SELF STUDY REPORT
OF

JANKI COLLEGE OF EDUCATION

DHANUHARDERA , MEDICAL COLLEGE ROAD, RAIGARH (C. G)

Submitted
to

NAAC (Bangaluru)

FOR ACCREDITATION

TRACK ID – CHCOTE 2 4 2 5 6

JANKI COLLEGE OF EDUCATION

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(Recognized By NCTE & Affiliated To Bilaspur University, Bilaspur (C.G.)

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Part-I

Institutional Data

A. Profile of the Institution

1. Name and address of the institution: JANKI COLLEGE OF EDUCATION
   Dhanuhardera, Medical college Road,
   Raigarh (C.G.)

2. Website URL: www.jceraigarh.com

3. For communication: tej.naik888@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Rajeev Kumar/Principal	9685209331	-	jceraigarh@gmail.com
Vice-Principal	-	-	-
Mr. Tejram Naik /Self - appraisal Co-coordinator	9770888721	-	tej.naik888@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Rajeev Kumar/Principal	9685209331	9685209331
Vice-Principal	-	
Mr. Tejram Naik /Self - appraisal Co-coordinator	9770888721	9770888721

4. Location of the Institution:

   Urban ☐   Semi-urban ☐   Rural ☑   Tribal ☐

   Any other (specify and indicate) ☐

5. Campus area in acres:

0.88 acres

6. Is it a recognized minority institution? Yes ☐ No ☑

7. Date of establishment of the
institution: Month & Year

MM	YYYY
11	2011

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

Bilaspur   University,
Bilaspur chhattisgarh

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

2f

Month & Year

MM	YYYY
-	-

12B

Month &Year

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 Men ☐
ii. Only for Women ☐
iii. Co-education ☐

c. By Nature
i.   University Dept. ☐
ii. IASE ☐
iii. Autonomous College ☐
iv. Affiliated College ■
v. Constituent College ☐

vi. Dept. of Education of Composite ☐
   College

vii. CTEV ☐

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.		Degree	1 Years	Hindi/English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctione dIntake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	B.Ed.-WRC/APP844/ 83018 Dt-17-11-2011		100
Post Graduate		-		
Other (specify)	-			

(Additional rows may be inserted as per requirement)

Criterion-wise inputs

Criterion I: Curricular Aspects

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision

Yes	√	No	

   Mission

Yes	√	No	

   Values

Yes	√	No	

   Objectives

Yes	√	No	

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

   If yes,

Yes	√	No	

   a) How many programmes?

01

   b) Fee charged per programme

D.Ed. I	D.Ed.II	B.Ed.	M.Ed.
		28500	-

2. Are there programmes with semester system

No

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

Yes		No	√

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

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

B.Ed. | 04 |

M.Ed. (Full Time) | - |

M.Ed. (Part Time) | - |

Any other (specifies and indicates) | - |

5. Are there Programmes offered in modular form

| Yes | | No | √ |

| Number | - |

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

| Yes | √ | No | |

| Numb | 02 |

7. Are there Programmes with faculty exchange/visiting faculty

| Yes | | No | √ |

| Number | |

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

- Heads of practice teaching schools

| Yes | √ | No | |

- Academic peers

| Yes | √ | No | |

- Alumni

| Yes | √ | No | |

- Students

| Yes | √ | No | |

- Employers

| Yes | √ | No | |

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

| - |

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

Yes		No	√

Number	

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

Yes		No	√

Number	

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

Yes   √   No

13. 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 (specifies and indicates) ☐

   (If more than one method is followed, kindly specify the weightings)

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

	B.Ed.	M.Ed.
a) Date of start of the academic year	01.08.14	-
b) Date of last admission	20.09.14	-
c) Date of closing of the academic year	04.04.15	
d) Total teaching days	200	
e) Total working days	184	

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	43	57	100	38	46	84	5	11	16
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)		-	-		-	-		-	-

4. Are there any overseas students? If yes, how many?

Yes		No	√

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

a) Unit cost excluding salary component

30598

b) Unit cost including salary component

21923

*(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 (%)
B.Ed.	56.38%	44.68%	59.57%	41.73%
M.Ed. (FullTime)	-	-	-	-
M.Ed. (PartTime)	-	-	-	-

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
B.Ed.	45%	20%	35%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

B.Ed.

    a) Number of pre-practice teaching days | 40 | |

    b) Minimum number of pre-practice teaching | 40 | |

       Lessons given by each student

11. Practice Teaching at School

B.Ed.

    a) Number of schools identified for practice

       Teaching

7	

B.Ed.

    b) Total number of practice teaching days

40	

B.Ed.

    c) Minimum number of practice teaching

       Lessons given by each student

20	

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

No. of Lessons In simulation	No. 7	No. of Lessons Pre-practice teaching	No. 21

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

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

16. Examinations

	B.Ed.	M.Ed.
a) Number of sessional tests held for each paper	02	-
b) Number of assignments for each paper	05	-

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

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

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

Yes	√	No	

Number	02

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

Yes	√	No	

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

Compulsory [ ]   Optional [√]

Criterion III: Research, Consultancy and Extension

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

Number	01	7.69	%

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
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

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

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

Not Applicable

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - Teachers are given study leave — √
   - Teachers are provided with seed money
   - Adjustment in teaching schedule — √
   - Providing secretarial support and other facilities — √
   - Any other specify and indicate — √

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

   Yes | √ | No | |

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | 1 |
   b. M. Phil. | 1 |

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

   Yes | √ | No | |

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

	Yes	No	Number
International journals	-	-	-
National journals – referred papers Non referred papers	√		04
Academic articles in reputed magazines/news papers	3	-	-
Books	-	-	-
Any other (specify and indicate)	*	*	-

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

Yes		No	√

Number	

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

	Faculty	Students
National seminars	20	20
International seminars		
Any other academic forum	3	3

10. 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 (specifies and indicates)   √

11. 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

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

Yes   No   √

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

Yes   √   No

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

02

15. Does the institution provide consultancy services?

Yes   No   √

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

16. 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.)

1860 sq mts

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

   a) Methods lab   Yes [√]   No [ ]

   b) Psychology lab   Yes [√]   No [ ]

   c) Science Lab(s)   Yes [√]   No [ ]

   d) Education Technology lab   Yes [√]   No [ ]

   e) Computer lab   Yes [√]   No [ ]

   f) Workshop for preparing
   teaching aids   Yes [√]   No [ ]

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

   08

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

   40000

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

   25000

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

   15000

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

   100000

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

   Yes [√]   No [ ]

9. Total number of posts sanctioned   Open   Reserved

	M	F	M	F
Teaching	04	03	04	03
Non-teaching	01	01	02	03

10. Total number of posts vacant   Open   Reserved

	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

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

	M	F	M	F
Lecturers	-	-	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	09	00	02	00

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

Open   Reserved

	M	F	M	F
Lecturers	-	01	02	-

	M	F	M	F
Readers				

	M	F	M	F
professor				

c. Number of teachers from   same state | 05 |

Other states | 09 |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:8
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff   Open Reserved

Permanent

M	F	M	F
01	-	03	-

Temporary

M	F	M	F
-	-	01	02

b. Technical Assistants

Permanent

M	F	M	F
-	-	01	-

Temporary

M	F	M	F
-	-	01	01

14. Ratio of Teaching – non-teaching staff

13:5

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

45.00%

16. Is there an advisory committee for the library?

Yes | √ | No | |

17. Working hours of the Library

On working days | 6 hours |
On holidays | - |
During examinations | 8 hours |

18. Does the library have an Open access facility

| Yes | √ | No | |

22

19. Total collection of the following in the library

    a. Books | 4500
      - Textbooks | 3740
      - Reference books | 760

    b. Magazines

    c. Journals subscribed | 14
      - Indian journals
      - Foreign journals

    d. Peer reviewed journals

    e. Back volumes of journals | 04

    f. E-information resources

  - Online journals/e-journals | 08
      - CDs/ DVDs | 14
      - Databases | 01
      - Video Cassettes | 10
      - Audio Cassettes | 14

20. Mention the

    Total carpet area of the Library (in sq. mts.) | 89.2 sq.mts

    Seating capacity of the Reading room | 20

21. Status of automation of Library

    Yet to intimate ☐

    Partially automated ■

    Fully automated ☐

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

Circulation ☐

Clipping ■

Bibliographic compilation ☐

Reference ■

Information display and notification ■

Book Bank ■

Photocopying ■

Computer and Printer ■

Internet ■

Online access facility ☐

Inter-library borrowing ☐

Power back up ■

Information literacy about the new item of library ■
through display & verbal

Any other (please specifies and indicates) ☐

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day

50

Maximum number of days books are permitted to be retained

by students

1 week

by faculty

1 month

Maximum number of books permitted for issue

for students

02

for faculty

15

Average number of users who visited/consulted per month

02

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

1:10.7

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

| 3% |

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

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	3500		120		120	
Other books	700 (ref.)		30		30	
Journals/ Periodicals	09	50257/-	02	6050	03	6050
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
B.Ed.	03	0	01
M.Ed. (Full Time)	0	0	0
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)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	97.9%	92.00%	96%	-	-	-			
Number of first classes	97.0%	100%	83.8%	-	-	-			
Number of distinctions	-	-	-	-	-	-			
Exemplary performance university ranks	-		-	-	-	-			

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

	I	II	III
NET	0	0	0
SLET/SET	0	0	0
Any other (specifies and indicates) (CTET/TET)	17	12	22

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate(Post Metric Scholarship)	38	52	53

(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		No	√

Non-teaching staff

Yes		No	√

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

Yes	√	No	

If yes, number of students residing in hostels

Men

0

women

12

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

Sports fields

Yes	√	No	

Indoor sports

Yes	√	No	

facilities Gymnasium

Yes		No	√

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	Yes	-	01	YES	-	02
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate) SRIJAN INTER DISTRIC SCHOOL LEVEL	Yes	-	01	-	-	-

(Excluding college day celebration)

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

	Participation of students	Outcome (Medal achievers)
State		
Regional	Kho-kho girls 11	-
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

10.09.2012

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	22	25	28
Employment (Total)	42	48	56
Teaching	34	37	41
Non teaching	08	11	15

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
03	05	09

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	1
Staff council	3
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	-

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

Loan facility

Yes	√	No	

Medical

Yes	√	No	

assistance

Yes	√	No	

Insurance

Yes		No	√

Other (specifies and indicates)

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

01	01	01

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

-

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

National

0	0	1

International

c. Number of faculty development programmes organized by the Institution:

1	1	1

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

1	1	1

e. Research development programmes attended by the faculty

01	01	02

f. Invited/endowment lectures at the institution

2	3	3

Any other area (specifies the programme and indicates)

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

a. Self-appraisal

Yes	√	No	

b. Student assessment of faculty performance

Yes	√	No	

c. Expert assessment of faculty performance

Yes	√	No	

d. Combination of one or more of the above

Yes		No	√

e. Any other (specifies and indicates)

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

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

Grant-in-aid

-

Fees

28500.00

Donation

-

Self-funded courses

01

Any other (specifies and indicates)

-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	4887500	4752500
% spent on the salary of faculty	39%	40%
% spent on the salary of non-teaching employees		
% spent on books and journals (library expenses)	2%	1%
% spent on developmental activities (expansion of building)	1%	5%
% spent on telephone, electricity and water	2%	1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	21%	19%
% spent on maintenance of equipment, teaching aids, contingency etc.	21%	16%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	13%	17%
% spent on travel	5%	
Any other (specify and indicate)		
Total expenditure incurred	4736050	5025996

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.
1993957	2012-2013	
284362	2013-2014	
156329	2014-2015	147980

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
Finance	Yes	√	No

Student Records	Yes	√	No

Career Counseling	Yes	√	No

Aptitude Testing	Yes		No	√

Examinations/Evaluation/	Yes	√	No
Assessment	Yes	√	No

Any other (specifies and indicates)	Yes		No	√

14. Does the institution have an efficient internal coordinating 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 sensitised to modern managerial concepts such as strategic
    planning, teamwork, decision-making, computerisation and TQM?

    Yes   [√]   No   [   ]

Criterion VII: Innovative Practices

1.Does 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	Men	%	Women	%
a	SC	05	5	05	5
b	ST	09	9	11	11
c	OBC	24	24	30	30
d	Physically challenge	0	0	0	0
e	General Category	05	5	11	11
f	Rural	33	33	41	41
g	Urban	10	10	16	16
h	Any other (specify)	nil	-	Nil	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0		0	
b	ST	0		0	
c	OBC	02		03	
d	Women	00		01	
e	Physically challenged	-		-	
f	General Category	10		01	
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I 2013-2014	Batch II 2014-2015	Batch I 2013-2014	Batch II 2014-2015
SC	09	10	09	10
ST	24	20	24	20
OBC	48	54	48	54
Physically challenge	-	-	-	-
General Category	19	16	19	15
Rural	65	74	65	74
Urban	35	26	31	25
Any other (specify)	-	-	-	-

Part II
The Evaluative Report

1. Executive Summary

A BRIEF INTRODUCTION ABOUT COLLEGE

Introduction

Janki College of Education, Raigarh is being associated with Guardian and Guide Education Society, Raigarh (C.G.) registered under the act 2002 from firm and registration society, Bilaspur.

The college is situated in green lush environment in outskirts' of Raigarh township, that is in the Rural area. The motive of our institution is to spread employment oriented education and thus fulfill the social need of education and employment and hence contributing in the socio-economical growth of the society.

A household simple lady came out in 1990's to support her family and started a school. later on with the growth and contribution to the society in the field of education this Education college was stared. The academic doors were opened in the fall of 2012 with the intake of 100 students. one woman's dream is today a growing and glowing reality, a vibrant and independent institution which always promote the youth strength to enlightened and come out

Location

Raigarh Chhattisgarh is located in main railway route of Mumbai-Howrah, It is the border of Odisa and approximately 300 Km from the capital town of Chhattisgarh. A major multicultural and industrially developed city.

Associated University

Initially in session 2012-13 the college was associated with Sarguja University, Ambikapur, After that with reference to the order no. 1032/Aca/2013 dated 21.11.2013 our college was shifted to Bilaspur University, Bilaspur (C.G.)

College in Brief

College is furnished with well equipped laboratory, library, students support system, learned teaching staff. College frequently organize co-curricular activities, community camps, yoga classes carrier guidance and personality development support.

In short span of three years the college had supported students in many arena and continuously forwarding in the path of continuous progress.

The institution is only running Bachelor of education (B.Ed) programme and 100 students enrolled.

The institution has come up with a winning combination of cutting edge methodology and traditional values. It not only exposes the students to the latest developments in the field of school education but also expects them to adhere to the highest levels of personality integrity. students are encouraged to develop a problem solving mentality to meet a sure path of success in life. because -

<div align="center">"Sky   is   the   limit...................."</div>

Criterion – wise Analysis

Criterion I: 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.)

Objectives of the Institutions:-

1. *To provide dedicated teachers to the society.*
2. *To provide excellence in education.*
3. *Affirms the gifts and challenge and the potential of each students.*
4. *To motivate students to prepare themselves for problem solving attitude and thus support in personality development.*
5. *To inculcate the innovative tendency in the field of education and hence pave path for research.*
6. *To promote teacher education students for the best use of Interactive communication technology in teaching and learning process.*
7. *To make the teacher students at ease for regular and frequent use of latest technologies in ICT.*
8. *To develop positive attitude, interest and passion towards teaching profession among them.*
9. *To lay emphasis on developing a sense of discipline, upholding moral values, knowledge of health, hygiene, recreational activities, creative abilities and games.*
10. *Encourage students to honor God, humanity and values.*

Goals to be achieved :

1. *To develop teacher students with all round personality development, leadership and initiative quality.*
2. *To develop awareness of human rights and environmental issues.*
3. *To develop the value of national integrity give an new view to the students*

about national identity.

4. To develop proper training methods like as hard-work and discipline among student- teachers.

5. To develop the self realization and feel responsibility as a teacher for development of students and society.

6. To train teacher students to develop their knowledge so that they can pass proper guidance and counseling to the school student.

7. To develop potential to respond sensitively to personal, social and academic issues.

8. To encourage teacher student for waste management.

9. To develop the method of developing new and effective teaching aid by using waste management technology.

10. To inculcate the respect for nature.

11. To motivate them to develop the reading habits and hence develop competent teachers with teaching and knowledge skills .

12. To motivate students to express their nature of creativeness by any means but promote to develop the teaching aid.

13. To motivate students to make maximum use of ICT learning materials at higher secondary levels.

14. To develop awareness and attitude to word global job placement services.

15. To develop the skills required for effective teaching and utilizing all resources in the teaching – learning process.

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

- *The institution conduct the B.Ed course affiliated to Bilaspur University, Bilaspur Chhattisgarh and in Co-education*
- *The University study the need of the Teachers and the society and , accordingly develop the curriculum.*
- *Alumni and faculty members also plays important role in the formation of curriculum by giving feedback*
- *The academic schedule of the college is prepared in such a way so that the it*

meets the institutions goal and their objectives as well as suffice the need of university curriculum.

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

- *The global trends in teachers education is reflected in the curriculum by means of implementation of socio-academic portion added by the university.*
- *The university designed the curriculum in such a fashion that student teachers has to go for community services, value education by the method of day assembly, teachers follow up and school teaching in school of middle, secondary and sr. secondary level is done.*
- *By the elapse of time the curriculum is modified to meet the emerging needs, as in present the Teachers education programme is made for 2 years duration. Yoga and other practices are added to strengthened the education system. The school teaching duration is also increased from 1 month to 5 month which is the practical aspect of Teachers education programme.*
- *Students are encouraged to use advance method of education - LCD & OHP.*
- *To develop and enhance the level of teaching faculty they are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop*

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

The institution is following the curriculum given by the university, but university had also design the curriculum caring the national issue like environment and value education.

Environment:

Environment education is one of the elective paper; it deals with the national issues like pollution control and waste management etc. This paper consist the methods of imparting environmental education at various levels of education like primary, secondary, higher secondary schools and colleges.

College promote students to opt environment as elective paper.

More over our institutions celebrates plantation day and conducts seminar on environment related topics like waste management, proper use of natural resources causes of environmental hazards. Over college curriculum enclosed plantation programmes, gardening, environment awareness programmes. Institute focuses on overall development of the student teacher.

Yoga:

Yoga is a science of respiration which always support human body to increase its efficiency mentally as well as physically. It has been recently added in the curriculum which is thrust on national issues like health.

Value education:

Institution is being a social partner of Non governmental organisation who are giving their services to the society. being member of such NGO's institutions also go for community services and thus inculcate Value education among students .

ICT:

Elements of educational Technology and management is a compulsory paper designed by the university. Hence Student teacher has to follow the curriculum and make use of ICT in their education system .

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

> *Yes. the institution make use of ICT for curricular planning.*
> *To pass proper information to all students we need good communication media which is possible only by ICT.*
> *It is rightly said that when we see we take more rather then when we hear, so power point presentation, OHP and internet facility are used to get new ideas in teaching learning process. CD's are used in the classroom for teaching, and students are assigned to given their seminars and presentation through PPT's only. Thus ITC is encouraged.*

Academic Flexibility

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

> *To make teaching a reflective practice the student teachers are given -*
> - *Micro-Teaching*

- *Pre-Practice Teaching*
- *Demonstration Classes*
- *Seminars*
- *Invited Lectures*
- *Workshops*
- *Team teaching are organized.*
- *School Internship*

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 institution provides varied learning experience to the students both in the campus and in the field by following the curriculum of Bilaspur University, Bilaspur as Internal assessment, Assignment, Microteaching, group learning, teaching the theory subjects, camps, field trips.
Apart from the academic calendar the field programmes , camps are organized depending on the availability of resources.

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.

The value added courses that had been introduced by the institution are -
a.   Overall personality development programme
b.   Yoga & health education programme
c.   English communication development programme
d.   Waste management programme
e.   Youth carrier orientation programme.
f.   Calligraphy workshop
g.   Social Camps
h.   ICT skills development programme

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

i. *Interdisciplinary/Multidisciplinary – The curriculum of B.Ed is versatile and it itself provide a room for the interdisciplinary and multidisciplinary activities. Students have to work on the theory part as well as in practical part which include two school subjects and laboratory work for psychology, productive work etc.)*

ii. *College aim for full personality development and hence multi skill training is given which generally covers -*
   Communication skill
   Command in ITC
   Leadership Quality
   Respect and responsibility for their profession.
   Enhancement in observation skill

iii. *productive work as community work, camps, teaching practice, extra-curricular activities, cultural activities, Craft, gardening, community work, microteaching ,teaching practice, cultural activities provide multi skill development.*

Inclusive education - All the student are treated equally regardless of any caste and creed. But still if any student is week in any particular aspect, He/She is treated personally by personal guidence. If 2 or more students are facing same problem extra class is arranged for them as remedial teaching.

Practice teaching is a combination of observation and teaching. It is preceded by pre-practice teaching in the college. Then student Teachers are sent to real school situation were they have to teach 40 lessons to the students with effective teaching aids.
their teaching are guided by teacher educator .
The very important aspect is the feedback from the practice schools Head master, subject teacher and supervising Teacher

iv. School experience/Internship - The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are :

    a.   They observe the teacher attendance register.

    b.   Conducting morning assembly

    c.   School Time table

    d.   Idea for writing Daily Diary

    e.   Lesson plan in real teaching

    f.   Conducting classes

    g.   Conducting tests

    h.   Organizing games and sports activities

    i.   Conducting co-curricular activities like quiz, debate, essay writing in classroom.

    j.   Carrying out case studies

The real teaching practice strengthened the inter personal relationship between student teacher, practice teaching school and institution

v. Work experience – Work experience is as integral part of the curriculum. School expect their teachers to be competent enough to give all round personality development. This is possible only if the teacher student also go for all kind of experiences It provides Craft education, gardening, Co-curricular experience, Class-room decoration. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

    a. Painting

    b. Hand work

    c. Handicrafts

    d. Wealth from waste

    e. File making

  vi. Any other (specifies and gives details) -

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

Refer to Annexure no. (Syllabus) – 3.

1.3 Feedback on Curriculum

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

   Feedback and communication from students, Alumni, employers community and academic peer with reference to the curriculum is done in regular intervals

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.

   Feedback form is a vital source for performing corrective and preventive action on curriculum design. Based on the feedback, suggestions are given to the faculty to improve there teaching strategy and also in other fields like co-curricular activities, activity etc.

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

   After careful analysis of feedback obtained from various sources, the college decides at the area of improvement & sends the suggestion to university for appropriate action.

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).

   Our college is affiliated to Bilaspur university, Bilaspur. Our institutions came in existance only three years earlier and has no contribution in revision of syllabus as University has not suggested curriculum revision.

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

   The college adopted the strategies laid by the university for B.Ed. curriculum.

1.5 Best Practices in curricular Aspects

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

For Quality sustenance and Quality enhancement the faculties are regularly in touch with the global media that is internet.

The students are given such environment so that they can discuss their problems with the faculty very conveniently and thus sustain their qualities.

Seminars, workshop, flow of communication, are the other media through which Quality sustainability and enhancement is regularly done.

Thus faculty and students both are supported.

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

❖ *The practices in Curricular aspects that has been planned and implemented by the institution are -*

❖ *Follow up of regular curriculum*

❖ *Feedbacks analysis and discussion.*

❖ *Proper communication between faculty and student teacher.*

Additional Information to be provided by Institutions opting for Re- accreditation/Re-assessment

1.5.1 What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Not Applicable

1.5.2 What is the major quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation.

Not Applicable

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?

The B.Ed programme admission is governed by a Government body "Vyavasayik pariksha mandal (VYPAM) Chhattisgarh". They organise an entrance examination and generate a list of qualified students. Now the roll of SCERT starts here. These qualified students apply for different colleges as per their comfortability and after that colleges are alloted by SCERT only. List is generated college wise, now student approach to college with their documents. Documents are verified at college level and admission is given.
Criteria for admission -
   - ❖ *Qualified in pre B.Ed examination.*
   - ❖ *Name should be in the college list generated by SCERT*
   - ❖ *Minimum 50% marks in graduation or post graduation which ever is the basis of B.Ed entrance.*

Since the allotment is done by government bodies the access and transparency is very clear. All the details are published in the website of SCERT.

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?

In Chhattisgarh state the admission in B.Ed programme is given through entrance test followed by counselling. This test is conducted by "Vyavsayik pariksha mandal,chhattisgarh". This government body only advertise in leading news paper.
The college at its own end advertise the recognition, affiliation status , courses

offered, facilities available and achievement through wed site, newspapers, brochures, pamphlet and the prospectus.

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

   Director, SCERT Raipur, is the authority who determines and maintains the admission criteria and equitability to all students. and generate a list of admitted students.
   Representatives from our institution attend the counseling programme to guide the students.
   Those admitted students documents are re-verified in the college end before actual admission process to maintain the equitability applied to all students.

3. 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)

   Because the admission list is not generated by the Institution, Institution only follow the reservation policy adopted by the SCERT and Bilaspur University, Bilaspur .

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.

   No, Only Pre B.Ed. examination is the provision for assessing student's knowledge and skills.

2.2 Catering to Diverse Needs

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

   Quality management System is laid on providing conductive environment to learning and development of student.

2. How does the institution cater to the diverse learning needs of the students? Identifying weak and strong students and provided them the needed support.

   - *The institution cater the diverse learning needs of the students by -*
   - *The student Teacher are encouraged to learn beyond the specified curriculum by faculties assistance, learning resources, and excellent support in real time school teaching.*
   - *Tests, Assignments and sessional are given time to time for the core paper and for the creative task as craft file etc*
   - *Information and communication Technology is used for instructions and practiced so that the curriculum practical aspect is practised.*
   - *Since students belong to different caste and creed so Bilingual method is used for teaching learning process as well as study materials are also provided in bilingual*

     Generally week and strong students are indentified by the test conducted in the institution. For them if required personal guidance and extra classes are given .

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

   The activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process are in B.Ed. curriculum only designed by the universities. Universities had given theoritical and practical tasks along with work experience, co-curricular activities,

various camps, seminar and workshops which give sufficient space for diversified learning.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

   Feedback is taken from the students throughout the session in written format Academic committee supervise all the programmes. Institute also encourages its faculty to develop themselves in qualification, training, research oriented work etc.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

   The various practices that help Student teachers to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations are -
   - *Value oriented education.*
   - *Remedial Teaching*
   - *Personal consultancy*
   - *Community camps*
   - *use of audio-visual aids*
   - *Use of teaching aids as flow chart, picture cards, OHP sheets, static and dynamic model*
   - *Pre-teaching practice in college before real school teaching*
   - *Micro -Teaching*
   - *Macro -teaching*
   - *Demonstration classes*
   - *Seminars*
   - *Guest Lectures*
   - *Field Visits*

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.)

   Institution engage students in "Active Learning" by following providing following facilities-
   - *Use of ICT*
   - *Interactive sessions*
   - *Equipped Library*
   - *Guests Lectures*
   - *Micro and macro Teaching*
   - *Cultural activities*
   - *seminars and guests lectures*

2. How 'learning' is 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?

   Learning is made student centered only by proper involvement of students which means their active participation. This is done through following programmes -
   a. *Micro teaching*
   b. *Macro Teaching*
   c. *Co-curricular activities*
   d. *College campus beautification like putting Rangolies and minor gardening projects*
   e. *Organizing Sports week..*
   f. *Motivating them for proper approach of teaching learning by personal consultancies.*
   g. *Interactive sessions academic and co-curricular both.*
   h. *All Activities and small functions as 15th August, 26th Janurary,*

Teachers Day, Ambedkar Jayanti, Gandhi Jayanti etc are organized by students themselves. It improves involvment and leadership, team spirit among students.

It is mandatory for every student to participate in every 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.

    The instructional approaches for ensuring effective learning are done by following methods :-
    - *Use of static and dynamic models.*
    - *Micro Teaching*
    - *Lectures*
    - *Questionnaire in the class room during lecture*
    - *Use of audio visual CDs*
    - *Use of projectors*

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.

    No, the institution does not provided any additional training in models of teaching.

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

    Yes, the student teachers use microteaching technique for developing teaching skills. Each student has to practice 3 lessons per skill. Following skills are dealt and practiced in microteaching programme.
    1. *Skill of introduction.*
    2. *Skill of explanation.*

3. Skill of reinforcement

4. Skill of example

5. Black board skill

6. Stimulus skill

7. Skill of lesson closure

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.)

   The detail process of practice teaching is schools is -
   - *Each Students needs to practice 40 lessons*
   - Each 40 lessons are divided in 2 parts
   - *A student is given two lessons per day.*
   - *Students are asked to prepare Lesson plan*
   - *This lesson plan is checked by the supervisor of concerned subject before teaching practice.*
   - *Observation of the student's teaching is done by the supervisors deputed for the particular practice teaching school.*
   - *The supervisor observes the lesson and makes her comment on giving the feedback to the students.*

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

   Internship programmes is generally held after the practice teaching. Students are sent to selected schools in groups of 8-10, where they participate and conduct as per the schooling process.

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.

   The Practice teaching schools allow our student teacher to take their classes. So

in-order to link with the ongoing curriculum and avoid the loss of time and portion of the practise school students it is very important that we need the involvement and co-operation prepare the lesson plan involving school staff and mentore teachers.

Though lesson plan is checked by our faculty.

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

The student teachers are prepared for managing the diverse learning needs of students in schools by giving them forllowing instructions -

- *The students teachers are asked to follow the rules and regulations of the school and maintain the discipline.*
- *We teach them that they are new to the environment and they should maintain patience to indulge in the situation.*
- *They should observe and try to understand the students pshychology.*
- *They should start the day with interactive session.*
- *They should motivate students to ask questions and try to answer they.*
- *They should prepare themselves for the actual course academically for better involvement.*
- *They should always use teaching aids.*

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

The initiatives taken to encourage student teacher to adopt technology in practise teaching are -

- *Students are taught the importance and ease of the technology.*
- *They are exposed to computer LCD projector & OHP during teaching learning process .*
- *Student teacher are asked to prepare their power point presentation.*

2.4 Teacher Quality

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

   The ratio of student teachers in practice teaching school depends on the practice teaching school arrangement only , as they have already pre-divided sections and classes.

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

   Ratio of student teachers to identified practice teaching schools is generally 20:1. This depends on the advice of the principal and the school managements of the practice teaching schools.

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

   The mechanism of feedback to the student for their performance development is -

   - *A Teachers observation diary is maintained after each class by the observer teacher to give feed back to the students.*
   - *Through microteaching book- In which group of students among themselves analysis the pre-teaching practice of the student, which is finally checked by the observer teacher.*
   - *By verbal communication also Teacher educator support the students teacher.*

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

   The Teacher observer goes to practice teaching school and talk with the management and principal of the school regarding the educational needs of the

practice school and give a detail brief to the student teacher before they start the real practice teaching. It is very important task in-order to avoid the time and academic loss of the practice teaching school. Thus the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools.

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

   The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by -
   - *Frequent use of library and Internet facility*
   - *Pre preparation for the subject they need to teach in real school teaching.*
   - *Book review for the school subjects*
   - *The brief of teacher observer after discussion with the management and Principal of real practice teaching (as they are updated by the latest norms of CBSE and State board) school also helps to develop the recent developments in the school subjects and teaching methodologies.*

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.)

   The major initiatives taken by the institution for ensuring personal and professional/career development of the teaching staff is by -
   - *The college encourages the teacher educators to attend seminars, conferences, workshops.*
   - *The college also encourage for part – time research leading to M.Phil. and Ph.D. degrees.*
   - *The college promotes staffs for in-service training programmes and orientation courses by sanctioning days 'On Duty'.*
   - *Motivating Teachers for higher Education.*
   - *The institute organizes guest lectures and promote faculties and students for paper publication*

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

Yes, the institution had the mechanism to reward and motivate staff members for appreciates and motivates teacher educators for their good performance by
- Appreciating the task in Managment principal and staff meeting.
- Positive personal congratulation after completion of any activity.
- Praising faculty in front of their students.
- Presenting small token of gifts to the faculties.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

College promotes research activity with learning. It encourages teachers by facilitating them by following steps.
- *By providing them study leave.*
- *By organizing guest lectures by eminent personalities & research scholars.*
- *By providing them infrastructural facilities.*

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

The institution prioritized the teacher education, school education, educational psychology, school administration, teacher's competency, and new perspectives of teaching & learning process as the area of research.

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

Yes, institution encourages all the teacher educators to take up action research related to the teaching learning problems that come across their teaching. The teacher educator make use of the findings in improving the quality of teaching.

Students are motivated to take up simple action research during their teaching practice in school .

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

S.N	NAME	CONFERENCE		SEMINAR		WORKSHOP	
		National	Inter National	National	Inter National	National	Inter National
1	Dr. Rajiv	01		05		01	
2	Mr. Tejram Naik			02		01	
3	Mr. Suryadew Yadaw			02			
4	Mr. Vinod Kumar			02			
5	Mr. Rakesh Kumar			02			
6	Mr. Achyutanand			02			
7	Mr. Dinesh Kumar			02			
8	Mr. Atul kumar			02			
9	Mr. Surendra			02			
10	Mr. Girish Chandra			02			
11	Mr. Pradeep Kumar			02			
12	Miss Jyoti Tiwari			-			
13	Mr. Rajendra			-			
14	Mr. Prakash mahto			-			

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.

- *Teaching aids /Charts /Models are prepared by the students in workshop and are used in class room teaching.*
- *Various power point presentations are prepared by students as well as faculty. These presentations are used in classroom teaching with the use of LCD projector.*
- *Various educational CDS are used. Practice teaching is video recorded to improve the students.*
- *OHP presentations are also prepared.*

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

   A work shop /space area is assigned to develop instructional material.
   - *The College has a well equipped ET lab & computer lab.*
   - *Library provides a lot of scope with the help of reference books for developing instructional materials.*
   - *Power point presentation is available.*
   - *Internet facility.*
   - *Books, journals, and magazines.*
   - *Psychology lab.*
   - *Art and craft.*
   - *Science lab.*

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

   - *Yes, the institution developed many power point presentation related with instructional materials.*
   - *Educational CDs are there.*
   - *OHP presentations are developed by the students.*

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

   Attended by the staff
   Orientation programme – 01
   Refresher Course - 02
   Organized by institution Calligraphy workshop of 5 days

5. List the journals in which the faculty members have published papers in the last five years.
   Number of published paper in Journals National –12
   International -01

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

   For getting cent percent result in their subject faculty members are awarded.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.
   One faculty member appeared for Ph.D. interview.

3.3 Consultancy

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

   - *Time to time, the faculties and experts give personal and group guidance to our trainees.*
   - *Faculty and student teacher of our institutions provide special guidance for school students.*

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 publicize the available expertise.

   - *Training in communicative skills .*
   - *Stress management for students*
   - *Carrier orientation*
   - *Motivational lectures*
   - *Computer skill development for school students*

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?
   No revenue is generated as consultancy is offered free

4. How does the institution use the revenue generated through consultancy?
    Consultancy is offered free

3.4 Extension Activités

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 institute has conducted numerous programme for the benefits of local community partnering with NGO's and Government Organizations.
    - *Organizing camp on "Swach Bharat" in villages.*
    - *Organizing blood donation camp.*
    - *Conducting cultural programme.*
    - *Organized youth camps.*
    - *Promotion of Education for girl child.*
    - *Organized camps stating the importance of cleanliness.*

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

    It is the moral responsibility of any institution to serve the society. Hence the institution maintains a cordial relationship with the community. The college arrange various citizenship camp in nearby villages. Being the location of college in rural area institution receives high cooperation from the villagers during the camp schedule. The community helps the college through providing food materials to the student volunteers and also they take part in the community welfare measures along with our students.
    - *Blood donation camps are conducted.*
    - *Environmental awareness.*
    - *Women education awareness rally.*
    - *Rangoli and craft workshop.*
    - *Calligraphy Workshop.*

- *Organizing cultural programmes in order to stimulate them through various programme related to literacy, drug addiction.*
- *Environmental hazards*

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

    The future plans and mojor activities the institutions decided to take up for providing community relation to students are —

- *Value oriented co-curricular activities in school.*
- *Maintain communal harmony*
- *Development of democratic citizenship.*
- *Planting and nurturing trees.*
- *Computer literacy programmes for girls.*
- *Work, hygiene and health awareness for women /girls.*
- *To visit orphanage and old age homes to give.*
- *To create awareness about the traffic regulation.*
- *To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.*

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

    Yes, through community camp, students collect different data related to individual families educational status , living status, drinking water condition, Sanitory condition etc of different villages.

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

    Through community camp and social activity students interact with villagers and provide them guidence related to social issues — like health and education.

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.

    The following National Organizations with which the institute has established are the linkage National council for Teacher Education Western Regional Committee (NCTE) State council of Educational Research & Training (SCERT)
    .

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.

    We have linkage with Shri Aurobindo Society (international level) and participated in various social and cultural programmes for social improvement.

3. How did the linkages if any contribute to the following?
    - *Curriculum Development*
    - *Teaching*
    - *Training*
    - *Practice Teaching*
    - *Research*
    - *Consultancy*
    - *Extension*
    - *Publication*
    - *Student Placement*

    - *Curriculum Development –shri Aurobindo society helps our students by providing useful guidelines which helps the student.*
    - *Teaching – Associate with school already run by the society in the campus where teaching assistance is done by our student teacher.*
    - *Training - carrier oriented training generally conducted by reputed agencies.*

- *Publication –Our faculty publishing their research paper in various journals.*
- *Placement – Placement cell is there in campus to cater the market needs.*

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

   We have linkage with school sector
   1. *For practice teaching*
   2. *Conducting seminar*

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.

   Yes, because student teacher has to work on the practise teaching syllabus so our faculty member discuss about the syllabus & curriculum of the schools. The teaching aids, models and lesson plans are designed accordingly.

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

   Our faculties are   frequently in contact with the other school college faculty by means of curriculum discussion, method of curriculum adopted and recent, new and innovative ideas develop in school education system.

3.6   Best Practices in 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?

   - *The college encourages its faculty members to engage in research. Some faculty members are actively pursuing advanced courses for acquiring higher degrees.*
   - *The college makes all out efforts to encourage faculty members to write*

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articles / papers for publication in Journals. Papers have been presented at national level.

- *The college ensures participation of faculty in workshop of research methodology. It promotes its faculty members to participate in education related conferences / seminars workshops by providing required funds and facilities.*

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

The college is not a research oriented educational institution. However, it endeavors to promote research through various means and devices.

- *Subscription to national and International journals.*
- *Computer lab with modern facilities.*
- *Availability of internet facility.*
- *The college provides flexibility in teaching schedule to the faculty doing research work.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?
   Not applicable

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation.
   Not applicable

Criterion IV: Infrastructure and Learning Resources

4.1   Physical Facilities

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 the physical infrastructure as per NCTE norms. Copy of the information is attached.   Annexure – 4

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

    Since the institute has already developed the infrastructure for the present need of the courses but if needed the management will take necessary steps for augmenting it.

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

    The college aims for overall personality development of the students. So the students are promoted to participate in different co-curricular, extra-curricular, social and community development activities on and off the campus. The facilities available for co-curricular and extra-curricular activities are as follows:

    Modernized Educational Technology Laboratory, Well equipped science and Psychology laboratory, Advance Technology computer lab improvised gadgets, peripherals and instruments and Audio visual facilities.

    Spacious and well ventilated Auditorium for cultural activities List is attached.
                    Annexure - 4

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 offers B.Ed. Courses. The existing building and infrastructure is sufficient and according to NCTE norms.

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.)

   All these facilities are available.
   - *The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facilities are provided in Principal's room .*
   - *The entire premises are kept cleaned by sweeping and mopping regularly. First Aid kit is provided in the college.*
   - *Awareness lectures on Health and Hygiene are organized to bring awareness among the students by Eminent Doctors. The library has a good number of books.*
   - *Fire Extinguisher are installed in important places of the building.*

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

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.

   - *Building*

- *Laboratories*
- *Furniture*
- *Equipments*
- *Computers*
- *Transport/Vehicle*

	2011-12	2012-13	2013-14	2014-15
Building	42,000/-	3,500/-	7,700/-	-
Laboratories	30,540/-	33,766/-	6,375/-	32000/-
Furniture	-	-	11000/-	-
Equipments	6,230/-	48,782/-		7,350/-
Computers	1,800/-	-		12,340/-
Transport/Vehicle	-	-	43,519/-	25,930/-

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

The building is constructed as per the norms of NCTE and is being used for the same purpose.
- *Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:*
- *The buildings are used for administration, teaching.*
- *Library is used for keeping books for reference and enrichment of knowledge by students and staff members.*
- *The audio – visual materials are utilized for training the students in developing teaching skills.*
- *The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.*

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

College is located in pollution free and noise free environment classrooms are spacious, ventilation is proper.
In the beginning of the academic session the faculty members orient the student regarding personal hygiene and the importance of keeping the premises clean by making uses of dustbin, avoiding litter and garbage through proper disposal of sanitary napkins ,

food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus.

Medical plants and herbs like neem, aloevera and tulsi have been planted to create awareness regarding to importance and usefulness of these plants a variety of potted plants are maintained that enhances the aesthetic sense of the teacher trainees and creating awareness among them to keep the environment beautiful.

4.3 Library as a Learning Resource

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

   Yes, the institution has a qualified librarian and sufficient technical staff to support the library.

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.).

   Number of books-4050, journals-14, Reference books-760, educational C.Ds.-14, , internet access facility available, Photocopier machine available.

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.

   There is a library advisory committee is formed to review the various library resources and other concerning activities. The committee includes the principal, 2 staff member, 1 student representative and a management member.

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

   Library is semi-computerized.

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 have computer, internet reprographic facilities. Staff and the student are aware of these facilities and they frequently make use of it.

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

    No

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 are near about 280 days in an academic year. It is closed on only Sundays and gazette holidays. The working hours per day are 6 hours i.e. from 9:00 am to 3:00pm. During exam time it is open for 8 Hrs.

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

    The new arrivals are displayed on a display board of the library. Notices are also displayed.

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

    Yes, the library have a book – bank. The books from this facility are given to those students who financially weak.

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

    Special care is provided to the physically challenged persons.

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.

   The available ICT facilities are following

   - *Educational CD available*
   - *Internet connection available*
   - *LCD*
   - *Computer lab*
   - *Printer*
   - *Speaker*
   - *Camera*
   - ➢ *Software used*
   - *MS-word*
   - *PPT, excel, paint, Mozilla fire fox*

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

   There is an optional paper 'computer education' is included in the curriculum and interested students can opt it. In this student get basic knowledge of computer as well as they learn to prepare the power point presentation.

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

   Faculty uses the computers to teach some topics through power point presentation and LCD projectors. Internet facility is there to update their knowledge. Besides this the model examination papers are developed in institution itself.

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)
   Student teacher use technology in their practice teaching and in preparing teaching aids.

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.

    The instructional infrastructure facility available in the institution is exclusively used by the institution.

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 audio-visual facilities available are
    - *Subject and content related CDs*
    - *LCD presentation prepared by the students/faculty.*
    - *LCD projector, OHP, television, audio cassettes, DVD player, tape recorder.*

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?

    Psychology lab, ET lab , Science lab, computer lab, Method lab, are available in our institution some faculty member are given the responsibilities of lab, and they act as the lab in-charge .In work staff meeting, the proposals, to enhance the facilities are given.

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

    The available infrastructure facilities are -
    Multipurpose hall - 1
    Music – music facilities
    Sports –sport materials

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.

One classroom is prepared to use the technology for teaching. This room is used whenever needed; the room is equipped with OHP, LCD, Television, video recording facility.

4.6 Best Practices in Infrastructure and Learning Resources

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 institution follows the instructor centered as well as student centered model for teaching and developing various skills. The faculty is encouraged to use the technology in the same.

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

Non print materials like teaching aids, audio visual facilities like computer systems, digital camera, CDs, DVDs are used.

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

There is a planning to enhance the use of ICT in teaching. Properly deployment of Quality Management System in academic process is being developed.

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

Not Application

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Not Application

Criterion V: Student Support and Progression

5.1 Student Progression

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

   After the selection list uploaded by SCERT and college allotment , student joins the college through . As they are selected after Pre B.Ed. test and hence their preparedness had already been assessed for the programme. In the inaugural ceremony they are introduced to the programme. An orientation programme is conducted to prepare the students.

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

   The campus environment is inspiring and conductive for education. Students enjoy the campus and the facilities. Regular motivation by different means motivate students for more regular and active participation. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

   Calm, clean and green environment in natural surrounding, sound infrastructural facilities and good faculty makes conductive atmosphere to improve the performance rate of the students.

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 in last five years.

Session	B.Ed
2012-13	03
2013-14	04
2014-15	04

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?

   Library facility with competitive books & Internet, counseling by faculty, there are many students (near about 30--50%) who got the state services in education department through competitive examination.

   The placement c e l l of college gives the student consistent counseling and enable them to compete for jobs.

5. What percentage of students on an average goes for further studies/ choosesteaching as a career? Give details for the last three years?

	Year 1	Year 2	Year 3
Higher studies	22	25	28
Employment (Total)	42	48	56
Teaching	34	37	41
Non	08	11	15

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.

Yes, the old students are provided the library access. The electronic information, audio/video resources, computer hardware /software is also provided to them on certain terms & conditions.

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.

   The institution has no formal placement cell. But the information regarding vacancies, examinations, coaching and counseling is provided to students.

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

   The difficulty faced by placement cell assistance services campus interview is communication skill problem because of most of students are from Hindi medium that are weak in English medium candidates to that demand.

   The institution overcomes this difficulty by providing communication skill training classes for students who are weak in language.

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

   Some practice teaching schools placed many of the students of our college in job. Yet institution has made no formal arrangements for this, since there are a few vacancies available.

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

    Newspaper, employment news, competitive magazines, internet are provided by the institution.

5.2 Student Support

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

    A meeting is organized at the beginning of session and academic calendar is finalized. Each faculty member is given responsibility according to their interest & attitude. These activity in-charge follow the academic calendar and conducts the programme. Principal/ HOD supervise the whole programme. Shortcoming is reviewed and suggestion from the faculty/principal / HOD are taken and incorporated.

2. How is the curricular planning done differently for physically challenged students?
    Extra efforts are taken by the faculty as per the individual requirement of the physically challenged students. Such as
    1. A nearby school is provided for the teaching practice.
    2. Co – curricular activities are assigned to them as per their choice / options are given to them.

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

    *   *Every teaching faculty in the institution is being involved in the tutorial system*
    *   *A group of students are given opportunity to for veranda decoration, cultural programme and seminar under the guidance if teacher educator.*

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

    Each faculty member is given certain responsibility and make in charge of

different activities. To enhance and support the faculty personality development, computer training is provided.

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

Yes, the institution does have its own website which is updated according to requirement, by the computer operators. The website is www.jceraigarh.com The website displays comprehensive information about the institution.

The following information has been mentioned on the website.
Bring history and introduction of the college.

- *Mission, vision and objectives.*
- *About management.*
- *Staff information.*
- *Academic calendar.*
- *Information of upcoming activities.*
- *Courses in college.*
- *Admission policy.*
- *Contact details and guide map of college.*

In future we are having a plan to update all those programmes in website like Alumini meet, parents-teacher meet, workshops, Seminar that are being conducted in our college.

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

Yes, the institution provide remedial programme for academically low achievers. Extra classes, guest lectures, model lessons by senior faculty, Subject experts are conducted time to time.

7. What specific teaching strategies are adopted for teaching

    (a)Advanced learners and

    Advanced learners are provided with certain opportunities through computer training, organizing seminars and social development programmes to develop themselves.

    (b) Slow Learners

    They are also given the certain responsibilities of the institute to develop their practical knowledge. Slow learners are provided remedial teaching, extra classes. Co curricular activities, personality development programmes are organized to build up their confidence level.

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

    * *In guidance services, educational and career development and vocational opportunities are the two major are also available to the teacher trainees.*
    * *Student Teacher are guided to be self independent.*
    * *Information is given to the student teacher regarding the need and benefits of further education.*
    * *The institution also informs the teacher trainees about various competitive examinations conducted by the state government.*
    * *Guidance is given about job opportunities, application procedures, and interview preparation to the teacher trainees.*

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

    The grievance are addressed by the management through complaint and suggestion box kept in the reception and the management goes to it in regular interval for performing corrective and preventive action.

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

The progress of the candidates is monitored and supervised at different stages through observation, assessment and evaluation, weekly test, model exams. Practice teaching, co- curricular activities, productive work are regularly observed and assessed and suggestions and steps for improvement are taken accordingly.

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?

- *Orientation to practice teaching is given by the practice teaching in-change teacher educators.*
- *Guidance on the selection of methods is given.*
- *Orientation to various micro teaching skills is provided.*
- *Demonstrations to the various skills are given by teacher educators.*
- *Micro teaching skills are practiced by the student teacher in the peer group.*
- *An integrated lesson is presented by the students in their peer groups and feedback is provided.*
- *Ideal lesson are presented by the teacher educators to get prepared for the practice teaching.*
- *Method wise demonstration lessons are given by teacher educators teaching different methods.*
- *Guidance is given to student teacher individually by teacher educators before the student teacher beings lessons in the schools.*
- *The follow up support in the practice teaching.*
- *Every lesson taught by the student is observed and feedback is provided in the lesson plan.*
- *After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.*
- *Students have teachers to observe the lessons taught by their peer and have to record the observation in the observation Book.*
- *The following day during the guidance period the guidance teacher educator and the student teacher deliberates on the given feedback for further improvement.*

5.3 Student Activities

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

   Yes, the institution has an Alumni Association

   (i) List the current office bearers – Office bearer

   List of Office bearer -
President-	*Shri Mahesh ram Barik*
Secretary-	*Ku. Shanti Mahant*
Treasurer-	*Satyanand Gupta*
Member-	*1. Vivek Kambley*
	2. Kalpana Kobragade
	3. Shishipal Bariha
	4. Shribanta ku. chaini
	5. Anjali Khalko
	6. Shravan Patel

   (ii) Give the year of the last election

   Last election held in 2014

   (iii) List Alumni Association activities of last two years.

   Activities of the last two year conducted by the alumni association were:
   - *Academic guidance*
   - *Inviting to demonstrate lesson*
   - *Give feedback about the curricular and co curricular activities of the college*
   - *Advising the student how to use the infrastructure and learning environment of the college*

(iv) Give details of the top ten alumni occupying prominent position

(i)   Position.

S.NO.	NAME OF THE ALUMNI	POSITION OCCUPIED
1	Shri Laleshwar ram Bhagat	**PGT in Surajpur District**
2	Ku. Ramsheela Pakra	**Computer Operator Janpat**
3	Vibhakant Bhushan	PGT in DAV Danapur (Bihar)
4	Neeraj Singh	Govt. College Tamnar
5	Mangal Singh Jangade	Govt. College Kharsiya
6	Padmalya Pradhan	Maa Mangal College Sariya
7	Pradeep Pradhan	Maa Mangal College Sariya
8	Sarita Mehar	Maa Mangal College Sariya
9	Vikas Biswal	K. Govt. Arts and science college , Raigarh
10	Spykar Ekka	PGT Salini Convent, Raigarh
11	Vidyanand Patel	Janki College of Education, Raigarh
12	Shravan Patel	Guardian and Guide School, Raigarh

(ii)   Give details on the contribution of alumni to the growth and development of the institution.

Some of the activities conducted by the alumni are as follows

1. *The alumni association helped the college in branding the name of college.*
2. *Alumni offer their suggestions for institutional development in the meeting.*
3. *Alumni share their experience with current students*

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

All the students are divided into 5 groups. Inter group competitions are organized on different themes. Each group works under the supervision of a faculty member i.e. group in-charge. Healthy and conducive environment is given to students for all round development. All the students have to participate in these activities compulsorily.

Other than this varandah decoration, bulletin board presentations are also done by the students. Different competition including sports & games are also organized. Various sports facilities are available in the institution.

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.

   Students are motivated to participate in seminar and workshops.

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

   Yes, the institution has a student council. Selection of student leader is based on the percentage secured in the previous examination.

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

   Student council, student welfare council, are the different committee having student representatives . These bodies actively take part in organizing various activities. They also suggest for the improvement and betterment of the institution.

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?

   Yes, the student leader and faculty member give suggestions to improve the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

    Best practices for student progress
- *To organize the personality development programme for the personality development of college students.*
- *To organize the craft programme for the creativity development of college students.*
- *Guest lecturer are organized low the students in order to help them in preparing resumes and for competitive exams.*
- *To organize the annual sports like indoor games and outdoor games every year in college.*
- *To show the talents of students, organize the different types of competition like- single*
- *Best Practices for Student Support.*
- *Hostel facility is available in this college for the students who comes out of state and edge of different distance of village in Chhattisgarh state.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

    Not Applicable

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?
    Not Applicable

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

   Objectives:-
   - *To produce sincere and dedicated teachers to teach at higher secondary level.*
   - *To motivate the students for solving their problems related to education with the help of research process.*
   - *To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.*
   - *To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.*
   - *To develop positive attitude, interest and passion towards teaching profession among them.*
   - *To lay emphasis on developing a sense of discipline, upholding moral values, knowledge of health, hygiene, recreational activities, creative abilities and games.*

MISSION

- *To inculcate in the minds of teacher trainees, an absolute desire for learning   to teach teaching to learn, with the will of leadership.*
- *To provide equal opportunities to all students irrespective of their caste/creed/religion in acquiring knowledge.*
- *To be an outstanding institution by providing excellent carrier based program.*
- *To inspire the learner to acquire knowledge and skill so as to enable them to   apply these tools to benefit the society and nation at large.*

VISION

To equip the student teacher and to prepare the learner to face global challenges of the future.

GOALS:

- *To develop proper training methods like as hard-work and discipline among student-teachers.*
- *To realize their full roles and responsibilities as a teacher inside as well as outside the class room.*
- *To train the students to give guidance and counseling to school students.*
- *Developing the leadership and personality of the trainees.*
- *To encourage the students to make wealth from waste and to prepare effective teaching aids.*
- *To train the students to develop ICT learning materials at higher secondary levels.*
- *To create awareness about the contribution of natural resources.*
- *To make the students academically to competent teachers along with both teaching as well as knowledge skills.*
- *To facilitate the students for the expression of their creativity.*
- *To develop awareness and attitude to word global job placement services.*
- *To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.*

VALUES

- *Outstanding teaching and service.*
- *Diversity and equality.*
- *Professional teaching training.*
- *Academic excellence.*

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 include the institutions goals and objectives in terms of addressing the needs of the society , the student it seeks to serve, the school sector, education institutions traditions and value orientations .The need of the society is to have proactive leaders who will lead the people properly for ever changing society in terms of knowledge , technology etc.
The student to whom the college seek to serve are the future teachers preparing them for becoming quality teachers who prepare their students for facing the globalize world with proper value systems ,technological knowhow ,quest for lifelong learning etc. this is reflected in the mission ,goals and objective of the college.

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, etc.)

The management is committed and performs the leadership role for effective and efficient transaction of teaching and learning process in the college. The "GUARDIAN AND GUIDE EDUCATION SOCIETY" Which is the management of the college is a REGISTERED society.

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

The responsibilities and authorities of all top management personnel are as follows -
Chairman*: Chairman is member of the governing body of the college. Chairman with the consent of the Secretary and other executive members approves the budget for the college. He has the authority of modification/*

alteration of the procedure, rules and regulations. He is the final appointing authority for any appoints takes place in the college. He has the responsibility for identification of resources for the college.

Secretary: He will be holding the responsibility next to the Chairman. He along with the consent of the Chairman and other executing members allocates the budget for the college. He is one of the authorities for the passing of the bills.

Principal: He is the head of the college academic section. He is subjected to the Ex-officio secretary of the governing body. His responsibility is to look after the college academics and its function. He directly reports to the Chairman. He assigns duties to the Section Heads, Teachers, Librarian, Computer section and Labs. He shall have the authority to admit student to the college. He is also responsible for overall functioning of the college. He has the responsibility of setting an overall direction of the college.

Faculty : They are directly reporting to the Principal. The responsibility and authority of Faculty are,
- *Imparting education, both academic & non-academic under guidelines and schedules of the college.*
- *Organizing, implementing & planning activities related to academic & non-academic areas of learning.*
- *Conducting exams, formulating reports and maintaining attendance of the students. Interacting with parents/ guardians.*
- *Organizing cultural functions & festivals related to the college.*

Librarian: The librarian shall directly report to the Principal. The responsibility and authority of the Librarian are,
To organize for the easy trace ability of the library material.
To organize the distribution pattern of the books/ magazines etc in the library. To procure books and categorize them through the

classification pattern.

To distribute the books in a systematic manner to the students and staff in accordance with the timetable.

To store/ maintain/ stock/ replenish all library goods.

In charge (Information Technology): *The In charge(ITS) shall directly report to the Principal. The responsibility and authority of the In charge(IT) are,*

To maintain computer as well as the records in the digital mode. To upgrade the machines from time to time if required.

To install and maintain the software required for proper functioning of the computer and course curriculum.

In charge (Labs): *The In charge (Labs) shall directly report to the Principal. The responsibility and authority of the In charge (Labs) are,*

To maintain and upgrade the Laboratory from time to time if required.

To organize, plan, supervise and being responsible for the Laboratory. To make the laboratory free from all type of hazards.

Non-teaching staff: *They shall report directly to the principal. There responsibilities are: Implementing duties in the support areas of the college. Distributing and collecting letters, documents etc. between and outside agencies. Manifesting general cleanliness and security related to students and college property. Proper maintenance of college equipment.*

Any other duties, which comes up from time to time.

The responsibility and authority of an individual gets automatically delegated to the next senior most person in the same organizational hierarchy in case of absence of the individual unless otherwise specified by the appropriate authority.

4. 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?

A management review committee is formed comprising of Principal, President, ,which take care of feedbacks and on that regular meeting are conducted. registers are maintained like management review meeting register and staff council meeting register.

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

The institute has well defined mechanism to cater the need of students and other stack holders and to identify the barriers so that it can be addressed to achieve the mission, vision and goals.

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

Institution ensures the personal & professional development of the teaching staff by encouraging them in getting higher qualification, research work. The institute organizes state level /national level seminars, guest lectures by the eminent personalities, magazine publication for the betterment of the faculty and students.

7. 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 head of the institute had defined standard operating procedure for all the activities that are Quality critical. The various areas like administration , utilization of resources, teaching learning process all are process driven activity.

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.

   To make the decision regarding the academics, finance , infrastructure , faculty, research , extension and linkages various committee are formed which take cares of the respective areas. Mechanism of individual processes are well defined and documentation are maintained for the college reference.

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

   The organization structure and the details of the academic and administrative bodies are well defined in Quality Manual if the Institution.

ORGANISATIONAL CHART

```
                    CHAIRMAN
                        |
                    SECRATORY
                        |
                    PRINCIPAL
                        |
            +-----------+-----------+
            |                       |
          NON                    TEACHING
        TEACHING
            |
    +-------+-------+---------------+
    |               |               |
 LIBRARY          LAB         COMPUTER LAB
```
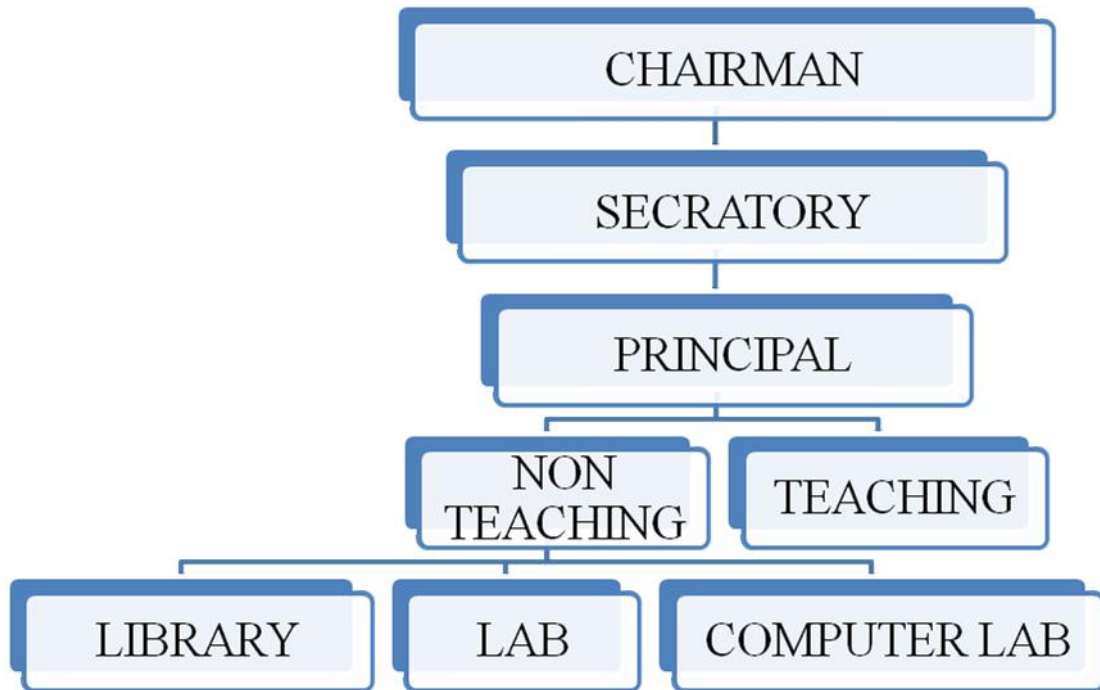
3. To what extent is the administration decentralized? Give the structure and details of its functioning.

    The administration is well decentralized and each area are functioning independently.

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

    College had strong tie-ups with various local Schools for the practice teaching of the faculties.

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

    Yes ,we have the management review committee to use the data and

information from feedback in performance improvement .We had well defined Corrective action procedure .

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).

Conducting regular training programmes on various topics.

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?

   Yes, the institute had developed MIS regarding system regarding Academic, general & administration section.

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

   The institution make sure that the changes required in the process should be done in equal proportion.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?
   The need of resources to support the implementation of mission & goal are planned and obtained at the start of every academic session.

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

   Process of developing academic plan is done on the basis of suggestion given

by parents, students and stakeholders. The feedback and suggestions obtained from the head of the practice teaching schools, faculty and administrators are also considered while planning.

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

    It is displayed at various locations like principal room, notice board and staff room. Training is provided to every staff member to understand the main objectives.

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

    1. Prior to start of the new session, a meeting shall be conducted by under the Chairmanship of Principal consisting of Principal, and faculty in line with Admission procedure where in College calendar for the entire session is designed and finalized. While designing the college calendar following points shall required to be taken into consideration:

    b. *Curriculum of the B.Ed as per the norms of University.*
    c. *Capacity and availability of classrooms.*
    d. *Faculty required for the course and its availability.*
    e. *Time frame to complete the course as per schedule and norms.*
    f. *Infrastructures support required.*
    g. *Provision for weekly tests, Terminal and Annual Exams.*
    h. *Timetable.*
    i. *Library books required.*
    j. *Syllabus, ordinance and norms of NCTE and University course.*
    k. *Events and list of Holidays.*
    l. *Arrangement of Art & Culture classes.*

m. *Training requirement for faculties.*

n. *Lab schedule and Software required.*

o. *Other relevant points (if necessary).*

2. *The design of the College calendar as well as allocation of classes to the class teachers shall be finalized as per university norms at least 15 days before the 1st of June every year & approval from Chairman shall be obtained.*

3. *Upon getting the finalized College calendar, calendar In-charge in consultation with subject teachers shall prepare the monthly plan as well as daily plan of the syllabus break up prior to 1st June every year so that the entire syllabus may be completed latest by 10th. January, and the revision classes may soon be started after completion of syllabus. Syllabus breakup thus prepared shall require the approval of Principal.*

4. *Before commencing of the classes, class teacher shall collect college calendar, study material and necessary reference books from the library.*

5. *Subject teacher shall submit the day-to-day synopsis of the proposed classes to be taken and courses to be covered for that particular day in the office of the Principal before starting of the assembly.*

6. *Before going to the classes, subject teacher must have the necessary preparation on the topics to be covered, lesson plan, meanings, question answers and certain topics specially designed for the weaker students.*

7. *Subject teacher shall also carry out Teaching Aids such as Black Board Work, chart work, Map work etc as and when required.*

7. How does the institution plan and deploy the new technology?
    The institution plans for the new technology according to requirement and resources available.

6.4 Human Resource Management

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

   Institute had developed its own mechanism for the faculty development needs and career progression.
   In order to regularly update the knowledge and skill of the employee following procedures are provided as mentioned below:

   1. *The training calendar shall be considered as academic year.*
   2. *Identification of training needs for the all employees shall be done, considering the eligibility criteria as per University Norms/ Institutional need for competence enhancement by the Principal before start of new academic year on the basis of the following:*
      a. *Skills required for execution of work.*
      b. *Introduction of new technologies or courses.*
      c. *Change in the responsibilities.*

   3. *All the training and its scheduling is done by the Principal . Availability of in house and external trainers shall be taken in the consideration while drawing out the training plan.*

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?

   Yes Institution use the evaluation s to improve teaching, research and service of the faculty and 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)

Yes Institution take care of the faculty and staff and monitor them for better career.

The welfare measure for the staff & faculty are as follows

i. *Personal Accident benefits*

ii. *Group medi-claim*

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.

    Yes, the institute conduct staff development programme at regular interval and their training cards are maintained.

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 institute has defined strategy to recruit and retain diverse faculty and other staff .

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).

    Specialization is the criteria for employing part-time/ Adhoc faculty.

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).

    College have defined its own policies and practices for the development of the

faculty. Budget allocation had already being identified for staff development , research , seminars and other activities. Institution had already got tie-ups with various national and international bodies for the values education, physical education and personality development programme.

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

Physical facilities provided to the faculty are staff room, furniture, telephone, computer, printer, and internet.

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

The information can be collected from the following sources:
1. *Notice Board*
2. *Web site of the college.*
3. *Prospectus of the college.*
4. *Circular book.*
5. *Personal enquiry in the office.*
6. *Staff meeting.*
7. *Management council meeting.*
8. *Parents meeting.*
9. *Alumni meeting.*

The complaint can be made in the following way.
1. *Written complaint to the office.*
2. *Grievances redressal mechanism.*
3. *Complaint box.*
4. *Right to Information Act.*

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.

Work load is decided at the time of preparation of curriculum breakup.

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

Yes, every year the improvement of the employees are assessed, based on their self appraisal report and management review.

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

   No, resources of revenue and income generated are through.
   i. Self investment
   ii. Fees
   iii. Others

2.   What is the quantum of resources mobilized through donations? Give information for the last three years.
      No

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

      Yes

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)

Budget allocation
1. Income / expenditure statement
2. Future planning
3. Resource
allocation
Refer –
Annexure-7

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 pares, objections raised and dropped).

   Yes, Audit report is attached for last 2 years. Annexure –6

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

   Yes, it is partially computerized.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The following best practices in governance and leadership are significant by the institution.
   1. The institution has a clear organizational structure it is decentralized.
   2. Governing body is evaluating and controlling all the programmes.
   3. The institution possesses a standard recruitment policy & procedure to acquire quality workforce and they provide safe and secured environment

to retain the employees.

4. *Every year the head of the institution, along with faculty design the academic plans for smooth functioning of institution.*

5. *The institution possesses a standard recruitment policy & procedure to acquire quality workforce and they provide safe and secured environment to retain the employees.*

6. *Remedial classes are conducted for needy students.*

7. *An Internal Quality Assurance cell has been established.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

   Not Applicable

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

   Not Applicable

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.

   The Institute had developed its own Quality Assurance cell to monitor the quality aspect of the institution in 2013

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

   Proper plan to check act cycle is developed by the institution The opinion and feedback regarding the teaching and administration of courses is collected from the teacher trainees at the end of the year based on these suggestions for improvement and enhancement of quality are given by the principal from time to time .This ,thus becomes an effective mechanism to evaluate the achievement of the goals and objectives.

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

   The Institution ensure the quality of academic programs as follows-
   1. *All the academic programmes are undertaken as per the academic plan. The academic programs are planned executed and evaluated.*
   2. *The college prepares academic calendar as per the guidelines provided by university.*
   3. *For College prepare the time table according to the syllabus with the available staff in the beginning of the academic year.*
   4. *The college prepares the action plan to implement the time table according to syllabus.*
   5. *Use of technology in the academic programmes.*

6. Accomplishing learning objectives framed by the teacher educators.
Demonstration lessons of practice teaching lessons by students.
Observation of teacher educators lectures and Ideal lessons plans by the principal during the academic year.

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

   Institution had developed its own mechanisum for the above said activity.

5. How does the institution identify and share good practices with various constituents of the institution.
   Well defined procedures are laid down for the above activities .Proper roles and responsibilities are given to the various post in the organization.

7. 2 Inclusive Practices

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

   Seminars are conducted on the topic of Inclusive practices regularly . Discussion and document are developed and kept in the working for reprocesses. Principal of the institute discuss the issues of national policies and inclusive education with faculty members. Faculties are directed to be unbiased towards students coming from lower economic classes and towards physically challenged students further full support is given to them.

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?

   Total 10 hours of study is made compulsory for the students to learn about

inclusion, gender difference and notes are prepared using internet, group discussion and classroom studies. In accordance with the academic plan B.Ed. students administer psychological tests on various traits, abilities and interests. Through administration and analysis they learn about the exceptionalities as well as gender differences and their impact on learning.

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.

   1. *Community camp, social awareness camp is regularly organized for encouraging social interaction.*
   2. *Computer training, well maintained library, co-curricular activities, extra co- curricular activities engaged the students in learning.*
   3. *Various academic activities, seminar, guest lecturers motivate the students*
      and create a conductive environment to them.

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

   After the class room study, internet notes and group discussion, the student has to go through the viva voce test by the Head of department and faculty members. Internal assessment marks are given on their performance and thus institute ensures that student teachers do have efficiency or not. Student teachers are made proficient with working with children from diverse background through-

   - *Practice teaching schools with special emphasis on the municipal schools.*
   - *Visit to institutions working for the underprivileged.*
   - *Community work.*
   - *Extension activities.*

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

   Institute addresses the special needs of the physically challenged by providing them.
   - *Comfortable seating*
   - *Personal care*

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)?

   Institute had framed a women cell to handle gender sensitive issues. The committee of staff and management conducts meeting for any complaints getting addressed and then proper action is taken.

7. 3 Stakeholder Relationships

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

   Academic performance of the institute displayed in the notice board in graphical form and tabular form .Institution are filed later on after certain period in the file.
   Administrative related information is displayed in the notice board of administrative block and after certain time is stored in a file.

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 institution gets satisfaction of the students and stakeholders.

- *Reputation of the institution with good academic performance and academic achievement gives more satisfaction for the students.*
- *Campus can be seen with healthy-clean green.*
- *Safety and Security in the college and hostel in ensured.*
- *Co-curricular activities develop the holistic personality of the students.*
- *Campus interview is also organized.*
- *Competent faculty and cordial students teacher relationship is found.*
- *Library and Internet facilities are available.*
- *Open and spacious playground can be seen.*
- *Audio visual based teaching and learning methodology is followed.*
- *Periodical monitoring and personal care is given to the students.*
- *Counseling and guidance is also given whenever needed.*
- *Encouragement and motivations are given to the students to organize co- curricular activities.*
- *Best academic result is also a good satisfaction.*

Continuous improvement in teacher quality through various innovative teaching creative thinking and learning methods

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 student satisfaction survey is conducted by taking a feedback from a representative sample of students once in six month. A student satisfaction feedback is sent to the identified sample size of the students, the feedback is collected, analyzed and action plan is made on major issues with student and action plan is made for improvement on the problem areas.

Feedback mechanism adopted to collect data from student teachers, alumni, professional community and other state stake holders on program quality are:

- *Personal discussion.*
- *Written suggestions from students, practice teaching schools, Alumni.*
- *Management board.*
- *Exit meeting conducted by the principal.*

Data collected, and then segregated according to the area of suggestions like:

- *Improvement in lecture programs.*
- *Change in the attitude of teacher educators.*
- *Preparedness of teacher educators for their lectures.*
- *Use of technology by teacher educators.*
- *Understanding student teachers problems.*
- *Upgrading the in guidance given by the teacher educators.*
- *Practice lessons given by the teacher trainees.*
- *Behaviors of the student teachers in their respective practice teaching schools.*

The institutions ensure that the data collected is analyzed and remediation done feedback is given to the student teachers and quality is ensured. The teacher educators and the student teachers are counseled personally by the principal. Follow ups is also done to cheek the improvement and the implementation of the suggestion

ANNEXURE - 1

Teacher Education in Chhattisgarh

Our state

The state came into existence on November 1, 2000, formed by the union of 16 districts of undivided Madhya Pradesh. It shares its borders with six states –Orissa in the east, Jharkhand in the north-east, Madhya Pradesh in the west and north-west, Uttar Pradesh in the north, Maharashtra in the south-west and Andhra Pradesh in the south-east. Chhattisgarh is the ninth largest state in India and amongst the richest in terms of mineral wealth. The state also has mega industries in sectors including steel, power, mining, aluminium and cement. Chhattisgarh accounts for two percent of India's population, of which 23.24 percent live in urban areas and the remaining in rural areas.

Teacher education

In the year of establishment of Chhattisgarh state the SCERT was also set up. The state also has two government teacher education colleges and one private aided, and 107 private unaided colleges that offer the B.Ed. Programme. Amongst these teacher education colleges, 22 (from all three categories) are also affiliated to the M.Ed. programme. Also, 18 government and 14 private institutions offer the 2 year D.Ed. programme.
.
There are 14 universities, of which 5 have a department of education. The universities are responsible for the syllabus and assessment of students appearing for M.Ed. and B.Ed. For the D.Ed. Programme, course design and material development are done by the SCERT while assessment and certification are handled by the Board of Secondary Education.

The University

Bilaspur University is separated university from Dean university Guru Ghasi Das . It came into existance in 2013-14 only. There are about 36 B.ed College affiliated to this University. Being a new university it is bringing new concept and playing major role in the educational, cultural and economic life of the region.

ANNEXURE - 2

COLLEGE CALENDAR 2013-14

	DESCIRPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	ADMISSION	■																																							
2	ORIENTATION PROGRAMME		■	■																																					
3	MODEL TEACHING				■																																				
4	PRACTCE TEACHING PHASE-1								■	■	■																														
5	PRACTCE TEACHING PHASE-2																	■	■	■																					
6	MICRO TEACHING PROGRAMMER			■	■	■																																			
7	THEORY					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■								
8	WORK-EXPERIENCE					▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦												
9	PSYCHOLOGY PRACTICAL					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■												
10	CULTURAL PROGRAMMER					▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦	▦													
11	SPORTS & GAMES													■	■	■	■	■	■	■	■	■	■	■	■	■															
12	VILLAGE CAMP/COMMUNITY LIFE														■																										
13	TESTS & ASSINGMENTS									▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨								
14	UNIVERSITY PRACTICAL EXAM																													■	■	■	■								
15	MODEL TEST																																		▨	▨	▨				
16	UNIVERSITY EXAM																																						■	■	■
17																																									
18																																									
19																																									
20																																									

JANKI COLLEGE OF EDUCATION
TIME-TABLE B.Ed. 2013-14

DAY	09.10 am to 09.30 am	09.30 am to 10.10 am	10.10 am to 10.50 am	10.50 am to 11.30 am	11.30 am to 12.00 pm	12.00 pm to 12.30 pm	12.30 pm to 01.10 pm	01.10 pm to 01.50 pm	01.50pm to02.20pm	02.20 pm to 02:30 pm
MONDAY	P R A Y E R	PAPER -1	PAPER -2	PAPER-3	I N T E R V A L	PAPER -4	EVS	METHOD-1	PRACTICAL	N A T I O N A L A N T H E M
TUESDAY		PAPER -1	PAPER -2	PAPER -3		PAPER -4	EVS	METHOD-1	PRACTICAL	
WEDNESDAY		PAPER -1	PAPER -2	PAPER -3		PAPER -4	EVS	METHOD -1	METHOD -2	
THURSDAY		PAPER -1	PAPER -2	PAPER -3		PAPER -4	EVS	METHOD - 2	PRACTICAL	
FRIDAY		PAPER -1	PAPER -2	PAPER -3		PAPER -4	EVS	METHOD - 2	PRACTICAL	
SATURDAY		WEEKLY TEST	SEMINAR			ACTIVITIS/SPORTS/MUSIC/FINE ARTS				

ANNEXURE – 3

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 from through the Principal of the College and produce the following certificates signed by the Principal of the College, viz certificates :-

   (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 - I

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.

Content

* Objective & Pattern of the course
* Science of Education
* Teacher in .... Indian Society
* Development of Leaner 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 Subject
A. Computer Education
B. School Library Services
C. Elementary Education
D. Population Education
E. Environmental Education
F. Alternative Education
G. Educational Administration & Management
H. Educational and Montal Measurement
I. Physical Education
J. Career Information in Career Guidance
K. Teaching of Values.
* Work Experience
  Agriculture
  Gardening and Herticulture
  Drawing and Panting
  Music
  Dance
  Toy making
  Photography
  Wood work
  Garment Making

* Chalk Making
  Food preservation
  Paper cutting
  Micro Teaching
  Phychology Experiments
* Working with Community/Social service
  Rural Camp/Community Paper

B.Ed.

Objective:-

1. To develop among teachers a clear understanding of the Psychology of theirstudents.
2. To enable them understand the process of socialisation.
3. To develop in them the skills for guidence and courseling.
4. To develop them to creative thinking among pupil for the reasonstruction of knowledge.
5. To acquaint them with the factors and forces (with in the school and curside) affecting educational system and classroom situations.
6. To aguaint them with educational needs of special groups of pupils
7. To enable them to utilise community resources as educational inputs.
8. To develop communication skills and to use the modern information technology.
9. To enable them to under take Action Research and immovoice practicer chart.
10. To faster in them a desire for life - long learning.

Eligibility Criteria -

As per SCERT Norms

Duration of the course -

* The one year B.ed. courses will be of one academic year in duration, that is form Ist July to 30th April.

Pattern of the Course -

* The structure of eht B.Ed. Sylabus comprises Part-I Theroy and Part II & III Practical as Follow:

Part - I   Theory Core Papers

1. Teacher in Emerging, Indian Society
2. Development of Learner and Teaching - Learning Process
3. Development of Educational System in India.
4. Essential of Educational Technology and Management.
5. Methods of Teaching First school subject

Methods of Teaching Physical Science /bio science
Methods of Teaching social science
6. Methods of Teaching second school subject
Methods of Teaching Mathematics
Methods of Teaching Language
Methods of Teaching Hindi
Methods of Teaching English
Methods of Teaching Sanskrit
Methods of Teaching Urdu

7. **Elective Subject**
I. Computer Education   II. School Library Services
III. Elementary Education   IV. Population Education
V. Environemental Education
VI. Alternative Education
VII. Educational Administration & Management
VIII. Educational and Mental Measurement
IX. Physical Education   X. Career Information in Career Guidence
XI. Teachning of Values.

Part II (Practical)
1. Micro Teaching - 7 slds
   3 Lesson per skill
2. Teachning of subject I - 20 Lessons
3. Teaching of Subject II - 20 Lesson
4. Final lesson in subject I
5. Final Lesson in Subject II
6. Intership
7. Working with Community Rural comp/social work/ Community drayer.
8. Terminal Tests/Weekly Test

Part - III (Practical)
1. Co- curricular - Activities.   2. Work experience
3. PT/Games/Sports   4. Psychology Experience

SCHEME OF EVALUATION
PART - I

Theory Papers	Paper	Internal Max-Min	External Max-Min	Total Max/Min
1. Teacher in Emenging Indian Society	Paper I 10 6	90 30		100 36 and
2. Development of Learner Teaching learning Process.	Paper II 10 6	90 30		100 36

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3. Development of Educational System in India.	Paper III 10 6	90 30		100 36
4. Essential of Educational Technology and Management.	Paper IV 10 6	90 30		100 36
5. Methods of Teaching First School Subject	Paper V 10 6	90 30		100 36
6. Methods of Teaching Second School Subject	Paper VI 10 6	90 30		100 36
7. Elective Subject	Paper VII 10 6	90 30		100 36
Total				700

PART -II

Field - Based Experience	Max	Min.	Evaluation
I. Microleaching	25	9	Internal
II. Teaching of Subject I	25	9	Internal
III. Teaching of Subject -II	25	9	Internal
IV. Final Lesson in Subject - I	75	27	Int. Ext.
V. Final Lesson in Subject - II	75	27	Int. Ext.
VI. Intership	25	9	Internal
VII. Working with community Rural camp/social work/ community prayer	25	9	Internal
VIII. Terminal Test/Weekly Test	25	9	Internal
Total	300		

PART III

Co - curricular Activities & Work Experience	Max	Min.	Evaluation
Cultural and literacy programmes/ science club	25	9	Internal
P.T./Sport/Games	25	9	Internal
Psychology Experience	20	8	Int. Ext.
Work Experience	30	11	Int. Ext.
Total	100		

Note :
1. Atleast five experiments should be done and Record Book is to be Pointed.
2. Candidates should pass in each Part I ,II and III separately. to pass in Part I, II & III the requisitve aggregate is 36 %. In each parts, First division will be granted to candidates who acquire 60% or higher of the aggregate, second division to those who acquire 48% or higher

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of the aggregate, and third divisicn to these who acquire over requisite pass percentage.

B.Ed. Course
PAPER - I TEACHER IN EMERGING INDIAN SOCIETY
COURSE OBJECTIVES
To enable the students - teacher understand
1. About the relationship between philosophy and Education an implications of philosophy on education.
2. The importance and role of education in the progress of India society
3. The contribution of great educations to the field of education.
4. The need to study education in a sociological perspective .The process of social change and socialisation to promote the development of a sense of comitment to the teaching profession and social welfare
5. Their role in the creation of new social order in the country and learr about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National Integration and protection of human rights.

COURSE CONTENTS
It Consists of six Unit Unit each unit attemting to realise one objective.
UNIT-I
* Education nature and meaning- Its Objectives in relation to the time and place.
* Education in the western context: with specific reference to Resourse Restolozzi. Doney, Russai, their impact on educational though and class room practices , in term of progressive trends in education.
* Indian Thought and its contribution to educational practices.

UNIT - II
* Philosophy eduction: significance of studying philosophy in understanding educational practices and problem.
* Major philosophical systems- their salient features and their impac on education.
   a. Realism with reference to Aristotle and Jainism.
   b. Neturalism with reference to the voews of Rousseau and Rabindra Nath Tagore.
   c. Idealism with reference to Plato, Secretes and Advaita Philosophy.
   d. Progmatism with reference to Dewy"Instrymentation & Experimentalism".
* Child centred Education: Concept of a learner with reference to Gujji Bhai as teacher education.

UNIT - III
* Educational thinkers and their contribution in developing Principles of education.
* M.K. Ghandhi.: Basi tenets of Basic education.
* Gujju Bhai: The World of the child
* Swami vivekananda:
* Sri Aurobindo : Integral education, its basic promise: stage of development
* Froebal : The Play way method.
* montessori: The didatic appratus.

UNIT- IV
* Knowledge about the Indian constitution and its directive Principles : articles metioned in the constitution that are related to education : meaning of secularise, social goals; democracy and socialistic pattern of society; meaning of the term"National intergration" and Emotional education factors contributing for achieve them ; Economic planning and the meaning of five year plans.

UNIT- V
* Sociological basis of education relationship between individual to and Individual to society in terms of Nouns given by the existing social ordar education as liberal and utilization education development education as an agent of social change, education as a means of National welfare through theimediates. Welfare of the society, education and human resource development.

UNIT- VI
* Meaning of nationa integration and its good, role of teacher and educational institution in achieving national through democratic exploration of cultural heriage, contributions of different religious (Hinduism Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment equal communicate, philosophy of celebration of Indian festivals.

UNIT- VII
* Meaning of new social order, eradication of illiteracy, objectives of NEAP, provisions made and channels started for educating socially, culturally and economically deprived .Means and measures taken for equality of opportunities in terms of castes, tribes, Disabled, Gender, and Minorities;Achieving a learning society in terms of distance education, green and clean society & povertyless society through planning the population and available resources. State's new programmes and Nation's programmes like NDC etc.

Reference:
Anand C.L. etal : Teacher and Education in Emerging India NCERT, New

	Delhi.
Anat padnabha	Population Education in Classroom .NCERT, New Delhi,
Bhatnagar S.	Arnthmic Bhartiya Shiksha Aur Uski Samasyayen.
Chakravorti M.	Gandhia Dimpension in Education , Gaya Publishing House, New Delhi.
Pathak and Tyagi	Shisha ke Samanya Siddant, Vinod Pustak mandir, Agre.
Echanty Jaganath	Indian Education in Emerging Society sterling Pub. New Delhi.
Dharme D.L.	Bhartiya Shiksha suraj. Lyals Book Text, meerut.

Pandey,Shyam Swaroop: Shiksha ki Drshanik Swan Samajik Shashtriya Prusht Bhumi. Vinod Pustak

Panday, Shyam Swaroop,: Shiksha ki Darsanik Swan samajik Shashtriya Prusht Bhumi, Vinod Pustak mandir Agra.

Soni Ramgopal : New Educational dimensions in emerging Indian Society, Bhargav Book House, Agra.

Tyagi Gurusharan & Nand, Vijai kumar: Education in Emerging India, Vinod Pustak Mandir, Agra,

Sharma, D.L. Education in the Emerging Indian Society R. Lall Book Depot, Meerut.

PAPER II : DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS.

COURSE OBJECTIVES

To enable training teacher to

1. acquire knowledge and understanding of stages of human development and development tasks with special reference to edalescents learners.
2. Develop understanding of process of children learning in the contast of various theories of learning.
3. Understand intelligence, motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and use of psychological tests.

UNIT-1

* Nature of psychology and learners
  a. Psychology: Its meaning nature, methods and scope; functions of educational psychology.
  b. Stages of human development stage specific characteristics and developmental tasks.
  c. Adolesconca in Indian content characteristics and problems of adolescents; their needs and a spriations.
  d. Guiding and counselling adoloscents.
  e. Diagonts theory of orgritve development.

5

UNIT- II

* Learning and Motivation
  a. Nature of learning, learning theories Behaviourists (skippers) Introduction Processing (Rosger's) and Humanistic (Histor's)
  b. Factors influencing learning teaching process; learner related; teacher related; process related and content related.
  c. Motivation - nature Types technique of educating learne's motivation.
  d. Transfer of learning training concepts, theories and applications.
  e. Memory: Short term memory, Long tommary forgetting.

UNIT- III

* Intelligence & Creativity
  a. Meaning of intelligence & Creativity
  b. Nature & Charateristics of Intellingence & Creativity and its development.
  c. Difference between Intelligence & Creativrty and its Educational Implication.

UNIT - IV

Interest	Attitude
Aptitude	Adjustment
	Group Dynamics

UNIT- V

Exceptional Children
  a. Concept of exceptional children - types & characteristics of each type including children with learning disabiltics ...
  b. Individual differences - nature: accomendating differences in the classroom.
  c. Leamer centred techniques for teaching concetional children

UNIT- VI

* Personality - Definition, meaning and nature; development of personality ; type and trait theories of personality.

UNIT- VII

ELEMENTARY EDUCATIONAL STATISTICS

i. Measures of Central Tendencies and their Uses.
ii. Measure of Variability.
iii. Correlation (Rank order Difference Method).

Assignment:

* Survey of Aspiration and Needs if Special Children.
* Study of Personality Pattern of children of Villages/Slum Area.
* Cast study of Problem child.
* A study of Structure of classroom group through socio matric Techniques.

Reference:

* Singh Arun Kumar : Advanced General Psychology Motilal Banarasides, Jawahar Nagar, Delhi.
* Bhatia, H.R. : Psychology Foundations of Education Surjeet Publications Kamala Nagar, Delhi.
* Bhatia H.E. : Elements of Educational Psychology Orient- Langman Ltd. Bombay.
* Chauhan S.S. : Advance Educational Psychology, Vikas Publishing House, New Delhi.
* Gaulali, Sushe : Education for Creativity, NCERT, 1995
* Kulshreth, S.P. : Educational Psychology R.Lal Book Depot. Meerut.
* Mathur S.S. : Shiksha nanovigyan, Lyall Book Depot, Meerut.
* Kapil H.K. : Sankshiyiki ke Dhool Tatva, Vinod Pustak Mandir, Agra.
* Mangal S.K. : Psychological Education, Prakash Brother, Ludiana.
* Davies, I.K. : The Management of learning Mc Graw Hills, New York
* Sharma R.A. : Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut
* Bhatnagar.Suresh : History & Problems of Indian Education R. Lall Book Depot, meerut.
* Sharma, R.M. : Advanced Educational Psychology, Surjeet Publications, Kamal Nagar, Delhi.

PAPER III : DEVELOPMENT OF EDUCATION SYSTEM IN INDIA

COURSE OBJECTIVES

To enable student teacher to

1. Understand that development of education is influenced by socio-political forces of the time.
2. Acquire Knowledge of characteristics feature of ancient, medival and British system of education in India and of their strengths and limitation.
3. Understand the contribution of various major commutes and commissions on education set up from time to time :
   Appreciate the development in Indian education the post - independence era.

COURSE CONTENTS

UNIT - I

* Education in India during (a) Vedic (b) Budhism and (c) Medival periods.

UNIT- II

* Macaulay's minutes and Bentinck's resolution of 1965. Adam's report and its recommendations .
* Wood's Dispatch – 1854.
* Lord Curzon's educational policy. Growth of national consciousness. National education movement.

UNIT- III

* Recommendations of Indian Education Comission - 1882, its influence on the Subsequent development of education.
* Essential features of sodler - commission Report - 1917.
* Wardha scheme of Education - 1937.

UNIT- IV

* Radhakrishan Commission - 1948.
* University Education Committee (1948 - 49)
* Secondary Education Committee Report (1952 - 53)
* Indian Education Commission (1964 - 65).
* National Policy of Education (1986).
* Revised National Policy (1992).

Reference:

* Sharma, R.N. : History and Problems of Education in India, Surjeet Publications, Delhi.
* Bhatnagar Suresh : History & Problem of Indian Education, R. Lall Book, Meerut.
* Agrawal J.C. : Rai Saisha Riti, Prabhat Prakashan, Delhi.
* Bhatnagar R.P. : Technology of Teaching, International Publishing House, Meerut.
* Ministry of Human : Resource Development : National Policy of Education, 1986.
* Bhooshan, Shilendra : Shikshan Teknik, Vinod Pustak Mandir, Agra.
* Sharma & Sharma : Secondary Education and Teacher Functions, Radha Publisher Mandir, Agra.
* Pandey R.S. : An Introduction to Major Philosophics of Education, Vinod Pustak Mandir Arga.
* Chaube, S.P. : History of Indian Education, Vinod Pustak Mandir, Agra.
* Mukherji S.N. : Education in India Today & Tomarrow, Vinod Pustak mandir, Agra.
* Choubey & Choubey : Indian Education, Its Problems, Trends & Innovations, LDD Publishers R.G. College Road, Meerut

PAPER IV : ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Element of Educational Technology and Management

COURSE OBJECTIVES

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To acquip the student teacher with his various technological aplications available to him/her fro improvin instructiona practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

COURSE CONTENTS

UNIT-I

* Definition of educational technology, distinction between hardware and software technologies their role in modern educational practices.
* Hardware technologies: important accessories and their application - CHP still and mevis Projectors Audio - Video redording instruments TV, computers, New technologies Like E - Mail, Internet; etc.
* Use of stratagies like teleconferencing micro teaching, programmed instruction, ASI Language Laboratory.

UNIT-II

* Psychological uses for use of modern technologies - Case of experience (Edger), Multisenory instruction - advantages.
* Developing programmed injuctional material - Linear, branching programmes, tryouts and Individation etc.

UNIT-III

* Meaning of guidance - Rational for guidance services concept of counseling - directed and non- directed counseling.
* Organization school guidance services: Use of community resource for school guidence services.
* Career Guidence services: career information control; career conference.
* Personal guidance - Identity these needing special help directing clients to specialists (referral service).

UNIT - IV

* Meaning of management in education - managing resources and materials implications for reduction initiations.
* Managing curriculum managing curriculum managing school discipline and managing Physical resources.

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* Developing performance profiles of institutions.

UNIT-V

* Evaluating Institutional performance- Method's used - pupil evaluation, teacher evaluation, avaluation of institution performance.
* Methods of teacher evaluation - use of pupil rating, poor rating, supervisor rating, community rating- ratings used for Institutional improvement.
* Accountability in school education- methods used for assessing accountability .
* Use of professional norm and ethics.

Reference:

* Sharma, A.K. : Educational Technology, Vinod Pustak Mandir Agra.
* Boow, J.W. Lords P.D. & Worcherose: AV Instructional Technology - Media and Methods Mc Grew Hills, New York.
* Davies, I.K. : The Management of Learning, Mc Grew Hills, New York.
* Goel D.R. : Educational A.V. in India organization and Utilisation, Un- Published Lost Doctoral Thosis, M.S. University of Drivia.
* Richmond, W. Kenith : The Concept o f Educational Technology - Kundon Weldenfield and Nicals 1970.
* Sharma R.A. : Technology of Teaching , Lyall Book Depot, Meerut.
* Saxena & Oberai : Technology of Teaching R. Lal Book Depot, Meerut.
* Choube, S.P. : Experimental Psychology, L.N. Agrawal Publications Agra.

PAPER V & VI METHODS OF TEACHING

Visualising the voluminous content of presentation of methodology of teaching subject wise methodology of teaching has been enumerted area wise instead of dealing with each subject separtely. These are as follows:

1. Methology of teaching Physical/biological Science.
2. Methology of teaching Social Science.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching Languages mother tengue and as Second Language.

A. METHODS OF TEACHING : PSYSICAL SCIENCE /BIO SCIENCE

COURSE OBJECTIVE

Student teacher to have the ability to

1. Develop a broad intesting of the principles and procedures used in

modern science education.

2. Develop their essential skills for practicing modren science Education

3. Develop their skil necessary for preparing international accessories

4. Prepare acceptance lesson models which lny this procedures to the adopted for preparing designs of lessons.

5. Manage introductional activity in such a way that the vast majority of the learners attainmost of the objectives.

COURSE CONTENTS

UNIT-I

* Nature of modern science - Thrust area in perticular science - Impact of science on modern communities, glehalisation and science; Path tradding discoverion and land mark developments in science; ominent world scientists, orient scientists, Professions in the area of sciences.

UNIT-II

* Justification for including science as a subject of study i.e. school curriculum Objectives of Teaching Phy./Bio Science - Taxonary of educational objectives - other taxonomies and approaches - Process outcomes, product outcomes, concept attainments. Behavioural developers .

  Education - concept of entering and terminal behaviour- organising learning experiences for achieving specified behavioural out comes.

UNIT-III

Majors methods used for science Instruction.

* Major models of instruction useful science education.
* Defining desired outcomes (statement of objectives) for different levels of education.

UNIT-IV

* Co- curricular and no formal approches: Activity approaches and non formal methods of science teaching in terms of field trips, school gardaning, science clubs, visits to science measur, maintenance of aquariums, herrieriums and vireties original science projects -organiszing science tairs and excurisioste be taken up .

UNIT-V

* Planning for teaching developing year plans, unit plans, lesson plans, content analysis pedagogical analysis and identification of important concepts for further focus; use of Piagetion, brunerian, Geonosian principles in developing lesson plan preparation and development of improvised apparatus' preparation , selection and use of teaching aids, innovations in teaching the subject in terms of team teaching, programmed teaching, saminar presentation, micro teaching and computer assisted teaching disciplinary approach in

teaching science.

UNIT-VI

* Curriculum and resource utilisation Inberier for designged Phy/ Bio science curriculum approches to curriculum organisation using procedures like concentric, topical, process any integration approches, Assignment which second curriculum factorial like POCS, Chemistry,   Piology etc. and thier/assumuniti the curriculum belogical needs requirements and the availability of local resources availabilities Practical work in science teaching record writing for science projects.

UNIT- VII

* Curriculum accesseries and support material - Textbooks Journals Handbooks, studends work books, display slides, laboratory materials, audio - vidio support material, etc evaluating entire for the above.

UNIT- VIII

* Evaluation outcomes of science teaching - Text assumptions about exclutions - text assuptions items formets; try comes; item analysis developing teaching mode lists, scoring procedures, developing bests for mearsuring specific outcomes - cognitive in outcomes, affective outcomes, psycho motor outcomes process outcomes, product outcomes, scientific reasoning, scientific activity etc.

* Diagnostic testing and remedial teaching developing formative evaluation instruments as aids to learning.

UNIT-IX

Designing lesson plans - ability to converts any teaching unit into an instructional unit using accepted pedegegical, practions, formation of lesson plans.

Reference Physical Science/ Bio Science

* Das R.C.   :   Science Teaching in school, Sterling Publications, New Delhi.
* Gupta S.K.   :   Teaching of science education, vikas publications, New Delhi.
* Mangal S.K.   :   Teaching of Science, Agra book Depot.
* Sharma R.C   :   Science Teaching , Bhaupat Rai & Sons.
* Sounders   :   The teaching of Gen. science in Tropical Secondary Press London school, Oxford
* Nair, C.P.S.   :   Teaching Science in our Schools S. Chand & Co. Pvt. Ltd. New Delhi.
* Kulshetra,S.P :   Jeev Vigyan science Lyall Book Depot Meerut.
* Negi J.S.   :   Bhatik Shikshan, Vinod Pustak Mandir Agra.

Rewat D.S ———— Vigyan-shikshan; Vinod Pustak-mandir-Agra.

B. METHODS OF TEACHING : SOCIAL SCIENCES

COURSE OBJECTIVES :

To enable the pupil teacher it

1. Appreciation the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.

2. Develop knowledge about the basic principles governing the construction of a social science.

3. Develop the classroom skills needed for teaching of social science/ social studies either as a separate or as an integrated discipline using modern methology.

4. Acquire the completed to plan for instruction.

5. Develop the ability to organisa co-curricular activities and community resources for promating social science/ social studies learning.

6. Acquire the activity to the develop intructional subject materials.

COURSE CONTENTS

UNIT-I

* The need for teaching the subjects under social science/social studies (History, Geography, Civics, Sociology and Economics) in school; concept of social studies and how it differs from other social sciences; present percention about social studies/social sciences, Rational for including these areas in school curriculam. The integrated section of the specialised approach in social science teaching.

* Objectives of teaching social studies, Objectives of teaching the subject at different levels, discipline - oriented teaching of social studies and social reconstruction approach.

UNIT-II

* Principles of designing a social studies curriculum with weightages to be given for each compoent subject areas/ approaches to organising social studies curriculum in terms of correction, integration, concentric, spinal, unit and chronological approaches.

UNIT-III

* instructional stratogics, methods and models. Importance of Instructional strategies, strategies for teaching social studies in terms of specific methods like lecture cum discussion, projects, and source methods, socialised recitation and supervised study Models of teaching appropriates for teaching social studies.

UNIT IV

Objectives of teaching social studies- specifications to clarity planning

vix, lesson unit and year plans, micro teaching lesson plans for developing the skills of introduction explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT V

* Arranging and organizing field teins to place of cultural importance through planning preparin, axecuting Recording and following up the field trip for learning the underlying importance of the content of the subject; team teaching organising social studies clubs; social studies laboratories and through providing programmes like quizzes, word searches etc.

UNIT VI

* Purposes of evaluation in social studies, formative and summative evaluation, their salient features, recodial teaching question propartion and objectivity in eassay type examinations properation of unit tests and test of performance like product preparation model construction con orient of role play etc.

Reference :

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* Desia, D.N. : Recent concept of Social studies Vora & Co.
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* Bining & Bining : Teaching of social studies in the Secondary school, Mc Graw Hill Book Co. New York.
* Sharma A.P. : Teaching of Social Studies and Civics, Gaya prasad & Sons, Agra.

C. METHODS OF TEACHING : MATHESMATICS

COURSE OBJECTIVES

To enable the pupil teacher to

1. Unerstanding and approaches the uses and significance of mathematics in daily life;

2. Loarn successfully various approaches of teaching mathematics and to use them judiciously;

3. Know the methods of planning instruction for the classroom:

4. Prepare curriculum activities and organize the library and book in it as per the needs :

5. and organce activities to develop estinetics of methematics.

6. Obtain Feedback both about teaching as well as student's learning.

COURSE COUNTENTS

UNIT-I

* Meaning of mathematics History of Mathematics; contributions

of Indian Mathematics with reference to shankaracharaya Aryabhatta, Leelawati Ramanujan and contributions of Buclid.Psythegorus Rena.

UNIT- II

* Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics viz/ inductive elective analytical, synthetic, houristic, project and laboratory; using various techniques for teaching mathematics viz. oral, writen, drill, assignment supervised study and programmed

UNIT- III

* Meaning and importance/purpose of a lesson plan; Proform of a lesson plan and its rationality meaning and purpose of a unit and unit plan;meaning and purpose of an yearly plan; developing / preparing low cost improvised toching aids relevant to local ethers; skillin maintaining and using blackboard, models, charts, TV. films and video tapes and VCR.

UNIT- IV

* Principles and ratinale of curriculum development organizing the syllabbi both logically psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed for completing the syllabi

UNIT-V

* Using mathematics as a game for recreation; organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search ect. developing a maths laboratory learning abouth the short cuts mentioned in vedic mathematics.

UNIT- VI

* Textbooks in mathematics- qualities of a good testbooks in mathematics; process of obtaining feed back and evaluation in mathematics in terms of cognitive, affective and psychology behavioural development.

D. METHODS OF TEACHING :LANGUAGES

COURSE OBJECTIVES

To enable the students - teacher understand about :
1. The nature and characteristics of a language and mather tongue and the use of language.
2. The required skills and their interlink's for matering a language.
3. The various approaches for planning for successful language teaching.
4. Approches for teaching diffitern aspects of language.
5. Aids and other similar available material that could be used for teaching language.

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6   The techniques of obtaining feedback for self - evaluation and evaluation of student's success in using the language

COURSE CONTENT

The area has to be decied , later for syllabus for because of teaching Ist Language. IInd Language IIIrd Language.

हिन्दी भाषा शिक्षण

उद्देश्य :

1. हिन्दी भाषा के अध्ययन अध्यापन में भाषायी क्षमताओं एवं प्रभावशीलता का विकास

2. बहुभाषी भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का तुलनात्मक अध्ययन

3. भारत में हिन्दी भाषा की भूमिका को समझना एवं प्रदेश के शालेय पाठ्यक्रम में उसका निर्धारण करते हुये हिन्दी भाषा के ज्ञानात्मक कौशलो का विकास करना

4. हिन्दी भाषा के शिक्षण अधिगम्य के प्रति अभिरूचि एवं प्रेरणा विकसित करना

5. समुचित भाषायी कौशलों को विकसित करते हुऐ उनमें अन्तर क्रियात्मक स्व मूल्यांकन की क्षमता विकसीत करना ।

6. देवनागरीय लिपि और उसके स्पष्ट उच्चारण से संबंधित समुचित ज्ञान प्रदान करना ।

7. हिन्दी शिक्षा के उन्नयन हेतु अल्पव्ययी सहायक शिक्षण सामग्रीयों का निर्माण करना जिससे छात्रो की भाषायी अशुद्धियों का उपचार किया जा सकें ।

पाठ्यचर्या :   हिन्दी शिक्षण के उद्देश्य तथा महत्व

1. हिन्दी भाषा का सामान्य परिचय विकास एवं मूल्यांकन बोली उपभाषा मानक्त हिन्दी प्रथम एवं द्वितीय भाषा के रूप में माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य मात्र भाषा के रूप में हिन्दी शिक्षण की महत्ता ।

2. हिन्दी शिक्षण की विधिया एवं उपागम

   भाषा शिक्षण को सामान्य सिद्धांत

   हिन्दी शिक्षण में प्रयोग एवं अभ्यास का महत्व

   हिन्दी शिक्षक के गुण एवं भूमिका

   विभिन्न शिक्षण सुत्रों की उपयोगिता

3. कौशल शिक्षण भाषायी कौशलो , श्रवण वाचन लेखन पाठन कौशल का अध्यापन ।

   गद्य शिक्षण – उद्देश्य अध्ययापन विधिया एवं पाठ योजना निर्माण ।

पद्य शिक्षण – उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
व्याकरण शिक्षण – उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
निबंध शिक्षण – उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
दृश्य श्रव्य उपकरण – महत्व प्रकार, निर्माण एवं प्रयोग ।

4. अध्ययन की आदतों का निर्माण (भाषा व्यवहार)

श्रवण अवबोध भाषा को सुनने समझने का अभ्यास ,
बोलचाल की हिन्दी के प्रकार एवं इसकी अवस्थाएँ बोलने में वलाघात एवं
अनुतान का महत्व ।

संप्रेषण आदतों – संवादों कक्षाओं सरवर वाचन नाट्य रूपान्तर एवं पद्य वाचन में
भाषा के मौखिक रूप की उपयोगिता ।

अध्ययन की अच्छी आदतों का निर्माण –

अध्ययन, जानकारी, संग्रहण , सरसरी तौर पर पठन जैसे विभिन्न उद्देश्यों हेतु
उचित गति से पठन समग्र रूप में समझने के लिए पठन मूल्याकंन हेतु पठन।
पठन के मैन्यूल चार्ट शेड्यूल एवं नियम पुस्तिका का पठन ।

लेखन की अच्छी आदतों का निर्माण –

लेखन के उन्नत मेकानिज्म जैसे वर्ण विन्यास, विराम हासिया छोड़ना अनुमार्ग
का शीर्षक एवं उप शीर्षक रेखांकन उद्धरण्य कोष्टको का प्रयोग, सक्षिप्त सप्त
का प्रयोग पत्रों आवेदन पत्रो में पते का सही रूप का लेखन अनुच्छेद निव
के विषय वस्तु का गठन ।

मूल्यांकन –

मूल्यांकन में नए निर्देश
सतत एवं समग्र मूल्यांकन

निदानात्मक एवं उपचारात्मक परिक्षण स्वमूल्याकंन एवं स्व सहौलन अभ्यास
ज्ञानात्मक भावात्मक एवं मनोगतिक क्षेत्रो में वस्तुनिष्ठ प्रकार के परिक्षण विभिन
प्रकार के अभ्यास चैकलिस्ट एवं प्रोग्रेस रिकार्ड ।

दततकार्य – क्रमबद्ध ढंग से

1. पाठ्यक्रम को इकाई में बंटना ।
हिन्दी शिक्षण के लिए भाषा सामग्री का निर्माण करना ।

2. आकाशवाणी प्रसारण के लिए पाठ्ययोजना तैयार करना

संदर्भ ग्रंथ –

नाई योगेन्द्र जीत हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।
छत्रीव के मातृभाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।

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लालरमन बिहारी, हिन्दी शिक्षण रसतोगी पब्लिकेशन मेरठ ।
रघुनाथ हिन्दी शिक्षण विधि पंजाब किताब घर जालंधर ।
शर्मा डॉ. लक्ष्मी नारायण भाषा 2 की शिक्षण विधियां और पाठ नियोजन विनोद
पुस्तक मंदिर आगरा ।
सिंग शाविजी हिन्दी शिक्षण मेरठ ।

Teaching of English

OBJECTIVES

To enable the teacher trainess:

To attain afficiency and affectivenesse in teaching and learning
English Language.

1. To have a critical study of learning English as a second language ing
the multilingual indian society .
2. To understand the role of English in India and decide its place in the
school curriculum of Madhya Pradesh. Improve English Language
attainment and cognit skills.
3. To be commited, in apired and interested in teaching learning English.
4. To each with skill using interactional mode to evaluate am himself in
pupil/incluleate right language hobies. and
5. To devise learning materials for teaching English as second language
and remedy the errors that the pupil made.

COURSE CONTENT

1. Objectives of teaching and Learning of English at Secondary Level:
   * Secon Language Learning and mother Togue Learning.
   * The Function of a second Language in a Multilevel Socidity.
   * Role of English in India Its Plan in the school Curriculums.
   * The Curriculum of English in the Secondary School.
   * Qualities and Role of the English Tendar.
2. Mehtods and Approaches.
   * Grammer or Translation Method..
   * Direct Method.
   * Bilingual Method.
   * Structural Approach.
   * Communitcative Approach.
3. Teaching of skills:
   * Teaching Alobates and spelling
   * Teaching English Phonomos
   * Teaching Prase
   * Teaching Poetry
   * Teaching Grammer.
   * Teaching Composibon

* Lesson Planning
  Prse
  Poetry
  Grammer
  Composition
  Audio visual aids importances Types Production and Usage.
4. Inculcation of Habits.
  * Listing Comprehension
    Practical in listing and Comprehension
    Types and Models spoken English
    Lenlications of stress and intenation
    Holding Note While Listing
  Communication Habits
    Use of spoken forms in Deilgue stores Reading Aloud, Dramatissation
    and Poetry Reading.
    Correct Use of Stress and Information and Division of utterence into
    Meaningful word Groups.
  * Good Reading Habits
    Reading with Appropriates speed for various Purpose such as
    studying looking, for Information scaning etc.
    Reading for Overall comprehension practice of Analysing a Text for
    Organisation, Reading for Evaluation.
    Reading for Appreciation of Form, Style and Auther's personality.
    Reading for facts, Reasoning, Logical Relationship, Definitions,
    Generalisations, understanding Diagrams.
    Reading manuals charts, Soledule and Rule Book.
  * Good Writing Habits
    Advanced Inclanks of Writing i.e. spelling Punctuation, Incenting
    Title and Subtitue of Soctions, Underlining, Quetations, Use of
    Parentieses, Use of Abbreviations, Conital Letters and Correct Forms
    of Address in Letters Applications ect.
    Organistion of a Pareagraph. in Essay on Paper i.e. Organisation of
    Letter.
  * Developing study skills
    Using the Lictionary
    Note Making
  * Language Games
  Evaluation :
  * Low Direction in evaluation.
  * Continuous and comprehensive Evaluation.
  * Diagnostic Tests, Remedial Test and Techniques.
  * Self Evaluation and Self Carrecting Exerise.

* Writing objective, Type test Items uder the cognitive Affective and
  Psychomoter Domains.
* Different kinds of Exercises Probes and Progress Records.
ASSIGNMENTS
  Dividing syllabus interest its arounding them in proper.
  Critical study of language English text book prescribed for class IX, X,
  XI, of XII,
  Preparation of a unitlation for teaching English.
  Dprating of lessonship for teaching English
  Preparation of Question Layers and test items.
REFERENCE

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* Chaturvedi, M.C.	:	Position of Language in School Curriculum in India, New Delhi, NCERT 1995,
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* French F.G.	:	Teaching English board (Book I, II & III).
* Remby, A.S.	:	A Guide to Pattern and Usage in English, Oxford University Press.
* Jain, R.K.	:	Essential of English Teaching, Renu lal Book Depot Meerut.
* Lach Rebort	:	Language Teaching.
* Michel West	:	Teaching English it Difficult Circumstances.
* Uerrise, I	:	Teaching of English us a Living Language.
* NCERT	:	Rolding in Language & Language Teaching Book- i. Publication Div. NCERT, New Delhi.
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* Sharry A.R.	:	Fundamentals of English Teaching Sahitya Prakashan Agra.
* Sharma Kusum	:	A New book of English teaching, Radha Prakashan mandir, Agra.
* Trivedi R.S.	:	Techniques of teaching English, Relgovind Prakashan.
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संस्कृत शिक्षण

उद्देश्य :-
1. माध्यमिक स्तर पर संस्कृत के उद्देश्यों के प्रति जागरूकता उत्पन्न करना।
2. सम्प्रेषण कौशलों के महत्व को समझना।
3. संस्कृत शिक्षण की विधियों से अवगत होना।
4. संस्कृत शिक्षण के लिए शैक्षिक सामग्री के निर्माण एवं प्रभावी उपयोग की कौशलों को विकसित करना।
5. संस्कृत अध्ययन के विभिन्न पलों एवं भाषा अधिगम की विभिन्न उक्तियों से अवगत होना।
6. संस्कृत शिक्षण में निदान्तात्मक एवं उपचारात्मक कौशलों को विकसित करना।

पाठ्य चर्चा :-
1. माध्यमिक स्तर पर संस्कृत एवं अधिगम के उद्देश्य :-
   – भारत एवं विदेशों में संस्कृत की भूमिका।
   – संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य।
   – राष्ट्रीय एकता के लिए प्रेरक शक्ति के रूप में
   – राष्ट्रीय एवं आध्यात्मिक मूल्यों के बोध के लिए
   – भाषा वैज्ञानिक अध्ययन की नींव के रूप में।
2. शालेय पाठ्यक्रम में संस्कृत का स्थान :-
   – संस्कृत अधिगम को सुरक्षित रखने के लिए केन्द्र एवं राज्य शास..
     म.प्र. के प्रयास।
   – माध्यमिक शाला में संस्कृत का पाठ्यक्रम।
   – संस्कृत शिक्षण के गुण एवं भूमिका।
   – माध्यमिक शिक्षा से संबंधित संस्कृत कमीशन रिपोर्ट की प्रमु
     विशेषतायें।
3. विधिया एवं उपागम :-
   – पाठशाला विधि, भंडारकर विधि, प्रत्यय विधि, संरचनात्मक उपाग
     कुछ प्रकारणों में लागू किये जाने योग्य शिक्षण प्रतिगाम।
   – कौशलों का शिक्षण – अनुवाद, शिक्षण, गद्य – शिक्षण, प..

शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण।
– पाठ योजना :-
1. अनुवाद
2. गद्य भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उराका सौन्दर्यात्मक आशय.
3. पद्य भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उराका सौन्दर्यात्मिक आशय, पद्य शिक्षण के अंग।
4. व्याकरण,
5. निबंध – मौखिक एवं लिखित निबंध में संबंध।
6. दृश्य श्रव्य उपकरण महत्व, प्रकार निर्माण एवं उपयोग।
4. आदतों का आत्मसातीकरण :-
   – सस्वर वाचन : मौन वाचन, मौखिक अभिव्यक्ति, विशिष्ट भाषा शिक्षण कौशल।
5. मूल्यांकन :-
   – मूल्यांकन के नये आयाम।
   – सतत् एवं व्यापक मूल्यांकन।
   – निदानात्मक परीक्षण एवं उपचारात्मक परीक्षण, तथा उपाचारात्मक प्रविधियाँ
   – स्व मूल्यांकन एवं स्व संशोधन अभ्यास।
   – अभ्यास के विभिन्न प्रकार, चेकलिस्ट, मूल्यांकन एवं प्रगति –
     अभिलेख   ज्ञानात्मक एवं मनोगतिक क्षेत्रों में वस्तुनिष्ठ प्रकार
     की परीक्षण सामग्री तैयार   करना।

दत्त कार्य :-
1. पाठ्यक्रम की इकाईयों में बांटना एवं उन्हें क्रमबद्ध करना।
2. 9 वीं, 10वीं, 11वीं, अथवा 12 वीं, के लिए निर्धारित किसी एक संस्कृत पाठ्य
   पुस्तक का समीक्षात्मक अध्ययन।
3. संस्कृत शिक्षण के लिए इकाई योजना का निर्माण।
4. संस्कृत शिक्षण के लिए पाठयोजना का निर्माण।
5. प्रश्न पत्रों एवं परीक्षण सामग्री का निर्माण।

REFERENCE :-
+ Apte D.C. & Dongre, P.K. Teaching of Sanskrit in Secondary Schools Acharya Book Depot, Baroda,
+ Bokil V.P. & Parasnik, N.K. A New Approach to Sanskrit, Loka Sangraha Press, Poona
+ Chaturvedi R.S. : Sanskrit Shikshan Paddhati.
+ Govt. of India :Report of Sanskrit Commission.
+ Pandey R.S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra.
+ Safaya R.N. : Sanskrit Shikshan Vidhi, Haryana Sahitya, Academy
+ Shastry . and Shastri Sanskrit Shikshan, Rajasthan Prakashan Jaipur.
+ Singh, S.D. and Sharma, Snashikala: Sanskrit Shikshan, Radha Prakashan Mandir Agra.

TEACHING OF URDU

OBJECTIVES
1. Techquire approaches of the objectives Urdu the secondary Level.
2. To understand the significance of communication skills.
3. Target acquainted with through teaching.
4. To develop the skills of preparing and significancy the instructional materials for the teaching of Urdu.
5. To get acquinted with the various student the Urdu study and devices of language Learning.
6. To develop dignoetic & remedial skills in teaching of Urdu.

COURSE CONTENT:
1. Objectives of Teaching and Learning of urdu at Secondary Level:
   • Mother Tongue Learning : Role and Importence of Mother Tongue.
   • Cims and objectives of Teaching Urdu.
     As First Language
     As Second Language
     As Third Language
   • Role of Urdu in India and its place in the school curriculur.
   • The curriculum of Urdu in the secondary school.
   • The Ur and Role of the Urdu Teacher.
2. Methods and Approaches.
   • Translation
   • Direct Method
   • Bilugual Method
   • Discussion Method
   • Structural Approach
   • Situational Approach
   • Communicative Approach

3. Teaching of Skills:
   * Teaching Alphabets and spelling
   * Teaching Press
   * Teaching Poetry
   * Teaching Gramer
   * Teaching Composition
   * Lesson Planning
   * pressFictional and Non Fictional : Informative, Descriptive and Emotional
   * Poetry - Development of the Emotional Aspect, Expression and its Aesthetid sence components of Poetry Teaching.
   * Gramer.
   * Composition - Relationaship,between oral and written composition.
   * Audio Visual Aids - Importances Types, Production and Asogo.
4. Inculation of Habits:
   * Listening comprehension
     - Practice in Listening and comprehensive
     - Implications of stres abd Intenatica
     - Making notes while listening
   * Communication Habits :
     - use of spoken forms in Dialogues storic Reading Alovd, Dramlisation and poetry Reading.
     - Correct use of stress and intenation and Division of utterence into meaningful word groups.
   * Good Reading Habits
     - Reading with Approprince speed for Various purpose such as studying, Looking for Information scanning etc.
     - Reading for overall comprehension practice of Analysing a Text for organisation.
     - Reading for Evaluation
     - Reading for Appreciation of Form Style and Auther's Personality
     - Reading for facts, Reasoning Logical Relatioship, Definitions, Generalisations,Understanding Diagrams
     - Reading Manuals, Charts, schedule and Role Books
   * Good Writing Habits
     - Advanced mechanics of writing i.e. spelling punctional indenting, Title and subtitle of sections, Undership, Quatations. Use of Parentence Use of Abbreviations. Canital Latters an corrct form of Address letters Applications etc.
     - Organisation of a Paragraph, An Essay or a Paper is Organisation

of Matter.'

5. Evaluation:
* new Directions in Evaluation
* Continuous and Comprehensive Evaluation
* Diagnostic Tests and Remedial Tests and Remedial Techniques
* Self Evaluation and self Correcting Exercise.
* Writing objective Type test Items under the cognitive, Affective and Psychonator Domunis
* Different kinds of Exercises checklist probes and Progress Records.

ASSIGNMENTS
1. Dividing syllabus into units and arrounding than in proper sequences.
2. Critical study of any one urdu text book prescribed for Class iX,X,XI or XII.
3. Preparation of a Unit plan for teaching urdu.
4. Preparation of a Lesson Plan for teaching Urdu.
5. preparation of Question Papers and Test Peou.

REFERENCE
* Ahmed Hussian : Tadres - Urdu
* Dr. Feorg Ansari : Institutional Material for teachers on the New Techniques and Approaches of Teaching Urdu at Secondary Level.
* her Majecty's : Teaching the mother Tongue in Secondary Schools Publication
* Jaloes Abidi : Ibtidayee school main Taleam ke Teriqcy
* Moinudding : Hum urdu Kaise Perhayes
* Rafiga Karoen : Urdu Zaban ka Tariga Tadrees
* Salamat ullah : Duniyad Ustad ke Liya
* Salamat Ullah : Hum Kaise Parhayan
* Saloem Abdullah : Urdu Kaise Parhayan

PAPER VII : ELECTIVE SUBJECT

One elective subject to be decided by considering the following
1. All elective must be contributing for centre capability of delivering the good.
2. All elective should have agual difficulty level.
3. All elective should be unique in native without being convered in any other area (of paner of D.Ed.)
4. All elective should have full bearing over the latest developments o the contemporary world.

ELECTIVE COURSE: ELEMENTARY EDUCAION

COURSE OBJECTIVES
1. To develop in the student teacher an understanding of the role an

development of Elemantary education .
2. To develop in the student teacher proper understanding of various components of the MPE 1983 and review of NPE 1992 relating to elementary education.
3. To Acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriation teacher cometencies on the part of the student teacher.
5. T acquaint in student teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS

UNIT- I
* Introduction to elementary education, the elementary education.
* I brief historyof elementary education (EE) with special reference to the area of Its operation, Constitutional privisions Elementary education act of the area.
* Related concepts and target groups of elementary education(EE) the learning needs of public.

UNIT- II
* National policy in education 1986 and the revised policy of 1992 with reference to elementary education.
* Role of Panchayats and local bodies in E.E.
* Role of the State Govt. J.K.
* Role of non Govt. Organisations in E.E.
* Trend of Commercialization of E.E. remeides.

UNIT- III
* Curriculum : struture of the curriculum at EE level.
* Curriculum transation: Activity based, experience centred, learner centred, play way joyful learning.
* Curriculum adjustment and adaptation to special needs of
  a. Visually auditary and orthopedically handicapped.
  b. First generation learners and culturally deprived learners and remote rurla areas adn slum areas. and
  c. girls
* Education for all ang required variation in the curriculum.

UNIT- IV
* Acquisition of basic skills required for teaching at elementary stage.
* Special qualities of an elementary school teacher (EST).
* Need for orientation and refresher courses for EST.
* Developing competencies related to working with parents and community.
* Role of basic training contros. normal schools and DIET's in providing

training to EST.
- Preparation of teachers for implementing Education for all.

UNIT- V
- Minimum level of learning (DLL)
- School Readness.
- Early childhood Care and Education (ECCE).
- Continuous Comprehensive Evaluation at Elementary level
- District Primary Education Programme (DPEP)
- Multi grade teaching in elementary school.
- Teachers commitment.
- Use of modern technologies and media.

PRACTICUM
1. Conducting original studies of the effectivenes of the implimentation of operation blackboard scheme/ nutrition Programme in a locality.
2. Study of any problem conected with the introduction of English at the elementary level of education.
3. A survey of the availability of text books in elementary schools in a locality.
4. Study of any other problem relating to elementary education with the approval of the teacher education.
5. Analysis of text books.

REFERENCE
- Ahuja. R.K. : Zila Prathaik shikshan ke Extanent Prashikshan M.P. SCERT, Bhopal.
- DPEP Madhya Pradesh action plan - Pease I, Rajiv Gandhi prathmik shiksha Mission, U.P. Bhopal.
- Havishika ka Dastevez, Edayva Group Bhopal
- Mukerji S.N. : Education of Teachers in India, S. Chand and Co. New Delhi.
- Mohanty J. : Primary and Elementary Education.
- Agrawal J.C. : Elementary Education in India, Prabhat Prakashan, New Delhi

ELECTIVE COURSE: POPULATION EDUCATION

COURSE OBJECTIVES
1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminology connected with population studies and factors responsiable for population growth
3. To develop an awareness in the student teacher of the implications population growth on various aspects of social functionally.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the

environment.
5. To help student teacher to appreciate . the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS

UNIT-I
* Introduction : Nature and scope of population education: Meaning, concept, need, scope, importance and objectives.

UNIT-II
* Population dynamics: Distribution and density, population composition: Age sex urban, literacy - all india.
* Factors affecting population growth: fortility, mortility and migration (mobility)

UNIT- III
* Population and quality of life: Population in relation to socio- economic development heat status, matuition heath services and education.
* Effect of unchecked growth of population on natural resources and environment.

UNIT- IV
* Population education in Schools: Scope of population education in schools.
* Introgration of population education with the general school curriculum.

UNIT- V
* Methods and approches: Iguiry approach, observation, self- study discussions, assignments.
* Use of mass- media: Newspapers, Radio, Television, A.V. Aids.

UNIT-VI
* Role of teachers: Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behaviou.
* Working with community to build awarness.

DRACTICUM
* Content analysis of existing secondary level text book to identity the components of population education included in it.
* Survey of population situation of any locality inhabited by disadvantaged section of society.
* Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
* Survey of the population of students families (of any class of a schol) and analysis of the results.
* Drawing out a plan for creating community awarness about social

evils such as superstitions early marriage etc. (any one evil).
* Critical reporting of community working select localities in selected sectors like mother care, child care, heath and cleanliness etc.
* Collection and anlysis of data from available sources. Problems of accomadation in schools/hospitals/ transport in a select locality.

REFERENCE
* Ali, S.A. : Population problems in India & abroad, Jai Bharat Publishers House, Bhopal.
* Malayya K.C.: jansaihya Shiksha, Vinod Pustak Mandir Agra.
* Sarker, K.R. : Population Education for development countries storing publishers New Delhi.
* Sharma, R.C. : Population - Trends, Resource & Emvironmental, Bhopal Rai & Sons, New Delhi,
* Thomson & Levwis : Population Problems Mc Graw Hills, New Yorks.
* Sharma & Malaiya : Population Education, Vinod Pustak Mandir, Agra.

ELECTIVE COURSE: ENVIRONMENTAL EDUCATION
COURSE OBJECTIVES
1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental population and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio diversity and sustainable development.
4. To develop resonable understanding about the role of school and education in fostering the idea of learning to live in harmony with natures,
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS
UNIT- I
* Environment: meaning scope and nature of environmental education
* Types of environmental pollution.
UNIT- II
* Causes and effects of environmental hazard, global and local: environmental pollution and its remedies.
* Green house effect - an impending catastrphe.
* Cazne Layer depletion - anvironmental throat, acid rain, pillar meting, rise of sea level and their implications.
UNIT- III
* Salient features of environmental awareness through education.

* programmes of environments education for secondary school children.
* Pragrammes of environmental education for attitude changes among the children.
UNIT- IV
* Biodiversity: Conservation of genetic diversity,An Important environment pricrity: Learning to live in Hormony with nature.
UNIT- V
* Role of school in environmental conservation and sustainable development.
Practicum
* To submit- report after surveying a typically decraded area and to suggest necessary remedial measures with latest statistical, data, The area of this project is to include andy one of the following topics:
  a. Noise pollution.
  b. Water Pollution.
  c. Air Pollution.
  d. deforstation.
  e. Role of the pollution control boards.
  f. Role of voluntary organisations.
* The report on the practicum should be submitted to the college with in the date specified by the college authority. The length of one report may be around 700 words.

REFERENCE
* Bargman, K.I. : The Solution Paradex. S Pardon Books in, New York. Sergal L.
* Sharma. R.C. : Environmental Education Metropolition Delhi.
* Raghuvansi A. : Paryavaran Tatha Pradurshan, M.P. Hindi Gandhi & Raghuvansi C.   Acedemy
* Suman & Saxena: Environmental Education, R. Lal Book Depot, Meerut.
* Upadhyay Radhavallabh: Environmental Eduation, Vinod Pustak Mandir Agra.
* Singh Bhopal : Environmental Education Loyal's Book Depot Meerut.
* Dhanta, Ramesh : Environmental Education, Discovery Publication, New Delhi.
* Eina & Dina : Environmental Education, Research Publication, New Delhi.

ELECTIVE COURSE : ALTERNATIVE EDUCATION
COURSE OBJECTIVES
1. To develop in the student teacher an understanding of the need, working, concepts objectives and scop of non formal and adult education.
2. To help student teacher to appreciate the importance of providing life

- long education to learners of all age groups at all levels according to their needs, attitudes and convenience.

To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.

3. To enable the student teacher to understand the need for offering parallel alternative and less costly mode of education for removal of illiteracy, the need of democratization and universalation of education in India.

4. To acquaint the student teacher with the use of multidimintional and multisource education for schooled, semischool and unschooled learners.

5. To Promote the new cult of learning society believing in self development, self - enrichment and advancement in the Art of living through imparting adult education.

COURSE CONTENTS

UNIT-1
* Introduction to non formal education (NEE) : concept, nature and scope of non formal education(NEE).
* Philosophical bases of NEE.
* Aims and objectives if NEE.

UNIT- II
* Types agencies and approaches on NEE: types and agencies of NEE
* Approaches and methods of NEE.
* Teachers of NEE.
* Aids Audio & Visual.

UNIT-III
* NEF in Indian context : Prospects of non formal education in Indian context.
* Need for Monitaring , evaluation and research for affective implimentation of NEE Programmes.

UNIT- IV
* Introduction to adult education(AE) Meaning , scope and objectives of Adult Education (AE)
* Adult- learning procedures - factors and conditions, offects of age.
* Tools of learning.
* Teachers of AE - need for training.
* Evaluation process in AE.
* Contents of AE: Contents of AE: funtional learning.

UNIT- V
* AE in India context : Adult education in India- an instrument for soci recognisation and cultural transformation.
* Functional literacy programmes - Role of National literacy missio

literacy comning in achieving the social aim of education for all.
* Need for Effective and constant monitering, evaluation and research in A.E.
* Role of government agencies in promoting AE.

PRACTICUM
* To prepare(i) a project on or (ii) to conduct a survey of the non formal/ adult education contres in the locality, The written report should be around 700 words.

ELECTIVE COURSE: EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.

2. To develop to understanding of the role of the headmaster and the teacher in school management.

3. To enable the students to understand to concept at importance to communication and its possible barriors in educational administration.

4. To enable the student teacher to critically analysis the administrative scenaria in relation to the functioning of the other secondary schools of the area.

5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS :

UNIT - I
* Conceptual fromework : concept of educational administration.
* Concent of asucational management human beings as inputs, process and products inputs.
* Nature, objectives and scope of educational administration.

UNIT - II
* Role and functins of headmaster/teacher : Basic functions of administration - planing organising directing and centrolling.
* Maintenance of discipline, control management.
* Co-ordination and growth development.
* Supervision and inspection, defects in the present supervision and inspection.
* Scope of educational supervision.
* Types of supervision.
* Providing guidence : leadership function.
* Crisis in management.
* Decision making.

UNIT III
* Communication in Educational Administration : Role of communication in effective management and administration.
* Methods of communication.
* Berriers of communication in educational administration.
* Overcoming harriers to commnication and effective communication in educational administration.

UNIT IV
* Management of schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social command approach, social justice approach.
* Invalvement of other functionaries and agencies in the preparation of a plan.
* Delegetion of authority and accountability.
* Role of the headmaster in monitoring, supervision and evaluation.
* Role of the headmaster in ostivating the staff, un reselution of interpersonal conflicts.
* Role of the headmasterl n creating resources and managing financial matters.
* Optimum use of avalable researces for growth and development of the school.
* Staff devel pmer's programmes.
* Role of teachers in school management and administration.

UNIT V
* Educational administration in the state : The administrative structure in the field of education in the state.
* Control of school education in the state - a critical analysis.
* Functions of the state government in relation to secondary and higher secondary schools.
* Functions of the board of secondary education in controlling secondary schools.
* Problems of secondary school administration in government schools.

PRACTIOUM
The student teacher is espected to conduct a study on any issue or problem ralating to a school administration. The report should be in about 700 words.

REFERENCE:
* Bhatnager, R.P. & I.B. : Educational Administration, Eyall Verma, Becok Depot Meerut.
* Bhatnager, R.P. & : Educational Administration. Supervision,

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Vidya Budhiya, Smt. S.P. : planning and financing, R. Lal Book Depot Meerut, School Administration and organisation, Vinod Pustak Mandir, Agra

Kudesiya, Umesh Chandan : Educational Administration, Vinod Pustak Mandir, Agra

ELECTIVE COURSE : EDUCATIONAL AND MENTAL MEASURMENT

COURSE OBJECTIVES :
1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To anable the student to tabulate and find out some standard meaning from the row sceres by using statistical procecurs.
3. To develop skills and competencies in the student teacher for the use of the techniques in in the field.
4. To anable the student teacher to interpret the result of educational measurement.
5. To anable the student understand about various educational and mental measurement tools.

COURSE CONTENTS :

UNIT - I
* Concept of measurment : testing and evaluation.
* Scales of measurement : nominal, ordinal, internal and nutia scales.
* Discrete and continuous variables.
* Qualities of a test - reliability, voledity and usability of a tests : item analysis, procedures and item salection.

UNIT - II
* Educational statistics : measures of control tendency from grouped and non-grouped data.
* Measures of variability - range, quartile deviation, standard deviation.

UNIT - III
* Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilguage and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT - IV
* Interpreting measurement : normal prebebility curve, skowness and kurtesis.
* Precontiles and porcentile ranks.
* Standard scores.

- Co-efficient of correlation by Sperman's method and it interpretation.
- Interpreting co-officiont of correlation.

UNIT - V
- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of I.Q.
- Individual and group tests of intelligence.
- Aptitudes and personality tests : use of aptitude tests - overview.
- Use of interest invanteries.
- Assessment of personality : interview, self-report inventeries, rating scale, projective techniques. (Note - Some basic concepts and items covered under compulsory/core courses have to avoid repetition although these are relevant).

PRACTIOUM :
- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out or the some on a class/group of students.

REFERANCE :
- Asthana, Bipin & Agrawal, R.N. : Mapan evan Mooiyankan, Vinod. Pustak Mandir, Agra.
- Asthana, Bipin & Agrawal, R.N. : Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Chaube, S.P. : Educational Psychology and Educational Statistics, L.N. Agrawa Educational Pablishers, Agra.
- Verma & Shrivastave : Measurement and Evaluation i Psychology & Education, Vino Pustak Mandir, Agra.
- Sharma, R.A. : Essentials of Measurement Education & Esychology.

ELECTIVE COURSE : PHYSICAL EDUCATION

COURSE OBJECTIVES :
To develop in student teacher :
1. The theoretical assumption behind the practice of moder physical education.
2. The states for organising the practice of physical education.

3. Activities required for evaluating attainments of physical education.
4. Activities required for organising physical education meets and events.

COURSE CONTENTS :
UNIT - I
- Physical education - its meaning and implications aims and objectives. Foundations of physical education, concept of physical fitness recreation,
- Physiological effects of exercise, Biophysical differences in boys and girls and their implications in physical education, Postural defects including remedial exercise including Asans.

UNIT - II
- The significance of child's growth and dovelopment for the practice of physical education.
- The interaction of heath, physical education and physical fitness : concept of positive heath

UNIT - III
- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohal nicotine, nereatives and drugs.
- ————— of programe building : organisation of physical education programme in secondary scheals. Competitions - their role, values and limitations. Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.

UNIT - IV
- Organisation of annuel athletic meat including laying out of a double bend tracks with provision of staggers.

UNIT - V
- Evaluation of student's performences in physical education programmes.
- Problems in organising physical education programme in Indian schools.

PRACTIOUM :
- To be decided by the investor in-change and to be internally assessed.

REFERANCE :
Vyas Raj Shekhar : Sharirik Shiksha, Siddhant Evam and
Vyas, K. : Vyavhar, Rajsthan Prakashan.
Sheri, G.P. : Health Education, Vinod Pustak Mandir, Agra.
Jain, D. : Physical Education and recreational Avtivities, Khel Sahitya Kendra Darya

		Ganj, Delhi.
*	Thani, Y.R.	: Sharirik Shiksha-ke Siddhant, Khel Sahitya Kendra, Darya Ganj, New Delhi.
*	Sharma, Rama	: Physical Education, Vinod Pustak Mandir, Agra.
*	William H. Freem	: Physical Education and Sport in a Changing Sociaty, Surjeet Publications, Kamala Nagar, Delhi.
*	Suinn, M. Richard	: Psychology in Sports Methods and Applications, Surjeet Prakashan Delhi.

ELECTIVE COURSE : CAREER INTERMATION IN CAREER GUIDANCE

COURSE OBJECTIVES :

1. To develop and understanding of the need and importance of carrer information for the pupil.
2. To identity their role and function in locating collecting evaluating and disseminating career cinformation for the use of pupils.
3. To develop in understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS :

UNIT - I

1. Meaning of career and career information condenents of career information. Ocapational information, information about education and oppartunity and persenal-social information.

UNIT - II

* Aims to study career information at different school levels.

UNIT - III

* Career information : Sources, mothods of collection, classification and filling-up of information and evaluation of the information.

UNIT - IV

* Information about education and training oppertunities for primer elementary and secondary levals of school.

UNIT - V

* Persenal-social information at every school level.

UNIT - VI

* Setting up of a career Resouroe Centre, its majer importance.

REFERANCE :

* Pascricha, Prem : Guidance and Councelling in India Education, NCERT, New Delhi.

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Mathur, Kiran	:	Vocational Guidance Services in Vocational Schools upto + 2 level, PSS Central Institute of Vocational Education, Bhopal.
CIRTES	:	Careers for arts and Commerce graduates, Ministry of Labour, G.E.I. New Delhi.
Oberai, S.C.	:	Educational and Vocational Guidance, LIT Publishers, Meerut.
Jaiswal, Sitaram	:	Shiksha Main Nirdeshan evam Paramarsh, Vinod Pustak Mandir, Agra.
Singh, Rampal	:	Educational and Vecational Guidance, Vinod Pustak Mandir, Agra.

ELECTIVE COURSE : TEACHING OF VALUES

COURSE OBJECTIVES :

To understand the nature and sources of nature and disvalues.
to understand the classification of values under differant types.
To appreciate educational values like democratic, secular and socialist.

UNIT - I

Nature and sources of values, biological, Psychological, social and ecological determinents of value-their boaring on education in varying degrees.

UNIT - II

Classification of values into various types, material, social, moral and spiritual values status of values how can these be realised through education.

UNIT - III

Corresponding to values there are evils of dis-values-material, social, economic, moral and religious evils loading to faithlessness and irreverence; how can education overcome these negative values.

UNIT - IV

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

UNIT - V

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

UNIT - VI

Evaluating that teachers and other school personal are value

badden, students and parents are value ladder, curriculum is value ladder Evaluate.

* Velue of self-sacrifice vs value of self centracness.
* Values of excellence vs values of ego-contricism
* Values of work vs values of selfishness.
* Every teacher or all teacher need to teach values.

REFERANCE:

* Hersh, R. N. Miller : J.P. & Eielding, G.B. Model of Moral Education, An Appraisal, Long Man the, New Yourk.

* Passi B.K. & Singh, P. : Value Education, National Psychological Corporation, Agra.

* Rooths, L.E. Meerill : Value and Teaching, Meahil, Cio.
* Rockeach, M. : The nature of human values collier Mc Millan Publishers, London.

* Frankel, J.R. : Hoco to teach value, in analytical approach, Orentice Hall, New Jersey.

* Pandey, Ramshukh : Value Education, A. Lall Book, Meerut.

ELECTIVE COURSE : SCHOOL LIBRARY SERVICE

OBJECTIVE :-

1. To make students teachers aware of the importance of school Library.
2. To develop in them the skill for promoting reading gabits among their students.
3. To develop interest for guiding school students in the use of library.

UNITS OF STUDY :

UNIT - I
1. Inportance of library in school.
2. Interest in supolimentary reading.
3. School Library building and its management.

UNIT - II
Library Organisation
1. Working hours.
2. Importance of periodicals and its arrangements.
3. Five law of Library Science according to Dr.R.S. Ranganathan.

UNIT - III
Library Administration
1. Stock Verification.
2. Preservation of backs
3. Reference Service.
4. Purchasing.

UNIT - IV
1. Need & Purpose of Library catalogue.
2. Book Circulation.
3. Accession.

UNIT - V
1. Display of Books and Jakets.
2. Use of Dictionary and reference books.
3. Books exzibition.
4. Library period in the Time Table.

Related Practical Work
1. Preparing scrap books.
2. Survey of students reading habits.
3. Preparinge plane of action for developing reading habits among students of any class.

BOOKS RECONMENDED

1. Library Administration :- B.S. Gujrati. Indian Books Company, Kashmiry Gates, Delhi - 6.
2. An Introduction to Library Catuloguing. Deijendranath Dutta, The World Press Pvt. Ltd. Calcutta.
3. Theory of Books Selection M.M. Job sterlling Publications Pvt. Ltd. New Delhi.
4. The teacher lebrarian :- Connest Grimshous. E.D. Arnold & son Ltd. Edinburg Belfast London.

ELECTIVE COURSE : COMPUTER EDUCATION

INTRODUCTION :

1. IMPORTANCE OF INEGEMATION TECHNOLOGY
   CLASSIFICATION OF COMPUTERS BY TECHNOLOGY, TYPE AND SIZE
   USES AND SCOPE OF COMPUTERS.

2. FUNDAMANTELS OF COMPUTERS :
   * INPUT/OUTPUT DEVICES
   * CENTRAL PROCESSING UNIT
   * STORAGE DEVICES
   * OPERATING SYSTEMS
   - APPLICATION SOFTWARE

3. OVERVIEW OF MORDERN OPERATING SYSTEMS :
   * FILES AND FOLDERS
   * USE OF POINTING DEVICES
   * CUT AND PASTE
   * SHORTCUTS TO APPLICATION
   * USES OF AND EXPLORING THE CONTENTS OF STORAGE DEVICES FLOPY DISK DEVICES, HARD DISKS, CD ROM

etc.

* RUNNING APPLICATION AND EXITING APPLICATIONS
4. **MODERN WORD PROCESSING APPLICATION :**
* IMPORTANCE OF WORD PROCESSING IN EDUCATION
* CHARACTERSTICS OF MODERN WORD PROCESSING APPLICATION
* TOOLBARS AND MENUS
* TEXT AND OBJECTS
* TEXT ENTRY ! RUNNING TEXT AND PARAGRAPHS
* FORMATING TEXT - BOLD, ITALICS, UNDERLINED: LEFT, CENTRE AND RIGHT JUSTIFICATION : CHANGING FONT AND FONTSIZE : BULLETS AND NUMBERING
* EDITING TEXT - SELECT TEXT, FING AND REPLACE : OUT COPY AND PASTE
* EDITING DOCUMENT - APPLY STYLES, SPELLS CHECK, HEADERS AND FOOTERS, FOOTNOTES, PAGINATION SUBSCRIT & SUPERSCRIPT
* INSERATION OF OBJECTS, PICTURES SYMBOLS, FIFLDS, PAGE BREAK & SECTION BREAK
* PAGE SETUP - MARGINS, PAPER SIZE & LAYOUT
* PRINTING & SAVING DOCUMENTS
5. **MODERN DATABASE MANAGEMENT APPLICATION :**
* IMPORTANCE OF DATABASE MANAGEMENT IN EDUCATION
* CHARACTERISTICS OF MODERN DATABASE MANAGEMENT & APPLICATION
* CONCEPT OF RELATIONAL DATABASE MANAGEMENT SYSTEM
* FIELDS : NAMA TYPE WIDTH
* DATABASE
* FORMS
* FEPORTS
6. **CONCEPT OF JOYFOL LEARNING :**
* NEED FOR JOYFUL LEARNING
* COMPUTER AS AN AID FOR JOYFUL LEARNING
* COMPUTER GAMES
* MULTIMEDIA CAPABILITIES OF MODERN DESKTOP COMPUTERS
* INTERNET - IMPORDANCE & NEED
* USE OF INTERACTIVE & EDUCATIONAL SOFTWARE

ASSIGNMENTS :
* WRITE AN ESSAY ON ANY TOPIC USING WORD PROCESSING SOFTWARE - THE DOCUMENT MUST

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INCLUDE AT DEAST THREE OF THE FOLLOWING CHARACTERISTICS
* PAGINATION
* HEADER
* TWO DIFFERENT PARAGRAPH STYLES
* TWO DIFFERENT FONTS
* A PICTURE OBJECT
* BULLETS OR NUMBERINGS
* SUBSCRIPT OR SUPERSCRIPT
* SYMBOLS OR SPECIAL CHARACTERS
* USE RELATIONAL DATABASE MANAGEMENT SOFTWARE DEVELOPING QUESTION BANK
* DEVELOPING A DATABASE FOR EITHER STUDENTS OR STAFF INCLUDING VARIOUS FIELDS LIKE NAME DATE OF BIRTH, DATE OF JOINING/ADMISSION SALARY/GRADE OBTAINING ETC,
* AUTOMATED PRINTING OF SALARY STATEMENT/GPR DEDUCTION STATEMENT OR ANY OTHER ADMINISTRATIVE ACTIVITY

REFERENCE :

Goya, Hemant : Computer Vigyan Shikshan, R.Lal Book Depot, Meerut,

Desai, B. : Database Management System
Rajaraman, V. : Fundamentals of Computers, Prentice Hall of India, New Delhi.

Adams, D.M. : Computer and teacher trainings
Shrivastava, S : Fundamental of Information technology, Kalyani Publication, Vinod Pustak Mandir, Agra,

WORK EXPERIENCE

OBJECTIVES :

To provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.

To enable to gain experience in useful and productive work and

To foster their creativity.

The candidate will select two crafts, only one craft could be selected from one group. The allotment of craft will depand upon the number of interested students and also on the staff and facilities available in the institutions.

WORK EXPERIENCE

Group I	Group II
Agriculture	Photography

Music
Dance
Desk Top Publishing
Chalk Making
Wood work
Book Binding

Drawing & Painting
Toy Making
Gardening
Tailoring & Embroicity
Food Preservation
Paper cutting

AGRICULTURE

THEORY :
1. Crop production - its importance in economic life.
2. Selection of crop, the climate, nature and types of soil drainage and water supply, marketing facilities as the basis of crops selection.
3. Selection of right variety crop - plant type, duration, fields.
4. Seed and seed selection, identification of seed bed, preparation, qualities of good seed beds, observation of scientific agricultural work.
5. Slowing and planting of crops - the principles and methods.
6. Manuring - the role of manner and fertilisers in crop production, nutritive needs of the crops.
7. Irrigation and water management - Principles and system of ——— irrigation, danger of excessive water.
8. Plant protection - weeds, insects and diseases.
9. Harvesting of crop - Principles and practice of harvesting.
10. Marketing of crops, principles of protection and procedure for storage of crops.
11. Crop production and alementary economics.

PRACTICAL :
1. Praparation work in growing of crops.
2. Preparation of pots & use of implements.
3. Keeping of records and account.
4. Visit of Govt. gardern of farm.

GARDENING AND HORTICULTURE

THEORY :
1. Place gardening - importance and aims
2. Site selection for garden.
3. Irrigation and drainage - methods of irrigation and importance
4. Seed and seed selection, methods of sowing - germination vegetative propagation.
5. Place of pot culture, water culture, mixing of soil, manure.
6. Care and upkeep of garden - inter - culture, mulching and weed control insects and pests singular.

PRACTICAL :

Came and handling of equipment, upkeep of plants, pots, preparation of fint, nursury beds, spraying, of insecticides etc. collection of seeds bulbs pests etc.

TAILORING AND EMBROIDERY

THEORY :
1. Stitches - various, types : basting; run, back stitch, blanket, top sewing, buttons.
2. Decoration - Simple embroidery stitches, chastitch.
3. Staight sewing.
4. Making garments of different styles for children.

PRACTICAL :
1. Stitches and decoration work.
2. Handling of machine and its care.
3. harmony of taxtual, shapem design and colour.
4. Decoration and embroidery - drafting of various articles.
5. Preparation of 2 articles - Pajama Kurta, Frock, Dush Shirt etc.
6. Learning traditional embroidery Kashmiri, Punjabi, Phulkari, Lucknow, Bengal Katha, Kutch, Karnataka, Kashida.

BOOK BINDING

THEORY :
1. Various branches of book binding and their definitions, voe : book work, stationery binding general and miscellanecus binding.
2. Knowledge of tools accesseries used and the maintenance : binder's nails, bookins, hammer, saw, knives, scoring knives. scissers, backing press, hand press, perforating machine, ruling machine, numbering machine, cutting machine, stove of electrive heater.
3. Acquaintance with binders materials :binders, neesles, twin cord, glue, paste gum. binding, cloth, leather calico, marble paper, resin, morocco etc.
4. Costing of various items of production.

PRACTICAL :
1. Book work : general preparation - size and quality of paper used, Finishing the printed sheets set of folding print folding to paper folding - putting to place - shuffling, inserting, gathering and collating.
2. Binders work sowing and binding.
3. Stationary binding size and sub division of paper size of book of pads, perforation and numbering registers account book receipt books and ledger binding etc.
4. Miscellaneous binding : rebinding trimming leaflets and mephits, mounting of maps, paintings, pictures and making of covers.

5. Methods of sewing : Sewing materials, different kinds of stitching.
6. End papers.
7. Pate, glue and gum - gheir preparation and use for different kingds of work.
8. Process of triming and rounding.
9. Back leaving glazing, hinges, trapping etc.
10. Cutting of heands for different kinds of work.
11. Different styles of binding, paper cover case cover, quarter cloth, lisp and stiff quarter leather, stiff cut, hush, quarter, calico, twored in half cloth and macble, half leather and calico, full cloth, full leather binding.
12. Making of dockets, envelopes, portfolies and albums.

DRAWING AND PAINTING

THEORY :
1. Basic design and colour and colour design.
2. Effecxt of strong contrast in value and colour.
3. Effect of cool colours in relation to topic.
4. Bettering - Design in Bettering.
5. Postal - Function and Necessity.
6. Book Illustration, Cover Designing.

PRACTICAL :
1. Proparation of colour, charts, shewing tone, shades.
2. Preparation of beometric design, landscape.
3. Making of unit designs - cover design.

MUSIC

THEORY :
1. Knowledge of Nad, Swar, Sudha, Komal, Teevra, Sapatk, Mandhra, Madhya, Taar, Archa, Avroha, Raga, Gat, Bay, Matra, Tal, Khall,
2. Knowledge of Ecucation systom as laid down by Vishnu Digamber of Pt. Bhatkunand.
3. Cutline of History of Indian Music.

PRACTICAL :
1. To participate in community singing.
2. Stress on creating and developing proper sense of Rhythm.
3. Ability of sing five rags a Yomen, Kaft, Khawaj, Bhopall, Sarang.
4. Five taals and Thekas - Kahrawa, Bagra, Tritoal, Jhaptaal, Chautaal.
5. Ability to Recorgnise Tal played; Knowledge of Tuning and Instruments.
6. To Sing National Anthem, Patriotic, Bevetional songs and Gazelles.

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DANCE

THEORY :
1. General Idea of Indian Dance Forms - Classical, Folk and Modern.
2. Basic Understanding of the Human Boy and Anatomy.
3. Understanding of the Basic Movements of Different Points of the Body and Muscles during Dance Movements.

PRACTICAL :
1. Practice in Basic Movements of Different Pints of the body - Fect, Toes, Thighs, Waist, Head, Hands etc.
2. Simple Movements in Standing, Sitting and Dying Positions.
3. Simple composition of Movements with props like Dandia, Manjeera etc.
4. Expression of Different Moods - Rasas.
5. Participation in Dance-Drama, Folk Dance and Group Dance.

TOY MAKING

THEORY :
1. Introduction to Traditional Indian Toys.
2. Traditional Puppets.
3. Preparation of Simple Toys - Clay Toys, Plaster of Peris Toys, Paper Mache, Cardboard toys.
4. Flywood - out Toys, Soft - Wire Toys.
5. Stuffed puppets, Simple Puppets.
6. Simple Mechanisation of Toys.

PRACTICAL :
1. Preparation of simple toys and puppets.
2. Handling of plaster-casting.
3. Decoration of toys - painting, dresses of toys.
4. Preparation of a receipt book page.

MICRO TEACHING

PRACTICE OF THE FOLLOWING SKILLS :
1. Skill of Reinforcement.
2. Skills of Probing Questioning.
3. Skill of Explaining.
4. Skill of Illustrating with examples.
5. Skill of Stimulus Variation.
6. Skill of Writing on the blackboard.
7. Skill of Writing Objectives in Behavicural Terms.

PSYCHOLOGY PRACTICALS :-
Administration, scoring and interpretation of :
Intelligence Test
Personality Test

- Creative Test
- Achievement Test
- Adjustment Inventory
- Comparative Study of Whole v/s Part method of learning
- Administration of Piagetion Types Tests (Tasks)

FRUIT AND VEGETABLE PRESERVATION
(FOOD PRESERVATION)

THEORY :
1. Basic Knowledge of Preservation.
2. Need of Preservation.   3.   Causes of food spoilage
4. Principles of Preservation

PRACTICAL :
1. Preservation with sugar – Jam, Jelly, Murabba, Sharbat, squashete
2. Preservation using Oil & salt – making different kinds of pickles.
3. Preservation by dehydration – to preserve fruit & vegetables by drying them up e.g. grain peas, grams, groundnuts.
4. Drying vegetables – Tomatoes, brinjols, mathie, coulfle.

PHOTOGRAPHY

THEORY :
- Camera
- Darkroom
- Printing & Enlarging
- Composition
- Negative
- After work on the Print

PRACTICAL WORK :
Photography of Sports & Cultural programme and Other activites of trainees.

CHALK MAKING

THEORY :
- Raw materials
- Preparation of chalk stick
- Packaging
- Equipment & Tools
- Different type of chalk stick

PRACTICAL WORK :
Production of chalk sticks for lical requirement

WOOD WORK

- Woods
- Requirements of School
- Selecstion & Measurement of Wood
- Making of school wood Materials and teaching aids
- Practical work
- Knowledge of toos and plants
- Preparation of students rosk, chairs & teaching aids
- Repairing work
- Tools and plants
- Uses of tools

GARMENT MAKING

THEORY :
- Textile – Weaving, Types, Psychological evvects on children.
- Pattern making
- Fancy dress Making – Choosing materials and styles

PRACTICAL WORK :
Making Paper patterns of – School dress of an adalescent girl
Adopting patterns to – Skirt blouse for an adolescent girl.

PAPER CUTTING

THEORY :
- Papes
- Tools
- Cutting
- Requirements of Paper Materials

PRACTICAL WORK :
- Making of Envelope
- Making of Flowers
- To maketeaching aids
- Letters cutting

DESK TOP PUBLISHING

THEORY :
- Fonts
- Standard Paper sizes
- Page formating
- Objects – text and graphics
- Paragraph formating
- Borders and shading
- Tools – Preferences, text, rotation, crop line, box, frame, move, zoom

PRACTICAL WORK :

COMMUNITY WORK :
- Community work with special focus on educating dropouts, non-starters and acult illiterates @ 3 to 5 individuals to educated by each B.Ed. trainee. (compulsory work)

At least one from the following activities
- Educational Survey of Slum/Backward Area
- Rural Camp
- Campur development
- TreePlantation
- Development of aproject for total literacy of a backward locality.
- Plan and organise a field trip/excursion to a nearby area of educstional impertance and submit a report.

2b

ANNEXURE - 4

MASTER PLAN

GROUND FLOOR PLAN
COLLAGE BUILDING

"JANKI COLLEGE OF EDUCATION"
AT DHANUHARDERA
DISTT- RAIGARH
C.G

PLOT AREA
3606 sqmt.

BUILT UP AREA
1860 Sq mt.

KHASRA NO.
61, 63, 64, 65/1

ANNEXURE - 5

SAMPLE OF STUDENTS FEED BACK

JANKI COLLAGE OF EDUCATION

STUDENT FEED BACK ON TEACHERES

DEPARTMENT – EDUCATION   YEAR - 2014-15

please rate the teacher on the following attributes using the four point scale shown

| 4.00 | 3.00 | 2.00 | 1.50 | 0.00 |

very good   good   satisfactory   unsatisfactory

Name of the teacher – ....Tejram Naik.........................

Parameters	A Very good	B Good	C Satisfactory	D Unsatisfactory
1. knowledge base of the teacher (as perceived by you	✓			
2. communication skills (in terms of articulation and comprehensibility)		✓		
3. sincerity/commitment of the teacher	✓			
4. interest generated by the teacher		✓		
5. ability to integrated course material with environment/ other issues, to provided a broader perspective		✓		
6. ability to integrated contain with other course	✓			
7. accessibility of the teacher in and out of the class (includes arability of the teacher to motivate further study and discussion out side class)	✓			
8. ability design quizzes / test /assignment /examination / and project to evaluate student understanding of the course		✓		
9. provision of sufficient time for feed back		✓		
10. overall rating		✓		

JANKI COLLEGE OF EDUCATION

DHANUHARDERA DISTT. RAIGARH (C.G.)

AUDIT REPORT

FOR THE YEAR ENDED ON 31ST MARCH 2013

Auditors:

M/s Agrawal Dinesh & Co.
Chartered Accountants
30-31, 1st Floor
Krishna Crown, Chaitanya Nagar,
Dhimrapur Road, Raigarh (C.G.)
Mob. No. 98261-23419

…AWAL DINESH & CO.
RTERED ACCOUNTANTS

30-31, 1st Floor
Krishna Crown,Chaitanya Nagar,
Dhimrapur Road,Raigarh (C.G.)
PH. (07762) 234401/02

AUDITOR'S REPORT

To,
The Principal
Janki college of Education
At. P.O. Raigarh
Distt. Raigarh (C.G.)

We have examined the attached Statement of Affairs of **Janki College of Education, At-Po. Raigarh, Distt -**

Raigarh as at 31st March 2013 and the Income and Expenditure Account and the Receipts and Payments

Account for the year ended on 31 March 2013 annexed thereto and report that.

1. We have obtained all information and explanation which to the best of our knowledge and belief were necessary for the purpose of our audit.

2. (i) These financial statements are the responsibilities of the School Management. Our responsibilities is to express an opinion on these financial statements based on our audit.

2. (ii) We conducted our audit in accordance with auditing standards generally accepted in India. Those standards required that we plan & Perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. an audit includes examining on test basis. Evidence supporting the amounts and disclosures in the financial statements . An audit includes assessing the principals used and significant estimates made by the management as well as evaluating the over all financial statement presentation . We believe that our audit provides reasonable basis of our opinion .

3 In our opinion proper books of accounts as required by law have been kept by the School so far as appears from our examination of the books .

4 The statement of affairs, income & expenditure account dealt with by these report are in agreement with the books of accounts.

In our opinion and to the best of our information and according to the explanation given to us , the said accounts together with the notes thereon , with the information required in the manner so required and give a true and fair view.

i. In the case of statements of affairs ,of the state of affairs of the School as at 31st march 2013.

ii. In the case of Income and Expenditure Account, of the Surplus of the School for the year ended on that date.

Place: Raigarh
Date : 07/07/2014

For, Agrawal Dinesh & Co.
Chartered Accountants

(Nitesh Agrawal)
Partner
M.No. 411392

JANKI COLLEGE OF EDUCATION
DHANUHARDERA DISTT. RAIGARH (C.G.)
BALANCE SHEET AS AT 31ST MARCH 2013

LIABILITIES		AMOUNT	ASSETS		AMOUNT
General Fund A/c			Furniture		30950.00
Opening Balance	0.00				
Add: Excess of Exp.			Bus		1320000.00
over Income trans. from					
I & E A/c	1993957.00	1993957.00	Lab Equipment		38231.00
Bank OD in PNB		1328981.00	Generator		325000.00
			Deposits		
			F.D.R		1500000.00
			Closing balance		
			Cash in hand	48049.00	
			Bank Balance With		
			P.N.B. 1856	60708.00	108757.00
TOTAL		3322938.00	TOTAL		3322938.00
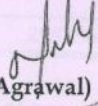
In terms of over annexed report of even date

Place : Raigarh
Date : 07/07/2014

For, Janki College of Education
Dhanuhardera, Distt. Raigarh

Principal

For, Agrawal Dinesh & Co.
Chartered Accountants

(Nitesh Agrawal)
Partner
M.No. 411392

JANKI COLLEGE OF EDUCATION

DHANUHARDERA DISTT. RAIGARH (C.G.)

INCOME & EXPENDITURE ACCOUNT

FOR THE PERIOD FROM 1ST APRIL 2012 TO 31ST MARCH 2013

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Salary Exp.	289000.00	By Fees received	2961857.00
To Donation to G.G Samiti	100000.00	By Bus Rent Received	20700.00
To Legal Fees Exp.	104417.00	By Bank Interest	5005.00
To Bank Interest Paid	63681.00		
To Building Maintenance	50000.00		
To Exam Fees Exp.	94417.00		
To Stationery Exp.	18280.00		
To Power & Fuel Exp.	83009.00		
To Advertisement Exp.	3200.00		
To Library Expenses	50257.00		
To Repairing & Maintainance Exp.	58249.00		
To Electricity Exp.	13817.00		
To Fooding Exp	1750.00		
To Insurance Exp.	43153.00		
To Enrolment exp.	19900.00		
To Bank Charges	475.00		
To Income & expenditure A/c Excess of Income Over Exp. trans. to Balance sheet	1993957.00		
Total	**2987562.00**	**Total**	**2987562.00**

In terms of over annexed report of even date.

Place : Raigarh
Date : 07/07/2014

For, Janki College of Education
Dhanuhardera, Distt. Raigarh

Principal

For, Agrawal Dinesh & Co.
Chartered Accountants

(Nitesh Agrawal)
Partner
M.No. 411392

JANKI COLLEGE OF EDUCATION
DHANUHARDERA DISTT. RAIGARH (C.G.)
RECEIPTS & PAYMENTS ACCOUNT
FOR THE PERIOD FROM 1ST APRIL 2012 TO 31ST MARCH 2013

RECEIPTS	AMOUNT		PAYMENTS	AMOUNT
To Opening Balance			By Salary Exp.	289000.00
Cash in Hand	0.00		By Donation to G.G Samiti	100000.00
Bank Bal. With			By Bus Purchase	1320000.00
PNB 1856	0.00	0.00	By Furniture Purchase	30950.00
			By Generator Purchase	325000.00
To Payment of Bank OD		1328981.00	By Lab Equipment Purchase	38231.00
			By Legal Fees Exp.	104417.00
To Fees received		2961857.00	By Bank Interest Paid	63681.00
To Bus Rent Received		20700.00	By Building Maintenance	50000.00
To Bank Interest		5005.00	By Exam Fees Exp.	94417.00
			By Stationery Exp.	18280.00
			By Power & Fuel Exp.	83009.00
			By Advertisement Exp.	3200.00
			By Library Expenses	50257.00
			By Repairing & Maintainance Exp.	58249.00
			By Electricity Exp.	13817.00
			By Fooding Exp	1750.00
			By Insurance Exp.	43153.00
			By Enrolment exp.	19900.00
			By Bank Charges	475.00
			By Closing balance	
			Cash in hand	48049.00
			Bank Balance With	
			P.N.B. 1856	60708.00
			FDR	1500000.00	1608757.00
Total		**4316543.00**	**Total**	**4316543.00**

In terms of over annexed report of even date.

Place : Raigarh
Date : 07/07/2014

For, Janki College of Education
Dhanuhardera, Distt. Raigarh

Principal
Janki College Of Education
Raigarh

For, Agrawal Dinesh & Co.
Chartered Accountants

(Nitesh Agrawal)
Partner
Mem.No. 411392

JANKI COLLEGE OF EDUCATION

DHANUHARDERA DISTT. RAIGARH (C.G.)

AUDIT REPORT

FOR THE YEAR ENDED ON 31ST MARCH 2014

Auditors:

M/s Agrawal Dinesh & Co.
Chartered Accountants
30-31, 1st Floor
Krishna Crown, Chaitanya Nagar,
Dhimrapur Road, Raigarh (C G.)
Mob. No. 98261-23419

AGRAWAL DINESH & CO.
CHARTERED ACCOUNTANTS

30-31, 1st Floor
Krishna Crown, Chaitanya Nagar,
Dhimrapur Road, Raigarh (C.G.)
PH. (07762) 234401/02

AUDITOR'S REPORT

To,
The Principal
Janki College Of Education
At. P.O. Raigarh
Distt. Raigarh (C.G.)

We have examined the attached Statement of Affairs of **Janki College Of Education, At-Po. Raigarh, Distt**

Raigarh as at 31st March 2014 and the Income and Expenditure Account and the Receipts and Payment

Account for the year ended on 31 March 2014 annexed thereto and report that.

1. We have obtained all information and explanation which to the best of our knowledge and belief wer necessary for the purpose of our audit.

2. (i) These financial statements are the responsibilities of the School Management. Our responsibilities is express an opinion on these financial statements based on our audit.

2. (ii) We conducted our audit in accordance with auditing standards generally accepted in India. Thos standards required that we plan & Perform the audit to obtain reasonable assurance about whether the financi statements are free of material misstatement. an audit includes examining on test basis. Evidence supporting tl amounts and disclosures in the financial statements. An audit includes assessing the principals used ar significant estimates made by the management as well as evaluating the over all financial statemer presentation. We believe that our audit provides reasonable basis of our opinion.

3. In our opinion proper books of accounts as required by law have been kept by the School so far as appear from our examination of the books.

4. The statement of affairs, income & expenditure account dealt with by these report are in agreement with th books of accounts.

In our opinion and to the best of our information and according to the explanation given to us, the said accoun together with the notes thereon, with the information required in the manner so required and give a true ar fair view.

i. In the case of statements of affairs, of the state of affairs of the School as at 31st march 2014.

ii. In the case of Income and Expenditure Account, of the Surplus of the School for the year ended on that date

Place: Raigarh
Date : 30/07/2015

For, Agrawal Dinesh & C
Chartered Accountant

(Dinesh Agrawal)
Partner
M.No. 076969

JANKI COLLEGE OF EDUCATION

DHANUHARDERA DISTT. RAIGARH (C.G.)

BALANCE SHEET AS AT 31ST MARCH 2014

LIABILITIES	AMOUNT		ASSETS		AMOUNT
General Fund A/c			Furniture		30950.00
Opening Balance	1993957.00		Bus		1320000.00
Add: Excess of Exp.			Generator		325000.00
over Income trans. from					
I & E A/c	284362.30	2278319.30	**Lab Equipements**		
			Opening Balance	38231.00	
			Add : During the year	38227.00	76458.00
Bank OD in PNB					
Opening Balance	1328981.00		**Closing balance**		
Less : Deletion During			Cash in hand	342852.00	
the year	1328981.00	0.00	**Bank Balance With**		
			P.N.B. 1856	183059.30	525911.30
TOTAL		2278319.30	**TOTAL**		2278319.30

In terms of over annexed report of even date

Place : Raigarh

Date : 30/07/2015

For, Janki College

Dhanuhardera, Distt. Raigarh

Principal

Principal

Janki College Of Education

Raigarh

For, Agrawal Dinesh & Co.

Chartered Accountants

(Dinesh Agrawal)

Partner

M.No. 076969

JANKI COLLEGE OF EDUCATION
DHANUHARDERA DISTT. RAIGARH (C.G.)
INCOME & EXPENDITURE ACCOUNT
FOR THE PERIOD FROM 1ST APRIL 2013 TO 31ST MARCH 2014

EXPENDITURE	AMOUNT	INCOME	AMOUNT
By Salary Exp.	1744748.00	By Fees received	2978000.00
By Advertisement Exp.	53540.00	By Exam Fees Received	10000.00
By Wages Exp.	177300.00	By Bank Interest	17749.00
By Electricity Exp.	14000.00	By FDR Interest Received	52091.00
By Fabrication Exp.	60480.00		
By RTO Expenses	15000.00		
By Exam Fees Expenses	95076.00		
By Stationery Exp.	60870.00		
By Maintainance Exp	35460.00		
By Power & Fuel Exp.	14900.00		
By Bank Interest Paid	1965.00		
By Donation to Guardian Guide Society	500000.00		
By Bank Charges	138.70		
To Income & expenditure A/c Excess of Income Over Exp. trans. to Balance sheet	284362.30		
Total	**3057840.00**	**Total**	**3057840.00**

In terms of over annexed report of even date.

Place : Raigarh
Date : 30/07/2015

For, Janki College
Dhanuhardera, Distt. Raigarh

Principal

For, Agrawal Dinesh & Co.
Chartered Accountants

(Dinesh Agrawal)
Partner
M.No. 076969

JANKI COLLEGE OF EDUCATION
DHANUHARDERA DISTT. RAIGARH (C.G.)
RECEIPTS & PAYMENTS ACCOUNT
FOR THE PERIOD FROM 1ST APRIL 2013 TO 31ST MARCH 2014

RECEIPTS	AMOUNT		PAYMENTS	AMOUNT
To Opening Balance			By Salary Exp.	1744748.0
Cash in Hand	48049.00		By Advertisement Exp.	53540.0
Bank Bal. With			By Wages Exp.	177300.0
PNB 1856	60708.00		By Electricity Exp.	14000.0
FDR	1500000.00	1608757.00	By Donation to Guardian Guide Society	500000.0
			By Lab Equipments Purchased	38227.0
To Fees received		2978000.00	By Fabrication Exp.	60480.0
To Bank Interest		17749.00	By RTO Expenses	15000.0
To Exam Fees Received		10000.00	By Exam Fees Expenses	95076.0
To FDR Interest Received		52091.00	By Stationery Exp.	60870.0
			By Maintainance Exp	35460.0
			By Power & Fuel Exp.	14900.0
			By Bank Interest Paid	1965.0
			By Bank Charges	138.7
			By Bank OD	1328981.0
			By Closing balance	
			Cash in hand	342852.00
			Bank Balance With	
			P.N.B. 1856	183059.30	525911.3
Total	4666597.00		Total	4666597.0

In terms of over annexed report of even date

Place : Raigarh
Date : 30/07/2015

For, Janki College
Dhanuhardera, Distt. Raigarh

Principal
Principal
Janki College Of Education
Raigarh

For, Agrawal Dinesh & Co.
Chartered Accountant

(Dinesh Agrawal)
Partner
Mem.No. 076969

ANNEXURE 7 - LATEST RECOGNITION ORDER ISSUED BY
NCTE

—4—

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 website 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/APP644/100719-Ed.(2012/91800-55 dated 03.07.2012 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Bhatnagar)
Regional Director

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

Copy to:

1. The Principal, Janki College of Education, Guardian and Guide Education Society, Khasra no. 81, 82, 84, 84, 44/1A, Plot no. 82, Dhanuharsira, Pussore, Raigarh, Chhattisgarh–496001
2. The secretary, Guardian and Guide Education Society, Plot no. – Dhanuharsira, Village-Dhanuharsira, Post office- Raigarh, Tehsil/Taluka- Pussore, District- Raigarh, Chhattisgarh- 496001.
3. The Registrar, Sarguja University Ambikapur, Chhattisgarh
4. The Education Secretary, (Higher Education), Government of Chhattisgarh, Mantralaya, Raipur-492001, Chhattisgarh.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
7. The Computer Programmer, Computer Section, WRC, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
8. Office Order file/Institution no. APP644.

Regional Director

JANKI COLLEGE OF EDUCATION RAIGARH (C.G)

LIST OF B.ED. STUDENTS WHO ARE APPEARING IN EXAMINATION
(SESSION - 2014-2015)

S.NO	ROLL. NO.	ENROLL/REG.NO.	O.M.R. SHEET NO.	NAME OF STUDENT	CASTE	PERCENT AGE	RESULT
1	64820107	BUED/14/820/107	322201	AJAY PANDEY	OBC	752/1100	FAIL
2	64820108	BUED/14/820/108	322202	AMIT SEN	GEN	710/1100	FAIL
3	64820109	BUED/14/820/109	322203	ANITA GUPTA	OBC	801/1100	PASS
4	64820110	BUED/14/820/110	322204	ANITA NAIK	OBC	840/1100	PASS
5	64820111	GA/11/5078	322205	ANJALI XALXO	ST	750/1100	PASS
6	64820112	BUED/14/820/112	322206	ANNEY CHHATRE	ST	706/1100	PASS
7	64820113	BUED/14/820/113	322207	ANUP SINGH	GEN	715/1100	PASS
8	64820114	BUED/14/820/114	322208	APURNA KUMAR PRADHAN	OBC	740/1100	PASS
9	64820115	BUED/14/820/115	322209	ARCHANA SAHU	OBC	792/1100	PASS
10	64820116	GAP/08/2533	322210	BAJRANG YADAV	OBC	723/1100	FAIL
11	64820117	GSP/10/32697	322211	BILASINI BHOY	ST	740/1100	FAIL
12	64820118	GAP/10/16064	322212	CHAMPA PATEL	OBC	807/1100	PASS
13	64820119	BUAP/11/06024	322213	CHANCHALA PATEL	OBC	750/1100	PASS
14	64820120	GS/11/110	322214	CHANDRASHEKHAR SINGH LAHRE	SC	724/1100	PASS
15	64820121	BUED/14/820/121	322215	CHITRASEN PATEL	OBC	766/1100	PASS
16	64820122	GS/09/5119	322216	DEEPIKA BEHRA	OBC	712/1100	FAIL
17	64820123	GA/08/1463	322217	DEVCHARAN RATHIA	ST	745/1100	FAIL

| 18	64820124	GS/09/1137	322218	DHARMA DEV BISHAL	ST	761/1100	PASS
19	64820125	BUAP/11/22739	322219	DILESHWARI PATEL	OBC	738/1100	PASS
20	64820126	GP/09/6884	322220	DRUPATI PATEL	OBC	790/1100	PASS
21	64820127	BUED/14/820/127	322221	GHASIYANO RATHIA	ST	743/1100	PASS
22	64820128	BUED/14/820/128	322222	GOUTAM KUMAR PRADHAN	OBC	762/1100	PASS
23	64820129	BUED/14/820/129	322223	HOMI RATNESH	SC	833/1100	PASS
24	64820130	GS/11/4016	322224	HUSH RAM	SC	784/1100	PASS
25	64820131	BUAP/13/201029/245	322225	JYOTI YADAW	OBC	764/1100	PASS
26	64820132	BUED/14/820/132	322226	KALPANA KHOBRAGARHE	SC	778/1100	PASS
27	64820133	BUED/14/820/133	322227	KAMAL KISHOR BHOY	OBC	769/1100	PASS
28	64820134	BUED/14/820/134	322228	KAMLESH KUMAR SAO	OBC	723/1100	FAIL
29	64820135	BUED/14/820/135	322229	KANHAIYA LAL YADAW	OBC	667/1100	FAIL
30	64820136	BUAP/13/4230280/52	322230	KIRAN PATEL	OBC	748/1100	PASS
31	64820137	GS/08/4112	322231	KOHIMA JAISHWAL	OBC	765/1100	FAIL
32	64820138	BUED/14/820/138	322232	KOUSHIKA DEEP	SC	705/1100	FAIL
33	64820139	BUAP/11/22192	322233	JAYAKANTA BANJARE	SC	733/1100	PASS
34	64820140	GS/11/1004	322234	LAKESHWARI RATHIA	ST	837/1100	PASS
35	64820141	BUED/14/820/141	322235	LALESHWAR RAM BHAGAT	ST	705/1100	PASS
36	64820142	GA/11/3504	322236	LAXMI NAIK	OBC	731/1100	PASS
37	64820143	BUED/14/820/143	322237	LAXMI NARAYAN	OBC	755/1100	PASS
38	64820144	BUED/14/820/144	322238	LAXMI NARAYAN MALI	OBC	775/1100	FAIL
39	64820145	BUED/14/820/145	322239	MALTILATA DIWAN	OBC	832/1100	PASS
40	64820146	BUED/14/820/146	322240	MANASI PADHAN	OBC	757/1100	PASS

41	64820147	BUED/14/820/147	322241	MANDAKINI CHOWHAN	GEN	782/1100	PASS
42	64820148	BUED/14/820/148	322242	MANGAL SINGH JANGDE	SC	767/1100	PASS
43	64820149	BUED/14/820/149	322243	MANJU BAKAWLE	SC	770/1100	PASS
44	64820150	GC/11/2248	322244	NANDINI MAKHIJA	GEN	813/1100	PASS
45	64820151	GAP/10/15303	322245	NARAYAN SINGH SIDAR	ST	689/1100	PASS
46	64820152	BUED/14/820/152	322246	NARSINGH NISHAD	OBC	670/1100	FAIL
47	64820153	BUED/14/820/153	322247	NEERAJ SINGH	GEN	773/1100	PASS
48	64820154	BUED/14/820/154	322248	NEETA PREETI MINJ	ST	754/1100	PASS
49	64820155	BUED/14/820/155	322249	NEETESH KUMAR VERMA	OBC	689/1100	PASS
50	64820156	BUCA/13/816/023	322250	PADMALAYA PRADHAN	OBC	765/1100	PASS
51	64820157	BUED/14/820/157	322251	POOJA MAHANA	OBC	837/1100	PASS
52	64820158	BUED/14/820/158	322252	PRADEEP PRADHAN	OBC	740/1100	PASS
53	64820159	BUAP/13/708026/007	322253	PRAMOD KUMAR PATEL	OBC	815/1100	PASS
54	64820160	BUAP/11/17862	322254	PRATIMA PRADHAN	OBC	803/1100	PASS
55	64820161	BUED/14/820/161	322255	PRATIMA VAISHNAV	OBC	771/1100	PASS
56	64820162	BUED/14/820/162	322256	PREETI UPADHYAY	GEN	827/1100	PASS
57	64820163	GAP/10/12574	322257	PREM SHILA NAIK	OBC	779/1100	PASS
58	64820164	BUED/14/820/164	322258	PRITI PRADHAN	OBC	770/1100	PASS
59	64820165	GA/09/9876	322259	RAJ KUMARI RATHIA	ST	774/1100	PASS
60	64820166	GSP/10/32199	322260	RAJESH TIGGA	ST	785/1100	PASS
61	64820167	GAP/05/8698	322261	RAKESH KUMAR SAO	OBC	748/1100	PASS
62	64820168	BUED/14/820/168	322262	RAM PRAKASH YADAV	OBC	772/1100	PASS
63	64820169	BUED/14/820/169	322263	RAMSHILA PAINKRA	ST	846/1100	PASS

64	64820170	BUED/14/820/170	322264	SALIM KUMAR PAINKRA	ST	762/1100	PASS
65	64820171	BUAP/11/07344	322266	SAPTA RANA	OBC	807/1100	PASS
66	64820172	BUED/14/820/172	306491	SARASWATI DEVI	ST	731/1100	PASS
67	64820173	BUED/14/820/173	322268	SARIKA SINHA	GEN	771/1100	PASS
68	64820174	BUED/14/820/174	322269	SARITA MEHAR	GEN	787/1100	PASS
69	64820175	BUED/14/820/175	322270	SEETA KUMARI SAO	OBC	752/1100	PASS
70	64820176	BUCA/13/816/008	322271	SHARDA GUPTA	OBC	826/1100	PASS
71	64820177	BUED/14/820/177	322272	SHEELA DEVI	ST	697/1100	FAIL
72	64820178	BUED/14/820/178	322273	SHIVE KUMAR BHOY	OBC	750/1100	PASS
73	64820179	BUED/14/820/179	322274	SHRAVAN KUMAR PATEL	OBC	789/1100	PASS
74	64820180	BUED/14/820/180	322275	SONIA VIJAY ARORA	GEN	235/1100	FAIL
75	64820181	BUED/14/820/181	322276	SONIYA SONY	GEN	839/1100	PASS
76	64820182	BUED/14/820/182	322277	SPAIKAR EKKA	ST	797/1100	PASS
77	64820183	BUED/14/820/183	322278	SRIBANTA KUMAR CHAINI	GEN	813/1100	FAIL
78	64820184	BUED/14/820/184	322279	SUBHASH NAIK	OBC	747/1100	PASS
79	64820185	BUED/14/820/185	322280	SUCHITRA PATEL	OBC	792/1100	PASS
80	64820186	BUED/14/820/186	322281	SUJATA PRADHAN	OBC	781/1100	PASS
81	64820187	GAP/07/9998	322282	SUMAN DAS	OBC	782/1100	PASS
82	64820188	BUED/14/820/188	322283	SUNITA BURMAN	SC	783/1100	PASS
83	64820189	BUED/14/820/189	322284	SUNITA TIGGA	ST	796/1100	PASS
84	64820190	BUED/14/820/190	322285	SUPRABHA BHOI	OBC	744/1100	FAIL
85	64820191	GAP/10/16019	322286	SURESH KUMAR BHUMIYAN	ST	706/1100	PASS

86	64820192	BUED/14/820/192	322287	SURESHNI SAO	OBC	787/1100	PASS
87	64820193	BUED/14/820/193	322288	TIKESHWAR MANIKPURI	OBC	782/1100	PASS
88	64820194	BUED/14/820/194	322289	TUMPA BHAWANI	GEN	822/1100	PASS
89	64820195	BUED/14/820/195	322290	UMA PATEL	OBC	785/1100	PASS
90	64820196	BUED/14/820/196	322291	URBASI SAHU	GEN	779/1100	PASS
91	64820197	BUED/14/820/197	322292	VARSHA SAHU	OBC	826/1100	PASS
92	64820198	BUED/14/820/198	322293	VARSHA TIWARI BAJPAI	GEN	792/1100	PASS
93	64820199	BUED/14/820/199	322294	VIBHAKANT BHUSHAN	OBC	798/1100	PASS
94	64820200	BUED/14/820/200	322295	VIDYANAND PATEL	OBC	864/1100	PASS
95	64820201	BUED/14/820/201	322296	VIJAY CHOUDHARY	OBC	814/1100	PASS
96	64820202	GAP/02/6003	322297	VIJAY SINGH SIDAR	ST	759/1100	PASS
97	64820203	BUED/14/820/203	322298	VIKAS KUMAR BISWAL	OBC	818/1100	PASS
98	64820204	GA/11/8928	322299	VINEETA PANIGRAHI	GEN	735/1100	PASS
99	64820205	BUAP/11/07461	322300	WAGENDRA BANJARE	SC	750/1100	PASS

TOTAL STUDENT APPEARED 99
PASSED 83   FAILED 16

ANNEXURE 9 - SAMPLE OF FEEDBACK ON PRACTISE TEACHING BEST PRACTISE

Form 1 (left)

Lesson No. _02_   Date _24/11/014_

Subject _हिन्दी_

Class _7वीं_   Section _____   School _शाजिक्तव, क्या भाग्भ केन्द्र गांधी चलस्याभ_

Name of the Observer _नरेश नायक_

Short coming on lesson and suggestions to develop :-

1. Use... Colour chalk.
2. सामाजिक इतर न दें ।
3. स्वर्ण द्वारा को ध्यान दें
4. _____
5. _____

Progress of the students Trainee -

A) _____
B) _____
C) _____
D) _____
E) _____

Signature of Students   Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

Form 2 (right)

Lesson No. _03_   Date _25/11/014_

Subject _सामाजिक विज्ञान_

Class _8वीं_   Section _____   School _शा० के.स्या.मा. रा. शाला_

Name of the Observer _नरेश नायक_

Short coming on lesson and suggestions to develop :-

1. क आ गाद करायें।
2. Lesson plan के अनुसार पढ़ायें।
3. अंक श्रेणी का निमारण करें ।
4. _____
5. _____

Progress of the students Trainee -

A) _____
B) _____
C) _____
D) _____
E) _____

Signature of Students   Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

Lesson No. 02

Date 24/11/2014

Subject Hindi

Class 7th Section _____ School Govt. Girls Middle School

Name of the Observer Mr. Rajesh Naik

Short coming on lesson and suggestions to develop:-

1. Dont stand too close to the block board.
2. block board.
3. Dont write any incorrect word.
4. or wrong sentence on the black board.
5.

Progress of the students Trainee -

A) Teaching able are so good
B)
C)
D)
E)

Signature of Students

Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

---

Lesson No. 03

Date 25/11/2014

Subject S.Science

Class 6th Section _____ School Govt. girls middle school

Name of the Observer Mr. Rajesh Naik

Short coming on lesson and suggestions to develop:-

1. Dont write on the block board
2. When pupil are reading
3. Use coloured chalk is very useful
4. to present as graphic and vivid picture
5. Improve your personality

Progress of the students Trainee -

A) Class under control
B)
C) Student listen carefully
D)
E)

Signature of Students

Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

Left Page

Lesson No. ___ 22 ___   Date ___ 05/12/14 ___

Subject ___ Science ___

Class ___ X ___ Section ___ "A" ___ School ___ G.H.S.S.C.D.N. ___

Name of the Observer ___ Jyoti Tiwari ___

Short coming on lesson and suggestions to develop :-

1. स्टेप में अच्छे ढंग से सिखाये ।

2. Teaching and बड़ो क्लास

3. _____

4. _____

5. _____

Progress of the students Trainee -

A) Block Board work 18 good.

B) Teaching work 18 good.

C) Class control हो ।

D) _____

E) _____

Signature of Students   Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

---

Right Page

Lesson No. ___ 23 ___   Date ___ 08/12/14 ___

Subject ___ Hindi ___

Class ___ IX ___ Section ___ "A" ___ School ___ G.H.S.S.C.D.N. ___

Name of the Observer ___ Jyoti Tiwari ___

Short coming on lesson and suggestions to develop :-

1. Topic को Black Board में लिखे ।

2. Group Answer से दे

3. _____

4. _____

5. _____

Progress of the students Trainee -

A) दानों की व Class work कराया (6.2.21) जाता

B) Student Topic में ध्यान दे रहे है

C) ह सामान्य अधिकांश गतिविधियां दी 3 Example
   कैद्वारा व्याख्या वाली ।

D) _____

E) दानों से कुछ पूछा जाये ।

Signature of Students   Signature of Observers

A) Very Good B) Good C) Normal D) Below Normal E) Not up to mark

Lesson No. 40   Date 16/12/04

Subject हिन्दी

Class 7वीं   Section _____   School शा. कन्या मा. शा. रायगढ़

Name of the Observer तेजराम नायक

Short coming on lesson and suggestions to develop :-

1. _____
2. _____
3. _____
4. _____
5. _____

Progress of the students Trainee -

A) सहज स्व सरल वाक्यों का प्रयोग

B) लिया गया।

C) प्रकरण को विस्तार से वर्णन किया गया।

D) छात्रों को समझाने का सार्थक प्रयास

E) रहा।

Signature of Students   Signature of Observers

A) Very Good   B) Good   C) Normal   D) Below Normal   E) Not up to mark

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.

This SAR is prepared by the institution on its own after internal discussion, and no part there of it has been out sourced.

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

Principal
Janki College of Education
Dhanubardera, Raigarh (C.G.)

Signature of the Head of the Institution

With Seal

Place : Raigarh

Date : 30.03.2016

Certificate of Compliance

(Affiliated /Constituent/Autonomous Colleges and Recognized institutions)

This is to certify that Janki College of Education fulfils all norms

1. Stipulated by the affiliating University and/ or
2. Regulatory Council / Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Rajeev

Principal
Janki College of Education
Dhanuhardera, Raigarh (C.G.)

Date: 30.03.2016

Place: Raigarh

Principal/Head of the Institution

(Name and Signature with Office seal)