

# **SELF APPRAISAL REPORT**

**TO**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**SUBMITTED BY**

**APOLLO COLLEGE**

**ANJORA DURG**

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## Profile of the Institution

1. Name and address of the institution : Apollo College, Anjora, Durg (C.G.)  
 2. Website URL : www.apollocollegedurg.com  
 3. For communication : info@apollocollegedurg.com

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	09827183860	0788-2623444	
Vice-Principal	09302834648		info@apollocollegedurg.com
Self-appraisal Co-ordinator	09981166896		info@apollocollegedurg.com

### Residence

Name	Telephone Number with STD code	Mobile Number
Head/ Principal	0788-2623444	09837134715
Vice – Principal	0788-2623444	09302834648
Coordinator NAAC	0788-2623444	09981166896

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (Specify and indicate)

5. Campus area in acres:

6.35 Acres

6. Is it a recognized minority institution:

Yes  No

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

MM	YYYY
Aug.	2005

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

Pt. Ravishankar Shukla University, Raipur (C.G.)

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

Month & Year

	MM	YYYY
2f	X	X

Month & Year

	MM	YYYY
12 B	X	X

10. Type of Institution

a. By funding

i. Government

 X

ii. Grant-in-aid

 X

iii. Constituent

 X

iv. Self-financed

v. Any other (specify and indicate)

 X

b. By Gender

i. Only for Men

 X

ii. Only for Women

 X

iii. Co-education

c. By Nature

i. University College

 X

ii. IASE

 X

iii. Autonomous College

 X

iv. Affiliated College

v. Constituent College  Xvi. Dept. of Education of Composite College  Xvii. NCTE  Xviii. Any other (Specify and indicate)  X

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

Yes  No 

If yes, has the institution applied for autonomy?

Yes  No 

12. Detail 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	B.Ed.	Graduation	Certificate		
				Diploma		
				Degree	1 Year	Bilingual
iv)	Post Graduate	M.Ed.	B.Ed.	Certificate		
				Diploma		
				Degree	1 Year	Bilingual
v)	Other (Specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary / Elementary				
Secondary/ Sr. Secondary	B.Ed.	WRC/2-32/723011/76/2005/6255	Till Date	100
Post Graduate	M.Ed.	WRE/APW05870/725020/2010/71457	Till Date	35
Other (specify)				

## B) Criterion –wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated  
 Vision Yes  No   
 Mission Yes  No   
 Values Yes  No   
 Objectives Yes  No
2. a) Does the institution offer self – financed programme(s)? Yes  No   
 If yes,  
 How many programmes?   
 Fee charged per programme
3. Are there programmes with semester system? Yes  No
4. Is the institution representing /participating in the curriculum development / revision process of the regulatory bodies?  
 Yes  No

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

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

D.Ed.	<input type="text" value="-"/>
B.Ed.	<input type="text" value="03"/>
M.Ed. (Full Time)	<input type="text" value="03"/>
M.Ed. (Part Time)	<input type="text" value="-"/>
Any other (specify and indicate)	<input type="text" value="-"/>

6. Are there Programmes offered in modular form

Yes  No

Number	-
--------	---

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

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

Number	1
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	4
--------	---

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

Heads of practice teaching schools	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Academic peers	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Alumni	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Students	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Employers	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Three Year
------------

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

Yes  No

Number	NA
--------	----

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

Yes  No

Number	NA
--------	----

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

Yes  No

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

Yes  No



## Criterion II: Teaching – Learning and Evaluation

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)   
*(If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):
- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	37	60	97	29	35	64	07	26	33
M.Ed. (Full Time)	18	16	34	13	05	18	05	11	16
M.Ed. (Part Time)									

4. Are there any overseas students? Yes  No
- If yes, how many?

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

a. Unit cost excluding salary component 12036.16

b. Unit cost including salary component 23730.94

*(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-2012-2013

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	75%	45%	60%	40%
M.Ed. (Full Time)	70%	65%	55%	40%
M.Ed. (Part Time)				

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

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60%	20%	20%
M.Ed. (Full Time)	70%	05%	25%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 25

b) Minimum number of pre-practice teaching lessons given by each student 40

## 11. Practice Teaching at School

- a) Number of schools identified for practice teaching 04
- b) Total number of practice teaching days 60
- c) Minimum number of practice teaching lessons given by each students 40

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

No. of Lesson in Simulation	No. 5	No. of Lesson Pre Practice Teaching	No. 35
-----------------------------	----------	-------------------------------------	-----------

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

Yes  No

## 14. Does the institution provide for continuous evaluation?

Yes  No

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

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

## 16. Examinations

- a) Number of sessional tests held for each paper 03
- b) Number of assignments for each paper 01

## 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 course with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

## 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	11	9.09
--------	----	----	------

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
	NA		

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

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

NA
----

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  X
- Teachers are provided with seed money  X
- Adjustment in teaching schedule  ✓
- Providing secretarial support and other facilities  X
- Any other specify and indicate  X

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.

b) M.Phil.

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	✓		08
Academic articles in reputed magazines/news papers	✓		03
Books	✓		03
Any other (Specify and indicate)			

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

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

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

	Faculty	Students
National seminars	<input type="text" value="06"/>	<input type="text" value="11"/>
International seminars	<input type="text" value="02"/>	<input type="text" value="00"/>
Any other academic forum	<input type="text" value="07"/>	<input type="text" value="00"/>

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

(Mark '✓' for yes and 'X' for No.)

Self – instructional materials

Print materials

Non-print materials (e.g. Teaching)  
Aids/audio-visual, multimedia, etc.

- Digitalized (Computer aided instructional materials)
- Question Bank
- Any other (Specify and indicate)

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

Yes  No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

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

Yes  No

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

Yes  No

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

16. Does the institution provide consultancy services?

Yes  No

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

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

Local Level	<input checked="" type="checkbox"/>
State Level	NIL
National Level	NIL
International Level	NIL

### Criterion IV: Infrastructure and Learning Resources

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

2859.48

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

a. Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d. Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e. Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f. Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

25

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

2,08,572/-

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

16500/-

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

35000/-

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

15 Lac



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

Yes  No

9. Total Number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	07		02
Non-teaching	06	02		01

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	02			
Non-teaching				

11. a. Number of regular and permanent teachers  
(Gender – wise)

	Open		Reserved	
	M	F	M	F
Lecturers	01	10		
Readers				
Professors				

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
Professors	-	-	-	-

c. Number of teachers from

Same State

10

Other State

03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	14:1
M.Ed. (Full Time)	7:1
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	03	01	01	-
	M	F	M	F
Temporary	01	01	-	-

b. Technical Assistant

	Open		Reserved	
	M	F	M	F
Permanent	01	02	02	-
	M	F	M	F
Temporary	-	-	-	-

14. Ratio of Teaching – non – teaching staff

11:10

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

1578794

16. Is there any advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

07

On holidays

----

During examinations

07

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books

4230

▪ Textbooks

36

▪ Reference books

425

b. Magazines

05

c. Journal subscribed

09

▪ Indian journals

17

▪ Foreign journals

-

d. Peer reviewed journals	<input type="text" value="-"/>
e. Back volumes of journals	<input type="text" value="168"/>
f. E-information resources	<input type="text" value="-"/>
- Online journals/e-journals	<input type="text" value="-"/>
- CDs/DVDs	<input type="text" value="115"/>
- Databases	<input type="text" value="60"/>
- Video Cassettes	<input type="text" value="04"/>
- Audio Cassettes	<input type="text" value="10"/>
19. Mention the	
• Total carpet area of the Library (in sq. mts.)	<input type="text" value="143.99"/>
• Seating capacity of the Reading room	<input type="text" value="117.37"/>
20. Status of automation of Library	
➤ Yet to initiate	<input checked="" type="checkbox"/>
➤ Partially automated	<input type="checkbox"/>
➤ Fully automated	<input type="checkbox"/>
21. Which of the following services/facilities are provided in the library?	
❖ Circulation	<input type="text" value="-"/>
❖ Clipping	<input type="text" value="-"/>
❖ Bibliographic compilation	<input type="text" value="-"/>
❖ Reference	<input checked="" type="checkbox"/>
❖ Information display and notification	<input checked="" type="checkbox"/>

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

22. Are students allowed to retain books for examination?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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23. Furnish information on the following

❖ Average number of books issued/returned per day	<input type="text" value="85"/>
❖ Maximum number of days books are permitted to be retained	
▪ by students	<input type="text" value="06"/>
▪ by faculty	<input type="text" value="15"/>
❖ Maximum number of books permitted for issue	
• for students	<input type="text" value="02"/>
• for faculty	<input type="text" value="05"/>
❖ Average number of users who visited/consulted per month	<input type="text" value="35"/>
❖ Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text" value="31.33"/>

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

4%
----

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

	<b>I 2011-2012</b>		<b>II 2012-2013</b>		<b>III 2013-14</b>	
	<b>Number</b>	<b>Total Cost (in Rs.)</b>	<b>Number</b>	<b>Total Cost (in Rs.)</b>	<b>Number</b>	<b>Total Cost (in Rs.)</b>
Text books	683	123650/-	432	79500/-	1193	101302/-
Other books						
Journals/ Periodicals	08	2260/-	04	2920/-	05	10000/-
Any others specify and indicate	Book Bank (150)					

### Criterion V: Student Support and Progression

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

Programmes	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14
D.Ed.			
B.Ed.		2%	1%
M.Ed. (Full Time)		1%	1%
M.Ed. (Part Time)			

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

Yes		No	✓
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If yes, how many students are under the care of a mentor/tutor?

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3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years (provide year wise data)

	UG			PG		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Pass percentage	93.7%	94.89%	95.8%	94.28%	85.71%	88.23%
Number of first classes	76	93	90	28	12	04
Number of distinctions						
Exemplary performances (Gold Medal and university ranks)					01	

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

	2013-14		
	I	II	III
NET			
SLET/SET			
Any other (Specify and indicate)			01 JRF

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

Financial Aid	2011-2012	2012-2013	2013-14
Merit Scholarship	-	-	-
Merit-cum-means Scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

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	
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If yes, number of students residing in hostels

- Men
- Women

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

- Sports fields Yes  No
- Indoor sports facilities Yes  No
- Gymnasium Yes  No

12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Is there transport facility available?

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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16. Give information on the Cultural Events (Last year data) in which the institution participated /organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	<input checked="" type="checkbox"/>		03	<input checked="" type="checkbox"/>		01
Inter-university						
National						
Any other						
(specify and indicate)	College Organizes Sadhbhavna Divas Every Year					

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 (Numbers)	Outcome (Medal achievers)
State	NIL	
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2012-13
---------

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)

	<b>2010-2011 (%)</b>	<b>2011-2012 (%)</b>	<b>2012-2013 (%)</b>
Higher studies	25%	23%	20%
Employment (Total)	70%	75%	72%
Teaching	✓	✓	✓
Non teaching			

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.

<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
05	02	07

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

	Yes	No
➤ Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
➤ Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
➤ Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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

04		
----	--	--

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

04		
----	--	--

e. Research development programmes attended by the faculty

06		
----	--	--

f. Invited/endowment lectures at the institution

06		
----	--	--

g. Any other area (specify the programme and indicate)

--	--	--

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

- |                                              |     |                                     |    |                          |
|----------------------------------------------|-----|-------------------------------------|----|--------------------------|
| a. Self-appraisal                            | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b. Student assessment of faculty performance | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c. Expert assessment of faculty performance  | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d. Combination of one or more of the above   | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e. Any other (specify and indicate)          | Yes | <input type="checkbox"/>            | No | <input type="checkbox"/> |

7. Are the faculty assigned additional administrative work?

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

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

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

- |                       |                                        |
|-----------------------|----------------------------------------|
| ▪ Grant-in-aid        | <input type="text" value="-"/>         |
| ▪ Fees                | <input type="text" value="4386900/-"/> |
| ▪ Donation            | <input type="text" value="-"/>         |
| ▪ Self-funded courses | <input type="text" value="-"/>         |

- Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Year 2011-12	Year 2012-13
Total sanctioned Budget	93%	95%
% spent of the salary of faculty	26.42%	27.2%
% spent of the salary of non-teaching employees	8.2%	9.2%
% spent of books and journals	3.71%	2.75%
% spent on developmental activities (expansion of building)	0%	0%
% spent on telephone, electricity and water	1.4%	2.18%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.59%	1.40%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.58%	0.70%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.	1.64%	1.66%
T spent on travel	1.80%	0.93%
Any other (specify and indicate)	45.1%	49.71%
Total expenditure incurred	93.3%	95%

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.
2011-2012	<input type="text" value="322500"/>	<input type="text" value="-"/>
2012-2013	<input type="text" value="224206"/>	<input type="text" value="-"/>
2013-2014	<input type="text" value="156000"/>	<input type="text" value="-"/>

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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

18. Is a grievance redressal 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, computerization and TQM?

Yes  No

### Criterion VII: Innovative Practices

1. Does the institution have 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?  
2012-13

	Category	Men	%	Women	%
a	SC	5	5.15%	6	6.19%
b	ST	4	4.12%	1	1.03%
c	OBC	19	20.62%	28	28.87%
d	Physically challenged	1	.01%		
e	General Category	7	7.21%	26	26.80%
f	Rural	21	21%	25	25%
g	Urban	01	1.0%	27	27%
h	Any other (specify)	16	16.4%	7	7.21%

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC	03	27.2%	01	20%
d	Women				
e	Physically Challenged				
f	General Category	08	72.7%	04	80%
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			
	2011-2012		2012-2013		2011-2012		2012-2013	
	L	H	L	H	L	H	L	H
SC	58.66%	60%	47.05 %	69 %	71.75%	72.83%	65.33%	65.75%
ST	46.5%	59.47%	48.5%	57.4%	74.33%	77.42%	68.33%	69.08%
OBC	45%	71.13%	45%	75.38%	71.33%	69.75%	64.75%	69.16%
Physically Challenged	-	-	45.8%	45.8%	-	-	66%	-
General Category	45%	73%	46.1%	68.81%	68.92%	74.67%	74.5%	72.16%
Rural	45%	71.13%	45%	75.38%	68.92%	69.75%	64.75%	69.16%
Urban	45.06%	73%	45.8%	68.8%	70.67%	74.67%	62%	72.16%
Any other (specify)								

## **PART II: THE EVALUATION REPORT**

### **1. Executive Summary :**

#### **A. Institutional Information –**

Apollo College, Anjora, Distt. Durg is run under the aegis of Shrishti Education Society, a registered society by Registrar Firm and Societies, Raipur vide registration **No. C.G. State 184 date 29/06/2002.**

#### **B. Environment in which institution operation –**

Anjora is a rural area, which is mostly covered by agricultural land, this area has become important because state agriculture Kamdhenu university has come up near the college campus.

#### **C. Regulatory Body and Their Controls -**

This College is running teacher training courses viz. B.Ed and M.Ed since 2005 and 2008 respectively. Affiliation to these courses has been granted by Pt Ravi Shankar Shukla University, Raipur, and permitted by NCTE vide its letter **No. WRC/2-32/723011/76/2005/6255, dated 09/08/2005.**

#### **D Facilities Infrastructure -**

To achieve our motto, vision and objectives, the college has developed a huge infrastructure with facilities like Science Lab, Psycho Lab, ET Lab, rich Library, Gym etc. besides Lecture rooms, Auditorium/Multipurpose Hall, Hostel for Girls & Boys, Canteen, Stationery shop & college bus and Ambulance facilities.

#### **Academic:**

To have a conducive and academic environment in the campus, the society has appointed well qualified, energetic & enthusiastic faculty which fulfils the norms and standard of NCTE as well as of affiliating body. Organization of workshop on curriculum design, work shop on active learning method (ALM) a joint venture with S.C.E.R.T. Raipur, Guest Lectures of eminent educationists and Lecture series were the priorities of the institution.

#### **Social:**

The college has tried to develop all round personality of its teacher trainees. In this purview, community survey of adopted village by the institute, computer literacy for school going children of that village, health camps for village and school children, supply of stationary to poor school children, and Sadbhavna Diwas for other educational institute are being organized every year.

Right from the day, this college was established till today, has earned laurels for its great academic works, continuous contribution into the knowledge pool through innovating teaching strategies and integrating it with society for social reforms.

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# Criteria -1



# Curricular Aspects



## **Criterion I: Curricular Aspects**

### **1.1 Curricular Design & Development**

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

##### **Objectives of the Institution:**

The institution was started in 2005 with the following major objectives:

1. To impart value based education by adopting impressionistic approach.
2. To prepare skill oriented teacher trainees & teacher educator.
3. To integrate ICT with teacher training courses.
4. To train teacher trainees and prospective teacher educators for adaptability.
5. To make them aware for conservation of the environment.

##### **Addressing Major Consideration**

###### **Academic -**

- a) The institution ensures to implement the academic calendar and timely completion of curricular as well as co-curricular aspect to enable the teacher trainees for their assessment and evaluation.
- b) The quality, in teaching learning process is ensured by providing well qualified faculty and by adopting new and innovative teaching strategies.
- c) The Institution ensures for promoting in professional skill development programmers by two ways. Faculty by organizing seminar, work shop, classes for communicative and English language development, teaching practice in schools. Secondly by sending the Faculty to deliver lectures, motivating Faculty to participate in seminars, workshops, to attend orientation/refresher courses on the cost of the institution.
- d) The institute has an Academic Advisory Committee who observes, check and advise the faculty and on others aspects for betterment.
- e) The institute brings out a research journal wide ISSN No. 2321-9920 named as Apollo Journal of Educational Research for Academic Development of the Teachers of all discipline.
- f) The institute has and Academic Advisory committee a observe, check and advise the faculty and others for betterment.

###### **Self Development:**

1. The institute encourages the faculty members and post graduate students for research oriented attitude in the field of education and behavior of children.
2. The institute has Students Council, Editorial Board, Discipline committee for students for developing leader like abilities,
3. The institute conducts every year pre & post behavioral development test and the scores statistically analysed to know the level of changes in the trainees.
4. The institute has constituted IQAC for seeking and redesigning the academic and social advices.

5. The institute has Governing Body which keeps an eye in the execution of resolution passed by different organizations and committees.

#### **Community:**

1. The institution makes various efforts in developing school community and institution network to aware the community.
2. The institute also provides teachers to different schools under placement cell. The hard work of trainees helps the trainees to be identified & selected by different private school during teaching practice.

#### **National development:**

The institute follows all the norms set by the NCTE / University / Directorate of Higher Education / SCERT in the context of admission process, curriculum transaction, human resource development, evaluation process etc.

#### **Value:**

The Institute provides an open stage for values & spiritual development in the trainees and gives direction for their all round development by providing impressionistic type of environment in which faculty member first inculcate in them & set example for their trainees.

#### **Global Trends:**

The Institute gives emphasis on ICT learning. ICT has been made compulsory for every trainee and trainer. Last but not the least every trainee has to give one presentation by Power Point Presentation.

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

The institution has no autonomy however for curricular development process, the following steps have been taken.

- a) A feed back has been obtained from the various faculty members.
- b) A workshop on the curriculum redesign was organised on the core papers of the syllabus.
- c) The obtained suggestions were forwarded to the academic section & Chairman Board of studies to consider & include in the curriculum for development process.
- d) In view of the above the institution is regularly chasing the matter.

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

Due to globalization our society is also influenced. Since the school is a miniature society, it can not be spared. The following steps have been implemented

*Apollo College, Anjora, Durg (C.G.)*

- (1) New topics in philosophical & psychological aspects were included.
- (2) Teaching & Training in environmental awareness are being provided.
- (3) Computer literacy along with presentation by P.P.T. has been made compulsory for all students of undergraduate and post graduate levels.
- (4) Training in modern new techniques of methodology are being provided to all trainees and are being motivated to implement in their teaching skills.

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

Topics on value education & environmental education were given place in the curriculum.

Plantation & awareness towards environment programmes are organised. In community camp emphasis is being given on these aspects. Every student has to maintain all the plants & garden of the college which develops in them a love for plants & flowers.

Every student of U.G. & P.G. has to prepare & present a paper on topic of their course by using PPP.

For value education every student has participate in daily prayer of the college. During camp they have to help the villages for a healthy environment. Various lectures on value & yoga education are organised.

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

The institution regularly uses of ICT for the curricular planning in the following ways.

1. The admission process is organised by computer.
2. Internal assessment record is maintained.
3. Fee posting & collections are displayed.
4. Online attendance to SCERT & University is uploaded.

**1.2 Academic Flexibility:**

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

The institute provides the experiences to the students in the following ways.

- a. Orientation Programmes on teaching methods, devices, maxims and its importance in teaching are being organised.
- b. Teacher educators demonstrate by giving examples in their teaching
- c. Microteaching classes are being demonstrated & organised for trainees.
- d. Model lesson on different subject are organised.
- e. The trainees are also being trained on planning of lesson for better experience in teaching.

- f. Students are attached to practicing school for experiencing & development in teaching.
- g. The teacher educator as well as school teacher provides feed back and suggests for improvement in teaching.
- h. Every trainee has to teach 20 lessons in one methodology subject (in total 40 lesson) in real situation of the school.
- i. Internship programme is also organised for training in administrative, academic, financial & cultural aspects.
- j. Compelling the trainees to adopt learner centered approach in their teaching learning process.
- k. A feed back is provided by teacher educators, school teacher & peer group members. By way of these processes the teaching becomes reflective, by feed back introspection & self realization.

**1.2.2 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 following planning helps the institute in providing adequate flexibility for students. Students have to organise, conduct and participate in different programmes as per the duration given in the college calendar.

1. By developing a calendar for the session.
2. By adopting democratic way of learning & teaching in the campus & in the field.

**In Campus:**

1. By providing an elective paper on the basis of their liking.
2. Distribution of curricular internal marks.
3. Accountability in the assessment.
4. By adopting different methods & techniques in teaching.
5. By organizing national seminar.
6. By organizing seminars presentations for students & group academic activities like sadbhavna & debate competitions.
7. By organizing group activities on Saturdays to develop cooperative attitude & moral values.

**In Field Experience:**

- a. Students are sent to nearby schools to experience their teaching strategy to incorporate various skills, methods & psychological principles in the life situation.
- b. Students are assigned community work. They have to survey the village on different aspects, teach about healthy & hygiene to villagers and school students.
- c. Computers are provided to a school by the institution for computer literacy. In this, the alumni as well as present students literate the village school students about computer, functions of computer & how to use computer for learning.
- d. Competition like poem competition, painting competition etc are organised for motivating the school children.



- e. Various teaching aids prepared by past students are donated to schools to assist school teachers to teach with the help of teaching aids & make their teaching effective.
- f. Organising field trip, excursion & tours to historical places.

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

The following different activities and guest lectures are organised to develop communication skills, ICT skills etc.

**Communication Skills:**

- 1. Facility of language lab is provided to these students during the course.
- 2. Emphasis & training in pronunciation and sentence formation are given for which two periods are allotted on Saturday when there is no activities are being organised.

**ICT Skill:**

- 3. One unit of students are divided into two sections A & B, each section is further divided into two of 25 students in each. Every sub section is given 4 periods per week for computer training and for preparation of slides on PPT.
- 4. PG students are encouraged to present papers in National Seminars.

**Social Responsibility:**

Under social service scheme, the institute organize many programmes like malaria eradication programme, Health Checkup programme. Inter collegiate competition.

**Life Skills:**

Life skill training is provided by assigning the different activities to the group of students such as:

- a. To organise Saturdays activities.
- b. To prepare programmes and finalise in students council.
- c. Through community camp.
- d. Plan to, organise and execute the tour programme to historical places, to chalk out programme for computer literacy in adopted village school.
- e. Personality development programme is also organized. In this yoga class, amusement class, art of living class and guest lectures are organised.

### 1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

#### i. Interdisciplinary/Multidisciplinary

#### ii. Multi-skill development

#### iii. Inclusive education

#### iv. Practice teaching

#### i. Interdisciplinary/Multidisciplinary-

The institute provides facilities for:

- a. Organising Sadbhavna programme for all higher education colleges irrespective of faculties. Any college of any discipline or field are invited to participate in debate, group dance, Rangoli, cooking, fancy dress, mono acting, folk dance competitions.
- b. Organization of national seminar for teachers & students belonging to different streams & college.
- c. Guest lectures on yoga psychology, value education, health & hygiene, first aids etc are organised.
- d. By bringing out an educational journal.

#### ii. Multi-skill development-

Participation in the following activities.

1. Productive work such as gardening etc.
2. Community programme for social skill.
3. Communication skill through language lab & special classes for pronunciation.
4. Micro teaching/stimulated teaching and composite teaching for teaching skills.
5. Organisation of cultural activities and national seminar including anchoring, participation, judgment and hospitality for developing management skill.

#### iii. Inclusive education-

1. For training in inclusive education the curriculum includes the content for impaired students like types of impairedness, identification, teaching pattern, qualities of teachers etc so that the teacher trainees can properly handle and teach different types of impaired children.
2. Preference is being given in admission also by fixing a quota.
3. Their classes are organised in the ground floor lecture rooms.
4. Students are directed to help such impaired students as and when required.
5. Teachers pay special attention to those students.

#### iv. Practice teaching

- a. Every student has to teach 5 lessons in each skill in total 25 lessons. Besides these they have to teach 40 lessons (20 in one subjects) in the schools.
- b. These lessons will be supervised by teacher educators, school teachers & by peer groups.
- c. The external examiner deputed by affiliated university will examine the candidates and allot marks out of 100.

- d. Students are motivated to prepare plans on the new modes of teaching like ALM, concept mapping, cooperative learning, CAL as well as CAI.

**v. School experience / internship**

Students, during practice teaching are assigned to learn about the different school organizational activities, such as conduct of prayer, quiz & paper reading during assembly, maintenance of school records, maintenance of discipline etc in the internship.

**vi. Work experience /SUPW**

1. Students have to opt one course prescribed in SUPW of B.Ed. course. They have to prepare handicraft articles with different materials. They have also to prepare teaching aids with the waste materials.
2. Students have to prepare a scrap diary as per their liking and hobbies.
3. The affiliating university also gives importance on it by conducting an external examination.

**vii. Any other (specifies and gives details)**

Every student has to prepare a file on the gardening and craft work secondly different houses consist of 25 students in each house organise, conduct, participate and present different activities and also prepare a file of activities organised during the session.

**1.3 Feedback on Curriculum**

**1.3.1 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?**

A feed back form is prepared by the institute and feed back Performa is provided to each student in the month of November to provide their views on present curriculum. On the basis of that a work shop was organised.

The suggestions provided by experts invited in workshop were analysed by the faculty of the institute and forwarded to the affiliating university to redesign the curriculum.

**1.3.2 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**

Feed back obtain from different corners were discussed and after proper analysis it is referred to the academic branch of the University to consider & implementation

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

The institution contributes to the curriculum by collecting opinions, analyzing opinion and forwarding it to concerned authorities for implementation.

## 1.4 Curriculum Update

### 1.4.1 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).

Members, Board of studies from other different aided colleges did not take any cognizance of suggestions provided by this institute to include & modify the curriculum and no changes have been made since last five years.

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

The institute organised two workshops to revise & update the curriculum-

- a. Workshop on curriculum design on **11<sup>th</sup> May 2013**.
- b. Workshop on active learning method in collaboration with the SCERT Raipur, Chhattisgarh state on **17<sup>th</sup> & 18<sup>th</sup> Oct. 2012** & **6<sup>th</sup> & 7<sup>th</sup> Sep. 2013**.

In spite of various suggestion provided to the concerning authorities of the university no. action was taken.

## 1.5 Best Practices in curricular Aspects

### 1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

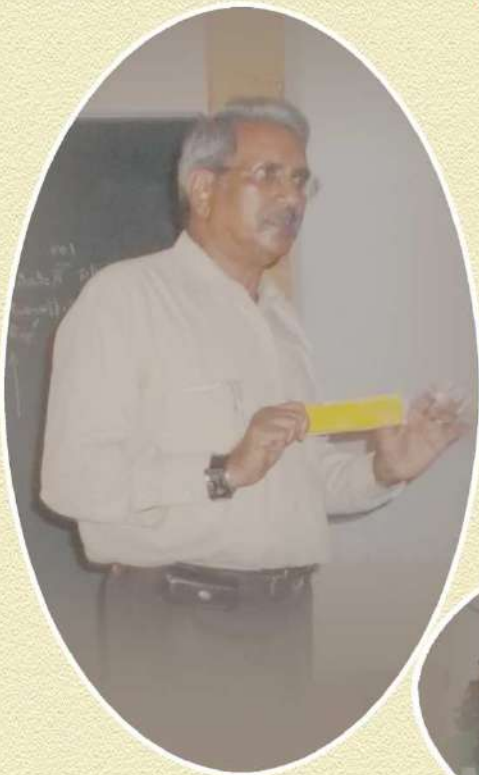
For quality sustenance and quality maintenance, following steps are taken during last five years.

1. Suggestions provided by IQAC are given priority for implementation.
2. Faculties are encouraged to participate in orientation/refresher courses on the institution's cost.
3. Faculties are directed to prepare research papers & get it published in national journals or college journal.
4. Faculties are motivated to enroll themselves for Ph.D.
5. By providing recent journals & quality books in library.
6. Internet facility and computer learning facility are provided.

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

1. Teacher who performs best in one academic session is rewarded by a cash prize.
2. Institute tries to organise workshop and seminars for faculty development.
3. Feed back for faculty from the students are taken and after analysis the low scorer faculty is counselled and guided by the head of the institution.
4. Guest faculty is invited to deliver lectures on those topics in which any faculty member feels uncomfortable.

# Criteria -2



# Teaching-Learning and Evaluation



## **Criterion II: Teaching learning & Evaluation**

### **2.1 Admission process & student profile**

#### **2.1.1 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?**

- a) As per NCTE guidelines the eligibility criteria for B.Ed course is 50% marks in graduate of any discipline. 5% relaxation for SC/OBC/ST and intake capacity of this college is 100.
- b) The entrance test for this course is conducted by VYAPAM a government agency of state level.
- c) A list of selected candidates, prepared on the basis of marks obtained in Pre B.Ed Entrance Examination by Vyapam, is declared.
- e) On the basis of this list SCERT prepares a schedule for online counseling and prepares/provided a list of candidates with allocated college for M.Ed course institution is free to admit candidates as per the guidelines prepared b SCERT/ on merit basis of B.Ed marks.

#### **2.1.2 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?**

##### **Advertisement:**

1. Vyavasaik Pariksha Mandal, CG advertises in news papers.
2. Detailed informations about admission process are provided in the prospectuses of Vyapam & College.

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

##### **Monitoring of Admission:**

1. SCERT has given the responsibility of monitoring of admission to a few selected oldest colleges.
2. Students who have been selected, have to apply in the prescribed perform through on line process.

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

- a. Special care to physically impaired students by providing classes at ground floor only.
- b. Allotment of teaching practice school at the nearest.
- c. Provision of girls and boys hostel in the campus.
- d. Scholarship and poor boy relief fund for economically weaker students.

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

**Assessment of skills during course**

1. An assessment is done prior to orientation teaching programmer by teacher educators for teacher trainees.
2. Teacher educators give demo for skill development. After this, every teacher trainees are given opportunities to develop and teach to peer group and again assessment is being performed.
3. Every teacher trainees have to present a presentation on a topic through power point which helps them in integrating the technology with the course.
4. All the students are distributed into four houses. These houses have to organize, anchor, participate and evaluate the cultural activities weekly.
5. Teacher trainees organize Sadbhavana, Blood donation camp, Rangoli, Model competition etc to develop their leadership quality, organizational ability and communication skill.

**2.2 Catering to Diverse needs**

**2.2.1 Describe how the institution works towards creating an over all environment conducive to learning and development of the students?**

**A Environment conducive to learning**

- 1) Well qualified staff.
- 2) Regular preparation & observation of teacher educators.
- 3) Well equipped Lab such as science lab, psycho lab, multi subject lab, etc.
- 4) Organization of extension lectures by eminent & learned professors.
- 5) Organization of well organized cultural activities viz. Debate, Rangoli, chart, model, competitions, excursion, camps.

- 6) Facilities like internet, computer literacy, gym, cafeteria, good and spacious library and adequate numbers of rooms for lecturer.
- 7) Medical facilities.
- 8) Organisation of field trips.

**Other activities –**

1. Participation in youth festival.
2. Prayer & meditation.
3. National & international days are observed.

**2.2.2 How does the institution cater to the diverse learning needs of the students?**

**Cater to diverse learning needs of schedules**

- a. Identified financially and academically poor and weak students are provided half free ship, poor boys helps and guidance during library period and tutorial by teacher educators.
- b. Special classes for those who score less in weekly or In House examination conducted by the department.
- c. Extension lectures are organised.

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

The university curriculum has two parts viz theoretical and practical in theoretical all the aspects related to diversity and equity have been included for curriculum transaction.

In the practical aspect emphasis is laid on skill development, leadership quality and sense of cooperation.

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

**Knowledge and sensitive teacher educators.**

1. Teacher educators are instructed and guided by the Head to behave politely and sympathetically.
2. Teacher educators are motivated to attend refresher courses time to time, participate & present paper in national seminar, attend group discussion and workshops, SAR itself will exhibit.



**2.2.5 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?**

**Practices to develop skills related diversity & inclusion**

1. Cultural activities are organized based on unity in diversity.
2. Value oriented education training programme.
3. Social work in villages & village schools.

**2.3 Teaching Learning Process**

**2.3.1 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.)**

- a) By organizing orientation lectures revealing about the course, its importance and application in day to day teaching learning strategy.
- b) By providing the detailed information about course content, its evaluation scheme and regular training programme by implementing regular time table
- c) By encouraging to integrate ICT in teaching learning process through compulsory computer classes and power point presentation in instruction as well as in learning process
- d) By adopting different methods viz discussion, brain storming, peer teaching, role play etc.
- e) By involving in cooperative learning, collaborative learning, problem soloing seminar preparation etc.
- f) By Simulation and micro teaching for skill, concept and confidence development.
- g) By presenting a platform for work experience-gardening, cultural activities etc.
- h) By displaying the magazines, newspapers journals encyclopedia etc in the Library period.
- i) By setting an example by the teacher educators for teacher trainees.
- j) By monitoring all activities as per calendar of that year

**2.3.2 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 to be made for student centered**

1. By practicing of different teaching skills within the peer group and learning by observation.
2. By motivating to teach through teaching aids preferably by working models or PPT.
3. By using activity learning method
4. By developing interest in making a scrap book.
5. By exhibiting all teaching models prepared by students.

**2.3.3 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.**

Innovative instructional approach

1. The teacher educators of this college, in collaboration with SCERT prepared an innovative approach named as "Active Learning Method (ALM)"
2. Besides various other method viz discussion, seminar, brain storming cooperative & collaborative teaching were implemented.

**2.3.4 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.**

At present the institution has no such provision in this training module.

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

Micro teaching technique for developing teaching skills.

Yes, the teacher trainees have to practice in the following teaching skills. They are being observed, assessed by the member. And peer groups.

1. Skill of introducing a lesson
2. Explanation Skill of explaining
3. Skill of questioning

4. Black Board skill
5. Stimulus variation skill

Each student has to teach, re-teach and practice 5 lessons per skill followed by a simulated teaching practice to know composite teaching plan.

**2.3.6 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.)**

Practice teaching is organized in the govt. and private schools. It is planned in two phases preferably in November & January. Every teacher trainees has to teach two lessons a day.

The subject supervisors check the plan prior to teaching and after permission the teacher trainee is eligible to engage the class. Supervisor from the college is assigned to supervise the lesson and provide feedback in the criticism book.

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

During teaching practice every teacher trainee has to be present from prayer time till last period and participate, cooperate and organize all activities of the school.

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

Yes the teacher trainees are allotted about the school, class period and duration of the I or II teaching programme.

Student teacher has to report to the School Principal and to contact the subject teacher to know the topic and for other guidance. After seeking guidance from the school teacher, the trainee will prepare a plan to get checked by the subject supervisor of the college.

After getting permission, the trainee will teach in the class in the presence of subject teacher of the school.

The programme in charge tries to know the requirement of the schools and accordingly prepares the list of student's subject wise to assist the Principals & staff of the schools.

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

During practice teaching the teacher trainee tries to interact with their students of schools. They try to know the needs, requirement and desire and accordingly behave. In the school prayer, schools other activities and in games, the school students provide the information about diverse learning students needs.

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

Firstly teacher educators use technology in delivering their lectures. Secondly trainees are motivated to use technology viz OHP & LCD projector for their seminar presentation

Thirdly the college will provide OHP & LCD projector along with the extension cord as and when required during teaching practice or during skill in teaching exam conducted by the affiliated university.

## **2.4 Teacher quality**

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

A time table, time programme and decision about teaching subjects and topics are prepared and decided in consultation with the school subject teachers and members on the basis of that help corporate and coordinate the situation.

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

The allotment of the schools is done on the basis of following

1. No of sections available in a particular subject.
2. No of periods of a particular subject in that particular school.
3. No of student teachers in a particular subject.
4. No of available mentors deputed by training college for that school. On the basis of that no. of schools are decided and list of trainees school wise, subject were and class wise prepared for approval from school teachers and their principals. The moment permission is granted by school teachers and principals the students teachers are directed to report to principal with their subject supervisor.

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

A feed back to every trainee is given by three sources.

- a) By mentor in their criticism book which they have to desk in the class.
- b) By school teachers during and after teaching process.
- c) By other trainees in a Performa named as observation schedule.

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

Before displaying the programme on notice board, the programme in charge makes a visit of those schools which are to be taken. During the visit he/she collects all the information regarding their needs and polices to be fulfilled during the teaching practice programme.

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

The feed back obtained from different sources is shared regularly with the school teachers. If there is any further suggestions for betterment, for change in methodology, for subject knowledge it is passed to the trainee and is expected to modify the teaching on those lines. If any changes have been made in the content the trainee is suggested to update and engage extra class for the remedy.

**2.4.6 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.)**

- i) By organizing a teaching workshop for teacher educators before starting of admission process.
- ii) By organizing national seminar & workshops in the college.
- iii) By sending the faculty to other institutions for seminar/workshop/conference on the college cost.
- iv) Personality Development Classes.
- v) Lectures on professional ethics.
- vi) Film show in the college on source values & ethics.

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

- i) By giving a gift on Teacher's Day
- ii) By wishing on their birth days/marriage anniversary.
- iii) By providing special increment on some special achievements.
- iv) By providing special leave when they work hard for any activity like organizing national seminar/work shop/annual day/sports day etc.
- v) By rewarding them in Annual function for their best performance.

**2.5 Evaluation process & Reforms**

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

**1. Barriers to student learning are identified -**

Some teacher trainees face barriers in learning as well as in practice teaching. These are identified and action is taken to enable the teacher trainees to overcome the

barriers. The barriers identified are generally coping with new subjects like psychology and statistics based courses. Teacher trainees from rural background have limited communication skills and many find it difficult to conduct lessons in English medium despite having opted for English medium. Some trainees lack confidence and cannot adjust to the urban environment.

The drawbacks in learning are revealed from the results of the internal exams. The examination Incharge conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. The Principal is also kept abreast with performance and problems faced by the trainees. Not only does the institution's faculty, but the administrative staff also takes efforts to create conducive learning environment and to provide the best possible infrastructural facilities and access to technology to make the training joyful and stress free.

## **2. Infrastructure -**

- i) Well equipped labs viz science, psycho, multi subject, ET Lab, Computer Lab, etc.
- ii) Hostel for boys & girls.
- iii) Gymnasium facility.
- iv) Rich library with educational Journals, high standard magazine news paper, encyclopedia, reference books.
- v) Adequate no of lecture halls.
- vi) Separate wash rooms for principal staff students (Boys & Girls) and for special needs students.

## **3. Access to internet -**

Well equipped computer lab and language lab provide a good quality space for learning.

## **4. Teacher quality -**

1. Few teachers have passed Ph.D. entrance exam and are heading forward for the registration.
2. Some teacher have been granted permission to attend, Refresher/orientation course on the institutions cost.
3. Teachers trying to write research articles for publication in reputed journals.
4. Few teachers get benefitted in the exchange programme of faculty with other college.

## **5. Others -**

1. Self help group
2. Adopted a village school. Students of schools are awarded about health & hygiene.
3. Two computers have been donated to village school by the college.
4. Trainees and PG students are deputed to train school students.

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

Assessment/evaluation is done by way of two means.

**1. Internal –**

- i) Weekly test
- ii) In house examination
- iii) Through observation form of teaching practice.
- iv) Through skill evaluation form.

**2. External –**

- i) Assessment in theory papers by the affiliating university.
- ii) Assessment of psycho practical by external examiners appointed by the university.
- iii) Skill in teaching examination by university.
- iv) Assessment of work experience activities.

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

1. By showing their answers sheets of weekly test and In house exam.
2. Remarks written & total scores obtained from observation form, critical remarks on teaching & micro teaching.

**2.5.4 How is ICT used in assessment and evaluation processes?**

A proper record of all activities is feeded in the computer which can be accessed any time by any person.

**2.6 Best practices in teaching learning & evaluation process:****2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

1. Seminar presentation by OHP/LCD projector.
2. Feedback from students for teacher educators.
3. Assessment of new students on behavioral pattern and post test at the end.

**2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

1. New methods like brain storming cooperative learning, Zig zag method etc are used for instructional purposes.
2. Teaching through power point.
3. Collection of aids for presentation from net.

### Criteria -3



### Research, Consultancy and Extension





### Criterion III: Research, Consultancy and Extension

#### 3.1 Promotion of Research

##### 3.1.1 How does the institution motivate its teachers to take up research in education?

(a) Internet facility (b) More than five books from library (c) Provision for leave.

The institution has constituted the research committee with the following members. Who will help & provide guidance as and when required.

Name
Dr. P.K. Shrivastava
Dr. Suman Lata Saxena
Mrs. Preeti Gurnani

The Committee is entrusted with the following functions.

- To provide trust areas of research in education.
- To help and guide to researchers & teachers.
- To review the research Proposals and provide guidance for research proposal.
- To sustain and promote research culture of the institution.
- To deliver lectures on various problems faced by teachers.
- To apply the research findings to increase the effectiveness of the teaching learning process.

Efforts are taken by the committee members to achieve and maintain the quality of research work. The institution has a well equipped library with rich research culture. The institution has a well equipped library with rich research literature and journals.

##### 3.1.2 What are the thrust areas of research prioritized by the institution?

The thrust areas for research of M.Ed. students are based on educational problems faced by schools students, management and teacher.

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

The proposal to encourage M.Ed. students for action research yet to be taken.

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

The institute and its faculty members are actively involved in organizing, conducting and participating in various, Seminars and workshops and also by participating in the same organised by other agencies.

S.No.	Year & Date	Level of Conference	Area/Subject
1.	17 <sup>th</sup> & 18 <sup>th</sup> October 2012	State level	ALM workshop on Planing and Teaching Methodology in Education
2.	06 <sup>th</sup> & 07 <sup>th</sup> September 2013	State Level	ALM workshop on Planing and Teaching Methodology in Education
3.	14 <sup>th</sup> May 2013	State Level	Workshop curriculum design
4.	23 <sup>rd</sup> & 24 <sup>th</sup> Nov. 2013	National Level	Seminar-changing Scenario of Teacher education in globalization.
5.	28 <sup>th</sup> Dec. 2013	State Level	Faculty Development Programme
6.	07 <sup>th</sup> Feb. 2014	State Level	Research Methodology Workshop (Paper Publication)

### Workshop & Seminar Attended by faculty:

S.No.	Name of Faculty	Workshop	National Seminar
1.	Avdesh Kumar Yadav	Faculty Development, Apollo College, Anjora, Durg (C.G.)	Changing Scenario of Teacher education in globalization. Apollo College, Anjora, Durg
		Research Workshop, Apollo College, Anjora, Durg (C.G.)	An approximate analysis of finite tandem tues witgh intermediate exogenous poisson arrivals.organise by Indian Society of Mathematics & mathematicls Science, Gorakhpur
			सम्प्रेषण व उसकी प्रकृति, ऑर्गेनाईस बाई ऑल इंडिया एसोसियेशन ऑफ टीचर एडुकेटर, नई दिल्ली
			स्वकित पोषित उच्च शिक्षा की प्रासंगिकता-वर्तमान परिप्रेक्ष्य में आयोजक-सेंट जॉन कॉलेज, आगरा, बी. आर. अम्बेडकर वि.वि., टीचर्स एसोसियेशन
			भारतीय शिक्षा में नवाचारों का प्रभाव एवं उपलब्धि, आयोजक केन्द्रीय हिन्दी संस्थान, आगरा, अध्यापक शिक्षा परिषद् एवं एशियायी मानवाधिकार शिक्षण संस्थान, भोपाल
		स्वामी विवेकानंद का शैक्षिक चिंतन, आयोजक अखिल भारती शिक्षण संस्थान एवं ज्ञान ज्योति शिक्षा समिति भारत, स्थान आगरा	
2.	Preeti Gurnani	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)
		Faculty Development,	Golden Jubilee National Seminar on

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		Apollo College, Anjora, Durg (C.G.)	Teacher Education in 21 <sup>st</sup> Century, Pt. R.S.S.U. Raipur (C.G.)
		Research Publication, Apollo College, Anjora, Drug (C.G.)	NAAC Sponsored Future Challenges for Students in Present Scenario organize by M.J. College, Junwani, Bhilai (C.G.)
		Tool Construction & Data Analysis, Swaroopanand College, Hudco, Bhilai (C.G.)	उच्च शिक्षा में शिक्षण-अधिगम मूल्यांकन, स्वामी स्वरूपानंद इंस्टिट्यूट ऑफ एजुकेशन, भिलाई (छ.ग.)
		SCERT ALM Workshop, Shankar Nagar, Raipur (C.G.)	UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)
		Oxford University Press, on Language Skill, Grammar, Vocabulary & Poetry, Shri Shankara Vidyalay, Bhilai (C.G.)	UGC Sponsored National Seminar on Vartman Shiksha Pranali me Vedopnishad ki Upadayata, Ghanshyam Singh Arya Kanya Mahavidyala, Durg (C.G.)
3.	Mrs. Nidhi Agrawal	Curriculum Designing, Apollo College, Anjora, Drug (C.G.)	Changing scenario of teachers education in globalization, Apollo college durg.
		Research Workshop, Apollo College, Anjora, Durg (C.G.)	
4.	Mrs. Manju Sahu	Active Learning Technique, SCERT, Raipur (C.G.)	नारी सशक्तिकरण में शिक्षा की भूमिका (मनसा महाविद्यालय, कोहका, भिलाई)
		Curriculum Designing, Apollo College, Anjora, Drug (C.G.)	सामाजिक विकास में गैर सरकारी संगठनों की भूमिका, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
		Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	ग्रामीण स्वास्थ्य और शिक्षा को चुनौती, पं.रविशंकर शुक्ल वि.वि., रायपुर (छ.ग.)
		Research Workshop, Apollo College, Anjora, Durg (C.G.)	शिक्षा के माध्यम से महिला सशक्तिकरण, पं.रविशंकर शुक्ल वि.वि., रायपुर (छ.ग.)
			वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
			वर्तमान युग में सम्प्रेषण का महत्व, स्वामी श्री स्वरूपानंद सरस्वती महाविद्यालय, हुडको, भिलाई (छ.ग.)
5.	Mrs. Laxmi	Curriculum Designing,	Changing Scenario of Teacher

Verma	Apollo College, Anjora, Durg (C.G.)	Education, Apollo College, Anjora, Durg (C.G.)
	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	शिक्षण अधिगम प्रक्रिया, स्वामी स्वरूपानंद महाविद्यालय, भिलाई (छ.ग.)
	Research Publication, Apollo College, Anjora, Drug (C.G.)	Prospectus of Teacher Education, Mathura (U.P.)
	Active Learning Technique, SCERT, Raipur (C.G.)	Educational Crises in Modern Indian Society, Agara (U.P.)
	Research Methodology, Agara, (U.P.)	Thrust Areas of Modern Educational Research, Agara (U.P.)
		Right to Education: Challenges and Implementation, Pt.R.S.S.U.Raipur (C.G.)
		Contemporary Education System Issues Challenges & Expectation, Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)
		Panchayti Raj Vyavastha, Kalyan College, Bhilai, Durg (C.G.)
		Emerging Modern Industrial Capitalist Civilization in India, Kalyan College, Bhilai Durg (C.G.)
		विवेकानंद एवं विश्व संस्कृति, विवेकानंद महाविद्यालय, रायपुर (छ.ग.)
		Teacher Education, Pt.R.S.S. University, Raipur (C.G.)
		पंचायतीराज व्यवस्था एवं दलित महिला नेतृत्व वर्तमान परिपेक्ष्य में घनश्याम आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
		नारी शिक्षा, भोपाल महिला महाविद्यालय, भोपाल (एम.पी.)
		सम्प्रेषण आयाम एवं महत्व, स्वामी स्वरूपानंद महाविद्यालय, हुडको, भिलाई (छ.ग.)
	Value Education, Ganjbasoda (M.P.)	
	Applicability and Relevance of Psycho Educational Testing in Human Life, Agara (U.P.)	

			World Conference Educon-2012, Phagwara (Punjab)
6.	Rakhi Sharma	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)
		Faculty Development, Apollo College, Anjora, Durg (C.G.)	“Right to Education” Challenges and Implementation, Pt.R.S.S.U. Raipur (C.G.)
		Orientation Program, Faculty Development Program, Pt. R.S.S. University, Raipur	Contemporary Education System Issues Challenges & Expectation, “Role of Education in Empowering Women” Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)
		Research Publication, Apollo College, Anjora, Drug (C.G.)	“शिक्षा के संदर्भ में स्वामी विवेकानंद” स्वामी विवेकानंद एवं विश्व संस्कृति, विवेकानंद महाविद्यालय, रायपुर (छ.ग.)
		ALM Workshop Apollo College, Anjora, Durg (C.G.)	Teacher Education, Pt.R.S.S. University, Raipur (C.G.)
			Writing Quality Research Paper, Apollo College, Anjora, Durg (C.G.)
			महिला स्वसहायता समूह एवं सामाजिक विकास, घनश्याम आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
			वैदिक शिक्षा की वर्तमान में प्रासंगिकता, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
		“व्यापार जगत में सम्प्रेषण की भूमिका” स्वामी स्वरूपानंद सरस्वती महाविद्यालय, आमदी नगर, हुडको, भिलाई (छ.ग.)	
7.	Mrs. Bindu Kumari Tomar	Research Methodology & Data Analysis, Swami Swaroopanand Institute of Education, Amdi Nagar, Hudco, Bhilai (C.G.)	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)
		Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
		Research Publication, Apollo College, Anjora, Drug (C.G.)	
8.	Mrs. Sheetal Verma	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)
		Research Publication, Apollo College, Anjora, Drug (C.G.)	UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)

			वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)
9.	Dr. S.S. Yadav	Examination Reforma made Through continuous and comprehensive examination, Shri Jain Teachers Training College, Alwar	Challenges in Teacher Education, College of Education, Arya Nagar, Kanpur
		Curriculum design, Apollo College, Anjora Durg	Importance of Multimedia in Education, Siddhivinayak Inst. Of Higher Edu. Alwar, Rajsthan
		Research Workshop, Apollo College, Anjora, Durg (C.G.)	Quality Essurance in the institution of higher Education, Seth Motilal P.G. College, Jhunjhunu, Rajasthan
			Changing scenario of teachers Education in Globalization, Apollo College, Anjora, Durg
10.	Satish Kumar Kasar	Curriculum design, Apollo College, Anjora Durg	Changing scenario of teachers education in globalization, Apollo college durg.
		Research Workshop, Apollo College, Anjora Durg	
11.	Mrs. Bhvya Diwedi	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)
		Faculty Development (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	

### 3.2 Research and publication output

#### 3.2.1 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.

Instructional material developed in the institution can be classified in two main categories

- Material required for teaching learning in the institution.
- Material for teaching-learning in the schools
- Faculty members present their power point presentation fleeing Transparencies or slide.

Power-point Presentation are regularly used for day to-day teaching of all B.ED and M.ED classes.

Power-point presentations make the lessons very interesting and help to break the monophony of class room teaching there by making the teaching learning process interesting and effective.

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They are also required to develop and use their own teaching aids in the form of pictures, charts, maps, gurgler and models which are used for the micro-lessons in their respective subjects the use of such learning material ascertains and en hence the effectiveness of the learning process.

### 3.2.2 Give details on facilities available with the institution for developing instructional materials?

Facilities for developing instructional materials:

- A budget is allocated for use, up gradation and developing instructional material.
- Chart papers, stationary, transparencies, compact discs, laptops and internet facility are made available to the faculty to develop instructional material.
- Resource persons from the State Council of Educational Research and Training (SCERT) are invited to orient teacher trainees and faculty to develop useful, interesting and attractive instructional material and teaching aids.
- Workshop on “Preparation of teaching aids is held regularly. The teacher trainees enthusiastically participate in these workshops.

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

The faculty members have developed some educational CD’S on the followings subjects:

S.No.	Name of Subject	Prepared by
1.	Philosophy	Mrs. Manju Sahu Mrs. Sheetal Verma
2.	Psychology	Mrs. Bindu Tomar Mrs. Preeti Gurnani
3.	Educational Technology	Mrs. Rakhi Sharma Mrs. Laxmi Verma
4.	Research	Mrs. Manju Sahu Mrs. Sheetal Verma Mrs. Bindu Tomar Mrs. Preeti Gurnani Mrs. Rakhi Sharma Mrs. Laxmi Verma

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

- a. Organised by the institution
- b. Attended by the staff
- c. Training provided to the staff
- d. Seminar

Workshop on Active learning methodology (ALM), workshop on curriculum designing have been organized.

**a. Organised by the institution**

S.No.	Year & date	Level of conference	Area/subjects
1.	17 <sup>th</sup> & 18 <sup>th</sup> October 2012	State level	ALM workshop
2.	06 <sup>th</sup> & 07 <sup>th</sup> September 2013	State Level	Workshop ALM
3.	14 <sup>th</sup> May 2013	State Level	Workshop curriculum design
4.	28 <sup>th</sup> Dec. 2013	State Level	Faculty Development Programme
5.	07 <sup>th</sup> Feb. 2014	State Level	Research Methodology Workshop (Paper Publication)

**b. Attended by the staff**

S.No.	Name of Faculty	Level	Topic	Workshop
1.	Dr. Avdesh Kumar Yadav	State Level	Faculty Development, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Workshop, Apollo College, Anjora, Durg (C.G.)	Workshop
2.	Mrs. Preeti Gurnani	State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Publication, Apollo College, Anjora, Drug (C.G.)	Workshop
		National Level	Tool Construction & Data Analysis, Swaroopanand College, Hudco, Bhilai (C.G.)	Workshop
		National Level	SCERT ALM Workshop, Shankar Nagar, Raipur (C.G.)	Workshop
3.	Mrs. Nidhi Agrawal	State Level	Curriculum Designing, Apollo College, Anjora, Drug (C.G.)	Workshop
		State Level	Research Workshop, Apollo College, Anjora, Durg (C.G.)	Workshop



4.	Mrs. Manju Sahu	State Level	Active Learning Technique, SCERT, Raipur (C.G)	Workshop
		State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Workshop, Apollo College, Anjora, Durg (C.G.)	Workshop
5.	Mrs. Laxmi Verma	State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Publication, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Active Learning Technique, SCERT, Raipur (C.G.)	Workshop
		National Level	Research Methodology, Agara, (U.P.)	Workshop
6.	Mrs. Rakhi Sharma	State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Orientation Program, Faculty Development Program, Pt. R.S.S. University, Raipur	Workshop
7.	Mrs. Bindu Kumari Tomar	National Level	Research Methodology & Data Analysis, Swami Swaroopanand Institute of Education, Amdi Nagar, Hudco, Bhilai (C.G.)	Workshop
		State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop

		State Level	Research Publication, Apollo College, Anjora, Durg (C.G.)	Workshop
8.	Mrs. Sheetal Verma	State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Publication, Apollo College, Anjora, Durg (C.G.)	Workshop
9.	Dr. S.S. Yadav	National Level	Examination Reforma made Through continuous and comprehensive examination, Shri Jain Teachers Training College, Alwar	Workshop
		State Level	Curriculum design, Apollo College, Anjora Durg	Workshop
		State Level	Research Workshop, Apollo College, Anjora, Durg (C.G.)	Workshop
10.	Satish Kumar Kasar	State Level	Curriculum design, Apollo College, Anjora Durg	Workshop
		State Level	Research Workshop, Apollo College, Anjora Durg	Workshop
11.	Mrs. Bhayva Dwivedi	State Level	Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop

**c. Training provided to the staff**

S.No.	Nature- Seminar/Conference/Workshop	Level	Faculty Members
1.	Workshop on Curriculum Design	State Level	All Faculty Members
2.	Workshop on Faculty Development	State Level	All Faculty Members
3.	Workshop on Research Methodology (Paper Writing)	State Level	All Faculty Members
4.	Refresher Course	University Level	Manju Sahu
5.	Orientation Programme	University Level	Rakhi Sharma

## d. Seminar

S.No.	Name of Faculty	Level	Topic	Seminar
1.	Dr. Avdhesh Kumar Yadav	National Level	Changing Scenario of Teacher education in globalization.	Seminar
		National Level	An approximate analysis of finite tandem tues witgh intermediate exogenous poisson arrivals.organise by Indian Society of Mathematics & mathematicls Science, Gorakhpur	Seminar
		National Level	सम्प्रेषण व उसकी प्रकृति, ऑर्गेनाईस बाई ऑल इंडिया एसोसियेशन ऑफ टीचर एडुकेटर, नई दिल्ली	Seminar
		National Level	स्वकित पोषित उच्च शिक्षा की प्रासंगिकता-वर्तमान परिप्रेक्ष्य में आयोजक-सेंट जॉन कॉलेज, आगरा, बी.आर. अम्बेडकर वि.वि., टीचर्स एसोसियेशन	Seminar
		International Level	भारतीय शिक्षा में नवाचारों का प्रभाव एवं उपलब्धि, आयोजक केन्द्रीय हिन्दी संस्थान, आगरा, अध्यापक शिक्षा परिषद् एवं एशियायी मानवाधिकार शिक्षण संस्थान, भोपाल	Seminar
National Level	स्वामी विवेकानंद का शैक्षिक चिंतन, आयोजक अखिल भारती शिक्षण संस्थान एवं ज्ञान ज्योति शिक्षा समिति भारत, स्थान आगरा	Seminar		

2.	Mrs. Preeti Gurnani	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)	Seminar
		National Level	Golden Jubilee National Seminar on Teacher Education in 21 <sup>st</sup> Century, Pt. R.S.S.U. Raipur (C.G.)	Seminar
		National Level	NAAC Sponsored Future Challenges for Students in Present Scenario organize by M.J. College, Junwani, Bhilai (C.G.)	Seminar
		National Level	उच्च शिक्षा में शिक्षण-अधिगम मूल्यांकन, स्वामी स्वरूपानंद इंस्टिट्यूट ऑफ एजुकेशन, भिलाई (छ.ग.)	Seminar
		National Level	UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)	Seminar
		National Level	UGC Sponsored National Seminar on Vartman Shiksha Pranali me Vedopnishad ki Upadayata, Ghanshyam Singh Arya Kanya Mahavidyala, Durg (C.G.)	Seminar
3.	Mrs. Nidhi Agrawal	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg	Seminar
4.	Mrs. Manju Sahu	National Level	नारी सशक्तिकरण में शिक्षा की भूमिका (मनसा महाविद्यालय, कोहका, भिलाई)	Seminar
		National Level	सामाजिक विकास में गैर सरकारी संगठनों की भूमिका, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar

		National Level	ग्रामीण स्वास्थ्य और शिक्षा को चुनौती, पं.रविशंकर शुक्ल वि.वि., रायपुर (छ.ग.)	Seminar
		National Level	शिक्षा के माध्यम से महिला सशक्तिकरण, पं.रविशंकर शुक्ल वि.वि., रायपुर (छ.ग.)	Seminar
		National Level	वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
		International Level	वर्तमान युग में सम्प्रेषण का महत्व, स्वामी श्री स्वरूपानंद सरस्वती महाविद्यालय, हुडको, भिलाई (छ. ग.)	Seminar
5.	Mrs. Laxmi Verma	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)	Seminar
		National Level	शिक्षण अधिगम प्रक्रिया, स्वामी स्वरूपानंद महाविद्यालय, भिलाई (छ.ग.)	Seminar
		National Level	Prospectus of Teacher Education, Mathura (U.P.)	Seminar
		National Level	Educational Crises in Modern Indian Society, Agara (U.P.)	Seminar
		National Level	Thrust Areas of Modern Educational Research, Agara (U.P.)	Seminar
		National Level	Right to Education: Challenges and Implementation, Pt.R.S.S.U.Raipur (C.G.)	Seminar
		National Level	Contemporary Education System Issues Challenges & Expectation, Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)	Seminar

		National Level	Panchayti Raj Vyavastha, Kalyan College, Bhilai, Durg (C.G.)	Seminar
		National Level	Emerging Modern Industrial Capitalist Civilization in India, Kalyan College, Bhilai Durg (C.G.)	Seminar
		National Level	विवेकानंद एवं विश्व संस्कृति, विवेकानंद महाविद्यालय, रायपुर (छ.ग.)	Seminar
		National Level	Teacher Education, Pt.R.S.S. University, Raipur (C.G.)	Seminar
		National Level	पंचायतीराज व्यवस्था एवं दलित महिला नेतृत्व वर्तमान परिपेक्ष्य में घनश्याम आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
		National Level	नारी शिक्षा, भोपाल महिला महाविद्यालय, भोपाल (एम.पी.)	Seminar
		International Level	सम्प्रेषण आयाम एवं महत्व, स्वामी स्वरूपानंद महाविद्यालय, हुडको, भिलाई (छ.ग.)	Seminar
		National Level	Value Education, Ganjbasoda (M.P.)	Conference
		International Level	Applicability and Relevance of Psycho Educational Testing in Human Life, Agara (U.P.)	Conference
		World Level	World Conference Educon-2012, Phagwara (Punjab)	Conference
6.	Mrs. Rakhi Sharma	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)	Seminar

		National Level	“Right to Education” Challenges and Implementation, Pt.R.S.S.U. Raipur (C.G.)	Seminar
		National Level	Contemporary Education System Issues Challenges & Expectation, “Role of Education in Empowering Women” Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)	Seminar
		National Level	“शिक्षा के संदर्भ में स्वामी विवेकानंद” स्वामी विवेकानंद एवं विश्व संस्कृति, विवेकानंद महाविद्यालय, रायपुर (छ.ग.)	Seminar
		National Level	Teacher Education, Pt.R.S.S. University, Raipur (C.G.)	Seminar
		National Level	Writing Quality Research Paper, Apollo College, Anjora, Durg (C.G.)	Seminar
		National Level	महिला स्वसहायता समूह एवं सामाजिक विकास, घनश्याम आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
		National Level	वैदिक शिक्षा की वर्तमान में प्रासंगिकता, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
		International Level	“व्यापार जगत में सम्प्रेषण की भूमिका” स्वामी स्वरूपानंद सरस्वती महाविद्यालय, आमदी नगर, हुडको, भिलाई (छ.ग.)	Seminar
7.	Mrs. Bindu Kumari Tomar	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)	Seminar

		National Level	वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
8.	Mrs. Sheetal Verma	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G.)	Seminar
		National Level	UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)	Seminar
		National Level	वैदिक शिक्षा एवं संस्कार, घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग (छ.ग.)	Seminar
9.	Dr. S.S. Yadav	National Level	Challenges in Teacher Education, College of Education, Arya Nagar, Kanpur	Seminar
		National Level	Importance of Multimedia in Education, Siddhivinayak Inst. Of Higher Edu. Alwar, Rajsthan	Seminar
		National Level	Quality Essurance in the institution of higher Education, Seth Motilal P.G. College, Jhunjhunu, Rajasthan	Seminar
		National Level	Changing scenario of teachers education in globalization, Apollo college Durg	Seminar
10.	Satish Kumar Kasar	National Level	Changing scenario of Teachers Education in Globalization, Apollo college durg.	Seminar
11.	Mrs. Bhayva Dwivedi	National Level	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg	Seminar



### 3.2.5 List the journals in which the faculty members have published papers in the last five years.

The institution has its own journal in which faculty members have published their papers. Other than that in last 5 years following members have presented there papers.

#### Publication by the Staff

S.No.	Name of Faculty	Topic	Name of Journal
1.	Mrs. Preeti Gurnani	Impact of Learning Style and Thinking Style of Students	Apollo Journal of Educational Research
		Special Education	Oxford University
2.	Mrs. Manju Sahu	शासकीय तथा अशासकीय विद्यालय के अन्तर्मुखी एवं बहिर्मुखी छात्रों का वैज्ञानिक अभिवृत्ति का अध्ययन	Apollo Journal of Educational Research
3.	Mrs. Laxmi Verma	सम्प्रेषण; आयाम एवं महत्व	International Journal Lab to Land
		शिक्षा का अधिकार; स्त्री शिक्षा के संदर्भ में	Apollo Journal of Educational Research
		छ.ग. के परिपेक्ष्य में शिक्षा शोध एवं डेवलपमेंट	New Routes: A Journal of Social Science Research
4.	Mrs. Rakhi Sharma	माध्यमिक स्तर के विद्यार्थियों में पर्यावरणीय जागरूकता एक अध्ययन	Apollo Journal of Educational Research
5.	Mrs. Bindu Tomar	इंजीनियरिंग कॉलेज के विद्यार्थियों में नैराश्यता का अध्ययन	Apollo Journal of Educational Research
6.	Mrs. Sheetal Verma	आठवीं कक्षा के हिन्दी विद्यार्थियों की हिन्दी उपलब्धि पर एक विश्लेषणात्मक अध्ययन	Apollo Journal of Educational Research

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

S.No.	Name of Faculty	Awards	Date	From Where
1.	Preeti Gurnani	Best Faculty Award	Dec. 2009	Vice-Chancellor, Pt.R.S.S. University, Raipur (C.G.)
2.	Preeti Gurnani	Utkrisht Shikshak Samman	Sep. 2007	Govt. of Chhattisgarh
3.	Preeti Gurnani	NSS Certificate	2000	Vikram University, Ujjain

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

The institution has not yet taken major project. Only minor project of SCERT was taken named as (knowledge capsule) by the faculty members.

**3.3 Consultancy**

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

The institution provides Carrer Guidance counseling.

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

Not, yet as they are new in their job.

**3.3.3. 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?**

Not yet

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

Not applicable

**3.4 Extension Activities**

**3.4.1 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)**

**1. Community Camp:-**

- a. Awareness about sanitation, Health & Hygiene
- b. Teaching strategies for school teacher
- c. Beautification
- d. Computer literacy
- e. Cleanliness for ladies.

**2. Health Camp:-**

The Institute has organized health camp in village Mahmara every year. In this camp Doctors are invited to give the knowledge about the health to the school children. The organizers collect the information of each and every students of the school in malnutrition and cleanliness of school students.

### 3. Availability of Ambulance :-

The Institute has got the facility of Ambulance 108 **Sanjeevini** from the administration of Durg District. This Ambulance is stationed in the college campus. The Institute as and when informed by any one, the Ambulance facility is provided immediately to the community/society for any organization or in person. This facility is available for 24 x 7.

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

- The institution is aware about various Problems in the community.
- It realizes various problems faced by the community.
- It understands the urgency of resolving these critical issues.
- It realizes that the needs of the community the need for social service by readily co-operating by provision of the institutional services to promote well being.

#### 3.4.3 What are the future plans and major activities of the institution would like to take up for providing community orientation to students?

1. To organize value oriented cultural activities in the villages.
2. To literate village school children on computer.
3. Awareness programme about RTE, Right for compulsory mid day meal.
  - To provide awareness about environment.
  - Value oriented co-curricular activities in school.
  - Street plays.
  - Computer literacy programs for primary classes.
  - Self employment training program for women.

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

Yes, the institution has completed projects to serve the community by surveying the village people on their living style and about malnutrition of children of the school by Govt. Doctors. The obtained data is analyzed.

#### 3.4.5 How does the institution develop social and citizenship values and skills among its students?

Students do work for community. They have compulsorily to work for two days camp work they give effective teaching in small villages and schools

Every teacher trainee is made aware of his/her rights and duties. He/she is advised to conduct himself/herself in a responsible way. All the teacher trainees are made aware of the fact that they are world citizens in the age of globalization and for this purpose they need to inculcate the following qualities.

- Ability to discharge duties and responsibilities
- Values of equality and secularism
- Wholesome attitude toward's life and society
- Good and noble character.

### **3.5 Collaborations:**

**3.5.1 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.**

- (1) SCERT in developing a Teaching plan ie ALM.
- (2) With Different faculties of different Colleges for Journal publication.

**3.5.2 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.**

The institution has not yet any linkage with any international organization.

**3.5.3 How did the linkages if any contribute to the following?**

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

This area is still to be taken into consideration.

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

- (1) With Government & private Schools for teaching practice.
- (2) With village schools students for awareness about computer.
- (3) With schools for beautification & Health & Hygiene.
- (4) Donation of models & charts for teaching in schools.

**3.5.5 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.**

To practice quality teaching of contents, the faculty interacts with the school principal and teachers regarding the time slots, preparation of delivery and evaluation of the lessons. The supervisors act as a liaison between the school principal and teachers. The unit's topics for practice teaching are provided and class wise school time tables are followed. The trainees thus undertake practice teaching which is the major component for development of teaching skills.

**3.5.6 How does the faculty collaborate with school and other college or university faculty? Collaboration with the schools:-**

- 1) The institution was established in 2005 since then, the institute has collaborated with the schools for practice teaching lessons. The principal
- 2) The faculty of this Institute collaborate with other faculty of the colleges in conducting various external examination viz psycho practical work experience practical etc.
- 3) The institution's multifaceted faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching methodology, curriculum, and research.
- 4) In organizing workshops seminars & discussions on various research topics of M.Ed. students.

**3.6 Best Practices in Research, Consultancy and Extension**

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

Quality of Research Activity

\* The researchers are advised about the priority areas, need and utility of research in education so that research of good quality and utility is carried out.

1. Emphasis is made to study research journals for review of studies.
2. The internet is made available to all the researches for quality enhancement.
3. Emphasis is laid on suitable & affective methodology.

\* The Researchers are required to give at least two presentations.

4. The library is updated regularly with quality books, journals & surveys.
5. Discussion with the research committee.
6. A time bound frame work is prepared and every researchers (especially) M.Ed. Students have to follow.

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

1. Publication of research journal by the Institute named as Apollo College of Educational Journal.
2. Faculty members are encouraged. Hence three faculty members are enrolled for doctorate.
3. Faculty members are motivated to prepare research paper for presentation in seminars for which they are provided special facilities & weight age.

# Criteria -4



## Infrastructure and Learning Resources



## Criterion IV – Infrastructure and Learning Resources

### 4.1. Physical facilities:

#### 4.1.1 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.

The institution has the physical infrastructure as per NCTE norms, which are fulfilling all aspect. Total Amount spend on infrastructure is 98,80,000/-. The facilities are provided as following:-

S.No.	Title	Number	Length In Meter	Breath In Meter	Carpet Area In Sq. Meter
1.	Principal Room	01	4.62	8.24	38.07
2.	Recreation Room	01	12.20	12.70	154.94
3.	Staff Room	01	4.62	8.24	38.07
4.	Seminar Hall/Tutorial Room	01	12.20	12.70	154.94
5.	Method Rooms-I	01	8.48	6.00	50.88
6.	Method Rooms-II	01	8.48	6.00	50.88
6.	Administrative Office	01	8.48	4.80	40.70
7.	Class Room-I	01	8.48	10.20	86.50
8.	Store Room	01	6.40	4.80	30.72
9.	Sports Room	01	6.40	4.80	30.72
10.	Toilet Room	01	4.02	7.02	28.22
11.	Computer Lab	01	11.00	12.90	141.90
12.	ET Lab	01	9.50	10.20	96.90
13.	Arts & Craft Room W/S	01	8.24	11.47	94.51
14.	Psycho Lab	01	8.24	11.47	94.51
15.	Room	01	4.02	8.24	33.12
16.	Music Room	01	6.40	4.80	30.72
17.	SUPW Room	01	6.40	4.02	25.73
18.	Toilet Ladies	01	6.00	4.02	25.73
19.	Reading Room	01	9.70	12.10	261.27
20.	Library	01	11.90	12.10	
21.	Multipurpose Hall	01	11.90	16.50	196.35
22.	Class Room-II	01	9.50	11.90	113.05
23.	Science Lab	01	4.20	8.30	34.86
24.	Method Room-III	01	4.20	8.30	34.86
25.	Girls Common Room	01	5.30	8.30	43.99
26.	Boys Common Room	01	4.20	12.10	50.82
27.	Room	01	6.40	4.80	30.72



28.	Room	01	6.40	4.80	30.72
29.	Toilet	01	4.02	8.30	33.37
30.	Maintenance	01	4.30	4.30	18.49
31.	Security	01	4.30	4.30	18.49
32.	Corridor Area-I	01			100.40
33.	Corridor Area-II	01			110.40
34.	Corridor Area-III	01			114.48
	Total Circulation Area				325.28 Sqmt.
	Total Carpet Area				2765.40 Sqmt.
	Total Built-up Area				2859.48 Sqmt.
	Boys Hostel				1428.90 Sqmt.
	Girls Hostel				9300 Sqmt.

#### 4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The need for augmenting the infrastructures to keep pace with the academic growth is met through the funds made available by our management.

Taking into consideration the dynamic competition and linkages with notable educational institutions, the institution plans to strengthen the Internal Quality Assurance cell and make it the driving force.

The plan this consists of developing proper psychological mind set and implementation of these plannings depends upon situation and changes with requisite budgetary allocation.

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

- \* **Sports, Games & Gym:** Institution has its own play ground for out door games like kabaddi, kho-kho, football volley ball and cricket badminton and other Indore multipurpose hall. The institution has require sports material for the sports and games mentioned above. It has its own gym for health exercise.
- \* **Multipurpose hall:** Various events and cultural activities and other extra curricular activities are held in this hall. The hall is facilitated with public address system and split AC.
- \* **Class rooms:** The B.Ed. and M.Ed. classrooms are spacious with proper ventilation and light, they can accommodate at least hundred students and ore also utilized for various seminars, workshops, day celebrations and lecture series. LCD projectors are permanently installed in the class room to facilitate active learning all these activities ensure maximum utilization of infrastructure of the institution.

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

The multipurpose hall, stationary shop, gym, hostel rooms and play ground with other sister institutions of the same organization.

**4.1.5 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.)**

The institution has provided the following facilities:-

- Separate hostels & rest rooms for boys and girls.
- Common staff room.
- Gymnasium is also available in the campus.
- Common play ground is available for all students and faculty members.
- Cleanliness is available in the premises of the institution.
- In canteen, there is provision of beverages, breakfast, lunch and a variety of snacks.
- Purified drinking water is made available through two water tanks.
- First aid box in common room, canteen and Health Center.
- 108 is available all time in the campus for students and community.

**4.1.6 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, the institution maintains separate Hostel facilities for Boys and Girls.

S.No.	Rooms	Number of Students	Number of Rooms	Size
1	Girls Hostel	122	61	25.56
2	Boys Hostel	40	11	25.56
3	Gym & Recreation Hall	20	01	154.95
4	Wash rooms		02	8.36

**4.2 Maintenance of infrastructure**

The institution has an adequate infrastructure for quality teaching learning It is maintained and upgraded from time to time and to enhance its quality to serve teacher trainees in the best manner.

**4.2.1 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**

S. No.	Particulars	09-10		10-11		11-12		12-13		13-14	
		Bud.	Expdt.	Bud.	Expdt.	Bud.	Expdt.	Bud.	Expdt.	Bud.	Expdt.
1	Bldg.	550000	583800	850000	850000	-	-	1500000	3500000	200000	171700
2	Labs	40000	40150	15000	10000	10000	6000	10000	6000	12000	4000
3	Furniture	25000	23000	85000	70000	95000	65000	175000	150930	60000	45000
4	Equip.	80000	106000	25000	15000	15000	8500	20000	9000	33000	6850
5	PC.	28000	22500	50000	43200	12000	12000	20000	16500	55000	35000
6	Transport/ Vehicle	15000	10000	35000	25000	1429000	1420922	30000	23000	23000	18000

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

1. The principal room, staff rooms are usually engaged by human resources. Lecture rooms are utilized by lecturers as there are three section (two for B.Ed. & one for M.Ed.) for core papers and six selective papers. Hence all lecture rooms and methods room are occupied. Students have to conduct psychology, science, craft work for which psycho lab, science lab, work experience lab and computer lab are utilized.
2. The multipurpose hall is utilized for common instructions, prayer, weekly cultural activities, annual functions and various state/national level activities.
3. Lab is utilized for:
  - a. Computer literacy training programme.
  - b. Printing the content.
  - c. Scanning the material.
  - d. Photocopying of records.
  - e. Storing the documents.
  - f. Preparing the result sheets.

### 4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The institution makes sure that the Surrounding area and the atmosphere are maintained suitable for all curricular and co-curricular activities and conducive for teaching and learning. The college is far away from city Pollution free.

The institution has wide windows that allow sufficient sunlight into class room and guidance rooms. All the lecture halls and rooms are provided with proper ventilation and lighting arrangement and have fans.

The infrastructure related environmental issues are not only to do with the physical resources but with the human resources as well .The conducive for proper Infraction among the teachers and the fought form maintenance of quality in institution.

Co- ordination between various stakeholders like students faculty and office staff is ensured through notices which are issued from time to time. These are regarding from time to time. Changes in scating arrangement and conduct of co-curricular activities.

Cleanliness Drive:

The surrounding is tried to maintain greenery by planting trees saplings are prepared by teacher trainees. Which develops dignity of labor among the teacher trainees?

Plantation Program:

All types of plants whether medicinal, herbal, ornamental plants are planted a variety of patted 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 (Information Resource Center) as a learning resource:

The library is well equipped with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables.

The circulation/exchange section of the library accommodates B.Ed. and M.Ed. course books and related reference materials. All the short researches of the past M.Ed. students, mazines, Journals are available.

Physical structure of library's various sections (Area and furniture items)

- Carpet area of library & Reading Room : 261.27
- Furniture:-
 

Shelves (wooden open)	-	10
Shelves (steel)	-	08
Chairs	-	50
Tables	-	25

There is a separate reading room for teacher trainees. It is spacious, airy with good light arrangement. The library in fracture available in terms of space, area and furniture is well maintained.

Budgetary Provision:-

The budgetary provision is generally utilized as follows:-

Purchase of books	:	60-65%
Journals, Magzines & News Papers	:	25%
Maintenance of infra structure	:	10%
Miscellaneous expenditure	:	5%

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

Yes, the library has qualified staff. The librarian is qualified and experienced. One technical assistant is also assisting the librarian.

**4.3.2 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.).**

The library resources available to faculty members and student teacher are as follows:-

Total collection of books in the library	4595 books
School Text Books	35
Book Bank	120
Reference Books (Encyclopedia, Dictionaries, Fiction books)	425
Magazines	5 Magazines
Indian Journals	17
Foreign Journals	Nil

Newspaper	04
Teaching aids	
Globe	01
Maps	10
Charts	10
Geometrical	05

Open access facility is provided for the faculty and students.

**4.3.3 Does the institution has 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.**

A library committee is established in the Institute for reviewing the facilities in the library.

Taking into consideration the needs of the faculty and teacher trainees, availability of resources in the market and budget provision, the decisions the are taken qualitatively about of books and other learning resources from the market purchase.

The library advisory committee has the following members:

Dr. Avdhesh Yadav	Principal & Convener
Mrs. Nidhi Agrawal	Prof. in charge
Mrs. Sushila Soni	Librarian

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

From the current session the proposal for automation of library is under consideration.

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

The library has computer and internet facility to access for students and staff members.

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

At present, the facilities such as Inflibnet, Delnet and IUC are not available. However, in the near future the institution will try to make it available.

**4.3.7 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.)**

The library is open from 10.00 AM to 5.00 PM for teacher trainees and faculty members on all working days.

If required library is kept open on other holidays or whenever there is a demand from the students.

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

The new arrivals on reference books are displayed in library.

**4.3.9 Does the institution's library has book bank? If yes, how is the book bank facility utilized by the students?**

Yes, There is book bank which is been utilized by the students throughout the year. This facility is provided to needed trainees.

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

At present no such facility is provided.

**4.4 ICT as learning Resource:**

**4.4.1 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.**

ICT:- The institution has a computer lab with 25 PC where the teacher trainees are trained. PG students also use for their research projects.

There are educational CD'S related to B.Ed. and M.Ed. subjects both audio and visual wi-fi connection. M.Ed. Dissertation CD'S (softcopy). The computer lab has internet connectivity. It helps the teacher trainees to enrich knowledge and keep pace with academic growth.

Educational Technology Lab has VCR, OHP, video camera, digital camera, color T.V., tape recorder, radio, CD player, DVD player, video cassettes, slide projector, Public address system and slide show kit which are used for day to day learning activities to enable effective teaching learning process.

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

Computer subject is kept optional for B.Ed. & M.Ed. Yet language lab software is there available for students.

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

Students are allowed to access internet & computer for there assignment & project work.

Wi-Fi is available in the campus for use of students & faculty.

**4.4.4 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)**

In practice teaching & final teaching students use for there presentation power point. In class room transaction students present through OHP, LCD etc in their seminars. It is compulsory for every students to present through PPT their presentation in class room.

## 4.5 Other Facilities:

**4.5.1 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.**

NA

**4.5.2 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?**

Various audio visual facilities/materials CD'S, & audio & video cassettes are used on large scale for learning & teaching practice by B.Ed. & M.Ed. teacher trainees. They are use for core training programme and practice lessons. The science laboratory is used practice for science experiment before they are demonstrated in real class room situation the video recourses prepared by the faculty are useful of micro lesson & class room teaching of various school subjects.

**4.5.3 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?**

Following methods laboratories are available in the institution:

### **Laboratories:**

#### **Method Labs:**

Method Lab is a special room in which teaching aids, apparatus and essential material needed for conducting lessons of school subjects are kept. It is made available to the faculty members and students. Teaching aids prepared by the students are also kept in all the labs. Our college has method labs which are useful for all teaching subjects.

#### **Psychology Lab:**

It has a capacity of twenty five students for performing psychology experiments at a time. It is ensured that all apparatus is well maintained and in working condition while Psychology experiments are conducted.

#### **Education Technology Lab:**

OHP,VCR, video camera, digital camera, photo camera, color TV, tape recorder, radio, audio cassettes, video cassettes, slide projectors, silver screen, public address system, one computer, slide show kits are available in this lab for educational purpose.

#### **Computer Lab:**

Teacher trainees conduct in the computer lab. It is also utilized for research work prepared by students and faculty to enrich their knowledge by keeping pace with academic growth. There are 25 computers with one server and networking having all essential software and appropriate peripherals.

#### **Maintenance of the equipment and other facilities:**

The responsibility of building maintenance is undertaken by the administration maintenance of computer equipment is done by a local agency on yearly contract basis. The institution makes every attempt to enhance the facilities and maintain the equipment and facilities. For this purpose, proper budget allocations are made and are utilized.

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Technicians are consulted in case the equipments malfunction. They are promptly repaired. Proper safety measures are installed for electrification of all electronic equipment.

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

**Multipurpose Hall:** This is very spacious and can accommodate near about 200 people at a time it is used for guest lecture, workshop, seminar, etc.

**Sports Room:** Gym facilities, badminton, chess, etc. Games facilities is available for the students.

**Transport:** For community work & other tours college has its own bus available.

**4.5.5 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.**

For the presentation of seminars LCD & Projectors are available all the time in the class room.

**4.6 Best Practices in Infrastructure and Learning Resources:**

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

In the field of education, particularly higher education, notions of skills, vocationalism, transferability of knowledge and skills, competence and learning, for preparing the new learners of the 21<sup>st</sup> century, the major responsibility of institutions today is to shift their focus from knowledge intensive curricula to competency building of learners through appropriate learning provisions.

The institution focuses on the right priorities and responsibilities especially with reference to teaching and learning as their primary mission.

Each paper of B.Ed. and M.Ed. is taught by faculty members as well as by guest lectures to the student teachers admitted to B.Ed. or M.Ed. courses, as students come from different disciplines such as Arts, Science or Commerce. Keeping in mind the diversity of students academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements. The teacher educators are aware about these diversity.

This Institution uses bi-lingual language for transaction of curriculum.

# Criteria -5



## Student Support and Progression

## **Criterion V: Student Support and Progression**

### **5.1 Student Progression**

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

After admission the sequence of following activities for preparedness and appropriate academic and professional development.

1. Introduction of students with the faculty members.
2. Information regarding course programme and evaluation procedures are provided.
3. A Pre and Post test for assessment of behavioral pattern is administered to know about effectiveness of programme.
4. Students have to fill up individual profile & medical cards for College records.
5. Information about the area of specialization and teaching methodology are obtained.
6. Organisation of orientation classes in which various aspects of teaching skills are discussed.
7. College calendar and various note books containing Instructions are handed over.

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

1. Motivation through campus environment
  - a. By appreciation on their past performances.
  - b. Encouragement through Honor's Board of the Institute.
  - c. Display of photos of different activities.
  - d. Timely appreciation for cooperation in campus cleanliness & beautification.
2. Satisfaction among trainees by following means
  - a. By providing best infrastructure.
  - b. Lectures by qualified & experienced faculty members.
  - c. Organising extension lecture series by various academicians.
  - d. Teaching by using latest technology & audio visual aids.
  - e. By encouraging & appreciating their good activities.

Development of trainees

- i. Special classes for development of teaching skills. The teacher educator's first demonstrate & their train them by exercise for development in skills.
- ii. Organisation of personality development and body language classes.
- iii. Encouraging them to write and submit any article/poem/story giving moral value etc for publication in magazine.
- iv. By arranging block teaching in schools and also for training in maintenance of schools records.
- v. Involvement of office bearers in the administration of the Institute.

- vi. Daily decoration & beautification of the Institute.
- vii. Organisation of Community Camp for development of social skills.

#### Performance Improvement

- i. Organisation of weekly test on every Monday & provision for feed back.
- ii. Hold meeting of student's council.
- iii. Conducting a model test & feed back is provided.
- iv. Pre & Post behavioral test.
- v. Teaching in schools by using OHP/LCD and models.

### 5.1.3 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?

Session	Total Students	Dropout Students		Dropout Rate
		Male Student	Female Student	
2009-10	B.Ed. – 100	-	1	1%
	M.Ed. – 25	-	-	-
2010-11	B.Ed. – 81	-	-	-
	M.Ed. – 35	-	-	-
2011-12	B.Ed. – 99	-	-	-
	M.Ed. – 35	-	-	-
2012-13	B.E.d. – 99	2	-	2%
	M.Ed. – 35	1	-	1%
2013-14	B.Ed. – 99	1	2	3.03%
	M.Ed. – 35	-	-	-

Possible reasons for dropouts could be as follows:

- **Marriage:** The female trainees drop out after they get married and / or the family members refuse to let them continue further education.
- **Health problems:** Poor health of some teacher trainees' interferes with various activities that need to be completed during the training period.
- **Unforeseen circumstances** such as accident, prolonged sickness, low confidence and family problems are also some other reasons for dropouts.
- **Admission to a nearer college:** If a teacher trainee gets admission in a college near to his/her native place or even in a non grant college, the student drops out of the course.
- **Employment:** If teacher trainees get suitable employment opportunities they drop out of the course before the completion of the academic year. The institution tries to investigate into the causes for quitting the program and tries sincerely to control the drop out.

**5.1.4 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?**

Additional services provided to the students are as follows:-

1. Educational visits.
2. Placement of teacher trainees.
3. Special lecture series.
4. Free internet access.
5. Alumni meet.
6. Interview preparation.
7. Felicitation of meritorious students.

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

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for Jobs in professions other than teaching.

Details of the teacher trainees who went for further studies:-

Year	No. of teacher trainees	%
2010-11	10	10%
2011-12	12	12%
2012-13	8	8%

**5.1.6 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 teacher trainees as well as who passed out can avail the facility of library or Computer Lab as and when required during the scheduled time.

**5.1.7 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 provides placement services through its placement cell. The cell has provided the following services in the last two years.

1. Campus interview.
2. Inter college campus selection.

Placement services are provided to the teacher trainees through the institution's placement cell. Campus interviews are organized for both English medium and Hindi medium teacher trainees. Guidance is given on interview techniques and communication skills. The details of the number of teacher trainees that appeared for campus interview in the last two year is as follows

	2012-13	2013-14
Date of Interview	10/05/2013	11/02/2014
No. of Applicants	10	20
No. of Selected Candidates	05	09

**5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?**

To overcome these problems, the placement cell tries its best to give maximum Job. Opportunities to the teacher trainees.

- i. The senior authorities of English medium and Hindi medium schools are communicated for the appointment them.
- ii. Various Schools want to organize selection process in their Schools.
- iii. If they select good candidates & candidates give their consent but the Schools do not like to pay good salary.
- iv. In Govt. job placement provision is not possible.

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

Yes, the school mostly appoint the trainees without any placement process.

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

All essential resources are provided by the institution to the placement cell. One teacher educator is Incharge of the placement cell. Arrangements for interview is conducted.

**5.2 Student Support**

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

1. Before the start of classes, teacher council prepares a Calendar for the session of both the courses i.e. B.Ed. & M.Ed.
2. Accordingly a time table is prepared and is executed by all the faculty members and various curricular & co curricular activities are organized as under :-

**Curricular:-**

1. The College timings are from 10:00 AM to 4.30 P.M. During this time various theory papers (core papers and optional papers) are distributed to periods & as per NCTE norms two sections are engaged by various faculty to complete the theory course.
2. Weekly and half yearly exams are conducted for evaluation of the trainees & feed back are provided for quality enhancement.
3. For quality, a period of library is also organized for students where a faculty guides as per the requirement of the trainees.

**Co curricular:-**

1. All students are grouped into four houses for conducting, organising, participating in weekly cultural programmes.
2. They have to have a diary which is called scrap diary. They have to collect the articles as per their interest.

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

1. The physically challenged student's lecture room is organized in the ground floor.
2. The peer students are instructed to help those students.
3. The nearest schools are allotted to these students.

**5.2.3 Does the institution contains mentoring cell? If yes, how is it organised?**

Yes, the Institution organise & mentoring process in the following ways

- i. Before practice teaching subject wise guidance by subject supervisor.
- ii. During Micro Teaching a faculty member as mentor guides.
- iii. Assessment & feed back in the assignments.
- iv. In Seminar guidance.

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

The following provisions support and enhance the effectiveness of the faculty in teaching & mentoring of students:

- i. Best facilities are in the form of rich library net connect etc.
- ii. Flexibility in the Time Table.
- iii. Timely Incentives.
- iv. Effective teaching environment.
- v. Proper way to remove grievances.
- vi. By organising series of lectures by Guest faculty.

**5.2.5 Does the institution has its website'? If yes, what are the information posted on the site and how often is it updated?**

Yes, the Institute has its own website which has all information regarding infrastructure, details of faculty members with their academic achievement, weekly & yearly academic & Co-curricular activity. The web site is frequently updated for making addition of information our web site is [www.apollocollegedurg.com](http://www.apollocollegedurg.com).

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

Yes, the weekly test conducted on every Monday, helps the faculty in indentifying academically weak students, on the basis of that the deputed teacher takes personal care, guide and encourage such trainees. If required extra classes are organised for them.

**5.2.7 What specific teaching strategies are adopted for teaching?**

**a) Advanced learners and (b) Slow Learners.**

1. The faculty members prepare power point on some topic and teach through that.
2. Various new teaching strategies are adopted viz-concept mapping, Discussion, Collaboration, Cooperative teaching etc.
3. Emphasis is laid on practice and drill.

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

Guidance & Counseling Cell is established and a faculty member is assigned to organise. Those students who need guidance can take an appointment & accordingly by guided by the faculty.

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

The students due to professional course did not come forward only but they drop their letter with their grievances in the suggestions box. The faculty Incharge will go through that & then plan to remove the grievances.

Example: -The P.G. students did not get clarity in getting the topic of research, clarity about dependent variable & independent variable. The Incharge faculty arranged three lectures by renowned professors on these topics. Which will not only remove the grievances of the students but also it helps the faculty in teaching for future.

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

1. Pre & post test are administered to know the level of students knowledge at the beginning and at the end of the session which furnish the progress of the training.
2. By weekly and half yearly assessment.
3. Feed back and guidance after the assessment.
4. Organisation of Seminars for students.
5. For qualitative feed back on cultural participation is also provided.
6. Appreciation for those who perform well in the academic & cocurricular activities.



**5.2.11 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?**

The Institution ensures students competency in the following ways

1. By organising orientation classes in which the knowledge of educational principles are provided and how & where it can be implemented.
2. A Guidance period is organised every day to train about the plan for lesson by mentors.
3. Pre practice sessions are organised in the form of microteaching for the development of teaching skills.
4. Organisation of model lessons in all the subjects of methodology.
5. Lectures through PPP by teacher educators encourage trainees to use technology for competency development.
6. Training in how to handle OHP & LCD projectors during teaching.
7. Training skills for demonstration.

**5.3 Student Activities:**

**5.3.1 Does the institution have an Alumni cell? If yes,**

- (i) List the current office bearers
- (ii) Give the year of the last election
- (iii) List of Alumni cell activities of last two years.
- (iv) Give details of the top ten alumni occupying prominent position.
- (v) Give details on the contribution of alumni to the growth and development of the institution.

**5.3.1.(i) List of the current office bearers**

Yes, The Institution has alumni cell.

Designation	Name
President	Principal Dr. Avdesh Yadav
Vice President	Mrs. Manju Sahu
Secretary	Mrs. Rakhi Sharma
Joint Secretary	Mrs. Preeti Gurnani
Member	Mr. Lakhan Lal Sahu
Member	Mr. Mesh Kumar Sahu
Member	Kanchan Lakra
Member	Ms. Madhuri Chandrakar
Member	Puja Rani Mahobia
Member	Anil Meshram
Member	Shakha Chand
Member	Pallavi Yadu
Member	Puja Giri
Member	Samiksha Vaishnav
Member	Nomeshwari Gote

**5.3.1.(ii) Give the year of the last election**

Date of last election of Alumni 20-09-2013.

**5.3.1.(iii) List of Alumni cell activities of last two years.**

List of the Alumni association activities are:-

1. Organisation of computer literacy programme in the adopted village for School children.
2. Conduct and cooperation in the National Seminar organised by the Institute.
3. Students of Alumni participated in Anana prashan conducted in adopted community 'Mahamara' on 30/08/2013.
4. Student of Alumni conducted one day meet with old age people in Vridhashram on 28/01/2014.
5. Student of Alumni, had a alumni meet on 28/01/2014 In which they gave feedback and suggestion on improving quality of institution.

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

NIL

**5.3.1.(v) Give details on the contribution of alumni to the growth and development of the institution.**

The contribution of the association are as follows:-

- a. It provides suggestions for academic growth.
- b. It provides feedback to the institution.
- c. It motivates the well deserved members, teacher trainees and faculty by felicitating them for their notable contribution in the field of education.
- d. Contributions of Alumni students for growth & Development of the Institution.
- e. Cooperation in National Seminar.
- f. Organisation of Computer classes.

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

- a. The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession.
- b. Teacher trainees are encouraged to participate in extracurricular activities every year "Sadhbhavana" a inter college competition is organised.
- c. Every Saturday each group organizes competitions in which performances of group is analysed.
- d. Competitions like debates, drama, skit, dance singing, quiz, kaleidoscope, art and sports are organized.
- e. Sufficient amount of time is given for practice.

- f. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution.
- g. Certificates and awards are presented to the winners and are felicitated by the guest or the head of the institution.

**5.3.3 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.**

- By encouraging to write good thoughts on the displaying board.
- By submitting articles for publication in the college magazine.
- Every year the institution publishes magazine “**Abhivyakti**” the teacher trainees are motivated and encouraged to publish their written material in the annual magazine, in Hindi or in English language.
- Teacher trainees are encouraged to write inspiring thoughts for the day on the board daily. They also are encouraged to write articles related to current global as educational issues as wallpapers.
- Teacher trainees are given an opportunity to present & publish papers in conferences.

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

Yes, The institution has “Student Council”. The office bearers help the institution organise annual function, annual sports, national seminar, workshop, various committees like discipline committee, editorial board, student welfare, cultural committee etc.

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

<b>Types of Bodies</b>	<b>Bodies/Cells</b>	<b>Activities</b>
<b>Academic</b>	IQAC	Extension Lecture, Seminar, Workshop
	Students Council	Election, Cultural Activities, Tour, Community Work
	Editorial Board for College Magazine	Articles Collection, Editing, Compiling
<b>Administrative</b>	Anti Ragging Cell	Committee Formation
	Placement	Practice Teaching Schools
	Counseling Cell	
	Alumni Association	Community Work, Social Work, Model Teaching
	Student Welfare	Placement, Community Work, Academic, Over All Activity

**5.3.6. 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?**

- 1) After each programme the faculty members hold a meeting with the directors to analyse the short comings in the programmes so that in future it will be rectified.
- 2) Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development.
- 3) Issues related to the above are discussed with the faculty to improve the implementation of the program.
- 4) The management gives feedback from time to time for proper planning and implementation, growth and development of the institution.

**5.4 Best Practices in Student Support and Progression:**

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

1. Best infrastructure.
2. Good knowledge & practice on computer training.
3. Preparation & presentation through power point.
4. Responsibilities provided through participation in various activities of the Institute.
5. Formation of 'Alumni Association'.

# Criteria -6



# Governance and Leadership



## Criterion 6 – Governance and Leadership

### 6.1 Institutions vision and leadership

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

##### 1. Purpose

1. To prepare teachers who can face the challenges of global requirements
2. To provide qualitative training
3. To develop learning skills to make them effective and competent teachers.
4. To provide quality training institution to teacher trainees and future teacher educators.
5. To develop values and environment awareness.
6. To acquaint with modern trends of teaching technology.

##### 2. **Vision**

1. To provide equal opportunities to class, cast, gender, religion.
2. To enable students to compete with the changing world.
3. To provide learning and teaching experience to develop teaching potential and to infuse personality.

##### 3. **Mission** - 1. To develop scientific attitude and research oriented attitude.

2. To provide skilled oriented teacher.
3. To develop and implement new teaching strategy.

##### 4. **Motto**

“Education is the most powerful weapon which you can use to change the world”.

##### 5. **Values**

The institution tries to inculcate and promote the following values amongst its stakeholders.

1. Modesty, sensitivity, punctuality and neatness.
2. Patriotism, national integration and tolerance towards all religions.
3. Gender equality, dignity of labor and scientific attitude.

The institution works on the following goals and objectives for achieving the mission.

- To impart value based education
- To prepare competent and committed teachers
- To prepare teacher educators
- To prepare efficient administrators
- To prepare researchers
- To ensure the all round development of teacher trainees
- To develop sensitivity towards emerging issues like environment, population, education, gender equality and legal literacy
- To promote inclusive education.

- To develop awareness and attitude towards global trends in education
- To develop teaching skills and life skills
- To develop culture in teachers trainees and enable them to become I.T. savvy.

These are made known to the stakeholders by:

- Prominently displaying on the entrance of college building and in the library
- Introduced by the Principal in the address at the beginning of every new academic year
- Flash boards in the institution campus
- Printing them in students' daily diary and other informative academic material

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

Yes, the mission includes: The teacher education course is a professional course. Teacher trainees seek jobs as soon as they finish the degree course like B.Ed, and M.Ed.

**Objectives**

1. To develop a database of teacher trainees for placement.
2. To orient teacher trainees to write applications, preparation of resume and interview techniques and skills.
3. To disseminate information about job opportunities.
4. To organize campus interviews.
5. To create awareness about the rules and regulations for teachers and ethics of the teaching profession.

**The Practice**

The institution provides information about teacher trainees' academic achievement to the schools for available job vacancies. Workshops and expert lectures are organized for teacher trainees to enhance professional skills required for obtaining a job. Campus interviews are organized by the institution and the authorities of the respective school conduct the interviews. Short listed teacher trainees are given an opportunity to conduct demonstration lessons in the respective school.

- \* By organizing weekly activities & annual sports & function.
- \* By providing prizes in various activities.
- \* By providing a competitive environment.
- \* By intrusting all students to participate in all activities.

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

The institute has constituted various committees to manage and organise quality training program.

Various faculty members are nominated as convener or coordinator to guide & perform the activities.

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

1. The management visits the institute regularly and discusses issues and problems with the Head.
2. The Head convened teacher's council meeting to discuss problems, invite suggestions and ways to implement successfully.
3. The resolutions of the meeting are recorded in teacher's council register.

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

The director from the management side frequently review the institute's functioning and check the records like teacher's diary, self appraisal report of teacher's as well as students registers, feed back from the students and provide guidelines for quality enhancement.

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

1. The institute collects the feed back form the students, alumni, school teachers and parents. On the basis of the information is analyzed to find out barrier (if any).
2. The matter is discussed in the teacher's council and then it is discussed in the related committees for remedy.

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

Management of the institute encourages the staff for improvement of effectiveness and efficiency by the following steps.

1. Motivates to attend seminars, workshop, on the institutional cost.
2. Provide the duty leave to faculty to attend orientation and refresher courses.
3. Provides reward for extra ordinary contribution and achievement.
4. Encourage faculty to attempt NET, SLET, and Ph.D. degree.
5. Involves teacher in decision making process as well as implement the Ideas of the resolution of various academic committees.

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

The followings are the leadership role of the Head of the institution

1. Assigns the duties and responsibilities to the convener of different committees to perform their role.
2. Co-ordinates the administrative work of the offices with stationary shop, hostel, Gymnasium, Library and I.C.T. awareness.
3. Brief the Progress of the institute to the Director, Management and Governing Body.



4. Convey the messages instructions and programmes of management to the faculty members and interact with them.
5. Interacts and co-ordinates with other organizations where the interests of the academic community of the institute is involved.
6. To manage financial aspect and provide salary, reward, etc to employees.

## 6.2. Organizational arrangements.

**6.2.1 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.**

### Academic & Administrative bodies of the institution.

**1. Executive Committee of society registered with Registrar, Firms and Societies wide registration no C.G. Rajya 184 dated 29-6-2002**

S.No.	Name	Post head
1	Dr. B. S. Bhatia	President
2	Mr. Ashish Agrawal	Vice President
3	Dr. Manish Jain	Secretary
4	Mr. Sanjay Agrawal	Treasurer
5	Mr. Mukesh Agrawal	Member
6	Mr. Manish Agrawal	Member
7	Mr. Ramesh Bathawal	Member
8	Mr. Harsh sahu	Member

**2. Members of Governing Body**

S.No	Name	Post
1	Dr. B.S. Bhatia	President
2	Dr. S.Parwez	University Nominee
3	Dr. A.K. Pandey	University Nominee
4	Dr. Manish Jain	Management Member
5	Mr. Ashish Agrawal	Management Member
6	Mr. Sanjay Agrawal	Management Member
7	Mrs. Manju Sahu	Staff Member
8	Mrs. Preeti Gurnani	Staff Member
9	Dr. A.K. Yadav	Ex Officio Secretary

### 3. Staff council

S.No	Name	Post
1	Dr. A.K. Yadav	Chairman
2	Mrs. Preeti Gurnani	H.O.D.
3	Mrs. Nidhi Agrawal	Asst. Prof.
4	Mrs. Manju Sahu	Asst. Prof.
5	Mrs. Laxmi Verma	Asst. Prof.
6	Mrs. Rakhi Sharma	Asst. Prof.
7	Mrs. Bindu Kumari Tomar	Asst. Prof.
8	Mrs. Sheetal Verma	Asst. Prof.
9	Dr. S.S. Yadav	Asst. Prof.
10	Satish Kashar	Asst. Prof.
11	Mrs. Bhavya Dwivedi	Asst. Prof.
12	Mrs. Neha Chandrakar	Asst. Prof.
13	Mrs. Deepti Singh	Asst. Prof.

### 4. Prospectus and Admission Committee

S.No	Name	Post
1	Dr. A.K . Yadav	Principal
2	Mrs. Preeti Gurnani	H.O.D
3	Mrs. Sheetal Verma	Asst. Prof.
4	Dr. S.S. Yadav	Asst. Prof.

### 5. Purchase Committee

**Incharge Faculty: Laxmi Verma**

S.No.	Name	Designation
1.	Dr. Avdhesb Yadav	Principal
2.	Mr. Sanjay Agrawal	Member
3.	Dr. Manish Jain	Member
4.	Mrs. Laxmi Verma	Asst. Professor

### 6. Editorial Board of College Magazine Committee

**Incharge Faculty: Rakhi Sharma**

S.No.	Name	Designation
1.	Dr. Avdhesb Yadav	Principal
2.	Mrs. Rakhi Sharma	Editor
3.	Mrs. Laxmi Verma	Sub Editor
4.	Mr. Anjani	M.Ed. Student
5.	Mr. Amit Dubey	B.Ed. Student

### 7. Proctorial Board (Including Anti raging, Anti sexual Abuse)

**Incharge Faculty: Rakhi Sharma**

S.No.	Name	Designation
1.	Dr. Avdhesh Yadav	Principal
2.	Mrs. Rakhi Sharma	Asst. Prof.
3.	Mrs. Laxmi Verma	Asst. Prof.
4.	Mrs. Manju Sahu	Asst. Prof.
5.	Mrs. Bindu Kumari Tomar	Asst. Prof.

### 8. Library Committee

**Incharge Faculty: Ms. Rachana Shrivastava**

S.No.	Name	Designation
1.	Dr. Avdhesh Yadav	Principal
2.	Ms. Rachana Shrivastava	Head Librarian
3.	Ms. Kshipra	Asst. Librarian
4.	Mrs. Bhavya Dwivedi	Asst. Prof.
5.	Mr. Kumar Gaurav	M.Ed. Student
6.	Mr. Naresh	B.Ed. Student

### 9. Research and Publication of Journal

**Incharge Faculty: Mrs. Rakhi Sharma**

S.No.	Name	Designation
1.	Dr. P.K. Shrivastava	Chief Advisor
2.	Mrs. Preeti Gurnani	Editor-in-Chief
3.	Mr. Sanjay Agrawal	Managing Editor
4.	Mrs. Rakhi Sharma	Executive Editor
5.	Dr. Pallavi P. Patel	Member, Gujrat
6.	Dr. Lissy Koshi	Member, Kerala
7.	Dr. Kuldeep Singh katoch	Member, H.P.
8.	Dr. Prem Chhabra	Member, M.P.
9.	Dr. K.M. Bhandarkar	Member, M.H.
10.	Dr. Nishta Rana	Member, J. & K.
11.	Dr. Jitendra Sharma	Member, Rajasthan
12.	Dr. Kuljeet Kaur	Member, Rajasthan
13.	Dr. Suman Lata Saxena	Member, C.G.
14.	Dr. Ranjana Shrivastava	Member, U.P.

**10. Media & Advertising Committee**

<b>S.No.</b>	<b>Name</b>	<b>Designation</b>
1.	Mrs. Sheetal Verma	Asst. Professor
2.	Mr. Satish Kasar	Asst. Professor
3.	Anjani Kumar	M.Ed. Student
4.	Shiv Lal Yadav	M.Ed. Student

**11. Physical Verification Committee**

<b>S.No.</b>	<b>Name</b>	<b>Designation</b>
1.	Mrs. Bindu Kumari Tomar	Asst. Professor
2.	Mrs. Bhavya Dwivedi	Asst. Professor
3.	Mr. Munna Thakur	M.Ed. Student
4.	Kumari Shilpi Tiwari	B.Ed. Student

**12. NAAC Steering Committee**

<b>S.No.</b>	<b>Name</b>	<b>Designation</b>
1	Mrs. Preeti Gurnani	H.O.D
2	Mrs. Nidhi Agrawal	Asst. Prof.
3	Mrs. Maju Sahu	Asst. Prof.
4	Mrs. Laxmi Verma	Asst. Prof.
5	Mrs. Rakhi Sharma	Asst. Prof.
6	Mrs. Bindu Kumari Tomar	Asst. Prof.
7	Mrs. Shital Verma	Asst. Prof.
8	Dr. S.S. Yadav	Asst. Prof.
9	Mr. Satish Kashar	Asst. Prof.
10	Mrs. Bhavya Dwivedi	Asst. Prof.

**13. IQAC**

<b>S.No.</b>	<b>Name</b>	<b>Designation</b>
1.	Dr. Avdhesh Kumar Yadav	Principal
2.	Dr. P.K. Shrivastava	Senior Administrative Officer
3.	Mrs. Manju Sahu, Laxmi Verma, Bindu Tomar, Nidhi Agrawal, Sheetal Verma	Asst. Professor
4.	Mr. Sanjay Agrawal	Management
5.	Mrs. Pushpa Soni	Sarpunch, Anjora
6.	Mrs. Kalyani Sharma	Principal of H.S.S.
7.	Aparna Rajput	Principal, Khalsa

		College
8.	Mrs. Rakhi Sharma	Coordinator
9.	Satyaprakash Khadbandhe, Geetanjali Sahu, Upendra	Students

#### 14. Guidance & Counseling

S.No.	Name	Designation
1.	Mrs. Bindu Kumari Tomar	Asst. Professor

#### 15. Hostel Management Committee

S.No.	Name	Designation
1.	Dr. Avdhesh Yadav	Principal
2.	Mr. Devendra Shukla	Warden
3.	Kumari Sanjukta	B.Ed. Student
4.	Shikha Rani Badhai	B.Ed. Student

#### 16. Internal Management Organization Cell

S.No.	Name	Designation
1.	Mr. Sanjay Agrawal	Director
2.	Dr. Avdhesh Yadav	Principal
3.	Mrs. Sheetal Verma	Asst. Professor
4.	Mr. Satish Kasar	Asst. Professor

#### 17. Student Council

S.No.	Name	Designation
1.	Dr. Avdhesh Yadav	Principal
2.	Mrs. Sheetal Verma	Asst. Professor
3.	Mr. Satish Kasar	Asst. Professor
4.	Birendra Verma	President, B.Ed.
5.	Shruti Dinani	Vice President, B.Ed.
6.	Bharti Sahu	Secretary, B.Ed.
7.	Satyjeet Raut	Joint Secretary, B.Ed.
8.	Bramhanand Verma	Cultural Secretary, B.Ed.
9.	Gulab Singh Tandan	Sports Secretary, B.Ed.

### Incharges for regular day to day activity organization

#### 1. Incharge Prayer – House wise distribution

Over All Incharge: Dr. S.S. Yadav

S.No.	Name	Designation
1.	Mrs. Rakhi Sharma	Asst. Professor
2.	Mrs. Laxmi Verma	Asst. Professor
3.	Mrs. Sheetal Verma	Asst. Professor
4.	Mrs. Bindu Kumari Tomar	Asst. Professor

#### 2. Incharge of cultural activities & Verandah decoration – House wise

Over All Incharge: Preeti Gurnani

S.No.	Name	Designation
1.	Mrs. Rakhi Sharma	Asst. Professor
2.	Mrs. Laxmi Verma	Asst. Professor
3.	Mrs. Sheetal Verma	Asst. Professor
4.	Mrs. Bindu Kumari Tomar	Asst. Professor

#### 3. Exam Incharge

S.No.	Name	Designation
1.	Mrs. Bindu Kumari Tomar	Asst. Professor

#### 4. Leave Application & Attendance Record

S.No.	Name	Designation
1.	Mrs. Manju Sahu	Asst. Professor

#### 5. P.T.A. Incharge

S.No.	Name	Designation
1.	Mrs. Rakhi Sharma	Asst. Professor

#### 6. Alumni Incharge

S.No.	Name	Designation
1.	Mrs. Rakhi Sharma	Asst. Professor

**7. Incharge of Community Camp & Analysis Data Record**

S.No.	Name	Designation
1.	Mrs. Laxmi Verma	Asst. Professor

**8. Practice Teaching & Micro Teaching Programme & Record**

S.No.	Name	Designation
1.	Mrs. Nidhi Agrawal	Asst. Professor

**9. Discipline & Complaint Incharge**

S.No.	Name	Designation
1.	Dr. S.S. Yadav	Asst. Professor

**10. Incharge of Model Exam**

S.No.	Name	Designation
1.	Mrs. Bindu Kumari Tomar	Asst. Prof.

**11. Incharge of Psycho Lab**

S.No.	Name	Designation
1.	Mrs. Bindu Kumari Tomar	Asst. Professor

**12. Incharge of Computer Lab**

S.No.	Name	Designation
1.	Mr. Devendra Shukla	Asst. Professor

**13. Incharge of Science Lab**

S.No.	Name	Designation
1.	Mrs. Bhavya Dwivedi	Asst. Professor

**14. Incharge of E.T. Lab**

S.No.	Name	Designation
1.	Mrs. Laxmi Verma	Asst. Professor

### 15. Incharge of Sports

S.No.	Name	Designation
1.	Mr. Satish Kasar	Asst. Professor

### Library Committee

**Library Incharge : Ms. Rachana Shrivastava**

Date	Proposal	Decision
8 <sup>th</sup> July 2013	1. Purchase of Books. 2. Proposal for software of library management.	1. List of Books to be collected within 10 days from all the teachers & order be placed. 2. Accepted for Compliance.
22 <sup>nd</sup> July 2013	1. Discussion regarding administrative issues.	1. Administrative issues like library timing, discipline of students, separate reading room were discussed and decision taken.
5 <sup>th</sup> Aug. 2013	1. Requirement of Journals and periodicals. 2. Requirement of Other Reference book.	1. Order be placed for journals and periodicals as per the norms. 2. Praposal Accepted
23 <sup>rd</sup> Aug. 2013	1. Budget allocation and purchase of furniture & Wrack.	1. Decision taken to purchase furniture as per the budget. 2. 20 seats be increased for seating arrangement of the reading room.

### Extension Activity

**Incharge : Dr. Avdhesh Yadav**

Date	Proposal	Decision
15 <sup>th</sup> April 2013	Proposal for workshop and National Seminar.	1. As proposed in last meeting curriculum design workshop was conducted on <b>14<sup>th</sup> May 2013</b> . 2. Seminar will be organised to National Level.
15 <sup>th</sup> July 2013	National Seminar to be conducted and guest lecture per month to be organized.	1. Two days National Seminar conducted on <b>23<sup>rd</sup> &amp; 24<sup>th</sup> Nov. 2013</b> . 2. Month September- guest lecture by Dr. Ranjana Shrivastava.



9 <sup>th</sup> Dec. 2013	Proposal for faculty development programme and Workshop for paper publishing.	3. Month October- lecture by Dr. P.K. Shrivastava. 4. Month December guest lecture by Mr. Tomar. 1. Faculty development programme conducted on <b>28<sup>th</sup> Dec. 2013.</b> 2. One day Workshop on paper publishing in college level on Month Feb.
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### Educational Visit

- Incharge Prof.:**
1. Mrs. Preeti Gurnani
  2. Mrs. Sheetal Verma

Date	Proposal	Decision
10 <sup>th</sup> Jan. 2014	There should be at list one education tour and one educational visit.	<ol style="list-style-type: none"> <li>1. Educational trip for Pachmadhi placed at M.P. was finalized for excursion and date 2<sup>nd</sup> Feb. 2014 was finalised.</li> <li>2. Micro planning for preparation of the tour was prepared in this meeting.</li> <li>3. Final preparation for tour was finalized.</li> <li>4. Feedback from students was taken.</li> </ol>

### Purchase Committee

- Incharge Prof.:** 1. Mrs.Laxmi Verma

Date	Proposal	Decision
18 <sup>th</sup> June 2013	<ol style="list-style-type: none"> <li>1. New &amp; Latest Library Books &amp; Journals needs to be purchased.</li> <li>2. Need Fixtures &amp; furniture's for college.</li> <li>3. Require furnitures for seminar hall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Library books and journals to be purchased.</li> <li>2. Curtains for seminar hall.</li> <li>3. Furniture purchase for library and class rooms.</li> </ol>
27 <sup>th</sup> Aug. 2013	<ol style="list-style-type: none"> <li>1. Gardening Material will purchasing.</li> <li>2. Certance are purchasing for Principal &amp; Staff Rooms.</li> <li>3. Periodicals &amp; Educational Magazines will purchasing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gardening materials including soil plants, fertilizer to be purchased.</li> <li>2. Periodicals &amp; Educational Magazines purchase in large quantities.</li> <li>3. More furniture for seminar hall will purchase.</li> </ol>

### Committee Infrastructure

**Incharge Prof.:** 1. Mrs. Nidhi Agrawal

<b>Date</b>	<b>Proposal</b>	<b>Decision</b>
10 <sup>th</sup> June 2013	<ol style="list-style-type: none"> <li>1. Modern technique of educational technology like Smart classes, LCD Projectors are needed for better education.</li> <li>2. Modification in constructed areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Purchase of projector &amp; LCD.</li> <li>2. Modification in constructed areas approved.</li> </ol>
12 <sup>th</sup> Aug. 2013	<ol style="list-style-type: none"> <li>1. Extend Gardening area.</li> <li>2. Start the Language lab in college.</li> <li>3. Other labs like Psycho lab, Science lab needs advancement.</li> <li>4. Furniture's like sofa for principal room required.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gardening area extension approved.</li> <li>2. Approved.</li> <li>3. Approved.</li> <li>4. Discussion in the topic next session.</li> </ol>

### Alumni Association

**Incharge Prof.:** 1. Mrs. Manju Sahu

<b>Name of Committee</b>	<b>No. of Meeting held</b>	<b>Decision taken in the meeting and action</b>
10 <sup>th</sup> Sep. 2013	<ol style="list-style-type: none"> <li>1. To held meeting an Aunmni Association.</li> <li>2. Selection President and other members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Alumni Association was frame on 20<sup>th</sup> Sep. 2013 President, Vice president and Secretary were nominated.</li> </ol>
24 <sup>th</sup> Sep. 2013	<ol style="list-style-type: none"> <li>1. Annprashan Program through Alumni Students in Mahamara.</li> <li>2. Discuss other Activities to conduct by Alumni Student.</li> </ol>	<ol style="list-style-type: none"> <li>1. 30<sup>th</sup> Sep. 2013 programme by alumni student in adopted village "Anna Prashan" was conducted in Mahmara.</li> <li>2. Visit for old age home on 28<sup>th</sup> Jan.</li> </ol>

### Budget Committee

**Incharge Prof.:** 1. Mrs. Laxmi Verma

<b>Date</b>	<b>proposal</b>	<b>Decision taken in the meeting and action</b>
22 June 2013	<ol style="list-style-type: none"> <li>1. Discussion for Seminar Budget</li> <li>2. Purchasing books and equipments for college</li> <li>3. Increase budget for E.T lab.</li> </ol>	<ol style="list-style-type: none"> <li>1. National Seminar budget proposed 2 Lac.</li> <li>2. Purchase of psychological equipments &amp; library books are approved.</li> <li>3. Discussion in the topic next session Perks like insurance and mediclaim.</li> </ol>
18 July 2013	<ol style="list-style-type: none"> <li>1. Budget for community work in mahamara increase.</li> <li>2. Hostel and mace facilities Upgrade.</li> <li>3. Upgrading garden.</li> </ol>	<ol style="list-style-type: none"> <li>1. Approved.</li> <li>2. Approved.</li> <li>3. Approved.</li> </ol>

### Committee Health Checkup

**Incharge Prof.:** Mrs. Bindu Tomar

<b>Date</b>	<b>Proposal</b>	<b>Decision taken in the meeting and action</b>
18 <sup>th</sup> Nov. 2013	<ol style="list-style-type: none"> <li>1. General health checkup will conduct in month Dec.</li> <li>2. Decided the name physician who have conduct the general health checkup</li> </ol>	<ol style="list-style-type: none"> <li>1. General health checkup of all B.Ed. &amp; M.Ed. students was conducted on 19<sup>th</sup> Dec. 2013 by the physician.</li> <li>2. Dr. B.S. Bhatia, Dr. Manish Jain &amp; Dr. Gupta will provide the service.</li> </ol>
23 <sup>rd</sup> Dec. 2013	<ol style="list-style-type: none"> <li>1. Blood Test Camp will organize in month Jan.</li> <li>2. Stress relief camp organizes through Prajapita Bramhakumari.</li> <li>3. Other beneficial camp will organize in time to time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blood test and blood group of students was tested.</li> <li>2. Stress relief camp will organize on 27<sup>th</sup> Jan. 2014.</li> </ol>

### Placement Committee

Incharge Prof.: Mrs. Manju Sahu

Date	Proposal	Decision taken in the meeting and action
28/04/2013	1. Details of students subject wise to be framed.	1. Students methods wise data base to be prepared.
01/05/2013	1. Instruction for interviews. 2. Preparation of campus interview. 3. Interview to be conducted 10/05/2013	1. Lecture on preparing C.V. & interview preparation. 2. Campus interview to be organized on 10/05/2013.
04/02/2014	1. Instruction for the interview subject wise given. 2. Date of interview finalized on 11/02/2014	1. Prepration of Biodata and presentation for interview guided.

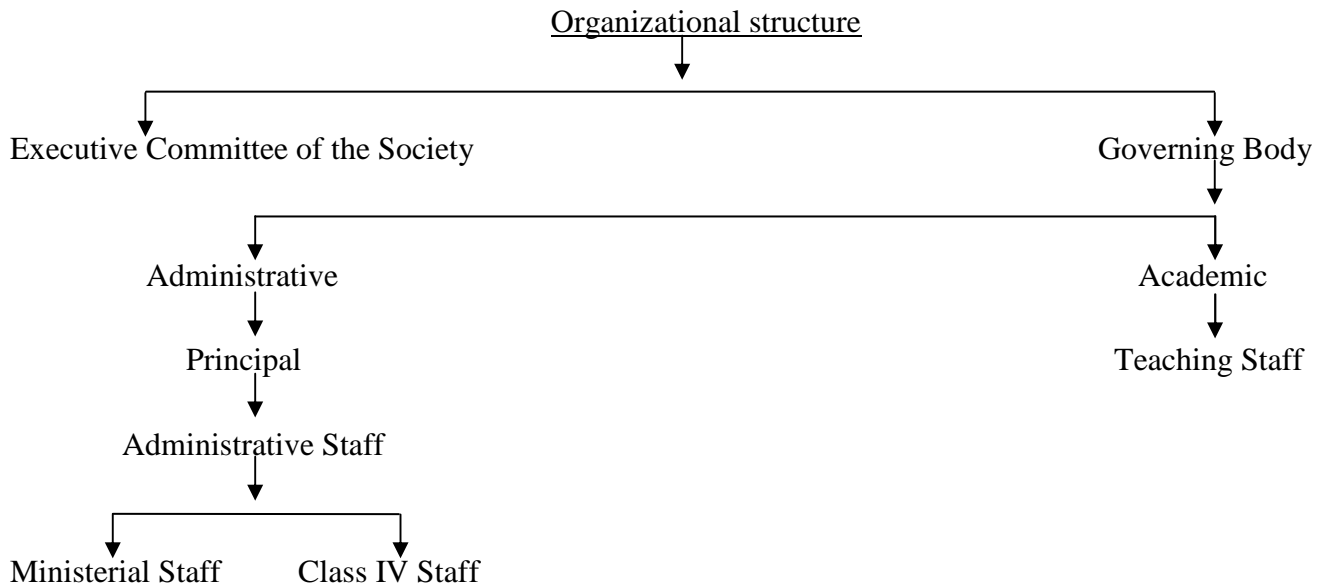
### Community Camp Committee

Incharge Prof.: Mrs. Laxmi Verma

DATE	PROPOSAL	Decision taken in the meeting and action
28 <sup>th</sup> Nov. 2013	1. Community camp organized according to B.Ed curriculum. 2. Planning of community work.	1. Community camp approved. Community camp in which village held decided by staff council meeting 2. Community camp organized in gram Changori.
24 <sup>th</sup> Dec. 2013	1. Filling of survey form by B.Ed students.  2. Cultural activities organize by cultural head.	1. Questionnaires distribution and Survey form analysis by community head. 1.1. Students will be divided in to small groups. 1.2 Discussion was taken regarding instruction to be given to students. 1.3 Equal distribution of the students in group.  2. Cultural programme for village people.

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

The Flow chart will present about the organizational structure of the institute.



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

1. The Various committees, for Functioning of the institute itself showing the declaration of power of administration.
2. Secondly the teaching faculty members are organization and conduct various assigned activities

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

For quality in education and to avail facilities in the best way the following way are adopted

- a) Use of language lab
- b) Use of science lab , psychology lab E.T. lab
- c) By Deputing trainees to school for skills development

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

Yes what ever the data from feed back, suggestion from meetings of teacher's council and students council, Parents and alumni are executed as and when it is required as per the direction.

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

The college since its inception is gradually heading towards its goal by promoting co-operation, sharing of knowledge innovations and empowerment of the faculty in the following ways:

1. Developing a good rapport with sister Institution and taking cooperation in some areas.
2. Sharing of knowledge is being performed by the following means:
  - a) Organizing computers literacy classes in adapted village school
  - b) Sharing of faculty for teaching and other exposures with other training institute of other Places.
  - c) Beautification of the school campus with the help of alumni.
  - d) Awaring about health and hygiene in the village during village community camp .
  - e) Providing teaching aids to school.
3. For Innovation the computers have been donated to village school and train them for future educational awareness
4. For faculty empowerment, faculty members are given chance to express their views and implement it during the session. Secondly they are given full freedom to thing plan and implement ideas for qualities.

**6.3 Strategy Development and Deployment**

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

The IQAC utilizes the MIS. It collects data and information about administration, curriculum transaction, internal and external assessment, intension activities and welfare services to teacher trainees. This data is used for strategy development and deployment.

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

Soon after the action plans are prepared, due attention is given to all requirements and resources to execute the action plans. Accordingly, proper arrangements for physical and human resources are made.

The institution makes financial provisions in annual budget regarding resource development. There is special financial provision in the budget for necessecary resources every year.

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

The institution has many committees formed to support the implementation of the mission and goals, planned and obtained for which the human resource appointed as per the norms of NCTE.

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

Academic Plan Development:-

In the beginning of every academic year, the Principal distributes the responsibilities of academic programs to all the faculty member's. Timely meetings are conducted to prepare tentative plan. According to the plan permission from practice teaching head mater are consulted, for observation faculty member's co-ordinate with the Principal.

In the 'Annual Plan' meeting with the faculty and Principal, The issues are discussed for further consideration and finalized.

The annual plan is thus developed in a democratic and decentralized manner.

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

The objectives are communicated in the following manner:-

- Oral communication through faculty and staff meeting.
- Written notices displayed in the library.
- Printed in the daily diary of teacher trainees.
- Organization of works hops/seminars/conferences with the initiatives of staff members and participation in extension programs are same ways in which individual employers contribute to the institutional development.

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

The institution monitors and evaluates its implementation plan at different stages.

Meeting of different committee are conducted under the leadership of Principal. The Principal takes feedback about the academic plans from the student. Keeping in mind the vision and mission of the institution the Principal monitored and evaluated and modified accordingly to enhance quality as well as to achieve vision mission and goal.

**6.3.7 How does the institution plan and deploy the new technology?**

The institution has O.H.P., L.C.D., Desktop, Laptops, Xerox machine and digital video camera that is used for curricular transaction and office related work. The institution always tries for the optimum utilization of this technology in teaching and research process.

The institution has well equipped computer laboratory for developing computer skills and for conducting computer technology based practicals.

#### **6.4 Human Resource Management:**

##### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

The institution is concerned about the academic needs and progression of its faculty members.

Faculty development programme conducted in order to develop their skills and knowledge they are send to orientation programme and refresher courses conducted by University.

##### **6.4.2 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?**

Mechanisms for Performance Assessment:-

For performance assessment of faculty, at the of academic year, comprehensive evaluation by teacher trainees is taken in the written form. It includes performance in teaching learning, interaction, update knowledge, guidance work, assessment work and personality.

The institution used the evaluation to improve teaching, research and service of the faculty and other staff.

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

Welfare measures for the staff and faculty includes:-

- Paper publications in Journal of College is given free of cost to faculty.
- Faculty members are deputed for refresher course and orientation courses & workshop, on the college cost which principal assistance is give.
- Leave for study and paper presentation is provided.
- Policies such is made available for by management.

##### **6.4.4 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.**

- Workshops and seminars are conducted
- Faculty development programme conducted to improve their teaching skills and knowledge.
- Advanced Workshop on research methodology.



- Non teaching staffs are trained when they are inexperienced.

**6.4.5 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. )?**

For B.Ed. and M.Ed. courses, the institution is required to recruit the faculty and other staff as per the norms, rules and regulations of NCTE & U.G.C., regulations of SCERT and University are followed. The faculty is appointed as per the statute 28 of the University.

**6.4.6 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, specialisations).**

The part time teachers are appointed for minimum 6 months on consolidated salary by the management selection committee. Though they fulfill all criteria's of NCTE & UGC but they are not selected through selection committee constituted by the University under section 28 of university statute.

**6.4.7 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).**

The Institution always encourages all the faculty members for their professional development. It has framed the following policies for deputation for professional development course like the orientation and regulation and refresher courses.

- Necessity of professional development course to the faculty member at a particular stage.
- Number of faculty member participating in a professional development program.
- Duration of the faculty development program.
- Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. In fact, the institution's experienced and well qualified faculty is always invited by other educational institutions to orient and guide them on several topics related to the syllabus and other contemporary issues.

Resources:-

The following resources are made available by the institution for the professional development of the faculty:-

- Provision of Library resources with internet facility for academic enrichment.
- Leaves are granted for their preparation of exams and research scholars are supported to conduct their research work, conference/seminars/workshops.

Practices:-

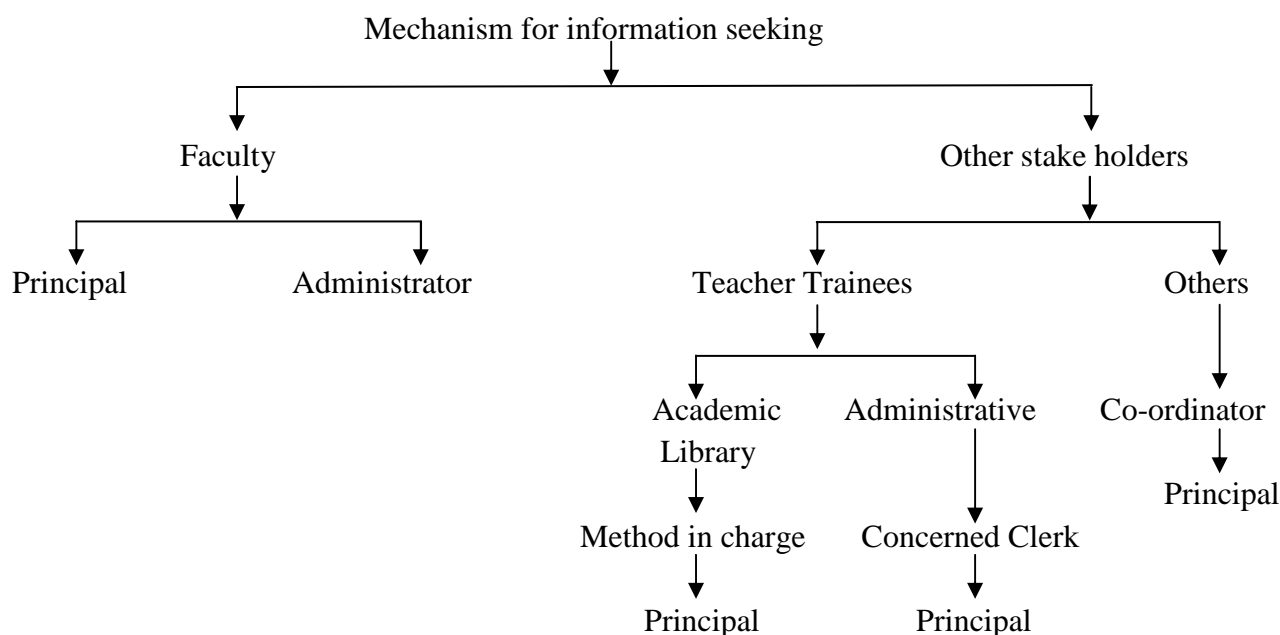
- The faculty is encouraged to teach B.Ed. and M.Ed. course.
- Faculty members are guide for M.Ed. student they share their expertise to conduct B.Ed. and M.Ed. course both.
- The institution gives opportunity to participate and represent in various workshop, seminars and conferences at local, state, national and international levels.

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

- The institution provides sufficient Physical facility to each faculty member to carry out the academic and instructional work effectively.
- Separate method labs are provided to all method in charge and separate rooms are provided to other faculty. In the method labs, the resource material (teaching aid, models) are made available for teacher trainees.
- In the method labs and other rooms, the following facilities are provided. Sufficient seating arrangement for teacher trainees and guests. Cupboards Proper ventilation.
- In the technology laboratory, the computers are made available with internet facility. Thus, all these facilities lead to a conducive environment required for teaching and learning activities.

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

For seeking information from the authority, the institution has developed a specific system, there are separate channels for faculty members and other stake holders which is shown below:-



- The faculty can seek the information about academic planning and day to day planning from the Principal and for procuring information about administration, the faculty members can contact the Administrator the teacher trainees can access the

academic & statutory information from the library, professor incharge, method incharge, co-ordinator and from the Principal as well.

**Mechanism for Launching Complaints:-**

- The faculty members can launch their complaints to the Administrator and then the Principal.
- For teacher trainees, a suggestion (complaint) box has been maintained.
- Regarding teacher trainees and faculty member grievance principal administers their problems.

**6.4.10 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.**

According to NCTE rules and SCERT regulations there is a ratio of 14:1 for B.Ed. students and for M.Ed. 7:1.

The work load for curricular activities like teaching guidance, observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.

In the beginning of the academic year, the annual plan of all the academic and extra curricular activities is prepared. The co-curricular activities and extra curricular activities is prepared.

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

- Felicitation in Annual gathering.
- Increment on the bases of performance.
- The institution encourages the teacher educators for the presentation or participation in state, national and international conferences.

**6.5 Financial Management and Resource Mobilization**

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

The institution does not get financial support from Government and U.G.C. It is self financed college. The details are given below:-

Session	B.Ed.	M.Ed.	Other Source
2010-11	24,86,700	17,50,000	NIL
2011-12	30,39,300	17,50,000	NIL
2012-13	27,07,200	16,15,000	NIL

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

The institution does not get any donations.

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

The operational budget is not adequate for the institution to cover day expenses. The budget is prepared accordingly as per the fee structure decided by Niyamak Ayog, a government agency constituted by the government and University.

**6.5.4 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)**

**Building**

Academic Year	Allocation (Rs)	Utilization (Rs)	Deficited Amount
2009-2010	2700000	3200000	500000
2010-2011	3000000	3300000	300000
2011-2012	1500000	1700000	200000
2012-2013	1500000	900000	600000

**Furniture**

Academic Year	Allocation (Rs)	Utilization (Rs)	Depicted Amount
2008-2009	35000	37225	2225
2009-2010	21000	23000	2000
2010-2011	70000	85000	15000
2011-2012	70000	75000	5000
2012-2013	175000	182000	7000

**Equipment & Laboratories**

Academic Year	Allocation (Rs)	Utilization (Rs)	Depicted Amount
2008-2009	11000	12000	1000
2009-2010	120000	146150	26150
2010-2011	25000	40000	15000
2011-2012	14500	25000	10500
2012-2013	15000	10000	5000

**Computer**

Academic Year	Allocation (Rs)	Utilization (Rs)	Depicted Amount
2008-2009	26000	32580	6580
2009-2010	12500	28000	15500
2010-2011	43200	50000	6800
2011-2012	200000	260000	60000
2012-2013	180000	250000	70000

**Books**

<b>Academic Year</b>	<b>Allocation (Rs)</b>	<b>Utilization (Rs)</b>	<b>Depicted Amount</b>
2008-2009	35000	36200	1200
2009-2010	70000	72000	2000
2010-2011	250000	299500	49500
2011-2012	118000	123650	5650

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

The accounts of the institutions are audited regularly. There is internal and external audit system of the account.

Role of Accountant:-

- The accountant keeps the records of all the records of all the receipts and payments daily.
- By checking receipts and payments regularly.

External Audit:- The institution sends its internal audit report for auditing to MRCA and Associates – Raipur.

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

The institution has computerized financial system (Tally: Version 7.2).

**6.6 Best practices in Governance and Leadership:**

**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

Decentralization for Democratic administration:-

In our institution the teacher educators are assigned to perform various academic activities effectively for academic excellence. In this process the teacher educators along with the students actively complete the assignment in a democratic manor.

The Practice:-

The democratic practice is carried out in our institution. Priority is given where the academic activities are planned and worked out by decentralized manner.

In the decentralized mode of administration, the various committees and bodies are constituted. Each faculty member has been assigned with specific functions and responsibilities. They are delegated with proper rights and duties:-

- Work distribution: Equal distribution.
- Planning of the activity: At individual level.
- Discussion about planning: A meeting conducted.
- Involvement of faculty members and student representatives in administration.
- Execution of the activity program.

- Feed back.

In decentralized practice of administration, all faculty members are involved, so the ideas are shared and an ideal plan is worked out.

Requisite Resources:

- B.Ed. syllabus
- M.Ed. syllabus
- Annual plan
- Library
- ICT faculty

## Criteria -7



## Innovative Practices



## **Criterion VII: Innovative Practices**

### **7.1.1 Internal Quality Assurance System**

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

IQ AC of these institutes also guides us in bringing out the academic Excellency.

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

The following are the mechanism to evaluate the achievements of goals & objectives.

1. Pre & post last of the students of the time of admission& of the end of session.
2. Feed back from students of teacher, behavior & counseling & guidance to teacher educates on the basis of analysis of data.
3. By organizing alumni meet & collection of opinions from them an infrastructure, teaching learning process, behavior of teachers & mechanism of assessment done by teachers educators.
4. By holding academic advisory committee meeting frequently.
5. By organising meetings of students council frequently.
6. By organising, staff council meeting

#### **7.1.3 How does the institution ensure the quality of its academic programmes?**

1. By implementing new and technological oriented teaching strategy
2. By obtaining regular verbal feedback from students through interaction.
3. By holding frequent meetings of teaching faculty.
4. Supervising of the class by seniors.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

The institution ensures the better administrations & financial management by proper functioning of following different functions.

- 1- By holding a governing body
- 2- By holding a meeting once in a months with the staff by management
- 3- Monthly, Weekly feedback from different committees, associations etc. Such as placement cell, exam cell, Research cell etc
- 4- Outlining a budget and get it approved by governing body



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

- 1- By organizing National seminar common for all discipline
- 2- Identify best student of the college
- 3- Organisations of camp for health and hygiene along with Physiotherapy staff.

**7.2 Inclusive practices**

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

It is the need of the hour that the teacher educators are sensitized to Philosophy of Inclusive education. It is included in the curriculum in 1<sup>st</sup> Paper-Philosophy, 2<sup>nd</sup> paper – Psychology. Teacher trainees are prepared how to deal with student's psychology. They are taken to visit special Schools the differently able and challenged.

**7.2.2 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.**

1. The topic, related to inclusive education has been taken in the core proper no. 2 (Psychology)
2. The P.G. students are encourage to visit such places and select any topic related to special children for their dissertation project/work

**7.2.3 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.**

The curriculum has both theoretical as well as behavioral learning enviournments that foster practice social interaction and self motivation.

**Theoretical**

- a. Inclusion of topics like social order, role of society, emotional integration, National adult education programme (NAEP).
- b. Learning through net & distance mode
- c. Provide equal opportunity for all caste & creed;

**Behavioral/Practical**

1. Training in to behave equally
2. By organizing community camp in the village
3. To organize activities based on integration like national day, women's day etc.

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

Students visit the special schools visit 'pray's' [and institution of hearing] impaired and 'muskan' [an institution of mentally impaired children] and bal sudhar girl were juvenile delinquents are living and changing their behavior

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

- 1) The special needs students are given due weights by providing proper sitting place, classes at ground floor, etc.
- 2) For practice teaching the near by school and class to entrance is arranged to facilities them
- 3) Involving them in all meetings of students and motivating them to come forward and participate

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

- 1) The institute has guidance and counseling cell to resolve any issues related to gender sensitization
- 2) Anti ragging cell is actively monitoring the institution.
- 3) Three complaints boxes are placed one of each floor for getting confidential information if any and resolve it.
- 4) Women Grinenges cell has established as per the guideline of UGC.

**7.3 Stakeholder relationship**

Institute maintain relations with all the stack holders

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

The following ways of access to the stack holder on organizational performance

- 1) **Parents:** - a. The institute provide all academic and organizational activates on its websites.  
b. In parent teacher meeting all information is provided to them including their wards performance.  
c. By sending the progress report to them regarding short of attendance, their regularity in the college, performance in academic activities.
- 2) **Students:** - Students are apprised of information on organizational performance through college prospectus, through students council and website.

**7.3.2 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?**

For qualitative improvement the various assessments made during the academic session and obtain feedback from parents, alumni present batch students, faculty members and school teachers are analyzed by the academic advisory board and put up their views on that opinion is also shared by IQAC for quality enhancement.

**7.3.3 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 following ways are adapted to get feedback

- 1) Feedback from present batch.
- 2) Feedback from parents.
- 3) Feedback from alumni.
- 4) Feedback from faculty.
- 5) Interaction and feedback from school teachers.
- 6) Interaction and feedback from community during community camp.

# **Performance Appraisal Report**

## **Self Appraisal Of Teachers**

## Appendix- 2: Sample formats for Teacher appraisal Reports

### Format- 1

#### PERFORMANCE APPRAISAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS

##### i) General Information

- a) Name : Dr. Avdhesh Kumar Yadav  
 b) Address (Residential) : Vill.-Aharmay, P.-Nidhouli, Ph. No. : 9691950347  
 Kalan, Etah (U.P.)  
 c) Designation : Principal  
 d) Department : Education  
 e) Date of Birth : 10/04/1973  
 f) Area of Specialization :

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	U.P. Board of Secondary Education	All Subject	1988	IInd
Higher Secondary or Pre-degree	U.P. Board of Secondary Education	Maths	1990	IInd
Bachelor's Degree (s)	Dr. B.R. Ambedkar, University, Agra	B.Sc.	1993	IInd
		B.Ed.	1997	IInd
Master's Degree (s)	Dr. B.R. Ambedkar, University, Agra	M.Sc. (Maths)	1995	IInd
		M.A. (English)	1999	IInd
		M.Ed.	2000	Ist
Research Degree (s)	Dr. B.R. Ambedkar, University, Agra	Education	2007	Awarded
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

##### ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	“उत्तर प्रदेश में जिला प्राथमिक शिक्षा कार्यक्रम (डी.पी.ई.पी.) का आलोचनात्मक अध्ययन”	Dr. B.R. Ambedkar, University, Agra
Post-Doctoral		

Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

### iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Govind Enter College, Agara  Shri Sardar Singh Smarak Mahavidyalay, Aligarh  Apollo College, Anjora, Durg	2013-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2013-till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

15 Yrs. in College

a) Under-graduate (Pass):

b) Under-graduate (Hons):

---

c) Post-graduate:

**viii) Innovations/Contributions in Teaching**

- |                                                                                                       |   |                                                                              |
|-------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| a) Design of Curriculum-                                                                              | - | Workshop on Curriculum Design                                                |
| b) Teaching methods                                                                                   | - | Micro Teaching Skill                                                         |
| c) Laboratory experiments                                                                             | - | Action Research                                                              |
| d) Evaluation methods                                                                                 | - | Internal Assesment                                                           |
| e) Preparation of resource material<br>Including books, reading materials,<br>Laboratory manuals etc. | - |                                                                              |
| f) Remedial Teaching / Student Counseling (academic)                                                  | - | Research Classes and Guidance<br>and Counseling given to students<br>timely. |
| g) Any Other                                                                                          | - | Administration Work.                                                         |

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc:
- ii) National Literacy Mission - Through Community Work.

- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar Activity

#### **D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- |                                                                                              |   |                                                   |
|----------------------------------------------------------------------------------------------|---|---------------------------------------------------|
| a) College/University/Institution                                                            | - | 15 Years of Sincere Working.                      |
| b) Co-curricular Activities:                                                                 | - | Conducting Annual Program and Various Activities. |
| c) Enrichment of Campus Life<br>(Hostels, sports, games, cultural activities)                | - | Activitely Participated in Sports.                |
| d) Students Welfare and Discipline:                                                          | - | Incharge of Discipline Committe                   |
| e) Membership/Participation in Bodies/Committees -<br>on Education and National Development. | - | Member of Governing body.                         |
| f) Professional Organization of Teachers.                                                    | - |                                                   |

#### **E. (a) Membership of Professional Bodies, Societies etc.**

- |                            |   |                                                               |
|----------------------------|---|---------------------------------------------------------------|
| (b) Editorship of Journals | - | Member of Journals of Apollo College of Educational Journals. |
|----------------------------|---|---------------------------------------------------------------|

#### **F. Any other information**

**(Signature of the Teacher)**



**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name - Dr. Avdhesh Kumar Yadav
- b) Date of Birth - 10/04/1973
- c) Address (Residential) - Vill.-Aharmay, P.-Nidhouli, Ph. No. 9691950347  
Kaln, Etah (U.P.)
- d) Designation - Principal
- e) Department - Education
- f) Area of Specialization - Philosophy
- g) Date of Appointment -
- (i) in the institution -
- (ii) in the present post - Principal
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave Extra period
B.Ed M.Ed			

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)			
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

b) Regularity and Punctuality: Training by Empairation .

c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students : teaching plane in a teachers dairy, reading material, synopsis supply to student.

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation: Model Examination, Assignment, weekly test.
- (iii) Paper Setting: Internal paper setting.
- (iv) Assessment of Home assignments: According to subject on internal basis.
- (v) Conduct to Examinations: Home Examination.
- (vi) Evaluation Dissertations etc: Number of dissertation Evaluation -05

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum: Workshop on curriculum design on 14th may 2013 organized by Apollo College.
- b) Teaching methods: C.A.I, A.L.M.  
Power Point presentation
- c) Laboratory experiments
- d) Evaluations methods: Internal assessment.
- e) Preparations of resource material including books, reading materials, laboratory manuals etc. :
- f) Remedial Teaching / Student Counseling (academic): Being head of student counseling work distribution and solving problems related to academic and cultural activities.
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.  
Workshop

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1	Dr. Avdhesh Kumar Yadav	Curriculum design	State level	14 may 2013 Apollo college, anjora durg.
2		A.L.M. Workshop	College level	Sep. 2013 Apollo college, Anjora Durg.
3		Research Workshop	State level	7 Feb. 2014 Apollo college, Anjora Durg.

**Seminar**

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1	Dr. Avdhesh Kumar Yadav	Changing scenario of teachers' education in globalization, Apollo college durg.	Apollo College Sponsored National level	23-24 November 2014, Apollo college, Anjora, Durg.
2		An approximate analysis of finite tandem tues witgh intermediate exogenous poisson arrivals	Indian Society of Mathematics & mathematicls Science, Gorakhpur National level	28 Feb – 1 <sup>st</sup> March 2003, Gorakhpur
3		सम्प्रेषण व उसकी प्रकृति	ऑल इंडिया एसोसियेशन ऑफ टीचर एडुकेटर, नई दिल्ली National level	26 <sup>th</sup> & 28 <sup>th</sup> Dec. 2003
4		स्ववित्त पोषित उच्च शिक्षा की	सेंट जॉन कॉलेज, आगरा, बी.	12 <sup>th</sup> & 13 <sup>th</sup> Aug.

		प्रासंगिकता—वर्तमान परिप्रेक्ष्य में	आर. अम्बेडकर वि.वि., टीचर्स एसोसियेशन National level	2006 UGC
5		भारतीय शिक्षा में नवाचारों का प्रभाव एवं उपलब्धि	केन्द्रीय हिन्दी संस्थान, आगरा, अध्यापक शिक्षा परिषद् एवं एशियायी मानवाधिकार शिक्षण संस्थान, भोपाल International level	3 <sup>rd</sup> to 5 <sup>th</sup> Nov. 2003
6		स्वामी विवेकानंद का शैक्षिक चिंतन	अखिल भारती शिक्षण संस्थान एवं ज्ञान ज्योति शिक्षा समिति भारत, स्थान आगरा National level	12 <sup>th</sup> Jan. 2004

### E. Research Contributions:

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			Awarded 2007

b) No. of research papers published (please enclose the) :

c) Research Projects:

Title of Project	Name of the funding agency	Duration
No		

d) Details of Seminars, Conferences, Symposia organized:

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc. :

### F. Extension Work / Community Service

a) Please give a short account to your contribution to:

- Community work such as values of National Integration, Secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc:
- National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with Extension work and National Services Scheme (NSS), or NCC or any other Similar activity:

### G. Participation in Corporate Life:

Please give a short account of your contribution to:

- College / University / Institution : Head of the Institution

- b) Co-curricular activities : Active participation in all co curricular activities
- c) Enrichment of campus life: Participation in games.

(Hostels, sports, games, cultural activities)

- d) Students welfare and Discipline: Incharge of discipline committee.
- e) Membership / Participation in Bodies / Committees on

Education and National Development: Member of Governing Body.

- f) Professional Organizations of Teachers

#### **H. Assessment**

- a) Steps taken by you for the evaluation of the courses programme taught

#### **I.General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

#### **J. \* Verification of factual data**

- A. General Information
- B. Teaching : Very good.
- C. Detail of Innovations / Contribution in teaching, during the year : Innovative ideas given in making lesson plan.
- D. Improvement of Professional competence : Good.
- E. Research contributions : Guidance given to M.Ed students.
- F. Extension work / community service : Active member in community work.
- G. Participation in Corporate Life : Active.

**(Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

## Appendix- 2: Sample formats for Teacher appraisal Reports

### Format- 1

#### PERFORMANCE APPRAISAL REPORT

#### *FOR SELF APPRAISAL OF TEACHERS*

##### i) General Information

- a) Name : Preeti Gurnani  
 b) Address (Residential) : M.I.G.-2, 211 Hudco, Aamdi Nagar, Ph. No. : 9407675058  
 Bhilai Nagar, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 08/02/1977  
 f) Area of Specialization :

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	CBSE, Board	All Subject	1993	IInd
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Biology	1996	IInd
Bachelor's Degree (s)	Vikram University, Ujjain (M.P.)	B.A.	2000	IInd
		B.Ed.	2004	Ist
Master's Degree (s)	Devi Ahilya University, Indore (M.P.)	M.A. (English)	2002	IInd
	Pt.R.S.S.U. Raipur	M.Ed.	2010	Ist
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

##### ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Impact of Learning Style & Thinking Style of Students	Dr. C.V. Raman University, Bilaspur
Ph.D.	Impact of Stress, Home Environment Emotional Intelligence Upon Achievement Motivation of Students	Mats University, Raipur
Post-Doctoral		

Publications (give a list separately)	1. Impact of Learning Style & Thinking Style of Students 2. A study of emotional intelligence in relation to gender & locality in higher secondary student 3. Special Education.	
Research Guidance (give names of students guided successfully)	Anjana Singh, Kumar Gaurav, Anjani Kumar, Sailesh Kumar, Tayyaba	
Training (please specify)	A.L.M Master trainer.	

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Changing Scenario of Teacher Education, Apollo College, Anjora, Durg(C.G.)	Apollo College, Anjora, Durg (C.G.)	23-24 Nov.2013
Golden Jubilee National Seminar on Teacher Education in 21 <sup>st</sup> Century, Pt. R.S.S. U. Raipur (C.G.)	Pt. R.S.S.U. Raipur (C.G.)	2-4 Jan.2014
NAAC Sponsored Future Challenges for Students in Present Scenario organize by M.J. College, Junwani, Bhilai (C.G.)	NAAC Bangalore	25-26 Nov.2010
उच्च शिक्षा में शिक्षण-अधिगम मूल्यांकन, भिलाई (छ.ग.)	स्वामी स्वरूपानंद इन्स्टीट्यूट ऑफ एजुकेशन आमदी नगर, हुडकों, भिलाई, जिला – दुर्ग (छ.ग.)	19-20 Nov. 2010

UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)	UGC	Jan. 2014
UGC Sponsored National Seminar Vartaman Shiksha Pranali Me Vedopnishad ki Curriculum Designing, Apollo College, Anjora, Durg (C.G.)	UGC Apollo College, Anjora, Durg (C.G.)	14 May 2013 28 Dec. 2013
Faculty Development, (Ethical Challenges in Modern Education) Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.)	
Research Publication, Apollo College, Anjora, Durg (C.G.) Tool Construction & Data	Apollo College, Anjora, Durg (C.G.)	7 Feb. 2014
Tool Construction and data Analysis, Swaroopanand College, Hudco Bhilai (C.G.)	Shri Shankaracharya Mahavidyalaya Sector 6 Bhilai (C.G.)	13-17 Dec.2010
Scert ALM Wokshop, Shankar Nagar, Raipur (C.G.)	SCERT. Raipur (C.G.)	30-07-2012 to 01-08-2012
Oxford University Press, on Language Skill, Grammer, Vocabulary & Poetry, Shri Shankara Vidyalay, Bhilai (C.G.)	University of Oxford	08 Sep.2007

### iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	M.J. College, Kohka, Junwani, Bhilai  Somani Mahavidyalay, Somani, Rajnandgaon	2009-2012  2012-13

	Apollo College, Anjora, Durg	2013-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2013-till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

8 Yrs. in School, 5 Yrs. in B.Ed. & 01 Yr. in M.Ed. College

a) Under-graduate (Pass) :

5 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

1 Yr.

**viii) Innovations/Contributions in Teaching**

- |                                                                                                         |                                                |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------|
| a) Design of Curriculum-                                                                                | Organize Workshop as a convener                |
| b) Teaching methods                                                                                     | Innovative Methods in Active learning Methods. |
| c) Laboratory experiments                                                                               | Psychology Practical                           |
| d) Evaluation methods                                                                                   | Internal Assesment                             |
| e) Preparation of resource material -<br>Including books, reading materials,<br>Laboratory manuals etc. |                                                |
| f) Remedial Teaching / Student Counseling (academic)                                                    | -                                              |
| g) Any Other                                                                                            |                                                |

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,



scientific temper, flood or drought relief, small family norms etc.

- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar Activity- Worked for NSS for 3 Yrs.

#### **D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution:
  - College - College worked as convener organizing secretary in National Seminar & Workshop
  - University - Worked as examination superintendent for Pt. R.S.S.U., Raipur
  - Institution - Actively Participated in over all activities.
- b) Co-curricular Activities: Anchor for Annual Function & all other co-curricular activities.
- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees  
on Education and National Development: SCERT master trainer for ALM.
- f) Professional Organization of Teachers.

#### **E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals: "Chief Editor" Journal of Apollo College Anjora, Durg.

#### **F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name - Preeti Gurnani
- b) Date of Birth - 08/02/1977
- c) Address (Residential): MIG- 2, 211, Hudco Colony, Bhilai, C.G. Ph. No. 9981166896
- d) Designation - Asst. Prof.
- e) Department - Education
- f) Area of Specialization - Psychology
- g) Date of Appointment - 15May 2013
- (i) in the institution - Till Date
- (ii) in the present post - H.O.D.
- h) Honors Conferred

**B. Teaching**

(a) Classes Taught

Class	Periods		
	Assigned per Week ** L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
1) B.Ed	08	172/00/40	
ii) M.Ed	03	43/15	

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality - Regular to the institute and Punctual
- c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students-  
Details of course of teaching plan is given through teaching dairy
- d) Details of participation in the following:
- (i) University Education

- (ii) Internal Evaluation - Assessment of Monday test and modal Exam  
 (iii) Paper Setting  
 (iv) Assessment of Home assignments - Internal Exam  
 (v) Conduct to Examinations - Home Exam Conducted.  
 (vi) Evaluation Dissertations etc. - 6 student guided per Session.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum - Workshop on curriculum design organized in Apollo college, Anjora, Durg C.G.  
 b) Teaching methods - A.L.M. Methods  
 c) Laboratory experiments -  
 d) Evaluations methods - Internal Assessment  
 e) Preparations of resource material including books, reading materials, laboratory manuals etc.  
 f) Remedial Teaching / Student Counseling (academic) - Guidance Provided to students Individually  
 g) Any other -

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

**Workshop**

1.	Mrs. Preeti Gurnani	State Level	Curriculum Designing, ApolloCollege, Anjora, Durg (C.G.)	Workshop
		State Level	Faculty Development, (Ethical Challenges in Modern Education), Apollo College, Anjora, Durg (C.G.)	Workshop
		State Level	Research Publication, Apollo College, Anjora, Drug (C.G.)	Workshop
		National Level	Tool Construction & Data Analysis, Swaroopanand College, Hudco, Bhilai (C.G.)	Workshop
		National Level	SCERT ALM Workshop, Shankar Nagar, Raipur (C.G.)	Workshop
		International Level	Oxford University Press, on Language Skill, Grammar,	Workshop

			Vocabulary & Poetry, Shri Shankara Vidyalay, Bhilai (C.G.)	
--	--	--	------------------------------------------------------------	--

### Seminar

1	Name of Faculty	Topic of Seminar	Level
	Preeti Gurnani	Changing Scenario of Teacher Education, Apollo College, Anjora, Durg (C.G. )	National
		Golden Jubilee National Seminar on Teacher Education in 21 <sup>st</sup> Century, Pt. R.S.S.U. Raipur (C.G.)	National
		NAAC Sponsored Future Challenges for Students in Present Scenario organize by M.J. College, Junwani, Bhilai (C.G.)	National
		उच्च शिक्षा में शिक्षण – अधिगम मूल्यांकन, स्वामी स्वरूपानंद इंस्टिट्यूट ऑफ एजुकेशन, भिलाई (छ.ग.)	National
		UGC Sponsored National Seminar of Future Challenges for Teacher in Present Scenario, Kalyan College, Bhilai (C.G.)	National
		UGC Sponsored National Seminar Vartman Shiksha Pranali me Vedopnishad ki	National

### E. Research Contributions:

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.		R.D.C. Date 11 Dec. 2011	June 2014

b) No. of research papers published (please enclose the) - 04

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

#### **F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

#### **G. Participation in Corporate Life:**

Please give a short account of your contribution to:

g) College / University / Institution

h) Co-curricular activities

i) Enrichment of campus life (hostels, sports, games, cultural activities)

j) Students welfare and Discipline

k) Membership / Participation in Bodies / Committees on

Education and National Development

l) Professional Organizations of Teachers

#### **H. Assessment**

b) Steps taken by you for the evaluation of the courses programme taught.

#### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

**J. \* Verification of factual data**

- A. General Information
- B. Teaching : Very Good.
- C. Detail of Innovations / Contribution in teaching, during the year : New innovative ideas on A.L.M given in teaching lesson
- D. Improvement of Professional competence : Satisfactory.
- E. Research contributions : Guidaance given to research scholar.
- F. Extension work / community service : Active partipition in community work.
- G. Participation in Corporate Life : Active.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

## Appendix- 2: Sample formats for Teacher appraisal Reports

### Format- 1

#### PERFORMANCE APPRAISAL REPORT

#### *FOR SELF APPRAISAL OF TEACHERS*

##### i) **General Information**

- a) Name : Mrs. Nidhi Agrawal  
 b) Address (Residential) : Baijnathpara, Durg, Ph. No. : 9425242178  
 Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 05/06/1980  
 f) Area of Specialization :

##### A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board	All Subject	1996	IInd
Higher Secondary or Pre-degree	M.P. Board	Arts	1998	Ist
Bachelor's Degree (s)	Pt.R.S.S.University, Raipur	B.A.	2001	IInd
Master's Degree (s)	UTS Universtiy, Raipur	M.A. (Education)	2005	Ist
		M.A. (Hindi)	2003	Ist
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

##### ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Style of learning and thinking	Dr. C.V. Raman University, Bilaspur C.G.
Ph.D.	Impact of Stress Home environment emonational intenllengece Upon achievement motivation	MATS University, Raipur C.G.
Post-Doctoral		
Publications (give a list separately)	04	Pt. R.S.S.U. Raipur C.G.

Research Guidance (give names of students guided successfully)	01- Kumar Gaurav 02- Anjana Singh 03- Anjani Kumar 04- Tayaba 05- Bapaditiya 06- Kiran Bala	Pt. R.S.S.U. Raipur C.G.
Training (please specify)		

**B) Research Projects carried out**

Title of the Project	Name of the funding Agency	Duration	Remarks

**C) Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<b>(I) Workshop:</b> 1. Curriculum design	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 14 May 2013
2. Research Workshop	Apollo College, Anjora Durg	Apollo College, Anjora, Durg, 07 <sup>th</sup> Feb. 2014
<b>(II) Seminar:</b> 1. Changing scenario of teachers education in globalization, Apollo college durg.	Apollo College, Anjora durg	Apollo College, Anjora, durg, 23-24 November 2014

**iii) Teaching Experience**

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	
vi) M.Phil		
vii) Any other		



Total Teaching Experience:

09 Yrs. in College

a) Under-graduate (Pass) :

09 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

05 Yrs.

**viii) Innovations/Contributions in Teaching**

a) Design of Curriculum- Attend workshop 14 may 2013 Apollo college

b) Teaching methods : Discusstion ALM

c) Laboratory experiments : In Home Examination

d) Evaluation methods : Reading Material including book

e) Preparation of resource material -  
Including books, reading materials,  
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic) - Yes

g) Any Other

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with

Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
- a) Co-curricular Activities
- b) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- c) Students Welfare and Discipline
- d) Membership/Participation in Bodies/Committees  
on Education and National Development.
- e) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELE APPRAISAL OF TEACHIERS**

**Format- 2**

**A. General information**

- a) Name : Nidhi Agrawal.
- b) Date of Birth : 05/06/1980
- c) Address (Residential) : Baijnath Para Durg, Ph. No. – 9425242178  
Dist- Durg
- d) Designation : Assistant professor .
- e) Department : Education.
- f) Area of Specialization : Hindi.
- g) Date of Appointment : 25/09/2005
- (i) in the institution
- (ii) in the present post
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave (3)
B.Ed	06	86 03/00	
M.Ed	00/01 (1)	00 00/18 (2)	

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	06	86	00
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other	00	00	18

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality : Yes
- c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students:  
Reading material.
- d) Details of participation in the following:
- (i) University Education
  - (ii) Internal Evaluation : Home Examination.
  - (iii) Paper Setting : Internal paper setting.
  - (iv) Assessment of Home assignments : According to subject on internal basis.
  - (v) Conduct to Examinations
  - (vi) Evaluation Dissertations etc. : No of dissertation evaluation 15.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum : Workshop on curriculum design 14 may 2013.
- b) Teaching methods : C.A.I, A.L.M.
- c) Laboratory experiments :
- d) Evaluations methods : Internal assessment
- e) Preparations of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic) : Micro-teaching In charge.
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

Workshop

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Nidhi Agrawal	Curriculum design	State level	14 may 2013 Apollo college, anjora durg.

Seminar

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
2	Nidhi Agrawal	Changing scenario of teachers education in globalization, Apollo college durg.	National level	23-24 November 2014 Apollo College, Anjora durg.

**E. Research Contributions:**

- a) Number of students (M.Phil. / Ph.D.)

	At the beginning of the year	Registered during the year	Completed during the year
b)	M. Phil		
	Ph.D.		

No. of research papers published (please enclose the)

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized : One national seminar conduct in Apollo college as a active member.

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

#### **F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc. : Mal nutrition in mahamara villege

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

#### **G. Participation in Corporate Life:**

Please give a short account of your contribution to:

m) College / University / Institution

n) Co-curricular activities

o) Enrichment of campus life

(hostels, sports, games, cultural activities)

p) Students welfare and Discipline

q) Membership / Participation in Bodies / Committees on

Education and National Development

r) Professional Organizations of Teachers

#### **H. Assessment**

c) Steps taken by you for the evaluation of the courses programme taught

#### **I.General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

**J. \* Verification of factual data**

- A. General Information
- B. Teaching : Good.
- C. Detail of Innovations / Contribution in teaching, during the year : Satisfactory.
- D. Improvement of Professional competence : Up to the mark.
- E. Research contributions : Guidance given to research scholar.
- F. Extension work / community service : Good.
- G. Participation in Corporate Life : Good.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Mrs. Manju Sahu  
 b) Address (Residential) : In front of Sonkar Dharamshala, Ph. No. : 7697320028  
 Baijnathpara, Durg, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 13/12/1975  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1992	IInd
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Arts	1994	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.A.	1997	IInd
		B.Ed.	2006	Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.A. (Political Science)	2005	IInd
		M.Ed.	2010	Ist
		M.A. (Hindi)	2012	Ist
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		

Research Guidance (give names of students guided successfully)		
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
(II) <b>Workshop</b> – (1) Active Learning Technique	SCERT, Raipur (C.G)	SCERT, Raipur (C.G) 30 <sup>th</sup> July to 01 <sup>st</sup> Aug. 2013,
(2) Curriculum Designing	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.) 14 <sup>th</sup> May 2013,
(3) Faculty Development Programme on Ethical Challenges in Modern Education	Apollo College, Anjora, Durg (C.G.)	College, Anjora, Durg (C.G.) 28 <sup>th</sup> Dec. 2013, Apollo
(4) Research Workshop	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.) 07 <sup>th</sup> Feb. 2014
<b>(III) National Seminar –</b>		
1. नारी सशक्तिकरण में शिक्षा की भूमिका	Mansa College, Kohka, Bhilai (C.G.)	Mansa College, Kohka, Bhilai (C.G.) 11 <sup>th</sup> & 12 <sup>th</sup> March 2013
2. Changing scenario of teacher's education in globalization, Apollo college durg.	Apollo college, anjora durg	Apollo college, anjora durg 23 <sup>rd</sup> -24 <sup>th</sup> Nov. 2014
3. सामाजिक विकास में गैर सरकारी संगठनों की भूमिका	Ghanshyam Singh Arya Kanya College, Durg (C.G.)	Ghanshyam Singh Arya Kanya College, Durg (C.G.) 22 <sup>nd</sup> & 23 <sup>rd</sup> Jan. 2014



4. ग्रामीण स्वास्थ्य और शिक्षा को चुनौती	Pt. R.S.S.University, Raipur (C.G.)	Pt. R.S.S.University, Raipur (C.G.) 10 <sup>th</sup> to 12 <sup>th</sup> Feb. 2014
5. शिक्षा के माध्यम से महिला सशक्तिकरण	Pt. R.S.S.University, Raipur (C.G.)	Pt. R.S.S.University, Raipur (C.G.) 2 <sup>nd</sup> to 4 <sup>th</sup> Jan. 2014
6. वैदिक शिक्षा एवं संस्कार	Ghanshyam Singh Arya Kanya College, Durg (C.G.)	Ghanshyam Singh Arya Kanya College, Durg (C.G.) 22 <sup>nd</sup> & 23 <sup>rd</sup> Feb. 2014
(7.) <b>International Seminar –</b>		
(1) वर्तमान युग में सम्प्रेषण का महत्व	Swami Shri Swaroopanand Sarswati College, Hudco, Bhilai (C.G.)	Swami Shri Swaroopanand Sarswati College, Hudco, Bhilai (C.G.) 19 <sup>th</sup> & 20 <sup>th</sup> Dec. 2012

### iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2010-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2010-till date
vi) M.Phil		
vii) Any other	School Teaching Surana Public School, Durg	2007-2009

Total Teaching Experience:

2 Yrs. in schools & 3 Yrs. & 7 Months in B.Ed. & M.Ed. College

a) Under-graduate (Pass) :

3 Yrs. & 7 Months

b) Under-graduate (Hons):

c) Post-graduate:

3 Yrs. & 7 Months

**viii) Innovations/Contributions in Teaching**

- a) Design of Curriculum - Attend Workshop 14 May 2013 Apollo College
- b) Teaching methods - Discussion A.L.M
- c) Laboratory experiments -
- d) Evaluation methods - In House Examination
- e) Preparation of resource material - ALM Reading Material  
Including books, reading materials,  
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic) - Yes
- g) Any Other

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular Activities

- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees  
on Education and National Development.
- f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name - Mrs. Manju Sahu
- b) Date of Birth - 13/12/1975
- c) Address (Residential) - In front of Sonkar Dharmshala, Ph. No.7697320028  
Bajnath para, Durg (C.G.)
- d) Designation - Assistant Professor
- e) Department - Education
- f) Area of Specialization - Hindi, Political Science, Education
- g) Date of Appointment -
- (i) in the institution - 11/08/2010
- (ii) in the present post - 11/08/2010
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	10	175	
ii) PG ( M.A./ M.Sc. etc.) iii) M. Phil iv) Any other	5	98	16

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality - Yes
- c) Detail of course teaching plan, synopsis of lecturers, and reading lists supplied to students
- d) Details of participation in the following:
- (i) University Education
- (ii) Internal Evaluation : - Model Examination, Assessment, Weekly Test
- (iii) Paper Setting : - Internal Paper Setting

*Apollo College, Anjora, Durg (C.G.)*

- (iv) Assessment of Home assignments - According to Subject on Internal Basis  
 (v) Conduct to Examinations - Home Examination  
 (vi) Evaluation Dissertations etc. - 12

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum - Workshop on Curriculum Design on 14 May 2013  
 Organized by Apollo College  
 b) Teaching methods - CAI, A.L.M.  
 c) Laboratory experiments -  
 d) Evaluations methods - Home Examination, Model Exam and Assignment  
 e) Preparations of resource material including books, reading materials, laboratory manuals etc.  
 f) Remedial Teaching / Student counseling (academic -) No  
 g) Any other - Attend Refresher Course in Pt. R.S.S.U.

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

Attend reference Courses in Pt. R.S.S.U., Attend Many workshop and seminar

**Refresher Course**

S.NO	NAME OF FACULTY	Course	Subject	LEVEL	DATE/PLACE
1.	Mrs. Manju Sahu	Refresher Course	Education	State Level	12 <sup>th</sup> Aug. to 01 <sup>st</sup> Sep. 2013, Pt.R.S.S.University, Raipur (C.G.)

**Workshop**

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Manju Sahu	Active Learning Technique	State level	30 <sup>th</sup> July to 01 <sup>st</sup> Aug. 2013, SCERT, Raipur (C.G)
		Curriculum Designing	State level	14 <sup>th</sup> May 2013, Apollo College, Anjora, Durg (C.G.)
		Faculty Development Programme on Ethical Challenges in Modern Education	State level	28 <sup>th</sup> Dec. 2013, Apollo College, Anjora, Durg (C.G.)
		Research Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)

*Apollo College, Anjora, Durg (C.G.)*

## Seminar

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Manju Sahu	नारी सशक्तिकरण में शिक्षा की भूमिका	National level	11 <sup>th</sup> & 12 <sup>th</sup> March 2013, Mansa College, Kohka, Bhilai (C.G.)
2.		सामाजिक विकास में गैर सरकारी संगठनों की भूमिका	National level	22 <sup>nd</sup> & 23 <sup>rd</sup> Jan. 2014, Ghanshyam Singh Arya Kanya College, Durg (C.G.)
3.		ग्रामीण स्वास्थ्य और शिक्षा को चुनौती	UGC Sponsored, National Level	10 <sup>th</sup> to 12 <sup>th</sup> Feb. 2014, Pt. R.S.S.University, Raipur (C.G.)
4.		शिक्षा के माध्यम से महिला सशक्तिकरण	National level	2 <sup>nd</sup> to 4 <sup>th</sup> Jan. 2014, Pt. R.S.S.University, Raipur (C.G.)
5.		वैदिक शिक्षा एवं संस्कार	UGC Sponsored, National Level	22 <sup>nd</sup> & 23 <sup>rd</sup> Feb. 2014, Ghanshyam Singh Arya Kanya College, Durg (C.G.)
6.		वर्तमान युग में सम्प्रेषण का महत्व	International Level	Swami Shri Swaroopanand Sarswati College, Hudco, Bhilai (C.G.) 19 <sup>th</sup> & 20 <sup>th</sup> Dec. 2012
7.		Changing scenario of teacher's education in globalization, Apollo college durg.	National level	23 <sup>rd</sup> -24 <sup>th</sup> Nov. 2014, Apollo College, anjora durg

**E. Research Contributions:**

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the): In Apollo Journal of Education Research

- (i) Apollo Journal of Educational Research, ISSN : 2321:9920, "शासकीय तथा अशासकीय विद्यालय के अंतर्मुखी तथा बहिर्मुखी छात्रों का वैज्ञानिक अभिवृत्ति का अध्ययन"

c) Research Projects:

Title of Project	Name of the funding agency	Duration
No		

- d) Details of Seminars, Conferences, Symposia organized - Yes Seminar Attend in Apollo College as a Active Member
- e) Patents taken, if any, give a brief description
- f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

- a) Please give a short account to your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held / Leadership role Played in organizations linked with Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- s) College / University / Institution -
- t) Co-curricular activities - Group Head
- u) Enrichment of campus life (hostels, sports, games, cultural activities)
- v) Students welfare and Discipline
- w) Membership / Participation in Bodies / Committees on Education and National Development
- x) Professional Organizations of Teachers

## H. Assessment

d) Steps taken by you for the evaluation of the courses programme taught

## I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

## J. \* Verification of factual data

A. General Information

B. Teaching : Very Good.

C. Detail of Innovations / Contribution in teaching, during the year : Very Good.

D. Improvement of Professional competence : Up to the mark.

E. Research contributions : Orientation classes attended for betterment.

F. Extension work / community service : Good.

G. Participation in Corporate Life : Active.

(Signature of the Person authorized\*)

\*By a person to be nominated by Principal / Vice- Chancellor.



**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Laxmi Verma  
 b) Address (Residential) : M.I.G.-1, 684 Hudco Nagar, Ph. No. : 9691950347  
 Bhilai Nagar, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 10/06/1974  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1990	Ist
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Commerce	1993	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.Com	1995	IInd
		B.Ed.	2009	Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.A.	1997	IInd
		M.A. (Sanskrit)	2012	IInd
		M.Ed.	2010	Ist
Pre-PhD	Pt.R.S.S. University, Raipur (C.G.)	Education		Pursuing
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	व्यावसायिक आकांक्षा, आक्रमक व्यवहार और जोखिम लेने के व्यवहार का किशोरों के शैक्षिक उपलब्धि पर एक अध्ययन	Pursuing

Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<b>I Workshop:</b>		
1. Active Learning Technique	SCERT, Raipur (C.G)	SCERT, Raipur (C.G), 26 <sup>th</sup> & 27 <sup>th</sup> Sep. 2012
2. Curriculum Designing	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.), 14 <sup>th</sup> May 2013,
3. Faculty Development Programme on Ethical Challenges in Modern Education	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.), 28 <sup>th</sup> Dec. 2013,
4. Research Workshop	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.) 07 <sup>th</sup> Feb. 2014
5. Research Methodology	Hibs + IPERA, Agara (U.P.)	Agara (U.P.) 20 <sup>th</sup> Sep. 2013
<b>II Seminar:</b>		
1. Changing Scenario of Teacher Education	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.), 23 <sup>rd</sup> & 24 <sup>th</sup> Nov. 2013
2. शिक्षण अधिगम प्रक्रिया	स्वामी स्वरूपानंद महाविद्यालय,	स्वामी स्वरूपानंद महाविद्यालय,

3. Contemporary Education System Issues Challenges & Expectation	भिलाई (छ.ग.) Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)	भिलाई (छ.ग.), 25 <sup>th</sup> & 26 <sup>th</sup> Nov. 2010 Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.), 11 <sup>th</sup> & 12 <sup>th</sup> March
4. विवेकानंद एवं विश्व संस्कृति	विवेकानंद महाविद्यालय, रायपुर (छ.ग.)	विवेकानंद महाविद्यालय, रायपुर (छ.ग.), 22 <sup>nd</sup> & 23 <sup>rd</sup> March, 2013
5. सम्प्रेषण आयाम एवं महत्व	स्वामी स्वरूपानंद महाविद्यालय, हुडको, भिलाई (छ.ग.)	स्वामी स्वरूपानंद महाविद्यालय, हुडको, भिलाई (छ.ग.), 19 <sup>th</sup> & 20 <sup>th</sup> Dec. 2012
6. Emerging Modern Industrialization	Kalyan College, Bhilai (C.G.)	Kalyan College, Bhilai (C.G.), 18 <sup>th</sup> & 19 <sup>th</sup> Oct. 2013
7. Applicability of psycho educational testing and prospectous of Teaching Education	Hibs, Agara (U.P.)	Hibs, Agara (U.P.), 30 <sup>th</sup> & 31 <sup>st</sup> Oct. 2010
8. Educational Crises in modern societies	IPERA, Agara (U.P.)	IPERA, Agara (U.P.), 24 <sup>th</sup> & 25 <sup>th</sup> Sep. 2011
9. Thrust Area of Modern Educational Research	Hibs, Agara (U.P.)	Hibs, Agara (U.P.), 28 <sup>th</sup> & 29 <sup>th</sup> Sep. 2012,
10. Teacher Education	SCERT, Raipur (C.G.)	SCERT, Raipur (C.G.), 21 <sup>st</sup> to 23 <sup>rd</sup> May 2013
11. Panchayti Raj Vyavstha Aur Adim Kalyan	Kalyan College, Bhilai (C.G.)	Kalyan College, Bhilai (C.G.), 23 <sup>rd</sup> & 24 <sup>th</sup> Oct. 2013
12. Value Education	Women Technical Institute, Bhopal	Women Technical Institute, Bhopal, 2013
<b>III Confernce:</b>		
1. Applicability and Relevance of Psycho Educational Testing in Human Life	Agara (U.P.)	Agara (U.P.), 21 <sup>st</sup> & 22 <sup>nd</sup> Sep. 2013
2. Educon 2012	Phagwara	Phagwara, 6 <sup>th</sup> to 8 <sup>th</sup> April 2012

3. Women Education	Ganjbasoda (M.P.)	Ganjbasoda (M.P.), 28 <sup>th</sup> & 29 <sup>th</sup> Sep. 2013
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**iii) Teaching Experience**

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2012-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2012-till date
vi) M.Phil		
vii) Any other	School Teaching	2009 to 2012

Total Teaching Experience:

3 Yrs. in School & 1 Year & 6 Months B.Ed. & M.Ed.

a) Under-graduate (Pass) :

1 Year & 6 Months

b) Under-graduate (Hons):

c) Post-graduate:

1 Year & 6 Months

**viii) Innovations/Contributions in Teaching**

- |                                                                                                         |                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Design of Curriculum-                                                                                | Organize Workshop as a convener                                                                                                                                           |
| b) Teaching methods                                                                                     | I.C.T, Discussion , A.L.M                                                                                                                                                 |
| c) Laboratory experiments                                                                               |                                                                                                                                                                           |
| d) Evaluation methods                                                                                   | In house Examination                                                                                                                                                      |
| e) Preparation of resource material -<br>Including books, reading materials,<br>Laboratory manuals etc. | A book given by SCERT, Raipur<br>Lesson Plan in Hindi<br>Life Skill Education<br>Sanskrit Grammar Book<br>Shodh Patrika as a Coordinator<br>Abhivyakti as a Hindi Editor. |
| f) Remedial Teaching / Student Counseling (academic)                                                    | - Yes                                                                                                                                                                     |
| g) Any Other                                                                                            |                                                                                                                                                                           |

*Apollo College, Anjora, Durg (C.G.)*

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to: Computer training in school, village mahamara.
- i) Community work: Computer literacy, Art and craft ,Malnutrition ,medical health camp, fast food making, computer donation and malaria test etc.  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc:
- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity: NSS participation in one year.

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution:  
Institute-
- b) Co-curricular Activities: Organized all cultural activities in college level.
- c) Enrichment of Campus Life: house in-charge of house wife cultural activity  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline: In charge of Community Work.
- e) Membership/Participation in Bodies/Committees  
on Education and National Development: 1. Coordinator in Shiksha Shodh.  
2. Sub Editor of College Magazine Abhivyakti.  
3. Membership of Shikshamitra (Journal).  
4. Membership of Psycholingua.  
5. Mambership of parametric research .
- f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

1. Coordinator in Shiksha Shodh.

2. Membership of Shikshamitra (Journal).
3. Member of manvakurmi mahila kurmi samaj.
4. Membership of Psycholingua.
5. Membership of parametric research .
6. Membership of yuva mahila manva kurmi samaj.

**F. Any other information:** 1. Assisted in preparation of knowledge capsule given by SCERT.  
2. Master trainer of ALM.

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format – 2**

**A. General information**

- a) Name - Mrs. Laxmi Verma
- b) Date of Birth - 10/06/1974
- c) Address (Residential) : MIG. I, 684, Hudco, Bhilai - Ph. No. 9691950347
- d) Designation - Assistant Professor
- e) Department - Education
- f) Area of Specialization - guidance & counseling
- g) Date of Appointment -
- (i) in the institution - 1<sup>st</sup> september 2012
- (ii) in the present post - 1<sup>st</sup> September 2012
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)

i) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	13 / 03		Engagement period & assignment given
ii) PG ( M.A./ M.Sc. etc.)	06		
iii) M. Phil	03		
iv) Any other	(In Physiotherapy)		

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

b) Regularity and Punctuality : Yes

c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students ;-  
Teaching plan in teacher diary, given answer to question.

d) Details of participation in the following:

(i) University Education

(ii) Internal Evaluation : Yes

(iii) Paper Setting : Yes (Internal)

- (iv) Assessment of Home assignments : Yes (Internal)  
 (v) Conduct to Examinations : Yes (Internal)  
 (vi) Evaluation Dissertations etc. : Yes

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum : Workshop Conduct in Apollo College 14<sup>th</sup> May 2013
- b) Teaching methods : ICT, CAI, CAL
- c) Laboratory experiments :
- d) Evaluations methods : Evaluation of Internal Assignment, Model Exam & Home Exam.
- e) Preparations of resource material including books, reading materials, laboratory manuals etc. : Yes (details) Lesson plan book in Hindi methodology, Life Skill Education, Knowledge Capsule ( For Shiksha Karmis, SCERT)
- f) Remedial Teaching / Student Counseling (academic) : Remedial Teaching
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D. Workshop

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Laxmi Verma	Active Learning Technique	State level	26 <sup>th</sup> & 27 <sup>th</sup> Sep. 2012, SCERT, Raipur (C.G)
2.		Curriculum Designing	State level	14 <sup>th</sup> May 2013, Apollo College, Anjora, Durg (C.G.)
3.		Faculty Development Programme on Ethical Challenges in Modern Education	State level	28 <sup>th</sup> Dec. 2013, Apollo College, Anjora, Durg (C.G.)
4.		Research Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)



## Seminar

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Laxmi Verma	Changing Scenario of Teacher Education	National Level	23 <sup>rd</sup> & 24 <sup>th</sup> Nov. 2013, Apollo College, Anjora, Durg (C.G.)
2.		शिक्षण अधिगम प्रक्रिया,	National Level	25 <sup>th</sup> & 26 <sup>th</sup> Nov. 2010, स्वामी स्वरूपानंद महाविद्यालय, भिलाई (छ. ग.)
3.		Contemporary Education System Issues Challenges & Expectation	National Level	11 <sup>th</sup> & 12 <sup>th</sup> March, Mansa Shiksha Mahavidyalay, Kohka, Bhilai (C.G.)
4.		विवेकानंद एवं विश्व संस्कृति	National Level	22 <sup>nd</sup> & 23 <sup>rd</sup> March, 2013, विवेकानंद महाविद्यालय, रायपुर (छ. ग.)
5.		सम्प्रेषण आयाम एवं महत्व	National Level	19 <sup>th</sup> & 20 <sup>th</sup> Dec. 2012, स्वामी स्वरूपानंद महाविद्यालय, हुडको, भिलाई (छ.ग.)
6.		Applicability and Relevance of Psycho Educational Testing in Human Life	International Conference	21 <sup>st</sup> & 22 <sup>nd</sup> Sep. 2013, Agara (U.P.)
7.		Emerging Modern Industrial	National Level	18 <sup>th</sup> & 19 <sup>th</sup> Oct. 2013, Kalyan College, Bhilai (C.G.)
8.		Applicability of psycho educational testing and prospectous of Teaching Education	National Level	30 <sup>th</sup> & 31 <sup>st</sup> Oct. 2010, Hibs, Agara (U.P.)
9.		Educational Crises in modern societies	National Level	24 <sup>th</sup> & 25 <sup>th</sup> Sep. 2011, IPERA, Agara (U.P.)
10.		Thrust Area of Modern Educational Research	National Level	28 <sup>th</sup> & 29 <sup>th</sup> Sep. 2012, Hibs, Agara (U.P.)
11.		Educon 2012	World Conference	6 <sup>th</sup> to 8 <sup>th</sup> April 2012, Phagwara
12.		Teacher Education	National Level	21 <sup>st</sup> to 23 <sup>rd</sup> May 2013, SCERT, Raipur (C.G.)
13.		Panchayti Raj Vyavstha Aur Adim Kalyan	National Level	23 <sup>rd</sup> & 24 <sup>th</sup> Oct. 2013, Kalyan College, Bhilai

				(C.G.)
14.		Value Education	National Level	2013, Women Technical Institute, Bhopal
15.		Women Education	National Conference	28 <sup>th</sup> & 29 <sup>th</sup> Sep. 2013, Ganjbasoda (M.P.)

Many Workshops and Seminar (National and International level) Attend and M.A. in Economics by open University Dr. C.V. Raman and Ph.D. Pursuit by Pt. Ravishankar University

### E. Research Contributions:

a) Number of students (M.Phil. / Ph.D.)

b) No. of research papers published (please enclose the): 3

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

(i) Lab to Land (International Journal) ISSN No. 0975282X, Vol. 04 No. 15, July to September. 12, Page 735-737, Topic संप्रेषण आयाम एवं महत्व

(ii) Apollo Journal of Educational Research, ISSN : 2321:9920, शिक्षा का अधिकार; स्त्री शिक्षा के संदर्भ में Page No. 57 - 59

(iii) शिक्षा मित्र RNI UPBIL / 2008/28046, ISSN No. 0976-3406, वर्ष 6 अंक 3, 7 मार्च 2014  
विशिष्ट – शिक्षा – प्रशिक्षितकार्यकर्ता / अध्यापक की आवश्यकता Page No. 52 - 55

c) Research Projects:

Title of Project	Name of the funding agency	Duration
No		

d) Details of Seminars, Conferences, Symposia organized :

Date	Sponsored	Topic
28 – 29 Sep. 2013	U.G.C.	Women Education; Scope and Perspective
23 -24 Nov. 2013	Apollo College	Changing Scenario of Teacher Education in Globalization
22-23 Feb. 2014	U.G.C.	Varman Shikhsa Pranali me

		Vedopnishad ki Upayogita
22-22 Sep. 2013	IPERA	विशिष्ट शिक्षा, प्रशिक्षित अध्यापन की आवश्यकता
19-20 Dec 2012	Public Relation Department of C.G.	संप्रेषण, आयाम एवं महत्व
2-4 Jan. 2014	U.G.C.	Integrated Education in India, Challenges and Prospect
23-24 March 2013	C.G. Govt.	विवेकानंद एवं विश्व संस्कृति
23-24 Oct 2013	U.G.C.	पंचायती राज व्यवस्था एवं दलित महिला नेतृत्व वर्तमान परिपेक्ष्य में
11-12 March 2013	Mansa College	छत्तीसगढ़ के परिपेक्ष्य में शिक्षा एवं शोध डेवलपमेंट
21-23 May 2013	SCERT	Teacher Education
1-3 Feb.2013	U.G.C.	Right to Education Challenges and Implementation
18-19 Oct. 2013	U.G.C.	Immerging Modern Industrial Capitalist Civilization in India

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc. : Coordinator of Shiksha Shodh and Member Ship of Shiksha Mitra, Psycholinguistic, Parametric Research

#### **F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, : Community work: Computer literacy, Art and craft ,Malnutrition ,medical health camp, Fruit Preservation, computer donation and malaria test etc.

secularism, democracy, socialism, humanism, peace  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

Actively Participated in one year NSS course

### G. Participation in Corporate Life:

Please give a short account of your contribution to:

- y) College / University / Institution :
- z) Co-curricular activities : Group Head in Cultural Activities  
Enrichment of campus life  
(hostels, sports, games, cultural activities)
- aa) Students welfare and Discipline
- bb) Membership / Participation in Bodies / Committees on  
Education and National Development
- cc) Professional Organizations of Teachers

### H. Assessment

- e) Steps taken by you for the evaluation of the courses programme taught

### I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

### J. \* Verification of factual data

- A. General Information
- B. Teaching : Good.
- C. Detail of Innovations / Contribution in teaching, during the year : Active in all aspects.
- D. Improvement of Professional competence : Good.
- E. Research contributions : Satisfactory.
- F. Extension work / community service : Excellente.
- G. Participation in Corporate Life : Very Good.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Mrs. Rakhi Sharma  
 b) Address (Residential) : Hatari Bazar, Anaz Line, Ph. No. : 9827730301  
 Durg, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 20/04/1977  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1990	Ist
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Commerce	1993	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.Com	1995	IInd
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.A. (Economics)	1997	IInd
		M.A. (Sanskrit)	2012	IInd
		M.Ed.	2010	Ist
Research Degree (s)				
Other Diploma / Certificates etc.	PGDCA, Dr. C.V. Raman University, Bilaspur (C.G.)	All Subject	2005	Ist

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance		

(give names of students guided successfully)		
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
(I) <b>F.D.P.</b> on ‘ Ethical Challenges in Modern Education	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg (C.G.) 28 <sup>th</sup> Dec. 2013 in
Orientation Program	Pt. R.S.S. University, Raipur (C.G.)	Pt. R.S.S. University, Raipur (C.G.) 15 <sup>th</sup> May to 11 <sup>th</sup> June 2013
(II) <b>Workshop</b> – (1) ‘Curriculum Designing’	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg 14 <sup>th</sup> May 2013 in
(2) Research Workshop	Apollo College, Anjora, Durg (C.G.)	Apollo College, Anjora, Durg 7 <sup>th</sup> Feb. 2013 in
(III) <b>National Seminar</b> –	Mansa College of Education	Mansa College of Education, Kohka Road, Kurud, Bhilai , Durg (C.G.)
(i) ‘Role of Education in Empowering Women’,	C.G. Govt.	11 - 12 March 2013,
	U.G.C	विवेकानंद विद्यापीठ, रायपुर (छ.ग.) 23–24 मार्च 2013
(ii) ‘शिक्षा के संदर्भ में स्वामी विवेकानंद’,	U.G.C	पं. रविशंकर शुक्ल वि.वि., रायपुर (छ.ग.)
(iii) ‘भारत में शिक्षा का मानव अधिकार	U.G.C	2–4 जनवर 2014

<p>(iv) 'महिला स्व-सहायता समूह एवं सामाजिक विकास,</p> <p>(v) 'वैदिक शिक्षा की वर्तमान में प्रासंगिकता',</p> <p>(vi) Teacher Education in Globalization</p> <p><b>(IV) International Seminar –</b></p> <p>(i) 'व्यापार जगत में सम्प्रेषण की भूमिका'</p>	<p>अपोलो कॉलेज अंजोरा, दुर्ग</p>	<p>घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.) 22-23 जनवरी 2014</p> <p>घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.) 22-23 फरवरी 2014 अपोलो कॉलेज अंजोरा, दुर्ग 22-23 नवंबर 2013</p> <p>स्वामी श्री स्वरूपानंद सरस्वती महाविद्यालय, आमदी नगर, हुड़को, भिलाई 19-20 दिसंबर 2012</p>
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### iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Bharti College, Durg Apollo College, Anjora, Durg	2011-2012 2012 to till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Bharti College, Durg Apollo College, Anjora, Durg	2011-2012 2012 to till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

3 Yrs. B.Ed. & M.Ed.

a) Under-graduate (Pass) :

3 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

3 Yrs.

**viii) Innovations/Contributions in Teaching**

- |                                                                                                         |                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Design of Curriculum-                                                                                | Attended workshop in Apollo College Anjora, Durg as active member.                                                                                                           |
| b) Teaching methods                                                                                     | Discussion, ICT, ALM                                                                                                                                                         |
| c) Laboratory experiments                                                                               | (Biology) Photosynthesis                                                                                                                                                     |
| d) Evaluation methods                                                                                   | In House examination                                                                                                                                                         |
| e) Preparation of resource material -<br>Including books, reading materials,<br>Laboratory manuals etc. | A book given by SCERT, Raipur<br>and ALM<br>Shodh Patrika as a Coordinator<br>Abhivyakti as a Editor.<br><br>Apollo Journal of Educational<br>Research as a Executive Editor |
| f) Remedial Teaching / Student Counseling (academic)                                                    | - Remedial Teaching                                                                                                                                                          |
| g) Any Other                                                                                            | - Inovative                                                                                                                                                                  |

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work - Community work: Computer literacy, Art and craft, Malnutrition ,medical health camp, Fruit Preservation, computer donation and malaria test etc.
- such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission -
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar Activity



### D. Participation in Corporate Life:

Please give a short account of your contribution to:

e) College/University/Institution:02  
Institute-

f) Co-curricular Activities - Conducting cultural activities in college.

g) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)

h) Students Welfare and Discipline:

e) Membership/Participation in Bodies/Committees  
on Education and National Development:

1. Coordinator in Shiksha Shodh.
2. Editor of College Magazine Abhivyakti.
3. Membership of Shikshamitra (Journal).

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc. - 1. Membership in Shiksha Mitra  
2. Membership in Shiksha Shodh

(b) Editorship of Journals: 1. Executive Editor in Apollo Journal of Educational Research.

F. Any other information: 1. Assisted in preparation of knowledge capsule given by SCERT.

2. Attend Orientation class in Pt.R.S.S.U. Raipur

3. PGDCA from Dr. C.V. Raman University, Bilaspur (C.G.)

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name - Rakhi Sharma
- b) Date of Birth - 20/04/1977
- c) Address (Residential): Hatari Bazar, Anaz Line, Durg(C.G.) Ph. No. : 98277-30301
- d) Designation - Assistant Professor
- e) Department - Education
- f) Area of Specialization - Environment
- g) Date of Appointment - 1 September 2012
- (i) in the institution - 1 September 2012
- (ii) in the present post - 1 September 2012
- h) Honors Conferred s

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P  (1)	Taught in the year L T/P  (2)	Steps taken for the teaching of periods missed during absence or leave  (3) Engage period

i) U.G. ( B.Ed.)	10	258/00/01	08
ii) PG ( M.Ed.)	06/03	172/15	06
iii) M. Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical L=463 T=18 P=1

- b) Regularity and Punctuality : Yes
- c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students  
- Teaching Plan in teacher's diary, Synopses in 40 mints and given and answer.
- d) Details of participation in the following:

- (i) University Education  
(ii) Internal Evaluation : Yes  
(iii) Paper Setting : Yes (Internal)  
(iv) Assessment of Home assignments : Yes  
(v) Conduct to Examinations : Yes (Internal)  
(vi) Evaluation Dissertations etc. : Yes

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum - Attend in Apollo College as a active Member on 14th May 2013  
b) Teaching methods - ALM, CAI  
c) Laboratory experiments - Yes, Photosynthesis  
d) Evaluations methods - Home Examination, Model Exam and Assignment  
e) Preparations of resource material including books, reading materials, laboratory manuals etc.  
(i) 'Knowledge Capsule' Given by SCERT, Raipur  
(ii) 'Shodh Patrika' as a Coordinator, Haryana  
(iii) 'Abhivyakti' as a Editor. , Apollo College, Anjora, Durg  
(iv) 'Apollo Journal of Educational Research', Anjora, Durg  
f) Remedial Teaching / Student Counseling (academic) -  
g) Any other - (1) Assisted in preparation of knowledge capsule given by SCERT.  
(2) Attend Orientation class in Pt.R.S.S.U. Raipur  
(3) PGDCA from Dr. C.V. Raman University, Bilaspur (C.G.)

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D. -  
Workshop

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Rakhi Sharma	Curriculum Designing	State level	14 <sup>th</sup> May 2013, Apollo College, Anjora, Drug (C.G.)
2.		Faculty Development Programme on Ethical Challenges in Modern Education	State level	28 <sup>th</sup> Dec. 2013, Apollo College, Anjora, Durg (C.G.)
3.		Research Methodology (Paper Publication) Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)
4.		Orientation Program	State Level	15 <sup>th</sup> May to 11 <sup>th</sup> June 2013, Pt. R.S.S. University, Raipur (C.G.)

## Seminar

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1.	Mrs. Rakhi Sharma	Role of Education in Empowering Women	National	11 - 12 March 2013, Mansa College of Education, Kohka Road, Kurud, Bhilai , Durg (C.G.)
2.		शिक्षा के संदर्भ में स्वामी विवेकानंद	National	23-24 मार्च 2013, विवेकानंद विद्यापीठ, रायपुर (छ.ग.)
3.		भारत में शिक्षा का मानव अधिकार	National	2-4 जनवर 2014, पं. रविशंकर शुक्ल वि.वि. ,रायपुर (छ.ग.)
4.		महिला स्व-सहायता समूह एवं सामाजिक विकास	National	22-23 जनवरी 2014, घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.)
5.		वैदिक शिक्षा की वर्तमान में प्रासंगिकता	National	22-23 फरवरी 2014, घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.)
6.		Teacher Education in Globalization	National	अपोलो कॉलेज अंजोरा, दुर्ग 22-23 नवंबर 2013
7.		व्यापार जगत में सम्प्रेषण की भूमिका	International	स्वामी श्री स्वरूपानंद सरस्वती महाविद्यालय, आमदी नगर, हुड़को, भिलाई, 19-20 दिसंबर 2012

- (I) **Orientation** attended on 15<sup>th</sup> May to 11<sup>th</sup> June 2013 in Pt.R.S.U., Raipur (C.G.)
- (II) **F.D.P.** on 'Ethical Challenges in Modern Education' on 28<sup>th</sup> Dec. 2013 in Apollo College, Anjora, Durg (C.G.)
- (III) **Workshop** – (1) 'Curriculum Designing' on 14<sup>th</sup> May 2013 in Apollo College, Anjora, Durg
- (IV) **National Seminar** – (i) 'Role of Education in Empowering Women', 11 - 12 March 2013, Mansa College of Education, Kohka Road, Kurud, Bhilai , Durg (C.G.)
- (ii) 'शिक्षा के संदर्भ में स्वामी विवेकानंद', 23-24 मार्च 2013, विवेकानंद विद्यापीठ, रायपुर (छ.ग.)
- (iii) 'भारत में शिक्षा का मानव अधिकार', 2-4 जनवरी 2014, पं. रविशंकर शुक्ल वि.वि. ,रायपुर (छ.ग.)
- (iv) 'महिला स्व-सहायता समूह एवं सामाजिक विकास, 22-23 जनवरी 2014, घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.)

- (v) 'वैदिक शिक्षा की वर्तमान में प्रासंगिकता', 22-23 फरवरी 2014, घनश्याम सिंह आर्यकन्या महाविद्यालय, दुर्ग (छ.ग.)
- (vi) 'Teacher Education in Globalization' 22-23 नवंबर 2013, अपोलो कॉलेज अंजोरा, दुर्ग

(V) **International Seminar** –

- (i) 'व्यापार जगत में सम्प्रेषण की भूमिका', 19-20 दिसंबर 2012, स्वामी श्री स्वरूपानंद सरस्वती महाविद्यालय, आमदी नगर, हुडको, भिलाई

(VI) M.A. in English by **Open University** Dr. C.V. Raman. Bilaspur (C.G.)

**E. Research Contributions:**

- a) Number of students (M.Phil. / Ph.D.)

b)

	At the beginning of the year	Registered during the year	Completed during the year
M. Phil			
Ph.D.			

No. of research papers published (please enclose the) –

- (i) Apollo Journal of Educational Research, ISSN : 2321:9920, माध्यमिक स्तर के विद्यार्थियों में पर्यावरण जागरूकता एक अध्ययन, Page No. 27 - 29
- (i) शिक्षा मित्र RNI UPBIL / 2008/28046, ISSN No. 0976-3406, वर्ष 2014, 6 (3) समाज के बदलत परिवेश में नारी शिक्षा, Page No. 50 – 51

- c) Research Projects:

Title of Project	Name of the funding agency	Duration
No		

- d) Details of Seminars, Conferences, Symposia organized - Yes,  
Seminar Attend in Apollo College as a Active Member
- e) Patents taken, if any, give a brief description
- f) Membership of Professional Bodies, Editorship of Journals etc. –
- (i) Membership of 'Shiksha Mitra' and 'Shiksha Shodh.'
- (ii) Executive Editor of 'Apollo Journal of Educational Research'

**F. Extension Work / Community Service**

- a) Please give a short account to your contribution to:
- (i) Community work such as values of National Integration, - Community work: Computer

literacy, Art and craft ,Malnutrition ,medical health camp, Fruit Preservation, computer donation and malaria test etc.

secularism, democracy, socialism, humanism, peace

scientific temper, flood or drought relief, small family norms etc.

(ii) National Literacy Mission

(b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

### G. Participation in Corporate Life:

Please give a short account of your contribution to:

(a) College / University / Institution :

(b) Co- curricular activities Conducting Cultural Activities

(c) Enrichment of campus life

(hostels, sports, games, cultural activities)

(d) Students welfare and Discipline

(e) Membership / Participation in Bodies / Committees on

- |                                    |   |     |                                           |
|------------------------------------|---|-----|-------------------------------------------|
| Education and National Development | - | (1) | Coordinator in Shiksha Shodh.             |
|                                    |   | (2) | Editor of College Magazine<br>Abhivyakti. |
|                                    |   | 3.  | Membership of Shikshamitra (Journal).     |
|                                    |   | 4.  | Coordinator of IQAC, P.T.A.               |

(f) Professional Organizations of Teachers

### H. Assessment

(a) Steps taken by you for the evaluation of the courses programme taught

### I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

**J. \* Verification of factual data**

- A. General Information
- B. Teaching : Good.
- C. Detail of Innovations / Contribution in teaching, during the year : Active participation.
- D. Improvement of Professional competence : Up to the mark.
- E. Research contributions : Refresher course attended for betterment.
- F. Extension work / community service : Very Good.
- G. Participation in Corporate Life : Active.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Mrs. Bindu Tomar  
 b) Address (Residential) : New Aadarsh Nagar, Near, Ph. No. : 9407675058  
 Shiv Mandi, Durg, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 01/08/1981  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	U.P. Board, Allahabad	All Subject	1995	IInd
Higher Secondary or Pre-degree	U.P. Board, Allahabad	Trd	1999	Ist
Bachelor's Degree (s)	Dr. B.R. Ambedkar University, Agra	B.A.	2002	IInd
Master's Degree (s)	Dr. B.R. Ambedkar University, Agra	M.A.	2004	Ist
		(Psychology) M.Ed.	2012	Ist
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	Pursuing	Mats University, Raipur (C.G.)
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students)	Deepak Kumar, Manoj, Shailesh, Rohit	



guided successfully)		
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<b>(I) Workshop:</b>		
1. Researach Methodology	Swami Swsaroopanand Institute of Education Bhilai	Swami Swsaroopanand Institute of Education Bhilai, 26 Sep. to 1 Oct. 2011
2. Curriculum design	Apollo College, Anjora Durg	Apollo college, Anjora Durg, 14 May 2013
3. A.L.M. Workshop	Apollo College, Anjora Durg	Apollo college, Anjora Durg, Sep. 2013.
4. Research Workshop	Apollo College, Anjora Durg	Apollo college, Anjora Durg, 7 Feb. 2014
<b>(II) Seminar:</b>	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 23-24 November 2014.
1. Changing scenario of teachers' education in globalization, Apollo college durg.	Ghanshyam Singh Arya Kanya Mahavidyalay Durg	Ghanshyam Singh Arya Kanya Mahavidyalay Durg, 22 <sup>nd</sup> & 23 <sup>rd</sup> Feb. 2014
2. Vaidik shiksha ki vartman main prasangikta , Ganshyan college durg		

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2013-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

1 Yrs. B.Ed. & M.Ed.

a) Under-graduate (Pass) :

1 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

1 Yrs.

**viii) Innovations/Contributions in Teaching**

a) Design of Curriculum: Attend work shop 14 may 2013 apollo college

b) Teaching methods:C.A.I discussion method A.L.M.

c) Laboratory experiments

d) Evaluation methods: In home Examination.

e) Preparation of resource material -  
Including books, reading materials,  
Laboratory manuals etc. A.L.M, reading material.

f) Remedial Teaching / Student Counseling (academic) - Yes

g) Any Other

**ix) Extension Work/Community Service**

f) Please give a short account of your contribution to:

i) Community work: Nutrition

such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with  
Extension

Work and National Service Scheme (NSS), or NCC or any other similar  
Activity:

1Yr. Scout Guide Captain

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees  
on Education and National Development.

f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

(b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

a) Name	-	Bindu Kumari Tomar.
b) Date of Birth	-	01/08/1981
c) Address (Residential) :	-	Near Shivmandir, New Adarsh Nagar, Ph. No. 7869240669,Durg (C.G.)
d) Designation	-	Assistant Professor
e) Department	-	Education
f) Area of Specialization	-	Psychology
g) Date of Appointment	-	10/04/2013
(i) in the institution	-	Apollo College
(ii) in the present post		
h) Honors Conferred		

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3) Extra period, Assignment , Note Provide.
B.Ed	07 01/03	86 08/30	
M.Ed	07 02/00	86 09/00	

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	07	86	30
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other	07	86	

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

b) Regularity and Punctuality - Been regular and punctual to the student.

*Apollo College, Anjora, Durg (C.G.)*

c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students: Teaching plan in teacher dairy ,reading material, synopsis supply to student .

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation - Modal examination, assignment, weekly test.
- (iii) Paper Setting - Internal paper setting.
- (iv) Assessment of Home assignments - According to subject on internal basis.
- (v) Conduct to Examinations - Home examination.
- (vi) Evaluation Dissertations etc. - No of desertion evaluation 04.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum - Workshop to refine B.Ed syllabus 14 may 2013.
- b) Teaching methods - A.L.M techniques ,C.A.I .
- c) Laboratory experiments - Guided Conduction of psychological experiment to B.Ed student
- d) Evaluations methods - Internal assessment
- e) Preparations of resource material etc - Including books, reading materials, laboratory manuals.
- f) Remedial Teaching / Student Counseling (academic) - Performed Guidance and counseling activities to Students through guidance and counseling cell.
- g) Any other -

**D. Improvement of Professional Competence:**

(a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

**Workshop**

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Bindu kumari Tomar	Researach Methodology	National level	26 Sep. to 1 Oct. 2011 Swami Swsaroopanand institute of Education Bhilai
2		Curriculum design	State level	14 may 2013 Apollo college, Anjora Durg.
3		A.L.M. Workshop	College level	Sep. 2013 Apollo college, Anjora Durg.
4		Research Workshop	State level	7 Feb. 2014 Apollo college, Anjora Durg.

**Seminar**

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Bindu Kumari Tomar	Changing scenario of teachers education in globalization, Apollo college durg.	National level	23-24 November 2014 Apollo College, Anjora Durg.
2		Vaidik shiksha ki vartman main prasangikta, Ganshyan college durg.	National level	23-24 Ghanshyam Singh Arya Kanya Mahavidyalay,durg.

**E. Research Contributions:**

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the) - Apollo College General of Education Research "Engineering college ke vidhyarthiyon me nairashyata ka adhyayn ."

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized – One National Seminar Organized as Active Member

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

### **G. Participation in Corporate Life:**

Please give a short account of your contribution to:

dd) College / University / Institution

ee) Co-curricular activities

ff) Enrichment of campus life

(hostels, sports, games, cultural activities)

gg) Students welfare and Discipline

hh) Membership / Participation in Bodies / Committees on

Education and National Development

ii) Professional Organizations of Teachers

### **H. Assessment**

f) Steps taken by you for the evaluation of the courses programme taught

### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

### **J. \* Verification of factual data**

A. General Information

B. Teaching : Very Good.

C. Detail of Innovations / Contribution in teaching, during the year : Creative and active participation.

D. Improvement of Professional competence : Up to mark.

E. Research contributions : Guidance and counseling.

F. Extension work / community service : Very Good.

G. Participation in Corporate Life : Satisfactory.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Sheetal Verma  
 b) Address (Residential) : Parijat block no-19 N Talpuri bhili nagar.  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 10/10/1982  
 f) Area of Specialization : Special Education, Education technology

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1999	IInd
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Arts	2001	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.A.	2004	IInd
		B.Ed.	2010	Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.A. (Political Science)	2008	IInd
		M.Ed.	2011	Ist
Research Degree (s)	Mats University, Raipur	Education		Pursuing
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Madhyamik Star Ke Vidyarthiyon Ke Pratyakshikaran Avam Mulya Ka Vishleshnatmak Adhyayan.	Dr. C.V. Raman University, Bilaspur (C.G.)
Ph.D.		
Post-Doctoral		
Publications (give a list		



separately)		
Research Guidance (give names of students guided successfully)	Mahalaxmi Kumari, Brijesh Kumar, Anil Kumar Yadav, Sandeep, Munna Thakur	
Training (please specify)		

### B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

### C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<b>(I) Workshop:</b> 1. Curriculum design	Apollo College, Anjora Durg	Apollo college, Anjora Durg, 14 May 2013
2. A.L.M. Workshop	Apollo College, Anjora Durg	Apollo college, Anjora Durg, Sep. 2013.
3. Research Workshop	Apollo College, Anjora Durg	Apollo college, Anjora Durg, 7 Feb. 2014
<b>(II) Seminar:</b> 3. Future Chalanges for teacher in the present scenario	Kalyan P.G College, Bhilai	Kalyan P.G College, Bhilai Nagar, 19 <sup>th</sup> & 20 <sup>th</sup> Nov. 2010
4. Changing scenario of teachers' education in globalization, Apollo college durg.	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 23-24 November 2014.
5. Vaidik shiksha ki vartman main prasangikta , Ganshyam college durg	Ghanshyam Singh Arya Kanya Mahavidyalay Durg	Ghanshyam Singh Arya Kanya Mahavidyalay Durg, 22 <sup>nd</sup> & 23 <sup>rd</sup> Feb. 2014

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2013-2014
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2013-2014
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

1 Year in College

a) Under-graduate (Pass) :

1 Year

b) Under-graduate (Hons):

---

c) Post-graduate:

1 Year

**viii) Innovations/Contributions in Teaching**

a) Design of Curriculum: Attend workshop 14 may 2013 Apollo college.

b) Teaching methods:C.A.I, Discussion and A.L.M.

c) Laboratory experiments

d) Evaluation methods: In home Examination.

e) Preparation of resource material  
Including books, reading materials,  
Laboratory manuals etc: A.L.M reading material

f) Remedial Teaching / Student Counseling (academic):Yes

g) Any Other

**ix) Extension Work/Community Service**

b) Please give a short account of your contribution to:

- i) Community work: Nutrition  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity: one year NSS

#### **D. Participation in Corporate Life:**

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees  
on Education and National Development
- f) Professional Organization of Teachers.

#### **E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

#### **F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name - Sheetal Verma
- b) Date of Birth - 10/10/1982
- c) Address (Residential): C/O Sunil Verma Parijat 19 – M Talpuri Bhilai Ph. No. 9584163368
- d) Designation - Assistant Professor
- e) Department - Education
- f) Area of Specialization - Special education and education technology.
- g) Date of Appointment -
- (i) in the institution - 10/04/2013
- (ii) in the present post - 10/04/2013
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave Extra period
B.Ed M.Ed			

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	12	243	30
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other	7	120	18

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

b) Regularity and Punctuality: Training by Empairation .

c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students :teaching plane in a teachers dairy, reading material, synopsis supply to student.

d) Details of participation in the following:

(i) University Education

- (ii) Internal Evaluation : Model Examination, Assignment, weekly test.  
 (iii) Paper Setting : Internal paper setting.  
 (iv) Assessment of Home assignments : According to subject on internal basis.  
 (v) Conduct to Examinations : Home Examination.  
 (vi) Evaluation Dissertations etc: Number of dissertation Evaluation -05

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum: Workshop on curriculum design on 14th may 2013 organized by Apollo College.  
 b) Teaching methods: C.A.I, A.L.M.  
 Power Point presentation  
 c) Laboratory experiments  
 d) Evaluations methods : Internal assessment .  
 e) Preparations of resource material including books, reading materials, laboratory manuals etc. :  
 f) Remedial Teaching / Student Counseling (academic): Being head of student counseling work distribution and solving problems related to academic and cultural activities.  
 g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

**Workshop**

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1	Sheetal verma	Curriculum design	State level	14 may 2013 Apollo college, anjora durg.
2		A.L.M. Workshop	College level	Sep. 2013 Apollo college, Anjora Durg.
3		Research Workshop	State level	7 Feb. 2014 Apollo college, Anjora Durg.

**Seminar**

S.NO	NAME OF FACULTY	TOPIC	LEVEL	DATE/PLACE
1	Sheetal verma	Future Chalanges for teacher in the present scenario	UGC Sponsored National level	19 <sup>th</sup> & 20 <sup>th</sup> Nov. 2010, Kalyan P.G college, Bhilai Nagar.
2		Changing scenario of teachers' education in globalization, Apollo college durg.	Apollo College Sponsored National level	23-24 November 2014, Apollo college, Anjora, Durg.
3		Vaidik shiksha ki vartman main prasangikta , Ganshyan college durg	UGC Sponsored National level	22-23 Feb. 2014, Ghanshyam Singh Arya Kanya Mahavidyalay Durg.

Ph.D : Pursuing .

**E. Research Contributions:**

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the) : 01-Athvi kaksha ke vidyarthiuyon ke Hindi uplabdhi ka ek vishleshdatmak adhhyayan.....

c) Research Projects:

Title of Project	Name of the funding agency	Duration
No		

d) Details of Seminars, Conferences, Symposia organized: Yes One National Seminars in Conduct in Apollo College as a Active Member: 23-24 November 2013

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc. : ( Co- Ordination of Phikesh Shodh )

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, Secularism, democracy, socialism, humanism, peace

scientific temper, flood or drought relief, small family norms etc: Community work-painting competition G.K competition, computer teaching in mahamara government school.

Socialism – Health checkup, Mal nutrition

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with Extension work and National Services Scheme (NSS), or NCC or any other Similar activity: one year NSS. - 2 Years

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

jj) College / University / Institution : Student Counsling

kk) Co-curricular activities :

ll) Enrichment of campus life

(hostels, sports, games, cultural activities)

mm) Students welfare and Discipline

nn) Membership / Participation in Bodies / Committees on

Education and National Development

oo) Professional Organizations of Teachers

#### **H. Assessment**

g) Steps taken by you for the evaluation of the courses programme taught

#### **I.General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

#### **J. \* Verification of factual data**

A. General Information

B. Teaching : Very Good.

C. Detail of Innovations / Contribution in teaching, during the year : Active participation with innovative ideas..

D. Improvement of Professional competence : Satisfactory.

E. Research contributions : Research guidance given to M.Ed students.

F. Extension work / community service : Very good.

G. Participation in Corporate Life Very Good.

**(Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.

**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

i) **General Information**

- a) Name : Dr. Samundra Singh Yadav  
 b) Address (Residential) : 21 Dr. Jaswant Nagar, Ph. No. : 09887426333  
 (Ganpati Vihar), Near Mathura Railway  
 Line, Tijara, Fatak, Alwar (Rajsthan)  
 c) Designation : Associate Prof.  
 d) Department : Education  
 e) Date of Birth : 05/07/1974  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Rajsthan, Ajmer	All Subject	1990	IIIrd
Higher Secondary or Pre-degree	Board of Rajsthan, Ajmer	Arts	1993	IInd
Bachelor's Degree (s)	Rajsthan University, Jaipur	B.A.	1996	IInd
	D.B.H.P.S. University, Chennai	B.Ed.	1998	Ist
Master's Degree (s)	Rajsthan University, Jaipur	M.A. (Sanskrit)	2000	Ist
	M.D.S. University, Ajmer	M.Ed.	2003	Ist
Research Degree (s)	Rajsthan University, Jaipur	Ph.D.	2007	
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.



ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	धर्म शास्त्रीय ग्रंथों में शिक्षा की विवेचना एक अध्ययन	University of Rajasthan
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

**B) Research Projects carried out**

Title of the Project	Name of the funding Agency	Duration	Remarks

**C) Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<b>(I) Workshop:</b>		
1. Examination Reforma made Through continuous and comprehensive examination	U.G.C.	Shri Jain Teachers Training College, Alwar 21-22 Dec. 2011
2. Curriculum design	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 14 May 2013
3. Research Workshop	Apollo College, Anjora Durg	Apollo College, Anjora, Durg, 07 <sup>th</sup> Feb. 2014

<b>(II) Seminar:</b>		
1. Quality Assurance in the institution of higher Education	U.G.C.	Seth Motilal P.G. College, Jhunjhunu, Rajasthan 19-20 Feb. 2010
2. Challenging in Teacher Education	U.G.C.	H.N.Mishra College of Education, Arya Nagar, Kanpur 14 March 2010
3. Importance of Multimedia in Education	U.G.C.	C. Impact Institute, Agra 27 Feb 2014
4. Changing scenario of teachers education in globalization, Apollo college durg.	Apollo College, Anjora durg	Apollo College, Anjora, durg, 23-24 November 2014

### iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	T.T. College, Brahmampuri, Jaipur	2003-2006
	Thakur Durgpal Singh B.Ed. College, Alwar	2006-2009
	Apollo College, Anjora, Durg	2009-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2009-till date
vi) M.Phil		
vii) Any other	Sr. Sec. School, Alwar	1998-2002

Total Teaching Experience:

4 Yrs. in School & 12 Yrs. in College

a) Under-graduate (Pass) :

11 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

05 Yrs.

**viii) Innovations/Contributions in Teaching**

- a) Design of Curriculum-
- b) Teaching methods - CAI, ALM
- c) Laboratory experiments
- d) Evaluation methods - Model Exam , Assignment.
- e) Preparation of resource material -  
Including books, reading materials,  
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic) - Yes
- g) Any Other

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work - Computer Training in School.  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar - 2 Years  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline : Yes

e) Membership/Participation in Bodies/Committees on Education and National Development.

f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

(b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name : Dr. Samundra Singh Yadav  
 b) Date of Birth : 05/07/1974  
 c) Address (Residential) : 21 Dr. Jaswant Nagar, (Ganpati Vihar) Near Mathura Railway Line, Tijara Phatak , Alwar , (Rajasthan) ,Ph.No.098874263633.  
 d) Designation : Associate professor.  
 e) Department : Education.  
 f) Area of Specialization : Sanskrit.  
 g) Date of Appointment :  
 (i) in the institution : 1 Dec. 2011  
 (ii) in the present post : 1 Dec. 2011  
 h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3) Engage classes

1) U.G. ( B.Ed)	03	49	-
ii) PG ( M.Ed)	02	32	06
iii) M. Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

L=87 , T= 06

- b) Regularity and Punctuality : Yes  
 c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students: Teaching dairy and synopsis  
 d) Details of participation in the following:  
 (i) University Education  
 (ii) Internal Evaluation : Yes.  
 (iii) Paper Setting : Yes (Internal)  
 (iv) Assessment of Home Assignments : Yes  
 (v) Conduct to Examinations : Yes (Internal)  
 (vi) Evaluation Dissertations etc. : Yes

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum  
 b) Teaching methods : A.L.M ,C.A.I.  
 c) Laboratory experiments :

- d) Evaluations methods : Model Exam , Assignment.  
 e) Preparations of resource material including books, reading materials, laboratory manuals etc.  
 f) Remedial Teaching / Student Counseling (academic) : Remedial Teaching  
 g) Any other

**D. Improvement of Professional Competence:**

(a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

**Workshop**

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1.	Samundra Singh Yadav	Examination Reforma made Through continuous and comprehensive examination	National Level	21-22 Dec. 2011 Shri Jain Teachers Training College, Alwar
2		Curriculum design	State level	14 may 2013 Apollo college, anjora durg.
3		Research Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)

**Seminar**

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1.	Samundra Singh Yadav	Quality Essurance in the institution of higher Education	National Level	19-20 Feb. 2010 Seth Motilal P.G. College, Jhunjhunu, Rajasthan
2.		Challenging in Teacher Education	National Level	14 March 2010 H.N.Mishra College of Education, Arya Nagar, Kanpur
3.		Importance of Multimedia in Education	National Level	27 Feb. 2011 C. Impact Institute, Agra
4.		Changing scenario of teachers education in globalization, Apollo college durg.	National Level	23-24 November 2014 Apollo College, Anjora durg.

**E. Research Contributions:**

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the)

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to : Computer Training in School

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc :

Computer training in school.

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

pp) College / University / Institution

- qq) Co-curricular activities  
 rr) Enrichment of campus life

(hostels, sports, games, cultural activities)

- ss) Students welfare and Discipline : Yes  
 tt) Membership / Participation in Bodies / Committees on  
 Education and National Development  
 uu) Professional Organizations of Teachers

#### **H. Assessment**

- h) Steps taken by you for the evaluation of the courses programme taught

#### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

#### **J. \* Verification of factual data**

- A. General Information:  
 B. Teaching: Very good.  
 C. Detail of Innovations / Contribution in teaching, during the year: Very creative.  
 D. Improvement of Professional competence: Up to the mark.  
 E. Research contributions: Guidance to researcher scholar given timely.  
 F. Extension work / community service: Active participation.  
 G. Participation in Corporate Life: Good.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.



**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Satish Kumar Kasar  
 b) Address (Residential) : Durg Ph. No. : 9424108996  
 c) Designation : Associate Prof.  
 d) Department : Education  
 e) Date of Birth : 12/05/1971  
 f) Area of Specialization : Education Measurement & Evaluation

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1988	IInd
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Comarce	1990	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.Com.	1993	IInd
		B.Ed.	2008	Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.Com	1994	Ist
		M.Ed.	2011	Ist
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

**B) Research Projects carried out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>

**C) Seminars, Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
<b>(I) Workshop:</b> 1. Curriculum design	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 14 May 2013
2. Research Workshop	Apollo College, Anjora Durg	Apollo College, Anjora, Durg, 07 <sup>th</sup> Feb. 2014
<b>(II) Seminar:</b> 1. Changing scenario of teachers education in globalization, Apollo college durg.	Apollo College, Anjora durg	Apollo College, Anjora, durg, 23-24 November 2014

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2011 to till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2011 to till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

3 Yrs. in College

a) Under-graduate (Pass) :

3 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate: 03 Yrs.

**viii) Innovations/Contributions in Teaching**

- a) Design of Curriculum- Attend Workshop 14<sup>th</sup> May 2013, Apollo College
- b) Teaching methods : Discussion ALM
- c) Laboratory experiments
  
- d) Evaluation methods : In House Examination
  
- e) Preparation of resource material : Reading Material  
Including books, reading materials,  
Laboratory manuals etc.
  
- f) Remedial Teaching / Student Counseling (academic) - Yes
  
- g) Any Other

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

- i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
  
- b) Co-curricular Activities
  
- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities): In College Sports Incharge

*Apollo College, Anjora, Durg (C.G.)*

- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development.
- f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name : Satish Kumar Kasar
- b) Date of Birth : 12/05/1971
- c) Address (Residential) : Durg, Ph. No- 9424108996
- d) Designation : Assistant professor
- e) Department : Education
- f) Area of Specialization : Education measurement And Evaluation.
- g) Date of Appointment : 01/12/2011
- (i) in the institution : Till Date
- (ii) in the present post : Asst. Prof.
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
B.Ed	03	48 3/0	
M.Ed	01 /01 (1)	16 2/18 (2)	(3)

**Manual of Self – appraisal of Teacher Education Institutions**

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	03	48	00
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other	01	16	18

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality : Yes
- c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students :  
Reading material
- d) Details of participation in the following:
- (i) University Education
- (ii) Internal Evaluation : Home Examination.
- (iii) Paper Setting : Internal paper setting.
- (iv) Assessment of Home assignments : According to subject
- (v) Conduct to Examinations : Internal Basis.
- (vi) Evaluation Dissertations etc. : No of student dissertation Evaluation 06.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum : Workshop On curriculum design 14 may 2014.
- b) Teaching methods : A.L.M , C.A.I.
- c) Laboratory experiments
- d) Evaluations methods : Internal assessment .
- e) Preparations of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

Workshop

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Satish Kumar Kasar	Curriculum design	State level	14 may 2013 Apollo college, anjora durg.
2		Research Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)

Seminar

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Satish Kumar Kasar	Changing scenario of teachers education in globalization, Apollo college durg.	National level	23-24 November 2014 Apollo College, Anjora durg.

**E. Research Contributions:**

a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the)

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized – One national seminar conduct in Apollo college as active member.

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

vv) College / University / Institution : In charge of sports and media advisering community

ww) Co-curricular activities

xx) Enrichment of campus life

(hostels, sports, games, cultural activities)

- yy) Students welfare and Discipline
- zz) Membership / Participation in Bodies / Committees on

Education and National Development

- aaa) Professional Organizations of Teachers

#### **H. Assessment**

- i) Steps taken by you for the evaluation of the courses programme taught

#### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

#### **J. \* Verification of factual data**

- A. General Information:
- B. Teaching: Satisfactory.
- C. Detail of Innovations / Contribution in teaching, during the year: New ideas given.
- D. Improvement of Professional competence: Up to the mark.
- E. Research contributions: Average.
- F. Extension work / community service: Good.
- G. Participation in Corporate Life: Good.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.



**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Mrs. Bhavya Dwivedi  
 b) Address (Residential) : MIG-1/900, Hudco, Bhilai Nagar, Ph. No. : 9407675058  
 Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 15/09/1980  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	M.P. Board, Bhopal	All Subject	1996	Ist
Higher Secondary or Pre-degree	M.P. Board, Bhopal	Maths	1998	Ist
Bachelor's Degree (s)	Pt.R.S.S. University, Raipur	B.Sc. (Maths) B.Ed.	2001 2009	IInd Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.Sc. (Physics) M.Ed. M.A. (Psychology)	2004 2010 2014	IInd Ist Appearing
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

**B) Research Projects carried out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>

**C) Seminars, Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>
<b>(I) Workshop:</b> 1. Curriculum design	Apollo College, Anjora Durg	Apollo College, Anjora Durg, 14 May 2013
2. Research Workshop	Apollo College, Anjora Durg	Apollo College, Anjora, Durg, 07 <sup>th</sup> Feb. 2014
<b>(II) Seminar:</b> 1. Changing scenario of teachers education in globalization, Apollo college durg.	Apollo College, Anjora durg	Apollo College, Anjora, durg, 23-24 November 2014

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2013-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)	Apollo College, Anjora, Durg	2013-till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

1 Yrs. B.Ed. &amp; M.Ed.

a) Under-graduate (Pass) :

1 Yrs.

b) Under-graduate (Hons):

---

c) Post-graduate:

1 Yrs.

**viii) Innovations/Contributions in Teaching**

- a) Design of Curriculum-
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material -  
Including books, reading materials,  
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic) - Yes
- g) Any Other

**ix) Extension Work/Community Service**

- a) Please give a short account of your contribution to:
  - i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution

- b) Co-curricular Activities
- c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees  
on Education and National Development.
- f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name : Bhavya Diwedi
- b) Date of Birth : 15/09/1980
- c) Address (Residential) : MIG-1/900, Hudco, Ph. No. 9407675058  
Bhilai Nagar
- d) Designation : Assistant professor.
- e) Department : Education.
- f) Area of Specialization : Career and Guidance
- g) Date of Appointment :
- (i) in the institution : 01/09/2013
- (ii) in the present post : 01/09/2013
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P (1) 5	Taught in the year L T/P (2) 86	Steps taken for the teaching of periods missed during absence or leave (3) Engagement Period

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)	05	70	Engage in free period
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other	/04	/20	

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality : yes.

c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students : Teaching plan and synopsis of lecture

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation : Grading
- (iii) Paper Setting : internal .
- (iv) Assessment of Home assignments: Grading
- (v) Conduct to Examinations : Internal.
- (vi) Evaluation Dissertations etc. : yes.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum :
- b) Teaching methods : C.A.I, C.A.L , I.C.T.
- c) Laboratory experiments : Physics practical.
- d) Evaluations methods : Grading.
- e) Preparations of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

(a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

Workshop

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Bhavya Diwedi	Curriculum design	State level	14 may 2013 Apollo college, anjora durg.
2		Research Workshop	State level	07 <sup>th</sup> Feb. 2014, Apollo College, Anjora, Durg (C.G.)

Seminar

S.NO	FACULTY NAME	TOPIC	LEVEL	DATE/PLACE
1	Bhavya Diwedi	Changing scenario of teachers education in globalization, Apollo college durg.	National level	23-24 November 2014 Apollo College, Anjora durg.

**E. Research Contributions:**

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

b) No. of research papers published (please enclose the) : Nil

c) Research Projects:

Title of Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- bbb) College / University / Institution
- ccc) Co-curricular activities
- ddd) Enrichment of campus life

(hostels, sports, games, cultural activities)

- eee) Students welfare and Discipline
- fff) Membership / Participation in Bodies / Committees on  
Education and National Development
- ggg) Professional Organizations of Teachers

#### **H. Assessment**

- j) Steps taken by you for the evaluation of the courses programme taught

#### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

#### **J. \* Verification of factual data**

- A. General Information
- B. Teaching: Good.
- C. Detail of Innovations / Contribution in teaching, during the year: Up to the mark.
- D. Improvement of Professional competence: Satisfactory.
- E. Research contributions: Average.
- F. Extension work / community service: Good.
- G. Participation in Corporate Life: Good.

**( Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.



**Appendix- 2: Sample formats for Teacher appraisal Reports**  
(Source: UGC)

**Format- 1**

**PERFORMANCE APPRAISAL REPORT**

**FOR SELF APPRAISAL OF TEACHERS**

**i) General Information**

- a) Name : Mrs. Neha Chandrakar  
 b) Address (Residential) : 'Fulvari' Cross Street-1, Ph. No. : 9752080000  
 Street-5, Steel Colony, Katulbod  
 P.O.-Nehru Nagar, Distt.-Durg (C.G.)  
 c) Designation : Asst. Prof.  
 d) Department : Education  
 e) Date of Birth : 29/10/1978  
 f) Area of Specialization :

**A) Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	CBSE	All Subject	1996	Ist
Higher Secondary or Pre-degree	CBSE	Maths	1998	IIInd
Bachelor's Degree (s)	IGNOU Pt.R.S.S. University, Raipur	B.A. B.Ed.	2008 2010	IIInd Ist
Master's Degree (s)	Pt.R.S.S. University, Raipur	M.Ed. M.A. (English)	2011 2013	Ist Ist
Research Degree (s)				
Other Diploma / Certificates etc.	M.P. Board of Technical Education, Bhopal	Interior Designing	2001	Ist

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

**ii) Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

**B) Research Projects carried out**

<b>Title of the Project</b>	<b>Name of the funding Agency</b>	<b>Duration</b>	<b>Remarks</b>

**C) Seminars, Conferences, Symposia Workshops etc. attended**

<b>Name of the Seminar/ Conference/ Symposia Workshop, etc.</b>	<b>Name of the Sponsoring Agency</b>	<b>Place and Date</b>

**iii) Teaching Experience**

<b>Courses Taught</b>	<b>Name of the University/ College / Institution</b>	<b>Duration</b>
iv ) U.G. (B.A./B.Sc./B.Ed., etc. Pass) (B.A./B.Sc. etc. Hons.)	Apollo College, Anjora, Durg	2014-till date
v) P.G. (M.A./ M.Sc./M.Ed., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience:

2 Months B.Ed.

a) Under-graduate (Pass) :

2 Months

b) Under-graduate (Hons):

---

c) Post-graduate:

**viii) Innovations/Contributions in Teaching**

- h) Design of Curriculum-
- i) Teaching methods
- j) Laboratory experiments
- k) Evaluation methods
- l) Preparation of resource material -  
Including books, reading materials,  
Laboratory manuals etc.
- m) Remedial Teaching / Student Counseling (academic) - Yes
- n) Any Other

**ix) Extension Work/Community Service**

- g) Please give a short account of your contribution to:
  - i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
Activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
- h) Co-curricular Activities
- i) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)
- j) Students Welfare and Discipline

- k) Membership/Participation in Bodies/Committees on Education and National Development.
- l) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals

**F. Any other information**

**(Signature of the Teacher)**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**Format- 2**

**A. General information**

- a) Name : Mrs. Neha Chandrakar
- b) Date of Birth : 29/10/1978
- c) Address (Residential) : 'Fulvari' Cross Street-1, Ph. No. : 9752080000  
Street-5, Steel Colony, Katulbod  
P.O.-Nehru Nagar, Distt.-Durg (C.G.)
- d) Designation : Assistant professor.
- e) Department : Education.
- f) Area of Specialization : Career and Guidance
- g) Date of Appointment : 15/04/2014
- (i) in the institution :
- (ii) in the present post :
- h) Honors Conferred

**B. Teaching**

**(a) Classes Taught**

Class	Periods		
	Assigned per Week ** L T/P  (1)	Taught in the year L T/P  (2)	Steps taken for the teaching of periods missed during absence or leave  (3)

1) U.G. ( B.A./ B.Sc. etc. pass) (B.A./ B.Sc. etc. Hons)			
ii) PG ( M.A./ M.Sc. etc.)			
iii) M. Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L= Lecture T = Tutorial P= Practical

- b) Regularity and Punctuality : yes.

- c) Detail of course teaching plan, synopses of lecturers, and reading lists supplied to students :
- d) Details of participation in the following:
- (i) University Education
  - (ii) Internal Evaluation : Grading
  - (iii) Paper Setting : Internal .
  - (iv) Assessment of Home assignments: Grading
  - (v) Conduct to Examinations : Internal.
  - (vi) Evaluation Dissertations etc. : yes.

**C. Details of Innovations / Contributions in Teaching, during the year:**

- a) Design of curriculum :
- b) Teaching methods : C.A.I, C.A.L, I.C.T.
- c) Laboratory experiments :
- d) Evaluations methods : Grading.
- e) Preparations of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses / orientation attended , participation in summer schools, workshop, seminars, symposia etc including open university courses / M. Phil. D.

**E. Research Contributions:**

- a) Number of students (M.Phil. / Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M. Phil			
Ph.D.			

- b) No. of research papers published (please enclose the) : Nil

- c) Research Projects:

Title of Project	Name of the funding agency	Duration

- d) Details of Seminars, Conferences, Symposia organized
- e) Patents taken, if any, give a brief description
- f) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work / Community Service**

a) Please give a short account to your contribution to:

- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission

b) Positions held / Leadership role Played in organizations linked with

Extension work and National Services Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

hhh) College / University / Institution

iii) Co-curricular activities

jjj) Enrichment of campus life

(hostels, sports, games, cultural activities)

kkk) Students welfare and Discipline

lll) Membership / Participation in Bodies / Committees on

Education and National Development: Active Member of National Youth Congress,  
Member of Channhu Kurmi Samaj.

mmm) Professional Organizations of Teachers

**H. Assessment**

k) Steps taken by you for the evaluation of the courses programme taught

**I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

**J. \* Verification of factual data**

A. General Information

B. Teaching : Satisfactory.

C. Detail of Innovations / Contribution in teaching, during the year : Active participation.

D. Improvement of Professional competence : Good

E. Research contributions: Needs more improvement.

F. Extension work / community service: Satisfactory.

G. Participation in Corporate Life : Active Member of National Youth Congress,  
Member of Channhu Kurmi Samaj.

**(Signature of the Person authorized\*)**

\*By a person to be nominated by Principal / Vice- Chancellor.





# APOLLO COLLEGE

[ Run by : Shrishti Education & Welfare Society ]

Affiliated to Pt. Ravishankar Shukla University Raipur

Opp: Veterinary College, Anjora, Durg (C.G.)

0788-2623444, 94252-42178, 93028-34648

Ref. No. A.C./DEG/1039/14

Date: 17.4.14

## Declaration

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 after internal discussions, and No part there of has been outsourced.

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

Dr. A. Kumar,  
Principal  
Apollo College Anjora, Durg

Place: Anjora, Durg

Signature of the Head of the institution

with seal:

Date: 17.4.14.

## Apollo College, Anjora, Durg (C.G.)

### Brief Note

Chhattisgarh State is a newly established state in 2001. It is a part of Madhya Pradesh. Through it is rich in minerals and ores but it is a backward and under developed state. The maximum population belongs to tribal area. The education scenario of four districts of this backward state is having some quality education but the areas away from there cities are poor in education.

Since the newly burned state has taken a strong step to enhance the quality in education various private and central schools are established. The teachers for school services are being appointed in spite of untrained teachers as there is a dearth of school teachers.

In view of this the govt. of C.G. has established new D.Ed. Colleges as well as the seats have been increased in already established institute to meet the need of required state. To train the graduates, to meet the secondary School teachers, the govt. as well as the university has granted permission to innumerable private organization to establish secondary school teacher education programme.

At present approximate 106 training institutes are in function and producing approximate 10,000 teacher are prepared to meet the challenges of the state. There are only two govt. colleges of education. It is necessary to mention here that the secondary school teacher training institutes have been placed under the school service where as other states of India have placed in the higher education. This is why the teacher from school branch are transpired to govt. college of education.

It is surprising to mention here that on one side students of B.Ed. and M.Ed. are registered/enrolled in the University for the Degree Course, University conducts the examination and awards degree, on the other the institute are governed by school department of the government. The private institutes as per the decision of the higher court and supreme court filed by one of the senior faculty member come under the higher education cadre. Due to this these teacher education are sailing in two boats creating various problems for the institute in the state.

  
**Principal**  
**Apollo College Anjora, Durg**

Principal

Dr. Avdesh Yadav

Mapping of Academic Activities of Apollo College, Anjora, Durg (C.G.) Session 2013-2014

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

Note: A week is of six working days and a day is of six clock hours  
The table should cover the entire academic session and may be extended as per the requirement

  
 Principal  
 Apollo College Anjora, Durg

**Apollo College, Anjora, Durg (C.G.)**  
**Academic Calendar for the session 2013-14**

<b>Sr.No</b>	<b>Event</b>	<b>Date</b>
1.	Workshop	14th may 2013
2.	1 <sup>st</sup> Counseling	1/07/213 to 10/07/2013
3.	Green day ( Plantation)	1 <sup>st</sup> Aug. /2013
4.	Orientation Class & Micro teaching	2 <sup>nd</sup> Aug, 7 <sup>th</sup> Aug 2013
5.	Practice Teaching	18 <sup>th</sup> Aug, 10 <sup>th</sup> Oct. 2013
6.	ALM Workshop	6,7 Sept 2013
7.	Theory Class	1 <sup>st</sup> Oct. 2013
8.	Guest Lecture	23 Sept 2013
9.	Mahamara- Organisation of Anna Prasan	30 <sup>th</sup> Sept. 2013
10.	Mahamara- Organisation of Mal Nutrition Camp organised by Alumni	30 <sup>th</sup> Sept. 2013
11.	National Seminar	23& 24 <sup>th</sup> Nov.2013
12.	Competition on Garba Dance	10 <sup>th</sup> Oct. 2013
13.	Dr. P.K. Shrivastav Guest Lecture Practicals	7 <sup>th</sup> Oct. 2013
14.	Lecture on Meditation by Prajapita Brahma Kumari University	27Jan. 2014
15.	Workshop ( Faculty Development)	28 Jan. 2014
16.	Visit to Vridhashram	28 Jan. 2014
17.	Alumni Program	28 Jan. 2014
18.	Placement	11 Feb. 2014
19.	Practical	25,26,28 Jan, 6 Feb. 2014
20.	P.T.A.	8 <sup>th</sup> March 2014
21.	Declaration of Model Exam Result	8 <sup>th</sup> March 2014

*A. Kumar*  
**Principal**  
**Apollo College Anjora, Durg**

# APOLLO COLLEGE (M.Ed.)

ANJORA, DURG (C.G.)

B.Ed. TIME TABLE 2013-14

## Section-A

Time/Days	10.30 to 11.00	11.00 to 12.10	12.10 to 12.50	12.50 to 1.30	1.30 to 2.00	2.00 to 2.40	2.40 to 3.20	3.20 to 4.00	4.00 to 4.30
<b>Monday</b>	A S S E M B L Y	Test	II - Paper B.T.	III - Paper R.S.	L U N C H	IV - Paper S.V./R.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./L.V.	Practical Craft & Gardening S.V./L.V.
<b>Tuesday</b>		I - Paper M.S.	II - Paper B.T.	III - Paper R.S.		IV - Paper S.V./R.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./L.V.	Practical Craft & Gardening S.V./L.V.
<b>Wednesday</b>		I - Paper M.S.	II - Paper B.T.	III - Paper R.S.		IV - Paper S.V./R.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./L.V.	Practical Craft & Gardening S.V./L.V.
<b>Thursday</b>		I - Paper S.V.	II - Paper P.G.	III - Paper L.V.		IV - Paper B.T./M.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./L.V.	Psychology Practical B.T./P.G.
<b>Friday</b>		I - Paper S.V.	II - Paper P.G.	III - Paper L.V.		IV - Paper B.T./M.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./L.V.	Psychology Practical B.T./P.G.
<b>Saturday</b>		Seminar	Seminar	Seminar		Group Activity	Seminar	Seminar	Psychology Practical B.T./P.G.

Dr. Audhesh Kumar Yadav - A.K.

Dr. Samundra Singh Yadav - S.S.

Smt. Preeti Gurnani - P.G.

Smt. Manju Sahu - M.S.

Smt. Rakhi Sharma - R.S.

Smt. Laxmi Verma - L.V.

Smt. Bindu Tomar - B.T.

Smt. Sheetal Verma - S.V.

Smt. Bhavya Diwedi - B.D.

*A. K. Yadav*

**Principal**  
Apollo College Anjora, Durg

# APOLLO COLLEGE (M.Ed.)

ANJORA, DURG (C.G.)

B.Ed. TIME TABLE 2013-14

## Section-B

Time/Days	10.30 to 11.00	11.00 to 12.10	12.10 to 12.50	12.50 to 1.30	1.30 to 2.00	2.00 to 2.40	2.40 to 3.20	3.20 to 4.00	4.00 to 4.30
<b>Monday</b>		Test	II - Paper P.G.	III - Paper S.K.	<b>L U N C H</b>				
<b>Tuesday</b>		I - Paper S.S.	II - Paper P.G.	III - Paper S.K.	IV - Paper S.V./R.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./B.D.	Practical Craft & Gardening S.V./L.V.	
<b>Wednesday</b>		I - Paper S.S.	II - Paper P.G.	III - Paper S.K.	IV - Paper S.V./R.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./B.D.	Practical Craft & Gardening S.V./L.V.	
<b>Thursday</b>		I - Paper N.A.	II - Paper B.T.	III - Paper S.K.	IV - Paper B.T./M.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./B.D.	Psychology Practical B.T./P.G.	
<b>Friday</b>		I - Paper N.A.	II - Paper B.T.	III - Paper S.K.	IV - Paper B.T./M.S./L.V.	V - Paper M.S./ B.D./P.G.	VI - Paper S.V./R.S./B.D.	Psychology Practical B.T./P.G.	
<b>Saturday</b>		Seminar	Seminar	Seminar	Group Activity	Seminar	Seminar	Seminar	Psychology Practical B.T./P.G.

Dr. Audhesh Kumar Yadav - A.K.  
 Dr. Samundra Singh Yadav - S.S.  
 Smt. Preeti Gurnani - P.G.  
 Smt. Manju Sahu - M.S.  
 Smt. Rakhi Sharma - R.S.  
 Smt. Laxmi Verma - L.V.  
 Smt. Bindu Tomar - B.T.  
 Smt. Sheetal Verma - S.V.  
 Smt. Bhavya Diwedi - B.D.

*Alexis*  
**Principal**  
 Apollo College Anjora, Durg

## APOLLO COLLEGE (M.Ed.)

ANJORA, DURG (C.G.)

M.Ed. TIME TABLE 2013-14

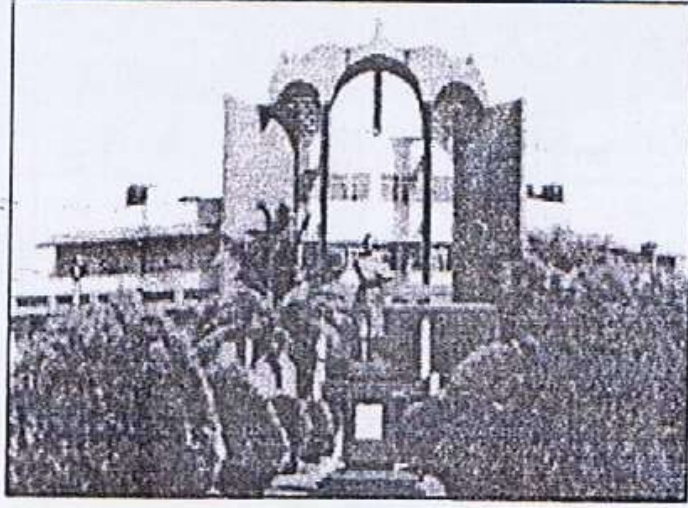
Time/Days	10.30 to 11.00	11.00 to 12.10	12.10 to 12.50	12.50 to 1.30	1.30 to 2.00	2.00 to 2.40	2.40 to 3.20	3.20 to 4.00	4.00 to 4.30							
<b>Monday</b>	A S S E M B L Y				L U N C H					IV - Paper R.S./L.V.	Library	R e s e a r c h  S e m i n a r				
<b>Tuesday</b>										I - Paper S.V.	III - Paper A.K.		II - Paper P.G.	IV - Paper M.S./B.T.	IV - Paper R.S./L.V.	Library
<b>Wednesday</b>										I - Paper S.V.	III - Paper S.S.		II - Paper B.T.	IV - Paper R.S./B.T.	IV - Paper R.S./L.V.	Library
<b>Thursday</b>										I - Paper M.S.	III - Paper S.S.		II - Paper B.T.	IV - Paper R.S./S.V.	IV - Paper R.S./L.V.	Library
<b>Friday</b>										I - Paper M.S.	III - Paper S.S.		II - Paper B.T.	IV - Paper R.S./S.V.	IV - Paper R.S./L.V.	Library
<b>Saturday</b>										Seminar	Seminar		Seminar	Disertation	Disertation	Disertation

Dr. Audhesh Kumar Yadav - A.K.  
 Dr. Samundra Singh Yadav - S.S.  
 Smt. Preeti Gurnani - P.G.  
 Smt. Manju Sahu - M.S.  
 Smt. Rakhi Sharma - R.S.  
 Smt. Laxmi Verma - L.V.  
 Smt. Bindu Tomar - B.T.  
 Smt. Sheetal Verma - S.V.

*A. Verma*

**Principal**  
 Apollo College Anjora, Durg

पं. रविशंकर शुक्ल विश्वविद्यालय  
रायपुर (छत्तीसगढ़)



पाठ्यक्रम

बी.एड. (कोड-701) / एम.एड. (कोड-711)

B. Ed. (Code-701) / M. Ed. (Code-711)

परीक्षा : 2014

कुलसचिव पं. रविशंकर शुक्ल विश्वविद्यालय

रायपुर (छत्तीसगढ़) की ओर से



अधिकृत मुद्रक एवं प्रकाशक :

**गीता पब्लिकेशन**

महामाईपारा, रायपुर (छत्तीसगढ़)



राजस्थान विश्वविद्यालय  
(राजस्थान) मुंबई

1. Ordinance No. 59 3
2. Scheme of Evaluation 5
3. B. Ed. Course 7
4. Ordinance No. 31 42
5. M. Ed. Course 44



पत्रिका

(111-बक) प्र.प्र. (107-अक) प्र.प्र.  
(111-बक) .B. Ed. (Code-111) .B. Ed.

११०८ : ११११

राजस्थान विश्वविद्यालय, मुंबई  
ई. ए. ई. (राजस्थान) मुंबई



राजस्थान विश्वविद्यालय  
राजस्थान विश्वविद्यालय  
(राजस्थान) मुंबई

REVISED ORDINANCE NO. 59  
(B.Ed.) Examination

BACHELOR OF EDUCATION

1. A person, who had obtained a Bachelor's Degree of the University or a degree recognised as equivalent thereto, shall be eligible for admission to the examination for the degree of Bachelor of Education.
2. For admission to examination, a candidate shall apply to the Registrar of the University on a prescribed form through the Principal of the College and produce the following certificates signed by the Principal of the College, viz certificate of :
  - (i) Good conduct.
  - (ii) Fitness to present himself at the examination.
  - (iii) Having attended the prescribed course in physical training or in exceptional case any other activities permitted by the Principal.
  - (iv) Having completed satisfactorily the course in pedagogical drawing. The University examination in theory papers will be held in April and the University examination in Practical will be conducted in Feb./March same session.
- 3.1 The examination shall consist of two parts, namely-
  - Part-I Theory 600 marks
  - Part-II Practical/Internal Assessment 600 marks

Scheme of evaluation is given in the beginning of the syllabus.  
The classification of division in theory (Part-I) will be as under :

I Division	60% and above
II Division	more than 45% but less than 60%
III Division	more than 33% but less than 45% below 33% will fail.

In each theory paper the candidate should obtain atleast 25% marks.  
The Classification of division in the practice component part-II (A+B) will be as under :

I Division	80% and above
II Division	more than 60% but less than 80%
III Division	more than 50% but less than 60% below 50% will fail.

The theory Papers are divided in to three groups and each group has two paper of 100 marks each.

Part - I

In order to pass in the part, a candidate will have to obtain atleast 33% marks aggregate in theory papers in University examination. A candidate securing 198 marks in the aggregate shall be placed in the third division in this part, 270 marks in the second division and 360 marks in the first division.

Part - II

"In order to pass in this part, a candidate will require to secure atleast 50% in the aggregate in each part (Part-II (A) and Part (B). However, every student has to take part in each item of Part-II. A candidate securing 300 marks in this part will be placed in the third division, 360 marks in the second division, and 480 marks in the first division."

Paper - I Teacher in Emerging Indian Society.  
Paper - II Development of Learning & Teaching Learning process.

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conduct the practical Examination in productive and will take viva-voce examination on this.

16. Every student has to select two school subjects for teaching practice. They have to complete 20 lessons in each subject or they have to complete 20 lessons in three teaching plan and 10 lessons in each subject in different schools subjects.

**SCHEME OF EVALUATION**

Paper	Description	External Marks	Internal Marks
<b>Part - I</b>			
Paper I	Teacher in Emerging Indian Society	100	-
Paper II	Development learners & Teaching Learning press	100	-
Paper III	Educational Technology and Management	100	-
Paper IV	Special Papers.	100	-
Paper V	Methodology of First school subject.	100	-
Paper VI	Methodology of second School Subject	100	-
<b>Total of part-I (Theory papers)</b>		<b>600</b>	-
<b>Part II (A)</b>			
Community work			
Co-curricular Activities			
Tests			
Micro teaching			
Supervised teaching			
<b>Total of Part II (A)</b>		-	<b>100</b>
<b>Part II (B)</b>			
Psycho, Practical & Viva-voce			
Viva-Voce on Teaching			
University exam. on teaching			
Productive work			
<b>Total of Part II (B)</b>		<b>300</b>	-
<b>Total of part II (A) &amp; II (B) = 600</b>		<b>300</b>	-
<b>Grand total 600 + 600 = 1200</b>		-	<b>300</b>

**OBJECTIVES**

- To develop among teachers a clear understanding of the Psychology of their students;
- To enable them understand the process or socialisation;
- To develop in them the skills for guidance and counselling;
- To enable them to foster creative thinking among pupils for the reconstruction of knowledge;
- To acquaint them with the factors and forces (Within the school and outside) affecting educational system and classroom situations;
- To acquaint them with educational needs of special groups of pupils;
- To enable them to utilise community resources as educational inputs;
- To develop communication skills and to use the modern information technology;
- To enable them to undertake Action Research and use innovative practices; and
- To foster in them a desire for life-long learning.

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- Paper - III Educational Technology & Management.
  - Paper - IV Special Papers (Elective Papers).
  - Paper - V Methodology of First School Subjects.
  - Paper - VI Methodology of Second School Subjects.
- Methodology of first school subjects will contain following School Subjects :
- Methodology of teaching physical science.
  - Methodology of teaching languages.

Methodology of second school subject will have following subject :

- Methodology of teaching Social Sciences.
  - Methodology of teaching mathematics.
  - Methodology of teaching Biological sciences.
- 3.2 Eligibility -
- 3.2.1 Candidate with at least 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme.
- 3.2.2 There shall be relaxation of marks/ reservation of seats for candidates belonging to SC / ST / OBC communities and other categories as per the Rules of the Central / State Government / UT administration concerned.
- 3.3 Admission Procedure
- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the State Government / UT, Administration and the University.
4. Internal Assessment of each candidate is to be carried throughout the course and a cumulative record of each candidate is to be maintained.
5. Provision has to be made by each college for tutorial classes as given in the curriculum and each candidate is required to attend the tutorial classes and carry out the assignments.
6. A cumulative record is to be maintained for each student-teacher and the entries are to be taken for internal assessment.
7. Each student teacher is required to attend prayer of the College under the community activities and each pupil-teacher has to take part in co-curricular activities.
8. Library study is compulsory for each student-teacher and a record is to be maintained by the college.
9. The scope of the subjects shall be indicated in the prospectus.
10. There will be an internal choice in questions. Questions will be asked unit wise.
11. If any student is absent in any activities of the college whose marks are included in the University Examination shall be declared fail. However 25% marks necessary to obtain in each activities to pass the exam.
12. If any student could not get 75% attendance he can appear only when he will complete his attendance next year after seeking admission.
13. If any student is fail in any one of the papers or in any one item of the practical part, he can appear in paper or item in the next exam.
14. Every student has to conduct 8 Psychology practicals and have to submit a practical copy/ record. An External Examiner will examine the students and will take viva voce examination.
15. Every student has to choose one craft under productive works. An external examiner will

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**B.ED. COURSES  
PAPER - I (Paper Code.1211)  
TEACHER IN EMERGING INDIAN SOCIETY**

**COURSE OBJECTIVES**  
To enable the student- teacher understand about the relationship between Philosophy and Education and implications of philosophy on education.

1. the importance and role of education in the progress of Indian society.
2. the contribution of great educators to the field of education.
3. the need to study education in a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
4. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
5. the means and measures towards the promotion of National integration and protection of human rights;
- 6.

**COURSE CONTENTS**

**UNIT-I**

- Education Nature and Meaning its objectives in relation to the time and place.
- Education in the Western context: with specific reference to Russell, Dewey. Their impact on educational thought and class room practices, in term of progressive trends in education.
- Philosophy and Education : Significance of studying philosophy in understanding educational practices and problem.
- Major Philosophical systems - their salient features and their impact on education.
  - a) Realism with reference to Aristotle and Jainism. —
  - b) Naturalism with reference to the view of Rousseau and Rabindra Nath Tagore.
  - c) Idealism with reference to Plato, Socretes and Advaita Philosophy.
  - d) Pragmatism with reference to Dewey "Instrumentalism & Experimentalism"
  - e) Humanism . Historical, Scientific and Buddhists.

**UNIT-II**

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi Basic tenets of Basic education.
- Gijju Bhai The world of the child
- Swami Vivekananda : Man making education.
- Sri Aurobindo Integral education, its basic premises; stages of development.
- Froebel : The play way method.

**UNIT-III**

- Meaning of the term "National Integration and Emotional integration" its need, role of teacher & educational institution in achieving National Integration through democratic integration, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

**UNIT-IV**

- Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the immediate welfare of the society, education and human resource development.

**ELIGIBILITY CRITERIA**

As per Chhattisgarh SCERT Norms

**DURATION OF THE COURSE**

The one year B-Ed. Course will be of one academic year in duration; that is from 1st July to 30th April.

**PATTERN OF THE COURSE**

The structure of the B.Ed. Syllabus comprise Part I - Theory and Part-II - Practical as follows :

	Part I - Theory	Part II - Practical
Paper I	Teacher in Emerging Indian Society	1. Microteaching- 7 skills,3 lessons per skill 21 lessons.
Paper II	Development of learner and teaching learning process	2. Teaching of Subject I - 20 lessons
Paper III	Educational Technology & Management	3. Teaching of Subject II - 20 lessons
Paper IV	Special Papers (Presented In Table 1)	4. Final lesson in one Subject.
Paper V&VI	Methodology of I and II School Subjects Presented in Table 2	5. Viva-Voce
		6. Work Experience (One craft or productive work Table 3)
		7. Educational Psychology Experiments (8 Experiments)
		8. Criticism Lessons two (One in each subject)

**TABLE 1 : Paper IV special papers/ Elective course**

- A- Elementary Education
- B- Population Education
- C- Environmental Education
- D- Alternative Education
- E- Educational Administration and management
- G- Physical Education
- F- Educational and Mental Measurement
- I- Teaching of values.
- H- Career information & career Guidance
- K- Special Education
- J- Computer Education.
- L- Yoga Education.

**TABLE - 2 : Methodology of First School Subjects**

- (A) Methodology of teaching Physical sciences.
- (B) Methodology of teaching languages.

**Methodology of II School Subject.**

- A- Methodology of teaching social sciences
- B- Methodology of teaching Mathematics.
- C- Methodology of teaching Biological Sciences.

**Table - 3 : Work Experience (Craft or productive work)**

1. Agriculture
2. Gardening and Horticulture
3. Tailoring and Embroidery
4. Book Binding
5. Drawing and painting
6. Music
7. Dance
8. Toy Making
9. Handi Craft
10. Wood Craft.
11. Mat weaving
12. Chalk & Plaster of Paris

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Meaning of a new social order, eradication of illiteracy, objectives of NAEP; 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 & poverty less society through planning the population and available resources, State's new programmes and Nation's programmes like NCC, NSS etc. **Social Stratification and social Mobility:** Modernisation definition, concept, demands and attributes.

**UNIT-V**

- knowledge about the Indian constitution and its directive principles; various articles mentioned in the constitution that are related to education; meaning of secularism social goals: democracy and socialistic; pattern of society.
- Professional ethics.
- University Education Commission (1948-49).
- Secondary Education Commission Report (1952-53).
- Education Commission (1964-66)
- National policy of Education (1986).
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**PAPER - II (Paper Code-1212)**

**DEVELOPMENT OF LEARNER AND TEACHING – LEARNING PROCESS COURSE**

**OBJECTIVES**

- To enable teachers trainee to -
1. Acquire knowledge and understanding of stages of human development and development tasks; with special reference to adolescents learners.
  2. Develop understanding of process of children learning in the context of various theories of learning.
  3. Understand intelligence, motivation and various types of exceptional children.
  4. Develop skills for affective teaching learning process and use of psychological tests.

**UNIT-I**

**Nature of psychology and learners**

- Psychology : Its meaning, nature, methods and scope; functions of educational psychology.
- Stages of human development :stage specific characteristics and developmental tasks.
- Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.
- Guidance and counselling for adolescents.

**UNIT-II**

**Learning and Motivation**

- Nature of learning; learning theories -Behaviorists (Skinner's), Information Processing (Roger's) and Humanistic (Maslow's) Gestalt (Kurt Lewin field Theory), Piaget (Cognitive) Theory.
- Factors influencing learning and teaching process: learner related; teacher related; process related and content related.
- Motivation- nature, types: techniques of enhancing learners' motivation.

**UNIT-III**

**Intelligence**

- Nature and characteristics of intelligence and its development.
- Theories of intelligence; two factor theory - Multifactor Theory (PMA) and SI Model.
- Measuring intelligence - Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each),
- Creativity - definition, measurement, Memory-Short Term and Long Term Memory.

**UNIT-IV**

**Exceptional children**

- Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities.
- Individual differences - Nature; accommodating individual differences in the classroom. learner centered techniques for teaching exceptional children.
- Personality- Definition, meaning and nature; development of personality; type and trait

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<p>theories of personality. Group Dynamics. Psycho-analysis.</p> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Types of Test, Standardization of Test</li> <li>Measures of central tendency, Variability.</li> <li>Co-relation- Rank difference &amp; product moment method, Normal probability curve &amp; Problems on it.</li> </ul> <p><b>PRACTICUM:</b></p> <p>At least 8 practicals have to be conducted.</p> <ol style="list-style-type: none"> <li>Span of Attention by Tachistoscope.</li> <li>Mental fatigue.</li> <li>Personality 4 PF.</li> <li>Mirror Drawing.</li> <li>Case Study to measure the problematic behavior of the child.</li> <li>Value Test.</li> <li>Bhatta Battery.</li> <li>Reasoning Ability.</li> <li>Aptitude Test.</li> <li>Achievement Test.</li> </ol> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Bhatia, H.R.: Elements of Educational Psychology, Orient, Langman Ltd, Bombay.</li> <li>Chauhan, S.S.: Advance Educational Psychology, Vikas publishing House, New Delhi.</li> <li>Chauhan, S.S.: Psychology of Adolescence, Allied Publishers, New Delhi.</li> <li>Garrett, H.E.: Statistics in Psychology and Education, Vakils, Fetter and simo Ltd, Bombay</li> <li>Gulali, Sushma : Education for Creativity, NCERT, 1985.</li> <li>Hurlock, E.B. : Adolescent Development, McGraw Hill, New York.</li> <li>Kapil, H.K.: Sankhyiki ke Mool Tatva, Vinod pustak Mandir, Agra.</li> <li>Kulshrenta S.P : Educational Psychology.</li> <li>Mangal, S.K. : Psychological Education, Prakash Brother, Ludiana.</li> <li>Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir, Agra.</li> <li>Mathur, S.S. : Shiksha Manovigyan, Lyall Book Dept Meerut</li> <li>Srivastava, G. 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N. P.: Recent Trends in Educational Psychology, Psycho, Research Cell Agra.</li> <li>Tripathi, S. N.: Prathiba Aur Srijatmakta, Memillan Co., Bombay.</li> </ol>	<p>Meaning</p> <p>Nature</p> <p>Scope</p> <p>Functions</p> <p>Need for Educational Technology in the schools of Chhattisgarh...</p> <p><b>Communication Technology:</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Nature</li> <li>Process</li> <li>Principles</li> <li>Components</li> <li>Types.</li> <li>Barriers</li> <li>Modes</li> <li>Models of Teaching</li> <li>Concept</li> <li>Criteria</li> <li>Tools of Evaluation</li> </ul> <p><b>System Approach</b></p> <ul style="list-style-type: none"> <li>Concept and characteristics.</li> <li>System Approach, System Analysis.</li> <li>System Design and its Implications for Teaching- Learning Activities PLM.</li> </ul> <p><b>Physical Resources of an Instructional system</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Classification (Projected/Non Projected/Hardware/Software)</li> <li>Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive, Video Computers, Reprographic Equipment.</li> <li>Software-scripts (Audio &amp; Video) Slides, Programs, Learning Materials, Film-strips, Transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.</li> </ul> <p><b>Innovations in Educational Technology</b></p> <ul style="list-style-type: none"> <li>Video Lesson and Talk Back, CAI</li> <li>Interactive Video</li> <li>Language Laboratory</li> <li>Teleconferencing</li> <li>Tele-Text and Video Text</li> <li>Telephono Conferencing</li> <li>Computer Networking</li> </ul> <p><b>Individualised Instruction and Multimedia Packaging.</b></p> <ul style="list-style-type: none"> <li>Components of Alternative Multimedia Packages,</li> <li>The Steps of Development with a System - Design.</li> <li>Using Multimedia Packages in Classroom</li> </ul> <p><b>Human Resources of an Educational System &amp; Management</b></p> <ul style="list-style-type: none"> <li>Identification of the Human Resources, Resources within and outside the School system</li> <li>Strategies for developing the following : Expertise, Competencies and Teaching Allied Skills Required (Microteaching and other Skill-Based Techniques).</li> <li>Strategies-Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference.</li> </ul>	<p>Meaning</p> <p>Nature</p> <p>Scope</p> <p>Functions</p> <p>Need for Educational Technology in the schools of Chhattisgarh...</p> <p><b>Communication Technology:</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Nature</li> <li>Process</li> <li>Principles</li> <li>Components</li> <li>Types.</li> <li>Barriers</li> <li>Modes</li> <li>Models of Teaching</li> <li>Concept</li> <li>Criteria</li> <li>Tools of Evaluation</li> </ul> <p><b>System Approach</b></p> <ul style="list-style-type: none"> <li>Concept and characteristics.</li> <li>System Approach, System Analysis.</li> <li>System Design and its Implications for Teaching- Learning Activities PLM.</li> </ul> <p><b>Physical Resources of an Instructional system</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Classification (Projected/Non Projected/Hardware/Software)</li> <li>Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive, Video Computers, Reprographic Equipment.</li> <li>Software-scripts (Audio &amp; Video) Slides, Programs, Learning Materials, Film-strips, Transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.</li> </ul> <p><b>Innovations in Educational Technology</b></p> <ul style="list-style-type: none"> <li>Video Lesson and Talk Back, CAI</li> <li>Interactive Video</li> <li>Language Laboratory</li> <li>Teleconferencing</li> <li>Tele-Text and Video Text</li> <li>Telephono Conferencing</li> <li>Computer Networking</li> </ul> <p><b>Individualised Instruction and Multimedia Packaging.</b></p> <ul style="list-style-type: none"> <li>Components of Alternative Multimedia Packages,</li> <li>The Steps of Development with a System - Design.</li> <li>Using Multimedia Packages in Classroom</li> </ul> <p><b>Human Resources of an Educational System &amp; Management</b></p> <ul style="list-style-type: none"> <li>Identification of the Human Resources, Resources within and outside the School system</li> <li>Strategies for developing the following : Expertise, Competencies and Teaching Allied Skills Required (Microteaching and other Skill-Based Techniques).</li> <li>Strategies-Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference.</li> </ul>	<p>Meaning</p> <p>Nature</p> <p>Scope</p> <p>Functions</p> <p>Need for Educational Technology in the schools of Chhattisgarh...</p> <p><b>Communication Technology:</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Nature</li> <li>Process</li> <li>Principles</li> <li>Components</li> <li>Types.</li> <li>Barriers</li> <li>Modes</li> <li>Models of Teaching</li> <li>Concept</li> <li>Criteria</li> <li>Tools of Evaluation</li> </ul> <p><b>System Approach</b></p> <ul style="list-style-type: none"> <li>Concept and characteristics.</li> <li>System Approach, System Analysis.</li> <li>System Design and its Implications for Teaching- Learning Activities PLM.</li> </ul> <p><b>Physical Resources of an Instructional system</b></p> <ul style="list-style-type: none"> <li>Concept</li> <li>Classification (Projected/Non Projected/Hardware/Software)</li> <li>Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive, Video Computers, Reprographic Equipment.</li> <li>Software-scripts (Audio &amp; Video) Slides, Programs, Learning Materials, Film-strips, Transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.</li> </ul> <p><b>Innovations in Educational Technology</b></p> <ul style="list-style-type: none"> <li>Video Lesson and Talk Back, CAI</li> <li>Interactive Video</li> <li>Language Laboratory</li> <li>Teleconferencing</li> <li>Tele-Text and Video Text</li> <li>Telephono Conferencing</li> <li>Computer Networking</li> </ul> <p><b>Individualised Instruction and Multimedia Packaging.</b></p> <ul style="list-style-type: none"> <li>Components of Alternative Multimedia Packages,</li> <li>The Steps of Development with a System - Design.</li> <li>Using Multimedia Packages in Classroom</li> </ul> <p><b>Human Resources of an Educational System &amp; Management</b></p> <ul style="list-style-type: none"> <li>Identification of the Human Resources, Resources within and outside the School system</li> <li>Strategies for developing the following : Expertise, Competencies and Teaching Allied Skills Required (Microteaching and other Skill-Based Techniques).</li> <li>Strategies-Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference.</li> </ul>
<p>श्री.एस. एच.एस.</p>	<p>श्री.एस. एच.एस.</p>	<p>श्री.एस. एच.एस.</p>	<p>श्री.एस. एच.एस.</p>

4. To help to develop an appropriate teacher competencies on the part of the student-teacher.  
5. To acquaint in student-teacher with emerging trends and practices in Elementary Education.

#### COURSE CONTENTS

##### UNIT-I

- Introduction to elementary education the genesis of elementary education.
- A brief history of elementary education (EE) with special reference to the area of its operation, Constitutional provisions, Elementary education act.
- Related concepts and target groups of elementary education (EE).
- The learning needs of pupils.

##### UNIT-II

- National policy on education 1986 and the revised policy of 1992 with reference to elementary education.
- Role of panchayats and local bodies in EE.
- Role of the state government, in EE.
- Role of non-government organisations, in EE.
- Trend of commercialization of EE, remedies.

##### UNIT-III

- Curriculum structure of the curriculum at EE level.
- Curriculum transaction : Activity based, -experience centred, learner centred, playway, joyful learning.
- Curriculum adjustment and adaptation to special needs of
  - a) visually, auditory and orthopedically handicapped;
  - b) first generation learners and culturally deprived learners of remote rural areas and slum areas; and
  - c) girls education for all and requisite 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 centres, normal schools, and DIET's in providing training to EST.
- Preparation of teachers for implementing 'Education for all'.

##### UNIT-V

- Minimum level of learning (MLL)
- School Readiness.
- Early Childhood Care and Education (ECCE).
- Continuous Comprehensive Evaluation at Elementary level.
- District Primary Education Programme (DPEP).
- Multi-grade teaching in elementary schools.
- Teacher's commitment.
- Use of modern technologies and media.

#### PRACTICUM:

1. Conducting original studies of the effectiveness of the Implementation of Operation Black-board Scheme/Nutrition Programme in a locality.
2. Study of any problem connected 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. A study of any other problem relating to elementary education with the approval of the

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- Workshop.  
- Meaning of Management in Education.  
- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.  
- Developing performances profiles of Institutions.

#### ASSIGNMENTS:

1. Tutorial/Term Paper/Symposium.
2. Developing Software- Transparencies/PLM/Slides/Scripts/Scenarios.
3. Developing Self-Instructional Material/Support System/Learning Package/Multimedia Package.

4. Workshop on Handling Hardware.
5. Preparation of Low-Cost/Improvised Material.
6. Conducting a Lesson using OHP/Slide Projector or Computer.

#### REFERENCE:

1. Brown, J.W., Lewis, P.B. & Harderac : AV Instructional Technology: Media and Methods McGraw Hills, New York.
2. Davies, I.K. The Management of Learning, McGraw Hills, New York.
3. Gool, D.R. Educational TV in India- Organisation and Utilization, Unpublished Post Doctoral Thesis, M.S. University of Baroda.
4. Jerome, P.L. & Clarence, M.W. : A Guide to Programmed Instruction, J. Wiley & Sons, New York.
5. Richmond, W. Kenneth : The concept of Educational Technology A Dialogue with Yourself, London, Weidenfeld and Nicols, 1970.
6. Sharma, R.A. : Technology of Teaching, Meerut, Lyall Book Depot, 1986.
7. Singh, P. : Cybernetic Approach to Teaching: The Progress Education, Pune, May 1984.
8. Smith K. U., Sand Smith Margret. F. : Cybernetic Principles of Learning and Education New York, Holt, Rinehart and Winston, 1966.
9. Taber J.J., Glaser F.4. & Schasifer, H.N. : Learning and Programmed Instruction, Addison Waler Reading Massachusetts, 1965.
10. William D. : (contwe: Using Mass Media In School, New York, Appleton Century Crops, 1962

#### PAPER - IV

##### ELECTIVE SUBJECT

One elective subject to be decided by considering the following-

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in native without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

#### ELECTIVE COURSE : (A) ELEMENTARY EDUCATION (Paper Code-1214)

##### COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the role and development of Elementary Education in India.
2. To develop in the student-teacher proper understanding of various components of the NPE 1986 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.

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teacher-educator.  
5. Analysis of Text books.

**REFERENCE:**

1. Ahuja, R.K: Zila Prathmik Shiksha ke Antargat Prashikshan, MR SCERT, Bhopal.
2. Arora, Kamla and Dasgupta, Holmantil : Second National Survey of Teacher education at Elementary Level, NCERT, New Delhi.
3. DPEP Madhya Pradesh Action Plan- Phase I, Rajiv Gandhi Prathmik Shiksha Mission, M.P. Bhopal.
4. Eklavya- Ek Parichay, Eklavya Group, Bhopal.
5. Hovishika Ek Dastavez, Eklavya Group, Bhopal.
6. MHRD: National Policy of Education, 1986.
7. Mukerji, S.N : Education of Teachers in India, S. Chand and Co., New Delhi.
8. Prashikshan Report, Eklavya Group, Bhopal.
9. Shikshak Prashikshan- Nel Chetna, Vols. 1, 11 85 111, M.P. SCERT, Bhopal.
10. Shikshak Samakhyia Highlight the Saga of Primary School Teacher, M.P. SCERT & UNICEF.

**PAPER - IV(B) (Paper Code-1215)  
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 responsible for population growth.
3. To enable an awareness in the student teaching of the implication of population growth on various aspects of social functioning.
4. To develop an awareness in the growth on various aspects of social functioning.
5. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
6. 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.  
Role of teachers: Teacher role in creating awareness of the consequences of population problems inculcating new values and attitudes leading to modification of student behaviour.

**UNIT-II**

Population dynamics : distribution and density, population composition : Age, sex, rural urban, literacy- all India.

Factors affecting population growth : fertility, mortality and migration (mobility).

**UNIT-III**

Population and quality of Life: Population in relation to socioeconomic development, health status, nutrition health services and education.

Effect of unchecked growth of population on natural resources and environment.

Population and literacy campaigns in India.

**UNIT-IV**

Population education in Schools : Scope of population education in schools.  
Integration of population education with the general school curriculum, Role of the teacher.

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**UNIT-V**

Methods and approaches: Inquiry approach, observation, self-study, discussions, assignments.  
Use of mass-media : Newspapers, Radio, Television, A. V. Aids.  
Working with community to build awareness.

**PRACTICUM:**

- Content analysis of existing secondary level text book to identify 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 student's families (of any class of a school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
- Critical reporting of community work in select localities in selected sectors: like mother care, child fare, health and cleanliness etc.
- Collection and analysis of data from available sources, problems of accommodation in schools/hospitals/transport in a select locality.

**REFERENCE:**

1. All S.A. Population Problems In India & Abroad Jai Bharat Publishers, House, Bhopal.
2. Malayya K.C. : Jansankhya Shiksha, Vinod Pustak Mandir, Agra.
3. Marie Mignon Nascarenses : Population Education for Quality of life, Oxford & I.B.H. New Delhi.
4. Rao D. Gopal: Population Education, Sterling Publishers, New Delhi.
5. Saikar K.R.: Population Education (or Development Countries Sterling Publishers. New Delhi.
6. Sharma R.C. : Population Trends, Resources & Environment, Dhannpat Rai & Sons., New Delhi.
7. Thomson & Lewis : Population problems, McGraw Hillis, New Delhi.

**ELECTIVE COURSE**

**PAPER - IV (C) (Paper Code-1216)  
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 pollution, 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 reasonable understanding about the role of school and education in fostering the idea of (earning to live in harmony with nature.
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: Education meaning, scope and nature.  
Types of environmental pollution.

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<p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Type of Pollution - Causes and effects of environmental hazard, global and local environmental pollution and its remedies.</li> <li>Green house effect - an impending catastrophe.</li> <li>Ozone layer depletion - environmental threat, acid rain, pillar melting, rise of sea, level and their implications.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Role of the teacher, orientation programmes for teacher-trainees &amp; students.</li> <li>Salient features of environmental awareness through education : programmes of environmental education for secondary school children.</li> <li>Programmes of -environments' education for attitude changes among the children.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Biodiversity: Meaning scope &amp; levels. Indian &amp; Global biodiversity live in harmony with nature. Type, importance &amp; national legal framework.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Role of school in environmental conservation and sustainable development. Echo-Club - Contribution of media in conservation, Environmental programme by state Govt. &amp; Private organisation.</li> </ul> <p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>To submit 6 report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics</li> <li>a) Noise pollution</li> <li>b) Water pollution</li> <li>c) Air pollution</li> <li>d) Deforestation</li> <li>e) Role of the pollution control boards</li> <li>f) Role of voluntary organisations.</li> </ul> <ul style="list-style-type: none"> <li>The report on the practicum should be submitted to the college within the date specified by the college authority. The gth of the report may be around 700 words.</li> </ul> <p><b>REFERENCE:</b></p> <ol style="list-style-type: none"> <li>Bergman, K.J. &amp; Sergal, L. : The pollution Paradox. Spartan Books Inc. New York. 1986</li> <li>Diamant, R.M.E. : The Prevention of Pollution, Pritam Publishing. London. 1974.</li> <li>Dogra, B. : Forest and People, Himajaya Darshan Prakashan Samiti Rishikesh, 1980.</li> <li>Gilpin, A. : Dictionary of Environmental Terms, Routledge &amp; Kegan Paul, London. 1976.</li> <li>Home R.M. : The Chemistry of our Environment, John Wiley 65 Sons, New York 1972</li> <li>Mishra, A. &amp; Aatreya I.N. : Desh ka Paryavaran., Paryavaran Kaksha, Gandhi Shanti Pratishthan, New Delhi, 1988.</li> <li>Roghayanshi, A. &amp; Raghuvanshi C.L.: Paryavaran Tatha. Pradushan, M.P. Hindi Granth Academy, Bhopal, 1987.</li> <li>Sharma R.C. : Environmental Education, Metropolitan Delhi 1981.</li> <li>Pankaj Shrivastava : Environmental Education, M.R Hindi Granth Academy.</li> <li>Smt. Vimlesh Sharma : Environmental Education.</li> </ol>	<p>objectives and scope of non-formal and adult education,</p> <ul style="list-style-type: none"> <li>To help student-teacher to appreciate the importance of providing life-long education to learner's (of all age groups at all levels according to their needs, aptitudes and convenience). To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.</li> <li>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 universalisation of education in India.</li> <li>To acquaint the student-teacher with the use of multidimensional and multisource education for schooled, semi schooled and unschooled learners.</li> <li>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.</li> </ul> <p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Introduction to non-formal education (NFE): concept, nature and scope of non-formal education (NFE).</li> <li>Philosophical bases of NFE.</li> <li>Aims and objectives of NFE.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Types, agencies and approaches on NFE : types and agencies of NFE.</li> <li>Approaches and methods of NFE.</li> <li>Teachers of NFE.</li> <li>Aids- audio &amp; visual.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>NFE in Indian context: Prospects of non-formal education in Indian context.</li> <li>Need for monitoring, evaluation and research for effective implementation of NFE programmes.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Introduction to adult education (AE) Meaning, scope and objectives of Adult Education (AE).</li> <li>Adult learning procedures - factors and conditions, effects of age.</li> <li>Tools of learning.</li> <li>Teachers of AE - need for training.</li> <li>Evaluation process in AE.</li> <li>Contents of AE: Contents of AE: functional learning.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>AE in India context : Adult education In India - art instrument for social regeneration and cultural transformation.</li> <li>Functional literacy programmes - Role of National literacy mission, Total literacy Campaign in achieving the social aim of education for all.</li> <li>Need for effective and constant monitoring, valuation and research in A.E.</li> <li>Role of governmental agencies in promoting AE.</li> </ul> <p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>To prepare (i) a project on/or (ii) to conduct, a survey of the non-formal/adult education centers in the locality. The written report-should be around 700 words.</li> </ul> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Anand S.P. : University Without Walls, Vikas Publications, New Delhi:</li> <li>Borah S. (Ed): Distance Education, Amar Publications, Delhi.</li> <li>Chib S. S. : Teaching by Correspondence in India, Light and Life, New Delhi.</li> <li>Kaegan D. Foundations of Distance Education, Second edition, Houtledge. London.</li> </ol>
<p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To develop in the student-teacher an understanding of the need, working, concepts,</li> </ol> <p>श्री.एस. एच.एस.</p> <p>(16)</p>	<p><b>ELECTIVE COURSE:</b></p> <p><b>PAPER. IV (D) (Paper Code-1217)</b></p> <p><b>ALTERNATIVE EDUCATION'</b></p>
<p><b>APOLLO COLLEGE, ANJORA, DURG (C.G.)</b></p>	<p>(17)</p>



5. Khan, I: Distance Education- Some Readings, Amar Publications: Delhi.
6. Sahoo P.K. : Higher Education at Distance, Sanchar Publications, Delhi.

**ELECTIVE COURSE**  
**PAPER - IV (E) (Paper Code-1218)**  
**EDUCATIONAL ADMINISTRATION & MANAGEMENT**

- COURSE OBJECTIVES**
1. To acquaint the student teachers with the concept and concerns of educational administration.
  2. To develop an understanding of the role of the headmaster and the teacher in school management.
  3. To enable the students to understand to concept at Importance of communication and its possible barriers in educational administration.
  4. To enable the student teacher to critically analyse the administrative scenario 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 framework concept of educational administration.
  - Concept of educational management human beings as inputs, process and products inputs
  - Nature, objectives and scope of educational administration
- UNIT-II**
- Role and functions of headmaster/teacher: Basic functions administration planning, organising directing and controlling.
  - Maintenance of discipline, control management.
  - Co-ordination and growth, development.
  - Supervision and inspection, defects in the present supervision and inspection.
  - Scope of educational supervision.
  - Types of supervision.
  - Providing guidance; leadership function.
  - Crisis in management
  - Decision making.

- UNIT-III**
- Communication in Educational Administration Role of communication in effective management and administration.
  - Methods of communication.
  - Barriers of communication in educational administration.
  - Overcoming barriers to communication and effective communication in educational administration..
- UNIT-IV**
- Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
  - Involvement of other functionaries and agencies in the preparation of a plan.
  - Delegation of authority and accountability.
  - Role of the headmaster in monitoring, supervision and evaluation.
  - Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
  - Role of the headmaster in creating resources and managing financial matters.

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Optimum use of available resources for growth and development of the school.  
Staff development 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.

**PRACTICUM**

The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

**REFERENCE**

Bhatnagar, R.P. & Verma, I.B.: Educational Administration, Lyall Book Depot Meerut.  
Bhatnagar, R.P. & Agrawal, Vijaya : Educational Administration, Supervision Planning and Financing, R. Lal nook Depot. Meerut.

**ELECTIVE COURSE**  
**PAPER - IV (F) (Paper Code-1219)**  
**EDUCATIONAL AND MENTAL MEASUREMENT**

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

- COURSE CONTENTS**
- UNIT-I**
- Concept of measurement : testing and evaluation.
  - Scales of measurement : nominal, ordinal, interval, and ratio scales.
  - Discrete and continuous variables.
  - Qualities of a test - reliability, validity and usability of a test: item analysis, procedures and item selection.

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

- UNIT-III**
- Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pluggage and copying; techniques for avoiding guessing in answering; objective scoring.
- UNIT-IV**
- Interpreting measurement : normal probability curve, skewness and kurtosis.
  - Percentiles and percentile ranks.

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<ul style="list-style-type: none"> <li>- Standard scores.</li> <li>- Co-efficient of correlation by Spearman's method and its interpretation.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>- Achievement tests : construction of standardized achievement tests.</li> <li>- Types of test items.</li> <li>- Measurement of intelligence : Concept of intelligence, Binet test, concept of IQ.</li> <li>- Individual and group tests of intelligence:</li> <li>- Aptitudes and personality tests. : use of aptitude tests - overview.</li> <li>- Use of interest inventories.</li> <li>- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered, under compulsory core courses have been dropped here to avoid repetition although these are relevant).</li> </ul> <p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>- Administration of a psychological test and interpretation of test results.</li> <li>- Determination of reliability or validity of any self made test.</li> <li>- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.</li> </ul> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Asthana, Bipin &amp; Agrawal, R. N. : Mapan exam moolyankan, Vinod Pustak Mandir, Agra.</li> <li>2. Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra</li> <li>3. Bhagwan, Mahesh : Shiksha mein Mapan exam moolyannkan, Vinod Pustak Mandir Agra</li> <li>4. Lindeman, R. H. and Meranda, P.F. : Educational Measurement, Scott foreman &amp; Company, London,</li> <li>5. Rawat, D.L. : Shaikshik Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, Agra</li> <li>6. Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut</li> <li>7. Sharma Shiksha tatha Manovigyan nain mapan Exam moolyankan. Lyall Book Depot Merrut.</li> <li>8. Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir, Agra.</li> </ol>	<ul style="list-style-type: none"> <li>- The interaction of health, physical education and physical fitness; concept of positive health;</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotics and drugs.</li> <li>- Elementary knowledge of Epidemic diseases, their cure, first Aid.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>- The principles of programme building organisation of physical education programme in secondary schools. Competitions their role., values and limitations. Team and house system classification of pupils for instructional and other purposes; preparation of fixtures.</li> <li>- Organisation of annual athletic meet including laying out of a double bond tracks with provision of staggers.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>- Evaluation of student's performances in physical education programmes.</li> <li>- Problems in organising physical education programme in Indian schools.</li> </ul> <p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>- To be decided by the investor in-charge and to be Internally assessed.</li> </ul> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Vyas Rajshekhhar &amp; Vyas K. Sharirik Shiksha Siddhant Avam Yohar, Rajasthan Prakashan.</li> <li>2. Sheri G.P., Health Education Vinod Pustak Mandir, Agra.</li> </ol>
<p><b>ELECTIVE COURSE</b> <b>PAPER - IV (H) (Paper Code: 1221)</b> <b>CAREER INFORMATION IN CAREER GUIDANCE</b></p> <p><b>COURSE OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- To develop an understanding of the need and importance of career information for the pupils.</li> <li>- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils</li> <li>- To develop an understanding of how one's ability, interests and aptitudes are related to world of work.</li> <li>- To know about the importance of developing the right attitudes and values at every stage of education.</li> </ul> <p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>- Meaning of career and career information, components of career information occupational information, information about education and opportunity and personal social information.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>- Aims to study career information at different school levels, Role of the teacher, Role of govt. &amp; private agencies.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>- Career information : Sources, methods of collection information, and evaluation of the information.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>- Information about education and training opportunities at secondary, levels of school guidance.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>- Meaning Scope &amp; significance.</li> <li>- Personal-social information at every school level, personal &amp; social guidance role of the</li> </ul>	<p><b>ELECTIVE COURSE</b> <b>PAPER - IV (G) (Paper Code-1220)</b> <b>PHYSICAL EDUCATION</b></p> <p><b>COURSE OBJECTIVES</b></p> <p>To develop in student teacher:</p> <ol style="list-style-type: none"> <li>1. The theoretical assumption behind the practice of modern physical education.</li> <li>2. The states for organising the practice of physical education.</li> <li>3. Activities required for evaluating attainments of physical education.</li> <li>4. Activities required for organising physical education meets and events.</li> </ol> <p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>- Physical education - its meaning and implications, aims and objectives. Foundations of physical education, concept of physical fitness recreation.</li> <li>- Physiological, effects of exercise. Biophysical differences -in boys and girls and their implications in physical education; Postural defects including remedial exercises including Asanas</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>- The significance of child's growth and development for the practice of physical education.</li> </ul>

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<p style="text-align: center;"><b>ELECTIVE COURSE:</b> <b>PAPER - IV (J) (Paper Code-1223)</b> <b>COMPUTER EDUCATION</b></p> <p><b>COURSE OBJECTIVES</b> To enable the teacher-trainees:</p> <ol style="list-style-type: none"> <li>To be appreciate the role computer education in the context of modern technological society.</li> <li>To develop and understanding of computers and their application in education.</li> <li>To acquire and sufficient knowledge of handling computer system with a view to impart computers study courses independently at school level.</li> <li>To use computer based learning packages and organise effective class room instructions.</li> <li>To acquire necessary skills in using of modern word-processing software.</li> <li>To develop skills of creating and managing simple databases and handling of computers.</li> </ol> <p><b>SYLLABUS</b></p> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Importance of Information Technology.</li> <li>Classification of Computers by Technology, Type and Size.</li> <li>Uses and Scope of Computers.</li> <li>Fundamentals of Computers</li> <li>Input/Output Devices</li> <li>Central Processing Unit</li> <li>Storage Devices</li> <li>Operating Systems</li> <li>Application Software</li> </ul> <p><b>UNIT-II</b></p> <p><b>Overview of Modern Operating Systems:</b></p> <ul style="list-style-type: none"> <li>Files and Folders</li> <li>Use of Pointing Devices</li> <li>Cut and paste</li> <li>Shortcuts to Application</li> <li>Use of and Exploring the Contents of Storage Devices- Floppy Disk, Drives, Hard Disks, CD ROM etc.</li> <li>Running Application and Exiting Applications.</li> </ul> <p><b>UNIT-III</b></p> <p><b>Modern Word Processing Applications:</b></p> <ul style="list-style-type: none"> <li>Importance of Word Processing in Education.</li> <li>Characteristics of Modern Word Processing Applications.</li> <li>Toolbars and Menu.</li> <li>Text and Objects.</li> <li>Text Entry- Running Text and Paragraphs.</li> <li>Formatting Text- Bold, Italics, Underlined, Left, Centre and Right, Justification, Changing Font and Font Size, Bullets and Numbering.</li> <li>Editing Text- Select Text, Find and Replace, Cut, Copy and Paste.</li> <li>Editing Document- Applying Styles, Spell Check, Headers and Footers, Footnotes, Pagnation, Subscript and Superscript.</li> <li>Insertion of Objects, Pictures, Symbols, Fields, Page Break and Section.</li> <li>Page Setup- Margins, Paper size and layout, Printing and Saving Documents.</li> </ul> <p><b>UNIT-IV</b></p> <p><b>Modern Data Base Management Applications:</b></p>	<p style="text-align: center;"><b>ELECTIVE COURSE</b> <b>PAPER - IV (I) (Paper Code-1222)</b> <b>TEACHING OF VALUES</b></p> <p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To understand the nature and sources of nature, and disvalues.</li> <li>To understand the classification of values under different types.</li> <li>To appreciate educational values like democratic, secular, and socialist.</li> </ol> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Nature and sources of values, biological, Psychological, social and ecological determinants of values - their bearing on education in varying degrees.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Classification of values into various types, material, social, moral and spiritual values; status of values, how can these be realised through education.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Corresponding to values there are evils or dis-values - material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.</li> <li>Development of values as a personal and life-long process-teaching of values as an integral part of education.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.</li> <li>Value of self-sacrifice vs value of self centredness.</li> <li>Values of excellence vs values of eco-centralism.</li> <li>Values of work vs values of selfishness.</li> <li>Every teacher or all teacher need to teach values.</li> </ul> <p><b>REFERENCE:</b></p> <ol style="list-style-type: none"> <li>Hashh, J. R. H. Miller, J.R. &amp; Fielding, G.D.: Models of Moral Education, An Appraisal, Lorigman Inc New York.</li> <li>Passi, B.K. &amp; Singh, P.: Value Education, National Psychological Corporation, Agra.</li> <li>Laths, L.E., Menu Harmins &amp; Sydney S.: Value and Teaching, Merrill, Ohio.</li> <li>Roodleach, M.: The Nature of Human values, Collier McMillon Publishers, London.</li> <li>Frank&amp;, J.R.: How to teach values: Art, Analytical Approach Prentice Hall, New Jersey.</li> </ol>
<p>teacher in guidance. Setting up of a Career Resource Centre, its major importance.</p> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Abramson, Theodore, et. al. (Ed): Handbook of Vocational Education Evaluation, Sage Publications, London.</li> <li>Bail, Ben : Career Counselling Practice, Palmer Press, London.</li> <li>Brown, Duane : Career Choice and Development, Jersey Publishers, San Francisco.</li> <li>CIRTES : Careers for Arts and Commerce Graduates, Ministry of Labour, GOI, New Delhi.</li> <li>Dave, Indu The Basic Essential of Counselling, Sterling Publishers, New Delhi.</li> <li>Mathur, Kiran : Vocational Guidance Services in Vocational Schools up to +2 Level, PSS Central Institute of Vocational Education, Bhopal.</li> <li>Parichal Pram Guidance and Counselling in Indian Education, NCERT, New Delhi.</li> </ol>	<p style="text-align: center;"><b>ELECTIVE COURSE</b> <b>PAPER - IV (I) (Paper Code-1222)</b> <b>TEACHING OF VALUES</b></p> <p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To understand the nature and sources of nature, and disvalues.</li> <li>To understand the classification of values under different types.</li> <li>To appreciate educational values like democratic, secular, and socialist.</li> </ol> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Nature and sources of values, biological, Psychological, social and ecological determinants of values - their bearing on education in varying degrees.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Classification of values into various types, material, social, moral and spiritual values; status of values, how can these be realised through education.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Corresponding to values there are evils or dis-values - material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.</li> <li>Development of values as a personal and life-long process-teaching of values as an integral part of education.</li> </ul> <p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.</li> <li>Value of self-sacrifice vs value of self centredness.</li> <li>Values of excellence vs values of eco-centralism.</li> <li>Values of work vs values of selfishness.</li> <li>Every teacher or all teacher need to teach values.</li> </ul> <p><b>REFERENCE:</b></p> <ol style="list-style-type: none"> <li>Hashh, J. R. H. Miller, J.R. &amp; Fielding, G.D.: Models of Moral Education, An Appraisal, Lorigman Inc New York.</li> <li>Passi, B.K. &amp; Singh, P.: Value Education, National Psychological Corporation, Agra.</li> <li>Laths, L.E., Menu Harmins &amp; Sydney S.: Value and Teaching, Merrill, Ohio.</li> <li>Roodleach, M.: The Nature of Human values, Collier McMillon Publishers, London.</li> <li>Frank&amp;, J.R.: How to teach values: Art, Analytical Approach Prentice Hall, New Jersey.</li> </ol>

**ELECTIVE COURSE  
PAPER- IV (K) (Paper Code-1224)  
SPECIAL EDUCATION**

- Importance of Data Base Management in Education.
- Characteristics of Modern Data Base Management Applications.
- Concept of Relational Data Base Management System.
- Fields name, Type, Width.
- Databases
- Forms.
- Reports.
- **UNIT - V**
- **Computers for Joy full learning:**
- Need for Joyful learning
- Computers as an Aid for Joyful Learning.
- Computer Games.
- Multimedia Capabilities of Modern Desktop Computers.
- Internet- Importance and Need.
- Use of Interactive and Educational Software.

**OBJECTIVES**

- To enable the teacher trainees:
1. To acquire essential knowledge about the social needs of children with physical, sensory and intellectual impairments in the context of education for all.
  2. To identify and assess special needs in classroom.
  3. To be aware of curriculum adjustments and adaptation of instructional, procedures for improved access of children with special needs to different curricular areas.
  4. To use different resources to meet special needs in classrooms.
  5. To acquire the skills to
    - Identify special needs.
    - Work with other professional. Wherever necessary to access special needs.
    - Plan and implement instructional adapted to special needs, and
    - Handle special aids and equipment used for overcoming disability affects of children.
  6. Develop a positive attitude towards disability and children with disability.

**SYLLABUS**

1. Write an essay on any topic using word-processing software. The document must include at least three of the following characteristics
- Pagination
  - Header
  - Two different paragraph styles
  - Two different Fonts
  - A Picture Object.
  - Bullets or numbering.
  - Subscript or Superscript.
  - Symbols or special characters.
2. Use Relational Database Management Software for any one of the following activities:
- 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 obtained etc.
  - Automated printing of salary statement /GPF deduction statement or any other administrative activity.

**REFERENCES:**

1. Adms, D.M.: Computer and Teacher Training.
2. Bhatnagar, S.C. & Ramani, K.V: Computers and Information Management.
3. CD ROM - Titles Available at Cyber Multimedia. 35(48Says) Echolon Institutional, Area Sector 32, Gurgaon 122002.
4. Desai, S.: Database Management system
5. Rajaran, V.: Fundamentals of Computers, Prentice Hall of India, New Delhi.
6. SAM's Teach Yourself Office97 in 24 hours, Prentice Hall of India 4ew Delhi.
7. Shelly, John and Hunt Rogor: Computer Studies-First course (Second Edition), A.H., Wheeler and Co., Delhi.
8. Windows 96. Simplified, Complex Publishing, New Delhi.
9. Windows 98 : No Experience required, BPB Publications, New Delhi.

**UNIT-1 Equal Education Opportunity**

- Right to education, education for all, equal education opportunity.
- Children with special needs meaning kinds and factors.

**UNIT-2 Visually Impaired children**

- Need of early identification means of identification. Types & classroom management, Teaching Technique, Role of teacher, adaptation. Role of the parents & role of the school.

**UNIT-3 Hearing Impairedness**

- Need of identification, Types, classroom management teaching techniques Role of the teacher, Adaptation, Role of parents, School & community. Hearing aid.

**UNIT-IV Intellectual Impairment**

- Need and early identification, classroom management teaching technique, Role of the teacher parents and school & community. Adaptation, teaching technique.

**UNIT-V Multiple Impairment**

- Learning-disability, role of teacher, parents, school and society.
- Multiple impairment: Role of teacher, school and community.

**ASSIGNMENTS**

1. Identification of special needs and assessment.
2. Teaching to meet special needs.
3. Adaptations of curriculum and methods of teaching to special needs.
4. Visit to other institutions dealing with disabled children.

**REFERENCES:**

1. Bhavana Mishra- Educating mentally disabled. Mohit Publications, New Delhi.
2. Nibeta Dash, Integrated education for children with special needs. Dourant publishing & Distributer.
3. आनंदी शर्मा, विशेष बच्चे

<p>subject separately. These are as follows-</p> <p><b>PAPER - V</b>  <b>Methodology of I school Subject-</b>  A. Methodology of teaching Physical Sciences.  B. Methodology of teaching Languages.</p> <p><b>PAPER - V</b>  <b>Methodology of II school Subject-</b>  A. Methodology of teaching Social Sciences.  B. Methodology of teaching Mathematics.  C. Methodology of teaching Biological Science.</p> <p><b>METHODS OF TEACHING</b>  <b>PAPER - V (A) (Paper Code-1226)</b>  <b>PHYSICAL SCIENCES</b></p> <p><b>COURSE OBJECTIVES</b>  Student teacher should have the ability to</p> <ol style="list-style-type: none"> <li>1. Develop a broad understanding of the principles and procedures used in modern science education.</li> <li>2. Develop their essential skills for practicing modern science education.</li> <li>3. Develop their skills necessary for preparing international accessories.</li> <li>4. Prepare acceptance lesson models which lay down procedures to be adopted for preparing designs of lessons.</li> <li>5. Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives.</li> </ol> <p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b>  Nature of modern sciences - Thrust areas in particular sciences - Impact of science on modern communities, globalization and science; Path tracking discoveries and land mark development in science; Professions in the area of sciences.  Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Phy. Sciences. Taxonomy of educational objectives Other taxonomies and approaches - Process outcomes, Product outcomes, Concept attainments. Behavioural developers of education concept of entering and terminal behaviour - organising learning experiences for achieving specified behavioural outcomes.</p> <p><b>UNIT-II</b>  Major methods used for science instruction  Major models of instruction useful for science education.  Defining desired outcomes (statement of objectives) for different levels of education  Co-curricular and non-formal approaches : Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, projects - organising science fairs and excursions to be taken up.</p> <p><b>UNIT-III</b>  Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian, Brunerian, Gagne'sian 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, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.</p>	<p><b>ELECTIVE COURSE</b>  <b>PAPER - IV (L) (Paper Code-1225)</b>  <b>YOGA EDUCATION</b></p> <p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. To understand meaning and definition of Yoga for spiritual, physical and psychological upliftment of man.</li> <li>2. To understand various concepts which supports Yoga philosophy.</li> <li>3. Effect of asanas and Pranayam on body and mind, leading to transformation of personality</li> <li>4. Understand different types of Yoga:</li> <li>5. To understand sychic physiology of Yoga, therapeutic value of Yoga, Yoga Nidra.</li> </ol> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>- The meaning and definition of Yoga &amp; its importance.</li> <li>- Yoga karma</li> <li>- Yoga Chittavrtati Nirodhyta.</li> <li>- Yoga bast way for complete development of man</li> <li>- Self Analysis, self development, self introspection, self realization by Yoga.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>- Concept of Purusha &amp; Prakriti</li> <li>- Concept of Mana (the mind), Budhi, Chitta, Ahankar (The Ego).</li> <li>- Concept of sthool , sukshma, karan sharir ( Gross body, Subtle body, Casual body)</li> <li>- Different types of Panch Kosas (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vignanamaya kosha, Ananadamaya Kosha)</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>- Asara, Types therapeutic values of Yoga.</li> <li>- Beginners Group the instrumentalals of Yoga.</li> <li>- Asanaras</li> <li>- Pranayam</li> <li>- Dhama</li> <li>- Dhyana</li> </ul> <p><b>UNIT-IV Different types of Yoga system</b></p> <ul style="list-style-type: none"> <li>- Atanya Yoga of Patanjali</li> <li>- Jnana Yoga, Bhakti Yoga &amp; Karma Yoga</li> <li>- Poorna Yoga of Maharishi Aurobindo</li> </ul> <p><b>UNIT-V Psychic Physiology of Yoga, Mental health &amp; Yoga, stress management &amp; Yoga</b></p> <ul style="list-style-type: none"> <li>- Different types of Chakaras/Psychic centers</li> <li>- Therapeutic value of Yoga</li> <li>- Yoga Nidra</li> <li>- Dhyana &amp; stress management.</li> </ul> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Sadhna Pachhatiyto ka gyan aur vinyan By Pandit Shri Ram Sharma Acharya, Shanti Kunj Haridwar.</li> <li>2. Patanjali Yoga Pradeep Geeta Press, Gorakhpur.</li> <li>3. Asana Pranayama, Mudra, Bandh By Swami Satyanand Saraswati, Bihar School of Yoga Munger, Bihar.</li> </ol> <p><b>METHODS OF TEACHING SCHOOL SUBJECTS</b></p> <p>Visualising the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each</p>
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UNIT-IV	<p>Curriculum and resource utilization; Interior for designing a Phy. Science curriculum, approaches to curriculum organisation using procedures like concentric, topical, process and integrated approaches, Assignment which accepted curricular material like PCCS Chemistry, etc. and their assumptions; Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; record writing for science projects.</p> <p>Curricular accessories and support material - Textbooks Journals, Handbooks, students workbooks; display slides; laboratory materials, audio-video support material, etc. evaluating entire lot the above.</p>	<p>अभूतियों का उपयोग किया जा सके।</p> <p>पाठ्य</p> <p>माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य</p> <p>हिन्दी भाषा का सामान्य चरित्र, विकास एवं मूल्यांकन</p> <p>हिन्दी की योगियों या मानक हिन्दी</p> <p>भारत में भाषाभाषा, राष्ट्र भाषा एवं सम्पर्क भाषा के रूप में हिन्दी की भूमिका</p> <p>प्रथम एवं द्वितीय भाषा के रूप माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य</p> <p>हिन्दी शिक्षण की विधियों एवं उपायम</p> <p>2. भाषा अधिगम में सामाजिक एवं आध्यात्मिक शक्तियाँ</p> <p>हिन्दी शिक्षण के प्रयोग एवं अभ्यास का महत्व</p> <p>हिन्दी शिक्षण के गुण एवं भूमिका</p> <p>भाषा के विभिन्न अंगों का सम्बन्धित समन्वय</p> <p>विभिन्न शिक्षण सूत्रों का उपयोग</p> <p>3. भाषा की कौशलों का अभ्यास-श्रवण, वाचन, लेखन एवं पठन कौशल</p> <p>शब्दावली की वर्तनी एवं उच्चारण शिक्षण</p> <p>पाठ्य शिक्षण-उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>पाठ शिक्षण-उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>व्याकरण शिक्षण - उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>निबंध शिक्षण - उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>दूर्य-श्रव्य सामग्री- महत्व, प्रकार, निर्माण, व उपयोग</p> <p>पाठयोजना - गद्य, पद्य, व्याकरण, निबंध</p> <p>दूर्य - श्रव्य उपकरण - महत्व, प्रकार, निर्माण, व उपयोग</p> <p>अभ्यास आदर्शों का आलोच्यकरण - (भाषा व्यवहार)</p> <p>अभ्यास अवरोध - सुनने और समझने का अभ्यास, बोली जाने वाली हिन्दी की शैलियों व प्रकार वाताघात एवं अनुष्ठान का महत्व, सुनते हुए मूल्यांकन करना।</p> <p>सम्बन्ध आदर्श - वाताघात, कथोपकथन, सव्यसाधन, अग्निपथ एवं पद्य, वाचन में भाषा के मौखिक रूपों का उपयोग, वाताघात में आरोह अवरोह का प्रयोग।</p> <p>अभ्यास की अच्छी आदर्श - विभिन्न उद्देश्यों, यथा-अभ्यास सूचना प्राप्त करने तथा सस्सरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।</p> <p>मूल्यांकन के लिए वाचन</p> <p>लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरोहों को समझने के लिए वाचन।</p> <p>लक्ष्यों, तर्क, तार्किक संभव, परिभाषकों, सामनीयकरण, आरोहों को समझने के लिए वाचन।</p> <p>मंडुलत (आचार संहिता) पाठ अनुसूची एवं निम्न पुस्तकों का वाचन</p> <p>अच्छी लेखन आदर्श -</p> <p>लेखन की उन्नत शक्तियों, यथावर्तनी, विराम, हरिया छोड़ना, अनुमानों का शीर्षक एवं उपशीर्षक, रेखांकन उद्देश्य कोष्ठकों का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन</p> <p>5. मूल्यांकन</p> <p>मूल्यांकन की गई विधाएँ</p>
UNIT-V	<p>Evaluating outcomes of science teaching - Text assumptions about evaluation - text assumptions, items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes - cognitive, outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.</p> <p>Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.</p> <p>Designing lesson plans - ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.</p>	<p>विभिन्न शिक्षण सूत्रों का उपयोग</p> <p>भाषा की कौशलों का अभ्यास-श्रवण, वाचन, लेखन एवं पठन कौशल</p> <p>शब्दावली की वर्तनी एवं उच्चारण शिक्षण</p> <p>पाठ्य शिक्षण-उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>पाठ शिक्षण-उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>व्याकरण शिक्षण - उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>निबंध शिक्षण - उद्देश्य, अभ्यास विधियाँ एवं पाठ योजना निर्माण</p> <p>दूर्य-श्रव्य सामग्री- महत्व, प्रकार, निर्माण, व उपयोग</p> <p>पाठयोजना - गद्य, पद्य, व्याकरण, निबंध</p> <p>दूर्य - श्रव्य उपकरण - महत्व, प्रकार, निर्माण, व उपयोग</p> <p>अभ्यास आदर्शों का आलोच्यकरण - (भाषा व्यवहार)</p> <p>अभ्यास अवरोध - सुनने और समझने का अभ्यास, बोली जाने वाली हिन्दी की शैलियों व प्रकार वाताघात एवं अनुष्ठान का महत्व, सुनते हुए मूल्यांकन करना।</p> <p>सम्बन्ध आदर्श - वाताघात, कथोपकथन, सव्यसाधन, अग्निपथ एवं पद्य, वाचन में भाषा के मौखिक रूपों का उपयोग, वाताघात में आरोह अवरोह का प्रयोग।</p> <p>अभ्यास की अच्छी आदर्श - विभिन्न उद्देश्यों, यथा-अभ्यास सूचना प्राप्त करने तथा सस्सरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।</p> <p>मूल्यांकन के लिए वाचन</p> <p>लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरोहों को समझने के लिए वाचन।</p> <p>लक्ष्यों, तर्क, तार्किक संभव, परिभाषकों, सामनीयकरण, आरोहों को समझने के लिए वाचन।</p> <p>मंडुलत (आचार संहिता) पाठ अनुसूची एवं निम्न पुस्तकों का वाचन</p> <p>अच्छी लेखन आदर्श -</p> <p>लेखन की उन्नत शक्तियों, यथावर्तनी, विराम, हरिया छोड़ना, अनुमानों का शीर्षक एवं उपशीर्षक, रेखांकन उद्देश्य कोष्ठकों का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन</p> <p>5. मूल्यांकन</p> <p>मूल्यांकन की गई विधाएँ</p>
उद्देश्य	<p>हिन्दी भाषा के अभ्यास-अभ्यास में भाषाई क्षमताओं एवं प्रभावशीलता का विकास।</p> <p>युग्म भाषीय भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का सामाजिक अभ्यास।</p> <p>भारत में हिन्दी भाषा की भूमिका और मध्यप्रदेश के शालेय पाठ्यक्रम में उसका निर्धारित करने हेतु हिन्दी भाषा के ज्ञानात्मक कौशलों का विकास करना।</p> <p>हिन्दी भाषा के शिक्षण अधिगम के प्रति अगिच्छि एवं प्रेरणा उत्पन्न करना।</p> <p>समृद्धि भाषाई आदर्शों को विकसित करने हेतु उन्नत अंतर क्रियात्मक सम्मूल्यांकन की क्षमता विकसित करना।</p> <p>देवनागरी लिपि और उसके स्पष्ट उच्चारण से संबंधित समृद्धि ज्ञान प्रदान करना।</p> <p>हिन्दी शिक्षा के लिए अल्प व्ययी सहजक शिक्षण सामग्रियों का निर्माण करना जिससे छात्रों को भाषाई</p>	<p>अच्छी लेखन आदर्श -</p> <p>लेखन की उन्नत शक्तियों, यथावर्तनी, विराम, हरिया छोड़ना, अनुमानों का शीर्षक एवं उपशीर्षक, रेखांकन उद्देश्य कोष्ठकों का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन</p> <p>5. मूल्यांकन</p> <p>मूल्यांकन की गई विधाएँ</p>
METHODS OF TEACHING	<p>PAPER - V (B) (Paper Code-1227)</p>	<p>का उपयोग, वाताघात में आरोह अवरोह का प्रयोग।</p> <p>अभ्यास की अच्छी आदर्श - विभिन्न उद्देश्यों, यथा-अभ्यास सूचना प्राप्त करने तथा सस्सरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।</p> <p>मूल्यांकन के लिए वाचन</p> <p>लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरोहों को समझने के लिए वाचन।</p> <p>लक्ष्यों, तर्क, तार्किक संभव, परिभाषकों, सामनीयकरण, आरोहों को समझने के लिए वाचन।</p> <p>मंडुलत (आचार संहिता) पाठ अनुसूची एवं निम्न पुस्तकों का वाचन</p> <p>अच्छी लेखन आदर्श -</p> <p>लेखन की उन्नत शक्तियों, यथावर्तनी, विराम, हरिया छोड़ना, अनुमानों का शीर्षक एवं उपशीर्षक, रेखांकन उद्देश्य कोष्ठकों का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन</p> <p>5. मूल्यांकन</p> <p>मूल्यांकन की गई विधाएँ</p>
HINDI	<p>METHODS OF TEACHING</p> <p>PAPER - V (B) (Paper Code-1227)</p>	<p>का उपयोग, वाताघात में आरोह अवरोह का प्रयोग।</p> <p>अभ्यास की अच्छी आदर्श - विभिन्न उद्देश्यों, यथा-अभ्यास सूचना प्राप्त करने तथा सस्सरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।</p> <p>मूल्यांकन के लिए वाचन</p> <p>लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरोहों को समझने के लिए वाचन।</p> <p>लक्ष्यों, तर्क, तार्किक संभव, परिभाषकों, सामनीयकरण, आरोहों को समझने के लिए वाचन।</p> <p>मंडुलत (आचार संहिता) पाठ अनुसूची एवं निम्न पुस्तकों का वाचन</p> <p>अच्छी लेखन आदर्श -</p> <p>लेखन की उन्नत शक्तियों, यथावर्तनी, विराम, हरिया छोड़ना, अनुमानों का शीर्षक एवं उपशीर्षक, रेखांकन उद्देश्य कोष्ठकों का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन</p> <p>5. मूल्यांकन</p> <p>मूल्यांकन की गई विधाएँ</p>
(28)	<p>(28)</p>	<p>(29)</p>

<p>सतत एवं व्यापक मूल्यांकन</p> <p>निदानात्मक परीक्षण एवं उपचारत्मक प्रशिक्षण एवं उपचारत्मक तकनीक, स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।</p> <p>ज्ञानात्मक, भावात्मक एवं मनः शारीरिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परीक्षण विन्दुओं का लेखन।</p> <p>अप्यास के विभिन्न प्रकार, परीक्षण सूची, मूल्यांकन एवं प्रगति अभिलेख।</p> <p>दत्ता कार्य</p> <ol style="list-style-type: none"> <li>1. पाठ्यक्रम को इकाईयों में बांटना तथा उन्हें क्रमबद्ध करना।</li> <li>2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक हिन्दी पाठ्य पुस्तक का समीक्षात्मक अध्ययन।</li> <li>3. हिन्दी शिक्षण के लिए भाषा सामग्री (Language Kit) का निर्माण करना।</li> <li>4. अन्वयकारी प्रसारण के लिए पाठयोजना तैयार करना।</li> <li>5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।</li> </ol> <p><b>संदर्भ</b></p> <ol style="list-style-type: none"> <li>1. भाई योगेन्द्रजीत : हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा</li> <li>2. शत्रुघ्न के : मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा</li> <li>3. लाल रमन विश्वरी : हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।</li> <li>4. सक्कया, रघुनाथ : हिन्दी शिक्षण, विधि, रंजाव किताब घर जातधर।</li> <li>5. शर्मा, डॉ. लक्ष्मीनारायण : भाषा 1, 2 की शिक्षण विधियों और पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा</li> <li>6. शर्मा, राजकुमारी : हिन्दी शिक्षण, सभा प्रकाशन मंदिर, आगरा।</li> <li>7. सिंह सावित्री : हिन्दी स्थूल मुक्त डिग्री मेरठ।</li> </ol>	<p>Direct Method.</p> <p>Bilingual Method.</p> <p>Structural Approach.</p> <p>Communicative Approach.</p> <p><b>Teaching of Skills</b></p> <p>Teaching alphabets and spelling.</p> <p>Teaching Prose.</p> <p>Teaching Grammar.</p> <p>Teaching Composition.</p> <p><b>Lesson Planning</b></p> <p>Prose</p> <p>Poetry</p> <p>Grammar</p> <p>Composition.</p> <p><b>Inculcation of Habits</b></p> <p>Listening Comprehension</p> <p>Practice in Listening and Comprehension.</p> <p>Types and Modes of Spoken English.</p> <p>Implications of Stress and Intonation.</p> <p>Making Notes While Listening.</p> <p>Communication Habits.</p> <p>Use of Spoken Forms in Dialogue, Stories, Reading Aloud, Dramatisation and Poetry Reading.</p> <p>Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word-Group</p> <p><b>Good Reading Habits</b></p> <p>Reading with appropriate Speed for Various Purposes Such as Studying, Looking for Information, Scanning etc.</p> <p>Reading for Overall Comprehension, Practice of Analysing a Text for organisation Reading for Evaluation.</p> <p>Reading for Appreciation of Forms, Style and Author's Personality.</p> <p>Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalisations, Understanding Diagrams.</p> <p>Reading Manuals, Charts, Schedule and Rule Book</p> <p><b>Good Writing Habits</b></p> <p>Advanced Mechanism of Writing i.e. Spelling, Punctuation, Indenting, Title and Sub-title of Sections, Underlining, Quotations, Use of Parentheses, Use of Abbreviations, Capital Letters and Correct Forms of Address in Letters, Applications etc.</p> <p>Organisation of a Paragraph, An Essay or a Paper i.e. organisation of Matter.</p> <p>Language Games</p> <p><b>Evaluation</b></p> <p>New Direction in evaluation:-</p> <p>Continuous and Comprehensive Evaluation.</p> <p>Diagnostic Tests and Remedial Tests and Remedial Techniques.</p> <p>Self Evaluation and Self Correcting Exercise.</p> <p>Writing objective Type Test items under the Cognitive, Affective and Psychomotor Domains.</p> <p>Different Kinds of Exercises, Probes and progress Records.</p>
<p>सतत एवं व्यापक मूल्यांकन</p> <p>निदानात्मक परीक्षण एवं उपचारत्मक प्रशिक्षण एवं उपचारत्मक तकनीक, स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।</p> <p>ज्ञानात्मक, भावात्मक एवं मनः शारीरिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परीक्षण विन्दुओं का लेखन।</p> <p>अप्यास के विभिन्न प्रकार, परीक्षण सूची, मूल्यांकन एवं प्रगति अभिलेख।</p> <p>दत्ता कार्य</p> <ol style="list-style-type: none"> <li>1. पाठ्यक्रम को इकाईयों में बांटना तथा उन्हें क्रमबद्ध करना।</li> <li>2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक हिन्दी पाठ्य पुस्तक का समीक्षात्मक अध्ययन।</li> <li>3. हिन्दी शिक्षण के लिए भाषा सामग्री (Language Kit) का निर्माण करना।</li> <li>4. अन्वयकारी प्रसारण के लिए पाठयोजना तैयार करना।</li> <li>5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।</li> </ol> <p><b>संदर्भ</b></p> <ol style="list-style-type: none"> <li>1. भाई योगेन्द्रजीत : हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा</li> <li>2. शत्रुघ्न के : मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा</li> <li>3. लाल रमन विश्वरी : हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।</li> <li>4. सक्कया, रघुनाथ : हिन्दी शिक्षण, विधि, रंजाव किताब घर जातधर।</li> <li>5. शर्मा, डॉ. लक्ष्मीनारायण : भाषा 1, 2 की शिक्षण विधियों और पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा</li> <li>6. शर्मा, राजकुमारी : हिन्दी शिक्षण, सभा प्रकाशन मंदिर, आगरा।</li> <li>7. सिंह सावित्री : हिन्दी स्थूल मुक्त डिग्री मेरठ।</li> </ol>	<p>UNIT-III</p> <p>UNIT-IV</p> <p>UNIT-V</p>
<p><b>COURSE OBJECTIVES</b></p> <p>To enable the teacher-trainees.</p> <p>To attain efficiency and effectiveness in teaching and learning English language.</p> <ol style="list-style-type: none"> <li>1. To have a critical study of learning English as a second language in the multilingual Indian society.</li> <li>2. To understand the role of English in India and decide its place in the school curriculum of Chhattisgarh, improve English language, attainment and cognitive skills.</li> <li>3. To be committed, inspired and interested in teaching learning English.</li> <li>4. To teach with skill using 'interactional mode', to evaluate himself in pupils, inculcate right language hobbies, and</li> <li>5. To devise learning materials for teaching English as second language and remedy the errors that the pupils make.</li> </ol> <p><b>SULLABUS</b></p> <p><b>UNIT-I</b></p> <p>Objectives of Teaching and Learning of English at Secondary level</p> <ul style="list-style-type: none"> <li>- Second language learning and mother tongue learning.</li> <li>- The function of a Second language in a Multilingual society</li> <li>- Role of English in India its place in the School Curriculum.</li> <li>- The Curriculum of English in the Secondary School.</li> <li>- Qualities and Role of the English teacher.</li> </ul> <p><b>UNIT-II</b></p> <p>Methods and Approaches:</p> <ul style="list-style-type: none"> <li>- Grammar cum Translation method.</li> </ul>	<p>(30) शौ. एड., एम. एड.</p> <p>(31)</p>

<p><b>ASSIGNMENTS</b></p> <ol style="list-style-type: none"> <li>1. Dividing syllabus into units and arranging them in proper sequence.</li> <li>2. Critical study of and one English text-book prescribed for class IX, X, XI, or XII.</li> <li>3. Preparation of a Unit Plan for teaching English.</li> <li>4. Preparation of a Lesson Plan for teaching English.</li> <li>5. Preparation of a Question Papers and Test items.</li> </ol>	<p>5. संस्कृत शिक्षण के विभिन्न पलों एवं भाषा अधिगम की विभिन्न उचितियों से अवगत होना।</p> <p>6. संस्कृत शिक्षण में निदानात्मक एवं उपवाचक कौशलों को विकसित करना।</p>
<p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Alien, W.S. : Learning English Structure, Longman's.</li> <li>2. Beethold, H.F. and Behling : The Science of Language and the Art of Teaching Charie Scribners Sons, New York.</li> <li>3. Blows, F.L. : The Techniques of Language Teaching, London : Longman 1975.</li> <li>4. Catsby, E.V. : Teaching English as a Foreign Language.</li> <li>5. Chaturvedy, M.G. : Position of Languages in School Curriculum In India, New Delhi, NCERT, 1986.</li> <li>6. French, F.G. : Teaching English as a Foreign Language.</li> <li>7. French, F.G. : Teaching English Abroad (Book I, II &amp; III).</li> <li>8. Hornby, A.S. : A Guide to Pattern and Usage in English, Oxi Press.</li> <li>9. Jain, R.S. : Essontial of English Teaching, Babu Lal Book Depo</li> <li>10. Lado, Robert : Language Teaching</li> <li>11. Michael West : Teaching English in Difficult Circumstances.</li> <li>12. Morris, I. : Teaching of English as a Living Language.</li> <li>13. NCERT : Readings in Language &amp; Language Teaching Book-Div., NCERT, New Delhi.</li> <li>14. Paliwal : English Language Teaching, A I wish-ka Publishers.</li> <li>15. Sharma, A.R. : Fundamentals of English Teaching, Sahitya Prakashan</li> <li>16. Sharma, Kusum : A Handbook D1, English Teaching, Radha Prakashan, Agra</li> <li>17. Trivedi, R.S. : Techniques of Teaching English, Baigobind Prakashan</li> <li>18. Verghese, B.V. : Modern Methods of Teaching English (5 Vols.), Ann Pub. New Delhi.</li> <li>19. Winins, D.A. : Linguistics in Language Teachings, London, Hedder an Sto, 1979.</li> <li>20. Bokil.V.P. &amp; Paradeik, N.K. : A New Approach To Sanskrit Loka Sangraha Press, Poona.</li> <li>21. Chaturvedi R.S. : Sanskrit Shikshan Paddhati.</li> <li>22. Govt. of India : Report of Sanskrit Commission.</li> <li>23. Pandya R.S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra.</li> <li>24. Salfaya R.N. : Sanskrit Shikshan, Vaidi, Haryana Sahitya Academy, Chandigarh</li> <li>25. Shastri and shastri : Sanskrit Shikshan, Rajasthan prakashan, Jipur.</li> <li>26. Singh, S.D. and Sharma, Shuchikala : Sanskrit Shikshan, Radha Prakashan Mandir, Agra</li> </ol>	<p>1. माध्यमिक स्तर पर संस्कृत एवं अधिगम के उद्देश्य भारत एवं विदेशों में संस्कृत की भूमिका।</p> <p>2. संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य</p> <p>3. राष्ट्रीय परीक्षार के रूप में</p> <p>4. नैतिक एवं आध्यात्मिक मूल्यों के बोध के लिए।</p> <p>5. भाषा वैज्ञानिक अध्ययन के नीचे के रूप में।</p> <p>6. राष्ट्रीय एकता के लिए प्रेरक शक्ति के रूप में</p> <p>7. भारतीय पाठ्यक्रम में संस्कृत का स्थान</p> <p>8. संस्कृत अधिगम को सुरक्षित रखने के लिए केंद्र एवं राज्य शासन मंत्रालय के प्रयास</p> <p>9. माध्यमिक शिक्षा से संबंधित संस्कृत कमीशन रिपोर्ट की प्रमुख विशेषताएँ।</p> <p>10. माध्यमिक शाला में संस्कृत का पाठ्यक्रम</p> <p>11. संस्कृत शिक्षक के गुण एवं भूमिका।</p> <p>12. विधियाँ एवं उपगम</p> <p>13. पाठशाला विधि, मंजारकर विधि, प्रत्यक्ष विधि, संरचनात्मक उपगम, कुछ प्रकारणों में लागू किए जाने योग्य शिक्षण प्रतिगम।</p> <p>14. कौशलों का शिक्षण अनुवाद, शिक्षण, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण।</p> <p>15. पाठयोजना -</p> <ol style="list-style-type: none"> <li>1. अनुवाद</li> <li>2. गद्य - भावात्मक एवं आध्यात्मिक पलों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आस्य</li> <li>3. पद्य - भावात्मक एवं आध्यात्मिक पलों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आस्य, पद्य शिक्षण के अंग।</li> <li>4. व्याकरण</li> <li>5. निबंध - मौखिक एवं लिखित निवा में संस्था।</li> <li>6. दूरय - श्रव्य उपकरण - महत्व, प्रकार, निर्माण एवं उपयोग</li> </ol> <p>आदर्शों का आत्मसातीकरण</p> <ol style="list-style-type: none"> <li>1. संस्तर साधन, मौनवाचन, मौखिक अभिव्यक्ति, विशिष्ट भाषा शिक्षण कौशल</li> <li>2. मूल्यांकन -</li> <li>3. मूल्यांकन के नये आयाम</li> <li>4. सतत एवं व्यापक मूल्यांकन</li> <li>5. निदानात्मक परीक्षण एवं उपवाचक परीक्षण एवं उपवाचक प्रविधियाँ।</li> <li>6. सममूल्यांकन एवं स्वसंशोधन अन्वयस।</li> <li>7. अन्वयस के विभिन्न प्रकार, चैकलिस्ट, मूल्यांकन एवं प्रगति अभिलेख, ज्ञानात्मक एवं भावनात्मक एवं मनोमनसिक क्षेत्रों में वस्तुनिष्ठ प्रकार की परीक्षण सामग्री तैयार करना।</li> </ol>
<p><b>METHODS OF TEACHING</b></p> <p>PAPER - V (D) (Paper Code-1229)</p> <p>SANSKRIT</p>	<p>उद्देश्य</p> <ol style="list-style-type: none"> <li>1. माध्यमिक स्तर पर संस्कृत के उद्देश्यों के प्रति जागरूकता उत्पन्न करना।</li> <li>2. सम्प्रेषण कौशलों के महत्व को समझना।</li> <li>3. संस्कृत शिक्षण की विधियों से अवगत होना।</li> <li>4. संस्कृत शिक्षण के लिए शैक्षिक सामग्री के निर्माण एवं प्रभावी उपयोग के कौशल को विकसित करना।</li> </ol>
<p>की.एड., एम.एड.</p>	<p>की.एड., एम.एड.</p>



2. क्या 9, 10, 11 अथवा 12 के लिए निर्दिष्ट किसी एक संस्कृत पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. संस्कृत शिक्षण के लिए इकाई योजना का निर्माण करना।
4. संस्कृत शिक्षण के लिए पाठ्ययोजना का निर्माण।
5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।

**REFERENCE :**

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2. Bokli V.P. & Parachik, N.K. : A New Approach To Sanskrit Loka Sangraha Press, Poona.
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5. Panday R.S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra.
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**METHODOLOGY OF II SCHOOL SUBJECT**

**METHODS OF TEACHING**

**PAPER - VI (A) (Paper Code-1230)**

**SOCIAL SCIENCES**

**COURSE OBJECTIVES**

**To enable the pupil teacher to :**

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics- either as separate disciplines or as an 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 methodology.
4. Acquire the completed to plan for instruction.
5. Develop the ability to organise co-curricular activities and community resources to, promoting social science/social studies learning.
6. Acquire the ability to develop instructional support 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 perception about social studies/social sciences. Rational for including these areas in school curriculum. The integrated section of the specialised approach in social science teaching.

- Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline - oriented teaching of social studies; and social reconstruction approach.

**UNIT-II**

- Principles of designing a social studies curriculum with Weightages to be given for each component subject areas; approaches to organising social studies curriculum in terms of co-relation, integration, concentric, spiral, unit and chronological approaches.

**UNIT-III**

- Instructional strategies, methods and models. Importance of instructional strategies. strategies for teaching -social studies in terms of specific methods like lecture, lecture cum

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discussion, projects, and source methods, socialised recitation and supervised study. Models of teaching appropriate for teaching social studies.

**UNIT-IV**

Objectives of teaching social studies- specifications to clarify planning viz., 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.

Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organising social studies clubs, social studies laboratories and thought provoking programmes like quizzes, word searches etc..

**UNIT-V**

Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of-unit tests and tests of performance like product, preparation model construction, enhancement of role play etc..

**REFERENCE:**

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**METHODS OF TEACHING**

**PAPER- VI (B) (Paper Code-1231)**

**MATHEMATICS**

**COURSE OBJECTIVES**

**To enable the pupil teacher to:**

1. Understand and appreciate us and significance of mathematics in daily life.
2. Learn successfully various- approaches of teaching mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activity and Organize the library and book in it as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

**COURSE CONTENTS**

**UNIT-I**

- Meaning of mathematics; History of Mathematics; Ramanujam. Mathematicians with refer-

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- once to Bhaskaracharya, Aryabhatta and contributions of Euclid, Pythagoras, Rene-descartes
3. To create and understanding of difficulties faced in teaching and learning life sciences and suggest remedial measures.
  4. To attain proficiency in organising suitable experiences for effective learning.
  5. To prepare and use different types of instructional material In teaching of life sciences.
  6. To design and evaluate tools in life sciences.
  7. To develop keen interest in teaching and including the same in the pupils.

#### SYLLABUS

**Biological science - Nature and scope:**  
The philosophy and Nature of Science. Emergency and Development of Biology, Biology as Inquiry.  
Objective of Teaching, Taxonomy of Educational Objectives as Given By Bloom and Associates.

**UNIT-I**  
Biological Laboratory - Its Design, Maintenance of Equipment. Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus. Fern House, Glass House, Froggery, Zoological and Botanical Garden, Uses of Resources for Biology Teaching - Excursions, Field Trips, Lectures, Radio, Broadcast, Television, Organisation of Science Club and Science Fairs, Use of Audio Visual Aids, Charts, Models, Film strips, Film Projector.

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**UNIT-III**  
Methods of Teaching Biology  
Lecture Method, Discovery Method, Demonstration Method, Project Method, Problem Solving Method, Programmed Learning, Team Teaching.

**UNIT-IV**  
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**UNIT-V**  
Evaluation:  
Comprehensive and Continuous Evaluation.  
Types of Tests - Objective, Essay Type and Short Answer Type.  
Diagnostic Test, Achievement Test, Criterion Referenced Test and Blue Print  
Developing Questions for Tests of Different Types in Biology.  
Evaluation in Biology in terms of cognitive, affective to knowledge and facts and Psychomotor Behavioural developments.

**ASSIGNMENTS**  
Preparation of Model and Charts  
Herbarium  
Preservation of Animals  
Gardening  
Taxidermy  
Improvisation Maintenance of Biological Equipment  
Establishment of Biological Museum  
Preparation of Experiments

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#### WORK EXPERIENCE

##### (CRAFT OR PRODUCTIVE WORK)

#### ELECTIVES

To enable the teacher trainees:

1. To Provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.
  2. To enable to gain experience in useful and productive work and
  3. To foster their creativity
- The candidates will select one craft only. The allotment Of craft will depend upon the number of interested students and also on the staff and facilities available in the Institute

#### GROUP-A

1. Agriculture
2. Gardening and Horticulture
3. Tailoring and Embroidery
4. Book Binding
5. Drawing and painting
8. Music
6. Toy Making
7. Dance
10. Wood Craft
9. Handy Craft
10. Wood Craft
11. Mat weaving
12. Chalk and Plaster of Paris

#### 1. 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, yields.
4. Seed and seed selection, identification of seed bed, preparation, qualities of growing seed beds, observation of scientific agricultural work.
5. Sowing and planting of crops-the principles and methods.
6. Manuring - the role of manure and fertilisers in crops production, nutritive need of crops.
7. Irrigation and water management-principles and system at Irrigation, danger of excess water.

8. Plant protection - weeds Insects and diseases.

9. Harvesting of crops - principles and practice of harvesting

10. Marketing of crops. principles of protection and procedure for storage of crops

11. Crop production and elementary economics.

#### PRACTICAL

1. Preparation work in growing of crops.
2. Preparation of Pots & use of Implements.
3. Keeping of records and account.

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4. Visit of Govt. garden 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 funglar.

#### PRACTICAL

Care and handing of equipment, upkeep of plants, pls, preparation of flint nurse spraying of insecticides etc. collection of seed bulbs, pests etc.

#### TAILORING AND EMBROIDERY THEORY

- Stiches Various, types, : basting, run, back stitch, blanket, top sewing buttons Decoration
- Simple embroidery stiches, cha stitch
  - Straight sewing.
  - Making garments of different styles for children.

#### PRACTICAL

- Stiches and decoration work
- Handling of machine and its care
- Harmony of texture shape, design, and colour
- Decoration and embroidery - drafting of various articles
- Preparation of 2 articles - Pajama kurta, Panjabi, Phulkari, Lucknow Bengal Katha. Kamataka. Kashida.
- Learning traditional Embroidery Kashmiri, Punjabi, Phulkari Lucknow, Bengal kally Kutch, Karnataka, Kashila.

#### BOOK BINDING THEORY

- Various branches of book binding and their definition viz book work, stationery binding, general and miscellaneous binding.
- Knowledge of tools accessories used and the maintenance binders nails, bookbinder hammer, saw, knives scoring knives, scissors, backing press, band press perforating machine, ruling machine, numbering machine, cutting machine, wire stitching machine, board Cutting machine, hot press treadle numbering machine, stove or electric heater. Acquaintance with binders materials binders needles, twin cord, glue, past gum, binding cloth, marble paper, resin morocco etc.

#### PRACTICAL

- Book work: general preparation - sizes and quality of paper used. Finishing the printed sheets set of folding to print folding to paper folding - putting to places - shutting
- Inserting gathering and collating
- Binders work sawing and binding
- Stationery binding size and sub division of paper size of book, of pads, perforation and numbering registers account books, receipt books, ad ledger binding etc
- Miscellaneous binding: rebinding, trimming leaflets and pamphlets, mounting of tting of boards for different kinds of work
- Different styles of binding, paper cover, case cover, quarter cloth, lips and stiff

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quarter, eather, stiff cut, hush, quarter, calico turned 1 half cloth and marble, ha leather and calico, full cloth, full leather binding making of doilcoets, env'e'ope portfolios and albums

#### 5. DRAWING AND PAINTING

##### THEORY

1. Basic design and colour Design.
2. Effect of Strong Contrast in Value and Colour.
3. Effect of Cool Colours in Relation to-Topic
4. Lettering Design in Lettering
5. Postal-Function and Necessity
6. Book illustration cover Designing

##### PRACTICAL

1. Preparation of Colour, charts showing tone shades.
2. Preparation of geometric design landscape.
3. Making of unit designs cover design.

#### 6. MUSIC

##### THEORY

1. Knowledge of nad swar sudha komal, teevra saptak, Mandhra, Madhva, klaar, Aro Avroha, Rage, Gat lay matra tat khali.
2. Knowledge of Education system as laid down by N. Vishnu Digamber or Pt Bhatkint
3. Outline of History of Indian Music.

##### PRACTICAL

1. To Participate in Community Singing
2. Stress on Creating and Developing Proper Sense of Rhythm
3. Ability to Sing Five Rages - Yaman Kaji, Khamaj, Phopali, Sarang.
4. Five taals and thekas kahrawa, Dadra, Tritaal, Jhaptaal, Chantali.
5. Ability to Recognise Taal played Knowledge of Tuning and Instruments.
6. To Sing National Anthem, Patriotic, Devotional Songs and Ghazals.

#### 7. DANCE

##### THEORY

1. General Idea of Indian Dance Forms - Classical, Folk and Modern
2. Basic Understanding of the Human Body 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 Parts of the Body - Feet, Toes, Thighs, Torso, Waist, Head, Hands Etc.
2. Simple Movement in Standing, Sitting and Lying Positions
3. Simple Composition of Movement with Props like Dupatta, Dandia, Manjeera Etc
4. Participation in Dance- Drama, Folk Dance and Group Dance.

#### 8. TOY MAKING

##### THEORY

1. Introduction to Traditional Indian Toys
2. Preparation of Simple Toys - Clay, Toys, Plaster-of paris Toys, Paper Mache Cardboard Toys
3. plywood-Cut Toys, Solt Wire Toys
4. Stuffed Puppets, Simple Puppets
5. Simple Mechanisations of Toys.

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#### 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

Whole year A complete record/file and productive articles are to be made or prepared by the students which will be evaluated by an external examiner. the candidate has to prepare one article one article at the time of university examination form the learn article. The candidates will bring the materials for marking articles for themselves.

#### HANDICRAFT

- इकाई - 1 1 (1) केन वर्क पीस =  $3' \times 2' = 6''$   
 (2) ड्रीटिंग कार्ड = 12
- इकाई - 2 2 (1) जूट बैग =  $1' \times 1'$  टेपिल मैट्रेस =  $8' \times 1'$   
 (2) डोर मैट्रेस =  $10' \times 14'$
- इकाई - 3 3 (1) पैचवर्क - पेपर पैचवर्क  
 (2) पेन होल्डर
- इकाई - 4 4 (1) सिरेमिक वर्क - 3  
 (2) प्लावर मैकिंग - वेलेट, अरगंडी - 6
- इकाई - 5 5 (1) रंगोली तथा हैंड पेंटिंग =  $2' \times 2' = 8''$   
 (2) टैडीबियर - 1 नग

दर्शन - उद्यमी शिक्षा गुलाबचंद जैन मदन मोहन जगलल स्टोर, जबलपुर

#### WOODCRAFT

- इकाई - 1 उपकरणों के नाम, कार्य एवं उपयोग जानना एवं करना ।
- इकाई - 2 तकड़ियों के नाम, विशेषता गुण दोषों, इत्यादि को जानना।
- इकाई - 3 पौलीश के प्रकार, बनाने तथा उपयोग को जानकारी।
- इकाई - 4 उस्टर, संकेतक, अलग दवात स्टैंड बनाना।
- इकाई - 5 चार्ट स्टैंड, प्रलेनल बोर्ड तथा पेन स्लोट बनाना।

#### MATWEAVING

- इकाई - 1 उपकरणों के नाम, भाग के नाम को जानना तथा महत्ता ।
- इकाई - 2 उपकरण अथवा बुनाई की मशीन का उपयोग तथा सावधानियों को जानना।
- इकाई - 3 वर्ष भर में 3 मीटर कपड़ा चटाई अथवा टाटपट्टी बनाना।
- इकाई - 4 रंगों की तकनीकी को जानना।
- इकाई - 5 छपाई की तकनीकी का ज्ञान का 12 रूमाल की छपाई करना।
- चाक एवं खास्टर आक पेरिस उद्योग

- इकाई - 1 चाक मिट्टी तथा खास्टर आक पेरिस का उपयोग करना तथा संरचना जानना ।
- इकाई - 2 पूरे सत्र में 240 चाक बनाना तथा डिब्बे में पैक करना।
- इकाई - 3  $8' \times 6'$  के दो फ्रेम बनाना तथा उसमें फोटो छिपकाना।
- इकाई - 4 बैक्स (पीन) के फलों का आकार बनाना
- इकाई - 5 खास्टर आक पेरिस से कोई एक सहायक शिक्षण सामग्री का निर्माण करना।

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REVISED ORDINANCE NO.31

MASTER OF EDUCATION EXAMINATION

1. Any graduate of a recognised University, Who has been admitted to the degree of Bachelor of Education of Pt. Ravishankar Shukla University or a degree recognised as equivalent there to for the purpose of this Ordinance, may subject to the provisions of this ordinance offer himself as a candidate for the examination of the Degree of Master of Education. Provided that he, or she shall have passed the examination for the Bachelor of Education degree in the first or second division both in theory and practical.
2. The Examination for the degree shall be held annually at centres fixed by the University on such date as may be fixed by the University in this behalf.
3. A candidate for the M.Ed. examination shall be prosecute a regular course of study in college admitted to the privileges of this University in this behalf, for a period of not less than one academic session.  
Explanation-regular course of study means attendance at least 75% of lectures delivered each subject of the examination and completion of the prescribed courses in session work and laboratory practical upto a date four weeks preceding the date of commencement of the written examination. The certificate of the principal of the college relating to the completion of required attendance and required sessional and practical work shall reach the Registrar of the University not later than three weeks preceding the date of the commencement of written examination.
1. The examination shall consists of two parts; Parts-I & Part-II.

(A) PART-I

PART-I of the examination shall consist of five written papers three of which shall compulsory, each paper shall be three hours duration and carry 100 marks. The following Three papers shall be compulsory:

1. Paper - I Philosophical And Sociological Foundations of Education.
2. Paper - II Psychological Foundations of Education.
3. Paper - III Methodology of Educational Research.

(B) Any Two Elective Papers from the following:

- (Areas of specialisation)
- Paper - IV Guidance & Counselling
  - Paper - V Distance Education
  - Paper - VI Value education and Human rights
  - Paper - VII Language education
  - Paper - VIII Comparative education
  - Paper - IX Teacher education
  - Paper - X Special education
  - Paper - XI Educational Technology
  - Paper - XII Education Measurement & Evaluations
  - Paper - XIII Curriculum Development
  - Paper - XIV Management Planning & Financing Education
  - Paper - XV Environmental Education
  - Paper - XVI Science Education
  - Paper - XVII Yoga Education
  - Paper - XVIII Computer Education

The Part I will be of 500 Marks (100 marks in each papers)  
The Scope of the papers shall be indicated in the prospectus of the examination.

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(B) PART II

- Dissertation 100 marks
- Sessional & Practical work in Psychology 50 marks
- Viva Voce exam on dissertation, sessional & Psycho practical 100 marks
- (Internal and External Assessment) (40 marks internal & 60 Marks External)
- Field based experience related to supervision and evaluation of practical Teaching & other subject of school experience 20 marks
- Seminar presentation & research paper writing 30 Marks
- The total marks in part II shall be 300 marks.

- (i) The candidate shall write a Dissertation bearing on any aspects of his study embodying either (A) the results of his original research or (B) a critical presentation of existing data.
- (ii) A Viva-Voce examination shall be held on dissertation and sessional and practical work.
- (iii) Candidate shall submit the sessional and practical connected with the five theory papers. The marks obtainable in the sessional and practical in each paper shall be 20. For Part-II of the examination of regular candidates one internal- and one external shall be appointed by the University; They may either award marks jointly or separately in respect of the dissertation and the viva-voce examination, in the later case the two examiners may award marks Out of half of the maximum marks allotted to dissertation and viva-voce. The external examiner shall examine the sessional and practical work of each theory paper of the candidate and award marks out of 10. The college shall assess out of another 10 marks. In order to be successful in the examination a- candidate shall pass in both the parts by obtaining not less than 36% of the aggregate marks obtainable in Part-I but not less than 25% marks in any individual paper and not less than 50% of aggregate marks obtainable in part-II. Candidate obtaining less than 48% of the aggregate marks obtainable for Part-I and Part-II combined shall be placed in the III division, Candidate obtaining less than 60% shall be placed in the II division and candidate obtaining 60% and above marks shall be placed in the I division. Distinction shall awarded to the candidates who obtain 75% and above in aggregate of both the parts.
- (a) If candidate fails in only one part of examination he or she may appear at a subsequent examination in that part only, without joining a college. In case of candidate failing in Part-II only he or she may submit the previous dissertation on after necessary modification or a dissertation on a new problem and similarly the sessional and practical work of each theory paper.
- (b) A candidate who has fails in M.Ed. examination in one or both Parts may appear as an ex-student in the course prescribed under this Ordinance. The marks for Sessional work and Practicals connected with the theory paper in Part-I shall be the same as awarded in the previous examination.

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**PAPER - I (Paper Code-1241)**  
**PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION -**  
**PART I: PHILOSOPHICAL FOUNDATION**

**COURSE OBJECTIVES**

The Philosophical component of this (foundation) core paper for a post-graduate course in education (Professional) aims at, developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers - Indian and Western.

**COURSE CONTENTS**

**UNIT-I**

- Philosophy of Education Its nature - Directive Doctrine;
- A liberal Discipline;
- An activity.
- Its Function - Speculative, Normative, Analytical.
- Metaphysical Problem and Education related to Nature, Man and Society.
- Impact of Philosophical suppositions on education made by - Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Samkhya, School of thought

**UNIT-II**

- Epistemology and Education Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya Yoga.

- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

**UNIT-III**

- Educational thought Contribution to educational thoughts and practice made by great thinkers (master minds) and their critical appreciation with specific reference to the views on-

- a) Concept of man and the process of development, and
- b) Socio cultural- scenario, a global perspective.

The thinkers Plato, Kant, Dewey, R.S. Peters, Gandhi, Tagore, Sri Aurobindo.

**PRACTICUM**

- Annotated Bibliography covering 15-20 works.
- Attempt paper presentation on a given topic

**PART II - SOCIOLOGICAL FOUNDATION**

**COURSE OBJECTIVES**

1. To enable the student to understand concept and process of social organization, social Stratification and institution.
2. To enable the student to understand relationship, between culture, society and education.
3. To enable the student to know issues of equality, excellence and inequalities in education.

**COURSE CONTENTS -**

- UNIT-IV**
  - Concept and nature of sociology of Education, Difference between sociology

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education and Educational Sociology; -Social organization; social groups; social stratification; factors influencing so.

Social organization, characteristics of social organization ; institutions, attitude and values. Education and Society - Education as a social system, as a socialization process and a process of-social progress and change.

**UNIT-V**

Culture - meaning and nature of Culture, Role of education in cultural context; Education and cultural change.

Issues of equality of educational opportunity and excellence in education. Equality vs. equity in education; Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, need measures to address them.

Education and Democracy. Constitutional provisions for education; Nationalism and Education; Education for national integration and International understanding.

**REFERENCE**

1. Bhattacharaya, S. : Foundation of Education, Atlantic Publications, New Delhi.
2. Chandra & Sharma: Sociology of Education, Allantic Publications, New Delhi.
3. Choube, S.P.: Shiksha ke Darshnik, Allhasik our Samajshatriya Adhar, Loyall Book Depot, Meerut.
4. Choudhry, Umrao Singh: Samajik Parivartan aur Shiksha, Vishwa Prakashan, New Delhi.
5. Lal, Raman V.: Shiksha ke Darshnik Evam Samaj Shastri Sidhdhant, Rastogi Prakashan Meerut.
6. NCTE: Gandhi on Education (Chapter 4, Experiments of Education in India), New Delhi.
7. Ord, Laxmilal K.: Shiksha ki Darshnik Prishtbhoomi Rajasthan Hindi Grant. Academy, Jaipur.
7. Pandey, Ramshakal : Shiksha ki Darshnik Evam Samajshatriya Prishtbhoomi, Vinod Pustak Mandir Agra.
8. Rajgopaltacharya, Chakravarty: Vedanti, Santa Sahitya Mandai, New Delhi.
9. Saxena. N.R.: Shiksha Ke Darshnik Evam Samaj Shastri Siddhant R. Lal Book Depot, Meerut.
10. Sharma, R. N.: Shiksha Darshan, Atlantic Publications, New Delhi.

**PAPER - II (Paper Code-1242)**

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION .**

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.

2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits

**COURSE CONTENTS**

**UNIT-I**

- Educational Psychology Concept, concerns and scope of educational psychology, contribution o psychology to education .

- Human Development Concept, principles, sequential stages of development; factors influencing development' and their relative role; general characteristics and problems of each stage.

- Theories of Piaget and Bruner - Major concepts , stages and implications for education.

- Indian theory of Psychological Development.

<p><b>UNIT-II</b></p> <p>Learning: Concept, kinds, levels of learning various view points on learning. Gagne's conditions of learning; cognitive view point and information processing; Issues related to learning. Educational implications of the view points on learning.</p> <p>Group Dynamics : Group process, interpersonal relations, sociometric grouping emotional climate of the classroom and influence of teacher characteristics</p>	<p>8. Sharma and Sharma : Shiksha Manovigyan Atlantic Publishers, New Delhi.</p> <p>9. Sinha and Sharma : Shiksha Manovigyan; Atlantic Publishers, New Delhi.</p> <p>10. Tiwari, A.N.: Shiksha Manovigyan, U.P. Granth Academy Lucknow.</p> <p>11. Vishal, Amravati: Pragat Shaikshik Manovigyan, R. Lal Book Depot, Meerut.</p>
<p><b>UNIT-III</b></p> <p>Individual Difference : Concept of intra and inter differences.</p> <p>a) Intelligence and cognitive abilities, identification fostering.</p> <p>b) Creativity - ,Nature, Process, Identification, fostering and Guiding creative children.</p> <p>c) Interests, attitude and values.</p> <p>d) Adjustment of teaching- learning process to suit individual differences -learning styles and teaching strategies.</p>	<p><b>COURSE OBJECTIVES</b></p> <p>To enable the students to understand</p> <p>The meaning of scientific method, scientific inquiry, Paradigm, theory and this implication for educational research.</p> <p>The characteristics of philosophical, psychological and sociological researches in education.</p> <p>The different strategies of educational research.</p> <p>The techniques of developing a research proposal.</p> <p>The meaning and techniques of sampling</p> <p>The various types of, tools of data collection.</p>
<p><b>UNIT-IV</b></p> <p>Personality Concept, development, structure and dynamics of personality.</p> <p>Theories of Personality Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach - Miller, Dollard and Bandura; Humanistic approach- Roger Maslow.</p> <p>Indian Theories : Vedic, Buddhist, Rabindra, Nath Tagore, Mahatma Gandhi J.Krishnamurti and Sri Aurobindo.</p>	<p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b></p> <p>Nature of Research, knowledge and Inquiry.</p> <ul style="list-style-type: none"> <li>Scientific inquiry, scientific method, nature and sources of knowledge.</li> <li>Paradigm theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.</li> <li>Philosophical, psychological and sociological orientation in educational research.</li> <li>Interdisciplinary in educational research and its implications.</li> <li>Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Evaluative Research and Action Research.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Problem and its sources; Selection and Definition of problem.</li> <li>Objectives - primary, secondary and concomitant.</li> <li>Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.</li> <li>Unit of sampling, population; techniques (a) probability sampling, techniques &amp; (b) non-probability sampling techniques.</li> <li>Characteristics of a good sample.</li> <li>Sampling errors and how to reduce them.</li> <li>Tables of Random Numbers; types: how to use them.</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Observation; Interview; Sociometric techniques.</li> <li>Questionnaire, Rating scales; Interview schedules, Attitude scales etc:</li> <li>Reliability and validity of various tools and techniques.</li> <li>Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.</li> <li>Evaluation of research : Criteria and types and types of research.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Nature of educational data : Quantitative and Qualitative.</li> <li>Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data and observation based data.</li> <li>Quantitative data : Scales of measurement : nominal, ordinal, interval, Ratio.</li> </ul>
<p><b>UNIT-V</b></p> <p>Assessment of Personality - Techniques</p> <p>a) Personality inventories - rating scales</p> <p>b) Projective techniques : Rorschach, TAT</p> <p>Adjustment and Mental Health.</p> <p>a) Concept, mechanism of adjustment - defense, escape, withdrawal, compensation.</p> <p>b) Introduction to common forms of neuroses, psychosis- and somatic disorders</p> <p>c) Principles of mental hygiene' - preventive, constructive, curative measures,</p> <p>d) Implications for education.</p>	<p><b>PSYCHOLOGY PRACTICAL WORK:</b></p> <ol style="list-style-type: none"> <li>Learning by Substitution.</li> <li>Mirror Drawing Apparatus.</li> <li>Whole and Part Method of Learning.</li> <li>Span of Attention by Tachisto-Scopa.</li> <li>Mental Fatigue &amp; Physical Fatigue (Ergograph)</li> <li>Intelligence Test.</li> <li>Standardisation of Achievement Test.</li> <li>Personality - T.A.T.</li> </ol> <p><b>Any Six Practicals have to be conducted.</b></p> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Bhatnagar, Suresh: Manovigyan, R. Lal Book Depot, Meerut.</li> <li>Kaikkar, S.B. : Perspectives in Educational Psychology, Atlantic Publishers, New Delhi</li> <li>Kulshreshth, M.P.: Manovigyan, R. Lal Book Depot, Meerut.</li> <li>Mangal, S.K. : Manovigyan, R. Lal Book Depot, Meerut.</li> <li>Ojha R. K: Manovigyan Ke Sampradaye, R. Lal Book- Depot, Meerut.</li> <li>Pathak, P.D. : Manovigyan, Vinod Prakashan, Agra.</li> <li>Sharma and Sharma : Educational Psychology, Atlantic Publishers, New Delhi.</li> </ol>
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UNIT-V	<p>Organization and representation : Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve.</p> <p>Concept, calculation and uses of :</p> <ol style="list-style-type: none"> <li>Measures of central tendencies,</li> <li>Measures of variability</li> <li>Percentiles and Percentile Ranks;</li> <li>Correlations, Regression equations.</li> </ol> <p>Properties and uses of normal distribution</p> <p>Inferential statistical methods</p> <ol style="list-style-type: none"> <li>Standard errors, confidence limits</li> <li>Hypothesis testing-Difference between means, co-relations.</li> <li>Cross breaks (Chi-square)</li> <li>Analysis of Variance (ANOVA)</li> </ol>	<p>Concept, assumptions, issues and problems of guidance.</p> <p>Needs scope and significance of guidance.</p> <p>Types of guidance - Educational, vocational and personal, Group guidance.</p> <p>Role of the teacher in guidance.</p> <p>Agencies of guidance - National, State level.</p>
UNIT-IV	<p>Review of two published research papers; one quantitative and the other qualitative.</p> <p>Review of an MEd or an M.Phil. dissertation.</p> <p>Development of a research proposal for M.Ed. Dissertation and its seminar presentation.</p> <p>Construction of one tool of data collection.</p>	<p>Educational Guidance</p> <p>Principles of all guidance, Guidance and curriculum, guidance and classroom learning.</p> <p>Vocational Guidance</p> <p>Nature of work.</p> <p>Various motives associated with work.</p> <p>Career development - Super's Theory about guidance.</p> <p>Approaches to career guidance, Vocationalisation of secondary education and career development.</p>
UNIT-III	<p>REFERENCE:</p> <ol style="list-style-type: none"> <li>Best, J.W., Research in Education, Prentice-Hall, New Delhi.</li> <li>Chandra &amp; Sharma: Research in Education, Atlantic Publications, New Delhi.</li> <li>Garrel, H.F.: Shiksha aur Manovigyan mein Sankhyiki ke Praydg. Kalyani Publishers, New Delhi;</li> <li>Jain, B.M.: Research Methodology (Hindi), Research Publication Jaipur.</li> <li>Jain, B.M.: Shudh Pravidhi evam Kshatriya Tahneek, Research Publications, Jaipur.</li> <li>Kapla, H.K.: Sankhyiki Ke Mool Tatva, Vinod Prakashan, Agra.</li> <li>Korlinger, F.N.: Foundations of Behavioral Research, Holt and Rinchart, New York.</li> <li>Lal, J.N.: Manovigyan aur Shiksha mein Sankhyiki, Radha Publications, New Delhi.</li> <li>Sharma, A.R.: Shiksha aur Manovigyan mein Parambhik Sankhyiki, R. Lal Book Depot, Meerut.</li> <li>Subhiya &amp; Mehrotra : Shaikshik Anusandhn Ke Mool Tatva, Vinod Prakashan, Agra.</li> <li>Trivedi &amp; Shukla.: Research Methodology, College Book Depot, Jaipur.</li> </ol>	<p>Guidance of Children with special needs</p> <ol style="list-style-type: none"> <li>Problems and needs.</li> <li>Guidance of the 'gifted and creative students</li> <li>Guidance of under-achiever and first generation learners</li> <li>Role of the teacher in helping children with special needs.</li> </ol>
UNIT-II	<p>Construction of one tool of data collection.</p>	<p>Counselling Process</p> <p>Concept, nature, principles of counselling.</p> <p>Counselling approaches - directive, non-directive.</p> <p>Group counselling vs. individual counselling, Counselling for adjustment.</p> <p>Characteristics of good counselling.</p> <p>Group guidance</p> <p>Concept, concern and principles</p> <p>Procedure and techniques of group guidance.</p> <p>Organization of a Guidance Programme</p> <ol style="list-style-type: none"> <li>Principles of organization</li> <li>Various types of services - Counselling.</li> <li>Group guidance, individual inventory-service and information orientation service, placement service and follow up service;</li> <li>Evaluation of guidance programme.</li> </ol>
UNIT-V	<p>ELECTIVE PAPERS AREA OF SPECIALISATION PAPER - IV (Paper Code-1244) GUIDANCE AND COUNSELLING</p> <p>COURSE OBJECTIVES</p> <ol style="list-style-type: none"> <li>To help student understand concept, need and view point of guidance</li> <li>To help student understand principles, and problems of different types of guidance.</li> <li>To help student understand concept and needs and guidance for the children with special needs.</li> <li>To help student understand the, concept and process of counselling.</li> <li>To acquaint the student with the aim and principles of guidance programme.</li> <li>To develop in student an understand of various procedures of organizing various guidance services.</li> </ol> <p>COURSE CONTENTS</p>	<p>Testing in Guidance Service</p> <ol style="list-style-type: none"> <li>Use of tests in guidance and counselling.</li> <li>Tests of intelligence, aptitude, creativity, interest and personality</li> <li>Administering, scoring and interpretation of test scores.</li> <li>Communication of test results as relevant in the context of guidance programme.</li> </ol> <p>Human Adjustment and Mental Health</p> <ol style="list-style-type: none"> <li>Psychological foundation of adjustment.</li> <li>Role of motivation and perception in adjustment.</li> <li>Principles of mental hygiene and their implication of affective adjustment.</li> <li>Mental health and development of integrated personality.</li> </ol>



**ELECTIVE PAPER**  
**PAPER - V (Paper Code-1245)**  
**DISTANCE EDUCATION**

**COURSE OBJECTIVES**

- 1) To orient students with the nature and need of Distance Education in the present day Indian Society.
- 2) To expose students to different kinds of information and communication Technologies ((ICT) and enable them to be familiar with their use in teaching-learning process.
- 3) To enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kind of programmes through Distance Education.
- 4) To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

**COURSE CONTENTS**

- Distance Education and its development
- a) Some definitions and teaching Learning components
  - b) Need and characteristic features of Distance Education
  - c) Growth of Distance Education
  - d) Distance teaching- Learning systems in India

**UNIT-II**

Intervention strategies at a distance.

- a) Information and Communication Technologies and their application in Distance Education.
- b) Designing and preparing self -instructional material
- c) Electronic media (T.V.) for Education
- d) Distance Education

**UNIT-III**

Learning at a distance

- a) Student support services in Distance Education and their management
- b) Technical and-vocational programmes through Distance Education.
- c) Programmes for women through Distance Education

**UNIT-IV**

Quality Enhancement and Programme Evaluation

- a) Quality assurance of Distance Education.
- b) Mechanisms for maintenance of standards in Distance Education.
- c) Programme evaluation.
- d) Cost analysed in D.E. - concept, need and process.

**UNIT-V**

Distance Education and Rural Development  
New Dimensions in Distance Education - promises for the future.

**REFERENCE**

1. Anand S.P.: University Without Walls Vikas Publications, New Delhi.
2. Borah S. (ed) : Distance Education, Amar Publications, Delhi.
3. Chib S.S.: Teaching by Correspondence in India, Light and life, New Delhi.
4. Keegan D.: Foundations of Distance Education, Second edition, Routledge, London.
5. Khan, I.: Distance Education- Some Readings, Amar Publications, Delhi.
6. Mukhopadhyay M. (Ed.): Yearbook of Educational Technology, 1988.
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8. Mukhopadhyay M. (Ed.) : Educational Technology Challenging Issues, Sterling Publishers New Delhi.

9. Sahoo, P.K. : Higher Education at Distance, Sanchar publications, Delhi.

**ELECTIVE PAPER**  
**PAPER - VI (Paper Code-1246)**  
**VALUE EDUCATION AND HUMAN RIGHTS**

**COURSE OBJECTIVES**

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral. Development of the child.
4. To enable-them to understand the process of moral development vis-A-vis their cognitive and social-development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into-moral education.

**COURSE CONTENTS**

The Socio-moral and cultural context, -

- a) Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
- b) Valuation of culture.: Indian Culture and Human Values.

**UNIT-II**

Nature and Concept of Morality and Moral Education

- a) Moral Education vis-a-vis religious education; moral instructions, moral training and moral indoctrination.
- b) Language of moral education - its form and context characteristics of a morally educated persons.
- c) Justice and Care - the two dimensions perspectives in Morality Dichotomy between reason and passion.
- d) Moral Judgement and Moral Action.

**UNIT-III**

Moral Development of the Child

- a) Concept of Development and Concept of Moral development.
- b) Psycho-analytic approach
- c) Learning theory approach, especially social learning theory approach.
- d) Cognitive developmental approach - Piaget and Kohlberg, Stages of moral development and their characteristic features.

**UNIT-IV**

Moral Learning to Moral Education.

- a) Moral Learning outside the school - child rearing practices and moral Learning, moral learning via. Imitation, Nature of Society and moral learning, Media and moral learning.
- b) Moral- Learning inside the school providing "form" and "Content to education.
- c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

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<p><b>UNIT-V</b></p> <p>Intervention Strategies for Moral Education and Assessment of Moral Maturity.</p> <p>a) Model of Moral Education - a) Rational Building Model, b) The consideration Model c) Value classification Model, d) Social Action Model, e) Just Community intervention Model.</p> <p>b) Assessment of moral maturity via moral dilemma resolution</p> <p>c) Examples of some select moral dilemmas.</p> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Harsh, R.H., Miller, J.P &amp; Fielding, G.D.: Models of Moral Education, an Appraisal Longman Inc. New York.</li> <li>2. Passi, B.K. &amp; Singh, P.: Value Education, National Psychological Corporation, Agra.</li> <li>3. Raiths, L.E., Merrill Harmins &amp; Sydney, S.: Value and Teaching, McMillan, Ohio.</li> <li>4. Rockeach, M.: The Nature of Human Values, Collier Mc Millon Publishers, London.</li> <li>5. Frankel, J.R.: How to teach Value : An Analytical Approach, Prentice Hall, New Jersey.</li> </ol>	<p>language acquisitions.</p> <p>Teaching the first language, (L1) the second language (L2) and other languages (L3); differences-in objectives instructional materials, evaluation etc. Factors affecting the teaching of L2 and L3.</p> <p>Developing the language curriculum and the syllabus dimensions, factors that influence the curriculum, dimensions, selection and grading of content, seating the contexts for teaching and learning, transaction techniques, and evaluation techniques. Developing basic language skills and intermediate as well as advanced language skills that are level specific-viz primary, secondary and senior, secondary innovative techniques for teaching grammar, reading comprehension, written expression, note - making etc.</p> <p>Individualization of Language Learning need, techniques viz: differential assignments, classroom tasks, personalized system of instruction, programmed learning and Individualized, i.e. need-based reading and Writing programmes.</p> <p>Teaching language and teaching literature in the context of L1 and L2 differences in their nature, content and emphases; interrelationships, advanced technique of teaching and evaluation.</p> <p>a) Creativity in language education : nature.</p> <p>b) Techniques for fostering and developing creativity in language.</p> <p>Research in language education : status; gaps and priorities.</p> <p>Reading research and writing research - directions and emerging priorities.</p>
<p><b>UNIT-III</b></p> <p><b>ELECTIVE PAPER</b> <b>PAPER - VI (Paper Code-1247)</b> <b>LANGUAGE EDUCATION</b></p> <p><b>PART - I :</b></p> <p><b>THEORETICAL &amp; PEDAGOGICAL BASES OF LANGUAGE EDUCATION COURSE</b></p> <p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. To develop an understanding of the nature, functions and implications for planning and teaching language.</li> <li>2. To help the students to know the psychology of teaching language learning.</li> <li>3. To acquaint the students with pedagogy of language learning and language teaching.</li> <li>4. To orient the students with individualization of language learning, PSI, programmed learning etc. in language learning.</li> <li>5. To develop understanding and skill in differentiating between teaching language and teaching literature in the context of L1 and L2.</li> <li>6. To acquaint the students with various areas of research in language, education.</li> <li>7. To help the students to know various problems such as contextual, curriculum, teacher preparation etc. of language Education in India.</li> <li>8. To develop an understanding of policy formulation of language education in India.</li> </ol> <p><b>COURSE CONTENTS</b></p> <p><b>UNIT-I</b></p> <p>Language</p> <p>a) Nature, functions and implications for planning and teaching language i.e. first language and second language.</p> <p>b) Linguistics and Language Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics.</p> <p><b>Psychology of teaching and learning of languages</b></p> <p>a) The Indian tradition : Contribution of Yask, Panini Patanjali and Bharthari.</p> <p>b) The Western tradition : the behaviouristic approach, the cognitive - code approach, the communicative approach,</p> <p>c) Psycholinguistic approach; principles of language and psychology of language teaching' and language learning.</p> <p><b>UNIT-II</b></p> <p><b>Pedagogy of Language Learning and Language Teaching</b></p> <p>a) Language learning &amp; language acquisition; factors affecting language learning and</p>	<p><b>PART - II</b></p> <p><b>PROBLEMS OF LANGUAGE EDUCATION IN INDIA</b></p> <p><b>Contextual Problems</b></p> <p>a) Multilingual context of India</p> <p>b) Constitutional provisions regarding language and education and their impact.</p> <p>c) Three - language formula - original as well as modified and its present status</p> <p>d) Medium of instruction - controversy, recommendations in NPE 1968, 1986, 1992 and National School Curriculum - 2000</p> <p>Curriculum development in multilingual context of India the core component and the add - on components, their transaction techniques &amp; evaluation.</p> <p><b>Preparation of Language Teachers</b></p> <p>a) Pre-service education, in-service education; site professional development</p> <p>b) Planning, inputs, transaction and evaluation</p> <p>c) Distance mode based preparation of language teachers.</p> <p>d) Alternative course designs for preparing language teachers.</p> <p>Functioning and contribution of CIEIL, General Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan etc; in strengthening language education in India.</p> <p><b>Policy Formulation and language education</b></p> <p>a) Levels : national level; state level; district and local level.</p> <p>b) Need surveys and trend analysis.</p> <p>c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.</p>
<p><b>UNIT-IV</b></p> <p><b>Language</b></p> <p>a) Nature, functions and implications for planning and teaching language i.e. first language and second language.</p> <p>b) Linguistics and Language Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics.</p> <p><b>Psychology of teaching and learning of languages</b></p> <p>a) The Indian tradition : Contribution of Yask, Panini Patanjali and Bharthari.</p> <p>b) The Western tradition : the behaviouristic approach, the cognitive - code approach, the communicative approach,</p> <p>c) Psycholinguistic approach; principles of language and psychology of language teaching' and language learning.</p> <p><b>UNIT-II</b></p> <p><b>Pedagogy of Language Learning and Language Teaching</b></p> <p>a) Language learning &amp; language acquisition; factors affecting language learning and</p>	<p>add - on components, their transaction techniques &amp; evaluation.</p> <p><b>Preparation of Language Teachers</b></p> <p>a) Pre-service education, in-service education; site professional development</p> <p>b) Planning, inputs, transaction and evaluation</p> <p>c) Distance mode based preparation of language teachers.</p> <p>d) Alternative course designs for preparing language teachers.</p> <p>Functioning and contribution of CIEIL, General Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan etc; in strengthening language education in India.</p> <p><b>Policy Formulation and language education</b></p> <p>a) Levels : national level; state level; district and local level.</p> <p>b) Need surveys and trend analysis.</p> <p>c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.</p>
<p><b>UNIT-V</b></p> <p>Language</p> <p>a) Nature, functions and implications for planning and teaching language i.e. first language and second language.</p> <p>b) Linguistics and Language Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics.</p> <p><b>Psychology of teaching and learning of languages</b></p> <p>a) The Indian tradition : Contribution of Yask, Panini Patanjali and Bharthari.</p> <p>b) The Western tradition : the behaviouristic approach, the cognitive - code approach, the communicative approach,</p> <p>c) Psycholinguistic approach; principles of language and psychology of language teaching' and language learning.</p> <p><b>UNIT-II</b></p> <p><b>Pedagogy of Language Learning and Language Teaching</b></p> <p>a) Language learning &amp; language acquisition; factors affecting language learning and</p>	<p>add - on components, their transaction techniques &amp; evaluation.</p> <p><b>Preparation of Language Teachers</b></p> <p>a) Pre-service education, in-service education; site professional development</p> <p>b) Planning, inputs, transaction and evaluation</p> <p>c) Distance mode based preparation of language teachers.</p> <p>d) Alternative course designs for preparing language teachers.</p> <p>Functioning and contribution of CIEIL, General Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan etc; in strengthening language education in India.</p> <p><b>Policy Formulation and language education</b></p> <p>a) Levels : national level; state level; district and local level.</p> <p>b) Need surveys and trend analysis.</p> <p>c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.</p>

ELECTIVE PAPER PAPER -VIII COMPARATIVE EDUCATION	ELECTIVE PAPER PAPER - IX TEACHER EDUCATION
<p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To help the students to understand comparative education as an emerging multi educational discipline (with its scope and major concepts) of education</li> <li>To acquaint the students with educational systems in terms of factors and approaches comparative education</li> <li>To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.</li> <li>To help the students to use the results of assessment made by various countries and know the role of UNO and its various bodies for the promotion of Indian education.</li> <li>To create a prospective in the students about the implications of education for solving the prevailing problems of education in India.</li> </ol>	<p><b>COURSE OBJECTIVES</b></p> <p>To enable the students to understand about the concept, aims and scope of teacher education in India with its historical perspectives. Development of teacher education curriculum in India. Different competencies essential for a teacher for effective transaction. Teaching models - concept &amp; process. Various aspects of supervision and feedback.</p>
<p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Comparative education - Meaning in terms of looking at it as a new discipline</li> <li>Scope and major concepts of comparative education Methods.</li> <li>Democracy and Nationalism</li> <li>Juxtaposition</li> <li>Area Study</li> <li>Intra and Inter educational analyses</li> <li>Democracy and Nationalism</li> </ul>	<p><b>COURSE CONTENTS</b></p> <ul style="list-style-type: none"> <li>Teacher Education - concept, aims and scope;</li> <li>Teacher Education in a changing society : A brief review of historical perspective of the development of teacher. Education in India ancient, medieval and British and during Post-independence period.</li> </ul>
<p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Comparative education factors and approaches geographical, economic, cultural philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors - Cross disciplinary approach used in comparative education.</li> </ul>	<p>Teacher Education Curriculum at different stages : Approaches to Teacher Education consecutive and integrated.</p>
<p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Modern trends in world education - national and global.</li> <li>Role of UNO in improving educational opportunities among the member countries various official organs of the UNO. and their educational activities.</li> </ul>	<p>A critical appraisal of the present system of teacher education in India - a study of the various recommendations of commissions and committees in the post independence era.</p>
<p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>A comparative study of the education systems of countries with special reference to USA, UK, Russia, Japan, India</li> <li>Primary Education</li> <li>Secondary Education</li> <li>Higher Education</li> <li>Teacher Education</li> <li>Adult Education</li> </ul>	<p>Qualities of a good teacher- cognitive, affective and psychomotor skills. Competency-based teacher educations : Quality assurance in teacher education. Principals of Teaching; methods of teaching school subjects.</p>
<p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Problems prevailing in developing countries with special reference to India, the causes and solution through education.</li> <li>Poverty</li> <li>Unemployment</li> <li>Population explosion.</li> <li>Hunger</li> <li>Terrorism</li> <li>Castoism and communalism</li> <li>Illiteracy</li> <li>Beggary</li> <li>Political instability</li> </ul>	<p>The Teaching Models - Concept Attainment Model, Inquiry Training Model Problem Solving Model and Inductive Thinking Mode). Organization of Practice Teaching for developing an effective teacher - Block and Intermittent practice teaching Internship - it organization and problems. Supervision of practice lessons: observation and assessment; feed back to student teacher-concept and types</p>
<p><b>ASSIGNMENT</b></p> <p>Student will be required to submit a term paper on any one of the following:</p> <ul style="list-style-type: none"> <li>Preparation of resource material on any teaching unit of Teacher Education paper.</li> <li>A critical study of any one aspect of Teacher Education.</li> <li>Study of teaching methods used at any stage of schooling.</li> <li>A survey of research on any aspect of teacher education - attitude and job satisfaction of school teachers</li> </ul> <p>Work study project related to teacher education.</p>	<p>Teacher Education Curriculum at different stages : Approaches to Teacher Education consecutive and integrated.</p>
<p><b>REFERENCE:</b></p> <ul style="list-style-type: none"> <li>Buch, M.B: First Survey of Research in Education.</li> <li>Buch, M.B. : Second Survey of research-on Education.</li> <li>Buch, M.B. &amp; Palasane, M.M.: Readings in Service Education.</li> <li>Chaurasia, G: Innovations and Challenges in Teacher Education.</li> </ul>	<p>Teacher Education Curriculum at different stages : Approaches to Teacher Education consecutive and integrated.</p>

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- With Hearing impairment
  - Creative
  - Gifted
- (Definition, types, causes, psychological and behavioural characteristics and education)

**ELECTIVE PAPER  
PAPER XI  
EDUCATIONAL TECHNOLOGY**

**COURSE OBJECTIVES**

- To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software
- To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system..
- To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- To enable the 'students teachers to understand about the importance of, programmed instructions and researches in E.T.
- To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware.
- Educational technology and instructional technology.

- Communication and Instruction
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System
- Formulation of instructional objectives
- Task analysis
- Designing of instructional strategies such as tutorials.

- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies: Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models: and Modern Models of Teaching).
- Modification of teaching behaviour; Micro teaching, Flander's Interaction Analysis, Simulation.

- Programmed instruction (linear/branching model)- Origin and types- liner and branching.
- Development of the programmed instruction material
- Teaching machines.
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

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- 6. Govt. of India, Ministry of Education: Education and Development.: Report of Educational Commission (1964, 66).
- 7. Govt. of India, Ministry of Education : University Commission.
- 8. Govt. of India, Ministry of Education and Culture: report of the Working Group to Review

**ELECTIVE PAPER  
PAPER-X  
SPECIAL EDUCATION**

**COURSE OBJECTIVES**

- To make the students
- 1. Know about the meaning and scope of special education in India.
- 2. Understand the various suggestions given by different recent commissions of education children with special needs for realising the concept of Universalisation of education".
- 3. Grasp about the meaning, specific characteristics, and modalities of identification various types of (students who are different then majority or are) exceptional learners.
- 4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

**COURSE CONTENTS**

**UNIT-I**  
Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India.. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types special children,

**UNIT-II**  
Meaning of universalization of Education as per constitutional provision as well state-wise allotment; - recommendations given in NPE 1986, POA 1992, and P (Persons with disability Act) 1995; National Institutes of Handicapped and the role Rehabilitation council of India.

**UNIT-III**  
Exceptional learners - learners who are mentally handicapped, visually impaired hearing impaired, loco motor impaired, suffering with learning difficulties, and gifted the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

**UNIT-IV**  
Meaning of an educational intervention - nature and objectives of special schools concept of main streaming; integrated schools and support services provided with them viz. Resources room, resource teacher, counselor etc concept of resource teaching (specially for learning disabled children); role of other (peer) members of school (children as well as teachers); family of the "concerned child" and the community in educating the child who is an exceptional one.

**UNIT-V**  
Characteristics, prevention, educational programs and placement of the following types of special children.

- Mentally Retarded, (MR).
- With Learning Disabilities,
- Emotionally disturbed,
- With Speech and Language Disorders,
- Visually impaired,

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<p><b>UNIT-V</b></p> <ul style="list-style-type: none"> <li>Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology</li> <li>Emerging trends in Educational Technology, Videotape, Radio-conference</li> <li>CCTV, CAI, INSAT- Problems of New Technologies.</li> <li>Evaluation and Educational Technology.</li> </ul>	<p>Use of Computers in Evaluation</p> <p>Test Standardization</p> <ul style="list-style-type: none"> <li>Norm referenced and criterion referenced tests, scaling - standard scores, T-score &amp; C-scores.</li> <li>Steps involved in standardising a Test.</li> <li>t- value, correlation, central tendencies.</li> <li>Curves &amp; Normal Probability curve and problems on NPC.</li> </ul>
<p><b>UNIT-VI</b></p> <p>ELECTIVE PAPER PAPER - XII</p> <p><b>EDUCATIONAL MEASUREMENT &amp; EVALUATION</b></p> <p><b>COURSES OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.</li> <li>To help the student understand relationship between measurement and evaluation in education and the existing models of evaluation.</li> <li>To orient the student with tools and techniques of measurement and evaluation.</li> <li>To develop skills and competencies in constructing and standardizing a test</li> <li>To make the students understand how various requirements of education are measured, evaluated interpreted and their results are recorded to help learners.</li> </ol> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>The Measurement and evaluation process</li> <li>Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement</li> <li>Evaluation : Functions of evaluation, and the basis principles of evaluation.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Models in Educational Evaluation</li> <li>3D Model, Total Reflection Model &amp; Individual Judgment Model.</li> <li>Evaluation and Curriculum</li> <li>Interrelationship between measurement and evaluation in education</li> </ul> <p><b>UNIT-III</b></p> <ul style="list-style-type: none"> <li>Tools of Measurement and Evaluation</li> <li>Subjective and objective tools, essay test, objective test, scales, questionnaire schedules, inventories, performance tests.</li> </ul> <p><b>UNIT-IV</b></p> <ul style="list-style-type: none"> <li>Test Construction</li> <li>General principles of test construction and its standardization</li> <li>Writing test items - objective type, essay type and interpretive type.</li> <li>Item analysis procedures for norm-referenced and criterion referenced mastery tests</li> <li>Basic characteristics of good measuring instrument.</li> <li>Validity, objectivity, Reliability, Usability and Norms</li> <li>Types, Ways of determination; Importance and application</li> <li>Item analysis.</li> <li>Measurement Of Achievement, Aptitudes, Intelligence, Attitudes, Interest Skills</li> <li>Interpretation of the above test-scores and methods of feed back to students.</li> <li>New trends in evaluation viz:           <ul style="list-style-type: none"> <li>Grading</li> <li>Semester system</li> <li>Continuous Internal Assessment</li> <li>Question Bank</li> </ul> </li> </ul>	<p><b>PRACTICUM</b></p> <ol style="list-style-type: none"> <li>Construction of an achievement test - design, blue-print formulation of items and scoring keys.</li> <li>Construction of a diagnostic test in any one of the school teaching subjects at secondary level.</li> <li>Construction of test objective-type items on any school subject with respect to knowledge, understanding and application.</li> <li>Drawing the normal probability Curve of a given distribution and test the normality by means of skewness and kurtosis.</li> </ol> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Anastasi, A : Psychological Testing, 4th Edition.</li> <li>Ausubel, D.P. and Rolinson, E.G. : School Learning.</li> <li>Bloom, b.s. et. al. (Eds.) Taxonomy of Educational Objectives : Handbook I, The cognitive Domain.</li> <li>Ferguson, George A. : Statistical Analysis in Psychology and Education.</li> <li>Freeman, E.S. : Theory and practice of Psychological Testing.</li> <li>Garrett, J. : Statistics in Psychology and Education.</li> <li>Grontand, Norman, E: Measurement and Evaluation in Teaching.</li> </ol>
<p><b>UNIT-VII</b></p> <p>ELECTIVE PAPER PAPER - XIII</p> <p><b>CURRICULUM DEVELOPMENT</b></p> <p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>To enable the student teachers to develop an understanding about important principles of curriculum construction.</li> <li>To help student teachers understand the bases and determinants of curriculum.</li> <li>To orient the student teachers with curriculum design, process and construction of curriculum development.</li> <li>To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.</li> <li>To help student teachers understand issues, trends and researcher in the area of curriculum, in India.</li> </ol> <p><b>UNIT-I</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Concept and meaning of curriculum.</li> <li>Curriculum development, theories and procedures.</li> <li>History of curriculum development.</li> </ul> <p><b>UNIT-II</b></p> <ul style="list-style-type: none"> <li>Bases of Determinants of Curriculum.</li> <li>Philosophical considerations</li> <li>Psychological considerations</li> </ul>	<p><b>UNIT-VIII</b></p> <p>Use of Computers in Evaluation</p> <p>Test Standardization</p> <ul style="list-style-type: none"> <li>Norm referenced and criterion referenced tests, scaling - standard scores, T-score &amp; C-scores.</li> <li>Steps involved in standardising a Test.</li> <li>t- value, correlation, central tendencies.</li> <li>Curves &amp; Normal Probability curve and problems on NPC.</li> </ul> <p><b>PRACTICUM</b></p> <ol style="list-style-type: none"> <li>Construction of an achievement test - design, blue-print formulation of items and scoring keys.</li> <li>Construction of a diagnostic test in any one of the school teaching subjects at secondary level.</li> <li>Construction of test objective-type items on any school subject with respect to knowledge, understanding and application.</li> <li>Drawing the normal probability Curve of a given distribution and test the normality by means of skewness and kurtosis.</li> </ol> <p><b>REFERENCE</b></p> <ol style="list-style-type: none"> <li>Anastasi, A : Psychological Testing, 4th Edition.</li> <li>Ausubel, D.P. and Rolinson, E.G. : School Learning.</li> <li>Bloom, b.s. et. al. (Eds.) Taxonomy of Educational Objectives : Handbook I, The cognitive Domain.</li> <li>Ferguson, George A. : Statistical Analysis in Psychology and Education.</li> <li>Freeman, E.S. : Theory and practice of Psychological Testing.</li> <li>Garrett, J. : Statistics in Psychology and Education.</li> <li>Grontand, Norman, E: Measurement and Evaluation in Teaching.</li> </ol>

- Sociological considerations
  - Discipline-oriented considerations
- UNIT-III**
- Curriculum Design and organization
  - Components and source of design
  - Principles
  - Approaches.
  - Categories and types.
- UNIT-IV**
- Curriculum Construction
  - Different models and principles
  - Deduction of curriculum from aims and objectives of education
  - Administrative consideration
  - Grass-root level planning System - analysis.
  - Curriculum Implementation Strategies
  - Role of Curriculum support materials
  - Types of materials and aids. Models of implementation.
- UNIT-V**
- Curriculum Evaluation
  - Importance of evaluation of curriculum
  - Models of curriculum evaluation
  - Interpretation of evaluation results and method.
  - Issues and trends in curriculum development, curriculum research India.
  - Suggestions and recommendation in curriculum development as per the following commissions
  - University Education Commission, 1948
  - Secondary Education Commission, 1952
  - Education Commission, 1966.

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**ELECTIVE PAPER  
PAPER - XIV**

**MANAGEMENT PLANNING AND FINANCING OF EDUCATION**

**COURSES OBJECTIVES**

1. To enable the student teachers to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint the student teachers with the processes of educational management.
3. To develop an understanding in the student teachers about the management of finance, resources, and enable them to prepare school/institutional budget.
4. To orient student teachers with the procedures of supervision,, inspection and improvement in the field of education.
5. To make the student teachers understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

**UNIT-I**

- Educational Management' practice in the Present day context
- Meaning, nature ,scope and principles of modern scientific management.
- Systems approach to operational management in education
- Functions of educational managers
- Research relating to' educational management
- The present trends in educational management

**UNIT-II**

- The process of management
- Planning for a rational approach to goal achievement;
- Concept, of Objectives, Steps for formulating the objectives; Planning strategy, Policy and Programme for realizing the objectives in terms of; Decision making, Programme development and forecasting; Organizing, Directing, Staffing and Recruiting, and Recording& Reporting.
- POSDCORB & PODC approaches.

**UNIT-III**

- Management of Financing:
- Nature and scope of Educational finance.
- Sources, Procurement, Budgeting and Allocation of Funds.
- Maintenance of Accounts,
- Sharing and distribution of financial responsibility.
- Mobilization of local resources.
- Private and self financing of educational institutions.

**UNIT-IV**

- Supervision and Inspection in Education : Need for supervision; Meaning, Nature, Scope, limitations of present supervisory procedures Evaluation of supervisory effec-

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Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.  
 Technological system - industrial growth, scientific and technological inventions and their impact on the environmental system.

Methods and approaches of environmental education  
 Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.  
 Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.  
 Role of Media, Print, films, and TV.

Comparative Study of Environmental Projects from various Countries.

**ELECTIVE PAPER  
 PAPER - XVI  
 SCIENCE EDUCATION**

**COURSE OBJECTIVES**

- Enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
- Acquaint the learner with the latest educational thinking about science education.
- Develop the professional skills needed for practicing modern education including the scientific listing of behavioural objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
- Develop the skills needed, for the devising science curriculum for schools and for developing support materials and literature for curriculum transaction.
- Develop the ability and skills for evaluating the range of outcomes in science education.
- Use of research findings in science education for improving practices related to science education.

**COURSE CONTENTS**

- Nature of modern science and science education
- Evaluation of science over the centuries; role of science in the 21st, century information society and the emerging educational scenario.
- Science education, for the 21 century - new assumptions and practices; in modern Science education. Nature of scientific method; use of scientific method of generating new knowledge.
- Objectives of modern science education
- Different approaches adopted for defining educational outcomes - taxonomical approach, products, versus process approach, problem solving approach, discovery approach etc.

**Modern science curricula**

- Nature of modern science curricula; criteria used for developing science curriculum for schools; discipline oriented science curricula.
- Specialised versus integrated science curricula.
- Characteristics of important curricular experiments like the PSSC, Chem Study, BSCS, Nuffield Science etc.
- Format of the science curriculum document.

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Inspection Vs. Supervision  
 Academic Supervision Vs. Administrative Supervision.  
 Resources budgeting and auditing in education  
 Resource :Meaning types mobilization, allocation and creation  
 Budgeting : Processes, formulation, types, drawbacks  
 Evaluation for performance and accountability.

Controlling & leadership styles in educational management  
 Centralization Vs. Decentralization, PERT, PPBS, Control and methods of controlling  
 Control-diameter, unity of command.  
 Leadership : Meaning and nature, Theories of leadership, leaderships styles.  
 System Evaluation, Programme Evaluation and Evaluation of functionaries.

**ELECTIVE PAPER  
 PAPER - XV  
 ENVIRONMENTAL EDUCATION**

**COURSES OBJECTIVES**

1. To make student teachers understand about the concept, importance scope and aims environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student1t teachers with various components of environment for preparing curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area environmental studies in different countries.

**UNIT-I**

- Introduction
- Concept, Importance and Scope.
- Aims and Objectives
- Guiding Principles and foundations.
- Relationship between man and Environment
- Ecological and Psychological Perspective

**UNIT-II**

- Environmental Hazards :
- Environmental pollution; physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, secondary and higher educational institutions.

**UNIT-III**

- Features of curriculum for environmental education
- Special nature of curriculum on environmental education.
- Concept of environment and ecosystem.
- Natural system earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.

श्री. एन. एन. एस.

<p>UNIT-III</p> <ul style="list-style-type: none"> <li>- Curriculum support documents and materials.</li> <li>- Psychological bases of modern science education: Contributions of modern educational thinkers to science education and their implications for educational practice with special reference to the works of : (i) Piaget; (b) Bruner; (c) Gagne; (d) Ausubel and (e) Mager.</li> <li>- Instructional strategies and models: Study of any three, representative models of teaching, useful for science teaching.</li> <li>- Applications, of enquiry approach, environmental approach and creative learning approach to science education.</li> <li>- Project work in science learning.</li> <li>- Use of co-curricular activities for science learning.</li> <li>- Instructional strategies for dealing with the gifted children; strategies for dealing with low achievers. Education for scientific credibility.</li> </ul> <p>UNIT-IV</p> <ul style="list-style-type: none"> <li>- Curricular support material and educational technology : Text books - criteria used for developing textbooks. Student workbooks, teacher handbooks and reference books; use of on-line search for information.</li> <li>- Educational technology - meaning and scope; hardware and software technologies; programmed instruction; CAI; audio-video support material for science learning.</li> </ul> <p>UNIT-V</p> <ul style="list-style-type: none"> <li>- Evaluation of educational outcomes : Evaluating specified outcomes - modern assumptions. Developing instruments for measuring specialised behavioural outcomes. Test formats items analysis, validity and reliability of tests; question banks; scoring marking and grading; items of measuring process and product outcomes; diagnostic testing and remedial teaching; concept of MLL.</li> <li>- Research perspectives : Acquaintance with important research findings with special reference to science education in, India in the following areas           <ol style="list-style-type: none"> <li>(a) variables related to science achievement - Intelligence, adjustment and motivational dimensions.</li> <li>(b) underachievement in sciences incidence; variables related to underachievement.</li> <li>(c) studies on science curricula.</li> <li>(d) efficacy of instructional models used for science teaching.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.</li> <li>- Concept of Buddhi: (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.</li> <li>- Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksharn Sharir)</li> <li>- Nature of knowledge and knowledge getting process - the Pramanas.</li> </ul> <p>UNIT-II</p> <ul style="list-style-type: none"> <li>- The Philosophy of yoga and its relationship to individual and social upliftment.</li> <li>- The meaning and definitions of Yoga.</li> <li>- Yoga as a way to healthy and integrated living.</li> <li>- Yoga as a way to socio-moral upliftment of man.</li> <li>- Yoga as a way to spiritual enlightenment - Atmanubhuti Pratykshanubhuti.</li> </ul> <p>UNIT-III</p> <ul style="list-style-type: none"> <li>- Different types of yoga systems and characteristics of yoga practitioner.           <ul style="list-style-type: none"> <li>- Ashtanga yoga of Patanjali</li> <li>- Jnana, yoga, Bhakti yoga and karma yoga of the Bhagwadgita, Integral yoga of Aurobindo and modern off shoots of yoga Characteristics of a practitioner of yoga.</li> </ul> </li> </ul> <p>UNIT-IV</p> <ul style="list-style-type: none"> <li>- The instrumentals of yoga (Sadhana pad).</li> <li>- The Five vamas (observances).</li> <li>- The Five Niyamas (abstinences).</li> <li>- Asans - The right postures.</li> <li>- Pranayam controlling the breadth.</li> <li>- Pratyahara controlling the senses.</li> <li>- Dharana (concentration) and its methods</li> <li>- Dhyana (meditation) and its kinds.</li> <li>- Samadhi - its various types.</li> </ul> <p>UNIT-V</p> <ul style="list-style-type: none"> <li>- Scientific : basis of yoga - yoga and mental health.</li> <li>- Yoga and Bio-feedback Therapeutic values of yoga.</li> <li>- Different Asans and their effects to promote a sound physical and mental health.</li> <li>- Dhyana, and its therapeutic value.</li> </ul>
<p><b>COURSE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Buddhi (Mahat) and Ahamkar etc.</li> <li>2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.</li> <li>3. Understand different types of Yoga -The Ashtang yoga, the Jnana yoga, Bhakti yoga, and other modern off-shoots.</li> <li>4. Understand the socio-psychological basis leading to a dynamic transformation of personality.</li> <li>5. Understand the scientific basis and therapeutic values of yoga.</li> </ol> <p>UNIT-I Metaphysical basis of yoga</p>	<p><b>ELECTIVE PAPER PAPER - XVIII COMPUTER EDUCATION</b></p> <p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with Computer Centric Education and Fundamentals of Computer System.</li> <li>2. To train students in various computer operation environment.</li> <li>3. To develop knowledge about Data Communication and Network System.</li> <li>4. To develop competencies in students, and to learn programming for the purpose of developing Educational Software.</li> <li>5. To understand and develop skills in using computers, in the areas of Education.</li> <li>6. To develop skills in using application software for the purpose of educational management.</li> </ol> <p><b>SYLLABUS</b></p> <p>UNIT-1 <b>FUNDAMENTAL OF COMPUTER SYSTEMS</b></p> <ul style="list-style-type: none"> <li>- Introduction D:mputer system and its mechanism, Concepts of Hardware and Soft-</li> </ul>
<p>श्री.एस. एम.एस. (64)</p>	<p>श्री.एस. एम.एस. (65)</p>



ware, Variables (Numeric, alphanumeric, string), Personal Computer peripherals and function (Input and output devices, CPU, Primary and Secondary memories), ROM, RAM, Hard Disk Drive, Floppy Disk Drive, CD-ROM, File organisation, Use of Keyboard, Mouse, Joy stick, Light Pan, Precautionary measures in using computers, Use of computer in the areas of Educational System (School Education or Higher Education). Structural presentation on the use of computers in education and teaching profession.

**UNIT-2**

**OPERATING SYSTEMS (DOS, WINDOWS-98, UNIX)**  
 DOS : Elementary knowledge and use of DOS and its Internal and External Commands. WINDOWS-98 : Functional knowledge of Windows-98 and commands for operational systems. UNIX: Elementary knowledge and use of UNIX environment. Getting started with UNIX. NIX Directories and Files, UNIX Security and Access. UNIX Communications, Difference between Application and System software, Concept of operational commands.

**UNIT-3**

**DATA COMMUNICATION AND NETWORK**  
 Data communication, Type of Data, Communication System and devices, Types of computer network system, Network topology, Network structures and characteristics. Local Area Network (LAN), Electronic Mail, Internet, Voice Mail, Multimedia in Education, Networking in India, Concept of e-Commerce, Intranet, Extranet, Computer tool for Learning, Computer Managed Education (CME), Access of Web site, Source getting Education of information.

**UNIT-4**

**COMPUTER CENTRIC EDUCATION**  
 Concept of computers, Modern Development Process, Differences in Computer Technology, Computer Application and Computer Education, Use of Computers in Education, Limitations and disadvantages of computers, Impact of computers in Educational Research in Computer Education, Use of computer in Educational Planning, Use of Computers in Educational Management & Administration, Development of Teaching System on Computers, Computer Assisted Learning.

**UNIT-5**

**SOFTWARE DEVELOPMENT IN EDUCATION**  
 Concept and knowledge of system analysis and design, Characteristics of Educational software, Techniques of Educational software development (designing, developing and implementation stages), Data processing and structure, Factors determining the methods of Data processing cycles.  
 Concept of Database, Database Management in School System, MS-ACCESS creative database; Modern Word Processing with MS-Word; Presentation of facts with MS-Power Point for Transparency and slide presentation; MS- Excel for preparing Graph and simple statistical analysis, Functions Knowledge about these software (MS-OFFICE) and operational Commands.

**ASSIGNMENTS & PRACTICAL:**

1. Developing Educational Software through FoxPro 2.6 (Windows based).
2. Developing a MIS (Management Information System) of School System or Higher Education.
3. Developing Question Bank for +2 Level / Higher Education / Professional Examinations.
4. Developing Source of Educational Information's, and interaction through Internet.
5. Creating personal library through Search Engines in Web sites.

**REFERENCES:**

1. ADAMS D.M. Computer and Teacher Training
2. AWARD System Analysis and Design
3. ASHLEY RUTH & FERNAN CLEZ JUDI Teach Yourself Unix, BPS Pub. New Delhi

श्री.एस. एन.एस.

BASABDRA S.K.  
 DAS S.  
 DOS Manual  
 HANSPAL P.V  
 Hancock Bill

HANSPAL P.  
 JYAIN, V.K.  
 KOPARKER V  
 MISHKOFFHENRY  
 ROBBINS JUDD  
 SAM'S

TAXALI R.K.  
 WINDOWS 98

Computer Today, Galgotia Pub. New Delhi  
 UNIX Ver.4

Computer Shiksha Avam Soochna Proudhyogiki  
 Network Concepts and Architectures, BPB Publications, New Delhi

Designing, Developing and implementing Computer based Learning Resources, Management System 1994, unpublished Doctoral Thesis in Education, Devi Ahilya University, (INDORE)

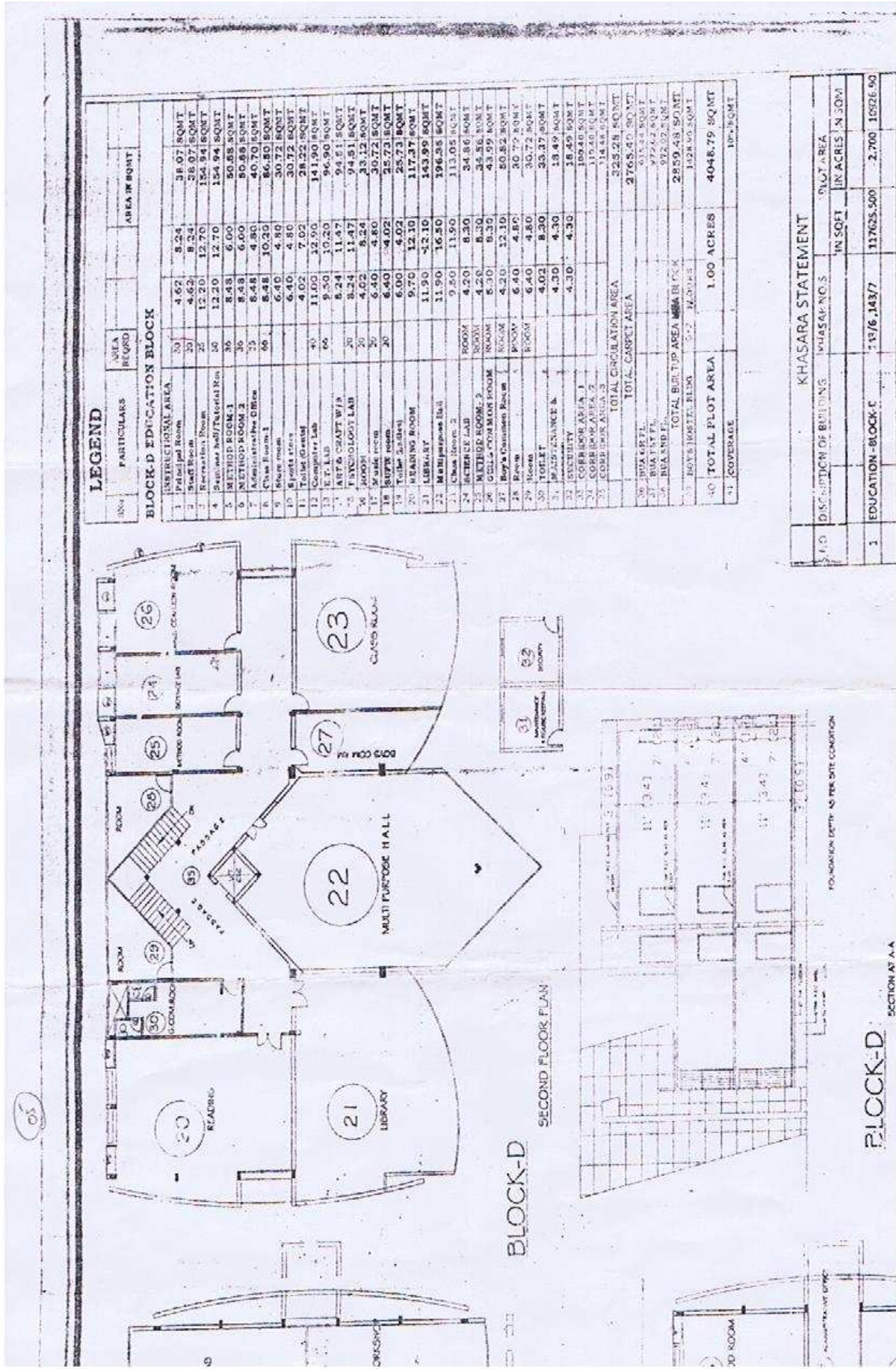
'O' Level Module III  
 UNIX for You.

Understanding Artificial Inelegancy, BPS Publication, New Delhi  
 Mastering DOS: BPB Publication, New Delhi.

Teach Yourself OFFICE 97 in 24 Hrs, Prentice Hall of India, New Delhi

FOX PRO made Simple,  
 No Experience Required BPB Pub. New Delhi

  
**Principal**  
**Apollo College Anjora, Durg**



*Amritha A*  
Principal  
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KHASARA STATEMENT			
S.N.	DISCUSSION OF BUILDING	KHASARA NO.S	PLAT AREA IN ACRES
1	EDUCATION - BLOCK-D	11/6, 143/7	2.700

**छात्र प्रतिक्रिया प्रश्नावली**  
**पं. रविशंकर शुक्ल से संबद्ध**  
**प्रश्नावली-1**  
**अपोलो महाविद्यालय**  
**अंजोरा, दुर्ग (छ.ग.)**

कार्यक्रम : .....

विभाग : .....

वर्ष : .....

छात्रों को यह निर्देश दिया जाता है कि वे नीचे दिये हुए पैमाने के चारों स्केल में से किसी एक का प्रयोग करें। यह स्केल केवल एक पाठ्यक्रम के लिए हैं, अन्य पाठ्यक्रम के लिए अलग से स्केल का प्रयोग किया जायेगा।

4.00	3.00	2.00	1.50	0.0
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
↓	↓	↓	↓	
बहुत अच्छा	अच्छा	संतोष जनक	असंतोष जनक	

पाठ्यक्रम-1

पैरामीटर्स	A बहुत अच्छा	B अच्छा	C संतोष जनक	D असंतोषजनक
1. पाठ्यक्रम की गहराई जिसमें परियोजना का कार्य भी शामिल है, यदि कोई है तो।				
2. पाठ्यक्रम के कवरेज की सीमा।				
3. वास्तविक जीवन के लिए प्रयोज्यता/ प्रासंगिकता।				
4. अधिगम मूल्य (ज्ञान, अवधारणा, कौशल, विश्लेषणात्मक क्षमता और दृष्टिकोण को विस्तृत बनाने में)				
5. पठन सामग्री की स्पष्टता और शाब्दिकता।				
6. अतिरिक्त सामग्री स्रोत की प्रासंगिकता (लाइब्रेरी)				
7. छात्रों द्वारा अपेक्षित प्रयत्नों की सीमा।				
8. कुल रेटिंग।				

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**शिक्षक पर छात्र राय प्रश्नावली**  
**पं. रविशंकर शुक्ल से संबद्ध**  
**प्रश्नावली-2**  
**अपोलो महाविद्यालय**  
**अंजोरा, दुर्ग (छ.ग.)**

विभाग : ..... वर्ष : .....

छात्रों को यह निर्देश दिया जाता है कि वे नीचे दिये हुए पैमाने के चारों स्केल में से किसी एक का प्रयोग करते हुए शिक्षकों के गुण पर टिक (✓) लगाये।

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
↓	↓	↓	↓	
बहुत अच्छा	अच्छा	संतोष जनक	असंतोष जनक	

**पाठ्यक्रम-2**

पैरामीटर्स	A बहुत अच्छा	B अच्छा	C संतोष जनक	D असंतोषजनक
1. शिक्षकों का ज्ञान कोष (शिक्षक के रूप में आपके द्वारा कथित)।	✓			
2. पदों में अभिव्यक्ति और बोध गम्यता का संचार कौशल।				
3. शिक्षक की ईमानदारी/प्रतिबद्धता।	✓			
4. शिक्षकों द्वारा उत्पन्न रूचि।	✓			
5. पर्यावरण के साथ पाठ्यक्रम सामग्री एकीकृत करने की क्षमता/अन्य मुद्दे प्रदान करने के लिए एक व्यापक परिपेक्ष्य।	✓			
6. अन्य सामग्रियों के साथ एकीकृत करने की क्षमता।	✓			
7. शिक्षक की पहुंच (अध्ययन के लिए प्रेरित करने हेतु तथा अन्य बाह्य चर्चाओं के लिए)	✓			
8. परिक्षायें/परीक्षण डिजाइन करने की क्षमता/परिक्षाओं और छात्रों के लिए परियोजनाओं का मूल्यांकन, पाठ्यक्रम की समझ।	✓			
9) प्रतिक्रिया के लिए पर्याप्त समय का प्रावधान।	✓			
10) कुल मिलाकर रेटिंग।				

नोट : शिक्षकों की पढ़ाने की शैली पर शिकायत एवं सुझाव यदि है तो .....

*A. Kumar*

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# अपोलो महाविद्यालय

अंजोरा, दुर्ग (छ.ग.)

## प्रश्नावली-3

कार्यक्रम और शिक्षण में छात्रों का समग्र मूल्यांकन  
(कोर्स के परिणाम घोषित होने के बाद ही भरा जाये)

विभाग : ....., कोर्स : .....

शिक्षक : ....., वर्ष : .....

आपकी प्रतिक्रियाओं को, आपके पाठ्यक्रम के अंतिम परिणाम आने के पश्चात ही देखा जायेगा/दर्ज किया जावेगा।

यह जानकारी केवल भविष्य में अध्यापन तथा पाठ्यक्रम में सुधार के लिए ही इस्तेमाल किया जायेगा।

अगर आप नाम बताना नहीं चाहते तो, आपके नाम को गोपनीय रखा जायेगा।

आप एक से अधिक उत्तरों पर टिक (✓) कर सकते हैं।

- 1) प्रत्येक कोर्स पर सिलेबस था  
(अ) पर्याप्त (ब) अपर्याप्त (स) चुनौती योग्य (द) उदासीन।
- 2) पाठ्यक्रम से लाभ की पृष्ठभूमि थी -  
(अ) पर्याप्त से अधिक (ब) पर्याप्त (स) अपर्याप्त (द) कह नहीं सकते।
- 3) पाठ्यक्रम समझने में आसान था या कठिन -  
(अ) सरल (ब) स्वीकार्यणीय (स) कठिन (द) बहुत कठिन।
- 4) कक्षा में कितना पाठ्यक्रम किया गया था -  
(अ) 85 से 100% (ब) 75 से 85% (स) 55 से 70% (द) 55% से कम।
- 5) पाठ्यक्रम के लिए पुस्तकालय सामग्री और सुविधाओं के बारे में आपकी क्या राय है -  
(अ) पर्याप्त से अधिक (ब) पर्याप्त (स) अपर्याप्त (द) बहुत कम
- 6) आपने निर्धारित पाठ्यचर्चा के लिए आवश्यक सामग्री कैसे प्राप्त की -  
(अ) सरलता से (ब) कुछ कठिनाई के साथ (स) कुछ भी उपलब्ध नहीं  
(द) बड़ी मुश्किल से।
- 7) शिक्षक कितने अच्छे ढंग से कक्षाओं के लिए तैयार होके आते थे -  
(अ) अच्छी तरह से (ब) संतोष जनक ढंग से (स) खराब ढंग से (द) उदासीन होकर।
- 8) शिक्षकों के द्वारा कक्षा में संप्रेषण स्तर कैसा था -  
(अ) हमेशा प्रभावी (ब) कभी-कभी प्रभावी (स) संजोष जनक (द) अप्रभावी।

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- 9) शिक्षक छात्रों की भागीदारी के लिए प्रोत्साहन करता है।  
 (अ) अक्सर (ब) कभी-कभी (स) नहीं (द) हमेशा
- 10) यदि हाँ, तो निम्न विधियों को प्रयोग में लाया गया -  
 (अ) प्रश्न पूछने के लिए प्रोत्साहन (ब) कक्षा को चर्चा में सम्मिलित करके  
 (स) कक्षा के बाहर चर्चा को प्रोत्साहित करके (द) प्रोत्साहित ही नहीं।
- 11) शिक्षक, सलाह कैसे देते थे -  
 (अ) बहुत उपयोगी (ब) कभी-कभी उपयोगी (स) सभी सहायक नहीं  
 (द) सलाह नहीं देते थे।
- 12) शिक्षक का सबसे अच्छा वर्णित दृष्टिकोण है -  
 (अ) हमेशा विनम्र (ब) कभी-कभी अशिष्ट (स) उदासीन (द) कह नहीं सकते
- 13) आंतरिक मूल्यांकन होता है -  
 (अ) हमेशा निष्पक्ष (ब) कभी-कभी अनुचित (स) आमतौर पर अनुचित,  
 (द) कभी-कभी निष्पक्ष
- 14) क्या आंतरिक मूल्यांकन का प्रभाव आपके पाठ्यक्रम का ग्रेड -  
 (अ) सुधारने में मदद करता है (ब) हतोत्साहित करता है  
 (स) कोई विशेष प्रभाव नहीं पड़ता है  
 (द) कभी-कभी प्रभावी होता है।
- 15) शिक्षक आपके प्रदर्शन पर प्रतिक्रिया देते थे -  
 (अ) नियमित/समय में (ब) सहायक टिप्पणी के साथ (स) देर से  
 (द) बिना किसी टिप्पणी के।
- 16) दत्त कार्य के लिए क्या आपसे चर्चा की गई थी -  
 (अ) हाँ, पूरी तरह से (ब) हाँ, आंशिक रूप से (स) कभी-कभी  
 (द) सभी पर चर्चा नहीं।
- 17) क्या शुरुआत में एक अंशदायी व्याख्यान के साथ पाठ्यक्रम प्रदान किया गया-  
 (अ) हाँ (ब) नहीं  
 यदि हाँ तो यह क्या उपयोगी था -  
 (अ) हाँ (ब) नहीं।
- 18) यदि आप पाठ्यक्रम के ऊपर कोई टिप्पणी और सुझाव देना चाहें -

.....  
 .....  
 .....

नीचे दिये गए स्थान या अलग शीट पर ऐसा कर सकते हैं।

*A. Kumar*  
 Principal  
 Apollo College Anjora, Durg



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**CONFIDENTIAL REPORT**

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AUDIT REPORT AND STATEMENT OF ACCOUNTS OF

**APOLLO COLLEGE OF B.ED**

Durg,  
Chhattisgarh

AS ON 31<sup>st</sup> MARCH, 2013

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**Audited By:-**

**MRCA & ASSOCIATES (Chartered Accountants)**  
(PAN No. AAQFM 6023 P)

**Head Office:** Office No. 211, Samta Shopping Arcade, Main Road, Samta Colony,  
Raipur – 492001, Ph No. 0771-4062170

**Branch at:** Baikunthpur, Distt. Korea (C.G.), Rajnandgaon (C.G.), Ambikapur (C.G.),  
Sambalpur (O.R.)

**E-mail:-** info@mrca.in, **Website:** www.mrca.in

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**INDEPENDENT AUDITOR'S REPORT**

To the Members of

**APOLLO COLLEGE OF B.ED**

We have audited the accompanying financial statements of **Apollo College of B.Ed.**, which comprise the Balance Sheet as at March 31, 2013, and Income & Expenditure Account for the year then ended, and a summary of significant accounting policies and other explanatory information.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Samiti's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give the information required by the Act in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:



**Office : 211, Samta Shopping Arcade, Main Road, Samta Colony, Raipur 492001 (C.G.)**  
**0771-4062170, Email : info@mrca.in**

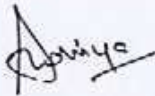


- a) in the case of the Balance Sheet, of the state of affairs of the Samiti as at March 31, 2013;
- b) in the case of the Income & Expenditure Account, of the Surplus for the year ended on that date.

**For MRCA & ASSOCIATES.**

Firm registration number: 012690C

*Chartered Accountants*



**CA. Ashish Lohiya**

(Partner)

M.NO.409765

Date: 04.09.2013

Place: Raipur (C.G.)



**APOLLO COLLEGE OF B.ED**
**BALANCE SHEET**

As on 31st March, 2013

	Schedule	Current Year	Previous Year
<b><u>SOURCES OF FUNDS</u></b>			
<b>UNRESTRICTED FUNDS</b>	1		
Corpus		-	-
General Fund		74,48,494.22	65,55,787.61
Designated/ Earmarked Funds		-	-
<b>RESTRICTED FUNDS</b>	2	-	-
<b>LOANS/BORROWINGS</b>	3		
Secured		-	-
Unsecured		11,72,565.00	21,63,590.00
<b>CURRENT LIABILITIES &amp; PROVISIONS</b>	4	36,55,932.47	2,12,715.00
<b>TOTAL :</b>		<b>1,22,76,991.69</b>	<b>89,32,092.61</b>
<b><u>APPLICATION OF FUNDS</u></b>			
Tangible Assets	5	93,85,776.08	12,36,197.08
Intangible Assets		-	-
Capital Work-In-Progress		-	-
<b>INVESTMENTS</b>	6		
Long Term		-	-
Short term		-	-
<b>CURRENT ASSETS</b>	7	1,17,031.61	7,989.00
<b>LOANS, ADVANCES &amp; DEPOSITS</b>	8	27,74,184.00	76,87,906.53
<b>TOTAL :</b>		<b>1,22,76,991.69</b>	<b>89,32,092.61</b>
Notes on Accounts	18	-	-

 For, Appollo College Of B.Ed.  
 Durg

(President)

Place: Raipur (C.G.)

Date : 04/09/2013

 सचिव  
 (Secretary)  
 सुविधा प्रकल्पन एवं वेतनसंयम  
 कक्षा, ३० (०.०.१)

 For, MRCA & Associates  
 Chartered Accountants

 CA Ashish Lohiya  
 (Partner)  
 M.No. 409765

## APOLLO COLLEGE OF B.ED

### INCOME AND EXPENDITURE ACCOUNT

For the year ended 31st March 2013

	Schedule	Current Year			Previous Year
		Unrestricted Funds (General fund)	Restricted Fund	Total Total	
<b>INCOME</b>					
Academic Receipts	9	43,86,900.00	-	43,86,900.00	46,87,000.00
Grants & Donations		-	-	-	-
Income from investments		-	-	-	-
Other Incomes	10	40,467.61	-	40,467.61	1,70,190.53
<b>TOTAL (A)</b>		<b>44,27,367.61</b>	<b>-</b>	<b>44,27,367.61</b>	<b>48,57,190.53</b>
<b>EXPENDITURE</b>					
Staff Payments & Benefits	11	15,78,794.00	-	15,78,794.00	14,36,465.00
Academic Expenses	12	3,17,823.00	-	3,17,823.00	2,85,553.00
Administrative and General Expenses	13	6,82,841.00	-	6,82,841.00	4,45,074.00
Transportation Expenses	14	13,160.00	-	13,160.00	25,390.00
Repair & Maintenance Expenses	15	2,08,572.00	-	2,08,572.00	2,75,195.00
Finance costs	16	-	-	-	5,52,637.00
Other Expenses	17	7,33,471.00	-	7,33,471.00	10,76,914.01
<b>TOTAL (B)</b>		<b>35,34,661.00</b>	<b>-</b>	<b>35,34,661.00</b>	<b>40,97,228.01</b>
Balance being excess of Income over Expenditure (A-B)		8,92,706.61	-	8,92,706.61	7,59,962.52
Transfer to/from Designated fund - - Building fund - Others (specify)		-	-	-	-
Balance Being Surplus (Deficit) Carried to General Fund		8,92,706.61	-	8,92,706.61	7,59,962.52

For, Appollo College Of B.Ed.  
Durg

President)

Place: Raipur (C.G.)  
Date: 04/09/2013

सचिव  
(Secretary)  
संस्था के अध्यक्ष एवं प्रबंधक

For, MRCA & Associates  
Chartered Accountants

CA Ashish Lohiya  
(Partner)  
M.No. 409765



**Apollo College of B.Ed**  
For the year ended 31st March 2013

**1 Unrestricted Funds**

	31-Mar-13 Rs.	31-Mar-12 Rs.
Corpus	-	-
General Fund	65,55,787.61	57,95,825.09
Add: Surplus during the Year	8,92,706.61	7,59,962.52
Designated/ Earmarked Funds	-	-
<b>Total</b>	<b>74,48,494.22</b>	<b>65,55,787.61</b>

**2 Restricted Funds**

	31-Mar-13 Rs.	31-Mar-12 Rs.
	-	-
<b>Total</b>	<b>-</b>	<b>-</b>

**3 Loans/Borrowings**

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b>Secured Loan:</b>		
Central Government	-	-
State Government (Specify)	-	-
Financial Institutions	-	-
Others (Specify)	-	-
<b>Unsecured Loan:</b>		
Loans From Apollo Group of College	-	9,91,025.00
Others (Specify)	11,72,565.00	11,72,565.00
<b>Total</b>	<b>11,72,565.00</b>	<b>21,63,590.00</b>

**APIPOLO COLLEGE OF B.ED**  
(For The Year Ended 31st March 2013)

**SCHEDULE 5 : FIXED ASSETS**

Sr. No	Particulars	Rate	Opening Balances as on 01.04.12	Additions More than 180 days	Additions less than 180 days	Deductions during the year	Total	Depreciation	Closing Balance as on 31.03.13
1	Land	-	75,000.00	-	-	-	75,000.00	-	75,000.00
<b>BLOCK-1</b>									
1	Office Almira	10%	18,051.10	-	-	-	18,051.10	1,805.00	16,246.10
2	Furniture & Fixture	10%	2,42,576.00	34,000.00	1,16,930.00	-	3,93,506.00	33,504.00	3,60,002.00
3	Building construction	10%	-	86,000.00	85,00,000.00	-	85,86,000.00	4,33,600.00	81,52,400.00
4	Building	10%	4,26,675.60	-	-	-	4,26,675.60	42,668.00	3,84,007.60
<b>BLOCK-2</b>									
1	Air conditioner	15%	6,034.40	-	-	-	6,034.40	905.00	5,129.40
2	Refrigerator	15%	2,748.90	-	-	-	2,748.90	412.00	2,336.90
3	DVD Player	15%	2,714.44	-	-	-	2,714.44	407.00	2,307.44
4	Television	15%	13,761.26	-	-	-	13,761.26	2,064.00	11,697.26
5	Water Cooler	15%	18,896.70	-	-	-	18,896.70	2,835.00	16,061.70
6	Musical Instrument	15%	7,454.67	-	-	-	7,454.67	1,118.00	6,336.67
7	Office Equipment	15%	3,032.05	-	-	-	3,032.05	455.00	2,577.05
8	Lab equipment	15%	2,04,616.71	15,000.00	-	-	2,19,616.71	32,943.00	1,86,673.71
9	Electrical Instrument	15%	54,002.00	-	-	-	54,002.00	8,100.00	45,902.00
10	Electrical Installation	15%	25,543.15	-	-	-	25,543.15	3,831.00	21,712.15
<b>BLOCK-3</b>									
1	Computer	60%	9,323.90	-	16,500.00	-	25,823.90	10,544.00	15,279.90
2	Laptop	60%	202.88	-	-	-	202.88	122.00	80.88
3	Book	60%	1,25,563.32	79,500.00	-	-	2,05,063.32	1,23,038.00	82,025.32
<b>Total</b>			12,36,197.08	2,14,500.00	86,33,430.00	-	1,00,84,127.08	6,98,351.00	93,85,776.08
<b>Previous Year</b>			13,52,313.00	1,50,000.00	7,80,680.00	-	15,55,163.09	10,46,796.01	12,36,197.08



**Apollo College of B.Ed**  
For the year ended 31st March 2013

**4 Current Liabilities & Provisions**

	31-Mar-13 Rs.	31-Mar-12 Rs.
Deposits from staff	-	-
Deposits from students	-	-
<b>Sundry Creditors</b>		
a) For Goods & Services	-	-
b) Others	-	-
Advances Received	34,66,669.47	-
<b>Other Current Liabilities</b>		
TDS Payable	-	-
Staff Payments & Benefits Payable	-	39,000.00
Academic Expenses Payable	1,75,780.00	72,445.00
Administrative & General Expenses Payable	13,483.00	59,270.00
Transportation Expenses Payable	-	-
Repair & Maintenance Expenses Payable	-	42,000.00
Finance Cost Payable	-	-
Other Expenses Payable	-	-
<b>Total</b>	<b>36,55,932.47</b>	<b>2,12,715.00</b>

**6 Investments**

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b>Long Term Investments</b>		
In Central Government Securities	-	-
In State Government Securities	-	-
Other approved Securities	-	-
<b>Short Term Investments</b>		
In Central Government Securities	-	-
In State Government Securities	-	-
Other approved Securities	-	-
<b>Total</b>	<b>-</b>	<b>-</b>



**Apollo College of B.Ed**  
For the year ended 31st March 2013

**7 Current Assets**

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b><u>Stock</u></b>		
a) Stores and Spares	-	-
b) Loose Tools	-	-
c) Publications	-	-
<b><u>Sundry Debtors:</u></b>		
a) Debts Outstanding for a period exceeding six months	36,500.00	-
b) Others	-	-
<b><u>Cash balances in hand</u></b> <i>(including cheques/ drafts and imprest)</i>	49,453.00	3,594.00
<b><u>4. Bank Balances</u></b>		
a) With Scheduled Banks:		
- Bank Of India	31,078.61	4,395.00
b) With non-Scheduled Banks:		
<b>Total</b>	<b>1,17,031.61</b>	<b>7,989.00</b>



**Apollo College of B.Ed**  
For the year ended 31st March 2013

**8 Loans Advances & Deposits**

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b><u>Advances to employees: (Non-interest bearing)</u></b>		
a) Salary	-	-
c) Other (to be specified)	-	-
<b><u>Long Term Advances to employees: (Interest bearing)</u></b>		
a) Vehicle loan	-	-
b) Home loan	-	-
c) Others (to be specified)	-	-
<b><u>Advances and other amounts recoverable in cash or in kind</u></b>		
a) Vehicle loan	-	-
c) Others (to be specified)	-	-
<b><u>Advances and other amounts</u></b> <i>(recoverable in cash or in kind)</i>		
a) On Capital Account	-	-
b) To Supplier	1,725.00	-
c) To Apollo Group of Colleges	4,63,222.00	56,46,999.00
d) Others Specify:		
- TDS Receivable	9,237.00	9,237.00
<b><u>Prepaid Expenses</u></b>		
a) Insurance	-	-
b) Other Expenses	-	-
<b><u>Deposits</u></b>		
a) Telephone	-	-
b) AICTE, if applicable	-	-
c) MCI, if applicable	-	-
d) Others (to be specified)	-	-
- F.D. for B.Ed	8,00,000.00	8,00,000.00
- Fixed Deposit	15,00,000.00	12,31,670.53
<b>Total</b>	<b>27,74,184.00</b>	<b>76,87,906.53</b>





Apollo College of B.Ed  
For the year ended 31st March 2013

9 Academic Receipts

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b>FEE FROM STUDENTS</b>		
<i>Academic</i>		
1. Tuition fee	43,86,900.00	47,05,000.00
2. Admission fee	-	-
3. Enrolment Fee	-	-
Less : Return	-	18,000.00
<b>Total (A)</b>	<b>43,86,900.00</b>	<b>46,87,000.00</b>
<i>Examinations</i>		
1. Admission test fee	-	-
2. Annual Examination fee	-	-
3. Mark sheet, certificate fee	-	-
<b>Total (B)</b>	<b>-</b>	<b>-</b>
<i>Other fees</i>		
1. Identity card fee	-	-
2. Fine/Miscellaneous fee	-	-
3. Medical fee	-	-
4. Transportation fee	-	-
5. Hostel fee	-	-
<b>Total (C)</b>	<b>-</b>	<b>-</b>
<i>Sale of publications</i>		
1. Sale of syllabus and Question Paper, etc.	-	-
2. Sale of prospectus including admission forms	-	-
<b>Total (D)</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>43,86,900.00</b>	<b>46,87,000.00</b>

Other Income

	31-Mar-13 Rs.	31-Mar-12 Rs.
Interest Income	40,467.61	35,190.53
Rent Income	-	-
Others(to be specified)	-	-
-Development Fees for B.Ed	-	1,00,000.00
-Development Fees for M.Ed	-	35,000.00
-Round off	-	-
<b>Total</b>	<b>40,467.61</b>	<b>1,70,190.53</b>



## Apollo College of B.Ed

For the year ended 31st March 2013

## 11 Staff Payment &amp; Benefits

	31-Mar-13 Rs.	31-Mar-12 Rs.
Salaries and Wages		
- External Teaching Salary	12,000.00	
- Teaching Salary	11,50,394.00	14,23,785.00
- Non Teaching Salary	3,95,900.00	
Allowances and Bonus	-	
Contribution to Provident Fund	-	
Contribution to Other Fund (specify)	-	
Staff Welfare Expenses	20,500.00	
TA/DA expenses	-	
Others (specify)		
-Room Rent	-	12,680.00
<b>Total</b>	<b>15,78,794.00</b>	<b>14,36,465.00</b>

## 12 Academic Expenses

	31-Mar-13 Rs.	31-Mar-12 Rs.
a) Laboratory expenses	-	
b) Field work/Participation	-	
c) Seminar/Workshop	-	7,000.00
d) University Fees	-	1,26,798.00
e) Enrollment Expenses	89,000.00	
f) Exam Fees	1,53,763.00	
g) Student Welfare expenses	12,000.00	
h) Affiliation Fees Expenses		
- For AICTE	-	
- For CSVTU	-	
- For PCI	-	
- For PTRSSU	15,000.00	23,000.00
- For AFRC	17,000.00	
i) Convocation expenses	-	
j) Library Expenses	960.00	
k) Stipend/means-cum-merit scholarship	-	
l) Practical Expenses	-	
m) Others (specify)		
- Fee Fixation Fees	-	
- Inspection Expenses	2,000.00	82,500.00
- Educational Tour	28,100.00	46,255.00
<b>Total</b>	<b>3,17,823.00</b>	<b>2,85,553.00</b>



**Apollo College of B.Ed**  
**the year ended 31st March 2013**

**Administrative & General Expenses**

	31-Mar-13 Rs.	31-Mar-12 Rs.
a) Electricity and power	75,459.00	8,753.00
b) Water charges	14,400.00	7,300.00
c) Insurance	7,126.00	-
d) Rent, Rates and Taxes (including property tax)	-	-
e) Postage & telegram	1,150.00	2,945.00
f) Telephone and Internet Charges	7,520.00	7,405.00
g) Printing and Stationary	2,33,787.00	1,94,282.00
h) Traveling and Conveyance Expenses	36,380.00	7,245.00
i) Expenses on Seminar/Workshops	-	-
j) Hospitality	-	-
k) Auditors Remuneration	13,483.00	-
l) Legal & Professional Charges	-	-
m) Newspaper Expenses	1,392.00	2,545.00
n) Advertisement and Publicity	1,48,037.00	51,815.00
o) Magazines & Journals	2,920.00	2,260.00
p) Others (specify)		
- Admin. & Office Expenses	1,29,187.00	1,60,524.00
- Consultancy Expenses	12,000.00	-
<b>Total</b>	<b>6,82,841.00</b>	<b>4,45,074.00</b>

**Transportation Expenses**

	31-Mar-13 Rs.	31-Mar-12 Rs.
<b>ehicles (owned by educational institution)</b>		
a) Running expenses	10,760.00	19,710.00
b) Repairs & maintenance	-	-
c) Insurance expenses	-	-
d) Toll Tax Expense	-	-
<b>ehicles taken on rent/lease</b>		
e) Rent/lease expenses	2,400.00	5,680.00
<b>Total</b>	<b>13,160.00</b>	<b>25,390.00</b>

**Repairs & Maintenance**

	31-Mar-13 Rs.	31-Mar-12 Rs.
Building	1,28,232.00	2,18,770.00
Furniture & Fixture		
Plant & Machinery		
Office Equipments		
Cleaning material & services	21,740.00	19,175.00
Others (specify)	58,600.00	37,250.00
<b>Total</b>	<b>2,08,572.00</b>	<b>2,75,195.00</b>



Apollo College of B.Ed  
for the year ended 31st March 2013

5 Finance Cost	31-Mar-13 Rs.	31-Mar-12 Rs.
Interest on C.C A/c		
Interest on Term Loan		1,446.00
Bank charges & Commission		5,51,191.00
Other interest expenses		
Others (specify)		
<b>Total</b>		<b>5,52,637.00</b>

Other Expenses	31-Mar-13 Rs.	31-Mar-12 Rs.
Labour Charges		5,060.00
Depreciation	6,98,351.00	10,46,796.01
Miscellaneous	1,200.00	11,500.00
Renewal of INC	-	-
Donation & Charity Expenses	-	-
Festival & Function	33,920.00	13,558.00
<b>Total</b>	<b>7,33,471.00</b>	<b>10,76,914.01</b>



APOLLO COLLEGE OF B.ED  
For the year ended 31st March 2013

**SCHEDULE: 18 - ACCOUNTING POLICIES & NOTES TO THE ACCOUNTS**

**(i) Basis of preparation of financial statements**

The balance sheet and income and expenditure accounts are prepared under the historical cost convention and on the accrual basis of accounting. In the absence of any authoritatively established accounting principles for the specialised aspects related to charitable trusts which do not carry out any commercial activity, these statements have been prepared in accordance with the significant accounting policies as described below

**(ii) Use of estimates**

The preparation of the financial statements in conformity with the significant accounting policies requires that the Trustees of the Trust ('Trustees') make estimates and assumptions that affect the reported amounts of income and expenditure of the year and reported balances of assets and liabilities. Actual results could differ from those estimates. Any revision to accounting estimates is recognised prospectively in current and future periods. All amounts are stated in Indian rupees, except as otherwise stated.

**(iii) Fixed assets**

Fixed assets are stated at cost of acquisition or construction, less accumulated depreciation. The cost of fixed assets includes the purchase cost of fixed assets and any other directly attributable costs of bringing the assets to their working condition for intended use. Borrowing costs directly attributable to acquisition or construction of those fixed assets which necessarily take a substantial period of time to get ready for their intended use are capitalised. Advances paid towards the acquisition of fixed assets and the cost of assets not put to use as at the balance sheet date are disclosed under capital work-in-progress.

**(iv) Depreciation**

Depreciation on fixed assets has been provided on a written down value method and rates are provided as per Income Tax Act, 1961.

**(v) Revenue recognition**

Donation received in cash or in kind is recognised as income when the donation is received, except where the terms and conditions require the donations to be utilised over a certain period. Such donations are recognised rateably over the period of usage.

Donations made with a specific direction that they shall form part of the corpus of the Trust are classified as corpus donations, and are directly reflected as trust fund receipts in the balance sheet.

Government grants related to revenue received in cash or in kind are recognised as income when the obligation associated with the grant is performed and right to receive money is established. The value of grants and donations received in kind is determined based on the lower of market price or regulated price of those goods at the time of receipt.



**(vi) Cash Balance**

Cash Balance is subject to physical verification. Stated as Certified by management of society.

**(vii) Foreign exchange transactions**

Nil Foreign exchange transactions are noted during the period under audit.

**(viii) Provision and contingencies**

The provision is recognised when, as a result of obligating events, there is a present obligation that probably requires an outflow of resources and a reliable estimate can be made of the amount of obligation.

The disclosure of contingent liability is made when, as a result of obligating events, there is a possible obligation or a present obligation that may, but probably will not, require an outflow of resources.

No provision or disclosure is made when, as a result of obligating events, there is a possible obligation or a present obligation where the likelihood of an outflow of resources is remote.

For, Apollo College of B.Ed  
Durg

(President)

Place : Raipur (C.G.)

Date : 04/09/2013

(Secretary)

संयोजक एवं वित्त निदेशक

राज्य शिक्षा बोर्ड

For, MRCA & Associates  
Chartered Accountants

CA Ashish Lohiya  
Partner  
M.No. 409765



*A. Kumar*  
Principal  
Apollo College Anjora, Durg

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



गुरुगुरुतमो घाम

NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

No.WRC/2-32/723011/76/2005/6255

August 9, 2005

To

The Director,  
Chhatisgarh State Council of Educational  
Research & Training  
Shankar Nagar, Raipur 492 006

**Sub: Recognition of secondary level Teacher Training Institutions for the academic session 2005-2006.**

Sir,

Please find the following institution recognised by Western Regional Committee (NCTE) with an annual intake of 100 students each for the B.Ed. course for the academic session 2005-2006, subject to the condition that the college will submit the list of staff/ faculty duly approved by the Registrar of the affiliating University/ competent authority before commencement of the academic session. The formal order of recognition will be issued only after the receipt of this list in WRC, NCTE, Bhopal. You are requested to allow all the institutions to admit students only upto the approved intake for which recognition has been granted.

NCTE CODE	NAME & ADDRESS OF THE INSTITUTION	COURSE	APPROVED INTAKE	ACADEMIC SESSION
723011	APOLLO COLLEGE, OPP. POLYTECHNIC, G.E. ROAD, DURG CHATTISGARH	B.Ed.	100	2005-2006

Also, instruct the institutions to adhere to the norms prescribed by the NCTE relating to eligibility criteria for admission; infrastructure; staff and curriculum transaction; etc. to the standards laid down by the NCTE and continuous maintenance of these norms and standards is mandatory and binding on the institution.

Yours faithfully,

*A. Kumar*  
Regional Director

Copy to:

1. The Member Secretary National Council for Teacher Education, New Delhi 110 002.
2. The Registrar, Pt. Ravishankar Shukla University, RAIPUR-492 010.
3. The Principal, APOLLO COLLEGE, OPP. POLYTECHNIC, G.E. ROAD, DURG CHATTISGARH .  
The institution is directed that the list of the faculty members are sent to this office duly signed by the Registrar of the affiliating University/competent authority before commencement of the academic session.  
The formal order of recognition will be issued only after the receipt of this list in WRC, NCTE, Bhopal.

*A. Kumar*  
Principal  
Apollo College Anjora, Durg

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002  
दूरभाष/ Phone : 2660912, 2739672, फेक्स/ Fax : 0755-2660912, E-mail : nctebhpl@sancharnet.in  
NCTE Website : www.ncte-in.org.

# राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)  
पश्चिम क्षेत्रीय समिति



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

## ORDER

No. WRC/APW05870/725020/140/2010/ 71457


Date: 29.09.2010  
22/10

Whereas, WRC, NCTE has granted recognition to APOLLO COLLEGE, RUN BY- SHRISHTI EDUCATION & WELFARE SOCIETY, INFRONT OF VETERINARY COLLEGE, ANJORA, DURG, CHATTISGARH for conducting M.ED. course with an annual intake of 25 under Section 15 of the NCTE Act, 1993 vide order No. WRC/5-6/106<sup>III</sup>/2008/40251-40256 dt. 28.08.2008.

And whereas, NCTE, New Delhi vide its letter F.No.49-4/2010/PT/NCTE (N&S)/ dt. 30.07.2010 has communicated to intimate the institution having approved M.Ed. programme to enhance the existing intake to 35 students from the current session 2010-2011 as notified National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26<sup>th</sup> July, 2010.

And whereas the matter was also placed in 140<sup>th</sup> meeting of WRC, and Committee resolved that "the decision of the NCTE Hqrs to enhance the intake for the M.Ed. programme from 25 to 35 from the current session i.e. 2010-2011 be sent to all the concerned institution".

Now therefore, in exercise of the powers vested to WRC under Section 15(3) of NCTE Act 1993 the intake of your institution is enhanced from present intake of 25 to 35 from the session 2010-2011. The other conditions mentioned in the recognition order dt. 28.08.2008 remains the same.

  
Regional Director (I/C)

To:

The Principal,  
APOLLO COLLEGE,  
RUN BY- SHRISHTI EDUCATION & WELFARE SOCIETY,  
INFRONT OF VETERINARY COLLEGE,  
ANJORA,  
DURG,  
CHATTISGARH

CC:

1. The Secretary, (Higher Education) Govt. of CHATTISGARH, RAIPUR, (C.G.)
2. The Registrar, PT. RAVISHANKAR SHUKLA UNIVERSITY, RAIPUR, CHATTISGARH.
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, New Delhi.
4. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadar Shah Zafar Marg, New Delhi-110002.
5. Office Order File APW05870/725020.

  
Principal  
Apollo College Anjora, Durg

मानस भवन, श्यामला हिल्स, भोपाल - 462002

Manas Bhawan, Shyamia Hills, Bhopal - 462002

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

E-mail : wrc@ncte-india.org Website : www.nctewrc.co.in

www.ncte-india.org





पं. रविशंकर शुक्ल विश्वविद्यालय रायपुर, ( छ. ग.)

दूरभाष 0771-2262802 (अकादमिक), 0771-2262803 (कुलसचिव), फॉक्स-0771-2262818, 2262807

क्रमांक : 12724/अका./सन्व.वृद्धि/2013

रायपुर, दिनांक : 02/12/2013

## ॥ आदेश ॥

विश्वविद्यालय विद्या परिषद् की स्थायी समिति की बैठक, दिनांक 29.08.2013 में की गई अनुशंसा को कार्यपरिषद् की बैठक दिनांक 20.09.2013 ने अनुमोदन प्रदान किया गया है, तदनुसार निम्नलिखित महाविद्यालय को दर्शित कक्षा/विषय के साथ शुल्क जमा करने के पश्चात् विश्वविद्यालय परिनिचय 27 एवं 28 की शर्तों के अधीन सन्वद्धता सत्र 2013-14. के लिए बढ़ाई जाती है।

क्र.	महाविद्यालय का नाम	कक्षा/विषय
1	अपोलो कालेज, शासकीय वेटनरी कालेज के सानने, अंजोरा, दुर्ग (छ.ग.) info@apollocollegedurg.com, Phone No.- 0788-2623444	<b>Non-Permanent Affiliation</b>  B.Ed.(100) M.Ed.(35 Seat)

आदेशानुसार,

उप कुलसचिव (अका.)

पृ. क्रमांक : 12725/अका./सन्व.वृद्धि/2013  
प्रतिलिपि :-

रायपुर, दिनांक : 02/12/2013

1. आयुक्त, उच्च शिक्षा संचालनालय, शासकीय विज्ञान महाविद्यालय परिषद, रायपुर ।
2. प्राचार्य, सम्बन्धित महाविद्यालय को,
3. सहायक कुलसचिव (परीक्षा) / उप कुलसचिव गोपनीय, नामांकन विभाग,
4. कुलपति के सचिव / कुलसचिव के निजी सहायक,  
पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर को सूचनार्थ एवं आवश्यक कार्यवाही हेतु अग्रेषित।

वरिष्ठ अधीक्षक (अका.)

Principal  
Apollo College Anjora, Durg

G.S. ANJORA KANYA COLLEGE, DURG

DIVISION-PASS

947500, 01, 02, 03, 04, 05

947601, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25  
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947700

PONGTA COLLEGE OF SCIENCE & TECHNOLOGY, DURG

DIVISION-PASS

947802, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26  
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947900, 01, 02, 03

948001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26  
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948102, 02, 03, 04, 05, 06, 07

948201, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26  
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948300, 01

948401, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28  
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948500

PALVAN POST GRADUATE COLLEGE, BHILAINAGAR

DIVISION-PASS

948601, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25  
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948700, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25  
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948800, 02

948901, 03, 05, 07, 08, 09, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29  
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, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99

*A Kumar*  
Principal  
Apollo College Anjora, Durg

PRESS RELEASE OF P.T.R.S.S.UNIV.RAIPUR C.G.  
M.ED. EXAMINATION

mar-apr.2013

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GOVT. EDUCATION COLLEGE, RAIPUR DIVISION-FIRST  
975506,07,15,17,18,19,22,28,29,32,35

GOVT. EDUCATION COLLEGE, RAIPUR DIVISION-SECOND  
975502,03,04,05,08,09,10,11,12,13,14,16,20,21,23,25,26,27,30,31,33,34

DURGA COLLEGE, RAIPUR DIVISION-FIRST  
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DURGA COLLEGE, RAIPUR DIVISION-SECOND  
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MAHANT LAXMINARAYAN DAS MAHAVIDYALAYA, RAIPUR DIVISION-FIRST  
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MAHANT LAXMINARAYAN DAS MAHAVIDYALAYA, RAIPUR DIVISION-SECOND  
975701,02,03,05,06,07,10,12,13,14,15,16,19,20,24,27,30,32,33,34,37,40,41

G.S. ARYA KANYA COLLEGE, DURG DIVISION-FIRST  
975802,03,09,11,12,14,15,18,19,20,23,24,26,32,35,37

G.S. ARYA KANYA COLLEGE, DURG DIVISION-SECOND  
975801,04,05,06,08,13,17,21,27,31,33,36,38,41,44

RUNGTA COLLEGE OF SCIENCE & TECHNOLOGY, DURG DIVISION-FIRST  
976001,04,07,11,17,20,22,23,24,25,28,31  
976104,13,30,34

RUNGTA COLLEGE OF SCIENCE & TECHNOLOGY, DURG DIVISION-SECOND  
976002,03,08,10,12,14,15,16,18,19,26,27,30,32,33,34,35,36,37,38,39,41  
976101,02,05,06,07,08,09,10,12,14,15,16,17,18,19,20,21,22,23,24,25,26,29,31,32  
.33,36

KADYAN POST GRADUATE COLLEGE, BHILAINAGAR DIVISION-FIRST  
976204,09,13,17,18,19,20,21,23,24,26,27,30,32,33,35,38,39,40  
976301,02,04,05,07,08,11,14,15,19,22,23,24,26,27,28,29,31,34

*A. Kumar*  
Principal  
Apollo College Anjora, Durg

**अपोलो कॉलेज, दुर्ग**  
**अवलोकन प्रपत्र**  
**(OBSERVATION FORM)**

प्रशिक्षार्थी का नाम Name of trainee दिनांक Date शाला का नाम Name of the School कुल प्रस्तांक	क्रम संख्या Serial No. कक्षा Class कालखण्ड Period
-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------

अवलोकन कर्ता का नाम Name of observer दिनांक Date	क्रम संख्या Serial No. अवलोकन कर्ता के हस्ताक्षर Signature of server
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नोट - स्तर के अनुसार संबंधित खण्ड में (✓) का चिह्न लगाइये  
Note - Put (✓) in the concerned as per the standard

		उत्तम	अच्छा	सामान्य	खराब	बहुत खराब
		5	4	3	2	1
1. प्रस्तावना Introduction	ज) पूर्वज्ञान पर आधारित Based on previous Knowledge					
	ब) जिज्ञासा Curiosity					
	स) समय अवधि Duration					
	द) प्रेरणा Motivation					
2. उद्देश्य कथन Statement of the Aim	अ) स्पष्टता Clarity					
	ब) प्रकरण से संबद्धता Relation with topic					
3. प्रस्तुतीकरण Persentation	ग) धार्य सामग्री की पूर्णता Sufficiency of subject matter					
	द) आवाज की अश्रोह / अघरोह Modulation of voice					
	स) शिक्षण विधियों का उपयोग Use of Teaching methods					
	द) शिक्षण सूत्र का चयन Selection of Teaching Maxims					
	इ) शिक्षण सूत्र का उपयोग Use of Teaching Maxims					
	ई) शिक्षण युक्ति का प्रयोग Application of Teaching Device					

  
**A. Kumar**  
 Principal  
 Apollo College Anjora, Durg

		5	4	3	2	1
	प) श्यामपट्ट का विवरण Handwriting on B.B.					
	फ) श्यामपट्ट विवरण Black Board summary					
	घ) श्यामपट्ट कार्य की गुणवत्ता Quality of Black Board summary					
	भ) चित्र / मॉडल / उपकरण का उपयोग Use of Diagram/model/apparatus					
	म) चित्र / मॉडल / उपकरण का स्तर Standard of diagram/model apparatus					
	न) प्रश्नों का चयन Selection of questions					
	य) प्रश्नों की भाषा एवं संरचना Language and framing of Questions.					
	व) कक्षा में प्रश्नों का वितरण Distribution of Questions in Class					
	घ) छात्रों में रुचि का स्तर Attr & level of interest in pupils					
	न) कक्षा में छात्रों द्वारा प्रश्न पूछने का अवसर / कक्षा नियंत्रण की क्षमता Opportunities for asking questions by students / Class control ability					
4. पुनरावलोकन Recapitulation	1) प्रश्नों की संरचना Framing of questions					
	2) विद्यार्थियों की प्रतिक्रिया Response of the pupils					
5. प्रयोग Application	1) शिक्षण की अफलातम Performance of teaching					
	अ) कक्षा कार्य का स्तर Standard of class work					
	ब) गृह कार्य में विषय वस्तु की पर्याप्त मात्रा Sufficient subject matter in the home work					
6. पूर्ण मूल्यांकन Assessment	अ) शिक्षक का विषय में लेखनी Preparation of subject by Teacher					
	ब) शिक्षक का व्यक्तित्व Personality of the Teacher					
	स) स्पष्टता एवं अनुकूलता Clarity and adaptability					
	कुल योग					

कुल प्राप्तांक

निरीक्षक के हस्ताक्षर

A. Kumar  
Principal  
Apollo College Anjora, Durg

## Best Practices

- 1) **Title of the practice** – Computer Training Program for Village School Students.
- 2) **The context that required initiation of the practice** –It was Observed that the Govt. School of Villages do not provide Computer Literacy to these students. It was realized that students if trained by institute, will add a contribution to the society.  
 Hence, the management was motivated to provide a few PCs for the village school and adopt that village with the help of the Sarpanch and education department so that the institute can place their students for training in the social setup.
- 3) **Objectives-**
  - 1) To aware about health and hygiene
  - 2) To Train school students for computer literacy.
  - 3) To make them aware about the utility to the computer in life situation.
  - 4) To use the computer in improving the cognitive development.
- 4) **The Practice-** The Institute prepare schedule for training in health and hygiene and computer learning for the village school and is adopted. Various groups are trained to conduct and organize the training the school students. It inserrd from that on one side the students get motivated and happy as they get a change in the teaching learning process. But on other the old regular teachers do not show any interest in computer learning.
- 5) **Obstacles faced if any and strategies adopted to overcome them** – The following various obstacles come during the implementation of the practice.
  1. During the period interption of power supply discourage the students.
  2. The school does not provide a superate room as they have no extra room in the school.
  3. As the commands are in English, it create barrier in learning.
  4. As computer learning requires maximum practice to get command and confidence, but the students do not get PC for practice as the school teachers take least interest.
  5. As it is not in syllabus maximum students do not show their inclination.
- 6) **Impact of the practice** – It is realized that if this practice is made a regular one in the village school students will perform in their examination in a better manner but due to lack of interest on the part of the regular teachers, master trainer and inadequate facilities in the school could not be adopted regularly. In spite of that, the faculty members of this institute encourage the trainer as well as village school students for computer literacy.
- 7) **Resources required-**
  - 1) A Permanent room for the computer Literacy.
  - 2) For supply of electricity a generator which can supply the current for at least Ten PCs.
  - 3) A number of system which can engage at least 50% students of a class so that the discipline and regular routine could not be effected.
- 8) **Contact person** – Mr. Sanjay Agrawal Mob. 9827183860, Mr. Manish Jain Mob. 9302834648