

***3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?***

- Following practices help student teachers develop knowledge and skills related to diversity and inclusion;
- Classroom teaching
- Discussions are made on diversity in learning styles and learning needs. It is a part of course no. 009, Learning and Teaching Unit- Learning and Diversity.
- Guest Lectures – How to learn and promote inclusion and its various techniques.
- Group Discussion and Seminar on Diversity & Inclusion
- Orientation for Inclusive Education conducted for teacher educator
- Uniformity in dress code
- Visiting special schools
- Display of Articles related to Diversity & Inclusion
- Library materials & books related which are used by student teachers
- Diversity & Inclusion Researches done by M.Ed. trainees & Teacher Educators
- Community prayer, Yoga, Physical activities, Study tour, Village camps etc.
- Student teachers able to apply above these practices in school Internship Programme., Community participation and Institutional programme.

## 2.3 Teaching Learning Process

***1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)***

The Institution engage student teachers in active learning through different activities

## Learning Resources

Library: We have regular period for library hours for B.Ed. & M.Ed. classes. Firstly, they have given topic related their course, they find out from different reference books and prepare their answers & presented in their groups/ use library for their self study/researches

Websites: Institution has Wi-Fi Campus, Website of Institution is [www.isebsp.org](http://www.isebsp.org), Students teachers & Teacher Educators use Internet & surfing regularly for their related topics and curriculum.

Focus Group: Different focus group have different theme related their curriculum, they rigorously discussed in their group sharing their experiences with other groups & presented in classroom

Individual Project: In curriculum they have Practicum, each student teacher have to complete their Individual project under the guidance of their Mentor at last they have present in Tutorial group.

Simulation: In Micro teaching/Pre-Practice teaching simulation lesson presented by student teachers in their group, their peer group observed & learning enrich their skills through these practices.

Peer teaching: Through co-operative learning students teachers discuss about problems given by teacher educator they think & share their views in class.

Role Play: Student teachers have given current events and prepare for role play according to theme to promote self expression, sensitivities towards social issues & current events.

## ***2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?***

- ☐ In the course 007.1 – Self Identity and the Teacher and Art and Drama in Education is focused on understanding the self and developing professional identity as a teacher. It includes a series of workshops and seminars in participatory mode.
- ☐ Each student has to maintain a reflective journal of his own. In addition to that following activities are conducted to make learning student centred.
- ☐ Collaborative Learning – It is organized in the classroom teaching.
- ☐ Extempore Speech
- ☐ Quiz Activity
- ☐ Role Play
- ☐ Making Port-folio
- ☐ Seminar
- ☐ Group Discussion
- ☐ Activities in Science Club.
- ☐ Communicative English Workshop
- ☐ Science Workshop
- ☐ Reflective Journal Writing
- ☐ M.Ed. student teachers do research work and action research on current educational issues.
- ☐ Practicum in the course work of each theory paper is based on self perception regarding the issues which is student centred activity.

## ***3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.***

- Use of ICT in teaching method,



- Constructivist Approach – Teacher educator explore different ways to create effective learning such as
  - ☐ Mind mapping,
  - ☐ Concept Mapping,
  - ☐ Problem Solving
  - ☐ Think-pair and share
  - ☐ Discussion on films
  - ☐ Team teaching etc.

**4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

- ☐ In classroom teaching teacher educators use models of teaching are used according to content area such as content attainment model, Asubeb, Bruner's Enquiry Model, Programmed learning etc. as part of Theory paper Educational Technology.
- ☐ In practice teaching student teachers use different models of teaching in their classroom teaching. It is supervised by the teacher educators and feed back is provided to them.

**5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.**

- ☐ Student teachers use microteaching technique for developing teaching skills. Each student teacher is subjected to develop and deliver 14 micro-teaching lessons in simulated situations in small groups. It is closely monitored by the peers and teacher educators. Plan –re-plan method is applied in this process.
- ☐ List of Teaching Skills:
  - ☐ Skill of Introduction
  - ☐ Skill of Explaining
  - ☐ Skill of Stimulus Variation
  - ☐ Skill of Probing Questions
  - ☐ Skill of Writing on Black-board
  - ☐ Skill of Illustrating with Example.
  - ☐ Skill of Reinforcement

**6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

- ☐ Till the session 2014-15 in One-year B.Ed. Programme, practice teaching was essential part in the curriculum. Each student teacher has to teach 20 lessons per school subject and he has to complete 40 lessons in allotted practice teaching schools.
  - ☐ He was allowed to teach and observe 1 lesson per day in the initial days, then after he is permitted to take two lessons per day. The teacher educator supervises the lesson and put comments on the observation dairy. Prior to the teaching approval of lesson plan by the supervisor was made compulsory.
  - ☐ In two years B.Ed. Programme practice teaching is a part of school internship programme.
  - ☐ First Year – Orientation on Unit and Teaching Plans organized at institute – 10 days
    - o School internship programme – 4 Weeks
- Student teachers observe two teaching periods of the school teachers for a week.

- Practice teaching by the students teachers – Minimum two lessons per day for two weeks which were observed by school teachers, mentors and peers.
- Feed back is given by the mentor, supervising teachers and peers in the observation diary and guide the student teachers accordingly.
- Student teachers write their reflection in their Reflective Diary.
- Second Year – Orientation on Unit and Teaching Plans organized at institute – 10 days
- School internship programme – 16 Weeks
- Practice teaching by the student-teachers – Minimum eight lessons per week and they have report institution and discuss with the mentor on unit plan, teaching plan, reflective diary and any issue which is noticed and clear the doubts. The teaching is observed by school teachers, mentors and peers. Student teachers write their reflection in their Reflective Diary.
- It is evaluated by the supervising school teacher and mentor.

**7. Describe the process of Block Teaching / Internship of students in vogue.**

- First Year – interns would work as a regular teacher on a day to day basis. Preparing and transacting teaching plan in the opted subject. Student teachers participate in all the school activities including planning, teaching and evaluation of school teachers, community and children.
- Internship in school for a minimum duration for 20 weeks for two years programme which is conducted in two phases.
- Phase - 1
- In the first year it is for four weeks of orientation of which is dedicated to classroom observation, two weeks for unit planning and teaching in opted teaching subject and one week for community experience.
- Phase – 2
- Teaching during the second year of school internship would be spread over sixteen weeks spread over secondary and senior secondary level. In the second year interns are expected to be in school for four continuous days of week. Two days in a week dedicated to planning developing materials, reflective journal writing, interacting with faculty at the institute, participating and organizing school activities. Mentors provide feedback on their performance.
- Project – Drawing upon their experiences during school internship, interns are supposed to undertake small classroom based research project in their area of interest. This would enable the interns to acquire basic research skills of systematic observation, documentation and analysis and to use these of reflective teaching and learning. The proposed projects may be in the fields viz. work experience and SUPW, Case Studies, Performance Art] Material Production, Child and School Health, Social Work, Education Community Work, ICT integration, Project in Inclusive Education.
- Programme Implementation Process
- The institution develops an MOU with the participating schools regarding for conducting practice-teaching, practicum, activities related to curriculum and project work.

**8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

□

Yes.

- ☐ In the process of developing the partnership MOU is developed, which made understand to the principals of the school with a representative teacher in a meeting held at this institution before the commencement of the programme.
- ☐ Student teachers visit their respective schools and consult the subject teachers prior to development of teaching plan.
- ☐ The school teachers and mentors observe the teaching of the student teachers and give feed back to them.
- ☐ Evaluation is done by the mentors, school teachers through their principal.

**9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

- ☐ During the orientation programme in the institution, the student teachers are made aware of the differently abled students. With this they prepare themselves to handle with the issues of inclusion in the classroom.
- ☐ In school internship programme they manage diverge learning needs of the students.

**10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

- ☐ Teacher educators use ICT in classroom teaching.
- ☐ They motivate the student teachers to develop and transact lessons with the help of ICT.
- ☐ School principals are advised to facilitate ICT to the student teachers.

## 2.4. Teacher Quality

**1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

- ☐ The plans for practice teaching are developed in the guidance of Supervisor and school subject teachers. They observe the class and give suggestions in the content and classroom transaction procedure to student teachers.
- ☐ The student teachers maintain reflective diary and improve their lessons.

**2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

- ☐ On an average 8 student teachers are allotted per school for practice teaching.
- ☐ Prior to commencement of practice teaching programme, all the principals of the concerning schools are invited to this institution. In the meeting school wise subject teacher requirement of the schools are gathered. It is displayed on the notice board of the institution, and on democratic basis student-teachers opt the school and class for their practice teaching. The allotment of the school is based on the best possible option.

**3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

There are different ways are applied for back in this institution viz.

Written Feedback – In the practice teaching, teacher educators observe the lessons delivered by student teachers and they give feed back on observation notebook. On the basis of the observations they improve their performance.

Feed back given by the peer group also helps in the improvement of teaching capabilities of the student teachers.

Weekly Assessment – Student teachers undergo weekly tests, and they get feed back from the supervisors.

Oral Feedback – Student teachers deliver micro plans for teaching skills development. Teacher educators give feedback. By this way the student teachers enhance their teaching skills.

Tutorial Group- Student teachers do role play, drama, presentation etc. during this programmes feedback is given by the teacher educators. It improves their performance and communication skills.

In the classroom discussion, general feed back to the students is given.

***• How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?***

The two year B.Ed. programme is based on the recommendations by the NCF 2005, NCF TE 2009 and the curriculum structure developed by NCTE.

At present the school subject books are on the basis of constructivism approach. In the B.Ed. classrooms, teaching approaches based on these are being introduced.

At M.Ed. level, student teachers do research and action research based on the needs in the present scenario of the schools and on policies for this.

***• How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?***

- ☐ Under the centrally sponsored programme, subject wise school teachers' orientation is organized.
- ☐ Faculty undergoes the training on Teaching Skills Development, Education Technology, NCF 2005, Innovative Teaching learning methodology, and research methodology etc.
- ☐ Faculty get training on New Education Policy, Teaching learning methodology, science practical skills, school leadership etc. from SCERT, RIE, NUEPA, NCERT.
- ☐ Faculty members have been made caretakers for quality development of the schools. Faculty of this institution is in connection with school teachers, Principals, Cluster Resource Coordinators, Block Education officers and District Education Officers.

***6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)***

- ☐ Teacher educators are facilitated to enhance their professional and academic qualification. They are encouraged to participate and present papers various national and international seminars.
- ☐ The capacity building programmes are organized in the institute for professional development of the faculty viz. computer training, research methodology workshop, research article development workshop, yoga etc.
- ☐ The institute encourages the teacher educators to publish research articles in different research journals.

**7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

- ☐ Faculty members are always motivated by the principal for their academic work. They are encouraged by principal to participate in the workshops, national and international seminars.
- ☐ In government institutions, rewards are provided by the government.

## 2.5. Evaluation Process and Reforms

**1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

Barriers are identified by the institution in the following ways ;

- Classroom teaching
  - Feedback from the students
  - Suggestion box
  - Observation of practice teaching
  - Informal talk with student teachers
  - during workshop
  - at prayer gathering everyday.
  - Tutorial classes
- ☐ The barriers are addressed by the principal of the concerning department deal with the concerning issues and remove that barriers.

**2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?**

- ☐ M.Ed. Assessment
- ☐ For each theory course at least 25 % weightage shall be assigned for continuous internal assessment and 75% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignment, seminar presentations, field attachment appraisal reported. one fourth of the total marks/credits/weightage shall be assigned to practicum, internship, field attachment and dissertation.
- ☐ Examination
- ☐ M.Ed. Examination shall consist of two parts:
  - ☐ FIRST SEMESTER
    - ☐ Part I Theory----375 marks
    - ☐ Part II Practicum/Assignment----125 marks
      - Total --- 500 marks
  - ☐ SECOND SEMESTER
    - ☐ Part I Theory-----375 marks
    - ☐ Part II Practicum/Assignment—150 marks(Int.)
    - ☐ Total----- 525 marks
  - ☐ THIRD SEMESTER
    - ☐ Part I Theory-----225 marks
    - ☐ Part II Practicum/Assignment---200 marks(Int.)
    - ☐ Total-----425 marks

FOURTH SEMESTER

- Part I Theory-----225 marks
  - Part II Practicum/assignment---125 marks(Int.)
    - Dissertation & viva-voce---125
    - Internship Viva --- 75 (Ext.)
    - Total---550 marks
  - Grand Total----Theory +Practicum
  - (I+II+III+IV)---- 1200 +800 =2000
- SEMESTER
- Candidates should pass in each part theory and practicum separately.
  - In order to pass in the theory part-1, a candidates will have to obtained 40% marks in each theory paper in the university examination.
  - In order to pass the part-II practicum a candidates will have to secure min. 40 % marks.
  - Failure to pass at the examination shall not disqualify the candidate from presenting himself/herself at any subsequent semester examination. For the semester in which the candidate has failed or failed to take examination, he/she will be allowed to take examination in the next same odd or even semester examination only, provided new application being forwarded and further fee paid. Such a candidate shall not be required to prosecute a further course of study in the University. This facility can be exercised only once. The marks for dissertation, practical, seminar, and other internal assessment of such candidates shall be carried over to the subsequent examination.
  - Dissertation for M.Ed. shall be submitted latest by 15 days after the last days of the IVsemester examination of the session.
  - A viva –voce examination shall be held on dissertation and internship report.
  - If any student fails in any one of the theory paper or in any one of the practical part she/he can reappear in paper or item in the next examination.
  - The classification and division in university exam (part I+part II) will be as under. FIRST DIVISION—60% and above
    - SECOND DIVISION—48% and above, but less than 60% marks
    - THIRD DIVISION ----40% and above but less than 48%marks
    - FAIL -----Below 40% marks

## CREDIT STRUCTURE FOR M.Ed. COURSE

	Semester					
Course Area	I	II	ISB	III	IV	Credits
Perspectives	P1 & P2 4+4 = 8 CR	P6& P7 4+4 = 8 CR	ISB	P11 = 4 CR	P14 = 4CR	24 CR
Tools	P3 = 4 CR	P8 = 4 CR		P12 = 4 CR		12 CR
Specialization 1 Select any one level and subject pedagogy	P4 ELE/SEC 4 CR	--		--		4 CR
Specialization 2 Select any one group	P5 i, ii, iii, iv = 4 CR	P9 i, ii, iii, iv = 4 CR		P13 i, ii, iii, iv = 4 CR	P15 i, ii, iii, iv = 4 CR	16 CR
Teacher Education Course	--	P10 = 4CR		--	P16 = 4CR	8 CR
Field Work	--	--	Intern 1 = 3 CR		Intern 2 = 3 CR (Viva)	6 CR

Research	--	Diss. 1 = 1 CR(Int.)		Diss. 2 = 1 CR(Int.)	Diss. 3 = 2 CR (Int.)  Diss. 4 (Viva) = 5 CR	9 CR
Development and Yoga	--	--		Yoga = 1CR		1 CR
Credits	20 CR	21 CR	3 CR  14 CR = 17 CR		22 CR	80 CR

**3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

- ☐ Teacher educators evaluate student teachers performance on various levels such as weekly tests, practicum, seminar, tutorials, classroom discussion, school internship programmes etc. Feedback and remedial teaching are given by the teacher educators.

**4. How is ICT used in assessment and evaluation processes?**

- ☐ Video recording of the model lessons are evaluated. Computer bases assignment and practicum are assessed accordingly.

**Criterion 3 –Research, Consultancy and Extension**

**3.1 Promotion of Research**

**1. How does the institution motivate its teachers to take up research in education?**

- ☐ Under the Central Sponsored Scheme every year 10 researches and action researchers are taken in the annual work plan by the institution. Teacher Educators are allotted researches on democratic bases and they do the research. List of previous researches done in the institution is enclosed.
- ☐ State Coordinator RMSA, SSA, SCERT Raipur, British Council etc. sponsored research works on the issues given by them are conducted by the faculty of this institution.

**2. What are the thrust areas of research prioritized by the institution?**

- ☐ The thrust areas of researches are ; Primary, and Secondary Education, Teachers Education, Educational Psychology, RTE, Library, and Innovative practices, Inclusive Education, Girls Education, Evaluation Value Education, Teaching Learning Approaches, Community and Schools, Pedagogy etc.

**3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

- ☐ Yes, The institute encourages the action research. In the year 2014, under the guidance of British Council, 12 of the faculty of this institution have conducted action research.  
Topics of Action Research and major outcomes
1. Developing Awareness about Concept Map among Secondary Level Teacher Trainees. By Dr. B. V. Ramana Rao (Commendation Award by British Council)

Major Outcome- The student teachers are now able to handle the concept map during curriculum transaction and evaluation.

2. Remediation of Conceptual Errors in Measurement and handling of measurement tools. By Smt. S. Usha Mani.

Major Outcome- Participating science teachers are now able to handle with measuring tools.

3. Evaluating the Effectiveness of Remedial Programme in Mathematics Teaching for class 6 students. Mrs. Neela Choudhary

Major Outcomes – Mathematical errors of the students were rectified.

4. Improvement in Teaching of English Grammar through Peer Presentation. Mrs. Reema Sharma (Awarded by British Council)

Major Outcomes- Student learnt English Grammar through peer learning.

5. Developing Writing Skills among Teacher Trainees through reflective writing. Mr. Shivaji Kushwaha (Awarded by British Council)

Major Outcomes- Reflective Writing Skills were developed.

6. Effectiveness of an Awareness Programme on Ill Effects of Mobile and its use among Hr. Sec. Students. Dr Rajni Yadav (Awarded by British Council)

Major Out Comes- Students are now aware of the ill effects of mobile. List Enclosed.

- ☐ In addition to that under Central Sponsored Scheme, faculty of this institution conducts action research every year and it is an essential activity in the M.Ed. Programme. All the student-teachers do action research.
- ☐ Remarkable achievements include, Concept Map, Science instruments handling, mathematics teaching, Intelligent use of mobile, Diary writing in English Teaching etc.

**4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

- ☐ The institution organizes college level seminars 2-3 in number every year. Seminars

Sr.	Seminar held at this Institution	Participants	Dates
1	BalShram Samasya of Chetana	Teacher Educators, and Student Teachers	21.11.2013
2	Nari Shashaktikaran Chunoutiyan	Teacher Educators, and Student Teachers	30.12.2013
3	Jeewan Koushal Evam Shiksha	Teacher Educators, and Student Teachers	30.12.2014
4.	Swami Vivekanand ji ke Vichar	Teacher Educators, and Student Teachers	22.01.2015
5.	Samaveshi Shiksha Ka Vikas	Teacher Educators, and Student Teachers	25.11.2015
6.	Adhunik Bharat men Bachpan	Teacher Educators, and Student Teachers	28.11.15
7.	Kashagat Vividhta Evam Seekhna	Teacher Educators, and Student Teachers	28.11.15
8.	Career Guidance	Teacher Educators, and Student Teachers	30.11.15



9.	ICT in Teacher Education	Teacher Educators, and Student Teachers	02.12.15
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Organised by the institution :

- ☐ Subject wise Training :
- ☐ (Content Based – Training programme) – Physics, Chemistry, Geography, Math, History, English)
- ☐ Trainees: Hr. Secondary Teachers.
- ☐ Outcome :Teachers learnt about use of multimedia in classroom teaching, pedagogy understanding the NCF 2005 and its implementation in classroom teaching.
- ☐ Evaluation process – workshop.
- ☐ Trainees: Hr. Secondary Teachers.
- ☐ Outcome :Teachers were able to learn about the preparation of Blue Print and achievement test. Teachers prepared objective base Achievement Test.
- ☐ Jeevan Vidya Shivar – 7 days orientation.
- ☐ Trainees: Faculty member, B.Ed., M.Ed. Students.
- ☐ Outcome :Learnt about values Education.
- ☐ Science / Arts content Based Training programme.
- ☐ Trainees: Hr. Secondary Teachers.
- ☐ Outcome :Teachers were able to learn about –
- ☐ How to prepare students for competitive exams PMT, PET etc.
- ☐ Career guidance.
- ☐ Language orientation programme (2013)
- ☐ Trainees: Upper Primary Teachers.
- ☐ Outcome : Teachers learnt about language skills and its use in classroom communication skill.
- ☐ English Language Club – orientation programme (2013)
- ☐ Trainers : High School & Upper Primary teachers.
- ☐ Outcome :Teachers prepared language club calendar for a year and they understand how to run language club and what activities are to be done to run the club. They prepared collages to motivate activities in language clubs.

Training Programme Attended by the staff :

- ☐ Faculty members of the institution attended many in-service training programmes/ workshop in various National & Regional level institutions.

Sl.No.	Programmes	No of Teachers	Institutions
1	Action Research workshop	10	SCERT, RIE, IASE
2	Research methodology workshop	10	SCERT, RIE, IASE
3	Computer Training	20	SCERT, IASE
4	Leadership Programme	05	SCERT
5	NCF- 2005- Curricular development programme	10	SCERT, IASE
6	NCFTE- 2009- curriculum development programme	25	SCERT, IASE
7	Edusat	10	SCERT, IASE
8	Seven Habits of most effective people workshop	20	SCERT, IASE

9	Jeevan Vidyashivir	30	SCERT, IASE,
10	Art Education	--	CCERT
11	Personality development	30	SCERT, RIE
12	English language training British Council workshops	05	ELTI Bhopal, CIEL Hyderabad
13	Blue Print – Evaluations	20	SCERT, IASE
14	Teacher Training through tele- conferencing	02	SCERT
15	Diploma in Educational planning management Administration	01	NUEPA
16	Text Book writing	01	SCERY

- Training provided to the staff : Training for Better & effective understanding of subjects (2011)
- Trainee: Faculty member
- Outcome : Teachers prepared Teachers manual.
- Research methods – Training Programme (2011, 12, 13)
- Trainee: Faculty member, DIETS faculty Hr. Sec. Teachers
- Outcome : Teachers were able to select educational problems and they learnt about – Research Methodology, they can select thrust area of Educational problems. Minor research and Action Research done by faculty members.
- Capacity Building Programme for faculty Member and DIETS faculty in Evaluation Tools & Evaluation process (2011)
- Trainee: Faculty member, DIETs faculty.
- Outcome : Teachers were able to understand the process of CCE, case study cumulative Records, and different Evaluation methods etc.

#### **Maths Lab – Workshop (2012)**

- Trainee: High School & Hr. Secondary Teacher and faculty members of IASE.
- Outcome : Teachers were updated for the uses of maths lab. They were trained for the preparation of TLM in Mathematics.
- Capacity Building of Teacher Educators in Teaching skill (2013) :
- Trainee : Teachers educators from college of education, DIETS Microteaching & its application.
- Outcome : Teachers educators are trained in micro teaching skill and they learnt about. The use of teaching skill & in classroom teaching.
- v) Capacity Building of Teacher educators in Educational Technology (2013) :
- Outcome : Teachers educators were able to understand and implement Educational Technology in classroom teaching.
- Computer Training for Teacher Educators (2011, 2012, 2013) :
- Outcome : Teachers educators learnt how to use computer in classroom teaching, they were gives Basic fundamental knowledge of handling the device.
- Curriculum Development NCFTE – 2009 Workshop (2013) :
- Participant: Teacher Educators.
- Outcome : Teachers Educators learnt about the NCFTE – 2009 Recommendations and changes necessary for the improvising Teacher Education.
- ALM Lesson plan Development Workshop (2014) (three days)
- Outcome : The student teachers learnt lesson plan development through ALM
- English Communication Skill Development (2015) (7 days)

□ Outcome : Student teachers are now able to read and write in English.

Seminars Participated by the Faculty

Sr.	Faculty	Topic	Conference held at	dates
1.	Dr. Nishi Bhambri	Connecting Classrooms	British Council New Delhi	3-4 Dec. 2014
		Leadership of Administrators	SCERT, Raipur	12-14 Jan 2014
		Land Use Change, Bi-diversity and sustainable resource management	CMD P/G. College, Bilaspur	07-09 Oct 2010
			Total 12	
2	Mrs. Nalini Pandey	Women Administrative Workshop	NUEPA New Delhi	07-10 Oct. 2015
		Leadership of Administrators	SCERT, Raipur	12-14 Jan 2014
			Total 8	
3.	Mr. Shivaji Kushwaha	Developing Writing Skills among Teacher Trainees through reflective writing.	British Council New Delhi	3-4 Dec. 2014
			Total 15	
4.	Dr. B. V. Ramana Rao	Quality Enhancement in Education through Technology	Pt.Harishankar Shukla Memorial College, Raipur	19-20 Dec. 2014
		Paradigms in Teacher Education	Sri Balaji Teacher Training College, Jaipur	8-9 March 2014
		Women Empowerment in Chhattisgarh	Rajasthan Mahila Teachers Training College, Udiapur	04-05 Feb 2012
			Total no. 20	
5.	Dr. Sanjay Ayade	Water Resource Development and conservation	Govt. Bilasa Girls College, Bilaspur	07-08 Jan 2011
		Environment, Ecology and Remote Sensing	Govt. D. K. Post Graduate College, Baloudabazae	11-12 Feb 2011
		Role ICT in Teacher Education	RIE, Bhopal	21-24-Dec. 2012
			Total No. 17	
6	Dr. A. K. Poddar	Economic Empowerment of	Vidyashri M.M. College of Education,	08-09 March

		women through Education	Ahmedabad	2011
		Women Empowerment and Education	Rajasthan Mahila Teachers Training College, Udiapur	04-05 Feb 2012
		Essential tools of Effective Communication	Saraswathi Mahavidyalaya, Bhilai	19-20 Dec. 2012
			Total No. 17	
7.	Mrs. Preeti Tiwari	Study of Effectiveness SES of Occupations of the students	D.P.Vipra College of Education	2011
		Role of Art & Heritage Artifice for development Values among the students	Indira Kala Sangeet Vishwavidyalaya, Khairagarh	2012
		Human Rights & Education	Rajiv Gandhi Education College, Bhopal	2013
			Total No 7	
8.	Mrs. Neela Choudhary	Communication Barriers and Learning Experiences	IASE, Bilaspur	2011
		Rangmanch Shikha men Abhivayakti ka madhyam	Pt.Harishankar Shukla Memorial College, Raipur	19-20 Dec. 2014
		Jeevan Jeene ki kala ke ayam	D.P.Vipra College of Education	2011
			Total - 3	
9.	Dr. Rajni Yadav	Teaching Methods and Learning styles	IASE, Bilaspur	2011
		Need of Counseling	D.P.Vipra College of Education	2011
			Total 2	
10.	Mrs. Rama Kanti Sahu	Community Participation for school development	IASE, Bilaspur	2011
11.	Dr. Kshama Tripathi	Naveen Shaikshik Samasyayen Karan	Govt. Dr. Indrajeet Sing College Akaltara	17-18 Sept. 2010

		Evam Prabhav		
		Vartaman yug men Sampreshan ka Mahatva	Swami Swaroopanand Saraswati Mahavidyalaya, HUDCO, Bhilai	19-20 Dec. 2012
			Total 09	
12.	Dr. Ulhas Ware	Role of Teacher in Education	Pt. Ravishankar Shukla University Raipur	2-4 Jan. 2014
		Towards Educating Young India	Mahatma Mandir, Gandhi Nagar, Gujarat	10-11 Jan 2014
			Total No 4	
13.	Mrs. S. Ushamani	Science Education	SCERT, Raipur	27-28 Feb 2015
			Total No. 1	

Training Programmes Attended by the Staff

Sl. No.	Programmes	No of Teachers	Institutions
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2	Research methodology workshop	10	SCERT, RIE, IASE
3	Computer Training	20	SCERT, IASE
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7	Edusat	10	SCERT, IASE
8	Seven Habits of most effective people workshop	20	SCERT, IASE
9	Jeevan Vidyashivir	30	SCERT, IASE,
10	Art Education	--	CCERT
11	Personality development	30	SCERT, RIE
12	English language training  British Council workshops	05	ELTI Bhopal, CIEL Hyderabad
13	Blue Print – Evaluations	20	SCERT, IASE

14	Teacher Training through tele confrencing	02	SCERT
15	Diploma in Educational planning management Administration	01	NUEPA

### 3.2 Research and Publication Output

**1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

- ☐ Under the category of instructional material, training modules on various subjects have been developed by the faculty of the institution.
- ☐ Microteaching Skills Manual
- ☐ Samajh – Chemistry, Economics, Geography, English, Manual
- ☐ Pahal - Life Skills Education Manual
- ☐ English Learning through Games Manual
- ☐ ALM Manual
- ☐ Career Guidance Manual
- ☐ Maths Lab Manual
- ☐ ICT Manual
- ☐ Functioning of DIETs in Chhattisgarh Manual
- ☐ Teaching Aids Development workshop is an essential activity for B.Ed. student teachers. They develop Teaching Aids in groups every year.

#### INNOVATIONS

Sl. No.	Topic	Innovation
1	Project related to promotion of innovation in education through community participation and resource management	Smt. Deepali Rai, IASE, Bilaspur. Mr.. Koushal Pd. Rao DIET, Pendra
2	Role of project work in activating the science class at high School level	Smt. Seema Chaturvedi H.M. Govt. Middle School Darri
3	Effect of multimedia in Classroom teaching	Smt. Sudeshna Verma, Lict, G.H.S.S. Bilaspur Smt. S. Ushamani, Asst. Prof. IASE, Bilaspur
4	Ascertaining awareness in the community and students by participation through environmental, scientific, cultural & literary activities in students.	Mr. Sunil Kumar Patel GMS Kodtarai Dharamjaigarh
5	Provoking Scientific attitude in children through entertainment, games, science games and awareness of prevalent superstitions in the society.	Mr. Bhagwan prasad Patel G.P.S. Boria Dharamjaigarh
6	Using innovative scientific techniques for awareness in students and the community.	Mr. Lingraj Patel GMS Lenghra Baramkela
7	The learning ladder from the environment to the school.	Smt. Preeti Tiwari Smt. Neela Choudhary, Lect. IASE, Bilaspur
8	Development of the Art of Living	Dr. N. Bhambri (Prof. IASE Bilaspur) Mrs. Preeti Tiwari, Lect. Mrs. Neela Choudhary, Lect.
9	Curriculum for the pre-primary schools with respect Art, Literature, folk culture	Mrs. Chhaya Sharma (AP) IASE Bilaspur
10	Self oriented learning process to simplify concepts in physics	Mrs. S. Ushamani (A.P.) IASE, Bilaspur

**2. Give details on facilitates available with the institution for developing instructional materials?**

- ☐ Well experienced and learned faculty of this institution is capable of developing instructional materials as per the requirement for the teaching of various school subjects.
- ☐ Materials resources are made available to the students as per the requirement.

**3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

- ☐ The faculty of the institution uses computers while teaching in their classes. They prefer to deal with ppt, video lessons, OHP, EDUSAT etc.
- ☐ Mrs. Preeti Tiwari developed 6 video lessons for class IX, Biology.
- ☐ Mrs. Neela Choudhary has developed remedial teaching video lessons for class IV Mathematics.
- ☐ Dr. Sanjay Ayade – Video lesson on Communication Skills and English Teaching.
- ☐ Mr. Shivaji Kushwaha – English Video Lessons inservice Teachers training,
- ☐ Mrs. S. Ushamani- Physics instruments and its use,
- ☐ Mrs. Reema Sharma – English Language Games video lessons.

**4. Give details on various training programs and/or workshops on material development (both instructional and other materials)**

- ☐ Under the Central Sponsored Scheme, the faculty organizes workshops on various aspects.
- (a) Faculty participated in the workshops at SCERT Raipur, NCERT, NUEPA, RIE Bhopal, etc are given the personal profile.
- (b) Computer Education, NCE 2005, NCF-TE 2009, RTE, New Education Policy 2015. Pls refer Ans. 3.1.4

**5. List the journals in which the faculty members have published papers in the last five years.**

List of the journals in which faculty members have published papers:

Sl.No.	List of Journals	ISSN No.	No. of Articles of faculty member
1	Research Link Indore	0973-1628	15
2	Research Digest	0973-6387	20
3	An International Research Journal of Higher education.	0973-6352	12
4	Edusearch	0976-1160	10
5	Teacher Education in Chhattisgarh Journal of All India Association for Educational Research	--	01
6	Auditory comprehension in ESL	--	01
7	Journal of Educational psychology Anthropology ISCA	--	01
8	Shodh Upakram	0976-7894	01
9	Modern Educational Research in India	09740554	01

10	Shodh Prakalp	0976459	02
11	Lab to Land	0975282	02
12	Shiksha Mitra	09776-3406	01
13	Educational waves a national Research journal	0975-8771	01
14	Educational Research	0978-93-313-1729-2	01
15	International Journal of Education for Human Service ISSN	09761128	01
16	Shodh Pratibha	2349-8927	25

**6. Give details of the awards, honors and patents received by the faculty members in last five years.**

- ☐ Dr. Nishi Bhambri – British Council – Action Research Mentor
- ☐ Dr. B. V. Ramana Rao - Commendation Award by British Council for Action Research –
- ☐ Dr. Rajni Yadav - Award by British Council for Action Research -
- ☐ Mr. Shivaji Kushwaha - Award by British Council for Action Research
- ☐ Mrs. Neela Choudhry - Award by British Council for Action Research
- ☐ Mrs. Reema Sharma- Award by British Council for Action Research

**7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

- ☐ Study on Reading Habits of Teachers.
  - ☐ Analytical Study of Library Effectiveness with reference to the students' reading habits at secondary level.
  - ☐ Study of the benefits of the training and support provided by the BRCs to CRCs and teachers at BRC level.
  - ☐ Creating awareness in B.Ed. trainees about the successful use of School Library.
- Total 30

### 3.3 Consultancy

**1. Did the institution provide consultancy services in last five years? If yes, give details.**

- ☐ This institution has come up with an MOU with the practice teaching schools with an aim to provide academic support and research.
- ☐ The institution has taken care of 10 schools in the city Bilaspur for its all round development.
- ☐ An MOU has been established between Chief Personal Officer, South East Central Railway, Bilaspur and the institution for conducting teacher training on all on school subjects and its pedagogy.
- ☐ Faculty of this institution provides extension lectures in various teacher training institutions and schools.

Sr.	Faculty	Extension Lecture
1.	Dr. Nishi Bhabri	Govt. Bilasa Girls PG College, Bilaspur



2.	Mr. Shivaji Kushwaha	Kendriya Vidyalaya, Bilaspur
3.	Mrs. Preeti Tiwari	Kendriya Vidyalaya, Bilaspur
4.	Mrs. Reema Sharma	Kendriya Vidyalaya, Bilaspur
5.	Mrs. Neela Choudhary	SECR Hr. Sec. School, Bilaspur (Eng. Med.)
6.	Dr. A. K. Poddar	Dr. C. V. Raman University
7.	Dr. Sanjay M. Ayade	SCERT, Raipur
8.	Mrs. S. Usha Mani	DAV Public School, Bilaspur
9.	Mrs. Nalini Pandey	Bilaspur University, Bilaspur
10.	Dr. Rajni Yadav	SECR Hr. Sec. School, Bilaspur (Eng. Med.)
11.	Dr. Kshama Tripathi	SECR Hr. Sec. School, Bilaspur (Eng. Med.)
12.	Dr. Ranjana Charturvedi	SECR Hr. Sec. School, Bilaspur (Eng. Med.)

**2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.**

Sr.	Faculty	Competency
1.	Dr. Nishi Bhabri	Administration, Education Psychology
2.	Mr. Shivaji Kushwaha	Communication Skills, English Language Teaching
3.	Mrs. Preeti Tiwari	ICT, Science Teaching
4.	Mrs. Reema Sharma	ICT, English Teaching
5.	Mrs. Neela Choudhary	ICT, Mathematics Teaching
6.	Dr. A. K. Poddar	Educational Psychology
7.	Dr. Sanjay M. Ayade	ICT, Communication Skills,
8.	Mrs. S. Usha Mani	Physics Teaching & Pedagogy
9.	Mrs. Nalini Pandey	Philosophy & Curriculum Development
10.	Dr. Rajni Yadav	Media and Education

As subject experts the faculty are providing services to various institutions and universities. Guru Ghasidas University, Pt. Ravishankar Shukla University, Dr. C. V. Raman University and Bilaspur University.

3 of the faculty members of this institution were the team members of Mr. S. Satyam, High Powered Commission appointed by the Supreme Court of India (Justice Verma Commission) to inspect D.Ed. Colleges in Maharashtra.

**3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

- ☐ The consultancy services are done on honorary basis. Being a government institution the faculty is not supposed to receive any financial support from out sources.

**4. How does the institution use the revenue generated through consultancy?**

- ☐ Not applicable as per the response on above mentioned information.

**3.4 Extension Activities**

**1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

- ☐ The student-teachers of this institution motivates parents and students for punctuality and regularity in schools. Village camps are organized by this institution every year and all the student-teachers in groups visit villages and organizes awareness programmes on health and hygiene, swachhata abhiyan, saksharta abhiyan, girls education, beti-bachao etc in partnership with GOs and NGOs like Matruchaya, Sevabharti, Balika Ashram, Vivekanand Kendra, Nature Club etc.

**2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**

- ☐ Local cultural groups train the student teachers in origami, drawing, embroidery, painting, folk dance and culture and terrakota art etc. The community awards the best performance in the university examinations.
- ☐ The faculty of this institution visits 10 schools and its community and motivates it for the active participation.
- ☐ One week in school experience programme is allotted for the community participation. The institution has selected 5 villages for the community work.

**3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

- ☐ The institution has planned to come in MOUs with the NGOs for the community development programmes.
- ☐ Matruchaya, Sevabharti, Balika Ashram, Vivekanand Kendra Kanya Kumari, Red Cross Society etc.
- ☐ The institution has selected 5 villages for the community work.
- ☐ Orientation and adoption of the best practices of the NGO's to the student teachers shall be organized.
- ☐ The student teacher of this institution are divided in 5 groups. They will visit 5 surrounding villages for a week. They survey of the villagers will be done. On the basis of the survey needs and problems of the villagers will be identified. Such problems shall be addressed to the concerning departments of the government.

**4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**

- ☐ Literacy Survey, Swachata Abhiyan, Health Awareness, Case Study, Environmental Awareness etc.

**5. How does the institution develop social and citizenship values and skills among its students?**

- ☐ Community prayers, thought of the day programmes, workshops on life skill development, oral history writing, cultural activities, drama etc. are organized.
- ☐ The course 007.1 Self Identity provides opportunities through workshops and seminars ; to study issue of identity, interpersonal relation, adult-child gaps and social

constructs. Schools as sites of struggle and stride, understanding and practicing Yoga Education, Developing Social Sensitivity etc.

### 3.5 collaborations

**1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

- ☐ Franklin Covey India Ltd. – 7 habits of Highly Effective People – teachers training through SCERT.
- ☐ Resource persons training and Teacher's training on personality development of the stakeholders has been conducted by this institution.
- ☐ Azim Premji Foundation Bangalore- Extension lectures were organized.
- ☐ Extension Lectures organised
- ☐ Abhyuday Sanshthan – Achoti - Jeevan Vidya – 10 days - Value based education is being provided to the student-teachers.
- ☐ NUEPA – School Leadership Programme being organized. Secondary School Principals training on leadership was organized.
- ☐ Bilaspur University, Bilaspur – Curriculum development, Examination, affiliation.
- ☐ RIE- New Education Policy - Inputs for the development of New Education Policy have been given in workshops organized for that.

**2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

- ☐ British Council – Action research orientation programme has been conducted and awarded by it for the best practices in teacher education.
- ☐ USAID – Arizona State University USA, One of the faculty members of this institution completed 3 months course on Importance Indian Teacher Educators in Teacher Education. Benefits –New trends in Education, Research and Innovation, Philosophical and Psychological aspects of Teachers and Students.

**3. How did the linkages if any contribute to the following?**

- ☐ **Curriculum Development** - The principal of this institution is the Dean of the Department of Education and the faculty of this institution are in Board of Studies in Education. A team of the faculty of this institution has developed B.Ed. and M.Ed. curriculum for the university.
- ☐ **Teaching** - Subject Experts from SCERT, and local Universities are invited for teaching.
- ☐ **Training** - The institution is in collaboration with SCERT, RIE Bhopal, NUEPA, NCERT etc. for updating in teacher education and capacity building.
- ☐ **Practice Teaching** – The institution has developed MOU with 20 Govt. Hr. Sec. Schools of Bilaspur district for Practice Teaching.
- ☐ **Research** - The institution is in collaboration with state RMSA, SSA, SCERT, RIE Bhopal, NUEPA, NCERT etc. for Research.
- ☐ **Consultancy** - The institution provides consultancy services to SEC Railway Schools, Kendriya Vidyalaya Bilaspur, Navodaya Vidyalaya Masturi, 7 DIETs of North Chhattisgarh.
- ☐ **Extension** - All the training programmes are organized by the collaboration of state SCERT, Raipur, Centrally Sponsored Scheme

- ☐ **Publication** - The institution and its faculty publishes 4 research journals of its own. In addition to that, a half yearly news letter and yearly college magazine and hand-made science magazine are published annually.
- ☐ **Student Placement** – sixty percent students of this institution are government regular teachers. Rest of the fresh students are absorbed in the local private schools and in government services in pachanyat department.

**4. What are the linkages of the institution with the school sector? (Institute-school-community networking)**

- ☐ Faculty of the institution monitors the DIETs and schools for its quality enhancement and onsite support.
- ☐ The institution provides support by inservice training programmes to the school principals, faculty of DIETs, and school teachers viz. teaching learning process, teaching learning material development, content based training, value education, ICT training , NCF training and teachers manuals etc.
- ☐ In the school experience programme, faculty and the student-teachers together work for schools and community.

**5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.**

- ☐ The mentors who are the faculty of this institution actively engaged in schools with teachers and in collaboration with them practice teaching is organized. They guide the student teachers and give feedback to them.

**6. How does the faculty collaborate with school and other college or university faculty?**

- ☐ The Dean and members of Board of Studies of the Department of Education of Bilaspur University, Bilaspur are from this institution.
- ☐ This institution provides guidance and orientation of B.Ed. and M.Ed. programmes to the affiliated colleges of Bilaspur University.
- ☐ The faculty of this institution serves as subject experts in education for universities like, Guru Ghasidas University, Pt. Ravishankar Shukla University, Dr. C. V. Raman University and Bilaspur University.

**3.6. Best Practices in the research Consultancy and Extension**

**1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

- ☐ Topics of the M.Ed. level researches are discussed in large group with faculty and members of SCERT and are finalized for research.
- ☐ Topics of researches done by the faculty are approved by SCERT. State RMSA and SSA and other organizations provide topics for research.
- ☐ Topics of the research at the institution level are selected on the contemporary problems related to school education.
- ☐ Need analysis is done for planning of future training programmes.
- ☐ Feedback from the participant teachers are obtained for the improvement of the training programmes.
- ☐ The faculty and student teachers visit the community and aware for the quality social life.

**2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

- Developing Awareness about Concept Map among Secondary Level Teacher Trainees. By Dr. B. V. Ramana Rao (Commendation Award by British Council)  
Major Outcome- The student teachers are now able to handle the concept map during curriculum transaction and evaluation.
- Remediation of Conceptual Errors in Measurement and handling of measurement tools. By Smt. S. Usha Mani.
- Major Outcome- Participating science teachers are now able to handle with measuring tools.
- Evaluating the Effectiveness of Remedial Programme in Mathematics Teaching for class 6 students. Mrs. Neela Choudhary
- Major Outcomes – Mathematical errors of the students were rectified.
- Improvement in Teaching of English Grammar through Peer Presentation. Mrs. Reema Sharma (Awarded by British Council)
- Major Outcomes- Student learnt English Grammar through peer learning.
- Developing Writing Skills among Teacher Trainees through reflective writing. Mr. Shivaji Kushwaha (Awarded by British Council)
- Major Outcomes- Reflective Writing Skills were developed.
- Effectiveness of an Awareness Programme on Ill Effects of Mobile and its use among Hr. Sec. Students. Dr Rajni Yadav (Awarded by British Council)
- Major Out Comes- Students are now aware of the ill effects of mobile. List Enclosed.
- In addition to that under Central Sponsored Scheme, faculty of this institution conducts action research every year and it is an essential activity in the M.Ed. Programme. All the student-teachers do action research.
- Remarkable achievements include, Concept Map, Science instruments handling, mathematics teaching, Intelligent use of mobile, Diary writing in English Teaching etc.
- Our institution has always tried to make teaching learning interesting and effective, various materials have been developed by our institution which has developed in making teaching & training effective.
- Title of the practice/ material developments.
- The institute developed and brought out Teachers manual on all subjects for better & effective understanding. They are :-
  - Rasayan ki Samajh
  - Bhautik ki Samajh
  - Vanijya ki samajh
  - Angrczi ki Samajh
  - Arthashatra ki Samajh
  - Ganit ki Samajh
- All these manuals were developed in (2009-10) by the teachers & subject experts at the institute.
- The need of these kinds of manual was being felt while learning the theory part of these subjects. It was felt that subjects should be taught in real life situation so that the students can relate themselves with the subject and a concept is developed.
- The objective of this materials development was to develop an understanding in teachers to relate the subject with environment and teach the subject in an easy way. Teachers were also trained to relate the subject with daily life and quote examples term real life situation while teaching.
- The material developed is successfully being used by M.Ed., B.Ed. and teacher trainers to teach the subject.
- Institute has also done various jobs in the field of innovation teaching.
- Parivesh se shala tak Seekne ke Seedhi this material was also developed by Teacher and trainees of the college. It emphasized on finding out the innovative ways of teaching methods where children could be taught by using various shapes, pattern, pictures etc.

- **Sample** : Simple and easy active learning methods were developed teachers can now use the environment as a tool to teach various subjects.
- D.Ed. Curriculum teachers manual.
- The objectives of this preparation was to find out the views at DIET faculty and D.Ed. Students towards main concepts of curriculum.
- The D.Ed. Students presented their views on the curriculum
- Maths lab manual (2011-12) Teachers at high schools, higher secondary and College facilitating prepared their manual.
- The objectives were to identify the difficult concepts of maths and make maths teaching earlier and practical.
- The objectives were fulfilled as difficult concepts were made easy through TLM Maths kit was developed and teachers were trained to use the kit in schools.
- Development of life skills (Jeevan Jeene ke kala) (2011-12) educational innovation. Prepared by college staff.
- The objectives of this innovation was to inculcate moral values in students to prepare studies for problem solving and handling difficult situation.
- Children loved the presentation of “Pahal” and were motivated by it.
- Micro Teaching skills manual :
- Prepared by College Staff and subject experts. The main objective was to train teacher educators for effective classroom teachers with the help of techniques at micro teaching. Teacher educators were benefited by it.
- Educational Technology modules :
- Prepared by College staff and subject experts.
- The objectives was to develop new learning experts strategies in Teaching learning process to introduce use of ICT multimedia in teacher training programmes.
- Module for Aaganbadi based on art and folk literature prepared by the staff of college and subject experts.
- The objectives was to teach children through songs, dances pictures at pre - primary level.

#### IV Infrastructure & Learning Resources

***1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.***

- Yes, the institution has infrastructure as per the norms of NCTE. The total campus area is 4.71 acres. Built up area including hostel is about 5801 sqm.
- No. of classrooms is 12 in the double storied building, well equipped library, 1 auditorium, Computer Lab with broadband & wi-fi, Psychology lab with tools, Science Lab with equipments, English Language Lab with equipments, Music Room, EDUSAT room. Craft and common room, sports room, Principal room, office room, staffroom, 6 toilets, overhead tank for water storage, drinking water with cooler and aquaguard, playground for sports and outdoor games, facility available for indoor games. Girls and boys hostel with all amicable facilities, two gardens, ramps etc. parking facility for cars and cycles.
- Residential quarters for staff.
- The institution has demanded for construction of additional 6 classrooms, 1 Smart Class and 4 toilets to appropriate authorities.

***2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?***

- ☐ The institution gathers the information regarding the infrastructural facilities from the students and faculty, then a proposal is sent to Dept. of Public Works for design and estimate. Then it is forwarded to the government through proper channel.

**3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.**

- ☐ A multipurpose hall 240 sqm is available for indoor games and cultural activities. A playground for area 800 sqm is available for outdoor games, PT., Craft Room of area 23 sqm is available.

**4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

- ☐ The institution shares with IGNOU, Pt. Sundarlal Sharma Open university, District Centre for English, and inservice training. The programmes and workshops of other universities and inservice trainings are organized in the vacation periods, and during the sessions as per the availability of the classrooms and teachers.

**5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

- ☐ Facilities like 24x7 water supply, well equipped washrooms for s/he, restroom for women, district hospital in the vicinity, canteen etc. are available to ensure the health and hygiene.

**6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

- ☐ Yes. There is hostel facility for boys (100 seats), and girls (25 seats). In the hostels, there are halls, kitchen, drinking water facility, recreation room, dining hall, computer and Television. Health kits are available and district hospital is very close to the hostel.

**4.2. Maintenance of Infrastructure**

**1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

- ☐ The government building and of this institution is maintained by state PWD as per the allocation of yearly budget sanctioned by state government. Expenditure on other heads are met by the budget allocation from central sponsored scheme and European Commission fund.
- ☐ Year 2014-15 Rs. 53,05,000.00
- ☐ Year 2013-14 Rs. 4,50,000.00
- ☐ Year 2012-13 Rs. 5,00,000.00
- ☐ Annexure. Budget allocation and Expenditure.

**2. How does the institution plan and ensure that the available infrastructure is optimally utilized?**

- ☐ The institution caters and makes available classrooms for B.Ed, M.Ed. regular classes and other teaching learning activities, inservice training programmes by ensuring the

optimal utilization of the available facilities. It is monitored by IQAC team of this institution.

**3. How does the institution consider the environmental issues associated with the infrastructure?**

- ☐ The institution is made plastic free campus. Greenery and gardens are maintained. Healthy sanitation and fresh, airy classrooms with appropriate lighting facilities are available.

**4.3 Library as Learning Resource**

**1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

- ☐ A government teacher with library-handling training from SCERT Raipur, and RIE Bhopal is working as librarian in this institution. One support staff is made available to help him.

**2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

<input type="checkbox"/> No. of Text Books	-	25,140
<input type="checkbox"/> No. of Reference Books	-	1,800
<input type="checkbox"/> Total no. of Books	-	26,940
<input type="checkbox"/> Magazines	-	5
<input type="checkbox"/> News Papers	-	6
<input type="checkbox"/> Indian Journals Subscribed	-	15
<input type="checkbox"/> Foreign Journals Subscribed	-	Nil
<input type="checkbox"/> Peer reviewed Journals	-	6
<input type="checkbox"/> (g) Back volumes of the journal	-	150
<input type="checkbox"/> (h) E-Information Resources	-	
<input type="checkbox"/> Online Journal	-	5 in process through NCERT
<input type="checkbox"/> CD/DVD	-	20
<input type="checkbox"/> Video cassettes	-	---
<input type="checkbox"/> Data Base	-	---
<input type="checkbox"/> Audio Cassettes	-	---
<input type="checkbox"/> No. of Computers	-	3
<input type="checkbox"/> Photo Copy Machine	-	1
<input type="checkbox"/> Printer	-	1
<input type="checkbox"/> Scanner	-	1

**3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.**

- ☐ Yes, The library committee of this institution reviews the available resources of library regularly and demands requirements of the new titles and journals from the faculty and student teachers. The process of purchasing is done accordingly.
- ☐ The library Committee is composed of;
- ☐ Principal – Dr. Nishi Bhambri



- ☐ Librarian – Mr. Pramod Dutt Shukla
- ☐ Faculty - Dr. Arun Kumar Poddar  
- Mr. Dushyant Chaturvedi

**4. Is your library computerized? If yes, give details.**

- ☐ Library Management system is being established. Shortly it is going to convert into e-library.

**5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

- ☐ Yes. The institution library has computers, internet and reprographic facilities. Students and faculty have an access to them.

**6. Does the institution make use of Infflibnet/Delnet/IUC facilities? If yes, give details.**

- ☐ The institution is in the process of developing infliibnet.

**7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

- ☐ Working days of library - 280 days in the academic days (all the working days)
- ☐ 7 hours/day

**8. How do the staff and students come to know of the new arrivals?**

- ☐ New arrivals are displayed on the display board with special room provided for it.

**9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

- ☐ The books of the library are issued when they are needed. The student teachers are allowed to utilize the books till their examinations.

**10. What are the special facilities offered by the library to the visually and physically challenged persons?**

- ☐ The library is situated in the ground floor and sitting arrangements are made as per the requirement of the differently abled student-teachers.

#### 4.4 ICT as learning resource

**1. Give details of ICT facilities available in the institution ( Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

- ☐ Institution has ICT facilities in sufficient number like
- ☐ Computer Lab,
- ☐ Overhead Projectors
- ☐ Internet Connectivity,
- ☐ LCD Projector

- ☐ DVD player, Video camera,
- ☐ Cordless Mic
- ☐ The faculty uses the all these equipments in their classroom teaching and in workshops and seminars.

**2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included**

- ☐ The student teachers learn basic Computer Skills, MS Word, use of internet, e-mail, downloading of the content related issues.
- ☐ 'Enriching Learning through ICT', is an obligatory course for B.Ed. student teachers which they undergo in the second year of their programme. At M.Ed. level 'Emerging Technology in Education and Communication Technology' is an elective paper. All the M.Ed. students undergo a computer skill training for data analysis.

**3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

- ☐ Teacher Educators use ppt's in their transactional process. Interactive board is available for the teacher educators which they use in their teaching. LCD projectors, internet and OHP's are fixed in the classrooms for the use of the teacher educators.

**4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)**

- ☐ The student teachers use LCD projectors and computers for delivering their lessons, OHP' and transparencies are also used by them.

#### 4.5. Other Facilities

**1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

- ☐ ICT is used in the seminars, quality improvement programmes, inservice teacher training programmes, capacity building, research, action research, resource material development science exhibitions etc. are conducted in this institution in which all the instructional infrastructure is used optimally.

**2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

- ☐ The institution has Radio, CD and VCD player, public address system, LCD Projector, Slide Projector, Film Strip Projector, Television, EDUSAT, Still and Video Cameras, internet facility etc.
- ☐ The student teachers are encouraged to use all these facilities in their practice teaching.

**3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

- ☐ The institution has laboratories of English Language, Psychology, Mathematics, Computer, Art & Craft Room etc.

- ☐ The heads of the concerning departments deal with the requirement & maintaining issues of the instruments.

**4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

- The institution has
  - ☐ Multipurpose hall -
  - ☐ Workshop Room-
  - ☐ Music Room-
  - ☐ Sports Room-
  - ☐ Library -
  - ☐ Store Room-
  - ☐ Edusat Room -
  - ☐ Craft Room -
  - ☐ Computer Room -
- ☐ The institution does not have its own transport facility. Faculty and student teachers use personal and public transport facilities.

**5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

- ☐ The institution classrooms are equipped to adopt latest technology.

## 4.6 Best Practices

**1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

- ☐ The faculty undergo various training programmes by SCERT Raipur, RIE Bhopal, NCERT New Delhi, NUEPA New Delhi etc. and learn various instructional process and they use them in classroom transactions.

**2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

- ☐ The faculty of the institution uses computers while teaching in their classes. They prefer to deal with ppt, video lessons, OHP, EDUSAT etc.
- ☐ Mrs. Preeti Tiwari developed 6 video lessons for class IX, Biology.
- ☐ Mrs. Neela Choudhary has developed remedial teaching video lessons for class IV Mathematics.
- ☐ Dr. Sanjay Ayade – Video lesson on Communication Skills and English Teaching.
- ☐ Mr. Shivaji Kushwaha – English Video Lessons inservice Teachers training,
- ☐ Mrs. S. Ushamani- Physics instruments and its use,
- ☐ Mrs. Reema Sharma – English Language Games video lessons.

**3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**

- ☐ The institution is established in the year 1956. The building and its infrastructure this institution has been developed as per the norms established by the state government of Madhya Pradesh for colleges of teacher education. As per the present norms of NCTE, it is modified accordingly.

## 5. Student Support and Progression

**1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

- ☐ As per the admission policy of the institution which is governed by the state SCERT, 50 % of the students are regular teachers with teaching experience ranging from 10-20 years. So they are already prepared for the programme.
- ☐ The fresh candidates are admitted through pre-B.Ed. test. A part of the same is based on Teaching Aptitude. Hence they have measured half way of the preparedness.
- ☐ After the admission process, the institute organizes an orientation programme in order to prepare for the programme.

**2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

- ☐ Activities related to teaching, Pre-and Post-research aptitude and attitude through participation in co-curricular activities
- ☐ Extra-curricular activities- literary and cultural
- ☐ Talents are given chances in inter school, inter college and university level and state and national level programmes.
- ☐ Teaching effectiveness and pragmatic approaches to innovations are given motivation and appraisal through presentation.
- ☐ Teacher appraisal reports
- ☐ Self appraisal reports
- ☐ Field visits to DIETS, CTE, IASE, and UTD.
- ☐ Attending seminars
- ☐ Educational tours.
- ☐ Guidance and Counseling Cell.
- Satisfaction –
- ☐ Continuous feed-back from students in prayer meets and critical discussion in class/group discussion.
- ☐ Representation from students through students-welfare groups.
- ☐ Staff meetings and interim review mission visits for staff feedback and work atmosphere.
- Development-
- ☐ All kinds of development and in academic, organizational and individual proficiency are taken care of by the faculties and committees executed in the college with student cooperation.
- ☐ Performance Improvement –
- ☐ Performance improvement is assessed through;
- ☐ Performance at all levels is well monitored and graded according to curricular requirements. Academic appraisal of students is done through unit tests, pre-university tests.
- ☐ Action researches, short term research, practice and presentation field observations, written presentation, project & project reports.

**3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Gender wise dropouts

Sr	Year	Male	Female	Total	Reason for Dropout
1	2010-11	5	3	8	Selection in other jobs
2	2011-12	3	2	5	Selection in other jobs
3	2012-13	4	4	8	Selection in other jobs
4	2013-14	5	3	8	Selection in other jobs
5	2014-15	3	2	5	Selection in other jobs

**4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

- ☐ At M.Ed. 90 % level student-teachers are regular teachers who are inservice training. The fresh candidates are motivated to appeal in the NET examinations.

**5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?**

- ☐ 50% percent of students go for further studies/ choose teaching as profession.
- ☐ 100 % of the students choose teaching as their profession.
- ☐ 50% of the student teachers who are regular teachers go back to their schools and rest fresh aspirants of the programme join various schools as teachers after the completion of the course.

**6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.**

- ☐ 'Exploring Library & Others' is one of the papers in the University assessment. Audio and video resources are available in the Institute. L.C.D. is used for mass video sessions and presentation. The Library is not presently computerized but it processing mode. The library is very rich and well accessible. There has been no placement of designated according to qualification in the government agenda at present.

**7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

- ☐ No proper placement services have being taking place in the Institute. However a few private organizations have offered their vacancies for their Institute to the pre-service candidate in B.Ed./M.Ed.

**8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

- ☐ Not applicable.

**9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

- ☐ Yes, Practice teaching is conducted in two phases  
 School Internship Programme for B.Ed. Programme is organized in two phases;  
 B.Ed. Ist year – 1st phase – is of 1 month duration.  
 B.Ed. 2nd year – 2nd phase – is of 4 months duration.  
 In phase 1, the student teachers observe classroom while teaching by regular teachers, peer teaching in the assigned schools in the first week.  
 Student teachers reflect on their teaching experiences during and after the school internship from 2-4 week.
- ☐ The mentors give feedback to the student teachers based on the reflection and classroom teaching.  
 In the phase 2, the student-teachers teach and participate in all the school activities for 4 months by taking all the inputs by the mentors and the school teachers.  
 There can be no placement agreements in these schools for our trainees because they are all government or govt. aided Institutes and requirements are made from the government.

**10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

- ☐ Not applicable.

## 5.2 Students Support

**1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

- ☐ The curriculum and co-curricular activities are conducted according to the academic calendar which is developed by below Institution according to the curricular and University calendar teaching learning process / activities as below
- ☐ Teaching observation by student teacher
  - ☐ Unit Planning, Lesson Planning
  - ☐ Practice Teaching
  - ☐ Workshop
  - ☐ Seminars
  - ☐ Project work
  - ☐ Assignment
- Co-Curricular and Extra Curricular Programmer's activities
- ☐ Cultural activities
  - ☐ Literary activities
  - ☐ P.T., Games & Sports
  - ☐ Science exhibition
  - ☐ Community Work

**2. How is the curricular planning done differently for physically challenged students?**

- ☐ Physically challenged student teachers are participating in activities according to their ability, faculty member and other students motivate them for their participation.

**3. Does the institution have mentoring arrangements? If yes, how is it organized?**

- ☐ Faculty Development Programme, Seminar, workshop, short term training programme organized by the Institution to enhance and support the effectiveness of faculty members in teaching. Many facilities are available like, TLM, ICT, Reference Books, and Tele-Conferencing, labs for teachers.

**4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

- ☐ Computer Classes, Research Methodology workshop, Orientation programme to enable to handle the new B.Ed. and M.Ed. curriculum.

**5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?**

- ☐ Yes  
☐ [www.iasebsp.com](http://www.iasebsp.com).  
☐ All the information is posted in the website. Viz. Teachers Profile, Academic Calendar, Syllabus, Departments, Activities of the Institution

**6. Does the institution have a remedial programme for academically low achievers? If yes, give details.**

- ☐ The institution conducts a pre-university examination. Need based teaching is arranged to meet the difficulties.

**7. What specific teaching strategies are adopted for teaching**

- ☐ a) Advanced learners and  
☐ (b) Slow Learners  
☐ Special attention is given on slow learners and handicapped students.

**8. What are the various guidance and counselling services available to the students? Give details.**

- ☐ NA

**9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

- ☐ The atmosphere of the institution is so conducive that very few grievances are noticed. The issues raised by the students are solved at priority.

**10. How is the progress of the candidates at different stages of programs monitored and advised?**

- ☐ There is a mechanism developed in institution for the evaluation after stage wise completion of the programme. Orientation to Internship Programme - Internal Evaluation

Sr.	Month	Evaluation	Criteria	Weightage

1	Aug/Sept.	Microteaching	Internal	25 Marks
2	Sept/Nov.	Practice Teaching	Internal External	50 marks
3	Nov.- Jan	Co-curricular Activity	Internal	50 Marks
4	Jan.	Internship	Internal	25 Marks
5	Jan.	Rural Camp	Internal	25 Marks
6	Feb.	Productive Work	Internal & External	25 Marks
7	Feb.	Psychology Practical	Internal & External	25 Marks
8	Jan-July.	Unit Test	Internal	70 Marks
9	Dec	Assignment	Internal	75 Marks
10	Feb.	Practice Teaching	External	150 Marks
11	Mar.	Pre-Uni. Exam	Internal	63Marks

**11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

- ☐ Student teachers are advised to elect one school subject as per their graduation certificate. Subject wise orientation programme is organized by the institution for 10 days in this process they learn subject methodology and techniques. In the practice teaching schools, principal and subject teachers guide the student teachers.
- ☐ Subject wise mentors supervise the student-teachers performance.

### 5.3. Student Activities

**1. Does the institution have an Alumni Association? If yes,**

Yes. The institution has Alumni Association

- ☐ The office Bearers of Alumni Association are –
- ☐ President – Mr. Narayan Rao Harangaonkar - Principal Govt. High School Jhalmala.
- ☐ Vice- President - Mr. Rajesh Kumar Tiwari - Principal Govt. High School, Pachpedi.  
Mrs. Anita Anjali Trivedi - Principal Govt. MLB Girls Hr. Sec. School Bilaspur.
- Secretary - Mr. Ashutosh Swarnkar - Principal Chhattisgarh Higher Sec. School Birkona.
- Treasurer - Mrs. Alka Agrawal - Principal Govt. Higher Sec. School Chantidih.
- Joint Secretary – Mrs. Reena Raha - Principal Govt. Higher Sec. School Chakarbhata.



- Cultural Secretary – Mrs. Meenakshi
- Mamta Mishra - Principal Govt. High School Bharni.
- ☐ Mrs. Seema Lader \_ Principal Govt. High School Koni.
- ☐ Executive Body Members –
- ☐ Mrs. Smita Chopde, Mrs. V. S. Mehar, Mrs. Meenakshi Vazalwar, Dr. Sudeshna Verma, Dr. Sandhya Tiwari

**(ii) Last election was held in the year 2015.**

(iii) Activities in the last two years –

- ☐ As it is formed in the year 2015, activities are being planned for the future course of time.
- ☐ 19.11.2015 - experiences of the alumni shared with the present student teachers.
- ☐ 28.11.2015 – Alumni Day celebrated in the institution.

(iv) Ten Prominent Alumni –

- ☐ Dr. C. S. Vazalwar - HOD, Dept. of Education, Guru Ghasidas Central University, Bilaspur
- ☐ Mr. J. P. Lakra – Joint Director, Director Public Instructions.
- ☐ Mr. Ashok Bhargav – DEO, Bemetara
- ☐ Mr. Hemant Upadhaya – DEO, Bilaspur
- ☐ Mr. Manindra Shrivastava – DEO –
- ☐ Mr. N. K. Dwivedi –DEO – Raigarh
- ☐ Mr. Yogesh Shukla – DEO Jashpur
- ☐ Mr. Kamayani Kashyap – DEO, Korea
- ☐ Mrs. Mita Mukharjee – Principal DIET, Pendra
- ☐ Mr. Shashi Prasad – Principal DIET, Korba
- ☐ Dr. Mangla Deoras – Ex. Professor, Mata Sabari Govt.
- ☐ Girls College, Bilaspur

(v) Contribution to the institution

The Alumni Association has formed in the year 2015. It is planned to organise workshops on Research Methodology, Action Research, Seminars on education issues.

- ☐ It is planned to celebrate an annual day on 28 the of Nov. every year, where it will produce the record of activities of the current year and plans for future course.

***2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.***

- ☐ All the student-teachers and faculty are divided into 4-5 groups with equal no of male and female candidates on alphabetic arrangement.
- ☐ Intergroup combinations are organized in sports, cultural and literary programmes are organized for one month in an academic year. Student teachers rewarded according to their performance in the annual sports meet.

***3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.***

- ☐ Shodh-Pratibha – ISSN - A journal of Educational Research is being published by the Institution. Two issues of the same are released. Copy of the same is attached with.

- ☐ DRISHTI - The institutional magazine –is published every year in which student teachers and staff publish their articles. Copy of the same is attached with.
- ☐ News Letter – It is published quarterly. All major activities of the institution are covered in it. Copy of the same is attached with.
- ☐ Wall Magazine – Wall magazines are developed in groups.
- ☐ Vigyan Deep – Hand written magazine developed by the science department every year. Copy of the same is attached with.

**4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding**

- ☐ Yes The institution has Student Welfare Committee. Selection is done on the basis of merit at of the candidates applied for the various posts at graduation level.
- ☐ List attached
- ☐ There is no such funding and expenditure is maintained. Student-teachers demands are kept in notice for future course action.
- ☐ They provide support in Extra Curricular activities of the institution

**5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**

- ☐ List attached

**6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

- ☐ Prior to the commencement of any programme, staff meetings at various levels are organized. Thus the programme is finalized. Post programme discussions are organized and suggestions for the improvement are taken in to considerations.

## 5.4 Best Practices in Student Support and Progression

**1. Give details of institutional best practices in Student Support and Progression?**

- ☐ The institution organizes educational tour for B.Ed. and M.Ed. student teachers separately.
- ☐ Workshops on Value Education, Career guidance are organized.

## Criterion VI. Governance and Leadership

### 6.1 Institutional Vision and Leadership

**1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

Institution's stated

- |  |  |
|--|--|
| Purpose :<br><br><input type="checkbox"/> education through accountable, sensitive and skilled teachers and teacher-facilitators.<br>Vision :<br><br><input type="checkbox"/> institution of Chhattisgarh in the field of teacher-education and educational research-innovations – IASE Bilaspur, till 2020 – will unceasingly proceed towards qualitative development by- | Qualitative development of school<br><br>Establishing itself as the best |
|--|--|

Preparing accountable, sensitive and skilled teachers

Establishing a perfect harmony among all the teacher education institutions of this region, with an aim of the all round development of the students, and

Making all the levels of school education academically prosperous.

Mission :

- ☐ To develop the IASE as a centre of excellence and quality educational research for teacher education at national level.
- ☐ To enhance continuous professional development (CPD) of the faculty through inservice teacher education on one hand and educational innovations, action research, full-fledged research and curricular material development on the other.
- ☐ To take care of qualitative development of teacher educators at elementary and secondary level in terms of equity and inclusion.
- ☐ To prepare skilled teachers in accordance with the social needs, through in-service and pre-service B.Ed. and M.Ed. programmes and through engaging teachers meaningfully in innovations, seminars, conferences, action research and educational research.
- ☐ To forge a strong linkages with NCERT, NUEPA and SCERT on one hand and CTEs, DIETs, BRCs, CRCs and schools on the other.
- ☐ To run a widespread programme of capacity building for teacher-educators and teachers in the use of ICT.
- ☐ To reach school teachers and provide on-site support through the faculties of DIETs, BRCs and CRCs.
- ☐ To develop the IASE as a Regional Resource Centre for all the teachers and teacher-educators of the state.
- ☐ To ensure that the spirit of the ideas mentioned in NCF-TE (2009) and NCF (2005) is reflected in all the pre-service and in-service programmes of the IASE.
- ☐ To serve the society with quality education which enable the youth to setup a better global village to live in.

Values :

- ☐ Maintaining the age long nobility the pious profession of teacher-ship and spreading it among the (would-be) teachers.
- ☐ Preparing sensitive teachers who not only deal with their academic areas skillfully but understand each of their learners along with the socio-cultural context the learner lives in.
- ☐ Mentoring such teachers through teacher-educators, throughout the state, who can prepare the young generation to participate in building a peaceful world society based on the cherished values of democracy, equality, social justice, plurality and human dignity.
- ☐ Creating an environment conducive to overall harmonious development of each school student of the region.
- ☐ Instilling the values of self-esteem and self-reliance among the teacher-educators at all levels, teachers and students.

- ☐ These stated purpose, vision, mission and values of the IASE, Bilaspur are made known to the various stakeholders through our website, mails and meetings, notice boards.

***2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?***

- ☐ Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

***3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)***

- ☐ For effective and efficient transaction of teaching and learning processes, 12 committees have been formed at the top management level :
- ☐ Purchase
  - ☐ Write off
  - ☐ Cultural
  - ☐ Sports
  - ☐ Library
  - ☐ Science
  - ☐ Student's Welfare
  - ☐ Ladies Welfare
  - ☐ Publications
  - ☐ Hostel
  - ☐ ICT
  - ☐ Discipline

***4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?***

- ☐ The management and head of the institution serves the notices to the staff about the responsibilities each one has to shoulder. The accountability is fixed very strictly and the progress is reviewed from time to time.

***5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?***

- ☐ The management/head of the institution ensures that the information received in the form of feedback and other sources is valid. For this purpose the triangulation of the data received is done through different measures. The sources are contacted in person and the questionnaires have inbuilt cross-check system.

***6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?***

- ☐ The institution identifies the barriers with the help of regular meetings and feedback from the stakeholders then the measures are taken to address the barriers which hurdle in achieving the vision/mission and goals.

**7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

- The management adopts a carrot-and-stick approach to encourage and support the staff involved in the improvement of the effectiveness and efficiency of the institutional process.

**8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

- The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of the resources for the preparation of the students is clearly marked. The approach adopted is democratic and the head leads the process from the front.

**6.2 . Organizational Arrangements**

**1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

- For the management of different institutional activities twelve committees have been constituted by the institution, the names of which have already mentioned in 6.1.3. each committee comprises 4-6 members the meetings of the committees are held every month and the progress of each is shared with all. The barriers are also identified and democratic decisions are taken to remove the hurdles. The institution has 31 departments which are as follows:

The department of B. Ed

The department of M. Ed.

The department of DIET monitoring

The department of Educational Research

The department of English Language Training

The department of IGNOU Programmes

The department of Sundarlal Sharma University

Programmes The department of TLM

The department of Extension

The department of Yoga Education

The department of Value Education

The department of Child Education

The department of RTI

The department of MGML and Inclusive

Education The department of Science Education

The department of Educational Psychology

The department of Educational Innovations

The department of Language Laboratory

The department of English Language Club

The department of Female Child

Education The department of EDUSAT

The department of Scholarship

The department of Media

The department of Hostel

The department of Computer Education

The department of European Commission

The department of Seminars and Conference  
The department of Library Facilities  
The department of Furniture  
The department of Work Experience  
The department of Management and Administration

**2. Give the organizational structure and the details of the academic and administrative bodies of the institution.**

- ☐ The institution is headed by a principal, who is overall in charge of 31 departments. Each department is looked after by the head that has a few members to subordinate him.

**3. To what extent is the administration decentralized? Give the structure and details of its functioning.**

- ☐ Each department of the organization has the responsibility to function its activities. The members report to their respective heads, who in turn remain in regular touch with the principal regarding the progress of the departments.

**4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

- ☐ The institute collaborates with DIETs, BTIs, BRCs, CRCs and schools on one hand and SCERT, RIE, NCERT, and NUEPA on the other. Monthly meetings with all the DIETs are regularly held at SCERT in which the information received from NCERT or RIE is also shared and action is taken upon them. Apart from the monthly meetings, periodic meetings are also held at any of the DIETs or IASE.

**5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

- ☐ The institution does use the various data and information obtained from the feedback in decision making and performance improvement. From time to time the feedback is collected from the regular B.Ed. and M.Ed. student- teachers, faculty, alumni and other stakeholders. This feedback is very important source of information for the decision making and performance improvement in IASE.

**6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

- ☐ The organization takes several initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty.
- ☐ The college journal is published regularly which is peer-reviewed.
- ☐ A faculty after his/her enrichment programme or action research shares his knowledge/innovation/ experiences with all the faculty members in staff meetings.
- ☐ There are regular staff meetings regarding such activities which create a conducive environment in the institute.

### 6.3 Strategy development and deployment

**1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

- ☐ Till now the institution doesn't have an MIS to select, collect, align, and integrate and information on academic and administrative aspects of the institution. But the need to establish an MIS has already been discussed in the staff meetings and institute will have an MIS very soon.

**2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

- ☐ As the institution is managed by the state government, the resources (human and financial both), for a accomplishment and sustaining the changes resulting from the action plans, are allocated by the state government.

***3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?***

- ☐ The human and financial resources needed to support the implementation of the mission and goals are planned with SCERT. The human resources to the institution are provided by SCERT. The financial resources are mainly provided by the state government through SCERT. The finance is also made available through UGC and European Commission too.

***4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?***

- ☐ The academic plan of the institution is prepared with the consultation of SCERT, which, for the guidance of the implementation of the curriculum, invites several NGOs working in school education sector. Prior to the internship and Practice Teaching, the school principals are invited, and their opinions and suggestions are incorporated in the school programmes of the teacher students.

***5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?***

- ☐ The objectives are communicated and deployed at all levels to assure individual employs contribution for institutional development through notices, and accountability is fixed.

***6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?***

- ☐ The implementation plans are monitored, evaluated and, if needed, revised in the monthly meetings at SCERT, Raipur. The vision and mission are evaluated, monitored and revised every year with the consultation by the SCERT Raipur.

***7. How does the institution plan and deploy the new technology?***

- ☐ The Institution plans and deploys the new technology through SCERT and UGC and the University.

**6.4 Human Resource Management**

***1. How do you identify the faculty development needs and career progression of the staff?***

- ☐ The faculty development needs and career progression of the staff are identified in the monthly meetings of the institution in which each of the faculty members is asked about the areas of CPD in which he/she is interested in. As the result of this approach several faculty members have been trained in computer education, inclusive education, Knowledge Repository, and library facilities.

***2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?***

- ☐ The mechanisms used for performance assessment of faculty and staff include self appraisal report, Peer Evaluation and evaluation by the students. The institution uses these evaluations to improve teaching, research and service of the faculty and other staff.

**3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

- ☐ The institute has the schemes like GPF, GIS, Festival Advance, Vehicle Advance etc. as welfare measures for the staff and faculty. This practice positively affect and improve staff wellbeing, satisfaction and motivation.

**4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

- ☐ The institution keeps conducting staff development programmes for skill up-gradation and training of the teaching and non-teaching staff. Such programmes are conducted with the help of SCERT, RIE, NCERT and NUEPA.

**5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)**

- ☐ The strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff are in the hand of Dept. of School Education, Govt. of Chhattisgarh.

**6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

- ☐ Till now there has not been any provision to employ part-time /ad-hoc faculty but in the course 007 of two year B.Ed. syllabus demands the recruitment of some part-time faculty as the institution doesn't have the specialists in the education of drama and art, which the course demands.

**7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

- ☐ There are policies, resources and practices in the institution which support and ensure the continuous professional development of faculty. There is budget allocation for research, participation seminars, workshops and conferences. The faculty has been sent at national and international level of such programmes through SCERT and MHRD.

**8. What are the physical facilities provided to faculty? ( Well maintained and functional office, instructional and other space to carry out their work effectively).**

- ☐ Telephone and Internet facilities along with OHP, LCD Projector are provided to the faculty.

**9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

- ☐ The major mechanism for faculty and other stake holders to seek information or make complaints is RTI. The other mechanisms in practice are suggestion and complaint box, verbal reports, departmental suggestions and information etc.

**10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**



- ☐ The workload policies and practices that encourage faculty to be engaged in wide range of professional and administrative activities are crystal clear. Sufficient number of faculty is employed in the institution and the work distribution is done democratically in the periodic meetings.

**11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

- ☐ The institution has a system of rewarding and motivating of staff members directed by the School Education Department, Govt. of Chhattisgarh.

## 6.5. Financial Management and Resource Mobilization

**1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated**

- ☐ The institution gets the major financial support from the state government. The grants are also received from European Commission and UGC for different educational projects.

**2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

- ☐ There have not been any resources mobilized through donations.

**3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

- ☐ The operational budget of the institution, in general, is adequate to cover the day-to-day expenses. But, if there is any deficit met, SCERT is requested to grant the additional budget which the institution generally gets.

**4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

- ☐ The budgetary resources to fulfill the missions and offer quality programmes are made available by the SCERT.

**5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

- ☐ The accounts are generally audited by the Auditor General Chhattisgarh and state government from time to time.

**6. Has the institution computerized its finance management systems? If yes, give details.**

- ☐ As per the instructions of the state government the software for disbursement of staff salary, payments of allowances, purchasing etc, are developed and which is in practice.

## 6.6. Best Practices in Governance and Leadership

**1. What are the significant best practices in Governance and Leadership carried out by the institution?**  
**Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment**

- ☐ The significant best practices in governance and leadership carried out by the institution are as follows:
  - ☐ To lead from the front
  - ☐ Democratic approach in decision making
  - ☐ Self appraisal and peer evaluation

- ☐ Evaluation by the stakeholders
- ☐ Coordination with SCERT, NCERT, RIE, NUEPA on one hand and DIETs, BRCs, CRCs and schools on the other.

## Criterion VII. Innovative Practices

### 7.1 Internal Quality Assurance System

**1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

- ☐ Yes the institution has established IQAC Cell in the year 2012. It is composed of –
  - ☐ 2 Professors
  - ☐ 2 Assistant Professors
  - ☐ 2 Lecturers
  - ☐ 2 Craft teachers and
  - ☐ 2 Office Assistants
  - ☐ Total 10 members.

The major activities undertaken by IQAC are in the following areas –  
Discipline :

- ☐ Under this area the cell supervises the instructional and sitting arrangements for regular classroom teaching, workshop, trainings, seminars, conference etc.,. Besides these it also supervises the cleanliness of the classrooms, playground, meeting hall, toilets, adequate and continuous water supply etc.  
Academic Progress :
  - ☐ Staff meetings are organized by the principal fortnightly. The institutional works are decentralized. Faculty of the institution is assigned works through annual intuitional calendar. They are supposed to present the progress report in the above said meetings.
  - ☐ The cell takes monthly subject wise academic progress report from the students and faculty at the end of each month. All the suggestions and improvements are discussed in the cell meetings and are addressed to the principal for incorporation in the further course of development.
- ☐ Inclusion
  - ☐ Ramps have been constructed to facilitate physically challenged students. Regular classroom teaching and other co-curricular activities are arranged in the ground floor. Workshops guest-lectures on Brail and Sign languages are organized for all the student teachers.
  - ☐ The institution caters different learning opportunities like, ALM, Peer teaching, Group Discussion, Team Work, Internship, Rural Camps, Community Participation etc.
  - ☐ It monitors progress of all the departments of this institution and give suggestions to them accordingly.
  - ☐ It coordinates all the departments to solves the issues of student teachers, prepares the annual calendar and organizes seminars, co-curricular activities, workshops.

**2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

- ☐ The institution evaluates the achievements of goals and objectives of different programmes through training, research, monitoring and feedback from the student teachers, faculty, alumni, and the community.
- ☐ External evaluation through university examinations and internal evaluation done by weekly and terminal test and performance in curricular and extra-curricular activities we evaluate the goals of the institution.

***3. How does the institution ensure the quality of its academic programmes?***

- ☐ Well qualified faculty of the institution ensures quality of the B.Ed., M.Ed. and inservice training programmes.
- ☐ Continuous monitoring of the programmes, feedback from trainees and participants is done for academic quality improvement.
- ☐ The institution maintains the academic calendar and follows it in time.
- ☐ The institution has well equipped infrastructure.

***4. How does the institution ensure the quality of its administration and financial management processes?***

- ☐ The faculty of this institution is guided by the fundamental rules established by the state government of Chhattisgarh.
- ☐ Department wise work distribution and coordination and team work among them is the key to ensure its quality.
- ☐ As it is a govt. institution, all the major heads of the expenditure is done as per the norms of government. Internal and external auditing is done timely.

***5. How does the institution identify and share good practices with various constituents of the institution.***

- ☐ The institution identifies good practices by the performance of the student teachers, through inservice teacher training programmes, alumni association, by internal and external awards of student teachers and faculty members, forums etc.
- ☐ The best practices are shared among the faculty in meetings, news-letters, prayer-time discussions with student teachers, display in the notice-board etc.

**7.2. Inclusive Practices**

***1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.***

- ☐ The faculty of this institution is sensitized on issues of inclusion through workshops, classroom teachings, tutorials, other cultural activities, sharing experiences with student teachers.
- ☐ A women cell is established in the institution to deal with the female issues.
- ☐ In B.Ed. curriculum, inclusion is an exclusive part of every course, by this student teachers and teacher educators develop awareness on the issues concerned with.

***2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.***

- ☐ In B.Ed. & M.Ed. curriculums student- teachers learn to deal with the exceptionalities and gender differences through different activities such as seminars and workshops organized regarding inclusive education.
- ☐ Equal opportunities are provided to all student teachers to participate irrespective of the gender discrimination.
- ☐ M.Ed. level Dissertations and researches by the faculty on gender issues are taken.

***3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.***

- ☐ In order to enhance the positive social interaction the institution following opportunities to the student teachers;
- ☐ Organising rural camps,
- ☐ Co-curricular activities – sports, games, cultural activities
- ☐ School internship programme,
- ☐ Social service,
- ☐ By showing motivational films, publication in journals and magazines etc.

***4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?***

- ☐ In the school experience programme at B.Ed. level 20 weeks are allotted to understand the children on their socio-cultural context.
- ☐ The student teachers observe the children while they are studying, playing and participation in other activities.
- ☐ After successful completion of the programme, internal and external evaluation are done to get the performance.
- ☐ In the field feed-back from the principals of schools and school teachers particularly on the children from diverse back-grounds and exceptionalities.

***5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?***

- ☐ The building is equipped with ramps.
- ☐ Teacher educators are trained in sign language.
- ☐ Sitting arrangements are done as per the requirement of the physically challenged students.

***6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?***

- ☐ The institution has women cell comprising of; two professors, 3 Asstt. Professor and one head clerk
- ☐ It deals with the women sensitive issues of this institution.
- ☐ The warden of the girls hostel also take care of the problems of girls.
- ☐ There are girls representatives in cultural, sports in student council.

**7. 3 Stakeholder Relationships**

***1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?***

- ☐ The information about the activities and reports of the institution is disseminated through news-letters, publications in news papers, Notice Boards, institute annual calendar, institute brochure, institute magazine, web-site, alumni association, monthly institution appraisal at SCERT Raipur.
- ☐ Documentation of the past activities.

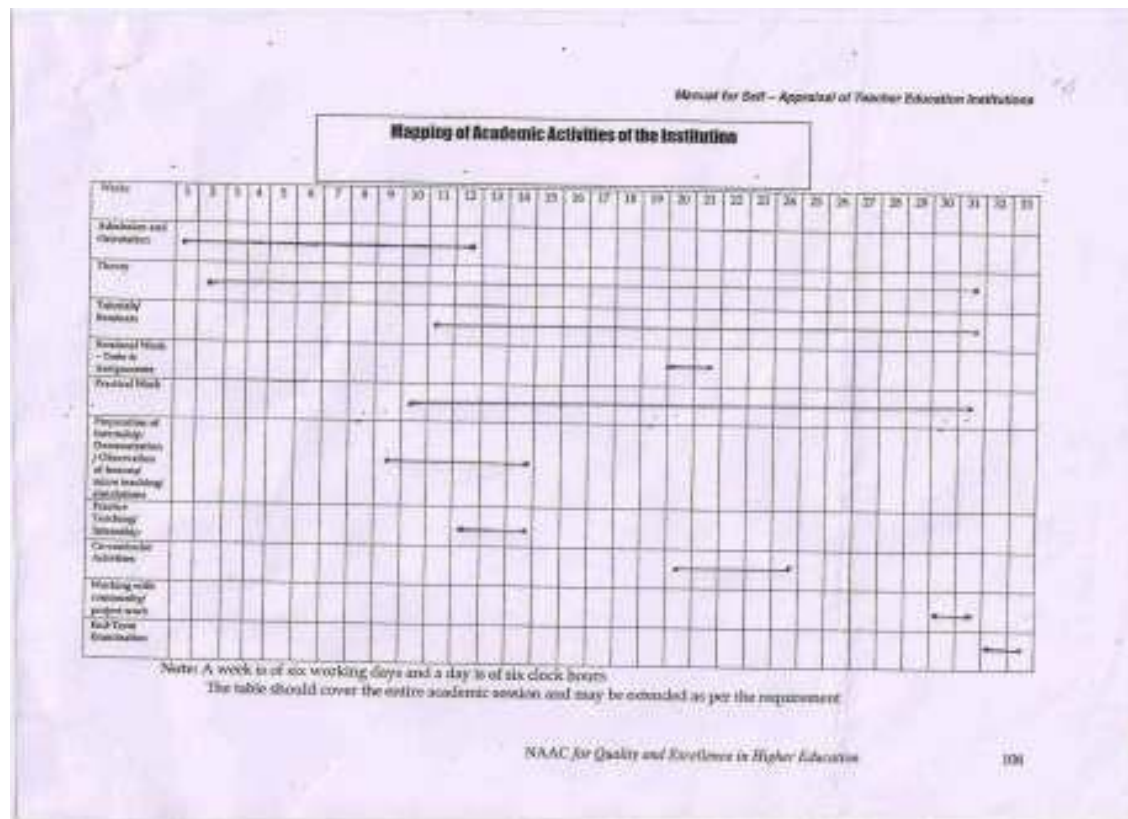
*2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?*

- ☐ The information is taken from the stakeholders. It is shared among the faculty in the staff meetings. Analysis of feedback is done. Remedial programme is organized for quality improvement.

*3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?*

- ☐ The feedback is collected from alumni and resource persons through questionnaire, discussions.
- ☐ After every programme the participants are requested to give the feedback. Student-teachers are expected give suggestions and complaints in suggestion box. Alumni and resource persons
- ☐ Issues raised in the feedback are analysed through expert committee of this institution and programmes are re-arranged as per the suggestions.

## 5. Mapping of Academic Activities of the Institution



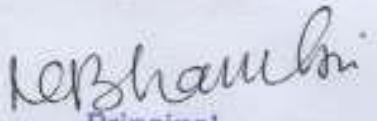
## 6. DECLARATION BY THE HEAD OF THE INSTITUTION

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

The SAR is prepared by the institution after internal discussion and no part there of has been outsourced.

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


Place : Bilaspur



**Principal**  
Institute of Advanced Studies in Education  
Bilaspur (C.G.)

## Appendix 1A

**राष्ट्रीय अध्यापक शिक्षा परिषद**  
(भारत शासन का एक विधिक संस्थान)  
पश्चिम क्षेत्रीय समिति

  
NCTE

**National Council For Teacher Education**  
(A Statutory Body of the Government of India)  
Western Regional Committee

F.No. WRC/AFW/12/21/3004/2015 **7/13/15** Date: **07/13/15**

**TO BE PUBLISHED IN GAZETTE OF INDIA PART II SECTION 3**

**Notified Order**

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1983(73 of 1983), and in supersession of the National Council for Teacher Education [Renewal Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014

2. And whereas, the Institute of Advanced Studies in Education, Bilaspur, Chhattisgarh by present dt. 10.01.2015 & 25.03.2015 & 21.03.2015 has requested to come under new Regulations and accept for three basic units in B.Ed., which require additional facilities

3. And whereas, it has been decided to permit the institution to undertake basic units of 60 students each subject to the institution fulfilling following conditions:-

1. The institution shall create additional facilities that include (a) additional built-up area for additional infrastructure, (b) additional land, (c) additional staff as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
2. The institution for additional unit will be required to submit the required documents, such as land documents, Employment Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website of the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the visiting team at the time of inspection.
3. The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 25.03.2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the applications shall not be permitted to start admission for the academic year 2016-2017.
4. In case any existing institution's matter is sub-judice under court directions/SC/under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/SC/Complaint already submitted along with the documents, if any, together the documents referred above. In case the institution's request for shifting of admission is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/SC of the adjudicating body/State Govt and such other documents as indicated in the revised format notification copies. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ-Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.
5. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the notified notification order to Institute of Advanced Studies in Education, Bilaspur, Chhattisgarh for conducting B.Ed programme of two years duration with an intake of 180 students (three basic units of 60 students each) from the academic session 2015-16 subject to fulfilment of the conditions mentioned herein before 31.03.2015.

Cont. - 2

**मानस भवन, श्यामला हिल्स, भोपाल-462002**  
Manse Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष Phone: 0755-2739672, 2660915, 2660379, 2660372 फ़ोन Fax: 0755-2680912  
Email: wrc@ncte-india.org Website: www.nctewrc.co.in  
NCTE HQs. Website: www.ncte-india.org



## Appendix 1B

-2-

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- Sanctioned programmes along with annual intake in the institution;
- Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
- Names of faculty members who left or joined during the last quarter;
- Names of students admitted during the current session, along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- Fees charged from students;
- Available infrastructural facilities;
- Facilities added during the last quarter;
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- The student with seal/figure submitted along with application;
- The institution shall be free to post additional relevant information, if it so desires;
- Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 12(f) of the NCTE Act 1985.

8. Recognition order no. WRD/60/2018/2094-01 dated 18.05.2018 & WRD/60/2018/2094-72 dated 29.09.2018 are treated as cancelled from the date of issue of this revised order.

By Order,  
(Smt) Shikshastani  
Regional Director

The Manager,  
Government of India Press  
Department of Publications (Gazette Section)  
Conc. Lines, New Delhi - 110054.

Copy to:

- The Principal, Institute of Advance Studies in Education, Bilaspur, Chhattisgarh.
- The Registrar, Guru Shiksha University, Bilaspur-495011, Chhattisgarh.
- The Education Secretary, (Higher Education), Government of Chhattisgarh, Raipur-492001, Chhattisgarh.
- The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110 021.
- The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurpur Zafar Marg, New Delhi-110 002.
- The Computer Programmer, Computer Section, WRD, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRD website.
- Office Order Notification no. APW021/2021/2004.

Smt  
Regional Director

**राष्ट्रीय अध्यापक शिक्षा परिषद्**  
(भारत सरकार का एक विधिक संस्थान)  
पश्चिम क्षेत्रीय समिति



**National Council For Teacher Education**  
(A Statutory Body of the Government of India)  
Western regional Committee

F.No. WRC/APW02132/ 213004/2015/139801

Date: 31.5.15

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

**Revised Order**

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Institute of Advance Studies in Education, Bilaspur, Chhattisgarh by affidavit dt. 15.01.2015 & 25.03.2015 & 31.03.2015 has consented to come under new Regulations and sought for One basic unit in M.Ed. which require additional facilities

3. And whereas, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely,

I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Construction Certificate (BCC) may be given along with other documents if available; otherwise it can also be given to the Visiting team at the time of inspection.

The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted along with the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Institute of Advance Studies in Education, Bilaspur, Chhattisgarh for conducting M.Ed. programme of two years duration with an annual intake of 50 students (one basic units of 50 students) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont..... 2

मानस भवन, श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in  
NCTE HQrs. Website : www.ncte-india.org

## Appendix 1 D

-2-

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/5-6/20/99/2899-01 dated 10.05.2000 & WRC/5-6/20/2000/7068-73 dated 29.09.2000 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)  
Regional Director

The Manager,  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi – 110054.

Copy to:

1. The Principal, Institute of Advance Studies in Education, Bilaspur, Chhattisgarh
2. The Registrar, Guru Ghasidas University, Bilaspur- 495001, Chhattisgarh.
3. The Education Secretary, (Higher Education), Government of Chhattisgarh, Mantralaya, Raipur- 492001, Chhattisgarh
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
6. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
7. Office Order file/institution no. APW02132/213004.

  
Regional Director

## Appendix 2 A B.Ed. Syllabus

**Two Years B.Ed. Course  
SCHEME OF EVALUATION  
B.Ed.-1st Year**

Subjects	Course	INTERNAL		INTERNAL		INTERNAL	
		MAX	MIN	MAX	MIN	MAX	MIN
Childhood and Growing Up	001	20	09	80	27	100	36
Contemporary Indian Society & Education	002	20	09	80	27	100	36
Perspectives in Education	003	20	09	80	27	100	36
Language, Society and Education	004	10	05	40	13	50	18
<b>Pedagogy of Subject Areas (Choose one option)</b>		20	09	80	27	100	36
Pedagogy of Language-Hindi (I)	005.1						
Pedagogy of Language-English (I)	005.2						
Pedagogy of Language-Sanskrit (I)	005.3						
Pedagogy of Mathematics (I)	005.4						
Pedagogy of - Science (I)	005.5						
Pedagogy of Social Science (I)	005.6						
Language Proficiency (Hindi) or Language Proficiency (English)	006.1	20	09	80	27	100	36
Weekly, test		20	09	-	-	20	
Terminal test		30	14	-	-	30	
<b>TOTAL</b>						<b>600</b>	
<b>PART-II</b>							
Teacher Enrichment	Course	Internal		External		Total	
		Max	Min	Max	Min	Max	Min
Self, Identity and the Teacher, Art and drama in Education	007.1	40	20	40	20	80	40
Health & Well being (through Yoga & other Physical Activities)	007.2	20	10	-	-	20	10
<b>Total</b>						<b>100</b>	
<b>PART III</b>							
Engagement with the field & Internship School Experience and Community work	008.1	Principal	20	10	---	20	10
		Mentor	40	20	---	40	20
		External	---	---	40	40	20
<b>Total</b>						<b>100</b>	
<b>Grand Total-800</b>							

Notes: 1. Conducted in workshop mode and activities with plenty of Practical assignment.  
2. Engagement with the field : Task and assignment for courses All Theory Paper.

#### 4.2 Assessment in the B.Ed. Programme

- i. For each theory course, at least 20% shall be assigned for continuous internal assessment and 80% for external examination. Candidates must be internally assessed on the entire course of study and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance.
- ii. B.Ed. First Year - The examination shall consist of two parts, namely
  - Part - I Theory - 600 Marks
  - Part - II Teacher enrichment (100 Marks)
  - Part - III - Engagement with the field (School experience and community work) - 100 marks
  - Total: 800 Marks
- iii. B.Ed. Second Year -
  - Part - I Theory - 550 Marks
  - Part - II - Teacher enrichment - 100 Marks
  - Part - III - School Internship - 350 Marks
  - Total- 1000 Marks
- Grand Total- First Year + Second Year = 800+1000 = 1800
- iii. Candidates should pass in each part I, II and III separately. The obtained division of each part will be mentioned in the mark sheets too.
- iv. In order to pass in the part I, a candidate will have to obtain 33% marks in each theory paper in the University examination 45% in each internal theory paper examination and 36% in total of external and internal examinations.
- v. In order to pass the part II & III a candidate will have to secure 50 % Marks in aggregate in each part.
- vi. If any student fails in anyone of the theory paper or in anyone of the practical part she/he can reappear in paper or item in the next examination under the provision of clause 2.1 of the ordinance.
- VII. The classification and division in theory (part I) will be as under.
  - Ist Division - 60% and above Marks.
  - IInd Division - 45% and above. But less than 60% Marks.
  - IIIrd Division - 36% and above but less than 45% Marks.
  - Fail- below 36% Marks.
- viii. The classification and division in Practical (Part II & Part III) will be as under.
  - Ist Division - 80% and above Marks .:
  - IInd Division - 60% and above, but less than 80% Marks.
  - IIIrd Division - 50% above but less than 60% Marks.
  - Fail - below 50% Marks.

## Pedagogy of Mathematics (Paper-I)

### Vision of the syllabus

The position paper from the Focus group on ‘Teaching of mathematics’ ( a part of the position papers for the development of the national curriculum framework initiated by the MHRD) says that lack of teacher preparation is one of the core areas of concern for mathematics education in India. The position paper points out that among all the school content areas, mathematics relies much more on the preparation that the teacher has, in her own understanding and in her ability to create appropriate pedagogic contexts in the class room. In the light of these recommendations, this syllabus aims at making a community of mathematics teachers which can engage with mathematics at various levels, a community which believes that every child has a right to and is capable of learning and doing meaningful mathematics (NCF 2005).

The current syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, we will revisit the foundational areas up to secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes like problem-solving, problem-posing, mathematical communication and to appreciate child’s diverse ways to learning mathematics. There is also an attempt to make a shift from assessment of learning to assessment for learning.

The vision of this syllabus is to motivate student-teachers in developing a democratic mathematics classroom where every debate and discussion around mathematical ideas is also looked at as a mathematical endeavour and a meaningful learning engagement. The syllabus attempts to develop a culture of mathematical communication among the student-teachers who in turn will motivate their students in communicating mathematics in an effective manner. We hope that this syllabus helps student-teachers become mathematics teachers who believe and can ensure that every child has an opportunity to learn and can engage with mathematics.

## Pedagogy of Subject Area

### COURSE 005.5

## Pedagogy of Science – 1

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

### Objectives

To enable the student teacher to:

- ☐ Understand science, its nature, its process and epistemic criteria
- ☐ Develop own perspective on the relevance of science and science teaching.
- ☐ Understand the aims and objectives of teaching science at various school stages.
- ☐ Understand the learning of science by children, what it means to know a scientific concept
- ☐ Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

### Unit – 1: Nature of Science and its knowledge

Note: This unit intends to help student teachers develop an understanding of the nature of science and scientific knowledge that will help them take decisions while designing, managing and in assessment of learning experiences in science. Some topics covered will be:

- ☐ Science, scientific method and scientific knowledge - dynamic nature, understanding the natural world using the scientific method, science as a process and product contribution of science in human being.
- ☐ Nature of scientific explanation and scientific theories and laws - understanding how scientific theories and laws are constructed and get accepted.
- ☐ Paradigmatic changes in scientific knowledge
- ☐ Current challenges to science in explaining complex phenomenon

### Suggested practicum/tasks:

- ☐ Discussion on the learner competencies that can be developed through the study of science (related to the nature of science)
- ☐ An analysis of how successful their own school years were in meeting the aims and objectives of science and what changes they would like to make in the curriculum/transaction as teachers

### Readings:



## Pedagogy of Subject Area

### COURSE 005.6

#### Pedagogy of Social Science – I

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

#### Course Description

Social Science a core curricular areas in Upper Primary and Secondary stages of school education, it seeks to develop a critical perspective for understanding the social processes around us. Social Sciences as a disciplinary area draws from History, Geography, Economics, and Sociology each of which are developed as distinct disciplines themselves.

Children from different social backgrounds who come to the school already come with rich experiences of social life but at the same time are in the process of being socialized to accept the existing social order as given. The teaching of Social Sciences in the school enables them to analyse their own experiences critically with the help of concepts of these disciplines and to examine their incipient notions in the light of the experiences of other societies of the past and present.

We study our own lives in the social sciences. Our lives and the society in which we live have been shaped by processes in the past. The spaces in which we live also shapes our lives – and at the same time our actions affect and shape them. Thus temporal and spatial dimensions, commonly understood as historical and geographical aspects form the basic framework for the study of any society. During the last two centuries many other specialized areas of study have developed as part of social sciences, like economics, sociology, political science, anthropology, etc.

The main departure point of Social Sciences as a disciplinary area is the recognition of its subjective and normative character. The person who studies has a point of view and the people studied too have their own viewpoints all of them impact the study. Likewise our conception of what the society should be and how it should change too plays an important role in our approach to studying society. Having recognized this subjective and normative dimension, Social Sciences nevertheless, seek to develop methods for a critical study of society and our own subjective views of society.

The nature of social sciences is defined by the living nature of the object of study. While investigating into the activities of a village or neighborhood for example, it is inevitable that the



Teacher Enrichment

## COURSE 006.1

### Language Proficiency

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course will serve as a foundation to enhance student-teachers' language proficiency by engaging her with a variety of genres and texts; it will also provide them some tools to analyze these texts, in the process improving their own language proficiency. Student-teachers will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts in diverse contexts. In other words, this course will enable student-teachers to enhance their capacities as listeners, communicators, readers and writers by becoming participants in the process of reading and writing.

This course will develop an understanding of different types of texts – narrative, descriptive, directive, expository, and argumentative and their salient features. It will initiate them into and prepare them for the course requirements of working in the field, as well as for selected readings and writing for the other courses. In the process it will also help them understand and appreciate various aesthetics of language.

The course will facilitate the process of responding to non-print inputs like conversations, media, drama etc. and attempt to develop the capacity of student teachers to facilitate such language activities. It will equip them to think together in a group with peers and create opportunities for sharing of diverse opinions, views and suggestions in verbal and written languages. It will help them to listen to students at the secondary level, reflect on their oral responses and understand the nature and level of their understanding. The course will provide an opportunity not

## Teacher Enrichment

### COURSE 007.1

#### Self, Identity and the Teacher & Art and Drama in Education - I

MAX MARKS – 80

INTERNAL – 40

EXTERNAL – 40

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behavior, and openness to learn and renew oneself.

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

In addition the course would provide them a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

In the first year of the B.Ed. course the focus would be on Understanding the Self and in the second year Developing Professional identity as a Teacher.

#### Objectives

- ☐ To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- ☐ To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- ☐ To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- ☐ To cultivate positive attitudes and sensitivity towards each other, towards children and education.

## COURSE 007.2

### Health and well-being (Through Yoga, Community prayer and other physical activities)

Internal Marks 20

#### Objectives:

Awareness of health issues and maintenance of personal health are important factors in the lives of student-teachers, since these sustain a sense of balance, well-being and energy levels. These should be focused during the two years of B.Ed. programme.

#### Mode of Engagement:

For this purpose, two kinds of activities ought to be structured into the programme:

- ☐ A cumulative exposure to yoga and its health benefits through regular yoga classes (daily)
- ☐ Time and facilities for playing an outdoor indoor sports and /or undertaking to go for regular PT

This is not intended to be a course for those who are going to become instructors in physical education or yoga and hence there is no need to introduce theoretical aspects of these activities.

#### Mode of Assessment:

Faculty should encourage student-teachers to participate in the above activities and keep track of their participation as part of their part of their overall profile. A descriptive assessment should be made on the basis of overall level of participation.

Part-III Engagement with the Field/Practicum

COURSE 008.1

School Experience and Community Work

Internal: 60

External: 40

1. School Experience
2. Community work

School Experience:-

Step I Orientation in the institution by Academic Experts (7 to 10 days July last week)

Teaching skills(orientation & Demorestration)

Maxims

Classroom management

Needs of Diversity in classroom & its inclusion

Subject wise orientation of pedagogy

Orientation of other relevant topics

(Record of orientation experience – to be prepared by all trainees

Step II School observation (7 days Aug. middle) fulltime in school

Observation of regular subject teacher in actual class (at least two classes of teaching subject and one class of any other subject.

Record – observation record.

Step III Orientation for unit planning & teaching in opted teaching subject (7 days August End)

Assigning mentors to trainees ratio 1:10

Learner Studies:

## COURSE 001

### CHILDHOOD AND GROWING UP

Max Marks: 100

Internal: 20

External: 80

This course provides an introduction to the study of childhood and adolescence. It aims to sensitize the student teacher towards multiple childhoods and adolescence as constructed in different socio-economic and cultural settings and their implications for education.

The learners will be looked at not merely from the point of view of school, classroom and learning but in a larger social context of childhood and adolescence. This interdisciplinary course draws from psychological, sociological and anthropological studies.

It also offers a critical study of significant theories of child development and their relevance in the Indian context. It would also help build a perspective on issues of marginalization, diversity and stereotyping, inclusion and the concerns of adolescents. The course also seeks to introduce methods for studying children and adolescents.

The pedagogy to be followed in this course consists of the teacher educator enabling or helping student teachers to reflect on their own life worlds and experiences, engaging with significant theoretical perspectives, using tools or methods of study in the context of adolescents or children, interacting with adolescents around them and reading about children and adolescents from diverse contexts.

### OBJECTIVES

- ☐ Enable the student teacher to understand how varied socio-economic and cultural realities lead to different constructions of childhood and adolescence.
- ☐ Develop an understanding of how different cultures have different notions of childhood and adolescents and how urbanization, economic change impacts its construction.
- ☐ To develop an understanding of children of different age groups through close observation and interaction.
- ☐ Study significant theories of human development and analyze them critically for their relevance within the Indian context.
- ☐ Understanding the ways in which diverse needs of learners can be presented and understood and thus create a positive attitude towards inclusive education.

Contemporary Studies

Course 002

Contemporary Indian Society and Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction, Time spent on assignments, projects etc. are additional (adding up to a total of approximately 160 hours of overall effort).

This course will be done in two parts, the first part seeks to understand the nature of Indian society and the place of education in it; the second part would deal with the policy debates on various issues relating to Indian Education.

Section A: Understanding Contemporary Indian society

The course seeks to enable student-teachers understand the complex nature of the Indian society, of which diversity and inequality form extremely important aspects. The Constitution of India at once seeks to promote diversity and, at the same time, reduce/eradicate inequality. In particular, this course shall try to understand the role of education in achieving these two central constitutional goals.

The ideas of social stratification and inequality will be introduced and discussed in the context of need to respect and preserve social diversity. Of the many sources of social inequality, caste, tribe, and poverty, will be highlighted. Their impact on educational curricula, access and on the everyday experience of the classroom would be discussed. Autobiographical writings and case studies would be studied to provide a closer look at the experiences of the under-privileged.

The social structure of rural and urban India and of Chhattisgarh in particular would be studied, through a mix of statistics, and village and regional studies. The role of the state, different strata of farmers, small entrepreneurs and corporations in shaping the changing social structure would be looked at. The role of education in reproducing social inequalities would be examined. Education would also be studied as a source of social mobility, thus changing one's position in the unequal system.

Objectives

- i. To understand the social diversity in the state and the class room and its implication for teaching
- ii. To understand and be able to use some key concepts relating to social stratification
- iii. To understand the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education
- iv. To understand the problems faced by the tribal communities and the issues in education of tribal children
- v. To understand how poverty affects schooling prospects of children with special reference to migrant children

## Educational Studies

### COURSE 003

#### Perspectives in Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction. Timespent on assignments, projects etc is additional (adding up to a total of approximately 240 hours of overall effort).

This course will explore philosophical and sociological views on education, in order to enable student-teachers to develop their own perspective on nature of education and its role in social change. It will try to equip them with some conceptual and methodological tools to critically examine their own beliefs and those proposed by different thinkers or policy makers. Student-teachers will be invited to critically reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school education.

Contemporary education in the modern world gets its character and meaning from several fundamental processes at work here which need to be understood. These include industrialization, the growing role of the democratic nation state, colonialism, globalisation and shift from subsistence farming to new forms of livelihoods. These are accompanied by the efforts of women and the marginalised people for equity and dignity. All these factors are changing people's expectations from education. The course will introduce student teachers to concepts relating to these ideas and also help them to analyse these processes and their impact upon mass education. These would be sought to be understood through case studies and student-teachers' exploration of their own context.

Sociological perspectives help us to understand how education facilitates these macro social processes and is in turn impacted by them and also how people strive to use education to impact the direction of these larger processes.

#### Objectives of the course

- i. Reflecting on the meaning and purpose of education for one self and the society.
- ii. Understanding the diversity in aims of education and the framework to negotiate this diversity
- iii. Developing a framework to understand the work of educational thinkers and policy documents
- iv. Understanding the economic and political context of the emergence of modern education
- v. Reflecting on the critique of modern school education

#### Unit 1 Determining aims of education

## शैक्षिक अध्ययन

### पाठ्यक्रम 004

## भाषा, शिक्षा और समाज

अंक – 50

आंतरिक – 10

बाह्य – 40

शिक्षा की दुनिया में यह माना जाता रहा है कि भाषा स्कूली पाठ्यक्रम के केंद्र में है। यह महसूस किया जाता रहा है कि स्कूल से जुड़े अलग-अलग पहलुओं तथा विषयों को समझने में भाषा कुछ जरूरी सूत्र उपलब्ध करवाती है। शिक्षा से जुड़े विभिन्न दस्तावेज प्रत्यक्ष और परोक्ष रूप से इस तथ्य को उजागर करते

रहे हैं। शिक्षक शिक्षा के कार्यक्रमों में इस विचार के लिए जगह बनाने की दिशा में ठोस कदम हाल के वर्षों में उठाए जाने लगे हैं।

शिक्षा और समाज में भाषा की भूमिका के अनेक पहलू हैं। भाषा, इंसान के द्वारा इजाद किया गया एक ऐसा

औजार है जिसके जरिए वह दुनिया के साथ बने अपने रिश्तों को संभालने के साथ-साथ उन रिश्तों का दूसरों तक भी पहुँचा सकते हैं। दुनिया के साथ रिश्ते बनाना, किसी भी प्रकार के ज्ञान सृजन की प्रक्रिया का अनिवार्य पहलू है। रिश्ते बनाकर उनको नाम देना तथा उन नामों का उपयोग करना ज्ञान सृजन की

प्रक्रिया के ही पहलू हैं। कोई भी विषय हो उसमें अपनी पैठ बनाने के लिए इस प्रक्रिया से गुजरना ही

पड़ता है। ऐसी प्रक्रिया से गुजरकर ही अलग-अलग विषयों में संकल्पनाओं का निर्माण किया जाता है।

शिक्षा को संस्कृति का वाहक कहा जाता है। लेकिन वह वाहक मात्र नहीं है। वह नए अनुभवों तथा आवाजा के लिए जगह बनाने का सशक्त माध्यम भी है। एक ओर जहाँ भाषा किन्हीं संस्कृतियों को रचने, बनाए रखने, तथा फैलाने का माध्यम है, वहीं दूसरी ओर यह स्थापित संस्कृतियों को विश्लेषित करने तथा नई संस्कृतियों को रचने का जरिया भी है।

प्रस्तुत पर्चे में विद्यार्थी शिक्षिक/शिक्षिकाएँ भाषाओं तथा सामाजिक संबंधों के कुछ पहलुओं के बारे रची गई संस्कृतियों का विश्लेषण कर कक्षा-शिक्षण तथा समाज के लिए उनके निहितार्थों को समझ तथा उपयोग कर पाएँगे।

## उद्देश्य



## पाठ्यक्रम 005.1

### हिन्दी का शिक्षण षास्त्र (प्रथम वर्ष)

अंक – 100

आंतरिक – 20

बाह्य – 80

छत्तीसगढ़ राज्य में कई भाषाएँ हैं। हिन्दी और छत्तीसगढ़ी के अलावा, गोंडी, हल्बी भतरी, कुडुख, माडिया आदि। लेकिन यहां के उच्च प्राथमिक व माध्यमिक शालाओं में मुख्य रूप से दो भाषाओं का शिक्षण होता है— हिन्दी और अंग्रेजी और ये भाषाएँ ही उच्च प्राथमिक व माध्यमिक स्तर पर शिक्षण के माध्यम भी हैं।

यह पचा उच्च प्राथमिक व माध्यमिक स्तर के भावी हिन्दी शिक्षकों के लिये है। छत्तीसगढ़ के बहुभाषी संदर्भ में यहां की अन्य भाषाओं— छत्तीसगढ़ी, हल्बी, गोंडी, माडिया, कुडुख आदि के प्रति समझ और संवेदनशीलता बरतना बहुत जरूरी है ताकि छात्र अपनी भाषा का सम्मान करते हुए, बेहतर हिन्दी सीख

पाएं। इस के लिये जरूरी है कि प्रशिक्षार्थी शिक्षक भाषा की उत्पत्ति, विकास और भाषाओं की संरचना की तुलनात्मक समझ बनाएं। और इसी परिप्रेक्ष्य में हिन्दी भाषा शिक्षण की क्षमता विकसित करें।

भाषा की संरचना से परिचित होकर शिक्षक यह जान सकें कि हरेक भाषा की अपनी एक नियमबद्ध व्यवस्था है और कई मायनों में वे एक सी भी हैं। भाषा अर्जन की प्रक्रिया और भाषा के विविध रूपों का

समझकर, भाषा की मानकता का आग्रह कुछ ढीला होगा। शिक्षक सभी भाषाओं के प्रति संवेदनशील और सहिष्णु बन सकें। इससे जो नजरिया बनेगा वह अन्ततः हिन्दी, अंग्रेजी और संस्कृत आदि भाषाओं की शिक्षण प्रक्रिया को बेहतर बनाने में भी मददगार हो सकेगा।

जहां तक हिन्दी शिक्षण का प्रश्न है, अभी तक सबसे ज्यादा जोर पढ़ना लिखना सीखने पर दिखाई देता है। पढ़ने लिखने के कौशल को विकसित करने के लिए कक्षा में विविध भाषाई सामग्री का उपयोग, पुस्तकालय से जुड़ाव, बच्चों की भाषा, संदर्भ, अनुभवों को स्थान देना, अर्थ निर्माण पर जोर, आपसी संवाद के अवसर जैसी प्रक्रियाएं अपनाए जाना ज्यादा कारगर होगा।

### इकाई 1 : भाषा का अर्थ, उत्पत्ति व प्रकृति

अमुन भाषा को संप्रेषण का माध्यम कहकर परिभाषित किया जाता है लेकिन यह भाषा की बहुत ही सीमित परिकल्पना है। यह इकाई यह समझने में मदद करेगी कि भाषा क्या है और उसकी परिभाषा में

क्या-क्या तत्व शामिल होंगे। विद्यार्थी-शिक्षक यह भी समझ पाएंगे कि भाषा की मूल प्रकृति वस्तुओं, संबंधों, भावनाओं के लिए वाचिक प्रतीक गढ़ना है। साथ ही भाषा एक विषय के साथ साथ शिक्षण का

## Pedagogy of Subject Area

### COURSE 005.2

#### Pedagogy of Language – English (I)

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

#### Course Description

This Pedagogy of Language (English) course will enable student teachers to develop a perspective on English Language teaching. It will also develop an understanding of its place and importance in school curriculum and learning-teaching other subject areas. The course will familiarize the student teacher with the recent developments and emerging trends in language pedagogy, particularly English as a language in Indian contexts. This will sensitize them to develop a perspective on the development of language capability, focus on enabling the learner to explore various ways and means to enrich language learning among learners in school contexts.

#### Objectives of the Course

The Course will enable student-teachers to

- ☐ Understand the nature and system of language, language learning, and develop a perspective on English as language in school curriculum in Indian contexts.
- ☐ Critically examine the beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching in the context of English language and other Indian languages

#### Unit 1: Nature and Structure of Language

- a. What is language? Why do we need language?
- b. Characteristics of language –Unlimited production Capacity, Displacement, Arbitrariness, arrangement of sounds to produce meaning, Socially-acquired
- c. Functions of language – thought, communication, interaction, social/cultural constructs, language and knowledge
- d. Rule bound system of language and grammatical elements – at the level of sounds, letters, words, meaning
  - Understand the rule-bound system of language with the help of English, Hindi and local languages

Teacher Enrichment

COURSE 015.2

Enriching Learning through ICT

MAX MARKS – 40

INTERNAL – 20

EXTERNAL – 20

OBJECTIVES:

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

1. Acquire knowledge of computers, its accessories and software.
2. Understand the basics (fundamental) of preparing a computer.
3. Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
4. Understand features of MS-Office and their operations
5. Develop skill in using MS-Word, Power-Points and Spread sheets.
6. Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
7. Appreciate the value of CAI/CML packages on internet and global accessing of information.
8. Acquire skill in accessing World Wide Web and internet and global accessing of information.
9. Integrate technology in to classroom teaching learning strategies.

Unit1: Relevance of ICT in education (Radio, Television, Computers etc)

- ☐ Role of information technology in ‘construction of knowledge’
- ☐ Possible uses of audio-visual media and computers.

Unit 2: Visualizing learning situations using audio-visual and other media

- ☐ Use of radio and media: script writing, story-telling, songs etc
- ☐ Use of television and video in education: script writing
- ☐ Use of newspaper in education

Unit3: Use of computers in schools

## COURSE 015.3

### Exploring Library and other Learning Resources

MAX MARKS – 20

INTERNAL – 20

#### Objectives:

1. To make students teachers aware of the importance of school library
2. To develop interest for guiding school students in the use of library
3. To develop in student teachers the skill for promoting reading habits among students.

#### Unit I

##### Knowing of the Library

Library Procedures- Cataloguing, Locating a book/material in library, stock verification, Reference service.

#### Unit II

Library as a resource of learning, pleasure and concentration School Library as an intellectual space for students and teachers

#### Unit III

Types of Books and other Material used by different readers Techniques of keeping these books and material, Bibliography, Display of Books and jackets, Books exhibition.

Dimensions of setting up of a school library

#### Unit IV

Locating information and using it for one's own career development resources helpful in providing information for career development Newspaper, Magazines, Learning guides, Members of local community, Resource persons, Websites, E-library.

## Engagement with the Field/Internship

### COURSE 016 School Internship

Internal: 250

External: 100

B.Ed. II Year

Step –I      Orientation for Internship (July 1<sup>st</sup> & 2<sup>nd</sup> week - 15 days)

Understanding school activities, its philosophy, aims, organization, management, understanding life of a teacher, needs of physical, mental and emotional development of student. Aspects of curriculum & its transaction, assessment of teaching learning, unit planning etc.

Step-II      Observation (July 3<sup>rd</sup> week – 7 days)

Observation of regular teacher, peer observation, observation of various school activities.

Step-III Teaching & other activities July last week to in two Blocks A: 7 weeks + Block B: 7 weeks (14 weeks)

Trainees must have school experience at different level of school in block A and Block B

Different level of school means upper primary level and high/higher secondary level.

Internship activity shall be organized in Govt./Public/Semigovt./Aided/Self Financed and any other upper primary and High/H S School. The selected school must have recognition from competent authority during internship programme. The trainees are expected to stay at school for 4 days a week (Wednesday to Saturday) and for 2 days (Monday and Tuesday) they have to come to their institution.

## Learner Studies

### COURSE 009

#### LEARNING AND TEACHING

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course will focus on learning and teaching. What is learning? Is it memorizing what knowledge one has obtained from somebody else. Do we learn by imitation and modeling others? Is knowledge divided into smaller units and do we learn when we master one unit at a time? What is the role of the learner in learning? Is it mere repetition? Or do they learn by creating and constructing their own knowledge by their own efforts and motivation. Is there a difference between how children and adults think? Do children and adolescents of different ages think in different ways? If this is true then how can we keep this in mind during interaction with children? What is the role of society and other people in children's learning and understanding? What is the importance of the communication with others and with the self? All teachers struggle with these questions and it is essential to understand them. It is also important to understand whether truly some children are more intelligent and others have low intelligence. Is the ability and pace of learning determined at birth or is affected by society.

Student teachers need to understand how children, think, understand, and learn. They need to recognize that children are from diverse backgrounds and have individual difference in learning in order to create a conducive atmosphere and motivation for learning. How does the student teacher perceive and use the diverse abilities and experiences of children as a resource?

There are a number of notions about learning and teaching which have led to the development of a number of theories of learning. In order that a student teacher is able to challenge and reconstruct newer notions about learning and teaching they would explore various theories of learning, critique them and understand their educational relevance and applicability in the classroom and the field. They need to understand that no theory gives a complete picture of how children and adolescents learn. It is thus important that the student teachers develop their own theory of learning based on their experiences and understanding.

#### OBJECTIVES:

1. Understand how children learn and analyse the factors that influence their learning.
2. Understand different theoretical approaches to learning and be able to critique them for their relevance and application in education
3. Study how children think and the role of language in thinking.
4. Provide opportunities for learning for children and adolescents from diverse backgrounds and levels of motivation.

Contemporary Studies

COURSE 010  
Gender, School and Society

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course is intended to help student teachers understand gender inequality in order to work towards a change in gender relations. It will examine gendered roles and beliefs about gender in society. Student-teachers will critically examine their own role as well as the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender equality.

The meaning and experience of being a boy or a girl is not the same across different social groups, regions and time-periods. This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

Unequal access of education to girls is a well-documented reality. But the concerns of gender-just education go beyond access to schools; gender identity construction is influenced by forces at home and in society. The seat of power and authority in the Indian societal context is more often than not, firmly rooted in patriarchy. It is important to understand how socialisation into a specific gender influences how we and others look at ourselves and others and what opportunities for education we get. As future teachers, we should understand and examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this purpose, B.Ed. students will be expected to observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Take for example, studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs.

This course will also study representation of gendered roles, relationships and ideas in textbooks and curricula, examining how schools nurture or challenge creation of young people as masculine and feminine selves. Teachers' need help to develop abilities to handle notions of gender and sexuality, often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same. The formulation of positive notions of sexuality among young people impact larger issues – perceptions of safety at school, home and beyond, identification of sexual abuse/violence and its verbalisation, combating the dominant societal outlook of objectification of the female body, and so on. The course will undertake critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.

## Educational Studies

### Course 011

## Curriculum and Knowledge

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction. Time spent on assignments, projects, discussions, etc is additional (adding up to a total of approximately 240 hours of overall effort).

Curriculum which seeks to develop certain understanding, skills, values and mental dispositions in the students ('aims' of education) is deeply embedded in the culture and structures of the society. As such it is also contested and debated within the society. Curriculum is therefore not given but something developed through dialogues and negotiations. This course is designed to enable the student-teacher to not only understand the social character of curriculum but also engage with its implications for her or his own work as a teacher.

Curriculum defines the broad contours of the experiences that need to be given to students through a planned intervention, and it is delivered through the syllabi and eventually through the teaching learning materials (like text books, library, films, and laboratory equipment) and the class room experiences ('lessons'). A teacher constantly needs to see the linkages between the aims of education, the curriculum, the syllabi, the materials and the class room processes and how they influence each other. While it appears to the teacher as being given by higher authorities, a teacher both individually and as a member of a professional group, has an important role in shaping it. In fact each school and even each class has its own curriculum, whether consciously designed or not.

Contrary to the emphasis given to the teaching of 'subjects' it is important to realize that curriculum encompasses not only the realm of knowledge but also skills, values and dispositions (states of the mind) which enable an individual to live a fruitful adult life and contribute to the common good while reinforcing his or her autonomy. Knowledge, moral values etc. too are embedded in the social context and need to be seen as fluid and in the making and not given. Power enables certain strata of society to determine which knowledge, moral values or skills are worthy of imparting and in the process to marginalize the knowledge and values of the underprivileged. This can be illustrated with the example of how colonialism privileged the knowledge of certain subjects developed in Europe and communicated through English and marginalized and even obliterated other forms of knowledge of indigenous people. The same can be said of the poor and marginalized communities of today. It is therefore vital for a



Educational Studies

## COURSE 012

### Assessment for Learning

MAX MARKS – 50

INTERNAL – 10

EXTERNAL – 40

The course is designed keeping in mind the critical role of assessment in enhancing learning. The purpose of assessment is not to rank or filter but to help the system support the learner. The traditional notion considers assessment as an end of teaching activity that does not allow the learner to talk to others., use materials, or explain her point of view or be asked questions in a format that helps her articulate her understanding. The traditional purpose of assessment as a mechanism to filter learners and to sort them as having learnt and not learnt the traditional assessment is also seen as a statement on their abilities or potentials and its formats reduce learning to responding in a limited set of forms to a defined set of tasks. Generally assessment is learning that can be displayed on paper and is a selective and competitive act and achievement as an outcome of individual's innate factors and hard work.

This Course – as its title suggests – proposes that student –teachers become conscious of the distinction between assessment for learning and assessment of learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation and enable student- teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment even as they respond to current examination practices.

The course will thus enable student-teachers to:

Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)

The purpose of assessment is to review the work and the worth of the learner and distances itself from understanding the context in which the child is learning. It looks to discover what the learner has not learnt from the list given as opposed to trying to uncover what she has learnt and hence helping her to move forward, the main purpose being to understand the learner and

## Educational Studies

### Course 013

# School Culture, Management and Teachers

MAX MARKS – 50

INTERNAL – 10

EXTERNAL – 40

#### Objective of the course

This course seeks to provide the student-teachers a framework to understand the functioning of school as an organization and explore possibilities for improving its functioning.

Given the role of school as an instrument of democratic education of the future citizens, to what extent is its own functioning inclusive (gives dignified space for diverse kinds of children from diverse social background and diverse abilities)? To what extent is its own decision making democratic and responsible? This can be done by studying documents relating to the school and also by observing different kinds of schools in the field and their functioning.

The school operates within a constitutional and legal framework. The student teachers need to understand not only the provisions under law and the principles behind them but also be able to critique them and work out alternatives. This course will offer such a possibility.

The answerability of the school has been much under discussion. In the case of public schools, they are not only answerable to the government but also to the parents whose children study in the school. Even in private schools the school has to be answerable not only to the management but also to the parents. What does this answerability mean and how do schools discharge this answerability, are questions that need to be investigated. Student teachers will also be encouraged to investigate why and how answerability structures get weakened. In this context the role of the state and market needs to be problematized. In this context issues like school visioning, leadership, discipline and participative decision making will be explored.

The conditions of teaching as a profession, in terms of qualifications, service conditions, security of tenure, emoluments and perquisites, grievance redressal, professional association, opportunities for knowledge upgradation, etc. will be discussed in the context of both government and private sectors. The changing context of privatization, casualization, informalisation and loss of control over work within the teaching profession will be studied.

#### Unit 1: Framework for understanding school culture

- i. Inclusive school
- ii. Democratic school
- iii. School effectiveness studies
- iv. Mechanisms for coordinated functioning in school

#### Unit 2: Legal Framework of schooling in India

- i. Constitutional provisions
- ii. State government
- iii. Private management

## पाठ्यक्रम 014.1

### हिन्दी का शिक्षणशास्त्र (द्वितीय वर्ष)

अंक – 100

आंतरिक – 20

बाह्य – 80

बच्ची जब विद्यालय आती है तब तक वह अपनी भाषा में परिपक्व हो जाती है। वह अपनी भाषा में व्यक्तियों से संवाद करने की क्षमता रखती है और यह क्षमता वह परिवेश से अंतः क्रिया करके हासिल

करती है। उसका लिखित भाषा स्वरूप से परिचय व उसमें पढ़ने लिखने की व अन्य भाषाई क्षमताओं का विकास विद्यालय करता है। उच्च प्राथमिक व माध्यमिक कक्षाओं में इन्हीं क्षमताओं का विकास करना होता है। वास्तव में भाषा शिक्षण के वृहद उद्देश्यों को समझना व भाषा की एक अच्छी कक्षा कैसी हो को जानना व भाषा सिखाने के प्रचलित तरीकों को जांचने से हमें भाषा शिक्षण का एक स्पष्ट नजरिया मिलता है।

बच्चों में अपने समाज से रूबरू होने, सौन्दर्य बोध और संवेदनशीलता के विकास के लिए उनमें साहित्य के प्रति रुचि जगाए जाने की जरूरत है। कविताओं की सन्दर्भ सहित व्याख्या करते रहने से यह संभव नहीं होगा। इसके लिए कहीं ज्यादा गंभीर प्रयास करने होंगे, जिनमें विभिन्न तरह के साहित्य को पढ़त हुए उनसे अर्थ ग्रहण करने, बिम्बको समझने जैसे प्रयासों की जरूरत होगी। साथ ही भाषाई विकास में साहित्य की महत्ता को भी समझना होगा।

वर्तमान में आकलन की जो प्रक्रिया चल रही है क्या उसके द्वारा आकलन के उद्देश्य पूरे हो रहे हैं? क्या सही तौर से जिस चीज का आकलन होना चाहिए, वह हो रहा है? हमें आकलन को व विशेष तौर पर भाषा में आकलन को पुनः परिभाषित करने की आवश्यकता है। आकलन को भाषा शिक्षण की समग्रता में समझने की जरूरत है।

अपेक्षा है कि प्रस्तावित पाठ्य क्रम भाषाई कौशलों के बेहतर रूप में विकसित होने में मददगार हो सकेगा।

#### इकाई 1 : हिन्दी भाषा शिक्षण

##### क. हिन्दी भाषा शिक्षण के उद्देश्य व भाषाई कौशल

—पढ़कर समझना, अभिव्यक्त करना (मौखिक, लिखित), तार्किक व समीक्षात्मक दृष्टि से सोचना, भाषा का सृजनात्मक व काल्पनिक इस्तेमाल करना आदि उद्देश्यों व कौशलों का विकास।

## Pedagogy of Subject Area

### COURSE 014.2

#### Pedagogy of Language – English (II)

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

#### Course Description

This Pedagogy of Language (English) course will build the understanding of the student-teachers to pedagogical processes based on the theoretical understanding. This would be in conjunction with the school internship. It would expect would be teachers to think of learning experiences that can be inclusive and engaging for all children. These have to be such that they develop language skills as well as learning to appreciate literature.

#### Objectives of the Course

The Course will enable student-teachers to

- ☐ Develop the ability to design appropriate learning experiences for teaching English language
- ☐ Critically explore the existing theories and practices in language education and their implications in English language teaching and learning with special focus at secondary school level.
- ☐ Become aware of opportunities and resources available for language teacher by continuous learning

#### Unit 1: Teaching English Language – 2

##### Development of Language Skills: Teaching, Listening & Speaking

- i. Teaching Listening & Speaking: Sub Skills of Listening; Listening and Speaking for specific purposes. Reading as a process versus product  
Understanding Phonetics – consonant system, vowel system, word stress, sentence stress, intonation.  
Creating and using tasks , materials and resources for developing listening and speaking skills – Story Telling, Dialogues, Situational Conversations, Role Plays, Simulations, Speech (Debates, Extempore, Presentations, Elocutions) , Language Games, Language Laboratories, Pictures, Materials from Real Life and Multi - Media Resources (videos, films and audios)
- ii. Teaching Reading: Sub Skills of Reading, Importance of understanding development of reading skills, Reading Aloud and Silent reading; Extensive and

## Pedagogy of Mathematics (Paper-II)

### Vision of the syllabus

The position paper from the Focus group on ‘Teaching of mathematics’ ( a part of the position papers for the development of the national curriculum framework initiated by the MHRD) says that lack of teacher preparation is one of the core areas of concern for mathematics education in India. The position paper points out that among all the school content areas, mathematics relies much more on the preparation that the teacher has, in her own understanding and in her ability to create appropriate pedagogic contexts in the class room. In the light of these recommendations, this syllabus aims at making a community of mathematics teachers which can engage with mathematics at various levels, a community which believes that every child has a right to and is capable of learning and doing meaningful mathematics (NCF 2005).

The current syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, we will revisit the foundational areas up to secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes like problem-solving, problem-posing, mathematical communication and to appreciate child’s diverse ways to learning mathematics. There is also an attempt to make a shift from assessment of learning to assessment for learning.

The vision of this syllabus is to motivate student-teachers in developing a democratic mathematics classroom where every debate and discussion around mathematical ideas is also looked at as a mathematical endeavour and a meaningful learning engagement. The syllabus attempts to develop a culture of mathematical communication among the student-teachers who in turn will motivate their students in communicating mathematics in an effective manner. We hope that this syllabus helps student-teachers become mathematics teachers who believe and can ensure that every child has an opportunity to learn and can engage with mathematics.

## Pedagogy of Subject Area

### COURSE 014.5

## Pedagogy of Science – II

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

### Objectives

To enable the student teacher to:

- ☐ Understand the aims and objectives of teaching science at various school stages.
- ☐ Develop her own ideas on classroom planning
- ☐ Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

### UNIT 1: Classroom planning and management

Note: Planning is an integral part of being a teacher. Hence it is important for student teachers to understand the relevance of planning and organizing learning experiences effectively.

- ☐ Concept, importance and process of planning
- ☐ Planning for teaching (yearly plan, unit plan, planning a single lesson: documenting objectives, developing rapport, assessing previous knowledge, transaction of content, assessment, reflecting on transaction)
- ☐ Developing resource materials for teaching science (learner knowledge, real objects, models, charts, local material, case studies, journals, handouts, science magazine, handbooks, etc& aquarium, herbarium, science laboratory, science fair, science exhibition, excursion, botanical garden, zoological garden, etc)
- ☐ Managing space, time and resources keeping curricular objectives in mind (organizing physical space, setting up resources, ensuring learner participation, etc)

### Suggested practicum/tasks:

- ☐ Student teachers develop resource material related to local context
- ☐ Exposure visit to a relevant laboratory, biological/zoological garden, etc; plan for using in school science teaching and reflections on its relevance to be shared
- ☐ Student teachers practice planning and managing time and resources in the context of their own studies at the pre-service teacher education institute

## Pedagogy of Subject Area

### COURSE 014.6

#### Pedagogy of Social Science Paper 2

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course will be a continuation of Teaching of Social Sciences Part I, and will be offered to those who have done the first part.

The course will take up the teaching of the Social and Political Life and Economics, examine the nature of curriculum and text books in social sciences, and look at good classroom processes for Social Science at the upper primary and secondary stages.

#### Objectives of the Course

The Course will enable student-teachers to

- ☐ Understand the approaches to the teaching and learning of Social and political life and economics
- ☐ Create good classroom processes for social science
- ☐ Understand the role of assessment and feedback while teaching social science

#### Unit 1: Teaching and learning of social and political life

- a. From 'civics' to the study of 'social and political life': review the history of 'Civics' education in India starting from the colonial period; emergence of 'Social and Political Life' to critically discuss contemporary Indian society, economy and polity
- b. Adolescence and the teaching of civics/social and political life
- c. Community Experience and the teaching of civics/ social and political life
- d. Revisiting some basic concepts / processes in Social Political Life. Three major themes from the following may be selected:
  - Aspects of diversity and marginalization in modern societies, India in particular, with special reference to Chhattisgarh
  - Organization of the economic life of people in India
  - Some basic concepts of economics, like, sectors of economy, GDP, growth, etc.
  - political processes in which people participate- organisations, associations, movements, , media, public forums and debates, elections to local, state and national bodies.

## Teacher Enrichment

### COURSE 015.1

#### Self, Identity and the Teacher & Art and Drama in Education - II

MAX MARKS – 40

INTERNAL – 20

EXTERNAL – 20

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behavior, and openness to learn and renew oneself.

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

In addition the course would provide them a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

In the first year of the B.Ed. course the focus would be on Understanding the Self and in the second year Developing Professional identity as a Teacher.

#### Objectives

- ☐ To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- ☐ To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- ☐ To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- ☐ To cultivate positive attitudes and sensitivity towards each other, towards children and education.



Bilaspur University  
M.Ed. Course Structure

**GRADE AWARD**

Letter Grade	Grade Point
O (Outstanding) 10	10
A+(Excellent) 9	9
A(Very Good) 8	8
B+(Good) 7	7
B(Above Average) 6	6
C(Average) 5	5
P (Pass) 4	4
F(Fail) 0	0

**Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \Sigma(\text{Ci} \times \text{Gi}) / \Sigma \text{Ci}$$

where  $\text{Ci}$  is the number of credits of the  $i$  th course and  $\text{Gi}$  is the grade point scored by the student in the  $i$ th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \Sigma(C_i \times S_i) / \Sigma C_i$$

where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

#### Illustration of Computation of SGPA and CGPA and Format for Transcripts

##### i. Computation of SGPA and CGP

##### SEMESTER GRADE POINT AVERAGE

Course Code	Marks External MM 75	Marks Internal MM 25	Total 100 MM	Grade Point	Credit point	Credit
Paper 1	41	17	58	5.8	5.8x4	23.2
Paper 2	33	15	48	4.8	4.8x4	19.2
Paper 3	65	20	85	8.5	8.5x4	34.0
Paper 4	57	18	75	7.5	7.5x4	30.0
Paper 5	70	21	91	9.1	9.1x4	36.4
Total	266	91	357	35.7	35.7x4	142.8

$$\text{Semester Grade Point} = 142.8/20 = 7.14$$

##### CUMMULATIVE GRADE POINT AVERAGE

Sem	Sem. 1	Sem.2	Sem. 3	Sem. 4	Total
Credit	20	21	20	19	80
SGPA	7.14	6.45	5.9	6.4	25.89

Course Grade Point Average =  $\frac{20 \times 7.14 + 21 \times 6.45 + 20 \times 5.9 + 19 \times 6.4}{80}$

$$= \frac{142.8 + 135.45 + 118 + 121.6}{80}$$

$$= \frac{517.6}{80}$$

80

$$= 6.47$$

### M.Ed. COURSE OF STUDY

#### Ist SEMESTER

Type	Code No.	Name	Credits	Marks EX + Int	Total
PERSPECTIVES	P1- 101	Philosophical perspectives of education	3+1	75+25	100
	P2-102	Psychological perspectives of education	3+1	75+25	100
TOOL	P3-201	Research Methodology in Education	3+1	75+25	100
SPECLIZATION-1 Any one	P4-301/ 302	A—Perspectives of Elementary Education  B---Perspectives of Secondary Education	3+1	75+25	100
ANY ONE	P5-		3+1	75+25	100
Group----A- Inclusive education	401	Inclusion of Children with Diverse Needs			
Group B— Guidance and counseling	402	Introduction to Guidance and Counseling			
Group C— Educational Planning, Management &	403	Educational Planning			

Finance Group -D--- Emerging Technologies & Information and Communication Technology	404	Emerging Technologies in Education			
Total			20	375+ 125	500

## IInd SEMESTER

Type	No.	Name	Credits	Marks Ex + Int	Total
PERSPECTIVES	P6- 103	Gender sociological perspectives of education	3+1	75+25	100
	P7-104	Historical,Economic and Political Perspectives of Education	3+1	75+25	100
TOOL	P8-202	Advanced Educational Statistics	3+1	75+25	100
Any one Group---- A- Inclusive education Group B— Guidance and counseling Group C— Educational Planning, Management & Finance Group -D--- Emerging Technologies & Information and Communication Technology	P9 405 406 407 408	Inclusive Strategies for Children with Diverse Needs School Guidance Programme Educational Management Information and Communication	3+1	75+25	100

		Technology in Education			
Teacher education course	P10- 501	Pre- service and in-service teacher education	3+1	75+25	100
Research	Diss. 1. 701	Research Proposal Development and Presentation	1	25	25
Total			21	375+ 150	525

## III SEMESTER

Type	No.	Name	Credits	Marks Ex + int	Total
PERSPECTIVES	P11-105	Educational Studies: Structure, Policy and Practice	3+1	75+25	100
TOOL	P12-203	Communication Skill & ICT	3+1	75+25	100
ANY ONE Group----A- Inclusive education  Group B— Guidance and counseling  Group C— Educational Planning, Management & Finance  Group -D--- Emerging	P13 409  410  411	School Education of the Disadvantaged Groups  Career Development and Guidance  Financial Management in Education	3+1	75+25	100

Technologies & Information and Communication Technology	412	Computer technology			
Field work	Ints.1 –	Internship in teacher education	3	75	150
Dissertation	601 (ISB)	Inter Semester Break	1	25	25
	801	Self Development and	1	25	25
	Diss. -2	Yoga			
	702	Data collection & analysis			
Total			17	225 + 200	425

## IV SEMESTER

Type	No.	Name	Credits	Marks Ex + Int	Total
PERSPECTIVES	P14-106	Curriculum development	3+1	75+25	100
SPECIATION --1 any one group	P15- 413 414 415 416	Pedagogy in any one--- Mathematics, Hindi, Science, Social Science	3+1	75+25	100
Research work	Diss. 703	Dissertation Report Writing and Presentation work (internal)	2	50	50
Teacher education course	P16- 502	Perspectives, Research & issue in Teacher Education	3+1	75+25	100
Final Practical Exam (External)	Diss. 704	Dissertation Work (Viva) Internship Viva-voce (External)	5 3	125 75	200
Total			22	225 + 325	550

## Summary of Marks

Semester	Theory	Practical		Total
		Internal	External	
Sem 1	375	125		500
Sem 2	375	150		525
Sem 3	225	200		425
Sem 4	225	125	125 + 75	550
Total	1200	600	200	2000

Bilaspur University  
M.Ed. 4 Semester 2 Year Course & Credit Structure

## SEMESTER –I

CODE - 101

## Paper -1 Philosophical Perspectives of Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

## OBJECTIVES:

The student will:

- ☐ acquire the knowledge of the concept & principles of Philosophy & Education.
- ☐ apply the knowledge of Philosophy in the analysis of present day educational system
- ☐ apply the knowledge of present day educational system

## COURSE CONTENT

## Unit -1: Philosophy and Education

- ☐ Philosophy of Education : Meaning, nature and scope of philosophy
- ☐ Different branches of philosophy and their educational implications.
- ☐ Ontology Appearance and reality, change and the changeless, natural and super natural : the external and the ephemeral

## UNIT II : Meta Physics, Axiology and Education

- ☐ Epistemology and education different theories of knowledge Empiricism, rationalism, sense realism, transcendentalism.
- ☐ Meta Physics and Education - Meaning, Propositions of Meta Physics
- ☐ Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita, Islam and Christianity to education in terms of value formation.

Unit-III : Indian Philosophies of Education

- ☐ Major Schools (Indian) Sankhya, Vedanta, Buddhism and Jainism ideas and their implications.
- ☐ Modern Thinkers (Indian) Tagore, Vivekananda, Aurobindo, and J. Krishna Murthy

Unit-IV : Western Philosophies of Education

- ☐ Major Schools (Western) Naturalism, Idealism, Pragmatism, Realism, Existentialism, Humanism and Marxism
- ☐ Western Thinkers : Bertrand Russell, Paulo Friere and Ivan Illich

Unit V : Education as Interdisciplinary Knowledge

- ☐ Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- ☐ Contribution of science and technology to education and challenges ahead.
- ☐ Dynamic relationship of education with the political process.
- ☐ Interrelation between education and development.

PRACTICUM

Students are subjected to both of the following practicum

1. Presentation of papers on different topics (any one)

(a). Philosophy of Education of Indian Thinkers in comparison with western thinkers

(b) Change in the concept of philosophy from tradition to modern times.

2. Survey of recent researchers in Philosophy of Education

REFERENCES :

Brubaker John S Modern philosophies of Education McGraw Hill

Kilpatrick W.H., Philosophies of Education, Macmillan London

Nelson B. Hendry, Modern philosophies of Education, Chicago University.

Ross R., Ground work of educational Theory George Harapare & Co. London

Kabir : Indian Philosophies of Education

Mukherjee, R. K. : Ancient Indian Education

Ramanathan : Education from Dewey to Gandhi

Setranjiwala : Z. K. Philosophical and Sociological foundations of Education



SEMESTER - I

CODE - 102

Paper -2Psychological Perspectives of Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

OBJECTIVES:

On completion of this course the students will be able to –

- ☐ Understand Adolescent Development
- ☐ Understand learning from the point of view of cognitive psychology and implications of constructivist learning.
- ☐ Critically analyse the higher mental process- Thinking, Problem solving, Creativity & Intelligence.
- ☐ Understand the concept of processing and adjustment.

COURSE CONTENT

Unit- I : Nature of Educational Psychology

- ☐ Educational Psychology : Concept, Concern and Scope
- ☐ Contribution of Psychology to Education
- ☐ Physical, Emotional, Social, Intellectual development during adolescence period.
- ☐ Problems of adolescent and self identity Educational support required for adolescent development.

Unit- II : Adjustment and Mental Health

- ☐ Mental Health : Concept, factors fostering adolescent's mental health
- ☐ Adjustment and its mechanisms
- ☐ Concept of stress, Sources of stress.,Strategies for coping with stress.
- ☐ Adolescent Education – Teaching major life skills.

Unit- III : New Approaches in Learning

- ☐ Cognitive and constructive approach in learning (Piaget, Bruner &Vygotsky)
- ☐ Cognition in Learning (Perception, Attention & Memory)
- ☐ Concept Learning ( Strategies for teaching concepts)
- ☐ Motivation and learning

Unit- IV : Higher Mental process.

- ☐ Thinking & Problem Solving
- ☐ Creativity – Nature, Promotion and measurement of creativity.
- ☐ Concept of multiple Intelligence (Gardner, Sternberg)
- ☐ Emotional Intelligence

Unit- V : Personality

- ☐ Concept of Individual differences
- ☐ Concept of personality, Determinants of personality development- Biological, Sociocultural.
- ☐ Assessments of personality
- ☐ Theories of Personality : Allport, Erickson and Maslow

#### PRACTICUM

Presentation of papers on different topics

- ☐ Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- ☐ Suggest structures of classroom environment in which all students can learn.
- ☐ Each student shall be required to administer test/experiments from the area specified below and maintain a record of it.
  1. Creativity, 2. Learning, 3. Memory, 4. Intelligence, 5. Personality

#### REFERENCE :

Jerry M. Burger : Personality Theory and Research. Wardworth Publishing Company, Belmont, California.

Morris, E. Eson (1978) : Psychological Foundations of Education. Holt Rinehart , New York. S.S Chauhan : Advanced Educational Psychology. Vikash Publishing House, Pvt. Ltd. Herlock, E.B. (1974) : Developmental Psychology. New Delhi.

Klausmeier, J.J. & W. Goodin (1978) : Learning and Human Abilities, Educational Psychology. New York, Harper & Row.

Bruner, Jerome (1960) the Process of Education, Cambridge, Mass, HUP.  
Sternberg, R.G : Intelligence Information Processing and Analogical Reasoning.

Hershel, D. Thornburg : Introduction to Educational Psychology. West Publishing Company Stpaul, New York, Los Angles.

Srivastava, Asha : Educational Psychology. Kunal Books, New Delhi.

SEMESTER - I

CODE - 201

Paper -3 Research Methodology in Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

OBJECTIVES:

On completion of this course the student will be able to

- ☐ Describe the nature, purpose, scope areas and types of research in education
- ☐ Explain the characteristics of quantitative and qualitative and mixed research.
- ☐ Select and explain the method appropriate for research study.
- ☐ Explain sampling design appropriate for a research study
- ☐ Explain the importance of tools procedure for data collection.

#### COURSE CONTENT :

##### Unit-I Educational Research

- ☐ Its meaning and purpose,
- ☐ Types of educational research-basic and applied, action research,
- ☐ Contributions of research knowledge to the practice of education.

##### Unit-II Research Problems

- ☐ Selection of a Research Problem – Sources and Criteria of Research Problem,
- ☐ Formulation and Specification of the Problem.
- ☐ Reviewing the literature – Purpose of Review, Primary and Secondary Sources.
- ☐ Formulating objectives, statement of objectives.
- ☐ Formulating hypothesis, Statement of hypothesis and its types
- ☐ Preparation of a Research Proposal.
- ☐ Variables

##### Unit-III Methodology and Design

- ☐ Sampling - meaning of sampling, population and samples, types of sampling, sample size. Sampling Errors and ways to minimize them
- ☐ Tools of Research – Interview, observation, questionnaire, checklist, rating scale, standardized tests and scales, projective techniques, selection of a Tools – Factors to be considered in tool selection.
- ☐ Methods and Designs – Survey research, Historical Studies, Case Studies, Experimental Research and non-experimental research

##### Unit-IV Data Analysis

Nature of Educational Data : Qualitative and Quantitative.

- ☐ Qualitative Data Analysis – Content analysis, Percentage analysis, analysis of interview based data, observation based data and questionnaire based data.
- ☐ Quantitative Data Analysis – Organisation and representation – Frequency
- ☐ distribution, Frequency Polygon, Histogram, Ogive, Smoothed frequency curve, measures of central tendency
- ☐ measures of variability, Percentile and percentile ranks, Correlation, Regression equation, Normal distribution,
- ☐ Inferential statistical methods – Standard errors, confidence limits, hypothesis testing, difference between means, chi-square

##### Unit-V Preparation of Research Report

- ☐ Style manual – Format of the Research Report – The Thesis or Dissertation
- ☐ Styles of writing, Thesis/Journal Typing of Report,
- ☐ Reference form, Pagination, Tables, Figures, Evaluating a Research Report, Summary, References, Appendices.

### PRACTICUM

- ☐ Development of a Research Proposal on an identified research Problem
- ☐ Preparation, Try Out and finalization of a tool
- ☐ Identification of variables of a research study and classification of them in terms of functions and level of measurement
- ☐ Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- ☐ Preparation of a review article
- ☐ Use of computers in Literature Review
- ☐ Review of Research report

### REFERENCES :

- ☐ Best, J.W.(1999): Research in Education. New Delhi, Prentice Hall of India, Pvt. Ltd.
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- ☐ Kerlinger, F N. (1986) : Foundation of Behavioral Research.
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- ☐ Sharma, S.R. (2004) : Methodology of Educational Research. New Delhi, Vohra Publication.
- ☐ Sharma, S.R. (2003) : Problems of Educational Research. New Delhi, Anmol Publication.
- ☐ Travers, R.M.W.(1978) : An Introduction to Educational Research. London: Macmillan
- ☐ Garratt, H.E.(1981) : Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
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- ☐ Guilford, J.P. (1956) : Fundamentals of Statistics in Psychology and Education. New York, McGraw Hill Company
- ☐ Siddhu, K.S(2002), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt.

### SEMESTER - I

#### CODE – 301 (Specialization -1A)

#### Paper – 4 Perspectives of Elementary Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

### Objectives

The Students will be able to –

- ☐ Understand the context of elementary education
- ☐ Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- ☐ Understand the stage specific areas and concerns related to elementary education
- ☐ Understand the institutions, structure at elementary school stage.
- ☐ Understand the quality dimension i.e. curriculum, programmes and work force of ECCE
- ☐ Develop knowledge and skills for research and evaluation for elementary education

### COURSE CONTENT

#### Unit – I Context of Elementary Education and ECCE

- ☐ Development characteristic and norms-physical, cognitive, language, socio-emotional development during early and elementary stage.

- ☐ Influence of home, school and community related factors on child's development.
- ☐ Community involvement in educational planning and management
- ☐ Place of languages in elementary education

#### Unit – II Elementary Education and ECCE : Policy and Perspective

- ☐ Constitutional Provision for education : Right to Education
- ☐ Policy and Programms in NPE 1986, POA 1992, NCF 2005
- ☐ Participation of NGO's in achieving goals of UEE, ECCE and Women Empowerment and Programmes

#### Unit – III Strategies, Approaches and Resources

- ☐ General principles to curriculum approaches – theme and activity based- child centered play way, , theme based, holistic, joyful, story-telling, puppetry, role play, dramatization, art activities, cooperative learning, field trips and exploration as methods upper primary and early primary stage.
- ☐ Learning Resources and their integration in curricular activities, preparation and use of learning and play material.
- ☐ Relevance of educational thoughts of Mahatma Gandhi to elementary education
- ☐ Place of work experience in curriculum
- ☐ Place of health and physical education, yoga in elementary education.
- ☐ Place of mathematics in school curriculum, objectives, mathematical reediness of child and its implication for teaching.
- ☐ Place of environmental studies – social and life sciences in elementary school curriculum

#### Unit – IV Programmes in Elementary Education and ECCE

- ☐ SarvaShikshaAbhiyan : Goals and specific Programme intervention at national level and in C.G. to improve access, enrolment, retention, participation and achievement
- ☐ Monitoring, research and evaluation of specific schemes like Mid-day Meal and different incentive schemes
- ☐ ECCE Programmes - AnganwadiBalwadi, Montessori, Kindergarten
- ☐ Support work force : Teachers, Parents and Community Support in functioning ECCE and Elementary Education.,
- ☐ Resource institutions for Elementary Education – Role of DIETs

#### Unit – V Elementary Education Issues and Challenges

- ☐ Critical appraisal of current status of UEE with reference to equity principles, different across habitation, gender, caste, and other socially disadvantaged groups including first generations learners and migrant population
- ☐ Access and enrolment of different types of learners : issues and challenges
- ☐ Dropout rate – meaning and computation reasons fpr dropout.
- ☐ Achievement levels of different types of learners : Status and issues
- ☐ Differently abled children types : access, issues and challenges, critical appraisal of inclusive education as a solution

#### PRACTICUM

- ☐ Prepare and present in a seminar – A status report on elementary Education in a District with reference to classroom process, access, enrolment, learning achievement, dropout rate.
- ☐ Case Study of – An Anganwadi- Pre-school Centre
- ☐ Study of present status of ECCE in your region
- ☐ Study of Role of DIET's for Quality Development of Elementary Education. Prepare a report and present in a seminar.

## References

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Government of India (1987) Programme of Action, New Delhi: MHRD.  
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National Curriculum Framework (NCF)-2005 NCERT, New Delhi.  
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Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.  
Agrawal, JC and Gupta, S. : Early Childhood care and Education, Shipra Publications, New Delhi  
NCTE (2005) : Report on ECCE, Teacher Education. Curriculum Framework and syllabus outline . New Delhi  
Swaminathan, M and Daniel, P. (2000) : UNICEF Fund, MHRD.

## SEMESTER - I

CODE – 302 (Specialization -1B)

Paper – 4 Perspectives of Secondary Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

## Objectives

On completion of this course the students will be able to

- ☐ know different programmes and policies of for realising the constitutional obligations related secondary education in India
- ☐ understand the concept of quality education in secondary level
- ☐ evaluate the view points of Delor regarding the quality of education
- ☐ understand different programmes and agencies for ensuring the quality of education in India
- ☐ develop an idea about the structure of secondary education in India
- ☐ reflect upon different issues, concerns and problems of secondary education in India
- ☐ develop an awareness about the need for vocationalisation of secondary education in India, understand principles, aims and features of secondary school curriculum, examine the present school curriculum
- ☐ analyse the present evaluation system in secondary level

### Unit 1 : Secondary Education in India

- ☐ Recommendations of different commissions and policies on secondary education (Mudaliar commission in detail, aims, Problems and Recommendations), Kothari commission, Yashpal Committee) - Policies and programmes for realising the constitutional obligations related to secondary education (NPE 1986, PoA 1992, RMSA) - NCF 2005 (emphasis of Secondary education)

### Unit 2: Quality in secondary Education

- ☐ Quality education (concepts, indicators of quality, setting standards for performance) - The present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality - Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - NCERT, NUEPA, SCERT, IASE, CTE-etc.
- ☐ Career Counseling in Secondary Education

### Unit 3 : Structure and issues of secondary Education in India

- ☐ Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India (equalisation of educational opportunity, wastage and stagnation in secondary level) - Nature and forms of inequality including dominant and minor groups, gender inequality in schooling, public - private schools, rural - urban - tribal schools)

### Unit 4 : Secondary Education Curriculum

- ☐ Secondary School curriculum (features, principles, relevance) -
- ☐ Critical appraisal of present Secondary School curriculum in the state - C.G. and CBSE
- ☐ Vocationalisation of secondary education in C. G. and India (the efforts, present status, problems and prospects)
- ☐ Place of health, physical education and yoga in secondary education

### Unit 5 : Secondary Education Evaluation

- ☐ Assessment and evaluation in secondary level (new trends in evaluation – grading – internal assessment – semester system, need and importance of CCE, ) - Critical appraisal of the present evaluation system in secondary level
- ☐ Different evaluation systems and agencies of evaluation

## PRACTICUM

- ☐ Prepare a report on the functioning of RMSA
- ☐ Present a seminar on problems of secondary school system of Chhattisgarh.

- ☐ Make out a status report on Vocational Education Chhattisgarh State

#### REFERENCE

Sharma, Dr. R. A. : Curriculum Development and Instruction :R. Lal Book Depot, New Delhi  
Choube, S. P. : History of Indian Education, VinodPustakMandir, Agra  
NCERT : National policy of Education, NCERT New Delhi.  
NCERT: National Curriculum Frame work (NCF) 2005, NCERT New Delhi  
Sharma, R, N. : History and problems of Education in India, Surjeet Publication, New Delhi  
Pathak, P.D : BharatiyaShikshaAyog, VinodPustakMandir, Agra  
Satyavrat Singh &Chandrani Krishna Pal : HamariMadhyamikShiksha, uskeSiddhantaurskiSamasyayen. ShambhuCharanChoudhary : ShikshaKeSiddhantaurltihas

#### SEMESTER - I

CODE – 401Paper- (Specialization -2 A)

Paper 5 -Inclusion of Children with Diverse Needs

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of this course the students will be able to

- ☐ understand the global and national commitments towards the education of children with diverse needs,
- ☐ appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- ☐ develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- ☐ understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- ☐ analyze special education, integrated education, mainstream and inclusive education practices,
- ☐ identify and utilize existing resources for promoting inclusive practice.

#### COURSE CONTENT

##### Unit I- Introduction to Inclusive Education

- ☐ Definition, concept and importance of inclusive education.
- ☐ Difference between special education, integrated education and inclusive education.
- ☐ Advantages of inclusive education for education for all children.



## Unit II-Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

- ☐ International Initiatives
  - The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
  - The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- ☐ National Initiatives
  - The Indian Education Commission (1964-66).
  - National Policy on Education (NPE, 1986-92).
  - Establishment of National Institutes and their Regional Centers.
  - The Persons with Disabilities Act (PWD Act, 1995).
  - SarvaShikshaAbhiyan.
  - National Curriculum Framework, 2005
  - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

## Unit III-Preparation for Inclusive Education

- ☐ Concept and meaning of diverse needs. Brief account of existing special, integrated and inclusive education services in India.
- ☐ Building inclusive learning friendly classrooms, overcoming barriers for inclusion. Creating and sustaining inclusive practices. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

## Unit IV- Children with Diverse Needs

- ☐ Definition and characteristics of children with sensory( hearing, visual and physically challenged) intellectual (gifted and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems, children with special health problems, environmental/ecological difficulties.
- ☐ Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- ☐ Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled groups.
- ☐ Role of technology for meeting diverse needs of learners

## Unit V-Utilization of Resources

- ☐ Concept and importance of human and material resources.
- ☐ Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- ☐ Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- ☐ Identifying the required resources for children with varied special needs

## PRACTICUM:

The students may undertake any two of the following activities:

- ☐ Preparation of status report on school education of children with diverse needs.
- ☐ Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- ☐ Analysis of policy document related to diversity.
- ☐ Survey the locality for early identification of children with disabilities.

## References

- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
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- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

## SEMESTER - I

CODE – 402(Specialization -2 B)

Paper 5 - Introduction to Guidance and Counseling

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

## Objectives

On completion of this course the students will be able to:

- Understand the meaning, nature and scope of guidance,
- Recognize the role of guidance in attaining the goals of education,
- Appreciate the need for guidance,
- Develop acquaintance with various techniques of group guidance ,
- Understand the meaning, nature and scope of counseling,
- Analyze the relationship between guidance and counseling,
- Understand the concept and process of counseling in group situation,
- Become acquainted with the skills and qualities of an effective counselor.

## COURSE CONTENT

### Unit I- Understanding Guidance

- Meaning and Definitions
- Misconceptions about guidance
- Need for guidance
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization

### Unit II- Types of Guidance and Group Guidance

- Types of Guidance: Educational, Vocational/Career and Personal
- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

### Unit III- Understanding Counseling

- Meaning and nature of counseling
- Misconceptions about counseling
- Scope of counseling
- Goals of counseling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counseling: place of counseling in the total guidance programme

#### Unit IV- Counseling Process and Counseling Relationship

- Stages of the counseling process
- Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- Skills and qualities of an effective counselor
- Professional ethics

#### Unit V- Types and Areas of Counseling

- Process and uses of group counseling
- Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- Peer counseling: Its concept and the relevance to the Indian situation.
- Steps and skills in group counseling process.

#### PRACTICUM:

The students may undertake any two of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Having with the counselor related to the process of counseling, clients and writing a report on this.
- Conduct Career Conference and prepare a report
- Develop career corner and bulletin board and prepare a report on this.

#### References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3<sup>rd</sup> Ed. Belmont: Calif-Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
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- Saraswat, R.K. & Gaur, J.S.( 1994). Manual for Guidance Counselors. New Delhi” NCERT.

SEMESTER - I

CODE – 403(Specialization -2 C)

Paper 5 -Educational Planning

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

On completion of the course the students will be able to:

- identify the need, scope and purpose of educational planning in terms of national and community needs.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies/ contribution in educational planning.
- to help them determine and implement objectives of planning on the basis of individual needs of the students.

Course Content

Unit I- Concept, Need and Process of Educational Planning

- ☐ Concept and nature of Educational Planning.
- ☐ Need and importance of Educational Planning.
- ☐ Types of Educational Planning

Unit II- Principles and Techniques of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of planning.
- Approaches to Educational Planning.
  - Social demand approach
  - Man-power approach

Unit III- Planning Mechanisms

- ☐ Perspective planning at central, state and local levels: concepts of macro and micro planning.
- ☐ Priorities of educational planning at central and state level

Unit IV- Planning Machineries and institutional structures

- ☐ Central – NCERT, NUEPA
- ☐ State – SIEMAT, SCERT, IASE
- ☐ District -DIET
- ☐ Institutional Planning- School

Unit V- Five year Plan in education

- ☐ Perspective plan for education in the 12<sup>th</sup> Five Year plan.
- ☐ Roles and Functions of National Institute for Transforming India (NITI)Aayog:

PRACTICUM:

The students may undertake any two of the following activities:

- ☐ Prepare a plan for the mobilization of different types of resources form the community.
- ☐ Analysis of School Education Act of Chhattisgarh.
- ☐ Prepare a report on Institutional Functioning and structure of DIETs.

Essential Readings

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
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- Psacharopolous, G. (ed.) (1985): Planning of Education: Where Do We Stand? Washington, World Bank.
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UNESCO: Institute for Statistics (2001). Education Indicators: Technical Guidelines. Montreal: Canada.

SEMESTER - I  
CODE – 404 (Specialization -2 D)  
Paper 5 -Emerging Technologies of Education

Maximum Marks 100  
Internal Marks 25  
External Marks 75

Credits 4  
Internal Credits 1  
External Credits 3

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OBJECTIVES:

1. To develop awareness about uses of computers in teaching, learning, research, evaluation and administration
  2. To develop understanding about the various aspects multimedia development in education
  3. To develop various skills in the use of Internet in education
  4. To inculcate interest about the use of Management Information Systems and Decision Support Systems
  5. To make them understand the integration of Information Communication Technology in educational research
- 

COURSE CONTENT

UNIT – I: INTRODUCTION TO COMPUTERS IN EDUCATION

- ☐ Computers in Teaching
- ☐ Computers in Learning
- ☐ Computers in Research
- ☐ Computers in Evaluation

UNIT – II: MULTIMEDIA IN EDUCATION

- ☐ Introduction to Multimedia
- ☐ Development of Multimedia lessons in education
- ☐ Software tools: Basic tools, authoring tools & Software drivers

UNIT – III: INTERNET AND EDUCATION

- ☐ Concepts & types of networks, Protocols

- ☐ Internet and World Wide Web: Introduction, Uses, Procedures
- ☐ Browsers and Search Engines: Meaning, types and procedures

UNIT –IV e-learning & online learning management

- ☐ e-learning definitions, scope, trends, attributes & opportunities
- ☐ Digital learning objects
- ☐ Online learning course development models
- ☐ Management and implementation of e-learning

UNIT – V: Computers in Educational Research

- ☐ Data analysis using MS Excel
- ☐ Graphical and diagrammatic representation of data
- ☐ Descriptive and inferential statistical analysis using MS Excel
- ☐ Integration of Information and Communication Technology in educational research

PRACTICUM

The students may undertake any two of the following activities:

- ☐ Creating and presenting multimedia application (three)
- ☐ Preparation of e-learning material
- ☐ Computing Mean, SD and graphical representation of data by MS Excel

References:

1. Kulakarni, S.S (1986): Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Co.
2. Kumar, K.L. (1996): Educational Technology: New Delhi: New Age International.
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4. Baud David, Cohen Ruth and Walker David (eds.), (1996), Using Experience for Learning, Open University Press, Bristol, PA, USA.
5. Dale Edgar (1947): Audio – Visual Methods in Teaching, Dryden Press, New York.
6. Das. Mamota (1992): Experiential Taxonomy, University News, Feb. 24.
7. Suzanne Weixel, (2002): Learning Macromedia Falsh 5, BPB Publications, B-14, Connaught Place, New Delhi.
8. Gupta Vikas, (2001): Comdex Computer Kit, Dream Tech Publications, New Delhi.
9. Norton Peter, (2000): Introduction to computers, Tata McGraw Hill Publications, New Delhi.
10. Sinha P.K , (1992): Computer Fundamental, BPB Publication New Delhi.
11. Tay Vaughan (2001): Multimedia making it work, Tata McGraw Hill Publications, New Delhi.
12. PradeepSinha, PritiSinha (2003): Computer Fundamentals, BPB Publications, B-14, Connaught Place, New Delhi.

SEMESTER - II

CODE - 103

Paper 1–Gender, Sociological Perspectives of Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives : To enable student to

- ☐ Understand the scope and application of educational sociology.
- ☐ Acquaint himself with the sociological theories underlying educational principles.
- ☐ Appreciate the role of education in development on an individual and society in their cultural perspective.
- ☐ Understand the relationship existing between education on one hand and social, political and economic system on the other.
- ☐ Understand the role of education in the emerging Indian society.

## COURSE CONTENT

### Unit 1 Concept and nature of Sociology of Education

- ☐ Meaning, nature, scope, functions and understanding of Educational Sociology
- ☐ The process of Socialization
- ☐ Factors influencing social change

### Unit 2 Culture, Religions, Social Changes and Education

- ☐ Concept, Impact Education on Culture and Civilization
- ☐ Role of Education in transmission of the cultural heritage, Relation between culture and civilization
- ☐ Caste, Social Groups and Social Class, Impact of Education, Social stratification and its impact on Education.
- ☐ Social Mobility and Education

### Unit 3 Issues of Social Equity

- ☐ Issues of equality of educational opportunities in education
- ☐ Equality vs. equity in education. Inequalities in Indian Social System with special reference to social disadvantaged. Gender and habitations and need to address them.

### Unit 4 Education and Socio Political Systems

- ☐ Education and New Social Order
- ☐ Education and Economic Growth
- ☐ Education for democratic living

### Unit 5 Educations in the Modern World

- ☐ Changing role of Education in the modern world
- ☐ Internationalizations and Education
- ☐ Challenges of Education in 21st Century
- ☐ Education for demolition of poverty
- ☐ Education and Technological Development

## PRACTICUM

The students may undertake any two of the following activities:

- ☐ Study of various strata of your society and its education
- ☐ Study the gender issues prevailing in local news papers with in a fortnight and report and suggest remedial measures.



- ☐ A study of the relationship between economy and education of various social groups of your society

#### References

- ☐ Brown Francis J. (1961). Educational Sociology, New York; Prentice Hall Inc.
- ☐ Chaube S. P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod Pustak Mandir
- ☐ Mathur V.S. : Sociological Approach to Indian Education
- ☐ Otaway, A. K. G., (1953). Education and Society, London; Routledge and Kegan Paul.
- ☐ Stanely, C. William (1957). Social Foundations of Education, New York; The Dryden Press Inc.
- ☐ Thomson, Godfrey (1957). A Modern Philosophy of Education, London; George G. Garper & Co.

#### SEMESTER - II

CODE - 104

#### Paper 2 – Historical, Economic and Political Perspectives of Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives of the course

To enable students:

- ☐ to acquaint the students with the general development and progress of education prior to independence.
- ☐ to acquaint the students with general development and progress of education after independence.
- ☐ to enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- ☐ to enable the students to understand the role of MHRD, and international agencies in educational development
- ☐ to enable the students to understand the constitutional provisions for education

#### Unit -1: Ancient Indian Education

Brahmanic (Vedic), Buddhist, Jain Education

Muslim-Islamic-(Education System during these periods)

Review of British period of Education. With reference to :

(a) Macaulay's Minutes

(b) Woods Dispatch

(c) Sergeant Commission

#### Unit -2: Indian Education after Independence

University Education Commission(1948)

Secondary Education Commission(1952-53)

Indian Education Commission (1964-66)

New Policy of Education 1986

National Policy of Education 1992

NCF 2005, NCF TE 2009

#### Unit-3: Education as tool of Economic Development

- ☐ Education and economic growth
- ☐ Education and national development
- ☐ Social, Economical-Problems.
- ☐ Gender, equality and economic growth
- ☐ Liberalization, privatization, Globalization and education
- ☐ Assessment and Evaluation of development and progress of Education during Plan periods
- ☐ Education as investment , as a productive activity

#### Unit-4: Education and Employment

- ☐ Education and the labour market, youth- unemployment and education. Education and population quality.
- ☐ Contribution of education for human capital, the economics of brain drain.

#### Unit-5: Political Perspectives of Education

- ☐ Democracy and Education
- ☐ Constitutional Provisions for Education, Education in union, state and concurrent lists.
- ☐ Fundamental rights and Education
- ☐ Education in the federal system of India, Role of Human Resource Development Ministry in streamlining the education in India
- ☐ Role of international agencies in education – UNO, UNICEF, UNESCO.

#### PRACTICUM

The students may undertake any two of the following activities:

- ☐ Make out a report on the skill development programmes being organized in different colleges in Bilaspur
- ☐ List out the socio-economic problems in your society and how the education is a means to eradicate it.
- ☐ Make out a status report on the implementation of RTE in your locality.

#### Reference Books

Education in Ancient India – Dr. A.S. Altekar

Ancient Indian Education – R.K. Mukharji

A History of Education in India (during the British period) by J.P. Naik and Nurulla A text Book in History of Education- Paul I Munroe.

N.C.E.R.T., NCERT- the First Year Book of Education 1961.

Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission

UNESCO- Economic and Social aspects of Educational Planning, 1963

Naik J.P.- educational Planning in India 1965-allied Publishers

Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.

Educational Recognition- Acharya Narendra Dev Committee (1939-1953) History and Problems of Education Voi.I- Yogendra K. Sharma

SEMESTER - II

CODE - 202

Paper 3 - Advanced Educational Statistics

Maximum Marks 100

Credits 4

Internal Marks 25

Internal Credits 1

External Marks 75

External Credits 3

Objectives of the course

To enable students:

- ☐ to understand the role and use of advanced Statistics in educational research.
- ☐ Select appropriate statistical methods in educational research
- ☐ to understand various Statistical measures for interpretation of data.
- ☐ to interpret the Statistical data.

Unit- I: The Normal distribution and Significance of various measure

- ☐ Properties of normal probability distribution
- ☐ Defects in normality-1 Skewness, 2. Kurtosis
- ☐ Applications of normal probability curve
- ☐ Statistical Measures
- ☐ Difference between Statistical Measures
- ☐ The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- ☐ The significance of difference between means (t-test), coefficient of correlation

Unit- II: The scaling of tests and Analysis of Variance

- ☐ Sigma scaling and standard scores, T Scores
- ☐ Stanine scaling
- ☐ Percentile scaling
- ☐ Meaning of variance
- ☐ Method of analyzing variance (F-test)

Unit- III: Non parametric tests & The Reliability and Validity of test-scores

- ☐ Chi-square test
- ☐ Sign test
- ☐ Median test
- ☐ Mann whitney U-test
- ☐ Reliability of test scores and methods of determining it.
- ☐ Validity of test scores and determining validity

Unit-IV: Partial and Multiple correlation & Regression and prediction

- ☐ Meaning of partial and multiple correlation
- ☐ Simple applications of partial and multiple correlation

Unit-V: Regression and prediction

- ☐ Nature of Scatter- diagram
- ☐ Meaning of regression
- ☐ Regression equations
- ☐ Application of regression equations in prediction

PRACTICUM

The students may undertake any two the following activities:

- ☐ Computation of reliability of self made test.
- ☐ Interpretation of the data analysis and deduction of results.
- ☐ Make out a graphical representation of the given data.

Reference Books

- ☐ H.E. Garrett- Statistics on Psychology & edn, Longman Green & co., London
- ☐ B. Fruchter- Introduction to factor analysis – D Van Nostrand & co., N.Y.
- ☐ G Thompson – Factor analysis of human Ability, University of London Press
- ☐ Albert Kurtz Samuel Mayo – Statistical Methods in education and Psychologicals Springer International student edition.

SEMESTER - II

CODE – 405 (Specialization -2 Paper 4)

Paper 4–Inclusive Strategies for Children with Diverse Needs

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

On completion of this course the students will be able to

- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the needs of diverse learners

- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Facts and myths and of inclusive education with reference to Indian context.

- Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

#### Unit II-Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

#### Unit III-Teacher preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

#### Unit IV-Evaluation of children with diverse needs

- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content , laboratory skills and play material
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

#### Unit V- Supportive Services for inclusion and research

- Concept, importance and types of supportive services (medical rehabilitative and educational).
- Early identification and available referral services for support.
- Recent trends in research - national and international level
- Inclusive Education activities in Chhattisgarh
- Role of different national and international agencies {institutions, universities} in promoting inclusive education

#### PRACTICUM:

The students may undertake any two of the following activities:

- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

#### References

- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

- Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

SEMESTER - II

CODE - 406

Paper 3 - School Guidance Programme

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives On completion of this course the students will be able to

- Understand the essential services involved in the guidance programme,
- Understand the resources required and their optimum use in managing a school guidance programme,
- Aware of the constitution, role and function of the school guidance committee,
- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

Course Content

Unit I- Guidance and Education

- Relation of Guidance with Education
- Needs for Guidance at various levels of education/schooling
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools, planning of Guidance programme.

Unit II- Essential Services in Guidance Programme

- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- Resources required for organizing guidance services
- School guidance committee: constitution, roles and functions

Unit III- Guidance and Curriculum

- Integration of guidance and curriculum-need and importance
- Guidance based curriculum.
- Role of teachers and other personnels in the construction of guidance based curriculum.
- Role of principal and teachers in guidance programmes.

Unit IV Guidance of students with special problems

- Nature and causes of behavioural problems
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- Guidance of students with behavioural problems

- Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- Promoting psychological well-being and peace through school based programmes.

#### Unit V- Guidance of students with special abilities and Needs

- Students with special abilities and needs-concept and identification process.
- Guidance for gifted and creative students.
- Guidance for socially and economically disadvantaged students.
- Guidance for physically and intellectually challenged students.
- Delinquency among students-causes, identification, and guidance for Delinquent students.
- Follow-up guidance.

#### PRACTICUM:

The students may undertake any one of the following activities:

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on 'Need for guidance services in schools'.
- Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a 'Students Problem Checklist' and prepare a report.

#### References

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas. Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.

Mathewson, R. H. (1962). Guidance Policy and Practice, 3<sup>rd</sup> Ed. New York: Harper and row. Various Books on Self Development.

#### SEMESTER - II

CODE - 407

Paper- (Specialization -C)

Paper 3- Educational Management

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of the course the students will be able to:

- ☐ to develop an insight into the perspectives of Management theories and Practices in Education,
- ☐ to study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,

- ☐ to recognize the importance of Educational Resources and their effective management for quality education,
- ☐ to understand the issues and challenges in Planning and Administration of Education in India,
- ☐ to identify the trends and needed areas for research in Educational Management.

## COURSE CONTENT

### Unit I-Performance Management System in School

- ☐ The process of management
- ☐ Components of Performance Management in Schools.
- ☐ Monitoring School Performance.
- ☐ Performance Appraisal of Teachers.
- ☐ Scientific Principles of management-PERT, CPM, PPBS system approach; legal, financial and administrative management of educational institutions.
- ☐ Leadership styles in educational management

### Unit II-Organizational Structure

- ☐ Basic Concepts and Types of Organizational Structure.
- ☐ Leadership and its importance for organizational development
- ☐ School as a Social Organization.
- ☐ School effectiveness and Total Quality Management
- ☐ Learning Organizations
- ☐ School improvement and Reforms
- ☐ Capacity building.

### Unit III- Resource Management

- ☐ Nature and characteristics of Resource in Education.
- ☐ Need for Resource Management in Education.
- ☐ Material Resources.
- ☐ Human Resource
- ☐ Financial Resource
- ☐ Identification Resources
- ☐ Procurement of Resources
- ☐ Utilization and Maintenance of Resources
- ☐ Evaluation.
- ☐ Role of State, Central and Local Governments in Resource
- ☐ Quality Assurance in Material and human Resources
- ☐ Financial Planning and control in schools.

### Unit IV- Management of Educational Project

- Project Planning in Education.
- Project Monitoring
- Project Evaluation
- Management of SSA-National Mission and State implementation Patterns.
- Area and target specific projects (tribal sub-plans, NACs for North east, special programmes for girls, SC/ST and other minorities etc.).

### Unit V: Management Skills



- Meeting skills
  - Why of meetings
  - Delegating responsibility
  - Prepare for and organize meetings Chairing and minuting
  - Following-up interaction
- Time Management
  - Planning
  - Dealing with stress
  - Systems for time Management.
- Presentation Skills
  - Planning
  - Delivery use of media
  - External representation of organization
- Team Building
  - Working under pressure
  - Working with people
  - Negotiating
  - Team processes (storm, norm, etc.) Taking responsibility
  - Handling conflict

#### PRACTICUM:

The students may undertake any two of the following activities:

- Critical Analysis of school education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

#### References

- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- Roger, Smith (1995): Successful School Management. Mcgraw Hill, Tokyo.
- Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.

- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. New York: Teachers College Press.

SEMESTER - II

CODE - 408

Paper- (Specialization -2 D)

Paper 4 –Information and Communication Technology in Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives:

On completion of this course the students will be able to:

- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications.

Unit I-Information and Communication Technologies – an Introduction

- ☐ Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- ☐ one-to-one, one-to-many, and many-to-many communication;
- ☐ Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
- ☐ Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit II-Computer Fundamentals: Hardware & Software

- ☐ Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions; Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.

Unit III-Internet and the World Wide Web

- ☐ The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- ☐ Using search engines and Web Utilities: Keywords and search strategies;
- ☐ Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- ☐ Securing the computer from viruses, worms and other internet attacks; Safe internet content.

#### Unit IV-ICT Applications in Education 1: Word, Data and Image Processing

- ☐ Word Processors and Word Processing: Common features of word processors, their functions and use; using word processors in the classroom.
- ☐ Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom.

#### Unit V- ICT Applications in Education 2: Multimedia and Web content

- ☐ Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.
- ☐ Websites with educational content: Search, locate and maintain lists of educational web sites;

#### PRACTICUM

The students may undertake any two of the following activities:

- ☐ Critical analysis of Teaching aids and their applications in instruction and learning
- ☐ Critical analysis of a computer based media packages with reference to its use in learning process.
- ☐ Critical analysis of the different instructional packages developed by different agencies/institutions.
- ☐ Interventions of educational technology in the current practices of teacher training programmes in India.

#### References

- Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bose K Sanjay (1996): Hardware and Software of Personal Computer.
- Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
- Intl Teach to the Future –beginner’s Curriculum. 2000.
- Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT New Delhi.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- P K Sinha. (1990): Computer Fundamental.
- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.

#### SEMESTER - II

CODE- 501 (Core Paper 5)

Paper 5 -Pre-Service and In-Service Teacher Education

Maximum Marks 100

Credits 4

Internal Marks 25

External Marks 75

Internal Credits 1

External Credits 3

## Objectives

The broad objectives of the teacher education component would be:

- ☐ Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- ☐ Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- ☐ Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- ☐ Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
- ☐ Develop professional attitudes, values and interests needed to function as a teacher Educator

## COURSE CONTENT

### Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education

- ☐ A review of the understandings developed on teacher roles and functions
- ☐ Pre-service teacher education – concept, nature, objectives and scope.
- ☐ The structure of teacher education curriculum and its vision in curriculum documents of NCF
- ☐ Components of pre-service teacher education – foundation courses, subjects specialisation and pedagogy, special fields, school based practicum and internship –weightages in course work and evaluation
- ☐ Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

### Unit 2: Organisation of Different Components of Teacher Education Curriculum

- ☐ The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- ☐ Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- ☐ Transactional approaches - Expository, Participatory, Collaborative, Peer Coaching, and Inquiry, Seminar, Workshop, Use of ICT etc.. Scope and possibilities for organization and evaluation-reflective journal and practicum records.
- ☐ Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre-internship, internship.

### Unit 3: In-service Teacher Education in India – Concept, Structure

- ☐ Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives
- ☐ The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.

### Unit 4: Modes and Models of in-service teacher education:

- ☐ Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.

- ☐ Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.
- ☐ Qualities and characteristics of an effective in-service teacher educator

#### Unit 5: Planning, Organising and Evaluating an In-service Teacher Education

- ☐ Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- ☐ Designing an in-service teacher education programme – steps and guidelines -assessment of training needs, formulation of training curriculum, preparation of course material.
- ☐ Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

#### PRACTICUM

The sessional work may include:

- ☐ A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- ☐ Design, implementation and evaluation of a training input in any one course of preservice teacher education – mentored practicum
- ☐ Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- ☐ Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

#### References

- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.

- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
  - Report of the Education Commission (1964-66).
  - Report of the National Commission on Teachers (1983-85).
  - National Curriculum Frameworks for Teacher education (1978, 1988 & 1998)
  - Report of the Delors Commission, UNESCO, 1996
  - National Policy of Education 1986/1992.
  - National Curriculum Framework (2005).

### SEMESTER - III

CODE - 105

#### Paper 3–Educational Studies : Structure, Policy and Practice

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

The Students will be able to –

- ☐ Understand the nature of educational studies.
- ☐ Understand the education as social phenomena, practice and field of study.
- ☐ Understand the fundamental perspectives of education
- ☐ Understand the instructions, systems and structure of education
- ☐ Examine issues related to education as interdisciplinary knowledge
- ☐ Understand the basic concepts issues of education with reference to kind of concerns the NCF 2005 has raised.
- ☐ Examine critically the concern arises from vision of school education and teacher education
- ☐ Reflect on the multiple contexts in which the school and teacher education institutions are working.

#### Course Content

##### Unit – 1 Foundational Perspectives of Education

- ☐ Education as a socially contrived system influenced by social, cultural, political, economic and technological factors.
- ☐ Critical analysis of concepts, principles, assumptions and contexts related to issues that are unique to education discipline, sustainable education such as schooling, curriculum, syllabus, textbooks, assessments, teaching-learning process and their linkage to pedagogy and practices.
- ☐ School education : Contemporary Challenges .
- ☐ Prioritizing the aims of Indian education in the context of democratic, secular and a human society
- ☐ Procedure of bridging gap in the process of knowledge construction between -school knowledge and out of the school knowledge
  - Experimental knowledge and Empirical knowledge

- Theoretical knowledge and Practical knowledge -  
Universal knowledge and Contextual Knowledge
- Concepts of quality and excellence in education in relation to quality of life.

#### Unit – II Nature of Education

- ☐ Interdisciplinary nature of Education : Relationships with disciplines/ subjects such as Philosophy, Psychology, sociology, management, economics and anthropology
- ☐ Contribution of science and technology to education and challenges ahead.
- ☐ Role of peace and other values, ethics in education
- ☐ Issues In planning, management and monitoring school and teacher education in relation to behavioural management and its allied principles.

#### Unit – III School : System, Environment and Management

- ☐ Multiple School Contexts – government, non-government, Navodaya Vidyalaya, KGBAV
- ☐ Role of Personnel in School Management : Teachers, Principals and Administration
- ☐ School as a site of Curricular engagement
- ☐ Teacher Autonomy and professional independence

#### Unit – IV Educational Agencies

- ☐ Ministry and other government agencies. Academic institutions : Role, involvement, issues related to control and autonomy.
- ☐ Complementarity in participation of different stakeholders in school education. Role of Media, use of technology, NGO's, Civil Society Groups, Teacher Organizations, family and Local Community.
- ☐ Support to curricular Engagement in schools, Monitoring and evaluation of schools
- ☐ Conceptualism of learning resources : Textbooks, reference books, workbooks, Multimedia and ICT, School Library, SLM etc.
- ☐ Constitutional provisions of Education

#### Unit – V Equality in Education

- ☐ Equality in educational opportunities. Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to the social inequality.
- ☐ Education of the socio-economically deprived groups based on gender, local (rural/urban), income, differential and different disabilities as reflected in the society. Policy of inclusion and multi-foundational opportunities to learning disability.
- ☐ Understanding Indian society : with reference to multilingual, multicultural and other diversity. Young children and social policy
- ☐ The basic concepts/issues of education with reference to kind of concerns the NCF 2005 has raised

#### Practicum

- ☐ The students may undertake any two of the following activities: Report writing : Policy Perspectives and status of education of socio-economically disadvantaged children in Chhattisgarh.
- ☐ Visit to a rural/urban school observation of activities and preparation of a reflective diary and interaction in groups.
- ☐ Prepare a reflective diary of activities observed during a school visit. Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality and presentation in seminar.

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- Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan& Paul.
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  - Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
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  - Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21<sup>st</sup> century, UNESCO.
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  - Matheson, David (2004). An Introduction to the study of education (2<sup>nd</sup> edition). David Fulton Publish.
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  - Winch, C. (1<sup>st</sup> edition). (1996). Key Concepts in the philosophy of education. Routledge.
- Winch, C. (1986). Philosophy of human learning, Routledge, London.

SEMESTER - III

CODE - 203

Paper 3 –Communication Skill and ICT



Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

### Objectives of the course

To enable students:

- ☐ to understand the scope of communication skill and its application in teaching learning
- ☐ student teachers will be able to use print and non print media
- ☐ to understand the ICT integration in teaching learning and research
- ☐ to know the instructional applications of e-learning.

### Course Content

#### Unit- I: Communication Skill an Introduction

- ☐ Communication : Concept, need and importance
- ☐ Forms and Process of Communication, Barriers to Communication
- ☐ Methods to overcome barriers in communication
- ☐ Effective Communication in Classroom

#### Unit- II: Communication in Teaching and Learning

- ☐ Elements of Communication, Communication types – Educational and public Communication-one to one, one to many, many to many
- ☐ Information and communication technologies in teaching learning contexts and the need for the ICT devices

#### Unit- III: Print and non- print media

- ☐ Print media - Self Instructional Material, Journals, Workbooks, Dictionary, Encyclopedia etc. Advantages and limitations of print media.
- ☐ Non- Print Media - Audio- visual media, merits and limitations of non print media

#### Unit- IV: ICT in Report writing and Documentation

- ☐ Use of word processors in preparing of reports
- ☐ Various formats of research reports
- ☐ International standards for writing citing and reporting in research
- ☐ Editing text,- track change mode, merging documents.

#### Unit- V: Introduction to e-learning

- ☐ Elements of e-learning; e-content and e-books.
- ☐ Virtual classroom – merits and demerits. Use of Wikipedia, wiki-educator and other web based technologies for online learning and training.
- ☐ Learning Management systems.

### PRACTICUM

Both of the following activities are compulsory.

- ☐ Interpersonal communication through the e-mail and web forms.
- ☐ Websites with educational content : search, locate and mention the list of educational websites.

#### Reference

Butch & Santhanam : Communication in classroom

S. P. Kulshrestha : ShaikshikTaknikiKe Mule Adhhar, VinodPustakMandir, Agra

GouravChadha , S. M. NafayKumail : e-learning, An expression of the Knowledge Economy, Tata McGraw-Hill Publications.

P. P. Singh, Sandhir Sharma : E-learning : New Treds and Innovations, New Delhi : Deep & Deep Publications.

### SEMESTER - III

CODE - 409 (Specialization -2 Paper 3)

Paper 3 -School Education of the Disadvantaged Groups

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of this course the students will be able to

- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyse the status of education of the socially disadvantaged children in the country,
- develop knowledge and skill to address social group inequality in school and, society,
- understand the schemes and programmes of education of socially disadvantaged group,
- identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

#### Course Content

##### Unit I-Conceptual framework

- ☐ Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled Tribes, Educationally backward minorities and slum children.
- ☐ Provisions in the constitution for social group equity and education of socially disadvantaged sections.
- ☐ International perspectives Dakar framework of action (2000), millennium development goals (2000).

##### Unit II-Status of school education of socially disadvantaged section in India

- ☐ Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe and other disadvantages groups.
- ☐ Achievement of socially disadvantaged children.

##### Unit III-Problems in education of disadvantaged section and addressing social group inequality

- ☐ Problems/constraints in education of socially disadvantaged children, structural and systematic constraints.

- ☐ Multicultural education, multigrade teaching in rural context.
- ☐ Organisation and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
- ☐ Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit IV-Schemes, programmes for education of socially disadvantaged section

- ☐ Centrally sponsored schemes for education of SCs, STs, and Minorities.
- ☐ Special focus group and their education under SSA.
- ☐ Community participation and mobilization for education and empowerment of socially disadvantaged section.
- ☐ Involvement of NGOs for education of disadvantaged section.

Unit V- Research priorities in the area of education of disadvantaged section

- ☐ Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
- ☐ Status study of education of SCs, STs, and Minorities and other marginalized groups.
- ☐ Study of teaching learning practices and social inclusion.
- ☐ Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

PRACTICUM:

The students may undertake any two of the following activities:

- ☐ Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
- ☐ Evaluation of text books from the social group equality perspective.
- ☐ Critical analysis of NCF, 2005 (Focus group report).
- ☐ Field visit to residential/ ashram schools and minorities institutions and preparation of report.
- ☐ Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
- ☐ Documentation/preparation of report on institutions/school practicing innovations.

References

- ☐ Government of India (1986). National Policy on Education, Department of Education, New Delhi.
  - ☐ Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
  - ☐ NCERT (2005). National Curriculum Framework, New Delhi.
  - ☐ NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.
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- Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
  - Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
  - Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt Ltd., New Delhi.
  - Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
  - Reissman, F. (1962): The Culturally deprived child. Harper and Row Publishers, New Delhi.
  - Sadavinich, A.R. (2007): Sociology of Education. Routledge, New York.

CODE- 410(Specialization -2Paper 4B)  
Paper - 4 Career Development and Guidance

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

### Objectives

On completion of this course the students will be able to

- understand the concept and theories of career development and their utility in understanding Career Behavior of students,
- acquire knowledge and skills of collecting, compiling and disseminating career information,
- understand the concept of career pattern in relation to life stages,
- insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context.

### Course Content

#### Unit I - Understanding Career Development

- Concept of Work: physical, psychological and sociological; work as a way of life;
- Work and human motives
- Career development needs of students (at different stages of education)
- Career development process; factors affecting career development

#### Unit II- Perspectives on Career Development

- Theories of career development (some basic concepts, applicability and limitations of each theory)
- Roe's theory of personality development and career choice
- Holland's career theory of personality types and work environment
- Super's life span/life space approach to career development

#### Unit III Understanding Career Information

- Importance of career information;
- Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.
- Integration of career information into teaching of subject matter.

#### Unit IV- Career Patterns

- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.

#### Unit V- Career Adjustment and Maturity

- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity

- Assessment of career maturity

#### PRACTICUM:

The students may undertake any one of the following activities:

- Plan career information activities for upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

#### References

- Gupta, N. (1991). Career maturity of Indian school students. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: Career information, career counseling and career development (5 ed.). Boston: Allyn & Bacon.
- Joneja, G. K. (1997). Occupational Information in Guidance. New Delhi: NCERT.
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- Sharf, R. S. (2005). Applying career development theory to counseling. Wadsworth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). Career theory and practice; Learning through case studies. Sage Publications.

#### SEMESTER – III

#### CODE – 411

#### Paper 3 – Financing Management in Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of the course the students will be able to:

- Identify the issues related to education as an investment in human capital,
- undertake cost-benefit analysis of education and estimation of internal efficiency of education,
- reflect on the role of principal and its relationship with the organisational culture of school,
- reflect on the conflict and stresses in school organisation and techniques of managing these,
- critically analyse the policies of educational finance and its implications of efficiency of the system,
- discuss the linkages of various state, district and local level functionaries.

## Course Content

### Unit I- Educational Finance : Need, Significance and Principles

- ☐ Nature and scope of Educational finance
- ☐ Need and Significance of Educational Finance
- ☐ Rising Unit Cost and Resource Constraints
- ☐ Demand for Education, Supply of Education
- ☐ Principles of Educational Financing
- ☐ Management of Financing

### Unit II-Sources of Finance and Educational Expenditure

- ☐ Sources of Finance
  - Govt. Grant- Central, State and Local, Tuition Fees, Endowment Donation and Gifts, Foreign Grant in aid policy in India and state
- ☐ Allocation of Resources – economic and social bases for allocation resources in education
- ☐ Mobilization of local resources

### Unit III- School budget and Expenditure

- ☐ School Budgetary and accounting procedure
- ☐ Financial Distribution of at different levels of Education – Upper Primary and Secondary level
- ☐ Meaning of Educational Expenditure : recurring, non-recurring, direct indirect, development, committed, contingent, admissible, miscellaneous,

### Unit IV- Management of Finance

- ☐ Monitoring of Expenditure, control and utilization of funds
- ☐ Accounting and internal auditing
- ☐ Sharing and distribution of financial responsibility
- ☐ Problems of educational finance and suggestion for removing problems of educational financing

### Unit V- External Auditing and Financial Controlling

- ☐ Role and functions of Comptroller and Auditor General of India, AG CG
- ☐ District Treasury System.
- ☐ Local Fund Auditing

### Practicum :

The students may undertake both of the following activities:

- Estimation of institutional cost of a secondary school
  - Preparation of a school budget at Hr. Sec. Level
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### Essential Readings:

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.

- Mukhopadadyay, Mamar&Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.
- Mathur, S.P. (2001): Financial Administration and Management. The Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.

#### References

- Robert G. Oweus (1970): Organizational Behaviour. Prentice Hall. Inc. Englewood Clifs.
- Rao, V.K.R.V. (1966): Education and Human Resources Developments. Delhi, Allied Publishers.
- Vaizeg, J. (1964): Costs of Education. London: Allen and Union.
- School Organization and Management by Janardhan Prasad.
- Educational Administration and Organisational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.

Dr. Umesh Chandra Kudeshia : ShikshaPrashasan : VinodPustakMandir, Agra

#### SEMESTER – III

CODE – 412

#### Paper 3 – Computer Technology

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of this course, the students will be able to:

- ☐ develop awareness about uses of computer technology in Educational Research,
- ☐ develop understanding about the various aspects of data analysis software,
- ☐ develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups,
- ☐ understand the process of locating the research studies carried in the Internet and using of online journals and online books,
- ☐ make them understand the use of professional forums and professional associations.

#### Course Content

##### Unit I- ICT In report writing and documentation

- ☐ Use of Word processors in preparing a report.
- ☐ Various formats of a research report.
- ☐ International standards for writing, citing and reporting in research.
- ☐ Editing text – track change mode. Merging documents.

##### Unit II-Data analysis by using database software-1

- ☐ Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
- ☐ Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
- ☐ Creating graphs and charts. Creating a table by using wizard,
- ☐ Creating Quarries and Using Quarries, Data filtering in Access by using quarries.

### Unit III-ICT Applications in Education 1: Word, Data and Image Processing

- ☐ Databases: Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts.
- ☐ Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.

### Unit IV- ICT Applications in Education 2: Multimedia and Web content

- ☐ Academic and Research content on the web: Online journals and abstraction services;
- ☐ Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

### Unit V- Web Resources for research

- ☐ Online books, journals, dissertations, thesis, online conferences related to research, web casting, online surveys of educational research.

### Practicum:

The students may undertake any two of the following activities:

- Critical analysis of database software including open source.
- Critical analysis of a computer based research report.
- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of slides for teaching any topic at the school level.

### Essential Reading

- Gupta Vikas, Comdex Computer Course Kit, Dream Tech publications, New Delhi (2001).
- Hillma David, Multimedia Technology of Applications.
- Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.
- Norton Peter (2000), Introduction to Computers, Tata McGraw Hill Publications, New Delhi.
- Schwatz& Schultz (2000).Office 2000, BPB publications, New Delhi.
- Sinha P K (1992).Computer Fundamentals, BPB Publication, New Delhi.
- Sportack M A(1998);, Networking Essentials, TechMedia, New Delhi
- VanghanTay, Multimedia – Making it work.

### References:

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].



SEMESTER - IV  
CODE – 502 (Core Paper 3)

Paper 3 – Perspectives, Research and Issues in Teacher Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

The broad objectives of the teacher education component would be:

- ☐ Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- ☐ Design in-service teacher professional development program/activities based on the needs of teachers
- ☐ Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- ☐ Understand and appreciate the research perspective on various practices in teacher education.

Unit I: Perspectives and Policy on Teacher Education

- ☐ Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- ☐ Teacher Expertise – Berliner’s stages of development of a teacher.
- ☐ Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- ☐ National and state policies on teacher education – a review

Unit II : Agencies of Teacher Education

- ☐ Different organisations and agencies involved in teacher education – their roles, functions and networking
- ☐ In-service teacher education under SSA and RMSA
- ☐ Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- ☐ Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Unit III: Structure and Management of Teacher Education

- ☐ Structure of teacher education system in India – its merits and limitations
- ☐ Universalisation of Secondary Education and its implications for teacher education at the secondary level
- ☐ Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- ☐ Vertical mobility of a school teacher - avenues
- ☐ Professional development of teachers and teacher educators – present practices and avenues
- ☐ Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Unit IV: Research in Teacher Education

- ☐ Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- ☐ Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- ☐ Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

#### Unit V: Problems and Issues in Teacher Education

- ☐ Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- ☐ Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- ☐ Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- ☐ Issues related to enhancing teacher competence, commitment and teacher performance
- ☐ Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

#### Practicum

- ☐ Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- ☐ Analysis of Functioning of DIETS
- ☐ Review of Reflection Diaries of B.Ed. Scholars
- ☐ A review of a research article in teacher education and write implications for practitioner.

#### Reference

- ☐ Caggar, G.L. (2005): Promoting Reflective Thinking in Teachers. Crown Press.
- ☐ Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- ☐ Joyce, B., and Weil, M. (2003). Models of Teaching (7<sup>th</sup> Ed.). Boston: Allyn & Bacon.
- ☐ Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- ☐ Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- ☐ Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- ☐ Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- ☐ Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- ☐ Report of the Education Commission (1964-66).
- ☐ Report of the National Commission on Teachers (1983-85).
- ☐ National Curriculum Frameworks for Teacher education (1978, 1988 & 1998)
- ☐ Report of the Delors Commission, UNESCO, 1996
- ☐ National Policy of Education 1986/1992.
- ☐ National Curriculum Framework (2005).
- ☐ Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.

- ☐ Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5<sup>th</sup> edition). Routledge Falmer. London and New York.
- ☐ Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- ☐ Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- ☐ NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- ☐ NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- ☐ Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- ☐ Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- ☐ Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- ☐ Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- ☐ Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- ☐ Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- ☐ NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- ☐ Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- ☐ Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.

#### SEMESTER – IV

CODE - 106

#### Paper 1 – Curriculum Development

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

#### Objectives

On completion of this course the students will be able to –

- ☐ Describe various modes and issues of curriculum development
- ☐ Explain various considerations for curriculum development
- ☐ Describe various guiding principles for selection and organization of learning experiences
- ☐ Understand curriculum design and its process of construction
- ☐ Understand various issues, trends and research in the area of curriculum development.

#### Course Content

##### Unit – 1 Concept of Curriculum Development

- ☐ Meaning and concept of curriculum and its types
- ☐ Curriculum Planning and its levels

- ☐ Foundation of Curriculum : Philosophical, Psychological and Sociological
- ☐ Components of Curriculum : Objectives, content, learning experiences and evaluation system
- ☐ Development as a continuous cyclic process

#### Unit – II Models of Curricular Development

- ☐ Need assessment model
- ☐ Vocational Training Model
- ☐ School Education Curriculum with reference to NCF 2005
- ☐ Teacher Education Curriculum NCF TE 2009
- ☐ Approaches of Curriculum development – Subject Centered, Learner Centered, Activity centered, Core curriculum

#### Unit – III Perspectives of Curriculum Development

- ☐ Content driven curriculum
- ☐ Objective driven curriculum
- ☐ Process driven curriculum
- ☐ Condensed, Integrated and
- ☐ Hidden Curriculum

#### Unit – V Issues in Curriculum Development

- ☐ Centralized and decentralized curriculum
- ☐ Problem of curriculum load, Recommendations of Prof. Yashpal Committee
- ☐ State and National level bodies responsible curriculum development
- ☐ Who should participate in curriculum development
- ☐ Diversity among teachers in their competency.

#### Unit – V Curriculum Evaluation

- ☐ Curriculum evaluation – concept
- ☐ Importance of curriculum evaluation
- ☐ Tools and techniques of curriculum evaluation
- ☐ Issues In curriculum evaluation

#### Practicum

1. Critical appraisal/analysis of existing syllabi and textbook developed by various agencies at national, state and local level in the light of NCF 2005
2. Students will observe and identify various methods, media used in transaction of curriculum for various school subjects.
3. Marinating of reflective diary on school observation

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SEMESTER – IV

CODE – 413

Paper 2 – Pedagogy of Mathematics Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

On completion of this course students will be able to:

- appreciate the abstract nature of mathematics
- distinguish between the roles of Pure and Applied Mathematics
- develop the understanding of using constructivist approach in Mathematics
- develop the skill of using various methods of teaching Mathematics
- develop problem solving skills
- highlight the significance of Mathematics Laboratory
- develop an awareness towards the inner structure of Mathematics
- develop the skills required for Action Research in Mathematics

Course Content

Unit I- Nature, Development and Significance of Mathematics

- ☐ Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematics.
- ☐ Mathematization of issues; Aesthetic aspect of Mathematics

#### Unit II- Objectives and Strategies of Teaching-Learning Mathematics

- ☐ Aims and Objectives of teaching Mathematics at various levels of school mathematics;
- ☐ Instructional objectives in teaching mathematics; constructivist approach in teaching of Mathematics;
- ☐ Methods of teaching Mathematics- Inductive and Deductive methods, Analytic and Synthetic methods;
- ☐ Competence based approach to teaching mathematics;

#### Unit III- Informal Approach in Mathematics

- ☐ Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- ☐ Computer aided learning and Computer based instructions; Use and preparation of teaching aids; Thought provoking activities;
- ☐ Mathematics Laboratory and Mathematics Club

#### Unit IV- Structure of Mathematics

- ☐ Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems etc.;
- ☐ Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction; Role of Examples, Counter Examples and Non-examples in Mathematics;

#### Unit V- Evaluation in Mathematics

- ☐ Concept of Evaluation in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic);
- ☐ Role of Evaluation in Teaching- Learning process; Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures;
- ☐ Types of Test items in Mathematics such as Long answer type, Short answer type, Very Short answer type and objective type; Planning and construction of these items and precautions while constructing test items; Action Research in Mathematics.

#### PRACTICUM:

The students may undertake any two of the following activities:

- ☐ Assignment on construction of Test items
- ☐ Analysis of famous quotations on Mathematics
- ☐ Conduct aClass Group puzzles activity and report
- ☐ Action Research in Mathematics

#### References

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SEMESTER – IV

CODE – 414

Paper 2 – Pedagogy of Language Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

On completion of the course students will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand about the psychology of language learning
- examine the pedagogy of language learning and language teaching.
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language, examine various areas of research in language education
- survey various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- identify and reflect on factors which shape language planning and policy

Course Content

Unit I- Language Learning

- Language acquisition: Factors affecting language learning and language acquisitions
- An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning of languages and its use. Current research findings from the perspective of professionals of the first and second language and other languages. Differences in objectives, instructional materials, evaluation, etc. in the first, second and other languages; Factors affecting the teaching of L.2 and L.3.

## Unit II – Language Curriculum and Language Skills

- ☐ Developing the language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
- ☐ Issues in curriculum development of multi lingual context in India
- ☐ Developing basic language skills and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary
- ☐ Techniques for teaching grammar, reading comprehension, written expression

## Unit III--Preparation of Language Teachers

- ☐ Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction
- ☐ Language Learning Technology: Current language learning technology for language learning, teaching, testing and research

## Unit IV-Teaching Language and Teaching Literature in the Context of L.1 and L.2

- ☐ Differences in their nature, content and emphasis; interrelationships
- ☐ Techniques for fostering and developing creativity in language
- ☐ Advanced techniques of teaching and evaluation

## Unit V- Contextual Problems

- ☐ Multilingual context of India and global languages.
- ☐ Constitutional provisions regarding language and education and their impact
- ☐ Reservation of minority and heritage languages.
- ☐ Medium of instruction – controversy, recommendations in NPE 1986, 1992, and NCF 2005.

## PRACTICUM :

The students may undertake any two of the following activities:

- ☐ Discourse Analysis: Text analysis with respect to various discourses
- ☐ Classroom discourse and analysis of language in professional settings
- ☐ A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- ☐ Identification of minority languages in Chhattisgarh; government plans and policies for their preservation and development.

## References

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SEMESTER – IV

CODE - 415

Paper 2 – Pedagogy of Science

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

On completion of this course, the students will be able to:

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the Constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with new, innovative trends in assessment;
- analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content

Unit I - Nature of Science

- What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge; Development of scientific knowledge; Scientific method and Scientific Explanation.
- Science and Technology, complementarities between Science and Technology; Science and Mathematics and their complementarities, role of Mathematics in Science.
- Common misconceptions of pupils about the nature of science; Characteristics of different disciplines of science, their interrelationship and integration.

#### Unit II -Curriculum Trends in Science Education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level; a brief history of Science Education. Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.
- Curriculum at different stages. Lessons from Curricular Innovations and interventions in India.
- Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.
- Co-curricular activities and their role in Science Education, integrating co-curricular activities with science education.

#### Unit III- Approaches to Science Learning

- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- Constructivist paradigm and its implications for Science learning; the learning cycle.
- Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning, planning different types of projects, cooperative and collaborative learning, activity based learning, role of experiments in science, development of laboratory design, planning and organisation of laboratory work, reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiment, ICT based science education.
- Metacognitive Strategies- giving space to pupils to think, organizing their knowledge and expressing teacher as a reflective practitioner.

#### Unit IV-Assessment in Science Education

- Role of assessment in Science Teaching and Learning. Formative and Summative. Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills, reporting students achievement by comparing students prior and current learning achievement and relevant feedback to students.
- Assessment of affective measures in Science: use of tools and techniques such as observation, assessment of laboratory skills and procedural knowledge, attitude scales, interest inventories and interviews.

#### Unit V- Contemporary Issues in Science Education

- Equity and Access to Science Education.
- Science, Technology, and Society: Critical appraisal of their interface.
- Scientific and Technological Literacy.

- Science education in the context of developing countries.
- Critical pedagogy and its integration in the science classroom.
- Communication skills in science.
- Ethical aspects of science.
- Innovations and Creativity in Science.

#### PRACTICUM:

The students may undertake any two of the following activities:

- Visit to science centre/science museum and presenting the report.
- Role of the classroom teacher in curriculum development projects, focusing an educational change processes, procedures and product evaluation.
- Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.
- An action plan for adopting a multisensory approach to teach science to students with special needs;
- Contribution of women to science and their implications to women empowerment;

#### References

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CODE – 416

Paper 2 – Pedagogy of Social Sciences Education

Maximum Marks 100

Internal Marks 25

External Marks 75

Credits 4

Internal Credits 1

External Credits 3

Objectives

- Develop an understanding of the meaning, nature, scope of social sciences and social science education
- Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate techniques of curriculum transaction
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching social sciences and undertake evaluation

Course Content

Unit I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences: social science or social sciences? prevailing approaches and the status attached to the social sciences;
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
- Research perspectives in social sciences

Unit II – Aspects of Social Science Curriculum

- Approaches to planning, formulation and organisation of social science curriculum; social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;
- Undertaking research activities in social science – identification of issues and methods.

Unit III – Approaches to Pedagogy of Social Science

- Critical appreciation of approaches to teaching social sciences – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies;
- Critical appreciation of various learning strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

Unit IV- Media, Materials and Resources for Teaching and Learning

- Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self-instruction materials.
- Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids.

## Unit V – Evaluation in Social Science

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

## Practicum

The students may undertake any two of the following activities:

- Assignment / term paper on selected themes from the course and presentation
- Preparation and teaching two lessons using integrated approach
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching and learning during field experience
- Development of questions and achievement tests in social science subjects
- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools
- Analysis of a social science textbook

## References

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### Internship Programme

The internship has been conceptualised in two parts or 3 credits each. First part involves a compulsory attachment with a teacher education institution during the summer. The second part involves interning at/associating with a field site relevant to the area of specialisation.

Both these internships will be organised for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. Such partnerships (with mutual interests of both the partners) on the one hand reduce the need for logistical arrangements every year, on the other they also facilitate structure and consistency in internship and a scope of reviewing and improving it for every academic cycle.

The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done.

A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students.

Adequate handholding should be provided to the students such that they are able to (or at least begin to) make sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

### 3. Self-development workshops (1 credit):

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

### Appendix 3

उन्नत शिक्षाध्ययन संस्थान बिलासपुर (छ.ग.) वार्षिक

कैलेण्डर

सत्र 2015–16

स.क्र.	प्रस्तावित गतिविधियाँ	समय—सीमा
1	पं. सुन्दरलाल शर्मा का बी.एड. पत्राचार की प्रथम तथा द्वितीय वर्ष की संपर्क कक्षाएं	मई प्रथम सप्ताह से प्रारम्भ
2	बी.एड./एम.एड. सैद्धांतिक परीक्षा	मई प्रथम सप्ताह
3	बी.एड./एम.एड. प्रशिक्षार्थियों का सम्मान समारोह	मई प्रथम सप्ताह
4	बी.एड./एम.एड. विभागीय प्रशिक्षण प्राप्त आवेदनों का संकलन	मई माह
5	बी.एड. प्रवेश प्रक्रिया	जून माह
6	बी.एड./एम.एड. पाठ्यक्रम चर्चा सैद्धांतिक कक्षाएं प्रारम्भ बी.एड./एम.एड. प्रतीक्षा सूची जारी	जून माह
7	केन्द्र प्रवर्तित योजना कार्य प्रारम्भ	जुलाई माह प्रथम सप्ताह से प्रारम्भ
8	बी.एड./एम.एड. की सैद्धांतिक कक्षाएं प्रारम्भ आचार्यों द्वारा उन्मुखीकरण कार्यक्रम	जुलाई माह द्वितीय सप्ताह
9	ब्लूप्रिंट निर्माण कार्यशाला बृहज्जमदज ठेमक क्षपमदजंजपवद	तृतीय सप्ताह
10	छ०.2005छ०.2009 बी.एड./एम.एड. चर्चा/सेमीनार	जुलाई माह से प्रारम्भ
11	षालेय सुधार कार्यक्रम – विषयवार समझ विकसित करना – आचार्यों द्वारा नियमित शाला में जाना	जुलाई
12	केन्द्र प्रवर्तित योजना कार्य संचालन	जुलाई
13	तिलक पुण्यतिथि – सांस्कृतिक/साहित्यिक कार्यक्रम	अगस्त माह 01 अगस्त
14	मुद्रित सामग्रियों का विवरण बी.एड./एम.एड.	प्रथम सप्ताह
15	एम. एड. एक्शन रिसर्च कार्यशाला	द्वितीय सप्ताह
16	रविन्द्रनाथ टैगोर जयंती	प्रथम सप्ताह
17	अंग्रेजी भाषा प्रशिक्षण	द्वितीय सप्ताह
18	एम.एड. प्रशिक्षार्थियों के द्वारा लघुषोष ग्रंथ विषय का चयन संक्षेपिका निर्माण	तृतीय सप्ताह

उन्नत शिक्षा अध्ययन संस्थान, बिलासपुर (छ.ग.) वार्षिक

कैलेन्डर

माह - मई/2015

तिथि अवधि माह	विषिष्ट गतिविधियाँ कार्य व	क्रियात्मक अन्य गतिविधियाँ	विषय
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	कार्यक्रम		
प्रथम सप्ताह	इग्नू. पं. सुन्दर लाल शर्मा का बी. एड. पत्राचार की प्रथम तथा द्वितीय वर्ष की संपर्क कक्षाएं	महाविद्यालय के आचार्य के द्वारा संपर्क कक्षाएं ली गयी।	उन्मुखीकरण कार्यक्रम
से	छात्रों की कक्षाएं		शैक्षणिक
अंतिम सप्ताह	आगामी सत्र की तैयारी	बी. एड. एवं एम. एड. की सैद्धांतिक विषयविद्यलयीन परीक्षा	
	बी.एड. द्विवर्षीय का पाठ्यक्रम निर्माण	स्टॉफ सदस्यों के मध्य चर्चा एवं लेखन छब्ज नाम्स के अनुसार	शैक्षणिक
प्रथम से	बी. एड. एवं एम. एड. संत्रात समारोह	बी. एड. एवं एम. एड. प्रशिक्षार्थियों का सम्मान समारोह	
द्वितीय सप्ताह			

टीप- केन्द्र प्रवर्तित योजना के तहत शिक्षक - शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।

#### माह - जून / 2015

तिथि अवधि माह	विषिष्ट गतिविधियों कार्य व कार्यक्रम	क्रियात्मक अन्य गतिविधियाँ	विषय
जून	बी. एड. एवं एम. एड. विभागीय प्रशिक्षण प्राप्त आवेदनों का संकलन बी. एड. प्रवेश प्रक्रिया एम. एड. पाठ्यक्रम निर्माण		प्रशासनिक प्रशासनिक
22 से 26 जून 2015	टी.एल.एम. वर्कशाप (विज्ञान) हाई/हायर सेकेण्डरी के शिक्षक गुणवत्ता अभियान मिडिल स्कूल/हाई स्कूल/हायर सेके.	शाला क्षमता (गुणवत्ता अभियान) प्रत्येक माह में किया जाएगा (महाविद्यालय के आचार्यों के द्वारा)	शैक्षणिक

टीप- केन्द्र प्रवर्तित योजना के तहत शिक्षक - शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित। माह -

#### जुलाई / 2015

तिथि अवधि माह	विषिष्ट गतिविधियों कार्य व कार्यक्रम	क्रियात्मक अन्य गतिविधियाँ	विषय
प्रथम सप्ताह	बी. एड., एम.एड. प्रवेश प्रक्रिया	जिला शिक्षा अधिकारी/सहायक आयुक्त आ.जा.क.विभाग/डाइट्स से	प्रशासनिक
द्वितीय सप्ताह	बी. एड. पाठ्यक्रम पर चर्चा, बी. एड. की सैद्धांतिक प्रारम्भ, बी.एड./एम.एड. प्रतीक्षा सूची जारी। शिक्षक-शिक्षा आधार	पत्र व्यवहार। विभागीय प्रशिक्षार्थियों की सूची समाचार पत्र में प्रकाशित करना। बी. एड. एवं एम. एड. की सैद्धांतिक कक्षाएं प्रारम्भ।	प्रशासनिक



तृतीय सप्ताह  एवं अंतिम सप्ताह  20 से 24 जुलाई 2015	पत्र कार्य करना।  सी.सी.ई. मुख्य परीक्षा (कम्)  विश्वविद्यालय कार्यशाला वर्कशाप (विज्ञान) हाई/हायर सेकेण्डरी के शिक्षक	प्रत्येक सप्ताह मॉनीटरिंग छठ 2005छठ 2009 सेमिनार पर चर्चा। शिक्षकों के लिए कौशल विकास, चेतना विकास बी. एड. प्रशिक्षार्थियों के लिए 07 दिवसीय जीवन विद्या शिविर नईरमबज पूम पञ्चतवअमउमदज पद बीववसे दस दिवसीय कोर्स अंग्रेजी प्रशिक्षण प्रारंभ बी. एड. नवीन पाठ्यक्रम हेतु निजी महाविद्यालयों के लिए विषय आधारित	शैक्षणिक
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टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।

## माह - अगस्त/2015

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
1 अगस्त प्रथम सप्ताह  द्वितीय सप्ताह 15 अगस्त तृतीय सप्ताह  चतुर्थ सप्ताह 17 से 19 अगस्त 2015	तिलक पुण्यतिथि मुद्रित सामग्रियों का वितरण। रविन्द्रनाथ टैगोर जयंती अंग्रेजी भाषा प्रशिक्षण कार्यक्रम। ध्वजारोहण बी.एड. निजी महाविद्यालयों के लिये कार्यशाला। नगर के माध्यमिक शालाओं के प्राचार्यों की बैठक। नईरमबज पूम पञ्चतवअमउमदज पद बीववसे राष्ट्रीय विज्ञान स्तरीय सेमिनार से संबंधित कार्यक्रम प्रयोगशाला कौशल (विज्ञान) तीन दिवसीय कार्यशाला हाई/हायर सेकेण्डरी शिक्षक वृक्षारोपण, सी.सी.ई. मुख्य परीक्षा, दस दिवसीय प्रशिक्षण प्रारम्भ। (कम्) बी.एड./एम.एड. जीवन विद्या शिविर एवं सैद्धांतिक कक्षाएँ

टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।

## माह - सितम्बर/2015

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
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1 सितम्बर से 30 सितम्बर तक प्रथम सप्ताह	एम. एड. की सैद्धांतिक कक्षाएं। बी.एड. अवलोकन कार्यक्रम।  छात्र कल्याण परिषद का गठन।
10 से 20 सितम्बर	अंग्रेजी प्रशिक्षण एवं अध्यापन हेतु मार्गदर्शन। (नीड बेस) बी. एड. प्रशिक्षार्थियों के लिए चार दिवसीय अंग्रेजी प्रशिक्षण प्रत्येक माह मॉनीटरिंग डाइट, हाईस्कूल, हायर सेकेंडरी स्कूल, पैक्षिक नवाचार विषयवार सुधार कार्यक्रम विद्यालयों में।
सितम्बर तृतीय सप्ताह	बी.एड. प्रशिक्षार्थियों द्वारा इंटरशिप कार्यक्रम हेतु विद्यालयों को प्रस्थान। विज्ञान मेले से संबंधित कार्यक्रम। योग प्रशिक्षण, राज्य स्तरीय स्त्रोत पुरुष तैयार 07 दिवसीय जोन स्तरीय विज्ञान मेला
अंतिम सप्ताह	

टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित। माह -  
अक्टूबर/2015

तिथि अवधि माह	विषिष्ट गतिविधियों कार्य व कार्यक्रम
प्रथम सप्ताह	बी.एड./एम.एड. की सैद्धांतिक कक्षाएँ।
अक्टूबर से	प्रत्येक माह मॉनीटरिंग। डाइट, हाईस्कूल, हायर सेकेंडरी स्कूल। बी.एड. प्रशिक्षार्थियों के लिए ट्यूटोरियल की कक्षाएँ प्रारंभ एवं सैद्धांतिक कक्षाएँ यथावत।
अंतिम सप्ताह	
दिनांक 26 से 28 अक्टूबर दिनांक 25 अक्टूबर से 05 नवम्बर दिनांक 26 से 28 अक्टूबर अक्टूबर अक्टूबर अक्टूबर	ए.एल.एम. तीन दिवसीय कार्यशाला मिडिल स्कूल के शिक्षकों के लिए। अंग्रेजी प्रशिक्षण (10 दिवसीय) गणित मॉड्यूल निर्माण महाविद्यालय के शोधकर्ता आचार्यों द्वारा शोध संक्षेपिका जमा करना। शोध पत्रिका प्रकाशन-शोध प्रतिभा न्यूज लेटर का प्रकाशन।

टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।

माह - नवम्बर/2015

तिथि अवधि माह	विषिष्ट गतिविधियों कार्य व कार्यक्रम
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01 नवम्बर से 10 नवम्बर तक	बी.एड./एम.एड. सैद्धांतिक विषयों की कक्षाएं। क्तुं – तज पद म्कनबंजपवद एन.सी.एफ. चार दिवसीय कार्यशाला, प्राचार्य 10+2 के लिए। लेख आमंत्रण वार्षिकोत्सव कार्यक्रम के प्रथम सोपान का आरंभ प्रत्येक माह का मॉनीटरिंग। डाइट, हाईस्कूल, हायर सेकेण्डरी स्कूल पर चर्चा। बी. एड. हेतु सेमिनार। लाईफ स्किल्स बी.एड. पाठ्यक्रम के तहत सेमिनार – 'बचपन की झलक' प्राइमरी स्कूल टीचर्स बेस्ड क्रीएटिव लर्निंग।
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टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक –शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित। माह –  
दिसम्बर/2015

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
01 दिसम्बर से 11 दिसम्बर तक	सेमिनार एवं विभिन्न विषयों हेतु कार्यशाला का आयोजन। बी. एड. प्रशिक्षार्थियों के लिए ट्यूटोरियल के माध्यम से।
01 दिसम्बर से 22 दिसम्बर तक	बी.एड. में सैद्धांतिक विषयों के कालखण्ड। (प्रेक्टिकम)
23 दिसम्बर से 31 दिसम्बर तक	सांस्कृतिक कार्यक्रमों का आयोजन। शैक्षिक भ्रमण कार्यक्रम, रंगोली प्रतियोगिता बुके शाला, आरती की थाली सजाना प्रतियोगिता, मॉनीटरिंग। क्रियात्मक अनुसंधान पर चर्चा विज्ञान मेले से संबंधित कार्यक्रम। माउंट आबू/पांडिचेरी (स्टाफ सदस्यों) शीतकालीन अवकाश। योग प्रशिक्षण लैंग्वेज गेम्स, लेखन कौशल कार्यशाला एम. एड. विश्वविद्यालयीन परीक्षा (प्रथम सेमेस्टर)
04 दिसम्बर से 10 दिसम्बर	
14 दिसम्बर से 17 दिसम्बर	
17 दिसम्बर से 19 दिसम्बर	
दिसम्बर के द्वितीय सप्ताह से तृतीय सप्ताह	

टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक –शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित। माह –  
जनवरी/2016

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
प्रथम सप्ताह	सामुदायिक सहभागिता के तहत कार्यक्रम 07 दिवसीय
02 जनवरी से 05 जनवरी	वार्षिकोत्सव
12 जनवरी से 22 जनवरी	बी.एड./एम.एड. (द्वितीय सेमेस्टर) में सैद्धांतिक विषय के अध्यापन कार्य मॉनीटरिंग।
26 जनवरी	गणतंत्र दिवस सेमीनार
अंतिम सप्ताह	डाइट/बी.टी.आई., अंग्रेजी प्रशिक्षण
27 जनवरी से 30 जनवरी अंतिम सप्ताह	बी.एड. हेतु दत्त कार्य शैक्षिक भ्रमण/वनभोज।

माह – फरवरी/2016

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
02 फरवरी से 20 फरवरी तक	सैद्धांतिक कक्षाएं एवं प्रेक्टिकम बी.एड./एम.एड.

06 एवं 07 फरवरी 16 एवं 17 फरवरी 10,20 फरवरी अंतिम सप्ताह 22 से 27 फरवरी	शैक्षिक नवाचार एवं चर्चा। बी.एड. की व्यवहारिक परीक्षा। विश्वविद्यालयीन परीक्षा प्रत्येक माह मॉनीटरिंग। कम्प्यूटर प्रशिक्षण गाइडेंस काउंसलिंग।
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टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।

#### माह – मार्च/2016

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
प्रथम सप्ताह 09 से 16 मार्च तक  17 से 31 मार्च  अंतिम सप्ताह	सैद्धांतिक कक्षाएं। सत्रीय जांच परीक्षा का आवेदन।  सैद्धांतिक कक्षाएं व कठिनाई निवारण।  प्रत्येक माह मॉनीटरिंग।

टीप- केन्द्र प्रवर्तित योजनो के तहत शिक्षक -शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएँ भी संचालित।


#### माह – अप्रैल/2016

तिथि अवधि माह	विशिष्ट गतिविधियों कार्य व कार्यक्रम
01 अप्रैल से 30 अप्रैल तक  06 अप्रैल से 29 अप्रैल तक  30 अप्रैल से 15 मई तक	परीक्षा की तैयारी हेतु मार्गदर्शन  परीक्षा कार्यक्रम सत्रांत समारोह  मॉनीटरिंग छत्ता 2005 पर चर्चा।

## Appendix 4 A Time Table M.Ed.

**TIME TABLE M.Ed. 2015-2016 DATE 31.08.2015 TO**

DAYS/TIME	11.30 - 12.15	12.15-1.00	1.00 1.15	1.15 - 2.00	2.00 - 2.45	2.45 3.15	3.15 - 4.00	4.00 - 4.45
MONDAY	Paper I Dr. Kishan Tripathi	Paper II Dr. R.Chaturvedi	R	Paper III Dr. N.Bhabani	Library	R	Paper IV Ms.Chhaya Sharma/ Mrs.Usha mani	Paper V Mrs. Nalini Pandey/ Dr. Sanjay Arya/Dr.Rajni Yadav
TUESDAY	Paper V Mrs.Ramakanti sahu/ Mr.D.K. Jain /Mrs. Neela Chaudhary	Paper IV Dr.U.ware/Mrs. Preeti Tiwari	E	Paper III Dr.B.V.Ramnarao	Library	E	Paper II Mrs.S.KUSHWAHA	Paper I Mrs. Preeti Tiwari
WEDNESDAY	Paper IV Ms.Chhaya Sharma/ Mrs.Usha mani	Paper III Dr.H.L.PATEL (HALL 1 ST-12)	C	Paper II Dr.A.K.PODDAR	Library	C	Paper I Mrs.Reema sharma	Paper V Mrs. Nalini Pandey/ Dr. Sanjay Arya/ Dr.Rajni Yadav
THURSDAY	Paper III Dr. N.Bhabani	Paper II Dr. R.Chaturvedi	S	Paper I Dr. Kishan Tripathi	Library	S	Paper V Mrs.Ramakanti sahu/ Mr.D.K. Jain /Mrs. Neela Chaudhary	Paper IV Dr.U.ware/Mrs. Preeti Tiwari
FRIDAY	Paper II Mrs.S.KUSHWAHA	Paper I Mrs. Preeti Tiwari	S	Paper V Mrs. Nalini Pandey/ Dr. Sanjay Arya/ Dr.Rajni Yadav	Library	S	Paper IV Ms.Chhaya Sharma /Mrs.Usha mani	Paper III Dr.B.V.Ramnarao
SATURDAY	Paper I Mrs.Reema sharma	Paper II Dr.A.K.PODDAR		Paper III Dr.H.L.PATEL	Library		Paper IV Dr.U.ware/Mrs. Preeti Tiwari	Paper V Mrs.Ramakanti sahu/ Mr.D.K. Jain /Mrs. Neela Chaudhary

  
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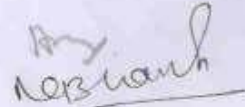
Appendix 5 A – Feedback Form

बी०एड० में आचार्यों के अध्यापन का **Feed back** प्रशिक्षार्थियों से प्राप्त हुआ।

Feed back of Faculty given by the trainee B.Ed., M.Ed.

Are given below \_\_\_\_\_

S.No.	A	B	C	D
B.Ed.	23	3	0	0
M.Ed.	17	1	1	0

  
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Bilaspur (C.G.)

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**INSTITUTE OF ADVANCED STUDIES IN EDUCATION, BILASPUR(C.G.)**

बी0एड0पाठ्यक्रम/संचालित कार्यक्रमों हेतु

छात्राध्यापक फीडबैक प्रश्नावली

**School Experience/School Internship Programme**

निर्देश:- किसी एक विषय पर (✓) चिन्ह लगाए-

s.no	Parameters	Very good A	Good B	Satisfetery C	unsetsifectery D
1	स्कूल इंटर्नशिप कार्यक्रम में जाने के पूर्व फोकल्टी सदस्यों द्वारा दिया गया उन्मुखीकरण प्रभावशाली था।				
2	उन्मुखीकरण कार्यक्रम में कक्षा अवलोकन प्रक्रिया करने की समझ विकसित हुई।				
3	रिफ्लेक्टिव डायरी लिखने की समझ विकसित हुई।				
4	शालेय शिक्षक एवं प्राचार्य स्कूल इंटर्नशिप की प्रक्रिया से अवगत थे।				
5	शालेय वातावरण कैसा होता है, इसकी समझ विकसित हुई।				
6	सूनिट प्लान एवं टीचिंग प्लान बनाने का अभ्यास हो गया।				
7	स्कूल इंटर्नशिप कार्यक्रम के दौरान बच्चों को सामाजिक सांस्कृतिक संदर्भ समझने की समझ विकसित हुई।				
8	स्कूल इंटर्नशिप कार्यक्रम के दौरान स्वयं को एक शिक्षक के तौर पर शालेय गतिविधियों में सहभागिता करने का अवसर प्राप्त हुआ।				
योग					

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION, BILASPUR (C.G.)**

बी0एड0पाठ्यक्रम / संचालित कार्यक्रमों हेतु

छात्राध्यापक फीडबैक प्रश्नावली

**Self Identity & The Teacher & Art & Drama in Education**

निर्देश:- किसी एक विषय पर (✓) चिन्ह लगाएं-

s.no	Parameters	Very good A	Good B	Satisfactory C	unsatisfactory D
1	इस कोर्स के लिए दिया गया उन्मुखीकरण प्रभावशाली था।		✓		
2	इस कोर्स के जिन उद्देश्यों को लेकर विकसित किया गया उसकी समझ विकसित हो गई है।			✓	
3	कोर्स के वर्कशाप में कौन-कौन सी गतिविधियां कराई जाएंगी की समझ विकसित हो गई है।			✓	
4	इस कोर्स से संबंधित समूह में किए जाने वाले गतिविधियों में सहभागिता रहती है।	✓			
5	मेंटर के द्वारा विभिन्न गतिविधियों को कराने में उचित रूप से मार्गदर्शन दिया जाता है।				
6	अपने समूह में अपने अनुभवों को व्यक्त करने का अवसर मिल रहा है।				
7	साथी छात्राध्यापकों एवं मेंटर के द्वारा Performance पर Feedback से आगे की Performance सुधार करना।				
8	कोर्स द्वारा शिक्षक में स्वयं की पहचान और आकलन की कौशल विकसित हो गया।				
योग					

**सूक्ष्मशिक्षण कार्यक्रम प्रतिपुष्टि प्रपत्र:- 2014-15**

अवधि-06/08/2014 से

कार्यदिवस-14

26/08/2014 तक

कौशल- 07

नाम.....प्रशिक्षार्थी का प्रकार- विभागीय/सीधीमर्ती

सूक्ष्म शिक्षण कार्यक्रम के पश्चात् आप क्या महसूस करते हैं इसकी जानकारी निम्न प्रश्नों के माध्यम से दें:-

सही(✓)का निशान लगाइये:

क्र.	प्रश्न	सहमत	अनिश्चित	असहमत
1.	सूक्ष्म शिक्षण कार्यक्रम के पश्चात् शिक्षण के दौरान कौशलों का सही प्रयोग कर सकते हैं।	100%	-	
2.	सूक्ष्म शिक्षण की योजना हरबर्ट पंचपदी के अनुरूप बनाई जाती है।	92%	2.43%	5.26%
3.	सूक्ष्म शिक्षण प्रक्रिया में शिक्षण कौशलों के प्रयोग का अभ्यास किया जाता है।	94%	1.50%	3.75%
4.	कक्षा शिक्षण प्रक्रिया में दक्षता प्राप्त करने हेतु सूक्ष्म शिक्षण प्रक्रिया को सीखना आवश्यक है।	100%		
5.	विशिष्ट शिक्षण कौशल के प्रयोग के माध्यम से छात्र शिक्षक पढ़ाने के ढंग को समझते हैं।	95%	3%	1.30%
6.	सूक्ष्म शिक्षण की कक्षा में सूक्ष्म शिक्षण 5-6 मिनट के समय में पूर्ण होता है।	96%	3%	0.75%
7.	सूक्ष्म शिक्षण अभ्यास चक्र के रूप में किया जाता है।	100%		
8.	सूक्ष्म शिक्षण वास्तविक विद्यार्थी अथवा छात्राध्यापक द्वारा भूमिका निर्वाह करवाकर सम्पन्न किया जा सकता है।	98%	4%	1.50%
9.	सूक्ष्म शिक्षण अभ्यास में एक समय में एक से अधिक कौशलों का अभ्यास करना संभव है।	60%	16.54%	23%
10.	इस विधि में टेपरिकार्डर अथवा वीडियो टेप पर आदर्शपाठ रिकार्ड किए जा सकते हैं। शिक्षक स्वयं अपना मूल्यांकन कर सकता है।	93%	1.50%	5.26%
11.	अभ्यास के दौरान सहपाठी पृष्ठपोषण प्राप्त होता है।	98%	1.50%	-
12.	सूक्ष्म शिक्षण चक्र, सूक्ष्म पाठयोजना तथा पुनः सूक्ष्म पाठयोजना में एक ही विषयवस्तु होनी चाहिए।	87%	7.5%	5.26%
13.	छात्र-शिक्षक अंतःक्रिया का होना उद्दीपन परिवर्तन कौशल का घटक है।	94.7%	0.75%	4.51%
14.	कक्षा में छात्रों को प्रश्न पूछने, कुछ कहने का अवसर देना बच्चों के ध्यान आकर्षण के लिए किया जाता है।	90%	3.75%	6%
15.	नकारात्मक पुनर्बलन के द्वारा छात्रों के वांछित व्यवहार को प्रबल बनाया जाता है।	6%	13.4%	81%
16.	विद्यार्थियों के सही उत्तरों को श्यामपट पर लिखा जाना उचित है।	90%	7.5%	2.25%
17.	शिक्षक का अपने हाव-भाव और स्वर में परिवर्तन करना उचित नहीं है।	4%	8%	93%



18.	छात्रों के अधूरे उत्तर को पूरा करने के लिए शिक्षक द्वारा निर्देशात्मक प्रश्न पूछे जाते हैं।	94%	1.50%	4.50%
19.	उत्तर की सार्थकता और व्याख्या, क्यों, कैसे आदि प्रश्नों के द्वारा पूछना स्वयंपूर्ण, तमदमे घटक के अंतर्गत आता है।	94%	2.25%	3.7%
20.	एक ही प्रश्न कई विद्यार्थियों से पूछना पुनःकेन्द्रण होता है।	74%	4%	22%
21.	छात्र के ज्ञान को पूर्व में पढ़े हुए विषयों के उदाहरण द्वारा अन्य विषय से जोड़कर प्रश्न पूछना अधिक सूचना प्राप्ति से संबंधित है।	91%	6%	3%
22.	व्याख्या करते समय प्रश्न नहीं पूछना चाहिए।	23%	8%	63%
23.	व्याख्या करते समय श्यामपट का प्रयोग भी नहीं करना चाहिए।	74%	3%	23%
24.	सम्प्रत्यय, नियतम एवं सिद्धांत आदि को समझने के लिए व्याख्यान होना चाहिए।	86%	3%	5%
25.	कहानी, कथन, मुहावरे आदि अशाब्दिक उदाहरण के प्रकार हैं।	9%	8%	85%
26.	आगमन विधि के प्रयोग में उदाहरण देकर नियम बताना उचित है।	90%	5%	5%
27.	प्रत्येक पाठ को पढ़ाने के लिए आगमन विधि का प्रयोग करना चाहिए।	17%	16%	67%
28.	उच्चतर माध्यमिक स्तर पर निगमन उपागम का प्रयोग करना उचित है।	76%	10%	14%
29.	श्यामपट कार्य करने से बच्चों का पाठ के प्रति ध्यान आकर्षित होता है।	89%	4%	7%
30.	श्यामपट कार्य करते समय शिक्षक को बोलना नहीं चाहिए।	4.50%	1.50%	94%
31.	बच्चों को श्यामपट कार्य करवाना समय की बर्बादी है।	1.50%	4.5%	95%
32.	रंगीन चाक का प्रयोग लिखते समय करना उचित है।	96%	2%	2%
33.	श्यामपट कार्य करना प्रत्येक शिक्षक को अनिवार्य है।	100%	4%	2%
34.	पाठ प्रारम्भ करने के पूर्व शिक्षक को पाठ पठन का उद्देश्य जानना आवश्यक है।	94%	100%	

35.	सूक्ष्मशिक्षण अभ्यास की कक्षाएं महाविद्यालय में नियमित रही।	हाँ 100%	नहीं
36.	शालाओं में अभ्यास शिक्षण के दौरान आपके द्वारा शिक्षण कौशल का प्रयोग प्रभावशाली ढंग से किया जाएगा।	हाँ 100%	नहीं

37. कौन से शिक्षण कौशल का सरलता से कक्षा में प्रयोग कर सकेंगे?

खोजपूर्ण 49, इंग्रान्त 120, उद्दीपन परिवर्तन 101, श्यामपट 119, उद्देश्यलेखन 103, पुनर्बलन 125, व्याख्या 130, समीक्षा 33,

38. किन शिक्षण कौशल का प्रयोग करने में कठिनाई का अनुभव कर रहे हो?

खोजपूर्ण 84, इंग्रान्त 13, उद्दीपन 26, श्यामपट कौशल 19 उद्देश्यलेखन 8

39. पुनर्बलन 08, व्याख्या कौशल 03, जोड़ नहीं 33

हस्ताक्षर बी0एड0प्रशिक्षार्थी

## Appendix 6 – Appraisal

(to be enclosed with the Application form)

**API Score Card**

(As on the last date of submission of Application Form)

Name of the candidate: D. B. V. RAMANA RAO  
 Post applied for: Asst. Prof. Department: Education

**Category- III :RESEARCH AND ACADEMIC CONTRIBUTION**

S.No.	APIs	Faculties of Languages Arts/Humanities/Social Sciences/Library/Physical education/ Management	Max. Points for University and college teacher position	API Score claimed by the applicant	API Score verified by screening committee (for official use)
III A	Research Papers published in:	Refereed Journals*	15/ publication	5	75
		Non-refereed but recognized and reputable journals and periodicals, having ISBN/ISSN numbers	10/Publication	19	190
		Conference proceedings as full papers, etc. (Abstracts not to be included)	10/Publication	2	20
III A (i)	Members of Journal Editorial Boards/ Text-Book Committees	Refereed journal/periodical with ISBN/ISSN number	Chief editor=30 Associate/Assistant editor=20 Member, Editorial Board=15 (Scores per journal)	2	60
		Refereed journal/periodical without ISBN/ISSN numbers	Chief editor=25 Associate/Assistant Editor=15 Member, Editorial Board=10 (scores per journal)		
		Non-refereed journal/periodical with ISBN/ISSN number	Chief editor=20 Associate/Assistant Editor=10 Member, Editorial Board=5 (scores per journal)	10 2	200 20
		Member of Text-Book Committee at Central/State levels	10 per committee		
		Refereed journal/periodical ISBN/ISSN number	10 per article reviewed		

Total 565



III A (ii)	Review	Refereed journal/periodical without ISBN/ISSN number	5 per article reviewed		
		Non-refereed journal/periodical with ISBN/ISSN number	3 per article reviewed		

III (B)	Research Publications (books, chapters in books, other than refereed journal articles)	Text or Reference Books Published by International Publishers with an established peer review system	50/sole author; 10 / 1 chapter in an edited book	10	
		Subject Books by/ national level publishers/State and Central Govt. Publications with ISBN/ISSN numbers.	25/sole author, and 5/chapters in edited books		
		Subject Books by Other local publishers with ISBN/ISSN numbers.	15/sole author, and 3/ chapter in edited books		
		Chapters contributed to edited knowledge based volumes published by International Publishers	10/Chapter		
		Chapter in knowledge based volumes in Indian/National level publishers with ISBN/ISSN numbers and with numbers of national and international directories	5/Chapter	6	30
III (C) RESEARCH PROJECTS				Total 40	
III (C) (i)	Sponsored Projects carried out/ongoing	Major Projects amount mobilized with grants above 5.0 lakhs	20/each Project		
		Major Projects Amount mobilized with minimum of Rs.3.00 lakhs up to Rs.5.00 lakhs	15/each Project		
		Minor Projects (Amount mobilized with grants above Rs.25,000 up to Rs.3 lakh)	10/each Project	5	50
III (C) (ii)	Consultancy Projects carried out/ongoing	Amount mobilized with minimum of Rs.2.0 lakhs	10 per every Rs.10.0 lakhs and Rs.2.0 lakhs respectively		
				Total 50	

III (C) (iii)	Completed projects: Quality Evaluation	Completed project report (Accepted by funding Agency)	20/each major project and 10/each minor project		
III (C) (iv)	Projects Outcome/ Outputs	Major Policy document of Govt. Bodies at Central and State level	30/each national level output or patent/50/each for International level.		
III (C) (v)	Postdoctoral fellowship/associateship (UGC, ICSSR, ICPR, IAS, etc.)	Directly awarded RA/SRA/PDF/SRF/by national level selection committee	20 each		
III (D)	RESEARCH GUIDANCE				
III (D) (i)	M.Phil	Degree awarded only	3/each candidate	03	
III (D) (ii)	Ph.D.	Degree awarded	10/each candidate		
		Thesis submitted	7/each candidate		
III (E)	TRAINING COURSES AND CONFERENCE / SEMINAR/WORKSHOP PAPERS				
III (E) (i)	Refresher courses, Methodology workshops, Training, Teaching-Learning-Evaluation Technology Programmes, Soft Skills development Programmes, Faculty Development Programmes (Max: 30 points)	(a) Not less than two weeks duration	20/each	2	40
		(b) One week duration	10/each	8	80
III (E) (ii)	Papers in Conferences/Seminars/workshops etc.**	Participation and Presentation of research papers (oral/poster) in			
		a) International Conference	10 each	2	20
		b) National	7.5/each	28	187.5
		c) Regional/State level	5/each	4	20
		d) Local-University/College level	3/each		

S.No.	APIs	Faculties of Languages Arts/Humanities/Social Sciences/Library/Physical education/ Management	Max. Points for University and college teacher position	API Score claimed by the applicant	API Score verified by screening committee (for official use)
III (E) (iv)	Invited lectures or presentations for conference/ / symposia	(a) International	10/each		
		(b) National level	5		
		National level	5 each		
		Regional/local level	3 each		
		National level	20 each		
		Regional/State level	10 each	90	

**Total API Score after Capping**

	30% of III(A)	25% of III (B)	20% of III(C)	10% of III(D)	15% of III(E)	Total API Score
API Score	565 169.5	40 10	50 10	03 0.3	437.5 65.6	1095.5 255.4

\* Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: (i) indexed journals – by 5 points; (ii) papers with impact factor between 1 and 2 by 10 points; (iii) papers with impact factor between 2 and 5 by 15 points; (iv) papers with impact factor between 5 and 10 by 25 points.

\*\* If a paper presented in Conference/Seminar is published in the form of Proceedings, the points would accrue for the publication (III (a)) and not under presentation (III (c) (ii)).

**Note:** The API Score details should be in accordance with the UGC Regulations, 2013 circulated vide F.No. F.1-2/2009(EC/PS) V(i) Vol-II dated 13<sup>th</sup> June, 2013

1. Candidate should provide documentary evidence for the claim of impact factor, index number, ISBN No., ISSN No.
2. Documentary evidence for invited lectures should be provided.
3. Candidate is required to produce documentary evidence in support of M.Phil. degree awarded and PhD thesis submitted/ degree awarded for the score claimed as research supervisor.
4. The candidate claiming score for completion of research project, consultancy, patent, etc. should provide documentary support.

Signature &amp;

Name of the Candidate: \_\_\_\_\_

*(Signature)*  
*(B. V. Ramareddy)*



कार्यालय, प्राचार्य शासकीय शिक्षा महाविद्यालय, बिलासपुर छ0ग0

फोन नं0-07752-644450

# 'महाविद्यालयीन वार्षिक कैलेंडर'



सत्र- 2013.14

बी0एड0 पाठ्यक्रम कियाकलाप  
एम0एड0पाठ्यक्रम कियाकलाप  
प्रशिक्षण व अन्य कार्यक्रम

उन्नत शिक्षा अध्ययन संस्थान(IASE), बिलासपुर (छ0ग0)



माह-मई

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
प्रथम सप्ताह से अंतिम सप्ताह	इग्नू, पं. सुन्दर लाल शर्मा का बी.एड. पत्राचार की प्रथम तथा द्वितीय वर्ष की संपर्क कक्षाएं आगामी सत्र की तैयारी एवं बोर्ड कक्षाओं के परीक्षा परिणाम के संबंध शोध करने की परीक्षा परिणाम पर शिक्षकों के प्रशिक्षण का प्रभाव।	महाविद्यालय के आचार्यों के द्वारा संपर्क कक्षाएं ली गई।	उन्मुखीकरण कार्यक्रम
प्रथम सप्ताह से द्वितीय सप्ताह	बी.एड. एवं एम.एड. परीक्षा सत्रांत समारोह विभिन्न विषय की समझ के लिए बैठक	बी.एड. एवं एम.एड. की सैद्धांतिक परीक्षा विश्वविद्यालयीन परीक्षा कार्यक्रमों के अनुसार।	शैक्षणिक
30 मई	बी.एड./एम.एड. विभागीय प्रशिक्षण प्राप्त आवेदनों का संकलन	बी.एड. एवं एम.एड. परीक्षार्थियों शिक्षकों द्वारा समझ के लिए आवश्यक संशोधन किए गए।	शैक्षणिक

माह-जून

तिथि / अवधि / सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
प्रथम सप्ताह	अप्रशिक्षित शिक्षकों की बी.एड./एम.एड. हेतु एस.सी.ई.आर.टी. का पत्र भेजा गया।	जिला शिक्षा अधिकारी / सहा. आयुक्त आ.जा.क. विभाग / डाईट्स से पत्र व्यवहार।	प्रशासनिक
5 जून	विश्व पर्यावरण दिवस	स्वच्छ एवं हरे भरे पर्यावरण हेतु संकल्प।	पर्यावरण
द्वितीय सप्ताह	बी.एड. प्रवेश प्रक्रिया	विभागीय प्रशिक्षार्थियों की सूची।	प्रशासनिक
तीसरा सप्ताह	बी.एड. पाठ्यक्रम पर चर्चा।	समाचार पत्र में पत्र प्रकाशित करना।	उन्मुखीकरण
चौथे सप्ताह	बी.एड./एम.एड. की सैद्धांतिक कक्षाएं प्रारम्भ, बी.एड./एम.एड. प्रतीक्षा सूची जारी।	स्कूल एवं डाईट से शिक्षक बुलाना।	शैक्षणिक
	शिक्षक-शिक्षा पर आधार पत्र तैयार करना।		
	शोध कार्य पर डाटा एनालिसिस		



अवधि/सप्ताह	कार्यक्रम	पुनः [2]	
प्रथम सप्ताह	बी.एड., एम.एड. की सैद्धांतिक कक्षाएं प्रारम्भ	आचार्यों द्वारा उन्मुखीकरण कार्यक्रम। अधिक जनसंख्या एवं पर्यावरण असंतुलन पर चर्चा।	शैक्षणिक
11 जुलाई	विश्व जनसंख्या दिवस पर कार्यक्रम	प्रशिक्षार्थियों के समक्ष विशेषज्ञों की चर्चा।	साहित्यिक
तृतीय सप्ताह	बालिका शिक्षा पर संगोष्ठी चंद्रशेखर आजाद जयंती।	शहीदों पर सांस्कृतिक कार्यक्रम का आयोजन।	शैक्षणिक
23 जुलाई	एम.एड. के लघुशोध प्रबंध विषय चयन के लिए अध्ययन।	एम.एड. प्रशिक्षार्थियों द्वारा ग्रंथालय अध्ययन, विषयों पर चर्चा एवं मार्गदर्शकों का निर्धारण।	
चतुर्थ सप्ताह	प्रत्येक माह मानिट्रिंग	स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम, साहित्यिक, सांस्कृतिक गतिविधि	शैक्षणिक
1 बुधवार	NCF2005/CCE पर चर्चा विज्ञान मेले से संबंधित कार्यक्रम	आधारित कार्यक्रम परिचर्चा	

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

### माह-अगस्त

तिथि/अवधि/सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
1 अगस्त	तिलक पुण्यतिथि	तिलक पुण्यतिथि पर सांस्कृतिक कार्यक्रम	सांस्कृतिक
प्रथम सप्ताह	मुद्रित सामग्रियों का वितरण	बी.एड. प्रशिक्षार्थियों को स्टेशनरी का वितरण	शैक्षणिक
प्रथम सप्ताह	एम.एड.	क्षेत्र अनुप्रेषण शालाओं में विषयवार अध्ययन।	शैक्षणिक
2 से 14	बी.एड. एक्शन रिसर्च पर कार्यशाला	सूक्ष्म शिक्षण समूहानुसार एवं अंग्रेजी का प्रशिक्षण कार्यक्रम	शैक्षणिक
अगस्त		एम.एड. प्रशिक्षार्थी के लिए कार्यशाला आयोजन	
3 से 5 अगस्त	रविन्द्र नाथ टैगोर जयंती	रविन्द्र नाथ टैगोर जयंती पर सांस्कृतिक कार्यक्रम	शैक्षणिक
7 अगस्त		प्राथमिक शालाओं के शिक्षकों के लिए 6 दिवसीय प्रशिक्षण कार्य क्रम।	उन्मुखीकरण कार्यक्रम
द्वितीय सप्ताह	अंग्रेजी भाषा प्रशिक्षण कार्यक्रम।	संक्षेपिका का निर्माण एवं मुद्रण व एस.सी.ई.आर.टी. के अनुमोदन हेतु प्रेषित, मनोविज्ञान प्राया. कार्य.	सांस्कृतिक
	एम.एड. प्रशिक्षार्थियों के द्वारा लघुशोध ग्रंथ विषय का चयन।	स्वतंत्रता दिवस पर वृक्षारोपण कार्यक्रम, प्रातःकालीन योग एवं शारीरिक व्यायाम प्रारम्भ।	प्रशिक्षण
15 अगस्त	ध्वजारोहण।	पाठ का प्रदर्शन/समीक्षा/मार्गदर्शन कक्षाएं सैद्धांतिक कक्षाएं आरम्भ।	शैक्षणिक
	बी.एड. हेतु प्रदर्शन पाठ एम.एड. में शैक्षिक गतिविधियों का आरम्भ	द्वारा शालाओं में जाकर शाला अभ्यास शिक्षण कार्यक्रम हेतु तैयारी तथा बाधाओं पर चर्चा	पर्यावरण
तृतीय सप्ताह	नगर के माध्यमिक शालाओं के प्राचार्यों की बैठक।	स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम, साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम	शैक्षणिक
चतुर्थ सप्ताह	प्रत्येक माह, शालाओं में समग्र एवं सतत मूल्यांकन की जानकारी देना।	विज्ञान प्रभारी प्रशिक्षार्थियों के द्वारा	शैक्षणिक
	NCF2005/CCE पर चर्चा	एम.एड. शोध प्रारूप का निर्माण	प्रशासनिक
	विज्ञान मेले से संबंधित कार्यक्रम	परिचर्चा	शैक्षणिक
1 बुधवार			



टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित

### माह-सितम्बर

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	वि
1 सितम्बर से 30 सितम्बर तक 1 सितम्बर से 10 सितम्बर सितम्बर 5 सितम्बर 8 सितम्बर 8 सितम्बर	बी0एड0 व एम0एड0 की सैद्धांतिक कक्षाएं। छात्र कल्याण परिषद का गठन शैक्षिक उन्नयन कार्यक्रम शिक्षक दिवस निकेतनों के विभाजन हेतु बैठक विश्व साक्षरता दिवस विज्ञान क्लब की गतिविधियां श्रमदान कार्यक्रम अंग्रेजी प्रशिक्षण कार्यक्रम प्रत्येक माह मानिट्रिंग डाइट, हाईस्कूल, हायर सेकेण्ड्री स्कूल शैक्षिक नवाचार एम0एड0 शोध उपकरण निर्माण/व्यवस्था एवं प्रथम द्वितीय अध्याय का लेखन। NCF2005/CCE पर चर्चा विज्ञान मेले से संबंधित कार्यक्रम	अभ्यास शिक्षण कार्यक्रम व कार्यानुभव शिक्षा साप्ताहिक मूल्यांकन 12,19,26 को विश्वविद्यालय के निर्देशानुसार शपथ ग्रहण बी0एड0 प्रशिक्षार्थियों की सहभागिता से। शिक्षक दिवस पर सांस्कृतिक कार्यक्रम चार निकेतनों में महाविद्यालय सदस्यों का विभाजन माध्यमिक शालाओं के प्राचार्या का 20 दिवसीय कार्यक्रम। विज्ञान विषय आधारित कार्यक्रम कराना बी0एड0, एम0 एड0 प्रशिक्षार्थियों द्वारा प्राथमिक/माध्यमिक शालाओं हेतु अंग्रेजी भाषा प्रशिक्षण। स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम। शालाओं में नवाचार करना एवं शिक्षकों को नवाचार के बारे में बतलाना। विज्ञान प्रभारी प्रशिक्षार्थियों के द्वारा परिचर्चा	शैक्षिक          अंग्रेजी सेल          शैक्षिक

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

### माह-अक्टूबर

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
प्रथम सप्ताह	कार्यशाला, सैद्धांतिक विषयों की कक्षाएं	विषयवस्तु हाई स्कूल/ हायर सेकेण्ड्री स्कूल का विषयवार प्रशिक्षण	शैक्षिक साहित्यिक
प्रथम सप्ताह	शिक्षण सहायक सामग्री अभ्यास शिक्षण(द्वितीय चरण) कार्यानुभव की कक्षाएं(द्वितीय चरण)	स्टाफ सदस्यों के लिए 10,17,24,31 अक्टूबर को बी0एड0 में साप्ताहिक मूल्यांकन महाविद्यालय की साप्ताहिक पत्रिका "दृष्टि" हेतु लेख का आमंत्रण तथा सम्पादक मंडल का गठन। एड्स विषय पर व्याख्यान।	
5 अक्टूबर	नगर स्तरीय वाद विवाद प्रतियोगिता	महाविद्यालय स्तरीय प्रश्नमंच तात्कालिक भाषण वाद	स्वास्थ्य सांस्कृतिक



15 अक्टूबर	एम0एड0 उपलब्धि उपकरणों का निर्माण	विवाद प्रतियोगिता। सहायक शिक्षण सामग्री निर्माण व प्रदर्शन, कियात्मक।	शैक्षिक
तृतीय सप्ताह	प्रत्येक माह मानिट्रिंग डाइट, हाईस्कूल, हायर सेकेंड्री स्कूल	एम0एड0 प्रशिक्षार्थियों द्वारा शोध संक्षेपिका का निर्माण एवं कार्य प्रारंभ। योग शिविर का आयोजन।	
16 से 22 अक्टूबर	NCF2005/CCE पर चर्चा	स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम।	
चतुर्थ सप्ताह 1 बुधवार	विज्ञान मेले से संबंधित कार्यक्रम	समुदायिक सहभागिता के कार्यक्रम अभिभावकों से संपर्क शाला सुधार कार्यक्रम प्रशिक्षार्थी एवं आचार्यों के मध्य गोष्ठी परिचर्चा	

टीप:- केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित

### माह-नवम्बर

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
1 नवम्बर से 10 नवम्बर तक	बी.एड./एम.एड. सैद्धांतिक विषयों की कक्षाएं अभ्यास शिक्षण (तृतीय चरण) कार्यानुभव की कक्षाएं (तृतीय चरण) साप्ताहिक मूल्यांकन, शोध एवं नवाचार उ.मा. एवं प्राथमिक शालाओं के लिए।	साहित्यिक, सांस्कृतिक एवं खेलकूद प्रतियोगिता हेतु तैयारी आरम्भ, खेलकूद प्रशिक्षार्थी एवं आचार्यों को समूहों में बांटना, बी0एड0 में साप्ताहिक मूल्यांकन, विज्ञान क्लब की गतिविधियां, शिक्षण सहायक सामग्री निर्माण प्रशिक्षार्थियों के द्वारा प्राथमिक स्तर के पाठ्यपुस्तकों के उन्नयन पर 5 दिवसीय कार्यक्रम विज्ञान क्लब की गतिविधियां।	शैक्षिक सांस्कृतिक शैक्षिक विज्ञान क्लब
द्वितीय सप्ताह	अंग्रेजी शिक्षकों का प्रशिक्षण लेख आमंत्रण जोनस्तरीय विज्ञान मेला	माध्यमिक शिक्षकों का 03 दिवसीय प्रशिक्षण कार्यक्रम	पाठ्यसहगामी क्रियाएं उन्मुखीकरण
तृतीय सप्ताह	गणित लेब का उन्मुखीकरण कार्यक्रम	टीम खेलों का आयोजन।	
चतुर्थ सप्ताह	वार्षिकोत्सव कार्यक्रम के प्रथम सोपान का आरंभ	पुस्तकालय विज्ञान व कम्प्यूटर विभाग एवं बागवानी को व्यवस्थित करना।	सामुदायिक कार्य
1 बुधवार		स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम।	
1 बुधवार	प्रत्येक माह मानिट्रिंग डाइट, हाईस्कूल, हायर सेकेंड्री स्कूल NCF2005/CCE पर चर्चा विज्ञान मेले से संबंधित कार्यक्रम	महाविद्यालय के आचार्यों द्वारा डाइट, हाईस्कूल, हायर सेकेंड्री स्कूल मानिट्रिंग परिचर्चा	



टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

### माह-दिसम्बर

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
1 दिसम्बर से 11 दिसम्बर तक 1 दिसम्बर से 22 दिसम्बर तक 23 से 31 दिसम्बर तृतीय सप्ताह 1से 15 दिसम्बर 1बुधवार	बच्चों के यौन शोषण शारीरिक प्रताड़ना से संबंधित विषय बी0एड0 में सैद्धांतिक विषयों के कालखण्ड सांस्कृतिक कार्यक्रमों का आयोजन शैक्षिक भ्रमण कार्यक्रम मानिटरिंग एम0एड0 प्रशिक्षार्थियों बाह्यकार्य प्रत्येक माह	परिचर्चा दिसम्बर साप्ताहिक मूल्यांकन की परीक्षाएं प्रातःकालीन योग, व्यायाम व खेलकूद अभ्यास। वार्षिक, सांस्कृतिक एवं खेलकूद प्रतियोगिताओं को सम्मन्न कराना। वार्षिक परीक्षाओं का फार्म आदि भरना। स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम।	शैक्षिक खेलकूद सांस्कृतिक
1बुधवार	हाईस्कूल, हायर सेकेंड्री स्कूल के शिक्षकों की मूल्यांकन संबंधी उन्मुखीकरण कार्यक्रम। क्रियात्मक अनुसंधान। NCF2005/CCE पर चर्चा विज्ञान मेले से संबंधित कार्यक्रम	लघुशोध प्रबंध का दस्तावेजी भ्रमण परिचर्चा।	शैक्षिक

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

### माह-जनवरी

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
प्रथम सप्ताह 2 जन.से 5 जन.	ग्रामीणशिविर का आयोजन वार्षिकोत्सव बी0एड0 में सैद्धांतिक विषयों के मानिटरिंग डाइट/बी0टी0आई0 इंटर्नशिप कार्यक्रम अंग्रेजी प्रशिक्षण गणतंत्र दिवस बी0एड0, एम0एड0 हेतु दत्त कार्य शैक्षिक भ्रमण/वनभोज प्रत्येक माह NCF2005/CCE पर चर्चा	सामुदायिक कार्य हेतु चार विभिन्न ग्रामों में 16,23,30जनवरी साप्ताहिक मूल्यांकन की परीक्षाएं 2. सैद्धांतिक विषय के कालखण्ड बी0एड0 व एम0एड0, ग्रामीण क्षेत्रों में अभ्यास शिक्षण का कार्यक्रम। प्राथमिक शिक्षकों के लिए प्रशिक्षण कार्यक्रम। "शहीदों के नाम एक शाम" शहीदों को समर्पित सांस्कृतिक कार्यक्रम। एम.एड./बी.एड. प्रशिक्षार्थियों के साथ एम.एड. लघुशोध प्रबंध टंकन कार्य प्रारम्भ स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक, सांस्कृतिक गतिविधि आधारित कार्यक्रम। परिचर्चा	सामुदायिक कार्य शैक्षिक शैक्षणिक
12 से 22 जन. 24 जनवरी 26 जनवरी 27से 30 जनवरी अंतिम सप्ताह बुधवार			शैक्षिक



माह-फरवरी

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
2 फर.से 20 फर.तक	सैद्धांतिक कक्षाएं	शिक्षक की व्यावहारिक परीक्षा हेतु मार्गदर्शन एवं साप्ताहिक मूल्यांकन	शैक्षिक
6 एवं 7 फरवरी	शैक्षिक नवाचार एवं चर्चा शिक्षण की व्यावहारिक परीक्षा।	सहायक शिक्षण सामग्री,कम्प्यूटर शिक्षा	शैक्षिक
16 एवं 17 फरवरी	कार्यानुभव की व्यावहारिक परीक्षा।	पाठयोजना निर्माण समीक्षा आदि पर चर्चा	शैक्षिक
10,20 फरवरी	एम.एड. लघुशोध प्रबंध जमा करना।	कालेज पत्रिका को सम्पादक मंडल की सहायता से अंतिम स्वरूप प्रदान करना।	शैक्षिक
अंतिम सप्ताह	प्रत्येक माह मानिट्रिंग	हेतु प्रश्न-पत्र का निर्माण कराना।	शैक्षिक
1 बुधवार	NCF2005/CCE पर चर्चा	प्रशिक्षार्थियों का सत्रिय कार्य जमा करना।	शैक्षिक
		स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक,सांस्कृतिक गतिविधि आधारित कार्यक्रम।	
		परिचर्चा	

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

माह-मार्च

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
प्रथम सप्ताह	सैद्धांतिक कक्षाएं	पाठ्यक्रम का पुनरावलोकन	शैक्षिक
9 से 16 मार्च तक	सत्रिय जांच परीक्षा का आवेदन	बी.एड./एम.एड. हेतु जांच परीक्षा उत्तर पुस्तिकाओं का मूल्यांकन कराना।	शैक्षिक
17 से 31 मार्च	सैद्धांतिक कक्षाएं व कठिनाई निवारण।	बी.एड./एम.एड. हेतु कठिनाई निवारण कक्षा सत्रिय जांच परीक्षा का परिणाम तैयार करना,पत्रिका की तैयारी,सत्रिय जांच परीक्षा का परिणाम घोषित करना।	साहित्यिक
अंतिम सप्ताह	अदेयता प्रमाणपत्र प्रत्येक माह मानिट्रिंग	बी.एड./एम.एड. प्रशिक्षार्थियों को अदेयता प्रमाण पत्र का प्रारूप वितरण महाविद्यालय आचार्यों का सेमीनार।	शैक्षिक
2 बुधवार	NCF2005/CCE पर चर्चा	स्टडी फोरम के अंतर्गत शैक्षिक कार्यक्रम साहित्यिक,सांस्कृतिक गतिविधि आधारित कार्यक्रम।	शैक्षिक
		डाईट/बी.टी.आई.	

टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।

माह-अप्रैल

तिथि अवधि सप्ताह	विशिष्ट गतिविधियां कार्य व कार्यक्रम	क्रियाकलाप अन्य गतिविधियां	विशेष
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1 अप्रैल से 30 अप्रैल तक 06 अप्रैल से 29 अप्रैल तक 30 अप्रैल से 15 मई बुधवार	परीक्षा की तैयारी हेतु मार्गदर्शन परीक्षा कार्यक्रम सत्रांत समारोह मानिट्रिंग NCF2005/CCE पर चर्चा	आचार्यों द्वारा विभिन्न विषयों पर मार्गदर्शन बी.एड./एम.एड. की सैद्धांतिक, व्यावहारिक परीक्षाएं वि.वि. परीक्षा कार्यक्रमों के अनुसार। बी.एड./एम.एड. प्रशिक्षार्थियों की विदाई पत्रिका विमोचन। डाईट/बी.टी.आई. परिचर्चा
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टीप:-केन्द्र प्रवर्तित योजना के तहत शिक्षक शिक्षा का कार्यक्रम निरन्तर एवं अन्य योजनाएं भी संचालित।



# उन्नत शिक्षा अध्ययन संस्थान बिलासपुर (छ.ग.)



## विवरणिका

2013-14





# महाविद्यालयीन विवरणिका



उन्नत शिक्षा अध्ययन संस्थान  
बिलासपुर (छ.ग.)

# महाविद्यालयीन निर्देशिका

विभिन्न विभागों में  
सम्पन्न होने वाले कार्यक्रम  
तथा अनुशासन सम्बन्धी  
निर्देशिका



उन्नत शिक्षा अध्ययन संस्थान  
बिलासपुर (छ.ग.)



## महाविद्यालय के आचार्यों एवं कर्मचारियों के नाम

क्र.	नाम	पदनाम
1.	डॉ. श्रीमती एन.भाम्बरी	प्राचार्य
2.	श्रीमती रमाकांति साहू	प्राध्यापक
3.	श्रीमती नलिनी पाण्डेय	प्राध्यापक
4.	डॉ. बी.डी.करमाकर	सहायक प्राध्यापक
5.	डॉ. श्रीमती क्षमा त्रिपाठी	सहायक प्राध्यापक
6.	डॉ. बी.व्ही.रमणाराव	सहायक प्राध्यापक
7.	डॉ. श्रीमती रंजना चतुर्वेदी	सहायक प्राध्यापक
8.	श्रीमती दीपाली राय	सहायक प्राध्यापक
9.	डॉ. एच.एन.पटेल	सहायक प्राध्यापक
10.	श्री यू.व्ही.वारे	सहायक प्राध्यापक
11.	सुश्री छाया शर्मा	सहायक प्राध्यापक
12.	श्रीमती अंजना अग्रवाल	सहायक प्राध्यापक
13.	डॉ. सुश्री शिशिरकना भट्टाचार्य	सहायक प्राध्यापक
14.	श्रीमती आभा श्रीवास्तव	सहायक प्राध्यापक
15.	श्री राजेश गौरहा	व्याख्याता
16.	श्रीमती प्रीति तिवारी	व्याख्याता
17.	श्री संयज आयदे	व्याख्याता
18.	डॉ. ए.के. पोद्दार	व्याख्याता
19.	डॉ. श्रीमती रजनी यादव	व्याख्याता
20.	श्रीमती रीमा शर्मा	व्याख्याता
21.	श्री डी.के. जैन	व्याख्याता

22.	श्रीमती नीला चौधरी	व्याख्याता
23.	श्रीमती एस. पेण्डलवार	शिक्षिका
24.	श्री बी. के. वैष्णव	शिक्षक
25.	श्री सै. किफायत उल्ला	व्यायाम निदेशक
26.	श्री प्रमोद दत्त शुक्ला	शिक्षक
27.	श्रीमती मीना श्रीवास्तव	शिक्षिका
28.	सुश्री आशा बनावर	शिक्षिका
29.	श्री दुष्यंत चतुर्वेदी	शिक्षक
30.	सुश्री प्रेमलता कैथवाश	मु. लि.
31.	श्री ए. एन. देवांगन	लेखापाल
32.	श्री एच. पी. आहिरे	संलग्न लेखापाल
33.	श्री ए. के. भास्कर	सहायक ग्रेड-2
34.	श्री एस. के. जायसवाल	सहायक ग्रेड-3
35.	श्री टिकी राम यादव	सहायक ग्रेड-3
36.	श्री विजय कुमार कौशिक	सहायक ग्रेड-3
37.	श्रीमती कांति साहू	सहायक ग्रेड-3
38.	श्री सुखनंदन साहू	सहायक ग्रेड-3
39.	श्री कमल देवांगन	सहायक ग्रेड-3
40.	श्रीमती आर. एस. मेश्राम	संलग्न सहायक ग्रेड-3
41.	कुमारी सुशीला पारधी	संलग्न सहायक ग्रेड-3
42.	श्री भुवन लाल	भृत्य
43.	श्री दाऊलाल	भृत्य
44.	श्री जयेन्द्र मिरे	भृत्य
45.	श्रीमती प्यारी बाई	भृत्य



## महाविद्यालय में प्रशिक्षण हेतु सीटों का विवरण

संचालक एस.सी.ई.आर.टी. रायपुर के निर्देशानुसार, शासकीय शिक्षा महाविद्यालय बिलासपुर में निम्नानुसार एम.एड.प्रशिक्षण के लिये पद निर्धारित है।

क्र.	संस्था का नाम	स्कूल शिक्षा विभाग प्राचार्य व्याख्याता उच्च वर्ग /शि. क. वर्ग-१/ शि. क. वर्ग-२	आ.जा.क. विभाग प्राचार्य व्याख्याता उच्च वर्ग /शि. क. वर्ग-१/ शि. क. वर्ग-२	अशास.संस्था  प्राचार्य व्याख्याता शिक्षक	सीधी भर्ती	कुल योग
०१.	शासकीय शिक्षा महाविद्यालय बिलासपुर	१५	१३	०३	०४	३५

महाविद्यालय में विभागीय शिक्षकों की वरिष्ठता एवं सीधी भर्ती के लिए आयोजित प्रवेश परीक्षा में प्रावीण्यता के आधार पर प्रवेश दिया जाता है।

**महाविद्यालय में सीटों का निर्धारण निम्नानुसार है- बी.एड. हेतु**

क्र.	संस्था का नाम	स्कूल शिक्षा विभाग		आ.जा.क. विभाग		अशास. संस्था	कुल योग
		व्याख्याता / शि.क. वर्ग-१	उ.श्रे.शि. / शि.क. वर्ग-२ / सहा. शि. / वर्ग-३	व्या. /शि.क. वर्ग-१	उ.श्रे.शि. /शि.क. वर्ग-२ / सहा.शि. / वर्ग-३	व्यायाम शिक्षक / हा.स्कूल / हा.से. स्कूल में कार्यरत	
०१.	शासकीय शिक्षा महाविद्यालय बिलासपुर	२०	२२	१८	२२	०३	८५

### बी.एड. के सीधी भर्ती हेतु निर्धारित सीटों की संख्या

क्र.	सामान्य वर्ग		अनुसूचित जाति		अनु.जनजाति		अन्य पिछड़ा वर्ग		योग		महायोग
	पुरुष	महिला	पुरुष	महिला	पुरुष	महिला	पुरुष	महिला	पुरुष	महिला	
०१	०८	२२	०९	०६	०८	१४	१९	०९	४४	५१	९५



## १. सामान्य नियम

०१. महाविद्यालयीन कार्यक्रमों में नियमित रूप से समय पर उपस्थिति पर विशेष ध्यान दिया जाता है।
०२. महाविद्यालय द्वारा निर्धारित गणवेश में कार्यक्रमों में उपस्थित होना आवश्यक है।
०३. पुरुष छात्र महाविद्यालय में प्रवेश एवं गमन हेतु छात्रावास वाले मुख्य द्वार का उपयोग करें।
०४. छात्र-छात्राएं साइकलें निर्धारित स्थान पर ही रखें। साइकलों की सुरक्षा प्रशिक्षार्थियों की व्यक्तिगत जिम्मेदारी है। साइकलों को ताले से बंद कर रखा जाए।
०५. पुरुष छात्र महाविद्यालय की ऊपरी मंजिल में जाने एवं ऊपर से नीचे आने हेतु प्रार्थना भवन के समीपस्थ सीढ़ी का एवं छात्राएं महाविद्यालय मुख्य द्वार की समीपस्थ सीढ़ी का उपयोग करें।
०६. पान खाकर दीवाल, कचड़ादान अथवा अन्यत्र कहीं भी धूकना वर्जित है।
०७. कार्यालय में बिना किसी आवश्यक कार्य के न जावें। कार्यालय में भीतर जाने के पूर्व मुख्य लिपिक की अनुमति प्राप्त करना आवश्यक है। मुख्य लिपिक सामान्यतः एक बार में एक से अधिक प्रशिक्षार्थियों को कार्यालय के भीतर जाने की अनुमति नहीं देंगे।
०८. सूचना पट पर प्रशिक्षार्थियों के लिए महत्वपूर्ण निर्देशन एवं सूचनाएं लगाई जाती हैं। अतः प्रतिदिन आने के पश्चात् एवं जाने के पूर्व सूचना पट अवश्य देख लें।
०९. महाविद्यालयीन उद्यान के फूल-पत्ती तोड़ना एवं उद्यान को किसी प्रकार की क्षति पहुंचाना दंडनीय है।
१०. प्रशिक्षार्थियों के व्यवहार में विनम्रशीलता, शालीनता एवं आज्ञाकारिता का पालन अति आवश्यक है। कार्य संपादन में उनसे लगन एवं ईमानदारी की अपेक्षा की जाती है।
११. प्रशिक्षण की अवधिपर्यंत कोई भी प्रशिक्षार्थी किसी परीक्षा में सम्मिलित नहीं हो सकेंगे।
१२. महाविद्यालयीन कार्यक्रम का महत्वपूर्ण अंग सामूहिक प्रार्थना है। जिसमें प्रशिक्षार्थियों की उपस्थित अंकित की जाती है। प्रशिक्षार्थियों को प्रार्थना भवन के बाहर चप्पल जूते व्यवस्थित ढंग से उतार कर भीतर पंक्तिबद्ध बैठकर प्रार्थना में शामिल होना चाहिए। महिलाएं सामने की पंक्तियों में बैठेंगी।
१३. सत्र आरंभ होने पर, प्रशिक्षार्थियों के साक्षात्कार के अवसर पर प्रत्येक प्रशिक्षार्थी के व्यक्तित्व के विभिन्न पहलुओं की जानकारी एकत्रित करने का प्रयास किया जावेगा। उत्तरदायित्वपूर्ण कार्यभार (कक्षा प्रतिनिधि आदि से संबंधित) सौंपने के लिए उपयुक्त प्रशिक्षार्थी के चयन में साक्षात्कार एक प्रमुख आधार होगा।
१४. प्रशिक्षण की अवधि में किसी भी छात्र को कहीं और सेवा में संलग्न होने की अनुमति नहीं दी जावेगी। इस प्रकार के प्रकरण आने पर संबंधित प्रशिक्षार्थियों का प्रवेश निरस्त कर दिया जावेगा।
१५. दीर्घकालीन अनुपस्थिति, अनियमित उपस्थिति, विभिन्न कार्यक्रमों में भाग लेने में शिथिलता, प्रशिक्षण में असंतोषजनक प्रगति सहयोगियों एवं महाविद्यालय के कर्मचारियों से अशिष्ट व्यवहार एवं अन्य प्रकार से अनुशासनहीनता होने पर महाविद्यालयीन प्रवेश निरस्त किया जा सकता है।
१६. शिक्षा संहिता के अध्याय १८ में निहित नियम १६८ (४) के अंतर्गत यदि प्रशिक्षार्थी की प्रगति और आचरण प्राचार्य द्वारा असंतोषजनक पाया गया तो ऐसे प्रशिक्षार्थी को चेतावनी देकर संस्था से अलग कर दिया जावेगा। इस संबंध में प्राचार्य का निर्णय अन्तिम होगा।
१७. विश्वविद्यालय के नियमानुसार प्रवेश की अन्तिम तिथि महाविद्यालयीन स्तर पर ३१ जुलाई तथा विश्वविद्यालयीन स्तर पर १४ अगस्त है। इन तिथियों तक प्रवेश प्राप्त करना अनिवार्य है।



## २. विषयों का चयन

विश्वविद्यालयीन परीक्षा विषयक विस्तृत जानकारी हेतु प्रशिक्षार्थियों को बिलासपुर विश्वविद्यालय, बिलासपुर के प्रोस्पेक्टस का अवलोकन करना चाहिए।

वार्षिक परीक्षा के दो खण्ड होते हैं- १. सैद्धान्तिक तथा २. व्यावहारिक। सैद्धान्तिक खण्ड के अंतर्गत निम्नलिखित छः प्रश्नपत्र होते हैं, जिनमें से प्रत्येक १०० अंक का होता है।

विषय पंचम प्रश्न पत्र के अंतर्गत लेने वाले विषय (कोई एक)..... सामाजिक विज्ञान / विज्ञान  
शालये विषय षष्ठम प्रश्न पत्र के अंतर्गत लेने वाला विषय (कोई एक) ..... हिन्दी / अंग्रेजी / गणित

१. सप्तम प्रश्न पत्र के अंतर्गत लेने वाला वैकल्पिक विषय (कोई एक).....

शालये पुस्तकालय/बौद्धिक मापन एवं मूल्यांकन/पर्यावरण शिक्षा/कम्प्यूटर शिक्षा

२. कार्यानुभव : (प्रत्येक समूह से एक)

**समूह-अ**

१. गार्डनिंग एवं हार्टिकल्चर पुरुष

२. सिलाई-कढ़ाई महिला

३. फोटोग्राफी

४. पेपर कटिंग

**समूह-ब**

१. चाक निर्माण

२. काष्ठकला

३. पुस्तक बंधन

४. डेस्क टॉप पब्लिसिंग

## ३. उपस्थिति एवं अवकाश

०१. प्रत्येक कालखण्ड एवं क्रियाकलाप में उपस्थिति अनिवार्य है। किसी भी कालखण्ड या क्रिया में अनुपस्थिति दंडनीय है। विलम्ब से आने पर भी अनुपस्थिति मानी जावेगी।

०२. अनुपस्थिति की गणना कालखण्ड या क्रियाकलाप से संबंधित प्रभारी द्वारा प्रेषित अनुपस्थिति पत्रक के आधार पर की जा जाती है जो सूचना पट पर लगा दिए जाते हैं।

०३. विश्वविद्यालय द्वारा निर्धारित न्यूनतम उपस्थिति प्रतिशत के अभाव में परीक्षा में प्रविष्टि से वंचित कर दिया जावेगा। किसी भी कालखण्ड की अनुपस्थिति सम्पूर्ण दिवस की अनुपस्थिति मानी जावेगी। प्रार्थना, पी. टी. हाबी उत्पादक कार्य ये सभी कालखण्ड सैद्धान्तिक कालखण्डों के समान माने जावेंगे। अभ्यास शिक्षण कालखण्ड व अन्य निर्दिष्ट कालखण्ड भी इसी रेणी में माने जावेंगे। इन सभी में उपस्थिति कम रहने या लक्ष्य पूरा न होने पर विश्वविद्यालय परीक्षा में प्रविष्टि की पात्रता न होगी।

०४. प्रशिक्षण काल में अवकाश केवल विशेष परिस्थितियों एवं प्रामाणिक वास्तविक कारणों पर ही प्रदान किया जाता है। अवकाश की स्वीकृति पर आवेदक का अनिवार्य अधिकार नहीं रहता एवं उसे प्रदान करना पूर्णतः प्राचार्य पर निर्भर करता है। अवकाश लेने पर यदि विश्वविद्यालय द्वारा निर्धारित न्यूनतम उपस्थिति प्रतिशत का अभाव रहा तो परीक्षा में प्रविष्टि नहीं हो सकेंगे।

०५. प्रशिक्षार्थी को अवकाश हेतु निर्धारित प्रपत्र में ही आवेदन करना चाहिए। अवकाश पर जाने के पूर्व वह निश्चित कर लें कि अवकाश स्वीकृत हो गया है या नहीं अन्यथा अमान्य होने पर वह काल अनुपस्थिति में गिना जावेगा। अतः आवेदन पत्र कम से कम एक दिन पूर्व उपस्थिति प्रभारी श्री सै. किफायत उल्ला व्यायाम निदेशक के पास प्रेषित करना आवश्यक है।



०६. स्वीकृत अवकाश अवधि में अनाधिकृत वृद्धि अमान्य मानी जाती है। अवकाश संबंधी मामलों में इस कार्यालय द्वारा प्रदत्त सूचनाएं एवं निर्णय अंतिम होंगे।
०७. आकस्मिक अवकाश का समायोजन अन्य प्रकार के अवकाश से नहीं किया जाता।
०८. अस्वस्थता से संबंधित अवकाश के आवेदन पत्र के साथ प्रामाणिक चिकित्सक का प्रमाण पत्र प्रस्तुत करना चाहिए।
०९. सात दिनों तक निरंतर महाविद्यालय से अनुपस्थित रहने पर प्रशिक्षार्थी का प्रवेश सूचना देकर निरस्त किया जा सकता है।
१०. मुख्यालय छोड़ने के लिए अलग से आवेदन कर अनुमति अग्रिम रूप में प्राप्त करना आवश्यक है। ऐसे आवेदन पत्रों के प्रस्तुत चक्रने पर, जिस स्थान को जा रहे हैं वहां के निवास का पूर्ण पता देना अनिवार्य है।
११. अवकाश, अनुपस्थिति के कारण उपस्थिति में उत्पन्न कमी हेतु प्रशिक्षार्थी स्वयं उत्तरदायी होंगे। विश्वविद्यालयीन नियमानुसार उपस्थिति की गणना महाविद्यालयीन सत्र के प्रथम दिवस से की जाती है।
१२. आकस्मिक अवकाश की कुल अवधि मात्र तेरह दिनों की होती है। अतः उसका उपयोग विवेक पूर्ण ढंग से किया जाना चाहिए।
१३. सामान्यतः प्रशिक्षार्थी के अभ्यास पाठन कार्य में संलग्न हो जाने एवं महाविद्यालय कार्यक्रमों के अवसर पर उस कार्यक्रम की अवधि के अन्त तक किसी प्रकार का अवकाश स्वीकृत नहीं किया जावेगा।
१४. १. सीधी भरती वाले प्रशिक्षार्थी परीक्षा निकाय के विनियमों द्वारा अपेक्षित उपस्थिति प्रतिशत के अधीन रहते हुए वर्ष में अधिक से अधिक १३ दिनों के आकस्मिक अवकाश के ही पात्र होंगे।  
२. विश्वविद्यालय के अपेक्षित उपस्थिति प्रतिशत के अधीन रहते हुए विभागीय प्रशिक्षार्थी मान्य अवकाश की पात्रता रखेंगे बशर्ते अवकाश स्वीकृत किया गया हो। अवकाश के उपभोग पर प्रशिक्षार्थी का अधिकार नहीं होगा तथा प्राचार्य का निर्णय इस संबंध में अन्तिम होगा। परन्तु उपस्थिति प्रतिशत का कमी होने पर परिणाम का दायित्व प्रशिक्षार्थी पर होगा।  
दीर्घकालीन अनुपस्थिति के प्रकरणों में कड़ी अनुशासनात्मक कार्यवाही की जावेगी यथा प्रशिक्षार्थी को प्रशिक्षण से पृथक् कर दिया जा सकता है।

#### ४. व्यावहारिक शिक्षण

०१. व्यावहारिक शिक्षण में कुशलता वस्तुतः समस्त प्रशिक्षण का प्रमुख लक्ष्य है। प्रत्येक प्रशिक्षार्थी को इसे पूर्ण गंभीरता और सजगता से पूरा करना आवश्यक है।
०२. पाठन कार्य हेतु जिसमें अध्यापन अवलोकन भी सम्मिलित है, महाविद्यालयीन गणवेश में ही जावें। प्रशिक्षार्थी शिक्षकोचित ढंग से ही कार्य पर उपस्थित हों। केश विन्यास के लिए महिलाएं केवल जूड़े का ही प्रयोग करें।
०३. अभ्यास पाठन में पूरी तैयारी से न जाने पर पाठन निरस्त किया जा सकता है।
०४. अभ्यास पाठन में संबंधित पर्यवेक्षक द्वारा दिए गए निर्देशनों का पालन आवश्यक है। अभ्यास पाठन की अनुमति निर्देशनों के पालन पर ही निर्भर करती है।
०५. अभ्यास पाठन के कार्यक्रम की सूचना मिलते ही निर्धारित शाला से संपर्क स्थापित कर पढ़ाए जाने वाले विषयांश का निर्धारण कर लेना प्रशिक्षार्थी के लिए अनिवार्य है।
०६. नगर की विभिन्न शालाएं महाविद्यालय के विशेष अनुरोध पर अभ्यास पाठन हेतु सहयोग प्रदान करती हैं।



- इसलिए प्रशिक्षार्थियों से निर्धारित शाला में विनय शीलता, शिष्टता एवं शालीनता का व्यवहार अपेक्षित है।
०७. पाठन योजना नियमानुसार बनाकर, पर्यवेक्षक से जांच कराने और पाठन का अनुमति प्राप्त करने के लिए कम से कम दो दिन पहले देना सुविधाजनक है। इससे प्रशिक्षार्थी पर्यवेक्षक के महत्वपूर्ण मार्गदर्शन का पूरा लाभ उठा सकते हैं।
  ०८. पाठन तिथि से एक दिन पूर्व ही पाठ योजना की जांच करा लेना और पाठन अनुमति प्राप्त कर लेना अनिवार्य है।
  ०९. अभ्यास पाठन के लिए कक्षा में प्रवेश करने से पहले निर्धारित पुस्तिका में अन्तिम रूप से बनी हुई पाठ योजना तथा समीक्षा पुस्तिका कक्षा के द्वारा पर्यवेक्षक के अवलोकनार्थ अवश्य रख दें।
  १०. कालखण्ड की समाप्ति के तुरन्त पश्चात् पाठन में हुई त्रुटियों के लिए समालोचना पुस्तिका और अवलोकनकर्ता प्रशिक्षार्थियों की अवलोकन पुस्तिका देखिए। त्रुटियाँ भविष्य में नहीं दुहराई जानी चाहिए, इसका ध्यान रखें।
  ११. प्रशिक्षार्थी अध्यापन उपकरण विभाग और गंथालय का अधिक से अधिक लाभ उठावें जिससे उनके पाठन में सरसता, सरलता, रोचकता और सजीवता का समावेश हों।
  १२. अभ्यास पाठन में समय नियमितता का पूरा ध्यान रखें समय के कुछ पूर्व ही शाला में उपस्थित हों और एक भी पाठ न छोड़ें अन्यथा हानिप स्वयं प्रशिक्षार्थी की होगी। यदि पाठ संख्या निर्धारित संख्या से कम हुई तो भाग २ के अंतर्गत अभ्यास शिक्षण की व्यवहारिक परीक्षा से वंचित किया जा सकता है।
  १३. अभ्यास पाठन का मूल्यांकन प्रत्येक पाठ पर अन्तिम रूप से होता है। अतः किसी भी दिन पाठन कार्य में असावधानी एवं उपेक्षा न बरतें। प्रत्येक पाठ को परिष्कृत कर सरल, रोचक एवं ग्राह्य बनाने हेतु प्रयत्नशील रहें।

#### ५. पाठ अवलोकन कार्य

अभ्यास शिक्षण कार्यक्रम के पूर्व सत्र के आरंभ में पूर्ण शिक्षण व्यवसाय कार्यक्रम की अवधि में पाठ अवलोकन कार्य हेतु निम्नलिखित नियमों का पालन आवश्यक है-

०१. प्रशिक्षार्थी निर्दिष्ट शाला में ही अवलोकन कार्य हेतु जाएँ।
०२. शाला लगने के ५ मिनट पूर्व पहुंचें जिससे पूर्ण निर्धारित अवधि तक अवलोकन कार्य संपन्न कर सकें।
०३. अवलोकन कार्य कक्षा ६, ७, ८, ९, १० के विभिन्न वर्गों में संपन्न किया जावेगा।
०४. शाला प्राचार्य, सहयोगी शिक्षक एवं अन्य शिक्षकों से किसी प्रकार का वाद-विवाद उत्पन्न न किया जावे। प्रशिक्षार्थी का कार्य, शाला के प्राचार्य द्वारा नियोजित पाठन कार्य का अवलोकन करना ही है।
०५. प्रत्येक पाठ का पूरा अवलोकन किया जावे। यदि कालखण्ड प्रारंभ होने पर उपस्थिति न हुए हों तो व्यवधान प्रस्तुत न करें एवं पर्यवेक्षक को सूचित करें।
०६. एक ही कक्षा में अवलोकन कार्य न करें। प्रत्येक कालखण्ड में कक्षा वर्ग में परिवर्तन किया जावे जिससे विभिन्न शिक्षकों द्वारा पढ़ाई गये विभिन्न विषयों के अध्यापन की विविधता का ज्ञान हो सकें।
०७. एक वर्ग में, एक समय में ५ से अधिक प्रशिक्षार्थी न बैठें इस संख्या का निर्धारण पर्यवेक्षक द्वारा किया जावेगा जो निर्दिष्ट शाला में उपस्थित रहकर निर्देशन प्रदान करेंगे।
०८. जिस पाठ का अवलोकन किया जाता है उसकी विधिवत समीक्षा टीप करें क्योंकि अवलोकन का तात्पर्य पूर्ण एवं समीक्षात्मक अवलोकन ही है।



०९. कक्षा में अवलोकन कार्य गंभीरता के साथ किया जावे। कोई भी ऐसा कार्य न किया जावे जिससे शाला कार्य में विघ्न प्रस्तुत हो।
१०. शाला में अनावश्यक रूप से न घुमें। प्रदत्त कार्य निर्देशानुसार संपन्न करें एवं उसके पश्चात् शाला में अनावश्यक रूप से न रुकें।
११. प्रत्येक प्रशिक्षार्थी को संबंधित पर्यवेक्षक के आदेश का तत्परता से पालन करना होगा।
१२. प्रत्येक प्रशिक्षार्थी की दैनिक उपस्थिति संबंधित पर्यवेक्षक द्वारा अंकित की जावेगी।
१३. अभ्यास शिक्षण कार्यक्रम के आरंभ होने पर प्रशिक्षार्थियों द्वारा पढ़ाई जाने वाले पाठों का अवलोकन होगा जिसके लिए समय समय पर कार्यक्रम निश्चित कर प्रसारित किये जायेंगे। प्रशिक्षार्थियों को सतर्क रहना चाहिए जिससे प्रसारित किए हुए पाठ अवलोकन का पूर्णतः अनुसरण किया जा सके।
१४. पाठ अवलोकन के पश्चात् शाला से महाविद्यालय आने पर पाठ अवलोकन पुस्तिकाएं निर्धारित समय पर संबंधित पर्यवेक्षक के अवलोकन प्रस्तुत करें।
१५. पाठ अवलोकन कार्य का गुण दोष के आधार पर मूल्यांकन किया जाता है।

### ६. शिक्षक व्यवसाय कार्यक्रम (Internship)

०१. कार्यक्रम के अंतर्गत प्रशिक्षार्थियों को किसी शाला में लगभग १० दिन तक संलग्न किया जाता है।
०२. कार्यक्रम का उद्देश्य शाला के सामान्य और वास्तविक वातावरण में रहकर व्यवहारिक शिक्षण एवं अन्य शिक्षकीय कार्यभारों का व्यवहारिक ज्ञान एवं प्रशिक्षण को अधिक गतिशील एवं प्रभावशाली बनाना है। अतः प्रशिक्षार्थी से सजगता, सावधानी और लगन से कठिन परिश्रम की आशा की जाती है। कार्य का मूल्यांकन शाला के सहयोगी शिक्षक द्वारा होता है। साथ ही महाविद्यालय के आचार्यों द्वारा भी मार्गदर्शन प्रदान किया जावेगा। छात्र दूसरे छात्र के पाठों का अवलोकन करते हैं।
०३. उक्त शाला में प्रशिक्षार्थी शाला के ही एक अंग के नाते शिक्षण कार्य के साथ-साथ शाला के अन्य कार्यक्रमों में योगदान देते हैं।
०४. शाला में प्रशिक्षार्थी महाविद्यालयीन गणवेश में उपस्थित होंगे एवं शाला के प्रधान के निर्देशानुसार शाला कार्य करेंगे।
०५. प्रशिक्षार्थी शाला में समय पर उपस्थित हों और मनोयोग से कार्य पर ध्यान देकर शालेय वातावरण से सामन्जस्य स्थापित करें एवं कक्षा में तथा कक्षा से बाहर छात्रों के क्रियाकलापों एवं क्षमताओं के अध्ययन के अवसरों का पूरा लाभ उठावें।
०६. प्रशिक्षार्थी को internship काल में अपने दैनिक कार्यों के विवरण का लेखा रखना होता है। संबंधित शाला में महाविद्यालय के जो आचार्य पर्यवेक्षक हेतु जाते हैं उनके समक्ष नियमित रूप से उस लेखा को प्रस्तुत करना अनिवार्य है।
०७. इस अवधि में किये गये कार्य का सम्पूर्ण अभिलेख रखना आवश्यक है।

### ७. ग्रामीण शिविर

छात्रा अध्यापकों के लिये निकेतनवार ग्रामीण शिविर का आयोजन होता है। प्रशिक्षार्थी इस कार्यक्रम में गांवों में स्वच्छता, स्वास्थ्य एवं शैक्षिक सर्वेक्षण का कार्य करते हैं।



## ८. साप्ताहिक मूल्यांकन परीक्षा

०१. सत्र भर प्रत्येक सप्ताह, शुक्रवार के दिन प्रशिक्षार्थी की मूल्यांकन परीक्षा होता है। मूल्यांकन परीक्षा संबंधी सूचना उन्हें अग्रिम रूप से दे दी जाती है। प्रशिक्षार्थी को चाहिए कि महाविद्यालय के पूर्ण साधन संपन्न ग्रंथालय के उपयोग द्वारा मूल्यांकन परीक्षा के लिए तैयारी करें।
०२. प्रत्येक मूल्यांकन परीक्षा १० अंकों का होता है। संपूर्ण लिखित कार्य का सत्रांत में प्रतिशत निकाला जाता है जो श्रेणी निर्धारण का एक आधार है। प्रत्येक प्रशिक्षार्थी को सम्पूर्ण लिखित कार्य में सम्मिलित होना आवश्यक है, अन्यथा श्रेणी निर्धारण में उन्हें हानि होगी।
०३. लिखित कार्य में सम्मिलित न होने वाले, अनुचित साधन का उपयोग करने वाले तथा उपस्थित होकर लिखित कार्य न करने वाले प्रशिक्षार्थी उस कालखण्ड में अनुपस्थित समझे जाते हैं।
०४. मूल्यांकन परीक्षा हेतु दी गई निर्दिष्ट मूल्यांकन पुस्तिकाओं में ही लेखन कार्य किया जावे।

## ९. सहपाठ्य क्रियाएं

०१. महाविद्यालय में सहपाठ्य क्रियाओं के आयोजन का प्रमुख उद्देश्य प्रशिक्षार्थियों को अपने प्रतिभा का परिचयप्रदान करने के लिए अवसर उपलब्ध कराना मात्र नहीं है बरना उनको व्यवहार में प्रशिक्षण प्रदान करना। है जिससे वे प्रशिक्षण अवधि के पश्चात् अपनी शालाओं में समुचित दृष्टिकोण रखते हुए उपयुक्त सहपाठ्य क्रियाओं का आयोजन विधिवत कर सकें।
०२. इस उद्देश्य की पूर्ति हेतु विभिन्न प्रकार की सहपाठ्य क्रियाओं के चयन तथा सम्पादन में सतर्कता रखी जाती है जिसमें पुरुष एवं महिला दोनों वर्ग के प्रशिक्षार्थी भाग लेते हैं।
०३. सहपाठ्य क्रियाओं के अंतर्गत विभिन्न समारोह, उत्सव सभा, भाषण, वाद-विवाद, नाटक, संगीत, प्रहसन, कविता पाठ, खेलकूद एवं विभिन्न प्रकार की समितियों आदि का आयोजन किया जाता है।
०४. महाविद्यालय के इन क्रियाकलापों का चरमोत्कर्ष 'वार्षिकोत्सव दिवस समारोह' के अवसर पर होता है जब समस्त प्रशिक्षार्थी चार निकेतनों में विभक्त होकर स्वस्थ प्रतियोगिता की भावना से भाग लेते हैं और अपने कौशल का सर्वोत्तम प्रदर्शन करते हैं।
०५. इन क्रियाकलापों के अवसर पर निर्धारित गणवेश में आना अनिवार्य है।

## १०. उत्पादक कार्य विभाग

०१. प्रत्येक प्रशिक्षार्थी को दो उत्पादक कार्य का अध्ययन एवं अभ्यास करना अनिवार्य है।
०२. उत्पादक कार्य की वार्षिक परीक्षा गुरुदासीदास केन्द्रीय विश्वविद्यालय द्वारा नियुक्त बाह्य परीक्षकों के द्वारा होगी।
०३. प्रत्येक उत्पादक कार्य में क्रियाओं के साथ ही सैद्धांतिक ज्ञान भी अपेक्षित है।
०४. निर्धारित लक्ष्यों की पूर्ति निश्चित समय के अंतर्गत होना आवश्यक है।
०५. उत्पादक कार्य का प्रतिदिन का लेखा अपनी दैनंदिनी में प्रशिक्षार्थी को भरना पड़ता है। इस दैनंदिनी को प्रत्येक तीन माह में संबंधित निर्देशक के पास प्रगति संबंधी अभिमत एवं प्रतिहस्ताक्षर हेतु प्रस्तुत करना पड़ता है जो प्रशिक्षार्थी की व्यक्तिगत जिम्मेदारी है।
०६. उपकरणों का उपयोग उचित ढंग से सावधानीपूर्वक किया जाए उपयोग के पश्चात् उपकरण निर्देशानुसार उचित स्थान पर रखना क्रिया का एक आवश्यक अंग है। उपकरणों के उपयोग में असावधानी एवं टूट-फूट के लिए



उपकरण का मूल्य वसूल करने के अतिरिक्त दण्ड का भी प्रावधान है। अधिक कीमत के उपकरणों को बिना प्राचार्य की अनुमति के नहीं दिया जावेगा।

०७. कालखण्ड में केवल शारीरिक उपस्थित एवं कार्य व्यवस्था ही नहीं अपितु दिये गये कार्य की पूर्णता, तत्परता, कार्यक्षमता और निपुणता भी आवश्यक है, इसे ध्यान में रखकर कार्य किया जावे।
०८. उत्पादक कार्य के प्रति रुचि और श्रम के प्रति श्रद्धा उत्पादक कार्य शिक्षण के आवश्यक अंगों में है।
०९. आवश्यकतानुसार अपने उत्पादक कार्य विभाग में संबंधित सामग्रियों के क्रय हेतु व्यय का भार प्रशिक्षार्थियों को स्वयं वहन करना होगा।

१. डेस्क टाप पब्लिसिंग :

२. चाक निर्माण :

३. काष्ठकार्य :

अ. दैनिक निर्देशित कार्यों को पूरा करना।

ब. निम्न में से किसी तीन वस्तुओं का निर्माण करना, डस्टर, प्वाइंटर दीवाल रैक, फोटोफ्रेम।

४. पुस्तक बंधन

प्रत्येक प्रशिक्षार्थी द्वारा महाविद्यालय ग्रंथालय की कम से कम ५ पुस्तकों एवं स्वयं की एक पुस्तक का बंधन किया जावेगा।

## ११ - हाबी

प्रत्येक प्रशिक्षार्थी का हाबी के अंतर्गत निम्नानुसार विभाग का चयन कर कार्य करना होगा।

०१. पुरुष प्रशिक्षार्थी - बागवानी अथवा छायांकन।

०२. महिला प्रशिक्षार्थी - सिलाई कढ़ाई।

### १. बागवानी (पुरुष प्रशिक्षार्थियों हेतु)

- अ. दैनिक निर्धारित कार्य निर्देशानुसार संपन्न करना।
- ब. वर्षा ऋतु में फूलों की क्यारी की देखभाल करना।
- स. सूखी ऋतु में सब्जी की सौ वर्गफुट क्यारी का निर्माण एवं उत्पादन।
- द. महाविद्यालयीन उद्यान का रखरखाव।
- इ. निर्धारित स्थायी वृक्षों की सत्र भर देखभाल।
- फ. उद्यान की आवश्यकतानुसार प्रदर्शन स्तर किस्म का एक स्थायी पौधा निर्देशानुसार क्रय कर रोपण एवं देखभाल।

### २. छायांकन

- अ. प्रत्येक प्रशिक्षार्थी का चार रोल की एक्सपोजिंग एवं डेव्हलपिंग करना १० कान्टेक्ट प्रिंटर निकालना, २० क्राटर एवं ४ फुल साइज इन्लार्जमेंट करना होगा।
- ब. प्रत्येक प्रशिक्षार्थी को चार फुल स्कवेयर साइज स्लाइड एवं दो ५ गुना ५ का स्लाइड तैयार करना होगा।



### ३. कलात्मक सिलाई - कढ़ाई (महिला प्रशिक्षार्थियों हेतु)

कलात्मक सिलाई कढ़ाई के अंतर्गत निम्नलिखित तीन लक्ष्य रखे गये हैं। (१) गुड़िया या सीनरी (२) टेबिल कलाथ (३) तकिया गिलाफ इनमें से कोई दो प्रदर्शन हेतु उत्तम एवं नमूने योग्य वस्तुएं महाविद्यालय में रखे जाने की व्यवस्था है।

### १२. अध्यापन उपकरण विभाग

०१. अध्यापन उपकरण कक्ष सायं ०४.०० बजे तक खुला रहेगा।
०२. उपकरण प्राप्त करने के एक दिन पूर्व अध्यापन उपकरण कक्ष के बाहर रखी हुई सामग्री सूची देखकर सामग्री का नाम एवं क्रमांक अभियाचन पुस्तिका पर लिखना होगा।
०३. अभियाचक द्वारा दूसरे दिन अभियाचित सामग्री न लेने पर मांग रद्द समझी जायेगी।
०४. सामग्री प्राप्ति के पश्चात् यदि सामग्री फटी या क्षतिग्रस्त मिले तो एक घण्टे के अंदर प्रभारी को इसकी सूचना देनी होगी। समय पर सूचना न देन पर उसकी जवाबदारी पूर्णरूपेण प्राप्तकर्ता पर होगी।
०५. सामग्री करते समय अदान प्रदान पंजी में हस्ताक्षर एवं जमा करते समय वापसी प्रविष्टि देखना आवश्यक है।
०६. सामग्री तोड़ना फोड़ने अथवा गुमाने की स्थिति में संबंधित व्यक्ति से सामग्री का मूल्य अथवा नई सामग्री ली जावेगी।
०७. अध्यापन कार्य आरंभ होने के एक दिन पूर्व सामग्री मिलेगी एवं कार्य समाप्ति के दूसरे दिन तक सामग्री की वापसी प्रभारी के द्वारा बताया जाएगा।
०८. सामग्रियां वापस करते समय ध्यान रखा जाय कि जिस नम्बर की सामग्री उन्हें दी गई वही वापस करें किसी अन्य सामग्री बदल जाने की जिम्मेदारी स्वयं प्रशिक्षार्थी पर ही होगी।

### १३. शारीरिक शिक्षण

०१. शारीरिक शिक्षण कार्यक्रम दो भागों में विभाजित है-  
प्रातः - पी.टी.  
सायं - खेल एवं अन्य क्रीड़ाएं
०२. प्रत्येक प्रशिक्षार्थी को बिना किसी अपवाद के शारीरिक शिक्षण कार्यक्रम में भाग लेना आवश्यक है।
०३. शारीरिक शिक्षण कार्यक्रम में निर्धारित वेशभूषा में आना अनिवार्य है। पुरुष प्रशिक्षार्थी सम्पूर्ण श्वेत-कमीज, हाफ पेन्ट, मोजे और केनवास के जूते। महिला प्रशिक्षार्थी सम्पूर्ण श्वेत सलवार, ट्रेव शूट, मोजे, केनवास के जूते।
०४. प्रति सोमवार को गणवेश का निरीक्षण होता है। जिसमें प्रत्येक प्रशिक्षार्थी को अपना गणवेश अधिक से अधिक स्वच्छ और उपयुक्त रूप से दिखाना होता है।
०५. प्रशिक्षार्थियों से केवल शारीरिक शिक्षण में भाग लेना ही नहीं अपितु उनके नेतृत्व की क्षमता के प्रदर्शन की भी अपेक्षा की जाती है।
०६. शारीरिक शिक्षण क्रियाकलापों की क्षमता के प्रदर्शन की पूर्ण संभावनाओं के अवसर विशेष समारोहों और महाविद्यालयीन वार्षिक समारोह के समय मिलते हैं। जिनका उपयोग करना प्रत्येक प्रशिक्षार्थी का कर्तव्य है।
०७. प्रतिवर्ष महाविद्यालय द्वारा विशिष्ट प्रदर्शन के लिए प्रशस्ति पत्र और 'कालेज कलर' प्रदान किये जाते हैं। इस प्रतियोगिता में प्रशिक्षार्थियों से स्वस्थ प्रतियोगिता की भावना से प्रदर्शन की अपेक्षा की जाती है।



## १४. एम.एड. प्रवेश

संचालक एस.सी.ई.आर.टी., रायपुर के निर्देशानुसार महाविद्यालय में विभागीय शिक्षकों एवं सीधी भर्ती के पदों पर एम.एड. प्रशिक्षण में प्रवेश दिया जाता है।

एम.एड. में विभागीय शिक्षकों का चयन वरिष्ठता के आधार पर एवं सीधी भर्ती के लिये बी.एड. के प्राप्तांकों के आधार पर चयन किया जाता है।

विश्वविद्यालय परीक्षा विषयक विस्तृत जानकारी हेतु प्रशिक्षार्थियों को बिलासपुर विश्वविद्यालय, बिलासपुर के प्रास्पेक्टस का अवलोकन करें।

## १५. ग्रंथालय

०१. ग्रंथालय का समय-

अ. अप्रैल से जून तक कार्यालय समयानुसार

ब. जुलाई से मार्च तक ११.०० बजे से ५.०० बजे तक

०२. ११.३० बजे से १.३० बजे तक पुस्तकें प्राप्त एवं वापस की जा सकती है। शिक्षण कार्य में संलग्न रहने पर मात्र पाठ्य पुस्तकें अपराह्न ४.०० से ५.०० बजे तक दी जावेगी।

०३. प्रत्येक बी.एड. प्रशिक्षार्थी को एक बार में दो पुस्तकें दी जावेंगी तथा शिक्षण कार्य में संलग्न रहने पर इसके अतिरिक्त दो पाठ्य पुस्तकें भी प्राप्त हो सकती है। एम.एड. छात्र को चार पुस्तकें दी जा सकेंगी।

०४. ग्रंथालय से पुस्तक प्राप्त करने हेतु एक दिन पूर्व पुस्तक का नाम एवं वर्गीकृत क्रमांक (Classified Number) अभियाचक पंजी (Classified Number) में लिखना आवश्यक है।

०५. अभियाचक पंजी में लिखी पुस्तकें दूसरे दिन न लिए जाने पर प्रशिक्षार्थी की मांग रद्द समझी जावेगी।

०६. पुस्तकों की नामावली तथा वर्गीकृत क्रमांक ज्ञात करने हेतु अनुक्रमणिका inbox पेटी देखें।

०७. संदर्भ वर्ग (Reference section) की पुस्तकें ग्रंथालय में ही पढ़ने के लिए प्राप्त की जा सकती है।

०८. पुस्तकों को रखने की अधिकतम अवधि केवल पन्द्रह दिनों की है। यदि वापस न की गई तो अन्य पुस्तकें वापसी की प्रत्याशा में न दी जावेगी। मूल्य वसूल किया जावेगा।

०९. ग्रंथालय से प्राप्त पुस्तकों के पन्ने कम अथवा फटे होने की दशा में प्रशिक्षार्थी पुस्तक प्राप्ति के समय अथवा एक घण्टे के अंदर इसकी सूचना ग्रंथालय में दे अन्यथा इसकी जिम्मेदारी उन पर ही होगी।

१०. पुस्तकें प्राप्त करते समय पुस्तकों के कार्ड एवं वितरण पंजी में हस्ताक्षर करना आवश्यक है।

## १५. कार्यालयीन नियम

०१. कार्य का समय १०.३० से ५.३० बजे तक है।

०२. वेतन एवं अन्य प्रकार के लेनदेन लेखापाल के काउन्टर पर से ही किये जावेंगे।

०३. किसी भी प्रशिक्षार्थी को जो प्रपत्र कार्यालय को सौंपना है उसके वे कार्यालय में मुख्य लिपिक को देवें।

०४. आवश्यक सूचनाएं प्रशिक्षार्थियों को प्रसारित की जाती है और सूचना पट पर भी लगा दी जाती है अतः कार्यालय से पूछताछ करने की आवश्यकता सामान्यतः नहीं होनी चाहिए।

०५. कोई भी प्रशिक्षार्थी कार्यालय में बिना किसी कारण एवं मुख्य लिपिक की अनुमति के बिना नहीं जायेंगे। मुख्य लिपिक सामान्यतः एक बार में एक ही प्रशिक्षार्थी को कार्यालय प्रवेश की अनुमति देंगे।



## १६. छात्रावास

०१. छात्रावास के जीवन का मुख्य उद्देश्य महाविद्यालय की निकटता संबंधित सुविधाओं को सरलता से उपलब्ध कराने के अतिरिक्त व्यवस्थित एवं संतुलित जीवन यापन, सहकारिता, भातृ-भाव तथा स्वानुशासन आदि के प्रशिक्षण का अवसर प्रदान करना भी है।
०२. शासकीय छात्रावास होने के नाते प्रत्येक छात्रावासी की गतिविधियों का लेखा-जोखा रखा जाता है। अतः छात्रावास के नियमों का पालन अनिवार्यतः होना चाहिए।
०३. छात्रावास के प्रबंध के लिए विभिन्न प्रकार के कार्यों से संबंधित समितियां गठित की जावेगी। समितियों के कार्य संचालन में मुख्यतः स्वशासन का समावेश होगा।
०४. भोजनालय व्यवस्था समिति के अंतर्गत विभिन्न उपसमितियों द्वारा विभिन्न कार्यों का संपादन होगा उदाहरणार्थ क्रय कार्य। (खाद्यान्न, शाक-सब्जी, ईंधन तथा अन्य सामग्री आदि) बैठक व्यवस्था, परोसने की व्यवस्था, आय-व्यय लेखा कार्य, आय व्यय जांच कार्य, स्वच्छता आदि के लिए।
०५. साथी प्रशिक्षार्थियों से सद्व्यवहार करेंगे।
०६. विभिन्न समितियों का गठन एक वर्ष के लिए किया जावेगा जिससे समिति माह के पहले दिन से कार्य कर सकें।
०७. छात्रावास में रहने वाले प्रत्येक प्रशिक्षार्थी को छात्रावास एवं महाविद्यालय के कार्यक्रमों में भाग लेना आवश्यक है।
०८. प्रतिदिन ८.०० बजे से १०.३० बजे तक सभी प्रशिक्षार्थी अपने-अपने कमरों में अध्ययन करेंगे और पूर्ण शान्ति रखेंगे। इसी अवधि में छात्रावास नायक द्वारा उपस्थिति अंकित की जावेगी। अभ्यास शिक्षण की आवश्यकतानुसार, उपरोक्त समय परिवर्तनीय होगा।
०९. रात्री ११.०० बजे से सभी प्रशिक्षार्थी विश्राम करेंगे।
१०. प्रशिक्षार्थियों को स्वयं अपने कमरे की सफाई करना चाहिए एवं आसपास की सफाई पर भी ध्यान देना चाहिए।
११. प्रति मंगलवार को कमरों की स्वच्छता का मूल्यांकन किया जावेगा।
१२. छात्रावास में केवल शाकाहारी भोजन की ही व्यवस्था होगी, मांसाहारी भोजन पूर्णतः प्रतिबंधित है।
१३. प्रत्येक छात्रावासी के लिए भोजनालय की सदस्यता अनिवार्य है।
१४. वेतनभोगी प्रतिमास कार्यालय द्वारा वेतन के भुगतान के अवसर पर एवं अन्य १० तारीख तक भोजनालय व्यय की राशि एवं अन्य देय राशि छात्रावास अधीक्षक / लेखापाल के पास जमा कर दें। समय पर देय राशि न पटाने पर भोजन करने की पात्रता नहीं होगी एवं छात्रावास छोड़ना पड़ेगा।
१५. भोजनालय में बैठकर भोजन करना चाहिए। कमरों में थाली बुलाना वर्जित है। केवल अत्यधिक अस्वस्थता की स्थिति में ही अनुमति प्राप्त कर थाली कमरे में बुलाई जा सकती है।
१६. अतिथि छात्रावास में बिना प्रभारी की अनुमति से न ठहरावें।
१७. सिनेमा जाने की अनुमति केवल शनिवार को संध्या प्रथम खेल के लिए ही दी जा सकेगी। ११.३० बजे रात्रि के उपरान्त छात्रावास से बाहर जाने की अनुमति नहीं दी जावेगी।
१८. मुख्यालय छोड़ने वाले छात्रावास अधीक्षक से पूर्व अनुमति प्राप्त करके संबंधित पंजी में लिखने के बाद ही



- छात्रावाससे जावें।
१९. महाविद्यालय से अवकाश प्राप्त करने के लिए आवेदन पत्र पर छात्रावास अधीक्षक से अनुशंसा प्राप्त करना आवश्यक है।
  २०. ८.०० बजे रात्रि के उपरान्त केवल आवश्यक परिस्थितियों में ही छात्रावास से बाहर जाने की अनुमति प्रदान की जा सकेगी।
  २१. सूचना पट पर लगी हुई सूचनाएं पढ़ी जावें उनका कार्यान्वयन किया जावें।
  २२. छात्रावास से जो शासकीय उपस्कर सामग्री श्रुतदपजनतमद्ध प्राप्त होती है उनका उपयोग सावधानी से किया जावे। सामग्री का दुरुपयोग करने एवं क्षति पहुंचाने पर छात्र को उसकी कीमत का भुगतान करना पड़ेगा।
  २३. प्राप्त सामग्री को अन्यत्र हटाकर अस्त व्यस्त न किया जावें।
  २४. छात्रावास एवं भोजनालय संबंधी कार्यों के लिए बुलाई बैठकों में सभी को उपस्थित रहना चाहिए।
  २५. भोजन मिलने का समय प्रातः ९.३० से ११.०० बजे तक एवं संध्या ७.०० से ८.३० बजे तक है।
  २६. छात्रावास में उपस्थित रहने के दिनों में से माह में केवल ६ (छः) जून भोजन न लेने की छूट दी जावेगी बाकी दिन उपस्थिति के माने जावेंगे।
  २७. विद्युत एवं जल का दुरुपयोग न किया जावे। स्नानगृहों एवं शौचालयों में उपयोग के पश्चात् नल बंद करना अनिवार्य है। यदि कहीं नल खुला दिखे तो प्रत्येक छात्रावासी का कर्तव्य है कि वह उसे तत्काल बंद कर दें।
  २८. रेडियो या पंखे आदि का उपयोग करने हेतु अनुमति प्राप्त करना आवश्यक है एवं प्रत्येक के लिए प्रति माह २ रूपय अतिरिक्त चार्ज देना होगा। अध्ययन के समय रेडियो न चलाये जावे। बाकी समय धीमी आवाज से ही इन्हें चलाया जावे।
  २९. सामान्य सभा द्वारा पारित आर्थिक दण्ड का भुगतान करना होगा।
  ३०. हीटर आयरन का उपयोग वर्जित है। यदि उपयोग करते पाया गया तो पचास ५०/- प्रतिमाह अतिरिक्त चार्ज देना पड़ेगा। छात्रावास में शराब, धूम्रपान का प्रयोग वर्जित है।
  ३१. बीमारी आदि के प्रकरण में तुरन्त अधीक्षक को रिपोर्ट करना चाहिये।
  ३२. अध्ययन के निर्धारित समय पर छात्रों को अपने कक्ष में अध्ययनरत रहना चाहिए। उक्त अवधि में किसी अन्य कमरों में जाना आपत्तिजनक है।
  ३३. शिष्टता का व्यवहार प्रत्येक स्थान पर अनिवार्य है।
  ३४. किसी विवादास्पद प्रसंग में छात्रावास अधीक्षक से मार्गदर्शन एवं निर्णय हेतु संपर्क करना चाहिए।
  ३५. महिला छात्रावास में या उसके कम्पाउण्ड में किसी पुरुष या अवांछनीय तत्व की उपस्थिति वर्जित है। नियम के उल्लंघन के उत्तरदायी व्यक्ति कठोर दण्ड के भागी होंगे।
  ३६. छात्रावास में प्रवेश हेतु उपलब्ध स्थानों में आदिवासी प्रशिक्षार्थियों के लिए २० प्रतिशत एवं हरिजन प्रशिक्षार्थियों के लिए १५ प्रतिशत स्थान सुरक्षित रहेंगे। यदि इन समुदायों के प्रशिक्षार्थी पर्याप्त संख्या में उपलब्ध नहीं होंगे तभी ये स्थान अन्य प्रशिक्षार्थियों के लिए उपलब्ध हो सकेंगे।
  ३७. छात्रावास प्रांगण में प्रवेश के लिए द्वार ८.३० बजे बंद कर दिए जाते हैं। अतः ८.३० बजे से पहिले समस्त छात्रावासी अपने-अपने अपने कक्षों में अनिवार्य रूप से उपस्थित रहें।
  ३८. छात्रावास के नियमों का उल्लंघन करने से प्रशिक्षार्थी को छात्रावास से निष्कासित किया जा सकता है।



३९. रोलकाल के समय निर्धारित स्थल पर कतारबद्ध हो पूर्ण अनुशासित ढंग से अपनी उपस्थिति छात्रावास अधीक्षक को देना होगा।

### १७. महिला छात्रावास

०१. ये नियम छात्रावास संबंधी सामान्य नियमों के अतिरिक्त हैं। नियमों का पालन कड़ाई से न होने पर अनुशासन की कड़ी कार्यवाही की जावेगी।
०२. शासकीय छात्रावास विशेष कर महिला छात्रावास में अधिक समय रहना अनिवार्य है। केवल शाम को ५.०० बजे से ७.०० बजे तक छात्रावास से बाहर रह सकती हैं। छात्रावास से बाहर जाते समय निर्धारित पंजी प्रविष्टियां पूर्ण करके ही बाहर जावें। मुख्यालय छोड़ने की अनुमति लिखित रूप से प्राप्त करना अनिवार्य है जिसमें इस बात का स्पष्ट उल्लेख हो कि किन-किन तिथियों को अनुपस्थित रहना है, कहां जाना है तथा किसके साथ जाना है। लिखित में अनुमति लिए बगैर जाने पर छात्रावास से निष्कासित कर दिया जावेगा।
०४. समय पर छात्रावास में न लौटने पर छात्रावास में रहने की अनुमति निरस्त समझी जावेगी।
०५. छात्रावास में परिचित अथवा संबंधितों से मिलने का समय सायं काल ५.०० से ७.०० बजे तक होगा। बाकी समय में किसी प्रकार की अनुमति नहीं दी जावेगी। मिलने वालों को आवश्यक जानकारी निर्धारित पंजी में अंकित करनी होगी एवं छात्रावास अधीक्षक द्वारा नियत स्थान पर मिलना होगा।
०६. महिला छात्रावासियों को सप्ताह में केवल एक दिन शनिवार को ही बाहर जाने की अनुमति प्रदान की जावेगी।
०७. प्रतिदिन संध्या एवं सबेरे ८.०० बजे उपस्थिति ली जावेगी। किसी भी छात्रावासी के अनुपस्थित रहने पर उसके विरुद्ध कड़ी कार्यवाही की जावेगी। छात्रावास अधीक्षक प्रतिदिन उपस्थिति पंजी का अवलोकन कर हस्ताक्षर करेंगे।
०८. संध्या ८.०० से १०.०० बजे तक प्रत्येक महिला छात्रावासी पड़ाई में संलग्न रहेगी। इस अवधि में किसी प्रकार की छुट नहीं दी जावेगी।
०९. भोजनालय में आवश्यकतानुसार सहयोग करना होगा।
१०. छात्राओं को भोजन परोसकर देने की परिपाटी का पालन किया जाता है। भोजन नियत स्थान पर सामूहिक रूप से किया जाता है। इस परिपाटी का उल्लंघन करने पर कड़ी अनुशासनात्मक कार्यवाही की जावेगी।
११. महिला छात्रावास में कोई भी अतिथि छात्रावास अधीक्षक की पूर्व अनुमति के बिना नहीं ठहराया जावेगा। केवल महिला अतिथि ही महिला छात्रावास में ठहराये जा सकते हैं।
१२. महिला छात्रावास में अनाधिकृत मोबाइल का प्रयोग प्रतिबंधित है।
१३. मोबाइल के प्रयोग की अनुमति हेतु कोई प्रश्न-प्रतिप्रश्न नहीं किया जा सकेगा।

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## महाविद्यालय पंचांग २०१३-२०१४

२०१३

क्रं.	दिनांक	क्रियाकलाप
०१.	१६ मई से ३० मई तक	आगामी सत्र के लिए योजना निर्माण
०२.	१ जून से २१ जून तक	सत्रारम्भ, प्रवेश, अभ्यास शिक्षण उन्मुखीकरण विषयक व्याख्यान
०३.	२९ जून से ३० जून तक	उत्पादक कार्य विषयक उन्मुखीकरण, अभ्यास शिक्षण विषयक उन्मुखीकरण
०४.	१ जुलाई से ३० जुलाई	अभ्यास शिक्षण विषयक, व्याख्यान, सूक्ष्म शिक्षण
०५.	३ अगस्त से १२ अगस्त	प्रदर्शन पाठों का आयोजन एवं समालोचन, तिलक पुण्य तिथि समारोह
०६.	१३ अगस्त से	पाठ्य क्रमानुसार विषय अध्यापन, अभ्यास शिक्षण, पाठ अवलोकन, उत्पादक कार्य
०७.	१५ अगस्त	स्वतंत्रता दिवस समारोह
०८.	५ सितम्बर	शिक्षक दिवस समारोह, निकेतन निर्माण
०९.	२ अक्टूबर	गांधी जयंती
१०.	५ अक्टूबर से	वार्षिक क्रीड़ा एवं सांस्कृतिक कार्यक्रमों की प्रतियोगिता हेतु अभ्यास आरंभ
११.	अक्टूबर-नवम्बर-दिसम्बर	अभ्यास शिक्षण
१२.	२० दिसम्बर से ३० दिसम्बर	अन्तर्निकेतन महाविद्यालयीन क्रीड़ा एवं सांस्कृतिक दलीय प्रतियोगिताएं आरंभ
१३.	२५ दिसम्बर से ३१ दिसम्बर	शीतकालीन अवकाश (शासनदेश के अनुसार ही)

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१४.	३ जनवरी से १० जनवरी	वार्षिकोत्सव एवं ट्रेड एण्ड फील्ड, वार्षिक क्रीड़ा प्रतियोगिताएं (तीन दिवसीय) पुरस्कार वितरण
१५.	१० जनवरी से २५ जनवरी	शिक्षक व्यवसाय कार्यक्रम (internship) शैक्षिक भ्रमण
१६.	२६ जनवरी	गणतंत्र दिवस
१७.	२८ जनवरी से ३१ जनवरी	ग्रामीण शिविर
१८.	फरवरी (प्रथम, द्वितीय, तृतीय सप्ताह)	बाह्य व्यावहारिक अभ्यास शिक्षण परीक्षा Test हेतु तैयारी (सहायक शिक्षक, उपकरणों का संकलन निर्माण आदि) उत्पादक कार्य बाह्य परीक्षा हेतु तैयारी।
१९.	मार्च (प्रथम सप्ताह)	सैद्धांतिक जांच परीक्षाएं
२०.	मार्च (द्वितीय, तृतीय, चतुर्थ सप्ताह)	स्कंध पंजियों के अनुसार भौतिक सत्यापन।
२१.	अप्रैल (प्रथम सप्ताह)	उत्पादक कार्य आंतरिक मूल्यांकन परीक्षाएं
२२.	१६ अप्रैल से ३० अप्रैल	सैद्धांतिक विषयों की विश्वविद्यालयीन वार्षिक परीक्षाएं।
२३.	१५ मई	समापन समारोह

(इसमें आवश्यकतानुसार परिवर्तन किया जा सकता है)



**ORDINANCE NO. 28**  
**BACHELOR OF EDUCATION EXAMINATION**

1. A person, who has obtained the Bachelor's Degree of the University or a Degree recognised as equivalent there to shall be eligible for admission to the examination for the Degree of Education.
2. He shall be have prosecuted a regular course of study in a training institution affiliated to the University for not less than one academic year after passing any of the examinations referred to in Rules (i).
3. For admission to examination, a candidate shall apply to the Registrar of the University of a prescribed form through the Principal of the College and produce the following certificated signed by the Principal of the College, viz certificated :
  - (i) Good conduct.
  - (ii) Fitness to present himself at the examination.
  - (iii) having attended the prescribes in Physical training or in exceptional case any other activity permitted by the Principal.
  - (iv) having completed satisfactorily the course in pedagogical drawing.
4. The examination shall consist of parts namely ;  
Part - I      Theory.  
Part - II      Practical.  
The scheme of papers and the courses of studies shall be prescribed each year,
5. Marks and Classifications.

**Part-1**

Each of the five paper shall carry 100 marks and the aggregate marks in this part shall be 500. A candidate obtaining not less than 300 marks shall be placed in the First Division, a candidate obtaining not less than 225 marks shall be placed in the Second Division provided he obtains atleast 25 percent marks-in each paper.



## **B. Ed. COURSE**

### **CONTENT**

#### **OBJECTIVE AND SCHEME OF EXAMINATION**

- \* Objectives & Pattern of the COURSE
- \* Scheme of Evaluation

#### **Compulsory Subjects**

- \* Teacher in Emerging Indian Society
- \* Development of Learner and Teaching Learning Process
- \* Development of Educational System in India
- \* Essentials of Educational Technology and Management
- \* Methods of Teaching First School subject:  
Methods of teaching Physical Science/Bio Science  
Methods of Teaching Social Science
- \* Methods of Teaching Second School subject :  
Methods of Teaching Mathematics,  
Methods of Teaching Languages  
Methods of Teaching Hindi  
Methods of Teaching English  
Methods of Teaching Sanskrit  
Methods of Teaching Urdu

#### **Elective Subjects**

Computer Education    School Library Services  
Elementary Education    Population Education  
Environmental Education    Alternative Education  
Educational Administration & Management    Educational and Mental  
Measurement  
Physical Education    Career Information in Career Guidance  
Teaching of Values

#### **Work Experience**

Agriculture Gardening and Horticulture  
Drawing and Painting    Music  
Dance    Toy Making  
Photography    Wood Work  
Garment Making    Chalk Making  
Food Preservation    Paper Cutting  
Micro Teaching    Psychology Experiments

#### **Working With Community/Social Service/ Rural Camp/Community Prayer**