TRACK ID - CHCOTE20903

GOVERNMENT COLLEGE OF EDUCATION
SHANKAR NAGAR RAIPUR (C.G.)

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SELF APPRAISAL REPORT (SAR)

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No.1075, Nagarbhavi, Bangalore - 560072, India

- विद्या दान परमदान -

शासकीय शिक्षा महाविद्यालय, रायपुर
छ.ग.

VISION

“To be a center of excellence to create teachers of tomorrow empowered to innovate, with aptitude for research, inclination for creativity, having commitment, techno savvy, with values to enable the children for holistic development in a changing global society with social, cultural and constitutional values of our country.”

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A. Profile of the Institution

1. Name and address of the institution: Government College of Education Raipur, (C.G.)

2. Website URL : www.cteraipur.org

3. For communication :

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.YogeshSheohare	0771-2443796 0771-2109091	0771-2443796	ctechhattisgarh@gmail.com dryogeshssa@gmail.com
Self – appraisal Co-ordinator -Mrs. Shephali Mishra	0771-2443796	0771-2443796	m.shephali29@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr.YogeshSheohare	0788-2291177	90981-45329
Self - appraisal Co-ordinator- Mrs. Shephali Mishra	75874-99997	94252-13897

4. Location of the Institution:

Urban ☑ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: **10**

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
05	1956

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.

College is recognized under 2(f) and 12(B) of the UGC Act (Annexure 1A)

10. Type of Institution

a. By funding

i. Government ☑

ii. Grant-in-aid ☐

iii. Constituent ☐

iv. Self-financed ☐

v. Any other (specify and indicate) ☐

b. By Gender

i. Only for Men ☐

ii. Only for Women ☐

iii. Co-education ☑

c. By Nature

i. University Dept. ☐

ii. IASE ☐

iii. Autonomous College ☐

iv. Affiliated College ☑

v. Constituent College ☐

vi. Dept. of Education of Composite College ☐

vii. CTE ☑

Viii. Any other (specify and indicate) ☐

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

Yes ☐ No ☑

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

S.No.	Level	Program/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
I	Graduate	B.Ed	Graduation	Degree	1 year	Hindi & English
II	Post-Graduate	M.Ed	graduation in education	Degree	1 year	Hindi & English

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	No/NRC/ 5-6/20/2000/7074/79		180
Post Graduate	M.Ed	No/NRC/ 5-6/20/2000/7074/79		35
Other (specify)				

(Additional rows may be inserted as per requirement)

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,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

No

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

Yes	✓	No	

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

04

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

D.Ed.	
B.Ed.	**03**
M.Ed. (Full Time)	**02**
M.Ed. (Part Time)	
Any other (specify and indicate)	

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	✓	No	

Number	

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	

Number	01

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

Heads of practice teaching schools	Yes	✓	No	
Academic peers	Yes	✓	No	
Alumni	Yes	✓	No	

Students	Yes	✓	No	
Employers	Yes	✓	No	

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

NA

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

Yes		No	✓	Number	

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

Yes		No	✓	Number	

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

Yes ☑ No ☐

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

Yes ☑ No ☐

Criterion II : Teaching-Learning and Evaluation

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

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the University/Government ☑

   c) Through an interview ☐

   d) Entrance test and interview ☐

   e) Merit at the qualifying examination ☐

   f) Any other (specify and indicate) ☑

Departmental candidates for M.Ed and B.Ed on seniority basis

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

	Fresher	: Departmental
B.Ed	93	87
M.Ed	4	31

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

a) Date of start of the academic year	**24-07-2014**
b) Date of last admission	**20-09-2014**
c) Date of closing of the academic year	**30-04-2015**
d) Total teaching days	**220**
e) Total working days	**233**

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	75	101	176	82	60	142	19	15	34

M.Ed. (Full Time)	21	14	35	15	08	23	06	06	12

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 **30,381/-**

   b) Unit cost including salary component **1,35,000/-**

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	**72.34**	**41.49**	**67.02**	**43.62**
M.Ed. (Full Time)	**79.58**	**79.33**	**78**	**77.25**

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 observation & dissertation	Practicum
B.Ed.	**78%**	**18%**	**4%**
M.Ed. (Full Time)	**61%**	**35%**	**4%**

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days **15**

b) Minimum number of pre-practice teaching lessons given by each student **24**

11. Practice Teaching at School

a) Number of schools identified for practice teaching **14**

b) Total number of practice teaching days **40**

c) Minimum number of practice teaching **40** lessons given by each student

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

No. of Lessons In simulation	No.	No. of Lessons Pre-practice teaching	No. **24**

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.	**50%**	**50%**
M.Ed. (Full Time)	**37.5%**	**62.5%**
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper 0 5

b) Number of assignments for each paper **0** **5**

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

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

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

Yes		No	✓

Number	

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

04 20%

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
-	-	1 yr	USAID-MHRD

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

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

01 MGML

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

○ Teachers are given study leave ☑

○ Teachers are provided with seed money ☑

○ Adjustment in teaching schedule ☑

○ Providing secretarial support and other facilities ☑

○ Any other specify and indicate ☑

Capacity building of Teacher educators

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

Yes

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

1

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

Yes

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

	Yes	No	Number
International journals			
National journals – referred papers Non referred papers	✓		**07**
Academic articles in reputed magazines/news papers	✓		**25**
Books			
Any other (specify and indicate)**Participation in Text-book writing**	✓		**10**

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

Yes	✓	No	

Number	15

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

	Faculty	Students
National seminars	03	
International seminars	04	
Any other academic forum		

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

(Mark `✓’ for yes and `X’ for No.)

Self-instructional materials ☑

Print materials ☑

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

Digitalized (Computer aided instructional materials) ☑

Question bank ☐

Any other (specify and indicate) ☑

(Need analysis for principal and secondary level teacher orientation programme)

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 on Campus

    03

16. Does the institution provide consultancy services?

    Yes ☑ No ☐

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

NOT CHARGEABLE

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

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) **(Including Hostel)**

   4354

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

   a) Methods lab Yes ☐ No ☑
   b) Psychology lab Yes ☑ No ☐
   c) Science Lab(s) Yes ☑ No ☐
   d) Education Technology lab Yes ☐ No ☑
   e) Computer lab Yes ☑ No ☐
   f) Workshop for preparing teaching aids Yes ☑ No ☐

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

   25

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

   2 lacs

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

   23,050/-

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

   49,987/-

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

23,93,000

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

Yes ☐ No ☑

9. Total number of posts sanctioned Open

	Total
Teaching	**22**
Non-teaching	**21**

10. Total number of posts vacant Open

	Total
Teaching	**02**
Non-teaching	**03**

11. a. Number of regular and permanent teachers Open

Post	**Male**	**Female**	**Total**
UDT	**04**	**02**	**06**
Lecturer	**02**	**02**	**04**
Asst Professor	**05**	**02**	**07**
Professor	**00**	**03**	**03**

Professors

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

NA **20**

c. Number of teachers from Same state

Other states -

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	**1 : 9**
M.Ed. (Full Time)	**4 : 7**

13. a. Non-teaching staff

	Open	
	M	**F**
Permanent	**05**	**07**
Temporary	**04**	**02**

b. Technical Assistants

Permanent	**0**
Temporary	**0**

14. Ratio of Teaching – non-teaching staff (working) **10 : 9**

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) **1,66,71,650**

16. Is there an advisory committee for the library?

Yes ☑ No ☐

17. Working hours of the Library

On working days **07 hrs**

On holidays **NIL**

During examinations	**07 hrs**

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

a. Books	**18,400**
- Textbooks	**NIL**
- Reference books	**18,400**
b. Magazines	**150**
e. Journals subscribed	
- Indian journals	**30**
- Foreign journals	**NIL**
f. Peer reviewed journals	
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	100
- Databases	
- Video Cassettes	
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	**147.82 sqm**
Seating capacity of the Reading room	**28**

21. Status of automation of Library

    Yet to intimate ☐

    Partially automated ☐

    Fully automated ☑

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

    Circulation ☑

    Clipping ☑

    Bibliographic compilation ☑

    Reference ☑

    Information display and notification ☑

    Book Bank ☑

    Photocopying ☑

    Computer and Printer ☑

    Internet ☑

    Online access facility ☑

    Inter-library borrowing ☑

    Power back up ☑

    User orientation /information literacy ☑

    Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

    Average number of books issued/returned per day **20**

    Maximum number of days books are permitted to be retained by students **15**

by faculty **15**

Maximum number of books permitted for issue

for students **06**

for faculty **unlimited**

Average number of users who visited/consulted per month **600**

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled **85:1**

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

5.66%

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

	I 2012-13		**II 2013-14**		**III 2014-15**	
	Number	**Total cost (inRs.)**	**Number**	**Total cost (inRs.)**	**Number**	**Total cost (inRs.)**
Text books						
Other books	**180**	**97,540/-**	**150**	**93,430/-**	**36**	**4,860/-**
Journals/ Periodicals					**20**	**5,860/-**
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: StudentSupport and Progression

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

Programmes	**2010-2011 (%)**		**2011-12 (%)**		**2012-13 (%)**		**2013 – 14 (%)**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**
B.Ed.	2.77 %	1.11 %	0.55 %	4.44%	5 %	3.88 %	1.11%	2.78 %
M.Ed.	4.16 %	0 %	0%	5.71%	0 %	0 %	0 %	0 %

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

Yes	✓	No	

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

B.Ed	**12-14 students / mentor**
M.Ed	**2-5 students / mentor**

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	**97**	**96.93**	**83.52**	**100**	**94.25**	**100**			
Number of first classes	**163/ 180**	**160/ 180**	**147/ 180**	**22 /35**	**11/35**	**30/ 35**			
Number of				**04**	**01**				

distinctions									
Exemplary performances (Gold Medal and university ranks)					**02 (1 gold medal)**	**04 (1 gold medal)**			

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

	I	II	III
NET	1	1	
SLET/SET			
Any other (specify and indicate)			

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

Financial Aid	**I** **2012-13**			**II** **2013-14**			**III** **2013-14**		
Merit Scholarship									
Merit-cum-means scholarship									
Fee concession									
Loan facilities									
State scholarship for SC,ST,OBC	**SC**	**ST**	**OBC**	**SC**	**ST**	**OBC**	**SC**	**ST**	**OBC**
	09	20	22	16	14	31	10	17	20
Any other specify and indicate									

(Additional rows may be inserted as per requirement)

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

Yes		No	✓

9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
Non-teaching staff	Yes	✓	No	

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

Yes	✓	No	

If yes, number of students residing in hostels

Men	
Women	**25**

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	

13. Availability of rest rooms for men

Yes	✓	No	

14. Is there transport facility available?

Yes		No	✓

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

Yes	✓	No	

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

	Organised			**Participated**		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		03 (Science TLM, quiz, debate)
Inter-university		✓			✓	
National		✓			✓	
Any other (specify and indicate) **Inter DIET Quiz competition**	✓		01		✓	

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National	**01**	
International		

18. Does the institution have an active Alumni Association?

Yes	✓	No	

If yes, give the year of establishment

2015

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

Yes ☑ No ☐

20. Does the institution regularly publish a college magazine

Yes ☑ No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☑ No ☐

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	14	14	11
Employment (Total)	65	62	74
Teaching	60	58	69
Non teaching	5	4	5

23. Is there a placement cell in the institution?

Yes ☑ No ☐

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

1	2	3
-	-	**06 (32 under consideration)**

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

	Yes	No
Academic guidance and Counseling	☑	☐
Personal Counseling	☑	☐
Career Counseling	☑	☐

Criterion VI: Governance andLeadership

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

   Yes ☑ No ☐

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

Governing Body/management	
Staff council	
IQAC/or any other similar body/committee	Once every month
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Cell-wise every month

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

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes	✓	No	
Other (specify and indicate) (Grain and festival advance)	Yes	✓	No	

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

-	-	-

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation **20**

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

National	**04**
International	**03**

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

12

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

34

e. Research development programmes attended by the faculty

12

f. Invited/endowment lectures at the institution

35

Any other area (specify the programme and indicate) – **Value Education**

	0	**5**

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

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes	✓	No	
d. Combination of one or more of the above	Yes	✓	No	
e. Any other (specify and indicate) **(Assessment by higher authorities)**	Yes	✓	No	

7. Are the faculty assigned additional administrative work?

Yes		No	✓

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

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

Grant-in-aid	
Fees	**19,15,000/-**
Donation	
Self-funded courses	
Any other (specify and indicate) **(State Government Allotment)**	**2,79,82,065**

9. Expenditure statement (for last two years) **As Per Annexure - 9**

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

Surplus in Rs.	Deficit in Rs.
NA	NA
NA	NA
NA	NA

11. Is there an internal financial audit mechanism?

Yes ☑ No ☐

12. Is there an external financial audit mechanism? **(Govt. Audit)**

Yes ☑ No ☐

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/	Yes	✓	No	
Assessment	Yes	✓	No	

Any other (specify and indicate) Yes ☐ No ☐

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, computerisation and TQM?

Yes ☑ No ☐

Criterion VII: Innovative Practices

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

Yes ☑ No ☐

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

Yes ☑ No ☐

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

B.Ed

no	Category	Men	%	Women	%
a	SC	21	11.67	07	3.89
b	ST	18	10	28	15.55
c	OBC	43	23.89	25	13.89
d	Physically challenged	01	0.55		
e	General Category	19	10.56	15	8.33
f	Rural				
g	Urban				
h	Any other (specify)				

M.Ed

no	Category	Men	%	Women	%
a	SC	03	8.57	0	0
b	ST	04	11.42	03	8.57
c	OBC	08	22.84	05	14.28
d	Physically challenged				
e	General Category	06	17.14	06	17.14
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST	01			
c	OBC	04		01	
d	Women				
e	Physically challenged				
f	General Category	15		03	
g	Any other (specify)				

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

M.Ed

Category	At Admission		On completion of the course	
	2012-13	2013-14	2013-14	2014-15
SC	06	07	06	07
ST	02	04	02	04
OBC	16	08	16	08
Physically challenged				
General Category	11	16	11	16
Rural				
Urban				
Any other (specify)				

B.Ed

Category	At Admission		On completion of the course	
	2012-13	2013-14	2013-14	2014-15
SC	27	28	24	19
ST	42	46	39	37
OBC	73	60	73	53
Physically challenged				
General Category	31	33	31	28
Rural				
Urban				
Any other (specify)				

SWOT Analysis of Govt. College of Education

STRENGTH	**WEAKNESS**
Trained teacher Educators with acceptability to change. Good coordination with SCERT, DIETs, and other colleges. Training centre for Professional development of Secondary and Senior secondary school teachers of the entire state. Mixed group of trainees are being trained together, some are working teachers and some would be teachers in future. All faculty members visit DIETs and schools for monitoring so always in touch with reality. Availability of tools and materials for training. Proven track record of meritorious trainees. Easily accessible, campus situated in the heart of the city (connected through railway, bus and all transport facilities) Full support of senior, Government and Ravishankar University Have a functional library with more than more than eighteen thousand books.	Unavailability of e-library Unavailability of e-class Lack of computer friendly staff and e-connections. Lack of trainings on multi-tasking staff Language (English) abstains most of the faculty members to participate and understand the new work. No much understanding on community related issues. Experimental schools are not capable enough to engage student teachers meaningfully. Being a Govt. institution leader of the institution is decided by the Govt. so some time there remains crisis of leadership. Faculty members hesitate to take independent decision regarding delivery of course material.
OPPORTUNITIES	**CHALLENGES (Threats)**
Being in service and pre service teacher training center can become an agent for change to ensure quality education. Creating opportunity for continuous development of faculty.	Preparing teachers to meet the challenges of society and aspiration of the state. Creating output based system in place of examination based system. Adopting new techniques in Education.

Making staff computer friendly. Ensuring the availability of visiting faculty for providing exposure with the best practices. Faculty can use the opportunity to undertake research work. Management of data. (Data on trainings available at a glance) SCERT, DIET and CTE are in the same campus. Teacher students are working teacher and fresh students. Increasing teacher efficiency and empowerment On-line connectivity with all schools of state. Develop CTE as resource centre Diversity perception Almost 20 schools are engaged as practice school for internship of B.Ed. students.	Time management loss of time in learning & then applying. No formal method to analyse field implementation of training Continuous capacity development of academic and non academic staff. Creating an environment to work with full efficiency and liberty or creating a sense of ownership. Investment in long term benefits is overshadowed by opportunity cost of short term or immediate gains. Maintenance of infrastructure.

EXECUTIVE SUMMARY

This Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis has been carried out as the base study for Preparing Long Term Orientation and Capacity Building Strategy for continuous development of teachers and teacher educators.

Key findings are presented in this report and will be used in the subsequent stages of the study.

SWOT Analysis

The study has resulted in a very in- depth view of the strengths, weaknesses, opportunities and threats in the sector, which are presented in detail in the report. The analysis can be discussed in following areas

1. Human resource – The greatest strength of the college is availability of human resources but it has been always challenging to engage resources in continuous self development to justify meaningful discharge of duty.
2. Situation and Infrastructure – College is situated in the campus of head office and heart of the state capital which increases access for all beneficiaries and provides a comparative better connectivity with other departments and organizations. Existing infrastructure is sufficient as per NCTE norm but for any Govt. institution it is always challenging to maintain the available facilities.
3. Training – The greatest opportunity for the institute is making change towards quality education through training and CTE has capacity to do but the inertia of the system does not allow to bring the change. CTE needs to concentrate on all the resources to bring desired change and convert the opportunity in to strength
4. Use of new methods and technology – For CTE English language and ICT friendly approach are two major weaknesses what keeps CTE away from new technology and methods. To overcome these weaknesses either one strong translation section or some special plan to make all ICT and English friendly.
5. Coordination with other organization – Coordination with other organization like SCERT, DIETs, University, District Education officers, SSA and

RMSA is the major strength of CTE. This helps CTE to expand work area what gives more exposure with the existing field reality.

6. Linkage with community – Major weakness of CTE is its linkage with community. To have proper linkage with community CTE will have to work closely with primary school which is nearer to community than to higher secondary school.
7. Leadership – Function of CTE or any Government Institution depends on leadership. Change of leadership change the direction of activities. So far CTE leadership has not been able to cultivate the quality of leadership among academic faculty.
8. Research and innovation – Faculty of CTE used to do researches on demand but all faculty members are not engaged in doing research as it is not seen as a part of their job profile and such demand is not made University.
9. Capacity development of academic and non academic members- Most of the capacity development programmse are organized by SCERT and these are based on the requirement of SCERT. Staff members do not plan for their individual capacity development according to their need.
10. Capacity to convert threats into opportunity – Most of the area identified as threat can be converted into opportunity by making long term, mutually agreeable plans and encouraging all staff members to own the responsibility.

Criterion-wise Analysis

CRITERION I –CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND 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 :-

1. To ensure engagement of all faculty and student teachers in the process of deciding curricular objectives and instructional design.
2. To bring about professional development of the student teachers. To bring about the desired change required for a reflective practitioner.
3. To develop competency of teaching learning process on the basis of agreed principles of teaching and learning.
4. To develop deeper understandings of methodologies of teachings critical pedagogy and teaching skills in student teachers to understand the role of a facilitator in side as well as outside the class room.
5. To develop a sense of dignity, positive attitude, interest and passion towards teaching profession.
6. To make the teachers capable to understand and cater to the need of the individual, society and the nation.
7. To encourage them to work in collaboration.
8. To provide enabling environment to appreciate and assimilate the sense of equity in work and social culture

9. To lay emphasis on developing a sense of discipline, upholding moral values and in student teachers a thirst for knowledge.
10. To create awareness among student teachers regarding environmental issues.
11. To develop skill for integration of ICT in teaching learning process.
12. The major objective of curriculum design and development is making all teacher and learner capable enough to generate resources for themselves and respecting the values enshrined in constitution and society and practicing the values with justification.

i. **Aims of Intellectual Development –** To provide high quality teacher education to the student teachers and develop their cognitive abilities.
ii. **Academic (Theoretical and Practical Knowledge) –** To provide knowledge of various aspects of education, to develop teaching skills and to nurture academic quest among the student teachers. Theoretical knowledge being delivered by student teachers for practical teaching
iii. **Training –** Trainings are organized for pre-service and in-service program. The motive of training depends on need and making student teachers more competent to cope up with curricular changes.
iv. **Access to the Disadvantaged-** Special care is taken for disadvantaged.
v. **Equity –** Providing education to all irrespective of considerations of cast, creed, religion, gender and living status to make them equal.
vi. **Self development –** To develop self confidence for solving complexities of life and improve communication skills to express oneself effectively.
vii. **Community and National Development –** To inculcate sense of social responsibilities through community participation, celebration of National Festival in college campus and contribution to National cause.
viii. **Issue of Ecology and Environment –** To develop environmental awareness among the teacher trainees through various activities like debate, plantation.
ix. **Value Orientation –** Improving moral values hidden in curriculum as punctuality, dutifulness, honesty, accountability and loyalty.
x. **Employment –** To motivate them for competitive examinations and counsel them for better employment opportunities and help them in placement.

xi. **Global Trends and Demands -** To train them for innovative practices by providing them knowledge of latest technologies prevalent in educational fields, latest researchers in the field of Education.

1.1.2 Specify the various steps in the curricular development process (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 college is affiliated to Pt. Ravishankar Shukla University and therefore there is no scope for framing institutions curriculum on her own. However the staff members of the college have participated in workshop for curriculum framing for B.Ed course held in SCERT (State Council of Education Research & Training) in collaboration with Pt. Ravishankar Shukla University. Curriculum is prepared by keeping in mind the needs of society. The feedback given by the student teacher also plays an important role in the formation of curriculum.

Every session starts with an exhaustive exercise on curriculum delivery strategy; it is prepared on the basis of suggestion and feedback given by the student teachers of previous session and faculty members. Whole strategy and delivery mechanism is discussed with the student teachers of present year and simultaneously they are acquainted with the activities of the whole year. Off course from present session two year B.Ed. course has to be implemented so curriculum delivery strategy will be decided after getting comprehensive instruction from University.

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

The present curriculum prescribed by the Ravishankar Shukla University in Teacher Education is based on the global trends and major focus is on child centered pedagogy. The methodology of teaching focuses on new trends such as models of teaching, latest technologies and interactive mode of teaching. Key area of work involves, integration of ICT in teaching learning process. Internship program develops the practical knowledge and skills of the student teachers.

All parameters decided by NCTE to run a teacher education institute takes care of global trends. The curriculum also addresses the issue through comparative education and understanding impact of global change in education. In class room, analysis of various studies and information regarding initiatives taken by the various countries are discussed to understand the global trends.

(Annexure 1 – B.Ed and M.Ed Syllabus)

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

In B.Ed/M.Ed courses environmental education is included as one of the elective paper. This ensures awareness about environment among the student teachers, A part of this in B.Ed programs work experience involves gardening. Many plantation programs are also conducted.

Value education is imparted by regular interaction with persons from social organization, community camp, social responsibility camp. College organizes workshop on value education for student teachers.

ICT integration into teaching learning process is being practiced by student teachers. College has conducted different programs for creating awareness on National & Global issues like Global warming, National security, pollution etc.

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

Use of ICT for curricular planning is not done but the faculty use ICT for transformation of knowledge and ICT is visualized as the major source for access of open resources available for academic enrichment.

a) Providing lectures through power point presentation(PPT)
b) Using over head and slide projectors for lectures.
c) Developing contents in PPT slides.

d) Smart classrooms and multi-media facilities are available.
e) Encouraging student teachers to prepare lesson plans using ICT in teaching-learning process at school level as well as college level.
f) Accessing information and knowledge, made available by various person and agencies.

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 institution provides practical experiences to the student teachers through organizing practice teaching in various schools. Before going for practice teaching the student teachers are given extensive practice of Micro-teaching lessons for development of various teaching skills. Model lesson seminar is organized for demonstration of model lessons by the subject experts/senior faculty in the beginning of the session.

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 College provides adequate flexibility and scope in the operational curriculum providing varied learning experiences to student teachers. The faculty members supervise practice teaching giving daily feedback. Student teachers try to improve their teaching-learning process according to the feedback received by the faculty and develop their teaching skills at their own pace.

Teacher students have the flexibility for selection of the subject prescribed by the University (There are six theoretical papers/subjects. Three of these are compulsory and two are methodology papers studied by the pupil teachers at the qualifying examination level and fourth paper is elective one)

(details in Annexure 1)

1.2.3 What courses have been added and introduced by the institution during the last three years which would for example; Develop

communication skills(Verbal and written), ICT skills, Life-skills, Community orientation, Social responsibility etc.?

Various activities/programs are conducted in the institution. :-

1. English classes for development of communication skills.
2. Computer classes for development of basic computer skills and integration of ICT in teaching learning process.
3. Yoga classes.
4. Mini Library.
5. Personality Development.
6. Organize village camps for community participation of student teachers.
7. Organize Health checkup camps for creating awareness for health.

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

i. **Interdisciplinary/Multidisciplinary –**

The syllabus of B.Ed and M.Ed is based on different foundations of education- Philosophical, Sociological, Psychological and Technological foundations. Thus the approach is interdisciplinary in nature.

ii. **Multi Skill Development –**

Our college is a centre for developing various skills in our student teachers. The major focus is on development of effective teaching skills through microteaching and practice teaching. In addition to this various activities are organized in the college for multi skill development of student teachers.

   a. Cultural activities. (dance, songs, dramas etc)
   b. Community participation
   c. English classes for development of communication skills.
   d. Computer classes for development of basic computer skills and integration of ICT in teaching learning process.

iii. Inclusive Education –

A pre-B.Ed test is conducted by State Government for admission to the B.Ed course followed by counseling.

Departmental trainees are admitted on seniority basis.

All the student teachers are treated equally irrespective of their differences However for physically challenged trainee special arrangements have been made in institution like ramps for wheel chairs, special washrooms and seating management.

iv. Practice teaching –

Practice teaching of student teachers is an integral part of B.Ed program. It is arranged in various schools of Raipur. Every student teacher has to deliver 40 practice teaching lessons. Every student teacher select two school subjects for methodology of teaching. They teach 20 lessons in each school subject. New methods, techniques and innovative practices are incorporated by the student teachers during their practice lessons.

The teacher educators of the college supervise and provide guidance and suggestion to Student Teachers personally and in groups. Peer evaluation is also encouraged during Practice teaching observation proforma is provided to the teacher trainees.

(Annexure 2A and 2B)

v. School Experience –

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are Conducting morning assembly Conducting classes Conducting tests Organizing science exhibitions Organizing cultural programs Organizing games and sports activities Conducting competitions like quiz, debate, essay writing, etc. Carrying out case studies During the teaching practice good learning experience is witnessed and inter personal relationship between the student teacher and the institution is enhanced.

vi. Work experience –

Work experience is an integral part of curriculum in B.Ed course to enable pupil teachers to gain experience in useful and productive work and to foster their creativity.

Six periods per week is allocated in the time table for productive work experience.

Programs are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying expensive and sophisticated equipment.

Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

Painting
Handicrafts
Clay modeling

Each student submits a minimum of 10 SUPW articles in accordance with the requirements.

vii. Any other (specify and give details) –

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Progress and circulars are sent through emails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programs and providing hints for competitive examinations help the students for getting a job. Cultural programs are conducted periodically.

Detail of Zero Period –

a. Community participation
b. English classes for development of communication skills.

c. Computer classes for development of basic computer skills and integration of ICT in teaching learning process.
d. Gardening, Art and Craft.
e. Library

(Annexure 3)

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?

Feedback is collected from Student teachers. There is a provision for students to express their suggestions in “Suggestion Box” kept in the college. Students teachers are free to give feedback to the Principal aboutthe performance of teacher educators and content covered during the week and they demand re-lecturing on the topic taught. It is arranged accordingly. At the end of the session Feedback is collected from student teachers through Feedback form.

An Alumni Association is also functioning in college. A visitor book is kept in the office to obtain feedback from visitors.

(Annexure 4)

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?

Yes, the feedback collected are analyzed and discussed in the staff council to decide the areas of improvement and to send the suggestions to the University for consideration, for inclusion of changes.

The suggestions that can be implemented at the collegiate level are always followed immediately regarding time management practice teaching, micro-teaching, conceptual query and the suggestions for improvements are communicated to and discussed with the Principal, and in IQAC (Internal Quality Assurance Cell) on the issues of amenities and the performance of teacher educators. They examine them and guide us how to implement the suggestions and intimate to the respective teachers.

A strong feedback based institutional activity system has been established which gives direction to the authority to take decision on curricular and co-curricular area.

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

Senior faculty members of institution participate in curriculum framing workshop organized in SCERT (State Council of Education Research and Training) in collaboration with Pt. Ravishankar Shukla University.

Coordinator – Shri U.K.Chakraborty, Dr. Seema Agrawal, Mrs. KalpanaDeshmukh and M.Ed Trainees.

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).

Educational Technology and Management subject of B.Ed course has undergone a change. Management in Education has been added in fifth unit of the subject. This revision has been done to develop the management skills of teachers and to equip them with effective instructional and institutional management.

Revision in psychology practicals has been done in Development of Learner and Teaching-Learning Process course

(New -1 value test, 2 Reasoning ability, 3. Aptitude test, 4. Achievement Test) are added in place of (old- 1. EIR 2. VIR, 3. VIT, 4. Whole and part Method of Memorization)

This revision has contributed to enable pupil teachers to understand the psychology of children.

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 curriculum for the various programs run by the college are prepared by the Pt. Ravishankar Shukla University. Revision &updation of curriculum is done by university itself. Senior faculty members of the college participate in workshops and seminars on curriculum revision held in SCERT (State Council of Education Research & Training) in collaboration with Pt. Ravishankar Shukla University.

1.5 Best Practices in curricular Aspects

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

For quality enhancement and quality sustenance in curricular aspects institution organizes various workshops/Training for capacity building of teacher educators, Research Seminars, Research methodology workshop and Action research workshops are organized for professional development of Faculty Members.

1. Fourteen faculty members have received award for their **Action Researches** in the field of Education from **British Council.** Global teacher Accreditation (List Enclosed)
2. College has been selected as **Anchor Institution** for school leadership Development by **NUEPA** (National University of Educational Planning and Administration) New Delhi.

3. Principal of the Institution **Dr.YogeshSheohare**has been part of **"Connecting classroom contact seminar"** organized by **British Council (UK)**
4. Principal of the Institution **Dr. YogeshSheohare**has been appointed as the **National Resource Person** for School Leadership Development by MHRD (Ministry of Human Resource Development)

   The faculty member participation in various National and international capacity building programs is ensured by the institution.
5. Faculty member **Mrs. Shephali Mishra** has participated in **In-Step program** held in Arizona State University **(U.S.)** for Capacity building of Teacher Educators of India.
6. Faculty member **Smt. Seema Agrawal** has been awarded Ph.D in 2013.

   More over every teacher educator of the institute does his self assessment monthly through a self assessment form and improve accordingly under the guidance of the Principal and members of IQAC (Internal Quality Assessment Cell)

   (Annexure 5)

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

Various activities are designed to achieve objectives and effective implementation of the curriculum.

a) College organizes workshops for trainees with experts from National and University level
b) Research Methodology Seminar.
c) Organization of Micro-Teaching seminars, Science Seminars and Research seminars to bring out recent trends in teacher education.
d) Model lessons are presented by the subject experts for development of teaching skills in teacher trainees.

e) The college ensures use of good quality literature on education available in library by the teacher trainees developing their cognitive aspect.

f) Group discussions, lectures and debate on various topics are arranged for developing the communication skills of teacher trainees.

g) Faculty members provides guidance and assistance to M.Ed. students for dissertation work

CRITERION II - TEACHING LEARNING AND EVALUATION

2.1 Admission Process and Student Profile.

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

There are two types of teacher trainees in the college :-

1. Freshers (future teachers)
2. Departmental Teachers.

Admission procedure for the above mentioned trainees are also different.

1. **Admission procedure for Freshers (future teachers) -** Admission to the Colleges of Teacher Education in Chhattisgarh is made in accordance with the policy framework enunciated by the NCTE and the affiliating University of Chhattisgarh. The entire admission process is controlled by the state Government through SCERT. Admission in B.Ed Course is being done "according to Chhattisgarh B.Ed admission rule 2006"

A common entrance examination is conducted by Chhattisgarh VyasayikPariksha Mandal (CGVYAPAM). The candidates are selected on the basis of merit declared by Vyapam. The admission is given in the college through counseling done by SCERT.

a) **Eligibility -** The Eligibility to appear in Pre-B.Ed program is for all general candidate at least 50% marks in aggregate in their graduation/Post graduation for all general candidates and for OBC/ST/SC Female candidates of Chhattisgarh is at least 45% aggregate marks in their graduation examination.

b) **Equity -** The reservation policy of State Government is implemented by SCERT.

c) **Advertisement Information -**

i. **CG Professional Board (CG Vyapam) -** CG Vyapam gives advertisement in leading newspapers for Pre- B.Ed entrance examination. State quota seats are 80% and 20% are All India seats.

ii. **SCERT -** SCERT gives advertisements in leading newspapers for counseling in B.Ed course. After the counseling candidates have to take admission in respective colleges within a week. Counseling and allocation procedure is done online. The counseling process is performed in three phases in which last phase is face to face counseling. The complete details of the process of admission starting from advertisement to the display of merit list and final admission is available on the SCERT website (www.scert.gov.in). The whole process is thus made transparent and flawless.

2. **Admission procedure for Departmental Teachers -**There is an admission committee at state level - members of this committee are Chair person- Principal, Government College of Education Raipur.

Other members :-

a) 02 Faculty members are appointed from - Director, SCERT
b) D.E.O. - District Raipur (C.G)
c) Assistant Commissioner, Department of Tribal development, District Raipur

According to the Admission policy of State Government this committee gives admission to school teacher of various government school of different department (school education department, Tribal development department, and local corporations). The reservation policy of State Government is implemented in the admission procedure.

(Annexure 6)

2.1.2 How are the programs advertised? What information isprovided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution.?

The admission are done by State Government bodies such as professional board CG Vyapam and SCERT.

Information and Advertisement -

CG Vyapam - It is responsible to advertise the information of the Pre - B.Ed test for the B.Ed course. The Vyapam published advertisement of Pre-B.Ed entrance test in all leading newspapers. of Chhattisgarh State. It declares results on the basis of merit.

SCERT - SCERT ensures wide publicity to the admission process through its website and leading newspapers of Chhattisgarh State.

College level - The College strives and makes extra efforts to avail the extra attention of candidates through advertisements in newspapers.

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

Institution compliances the activities of SCERT and affiliated University regarding the admission procedure. It follows the rules and regulations laid by the SCERT, University and NCTE about the admission.

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

College follows the reservation policy adopted by SCERT. State Government provides scholarship to different categories. The institution communication the whole procedure to reserved candidates and assists them in the procedure. They are provided all help in getting scholarship from the state government of Chhattisgarh.

The College ensures that any student teachers once admitted in the program does not leave the course midway without completing the course for which we counsel those who have problems in any aspect.

The College provides equal opportunities for both males and females for participation in curricular and extra-curricular activities.

Special care is taken for physically challenged trainees by providing ramps, special washroom and class-rooms in ground floor.

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

Trainees qualify the Pre-B.Ed entrance examination for admission in B.Ed course. They are assessed for their, general mental ability(30%) general knowledge (20%), teaching interest (30%), general Hindi (10%) and English (10%). Hence those who qualify the exam are eligible for admission.

In the beginning of the session faculty members orient teacher students about the syllabus and elective subjects. Seminars on lesson plans and micro-teaching are organized before the practice teaching program.

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?

The college provides conducive environment to the learning and development of the Student Teachers. There are 10 cells operating in the college. All the activities of different cells are designed in such a way that they lead to all round development of the student teachers. All the cells work collaboratively for catering personal and professional needs of the student teachers. Student teachers from diverse backgrounds (Social, economic, gender, language and culture) are treated equitably provision (according to their needs)

The college is equipped with well maintained computer lab, English lab, playground, ventilated classrooms, garden, wash-rooms.

Student teachers are motivated to participate in various curricular and co-curricular activities. Inter house competitions are organized in the college to develop healthy competitive spirit among the student teachers.

The various cultural, literary and sports events organized by the college are :-

I. Cultural events :-

Solo, duet & group dance
Solo, duet & group song.
Drama
Mono play

II. Literary Activity :-

Debate
Quiz

III. Sports :

Volleyball
Badminton
Javelin throw
Shot-put
Table-Tennis

IV. Other Activities :-

T.L.M. competition
Rangoli
Classroom decoration
Poster competition

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

The instructional approaches applied by teacher educators are comprehensive and sufficient enough to cater to diverse learning needs of student teachers.

Slow learners who face difficulties in teaching learning process are encouraged and facilitated to improve learning through excellent support of experienced faculty.

Teacher Educators use latest technologies innovative teaching methods, models of teaching and encourage student teachers to incorporate latest technologies to enrich the teaching program in practicing school.

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

The various activities for developing understanding of diversity and equity among student teacher are carried out by the institution

1. Teacher Educators during their teaching-learning process abstain from being biased and practice democracy among the student teachers among the student teachers.
2. Day starts with Morning prayers, followed by narration of a value based instance or story by student teachers values like social justice, equality of opportunity. This also develops the democratic freedom, tolerance and Communication skills of Student teachers &respect to all religions are inculcated in student teachers.
3. For the student teachers belonging to diverse background cultural activities with special emphasis on tribal and folk culture, debate, village camps are organized
4. Art & craft in work experience.

5. Practice teaching for student teachers involving guidance from teacher educators for dealing with students with diverse needs from different backgrounds (Social, economic cultural, gender)

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

Knowledge and sensitivity of teacher educators is ensured by the institution on the basis of their educational qualification, teaching experience, inputs of self assessmentproforma, feed- back from the students.

The teacher educators are sensitive and understand the diverse needs of student teachers and provide them assistance according to their needs.

Constant motivation and reinforcement is also given to the teacher educators to update their knowledge through participation in workshops, seminar orientation programs, expert lecture.

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

The college sensitize the student teachers about diversity and equity through various activities under the guidance of Teacher educators who make them able to apply those practices in classroom teaching learning process during Practice teaching.

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.)

College engages its Student teachers in active learning by motivating and encouraging them during teaching learning process the following activities are done for active participation of student teachers.

1. Group discussion encourages the Student teachers to think critically and also develops their reasoning ability.
2. Student teachers are encouraged to use library for extensive learning.
3. College has Wi-Fi campus Student teachers can use internet for updation of their knowledge regarding latest trends and researches in Education.
4. **Website –** The institution has its own website. www.cteraipur.org. Required information is updated from time to time which gives complete information about different training programs in B.Ed&M.Ed course and qualification and experience of faculty members and highlight the important program.
5. **ICT –** The student teachers use computer laboratory and prepare power point presentation and transparencies for their practice teaching lessons.
6. Individual projects/group projects are assigned to the students to facilitate learning while doing.
7. M.Ed trainees do dissertation work on latest educational trends and issues.
8. Student teachers go to different schools for practice teaching, where they deliver 40 lessons.

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

The various activities conducted by the college learning student centered are –

1. Self study and independent learning
2. Project based learning - This develops problem, solving ability, analyzing skills and self confidence in student teachers.
3. Use of ICT for preparation of teaching learning material for practice teaching.

4. Work experience is provided to student teachers to develop their psycho-motor skills
5. Assignments on different subjects are given to student teachers.
6. Narration of value based instance or story in assembly by student teachers helps to shed their shyness and improve their communication skills and also helps in inculcation of values in other student teachers.
7. During Practice teaching Student teachers participate in all school activities and learn about them.
8. Psychology practicalsdevelopsan understanding of student teachers regarding the behavior of children, their abilities and their individual differences.

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 ?

College promotes self learning approach to develop reading skills and rational thinking through the use of library.

Teacher Educators use lecture-cum-demonstration, lecture-cum-discussion, co-operative learning, programmed learning, Discussion method, concept attainment model, stimulation teaching model for different subjects.

Innovative methods – Some innovative methods used are :-

1. Active learning methods are used by teacher educators for active participation of student teachers.
2. ICT integration - Teacher educator use ICT in classroom teaching learning process to increase its effectiveness. This reinforce and strengthen the student teachers interest and readiness.
3. Seminars are organized to ensure effectiveness of learning Questions are invited from student teachers after presentation and presentation turns into an open forum for raising questions and sharing views.

4. Workshops are organized for student teachers. Student teachers are motivated for attaining theoretical and practical knowledge through group interaction and sharing of experiences.

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 ?

The college does not provide additional training in models of teaching Bruners Concept Attainment model are used tentatively. Theoretical knowledge of Bruners concept attainment model, Aubels Advance organizer Mode, Taba's Inductive thinking model, Suchman'sEnquiry training model are given to the student teachers.

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 ?

Yes, Microteaching technique is used for developing teaching skills in student teachers. A seminar on micro-teaching is organized to acquaint the student teachers with the concept of micro teaching. Teacher educators demonstrate different teaching skills to the student teachers.

The student teachers prepare three lesson plans for each skill. Thus Twenty four lessons of eight skills are prepared by student teachers and delivered in the peer group under observation of teacher educators Following skills are practiced :-

a) Skill of Introduction
b) Skill of Explanation
c) Skill of Reinforcement
d) Skill of Blackboard writing
e) Skill of Stimulus Variation
f) Skill of using Illustration
g) Skill of probing questions.
h) Skill of student participation.

2.3.6 Does 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.)

Time table for Practice teaching is prepared 15-20 days prior to commencement of practice teaching. In practice teaching, each student teacher has to give a total of 40 lessons during the entire course of practice teaching. Out of these twenty lessons are given on one school subject and twenty on other school subject. Each student teacher gives one lesson a day (sometimes 2 lessons a day) All the lessons are delivered under the supervision and guidance of teacher educators. Necessary feed backs are provided in the criticism book and verbally through discussion immediately after the competition of lesson. The student teachers work on them accordingly and improve effectiveness of their teaching-learning process. Each teacher educators observes 10-14 lessons a day

2.3.7 Describe the process of Block teaching/Internship of students in vogue ?

Block teaching and internship are not in prescribed syllabus of B.Ed course by the University. The student teachers of institution practice their teaching in selected schools of local area. But they understand the working of the school in academic aspects.

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?

The student teachers start preparing lessons plans relevant to the subject. Teacher educators provide guidance to student teacher. Suggestions given by the subject teachers of the practice teaching school are welcomed. Particularly quantum of the content to be taught and teaching method suitable for their learners are decided with mutual help. Teaching sessions are developed with the cooperation of school Principal, school staff, respective subject teachers of school and supervisors according to the syllabus of particular class. Student teachers consult the school subject teachers about the syllabus and topics to be taught before preparing their lesson plans. The student teachers strictly follow the syllabus during their practice teaching.

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

Student teachers are prepared for managing the diverse learning needs of the students. Student teachers are familiarized with individual differences and trained on how to deal these individual differences in classroom. Student teachers are given requisite knowledge and training to use various teaching methods, techniques and strategies to deal with students having diverse learning needs.

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

In the beginning of session ICT workshop is organized for the student teachers so that they develop basic computer skills and learn to use computers for preparing power point presentation for their lessons. They are also trained to use LCD projectors and OHP’s for their lessons during practice teaching.

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.

Yes, the practice teaching plans are developed in partnership cooperatively involving the school staff particularly the subject teachers. Various suggestions from subject teachers about the content and about the lessons are welcomed during development of teaching plans.

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 ratio of the student teachers and practice school depends on the class wise strength of the students in the practice school. It also depends on availability of the teaching subjects opted by student teachers. More over the availability of teacher educators for observation of the lesson is also one of the major concern. The ratio of student teacher to practice teaching schools is 13:1.

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

Feedback is given to student teachers on their micro-teaching, practice teaching and academic performance.

1. **Micro-teaching –** Student teachers have to deliver microteaching lessons for their skill development. These lessons are observed by teacher educators and peer group. They provide feed- back to student teachers. Student teachers work accordingly to enhance their teaching skills.
2. **Practice Teaching –**Teacher educators observe the lessons delivered by student teachers during practice teaching in various schools and note their comments on criticism book of student teachers. Student teachers on receiving the feed-back consult the teacher educators for further improvement in their teaching learning process

The feedback covers all skills and the areas like method, techniques used by the student teachers, concerning teaching learning material, black board writings, pronunciation, discipline, interaction, dress-up etc.

Feedback is also given by peer group during observation on prescribed observation form which is helpful in improving student teachers teaching learning process

3. **Academic Performances –** Weekly tests are conducted on each subject and after evaluation of test copies, feedback provided for improving academic performance of student teachers.

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

Student teachers are provided with latest information about the subject, content, class and school. Whenever a directive/order for schools are issued by higher government authorities, it is thoroughly discussed among student teachers and teacher educators.

2.4.5 How do the students and facultykeep pace with the recent developments in the subjects and teaching methodologies?

Teacher actively participate in various workshop, seminars on school curriculum and teaching methodologies organized by SCERT. Faculty members of college also participate in book writing workshops of various subjects organized by SCERT for schools.

Faculty members and Student teachers avail library and use internet facility to keep pace with latest trends in teaching.

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.)

The college ensures participation of Teacher educators in various state, national and international capacity building programs for their professional development.

Various workshops seminars are organized at collegiate level for professional growth of the teacher educators eg. Research methodology workshop, Action Research workshop, ICT workshop.

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

The staff members are always appreciated by Principal and senior faculty members for good work done by them in different programs. This keeps them motivated.

2.5 EVALUATION PROCESS AND REFORMS

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

The barriers to students learning are identified by the teacher educators during classroom teaching-learning process, during observation of practice teaching, through weekly test and suggestion box. Barriers and problems so identified are communicated to concerned cells. These problem are worked out with the help of Principal and teacher educators. Teacher educators help the student teachers and provide them guidance for effective learning to take place.

Infrastructure of the college is well developed. It has two multi purpose halls with public address system, LCD projector. The college has computer lab, psychology lab, English lab, Educational technology lab. It has a well developed playground.

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?

B.Ed evaluation process is as under –

The evaluation scheme of B.Ed course of Pt.Ravishankar Shukla University is followed by us.

a) B.Ed assessment consist of two parts –

Part I consist theory papers. There are six theory papers; each theory paper carries 100 marks. [Total 600 marks]

Part II – Part II is divided in two parts – Part II (A), Part II (B)

Part II (A) ;- Internal Assessment

The distribution of marks is as follows –

Community Work	-	50 Marks
Co-curricular Activities	-	50 Marks
Tests	-	50 Marks
Micro-Teaching	-	50 Marks
Supervised Teaching	-	100 Marks
Total of Part II (A)		300 Marks

After the commencement of session, the internal assessment is done by the respective faculty. The marks of internal evaluation are sent to the University within stipulated time.

Part II (B) ;- External Assessment

Psycho Practical and Viva-voce	-	75 Marks
Viva-voce on teaching	-	75 Marks
University Exam of Teaching	-	100 Marks
Productive Work	-	50 Marks
Total of Part II (B)		**300 Marks**
Grand Total of Marks	-	**1200 Marks**

The institution criterion for internal assessment of student teachers is ;-

a) Weekly tests on every Monday on one subject respectively.

b) During micro-teaching &practice teaching evaluation is done by the student teachers and the teacher educators.

c) Student teachers are also evaluated through class room interactions in the form of question answers, extempore, speeches and group discussion on subject matter.

d) Assessment through assignments in every paper is also done.

e) Student teachers are also assessed by their involvement in the teaching learning process and participation in the co-curricular activities and activities of zero period.

M.Ed evaluation process is as under :-

1. The examination consist of two parts : Part-I and Part II

PART I – The part I of the examination consist of five written papers three of which are compulsory and two are elective papers.

The part I is of 500 marks (100 marks in each paper)

PART- II

i.	Dissertation	-	100 marks
ii.	Sessional and practical work in psychology	-	50 marks marks
iii.	Viva-voce exam on dissertation, sessional & psycho practical (internal and external)	-	40+60marks
iv.	Field based experience related to supervision and evaluation of practical Teaching & other subject of school experience	-	20 marks
v.	Seminar presentation & research paper writing	-	30 marks

The total marks in part II shall be 300 marks- 300 marks

a) The candidate has to write a Dissertation bearing on any aspects of his study embodying either
The result of his original research of.

A critical presentation of existing data.

b) A Viva-voce examination is held on dissertation and sessional and practical work.

c) Candidate submits the sessional and practical connected with the five theory papers. The marks obtained in the sessional and practical in each paper is 20.

The institution criterion for internal assessment of student teachers is ;-

a) Weekly tests on every Monday on one subject respectively.

b) During micro-teaching & practice teaching evaluation is done by the student teachers and the teacher educators.

c) Student teachers are also evaluated through class room interactions in the form of question answers, extempore, speeches and group discussion on subject matter.

d) Assessment through assignments in every paper is also done.

e) Student teachers are also assessed by their involvement in the teaching learning process and participation in the co-curricular activities and activities of zero period.

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

College has an efficient system for assessment/evaluation regarding the performance of the student teachers.

i. Grades/marks are given in weekly tests, assignments, co-curricular and academic activities in which they participate.

ii. Practice teaching lessons are evaluated through observation and outcomes are communicated to student teachers through remarks given them to improve their teaching skills.

iii. The model test examination is conducted before the annual examination and immediately the results are provided to student teachers within a week. The weak learners are encouraged by teacher educators and extra care is taken to overcome their problems by improving the curriculum transactions. The problem area of weak learners are identified and peerar guidance provided by teacher educators to improve their results.

2.5.4 How is ICT used in assessment and evaluation processes?

College uses ICT for assessment and evaluation process. Results of Weekly test and Model test of B.Ed and M.Ed are computerized.

2.6 BEST PRACTICES IN TEACHING-LEARNING & EVALUATION PROCES.

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

a) Institution encourages the use of ICT in teaching learning process. ICT workshop is organized in the beginning of the session.

b) Promotion of faculty empowerment program.

c) Publication of journal **“Aparajita”**

d) Organization of seminars on various current topics – RTE, CCE etc.

e) College has free Wi-Fi zone faculty and students have an easy access to it.

f) Village camp is organized for student teachers. They interact with community and gain knowledge about their culture. Student teachers help in creating awareness about a health and social issues among the community members.

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

Technology helps the teacher to increase the effectiveness of the teaching learning process. Student teachers use TLM for their teaching practices. Use of models, teacher made materials role play etc are part of classroom-teaching. Use of ICT is also promoted by the institution. Student teachers prepare power point presentations for their lessons in practice teaching..

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CRITERION – III RESEARCH CONSULTANCY & EXTENSION

3.1 Promotion of Research.

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

Faculty is encouraged to participate in seminar, workshops, conference to develop potential for research studies. College has M.Ed course in which research (dissertation) is a compulsory subject. Workshops are organized on Research Methodology and Action research for the teacher educators Teacher educators supervise the research conducted by M.Ed students on different aspects of education.

1. Four faculty members are Ph.D.
2. One of the faculty member is pursuing international research project in collaboration with USAID and MHRD
3. One of the faculty members has completed its research project (RMSA).
4. Every year 35 M.Ed trainees complete their dissertation work in the field of Education.

(Annexure – 7A)

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

Thrust areas are :-

a. Teacher education.
b. Professional growth of teachers.
c. Educational Management.
d. Innovative Practices.
e. Experimental studies.
f. Teaching learning.
g. Quality Sustenance.
h. Use of ICT in education.

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

Yes, the Institution encourages. We focus on action researches comprising the problem of classroom management, absenteeism, language issues, indiscipline, lack of attention etc. The student teachers and teacher educators recognize the problems of the institution and learn what is the importance of action research in teaching-learning process.

Under Global Teacher Accreditation - **Fourteen** faculty members have completed their **Action research.** They were awarded by **British Council** for their work. Faculty members **Mrs. Shephali Mishra** was mentor for these action researches.

College also promotes Action Research in field of Education by secondary school teachers of Chhattisgarh state.**Twenty eight Action Researches**were done by Secondary school teachers in year 2013-14. Faculty member **Mrs. Shephali Mishra** was mentor for these action researches of secondary school teachers *(Annexure 7B and 7C)*

3.1.4 Give details of the conference/seminar/ workshop organized by the faculty members in the last five years.

College is proud to state that the faculty actively participate in conference/seminars/workshops/refresher course at State, National and International level. Details about the attended and organized programs are enclosed.

Details of seminar/workshop/conference/training organized by faculty members.

S.no	Date	Name of Conference/Seminars /Training/Workshops	Organizing Committee
		2010-11	
1	30-12-2010 to 01-01-2011	TLM workshop	Govt. College of Education
2	April 2011	Preparation of Manual and Inauguration of	Govt. College

		Herbs and Vegetables of Chhattissgarh	of Education
3	25-02-2011 to 01-03-2011	Making Best from Waste	Govt. College of Education
4	25-02-2011 to 26-02-2011	State Level Seminar	Govt. College of Education
5	17th to 22nd January & 01-02-2011 to 06-02-2011	Computer Training	Govt. College of Education
2011-12			
1	23-03-2012 to 25-03-2012	TLM workshop	Govt. College of Education
2	23-03-2012 to 25-03-2012	Workshop on Making Best from Waste	Govt. College of Education
2012-13			
1	15-01-2013 to 19-01-2013	ICT Training	Govt. College of Education
2	30-10-2013 to 31-10-2013	Workshop on Action Research British Council	Govt. College of Education
3	17-12-2012 to 22-12-2012	Workshop on Art and Culture Education	Govt. College of Education
4	10-12-2012 to 12-12-2012	Guidance and Counseling	Govt. College of Education
5	08-12-2012 to 10-12-2012	Workshop on Research Methodology	Govt. College of Education
6	February 2013	Exposure Visit (Maharashtra)	Govt. College of Education
2013-14			
1	02-12-2013 to 07-12-2013	ICT Training	Govt. College of Education
2	04-12-2013 to 07-12-2013	Guidance and Counseling	Govt. College of Education

3	11-12-2013 to 13-12-2013	Work shop on Personality Skill and Development	Govt. College of Education
4	28-01-2014 to 05-02-2014	Exposure Visit (Karnataka)	Govt. College of Education
5	07-01-2014 to 10-01-2014	Need-base Training	Govt. College of Education
6	15-01-2014 to 17-01-2014	TLM workshop	Govt. College of Education
7	23-01-2014 to 24-01-2014	Workshop on Action Research	Govt. College of Education
8	February 2014	Exposure Visit (Karnataka)	Govt. College of Education
2014-15			
1	14-07-2014 to 08-08-2014	ICT Workshop	Govt. College of Education
2	25-07-2014 to 27-07-2014	Workshop on Research methodology	Govt. College of Education
3	02-08-2014 to 07-08-2014	Guidance and Counseling	Govt. College of Education
4	18-08-2014 to 23-08-2014	Consciousness Development (Life Lore)	Govt. College of Education
5	25-08-2014 to 02-09-2014	Inspire Award	School Education Department
6	06-09-2014 to 09-09-2014	Model Lesson	Govt. College of Education
7	11-09-2014 to 13-09-2014	Zone Level Science Seminar	School Education Department
8	12-09-2014 to 14-09-2014	Zone Level Western India Science Exhibition	School Education Department
9	14-09-2014	Training on Yoga Education	Govt. College

	to 17-10-2014		of Education
10	01-10-2014 to 03-10-2014	Workshop on Mars Orbiter Mission (Mangalyaan)	Govt. College of Education
11	11-10-2014 to 13-10-2014	Workshop on RTE (Right to Education)	Govt. College of Education
12	11-11-2014 to 19-11-2014	Workshop on development Micro Teaching skills	Govt. College of Education
13	25-11-2014 to 28-11-2014	Workshop on preparation of Principal Module	Govt. College of Education
14	17-12-2014 to 19-12-2014	Workshop on Value Education.	Vital group Anand Ashram
15	02-01-2015 to 03-01-2015	Construction of Need base Module.	Govt. College of Education
16	08-12-2015 to 12-12-2014	Blue Print Training.	Govt. College of Education
17	06-01-2015 to 10-01-2015	Need-base (Science)	Govt. College of Education
18	11-01-2015 to 17-01-2015	Need-base (Maths)	Govt. College of Education
19	09-02-2014 to 18-02-2014	Leadership development training for school principals.	RMSA, NUEPA & SCERT
20	February 2015	Exposure Visit (Kerala)	Govt. College of Education

Details of seminar/workshop/conference/training Attended by members.

S.no	**Date**	**Name of Conference/Seminars /Training/Workshops**	**Organizing Committee**
Dr. YogeshSheohare			
1	10-08-2011 to	Workshop on prospective plan of RMSA	RMSA

	11-08-2011		
2	30-03-2015	Consultative meet for collaboration with anchor institution school leadership development	NUEPA New-Delhi
3	27-02-2015 to 01-03-2015	National Seminar on Science Teaching	SCERT
4	17-03-2014 to 18-03-2014	International seminar on school leadership	MHRD New-Delhi
5	13-05-2014	NRG Meeting to share hand book and curriculum for summer course	NUEPA New-Delhi
6	21-10-2013 To 22-10-2013	Workshop on curriculum and material development	MHRD New-Delhi
7	03-05-2014 to 04-05-2014	Workshop on e-procurement	TSG, RMSA
8	04-02-2014 to 05-02-2014	Technical workshop on SEMIS	NUEPA New-Delhi
9	01-12-2011 to 02-12-2011	National workshop on Financial Management	MHRD New-Delhi
10	24-02-2010 to 03-03-2011	Connecting Classrooms Contact Seminar	British Council (UK)
11	9-08-2010 to 13-08-2010	Training program on Appraisal of District Secondary Education plans for central and Southern States	NUEPA New-Delhi
Smt. J. Ekka			
1	29-09-11	Disaster management training	New-Delhi
2	-	Finance and Contingency expenses	Administration staff Raipur
3	-	RTE	New circuit house Raipur
4	09 and 10-01-15	Women and child development	New circuit house Raipur
5	21 & 22-06-14	Present education sytem problems and solutions	PTRSU

6	10-06-13	British council	SCERT
7	20-01-12	School Administration and Development	SCERT
Shri B.P. Tiwari			
1	14-10-14 to 19-10-14	Yoga training program	Govt. college of education
2	November 2014 to april 2015	Lekhankarya new syllabus	SCERT
3	05-12-14	Chhattisgarh state women empowerment women commission workshop	CIRCUIT HOUSE

Dr T.P. Dewangan			
1	26-11-14 to 30-11-14	Educational research workshop	SCERT

Smt. KalpanaDeshmukh			
1	26-11-14 to 30-11-14	Research seminar	SCERT
2	09-01-15 to 10-01-15	Rajyabaladhikarsanrakshan	CIRCUIT HOUSE
3	25-02-15 to 02-03-15	B.Ed new syllabus construction workshop	SCERT

Smt. Shephali Mishra			
1	14-01-2015 to 16-01-2015	Capacity Building programs on Role and Functions of DIET's and CTE	SIEMAT and SCERT in collaboration with Azim Premji Foundation Banglore
2	10-09-2014 to 01-12-2014	India Support for teacher Education program (In-Step)	USAID and MHRD
3	22-12-2014 to 28-12-2014	School leadership Development Program	SCERT in Collaboration NUEPA
4	02-09-2012 to 03-09-2012	Global Teacher Acreditation workshop on Action Research	British Council in New-Delhi

Dr. Seema Agrawal			
1	15-7-09 to 17-7-09 02-12-09 to 06-12-09	Chhattisgarh sanskritikdharohar	SCERT
2	30-06-10 to 02-07-10	Navinpathaykramnirman	SCERT
3	11-08-10 to 13-08-10		
4	06-03-13 to 08-03-13	Adhigamshikshansamagri	SCERT
5	11-07-12 to	Kriyatmakanusandhanunmukhikaran	SCERT

	13-07-12		
6	23-08-13 to 27-08-13	Pathaykramhetu samagrisankalan	SCERT
7	06-09-13 to 10-09-13		
8	21 & 22-06-14	Present education system problems and solution.	PTRSU
9	25-02-15 to 02-03-15	B.Ed new syllabus construction workshop	SCERT

Dr. PratibhaDewangan			
1	July 2011 to 2014	Shodhsandarshika nirmankaryashala	SCERT
2	October 2012	Kriyatmakanusandhan sandarshikanirmaan	SCERT

Shri D.P. Verma			
1	22-02- 14 to 24-02-14	MDP – Knowledge management for competitive excellence	TATA hall IIM Kolkata
2	21-02-14 to 23-02-14	National seminar on curriculum revision	Raipur
3	21-05-14 to 23-05-14	National seminar on Teacher education	Raipur
4	29-11-13 to 04-12-13	Capacity Development workshop for faculty members of SCERT and partner organization	Raipur
5	21-02-14 to 23-02-14	National seminar language education	Raipur

6	06-03-14 to 09-03-14	Academic leadership for SCERT	IIM KOZHICODE
7	06-07-14 to 09-07-14	Shikshakpatrataparikshа and question bank nirmaan workshop	Raipur
8	December and January 2015	Pathaypustaknirmaan workshop class 9th	Raipur

Shri Shivpal Singh Chandra			
1	21 to 23 feb 2013	National Seminar on Curricular Revision	SCERT Raipur
2	11 to 15 march 2013	ICT	MHRD Delhi
3	27-05-2013 To 07-06-2013	CCRT Training	CCRT Delhi

Shri Sunil Mishra			
1	May 2012	ECCE	NCERT
2	June 2013	ECCE	Naecoed
3	November 2013	Inclusive Teaching	NCERT
4	December 2014	Inclusive Teaching	NCERT
5	06-12-2008 to 14-12-2008	School Leadership & Management Course	Kings college of London

Smt. MadhuBani			
1	2014	Research Workshop	SCERT
2	2015	Research Workshop	SCERT

3.2. RESEARCH AND PUBLICATION OUTPUT

The college gives due importance for developing instructional and other teaching-learning material. The college also motivates faculty to publish their research paper in National and International journals

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.?

In the last three years, institution has endeavored to implement latest technologies to put its teaching on modern pattern. The major contribution of our teacher educators for enhancement of quality in teaching are –

a) Student teachers are also motivated to prepare working and static models in their school subjects as charts, wind mill, volcano, functions of different human organs etc.
b) Student teachers and teacher educators have developed materials for delivering demonstration lessons.
c) Student teachers are directed to make transparencies CD's, PPT's etc in their concerned subject and use that in practice teaching and simulated teaching.
d) Student teachers are also encouraged to prepare and present at least one lesson in their teaching subject by the use of technologies like OHP, computer CD's

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

a) The institution has well equipped Science lab, mathematics lab and computer lab for developing instructional material.
b) The institution has well maintained library for developing instructional / teaching learning material.

c) Teachers are encouraged to download study materials / content through internet to enhance their content knowledge.

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

The workshop on TLM and ICT is organized every year. Some of the faculty prepare PPT's for their subjects.

Student teachers are encouraged to make PPT's and OHP transparencies for teaching on any topic of their choice.

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

a. Organized by the institution
b. Attended by the staff
c. Training provided to the staff

3.2.4.1 Organized by the institution -

Various training/ workshops are organized by college for professional development and capacity building of Teacher Educators. Workshops are organized for development of teaching –learning material

(details in 3.1.4)

3.2.4.2 Attended by the staff

The faculty of college regularly attended conference/seminars/workshops pertaining to respective subjects.

(details in 3.1.4)

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

1. International paper in Environment Research and Development–Combined Research paper of **“Dr. A.D.N. Bajpai**and**Dr.YogeshSheohare”. “A Techno economic study of various solar based energy system”.**

2. A Research paper on Environmental Education – ByDr.YogeshSheohare - Environmental care and sustainable development society
3. Chhattisgarh me MulyaShikshakeSwaroopkaAdhyayan pp.37-51, BhartiyaAdhunikShiksha, NCERT journal, no2, October 2008, ISSN:0972-5636 – Dr. P. Dewangan
4. Mamdani Model-based ANFIs and its Application in Evaluation of Students Value, AMSE Journal, (D) vol. 31, no 1-2, issue1, 2010 ISSN : 1259-5969 – Dr. P. Dewangan
5. "Mamdani Model-based Grading System for Students" Evaluation in Examination – A case Study of CBSE India, Best of Book 2010,prague : AMSE Press, Barcelona – Dr. P. Dewangan
6. "Empowering community for Disaster Risk Reduction- The Indian Perspective on Global Scenario" Vol-3, pp-528-539 Technological Trends. 2010 – Dr. P. Dewangan
7. Application of Mamdani-model based ANFIS for projecting Students Performance PAGE based on the Attendance" pp-257-260 Emerging Trend in Soft Computing , ISBN No 978-81-920913-3-4 – Dr. P. Dewangan

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

Dr. Seema Agrawal, has been awarded PhD in 2013.

Faculty member **Mrs. Shephali Mishra** has participated **in In-Step program** held in Arizona State University **(U.S.)** for Capacity building of Teacher Educators of India. She has been awarded the certificate for the same.

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

Faculty member **Mrs. Shephali Mishra** has an ongoing Research Project **"To improve the teaching efficiency of teacher candidates through use of ICT in classroom teaching."**

(Annexure 8)

3.3 CONSULTANCY

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

College has organized Guidance and counseling workshop for teachers of state, teacher educators of B.Ed and M.Ed trainees. Teacher Educators are capable of providing consultancy in areas like guidance counseling/Child psychology

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 publicize the available expertise.?

Our faculty members are not undertaking any paid consultancy. Some of them are competent to take consultancy, the areas are –

a) Guidance Counseling
b) Action Research
c) Curriculum Framing
d) Skill Development
e) Child Psychology

Being a Government college it is in good association with reputed Government schools of the town and our student teachers are engaged for practice teaching as well as other school activities there. We provided consultancy for research to the students of Ravishankar Shukla University.

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

The college is planning to organize health and hygiene camp for people residing nearby community.

Free medical check-up facilities will be provided to student teachers.

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.

Every year student teachers participate in village camp for community participation.

This year on 19 Feb, village camp was organized in Champaran. Student teacher played and dance.The theme of the play was environmental pollution. They create awareness about environment Health and hygiene among the community members.

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

1. The day starts with Morning prayer followed by narration of value oriented story or instance by student teachers.
2. We provide equal opportunity to participate in seminars, workshops, debate, excursion, cultural, literary and sports activities. These activities facilitate inculcation of responsible citizenship values, social and democratic awareness.
3. Celebration of National festivals develops sense of citizenship among student teachers.
4. Productive work experience will develop social relationship among student teachers and develop their creativity.

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.

College has linkages with National level organizations like NCERT and NUEPA. In our workshops / trainings we invite senior faculty from NCERT as resource persons. We have organized workshop on school leadership development in collaboration with RMSA and NUEPA Delhi for Principals of Higher Secondary school of entire Chhattisgarh State.

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.

We have linkages with international organizations like**British council & USAID**. In collaboration with British council, for global teacher Accreditation, fourteen Action research were completed by the faculty members. Principal has participated in connecting classroom contact seminar organized by British council. One of the faculty member **Mrs. Shephali Mishra** has attended capacity building program of Teacher Educators of India in Arizona State University, United States (US) in collaboration with MHRD and USAID.

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

a) **Publication –** The teacher educators have published research papers and articles in various journals institution also encourages the faculty to publish the research papers in seminars conferences etc.

Institution published annual magazine **“APARAJITA”** for college activities taking place throughout the session.

b) **Student placement –** The institution has a placement cell for placement of student teachers.

1. Azim Premji foundation Bangalore has selected 02 candidates for their school and 32 are in consideration.
2. Educare selected 4 candidates for their schools.
3. Abhivyaktisansthan Raipur conducted interviews for placements. Result awaited.

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

The college works for qualitative improvement in school education. It is in direct linkage with all the schools of 17 districts of the state. The secondary school teachers needs are analyzed and need based workshops on desired areas are organized. College also work for capacity building of teachers of secondary school and teacher educators of DIET. It also promotes Action Research

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.

Before the practice teaching program faculty members along with the trainees interact with the school personnel to chalk out time table and course of practice teaching.

The faculty members during the practice teaching observe and supervise and assess the performance of the pupil teachers and evaluate them

For successful delivery of lesson plans by student teachers, comments and remarks are always welcomed by the Principal from faculty member and school teachers and implemented thereon.

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

Collaboration with school is mainly related to conduct the practice teaching program. The faculty contact the schools personally/written letter/ phones. During the practice teaching time teacher educator interact with school subject teachers and share their views on lesson of student teachers.

Institution arrange expert lectures of faculty from University, SCERT and NCERT

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY & 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?

Faculty members are encouraged to do research work and action researches.

Fourteen Action researches were completed by faculty members in 2012-13. Twenty eight Action research were completed by secondary school teachers of state. Faculty member Mrs. Shephali Mishra was mentor for these Action researches.

Our college promotes active participation in conferences/seminars/workshops related to education. College organized workshop on Research Methodology for Teacher educators and M.Ed trainees. These workshop are helpful for M.Ed trainees for their dissertation work.

Various Trainings / workshops are organized for capacity building of Teacher educators and student teachers of the Chhattisgarh state.

Faculty of the college share with each other the various innovative methods in teaching.

(Details in Answer 3.1.4)

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

Faculty members are encouraged to undertake research work. At the time of practice teaching in various schools innovative practices are adopted by student teachers, such as use of ICT.

We organize workshop on ICT and Research Methodology every year for capacity building of teacher educators of our college.

CRITERION – IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1PHYSICAL 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.?

Yes, College is situated in a pollution free environment. The total campus area is 10 (Ten) acres. The total built up area of the college including hostel is (4254sqm)

College is located in the heart of the city Raipur. Bus stand and railway station are easily accessible.

1. College has spacious and airy classrooms, well equipped laboratories with latest equipments.
2. Well stocked library with reference section.
3. English language lab for the development of communication skills and pronunciation drills.
4. Two auditorium fitted with sound system with sealing capacity of 200.
5. A.V. aid room, separate
6. Washrooms for males and females.
7. 25 computers equipped and internet facility.
8. Psychology lab equipped with psychological testing equipments. The lab is well furnished.
9. Parking facility is also available in the campus
10. There is facility for indoor game such as carom, chess, table tennis and for outdoor games like volleyball, badminton, cricket, basketball, shot put, disc throw etc.
11. CCTV systems are installed for monitoring.

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

The college provides facilities as OHP, LCD, various multimedia, transparencies, power point presentation, digital camera for the academic growth of student teachers.

Faculty and student teachers both are using these technologies for lesson planning.

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

The infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports are :-

1. There is an adequate arrangements and enough space for organizing cultural and literary activities Extra-curricular activities are also performed like flower decoration, rangoli, classroom decoration etc.
2. Indoor games facilities are provided for games such as chess, badminton, table tennis, carom etc.
3. The institution has two auditoriums for organizing cultural programs such as dance competition, song competition, play, mono-play, fancy dress competition etc.
4. Computer lab is available with computer to student teacher for surfing with internet facility and getting knowledge of current affairs etc and latest trends in field of Education.

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

1. There are B.Ed and M.Ed Programs organized in this college.
2. There are various state level training programs/workshops/seminars organized in the college

for school teachers of the state, teacher educators of DIET's and college faculty members.

3. Various trainings/workshops are organized by SCERT in our college building.
4. Our college is a study centre for D.Ed and B,Ed courses organized by Pt. Sunderlal Sharma Open University.
5. University and school education department conducts various examinations in our college TET, SSC etc.

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 provides aqua guard filtered water cooler facility to the student teachers and faculty members. There are separate wash-rooms for men and women student teachers and also for faculty members.

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.

Hostel accommodation is available only for girls in the college. The capacity of hostel is 25 seater and 12 rooms are well furnished. The warden is the caretaker and facilitator. There is one hall. There is one Auditorium hall. There are 4 washrooms and 4 toilets in the hostel. The principal visits hostel in time-to-time for monitoring the health and hygiene facility of the hostel. Two persons are appointed for cleaning and sanitation.

4.2 MAINTENANCE OF INFRASTRUCTURE

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.?

Amount received for maintenance in last 2 years and its expenditure is as follows :-

Year	Amount Received	Expenditure
2012-13	25,00,000	25,00,000
2014-15	23,93,000	23,92,500

This amount was received for renovation. College also receives budget every year. From this amount received maintenance of physical resources and equipments is done. It is also used for contingency, electricity, machine and tools purposes (Budget for 5 years is Attached)

A part from this college has a collection of 19 lakhs from fees per year for maintenance

(Annexure 9)

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

All the activities of the college are planned and distributed cell wise. Each cell in-charge and members are responsible for their functions and optimal utilization of infrastructure. This is ultimately controlled by cell. (Material Resources cell)

(Annexure10)

4.3 LIBRARY AS A LEARNING RESOURCE

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

Our experienced faculty Shri Shivpalsingh Chandra (UDT) does the work of librarian (MA D.Ed). There is 01 support staff to assist him.

Library Advisory committee advises how to upgrade the library and supervises the working of the library.

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 of the college is located at the ground floor of the building. There is a reading room attached with seating capacity for thirty student teachers. Required details are given below

s.no	Name of item	Numbers
1	Books	18,100
2	Journals	20
3	Magazines	05
4	Computers	03
5	Photocopier/Printer/Scanner	01
6	Newspapers	06 (05 Hindi and 01 English)

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

Yes, the institution has a library Advisory committee comprising of 10 teachers to systematically review the library resource.

1	Dr.YogeshSheohare	Principal, Govt. College of Education	Convener
2	Smt. Savita Rajput	Professor	Member
3	Smt. KalpanaDeshmukh	Assistant Professor	Member
4	Dr.T.P.Dewangan	Assistant Professor	Member
5	Dr.PratibhaDewangan	Lecturer	Member
6	Shri.Alok Shukla	Lecturer	Member
7	Shri. S.K.Tiwari	Lecturer	Member
8	Shri S.S. Chandra	Librarian	Member
9	Poornima	Librarian	Member
10	DeenashankarBaghmar	Student Teacher	Member

Functioning of Library Advisory Committee :-

1. To supervise the overall functioning of the library and to discuss the problems of the library and give suggestions.
2. The library committee time to time meet and examines the needs, requests, proposals and feedback for development of library.

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

Yes, our library is partially computerized; Efforts are being made on to deliver library services by using library management software.

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

Institution library has computer with internet facility and facility of printer cum photocopier. It has no facility of Reprography.

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

Institution has Wi-Fi internet connectivity in the college building.

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 available throughout the year except on Sundays,national holiday and state holidays. The library remains open for access during the college working days from 10:30 to 5:30 pm.

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

New arrivals are displayed on the notice board so that every student teachers and teacher educators should know about these.

4.3.9 Does the institution’s library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, we have **Book bank facility** in the library for student teachers. Student teachers are provided books from bank to use throughout the academic year without any terms and conditions.

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

Provision on library at the ground floor so that physically challenged persons can easily access the library. We have special arrangements for these students like ramps for wheel chairs so that they can easily visit the library

4.4 ICT AS LEARNING PROCESS

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.

The institution has computer lab facility which is equipped with 25 computers. It has internet facility for the faculty and student teachers. The internet access is given free of cost to all the student teachers during the working hours.

a. Videocon Television
b. Camera
c. Water Cooler
d. Aqua Guard
e. Computers
f. One television
g. 02 OHP
h. 02 LCD Projectors
i. 02 Public Address System with mikes
j. One Amplifier
k. 02 scanners, 03 printers, 02 Photocopiers

Audio/Visual Facilities

a. Black Board/Green Board
b. Real Objects.
c. Charts
d. Slides
e. Maps
f. Globe
g. Journals and Magazines

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

Yes, the curriculum has a provision for imperative computer skills. Every Student teachers studies about the hardware and software in the compulsory paper of Educational Technology And Management. Every year in the beginning of the session ICT workshop is organized for the B.Ed. and M.Ed. trainees.

Major skills developed are-

1- Major skills developed are basic computer skills.
2- They learn to prepare PPT's and CD's for their lessons.
3- Use computer to analyze & represent data on charts, graphs.
4- To access internet.
5- Sharing ideas through emails.
6- Learning from e- books & e-journals.

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

ICT for curriculum transactional processer new technology are used by the college.

1- LCD projectors, laptops are used for seminars/workshops/training orientation program.

2- During model teaching and classroom teaching the Teacher educators deliver their lectures on LCD projector and OHP.

3- Trainees also present Power Point Presentation during practice teaching and final teaching.

4- CD’s, transparencies/slides are presented by the pupil teachers during this practices teaching program.

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)

Student teachers are encouraged, motivated & trained to plan and deliver lessons incorporating technologies. Student teachers prepare lessons in their respective teaching methodology subjects on power point during practice teaching. For class room transaction they deliver the lesson with the help of power point presentation using LCD projectors, computer, laptop etc. Student teachers prepare slides & transparencies for OHP and CD’s related to their lessons. They are access internet facility.

4.5 Other Facilities

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

All the instructional infrastructure facilities are properly used by teacher educators and student teachers on regular basis. These are also used during various Workshops/Trainings/Seminars organized by college for secondary school teachers of the state At times the available resources are used by S.C.E.R.T. and DIET for organizing various programs. These facilities are also used in other program of Education Dept. like science exhibition and Inspire award.

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

The institution has various audio-visual facilities which are mentioned below-

1- Charts
2- Maps
3- CD's
4- CD Player
5- Audio- Visual Cassettes
6- Transparencies
7- CD-ROM
8- Overhead Projectors
9- Flannel Boards
10- Models
11- LCD Projector
12- Computer

The Student teachers are motivated to use various kinds of audio-visual material during micro teaching as well as practice teaching

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?

The general and methods laboratories available in our institution are –

1- Psychology lab
2- Science lab
3- Maths lab
4- Computer lab
5- English lab
6- Art room
7- T.L.M room

Institution enhances the facilities in laboratory in accordance to the requirement of the B.Ed. and M.Edcurriculum. Institution holds meetings with the faculty to discuss about maintenance of the equipments and up gradation of the lab.

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

1- Institution has two multipurpose hall equipped with public address system. They are used for organizing various functions, events, workshops, trainings, seminars.

2- Institution has big ground for indoor and outdoor sport facilities for ensuring physical development of the Student teachers.

3- Art Room /workshop is available to train the Student teachers in book binding work, file and envelop making, toy making, painting, preparing teaching aids.

4- Institution has music instruments for playing music and performs dance activities.

5- For conducting village community interaction program and social visits, our institution arrange transport facility for faculty Student teachers.

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.

1- We have two LCD projectors, one in the classroom and the other one in the multipurpose hall for effective presentation of lesson/lectures.

2- Institution has a plan to equip the classrooms with permanent fixtures of LCD and Bulletin Board. We are planning to have classrooms with smart boards for increasing the effective of teaching learning process.

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?

Faculty is motivated to use innovative methods for effective teaching. They act as a model for student teachers & encourage them for using teaching aids during teachings learning process. Classroom environment is made conducive through the effective use of teaching learning material and 'activity based teaching's applying technology. The faculty as well a Student teachers use different teaching method and techniques like inductive – deductive method, problem – solving method, analysis and synthesis method, demonstration, brain storming, project, discussion etc.

For making teaching more effective the technologies like power point presentation transparencies are used by Student teachers and faculty. To reflect upon & keep pace with the era of diversity of instruction on teachers use e-journals, e-books & internet to refine & update the Instructional material.

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

1- Making use of transparencies.

2- Preparation of lesson plans incorporations slides.

3- Lesson plan delivery through PP.

4- Collecting information's from internet for lesson.

5- Use of PPT in seminars/workshops/expert lectures.

6- Sharing of information and experiences through email.

7- Use of technology in admissions, keeping records & result preparation by T.E.

8- Use of Edusat for expert lectures, training purposes, innovations in the field of education for communication with Department administrative persons.

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

Institution considers various best practices in infrastructure and learning resources which are given below.

1- Continuous up gradation of library every year.
2- CC TV cameras have been installed.
3- Access to computers & internet has been made convenient.
4- Wi-Fi facility in the campus.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student progression

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

The institution assesses the student's preparedness for the program and provides appropriate academic & professional advice through the commencement of their professional education program to its completion.

1- Student preparedness for the program is assessed through the common entrance Test/Pre. B.Ed. Test conducted by G.G. Vyapam. Common Entrance Test includes general mental ability. Teacher's attitude and aptitude and reasoning. Candidates who qualify in the written examination opt for the college through the counseling program.

2- The Departmental candidates are already teachers in different schools of C.G. state and are well prepared for the program for their professional development.

3- Syllabus of B.Ed. compulsory teaching subjects, optional subjects, physical activities, practice teaching, micro teaching and skill development. Orientation program are held time to time for providing practical knowledge of using different methods and techniques.

4- Interactive lectures for first two weeks to access the interest of the students & to motivate them for teaching profession.

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

The institution is located in a calm environment and is close to S.C.E.R.T. and DIET. The campus environment is so conducive to promote, motivate, develop, and satisfy and to ensure performance improvement of prospective teachers. Those student teachers , who come from student teachers different corners of the state and from the neighboring states, are given parental attitude in getting them set in the new environment. We provide ample opportunity to student teachers for understanding each other. Thus the interpersonal relationship among them and with the faculty members is strengthened.

1- In our college campus there is no place for ragging and discrimination.
2- Our institution has guidance and counseling cell. This cell timely and properly provides guidance & counseling to student teachers when even needed counseling.
3- All the expert lectures, seminars are provided regularly to all the student teachers. They are issued library cards to borrow books from library time to time.
4- Library facilities are provides to student teachers.
5- College organizes different curricular & co-curricular activities to groom the overall personality of student teachers.

Student teachers are encouraged to participate in the various activities like debate, extempore, speech, dance, song, fancy dress, flower decoration, salad decoration, poster competition, mono play etc.

Sport activities are also conducted.

6- We have placement cell student teachers have got good placement in reputed schools

7- Institution has psychology lab, computer lab , science lab , mathematics lab, work experience room, library, airy classrooms staff rooms etc.

8- Girls report their personal problems to Anti Harassment cell. Our institution has Anti Ragging cell, feedback cell, Complaint cell. This cell is helpful for solving problems of female student teachers.

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?

The gender wise dropout rate of the student teachers is shown in the following table-

Gender/year	2010-11	2011-12	2012-13	2013-14	2014-15
Male	2.77 %	0.55 %	5 %	1.11 %	2.22 %
Female	1.11 %	4.44 %	3.88 %	2.78 %	2.78 %
Total	**3.88 %**	**4.99 %**	**8.88 %**	**3.89 %**	**5 %**

Drop-out reasons :-

1. Due to Health Problems.
2. Other Job Opportunities.

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 year?

The placement cell of institution helps and encourages students to apply for vacancies with respect to their subjects in different institutions.

News papers are made available to student teachers for searching various vacancies and get acknowledged with the higher education. Well stocked library provides ample facilities for enabling the student teachers to prepare and compete for competitive exam such on NET, TET.

Session	**No. of students appeared**	**No. of students qualified**	
		NET/SLET	Central/state govt.
2012-13	01		
2013-14	01		

5.1.5. What percentages of students on an average go for further/studies choose teaching as a career ? Give details for the last there years?

The percentage of the students on an average go for further studies/choose teaching as a career. List is given below-

Session	**Percentage of students opting further studies**	**Percentage of students opting teaching**
2012-13	-	60 %
2013-14	-	58 %
2014-15	-	69 %

5.1.6 Does the institution provided 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.

After graduating from the institution pass out student teachers may utilize any of the resources facilities available in the institution.

Any pass out student can make use of the library for reading purpose.

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

Yes, the institution has a placement cell, it provides information of vacancies in different schools & college to student teachers. The members of the placement cell are as below

1- Dr. T.P. Dewangan
2- Shri S.S. Chandra
3- Smt. S. Rajput
4- Smt. K. Deshmukh

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

The big difficulty faced by the placement cell is to contact the ex-students.

1- Most of the student teachers are of Hindi medium which is a difficulty to place them in different English medium schools.
2- Most of female student teachers prefer to work close to their living places.

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

No, The institution does not have arrangements with practice teaching schools for placement of the student teachers. All Practice teaching schools are government schools.

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

Institution provides all the necessary financial, human and ICT resources required for smooth functioning of the placement cell.

Student Support

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

The curriculum is framed by the Pt. Ravishankar Shukla University, Raipur. According to the syllabus, we plan the curricular and extra- curricular activities. Annual calendar of the college is prepared in the beginning of the session. Academic, co-curricular and extra curricular activities and in-service training programs are included in this calendar-

1- Seminar on lesson plan.
2- Model lesson demonstration.
3- Micro teaching seminar.
4- Micro teaching lesson.
5- Practices teaching program.
6- Research Seminar for M.Ed student teachers.
7- Planning of weekly unit test, internal examinations, model examination.
8- Feedback on curriculum is taken from student teachers at the end of the session. Feedback is also taken through suggestion box.
9- Principal also take feedback from the trainees time to time regarding their difficulties and implementation of the curriculum.
10- The schedule of the extracurricular and co-curricular activities is finalized and the information of the schedule is displayed on the notice board.

(Annexure 11)

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

Physically challenged students as per their needs are co-operated throughout the session.

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

Yes, the institution has mentoring arrangements. Students are divided into section and Teacher educators acts as mentors. Further during practice teaching students are under the supervision of a mentor. The mentoring aim is to empower the student teachers and enhance the student teachers technology skills. Mentors helps in professional development of student teachers. The student teachers freely and confidently interact and discuss their needs with mentor provided to them. Mentors co-operate the student teacher in successfully completing their sessional work and project work. Mentors help the individuals in advancing their career and to know about the possible opportunities of the job.

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?

Institution provides democratic environment to the faculty challenging & cooperative work culture. Institution supports and enhances the effectiveness of the faculty in the teaching and mentoring of student. The positive and distress free campus environment of the institution is helpful for the overall development of teacher educator as well as the trainees. Teacher educators has full freedom to mentor the students.

1- Being a mentor, faculty is responsible for best execution of all the practicum program, project work and other co-curricular and extra-curricular and extra-curricular activities.

2- Mentors create supportive classroom environment so as to ensure personal, social, cultural and academic success for all student teachers.
3- Organization of seminars, conferences and workshops at state, national & international level.
4- Supervision & research work of M.Ed. trainees (Dissertation).

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

The institution has own website www.cteraipur.org Following information are posted on the website:

1- Information about the college, location of campus, course running in the institution and subject option.
2- Vision & mission of the college.
3- Key roles of college.
4- Details of the faculty.
5- Overall information about the infrastructure, facilities available at the institution.
6- It provides all information about the various activities and their photographs.
7- The website is updated as and when needed.

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

Yes, we identify the low achievers by their performance at weekly test. Observation of micro-teaching and practice-teaching also helps in identifying the low achievers. Teacher educators guide them and help them in different ways according to their needs to increase their achievement.

5.2.7 What specific teaching strategies are adopted for teaching?

Weekly tests help in identifying advance learners and slow learners. Faculties are train advanced learners regarding use of advanced techniques. These advance learners are provided with extra work related to curricular, extra – curricular and co-curricular activities as team leaders. They are made members of student council and editorial board of annual magazine and different committees. They are also assigned extra responsibilities of group of student teacher to help them in their areas of weakness like practice teaching, statistical problems, PPT presentation etc.

Slow learners are provided guidance by their mentors. Wherever slow learners found difficulty in the subjects, extra classes/organized. The faculty teacher educator's members monitor the progress of slow learners throughout the year.

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

The guidance and counseling services start from the very first day the student teachers take admission in the institution:

1- Guidance is given on academic issues as well as on non-academic issues.
2- Guidance is also provided for the selection of the elective paper.
3- Guidance is also provided for selection of teaching methods and TLM for practice teaching.
4- Providing guidance & counseling for personal problems of student teachers.

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

Institution has grievance redressal cell whose constitution and functions are as follows:

1- Student teachers inform about their grievances, complaints and suggestions through “suggestion box” to principal & teacher educators.

2- Every week the suggestion box is opened and the complaints are attended through discussions.

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

Institution is continuously monitoring the progress of the student teachers throughout the academic year at different stages of programs and appropriate advices are given to them.

1- **Weekly test-** the progress is checked through weekly tests in all subjects. In case, student teachers are not giving test due to some problem, they are allowed to give it in zero periods.

2- **Model test-** teacher educators monitor the progress of the student teachers through Model Test. Weak student teachers are identified & given extra attention.

3- **Practice teaching-** supervisor of the practice teaching monitors the skills of the trainees and suggests measure for the improvement both orally and written in terms of remarks related to personality, body language, pronunciation, methodology, blackboard writing, confidence, classroom management, methodologies, techniques TLM etc.

4- **Attendance-** The student teachers attendance record is strictly maintained. In case of absence without report, we send the notice and contact personally.

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?

There are 3 steps in practice teaching program.

1- **Pre-practice Teaching Preparation.**
2- **Actual practice Teaching.**
3- **Post Practice Teaching.**

1- **Pre-practice Teaching Preparation**

I- **Seminar on lesson plan** – The teacher educators faculty of the institution clarify the concept of lesson plan. The focal points of the seminar are Herbertarian Steps i.e. Aims, introduction, audio-visual aids, methods, techniques, maxims of teaching, questioning, presentation, recapitulation, application etc. They are taught how to prepare a workable and effective lesson plan for effective and efficient teaching in particular subject.

II- **Model lesson-** model lesson is presented in various subjects by subject experts.

III- **Micro-teaching-** seminar micro-teaching seminar is organized for teaching skill development. Student teachers understand the concept of different teaching skills and techniques to be practiced like background skill.

IV- **Micro teaching lessons-** Each student teacher has to deliver 3 lessons of each skill with micro lesson plan. Thus a total of 21 micro lesson are Presented by each student teachers.

2- **Actual Practice Teaching-** Institution assigns different schools for practice teaching. 20 lessons in each teaching subject are delivered by the student teachers. Each lesson is observed by teacher educators comments are written regarding improvement of teaching skill, use of innovative techniques, classroom management, teaching aids and interactive teaching learning process in the criticism book. Student teachers improve their teaching process accordingly. Student teachers are always welcomed to clear their doubt regarding content and deliverance.

3- **Post Practice Teaching Follow Up**- Institution obtain detailed performance of student teacher from the teacher educators faculty and practice teaching schools to ensure for taking corrective measures and making future planning.

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

Yes institution has an alumni association.

(i) List the current office bearers

S.no	Name of office bearer	Position
1	Shri D.Bhoumik	President
2	Shri V.Khandelwal	Vice-President
3	Shri. SurendraUparde	Secretary
4	Smt. A. Ballal	Joint Secretary
5	Shri. Alok Sharma	Treasurer

(ii) Give the year of the last election

Election/Nomination of Alumni Association was held on 26-12-2014Its tenure is 03 years

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

The Alumni Association performed following activities since its establishment.

i. Active participation in presenting Model lessons by the expert Alumni.
ii. Active participation in orientation program

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

The top 10 Alumni occupying prominent positions :-

S.no	Name	Post	Address
1	Shikha Rajput	Deputy Secretary	Paanchayat Village
2	Rajshree Trivedi	DSP	Police Department
3	R.N. Singh	Deputy Director	SCERT
4	J. Ekka	Deputy Director	CTE

5	D.R. Chandrakar	D.E.O.	Baloda bazaar
6	PushpaPuresh	Asst. Dist. Project	Officer RMSA Durg
7	RajendraJha	D.E.O.	Kanker
8	BrijeshBajpai	D.E.O.	Bastar
9	Nitin Dadsena	D.E.O.	Narayanpur
10	N.Kujur	D.E.O.	Balrampur
11	Rajesh Agrawal	Asst Director	RMSA

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

The contribution of alumni to the growth and development of the institution :-

i. Actively participation in presenting model lesson by the expert alumni.
ii. Alumni's valuable cooperation in educational excursion and cultural activities.

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.

College motivate and encourage the student teachers to participate in various extra-curricular activities.

i. Inter-house cultural and games and sports competition organized every year
ii. College has indoor and outdoor games facilities in the campus
iii. Details of achievements of student teachers during last two years are enclosed.
iv. College also encourage student to participate in state level competition like science quiz and TLM competitions results enclosed.

v. Outreach programs are conducted by the college such as field trips community work etc.

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.

College promotes creative writing:-

The articles are invited from the student teachers for the college magazine “Aparajita”.

Student teachers are guided to compose slogans and distribute in the community during field trips and extension work.

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

Yes, The college has a student council. The council has specified the election/selection for different posts. The posts are :-

1. President	-	Shri S.N.Rai
2. Vice President	-	Shri Anurag Trivedi
3. Secretary	-	Shri S.S. Nayan
4. Literary Secretary	-	Shri Kanhaiyalal Mishra
5. Cultural Secretary	-	Smt. ShardaChoubey
6. Games and Sports Secretary	-	Shri. Narendra Patil

7. Two class representative for B.Ed
(one for male and one for female Student teacher) –
1. Shri GangadharVerma
2. Ku. Suman Chauhan

8. Two class representative for M.Ed

(one for male and one for female Student teacher) - 1. Shri. Narendra Patil
2. Smt. ShardaChoubey

Two class representatives for B.Ed and M.Ed one for male student teachers and one for female student teachers.

i. Maintenance of College discipline.
ii. Beautification of college campus.
iii. Helps in organization of cultural program, games, sports and prize distribution ceremony.

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

Some of the committee in which student teachers representation has been provided are

i. **Editorial Board of Magazine-** Five representatives of student teachers are in editorial board of magazine, they collect the articles/poems written by pupil teachers and help in editing the articles before submitting to the editor. Efforts are made b student teachers in improving and designing the magazine.

S.no	2012-13	2013-14	2014-15
1	Ambika Prasad Verma	Amita Das	Smt. MeenaPanigrahi
2	Ram Kumar Verma	Haigriv Prasad Verma	Smt. M. Vijaylakshmi
3	BhagvatJagat	VasudevSaav	Smt. TriptiPardesi
4	DarthiTandi	Bhavna Gupta	Shri Umesh Pradhan
5	Chetna Thakur	AoneChakradhari	Shri. DeenashankarBaghmar

ii. **Students Council–**As mentioned in 5.3.4

iii. **Library Committee –**The literary secretary is the representative of the student teachers in Library committee. The student teachers representative communicate the rules and facilities available in the library to student teachers. Being representative he puts the needs/demands of the student teachers in front of the committee for their welfare.

S.no	2014-15
1	Shri. Ashish Dubey
2	Shri Agyaram Thakur
3	Shri Vikas Mishra
4	Shri DeenashankarBaghmar

iv. **Sports and Co-curricular Committee -** There are six members in the committee of which five members are from the student teachers. The committee looks after the matters related to sports and co-curricular activities.

S.no	2014-15
1	Shri. Alok Shukla
2	Shri Narendra Patil
3	Shri Pradeep Mishra
4	Shri B.R. Thakur
5	Shri Sanjay Yadav
6	Shri Lalesh Kumar

v. **Discipline Committee–**The B.Ed and M.Edclass representatives are members of discipline committee. They make sure that routine activities are running in proper way.

vi. **Cultural Committee –** The members of Cultural Committee are :-

S.no	2014-15
1	Smt. ShardaChoubey
2	Shri Bhikham Singh Dhruw
3	Shri BuddhuramJaatwar
4	Smt. PramilaLohiya
5	Smt. TriptiPardesi

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 program and the growth and development of the institution?

The College has a mechanism to seek and use data and feedback from its graduates. After the final university examinations, every student teacher has to fill the feedback form, data is collected, analyzed and interpreted. Feedback form seeks feedback regarding the curriculum, teacher educator and training program. The information and suggestions are collected by the college and suggestions and necessary actions are taken into consideration while making future plans for the development of the training programs like quality education, training programs, admission procedure, behavior and teaching of staff etc.

5.4 Best practices in student support and progression.

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

i. College organizes various workshops, seminars, group discussion to empower the students and to acquaint them with latest trends in teacher education

ii. College provides following facilities to student teachers :

  Well equipped library text books, reference books, journals, encyclopedia, magazines, newspapers.

  Computer lab with computers and internet connectivity

  LCD Projectors.

  Psycho Lab, English Lab, Maths Lab, Science Lab

  Work-Experience room

iii. College encourage participation of the student teachers in the various curricular, co-curricular and extra-curricular activities organized by the institution.

iv. Teacher educators have introduced use of technology in their classroom teaching and there is provision for ICT based teaching for both faculty and student teachers.
v. Time to time we provide counseling and help in placement of student teachers.
vi. During various multiple activities, student teachers and teacher educators work collaboratively and they develops a co-operative feeling among them.

CRITERION VI : GOVERNANCE AND LEADERSHIP

6.1 Institutional 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?

OBJECTIVES :-

1. To bring about professional development of the student teachers.
2. To develop competency of teaching learning process on the basis of accepted principles of teaching and learning.
3. To develop deeper understandings of methodologies of teachings and teaching skills in student teachers.
4. To develop positive attitude, interest and passion towards teaching profession.
5. To make the teachers capable of following recent trends in the teaching methods.
6. To encourage them to work together in cooperative spirit.
7. To provide suitable educational environment to develop the sense of equity to both the genders.
8. To lay emphasis on developing a sense of discipline, upholding moral values and in student teachers a thirst for knowledge.
9. To create awareness among student teachers regarding environmental issues.
10. To develop skill for integration of ICT in teaching learning process.

VISION

"**To be a center of excellence to create teachers of tomorrow empowered to innovate, with aptitude for research, inclination for creativity, having commitment, techno savvy, with values to enable the children for holistic development in a changing global society with social, cultural and constitutional values of our country."**

MISSION

1) Effective delivery of broad, balanced and challenging curriculum.
2) Providing a rich program of variety of educational and social experiences for our student teachers through a wide range of extra-curricular activities, trips visits and special events.
3) Creating a stimulating, active and well resourced learning environment.
4) Working collaboratively towards common goals.
5) Creating a tolerant, caring, supportive environment which promotes equality and mutual respect.
6) Providing a variety of teaching and learning pedagogies styles to stimulate all.
7) Offering an ethos of challenge, support and encouragement to succeed.
8) Developing soft skills among teacher educators.
9) Meeting the differing needs and abilities of individuals.
10) Promoting creative and purposeful use of ICT and other relevant technologies.
11) Providing extra help for individuals who need it.
12) Providing opportunities which enhance the continuing professional development of staff and takes account of current educational issues.
13) Developing pride and commitment to the college by ensuring that the work staff do is valued.

VALUES

1. Commitment towards duties.
2. Academic Excellence
3. Working creatively selflessly and with dedication.
4. Inculcation of moral cultural, national values in trainees.

The college makes its objectives, vision, mission and values known to the stake holders in the following ways :-

1. They are mentioned in the website of the institution.
2. They are mentioned in prospectus
3. They are displayed at college campus.
4. Vision is mentioned in the magazine **"APARAJITA"**

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, mission includes the institutional goals and objectives in terms of addressing the needs of the society. It seeks to serve the school sector, educational institution and value orientation

1. College is using research to address the challenges of highly complex and competitive global issues in the field of education.
2. College is promoting use of latest technologies by student teachers in teaching-learning process.
3. Our college promotes the values through its co-curricular and extra-curricular activities which have an inbuilt social message like democratic values, secularism, empathy, aesthetic values etc.

4. Student teachers of the college participate in community services as a part of curriculum

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.)

Being a Government institution college is headed by principal. Principal provides guidance and direction for development of college and its day to day working.

He ensures coverage of the course, content, quality, discipline, attendance and other curricular and extra-curricular activities. For smooth functioning of the college and ensuring and encouraging democratic environment and practices, the college is working on "sharing of responsibilities-model" and has formed 10 cells. All the activities of the college are divided to various cells. Each cell has their allotted functions to be performed. Cell in-charge and other members are responsible for the activities and monitoring.

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?

For the smooth functioning of college the Principal ensures that responsibilities are well defined and communicated among the faculty members. Principal take decisions regarding the structuring of the B.Ed and M.Ed programs and in-service training of school teachers of Chhattisgarh State. Faculty meetings are organized and principal assigns important responsibilities and duties to the faculty members keeping in view their potentialities, aptitude, personality and their work load etc. Minutes of meeting are recorded and circulated to the faculty members responsibilities are assigned to the different committees according to the occasion and functions to be held communication with faculty members is established by issuing circular, notices, orders.

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?

Principal, being head of the institution keenly observes functioning and performance of different committees, checks various records and register. Faculty meetings are regularly held and feed back is taken from the teacher educators. The Principal considers the views of faculty members and takes decisions accordingly for qualitative improvement of the programs.

Feedback on college activities is also obtained through :-

1) Through feedback forms
2) Through use of CCTV Cameras
3) Direct supervision of class-work
4) Suggestion box

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

The Principal and the Teacher Educators work as a team keeping in mind the vision, mission and the goals of the institution. Barriers are identified through personal interactions with student teachers, feedback from suggestion box. Observation through CCTV cameras feed-back form. These barriers are addressed immediately and corrective actions are taken.

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?

The Principal encourages and supports the involvement of the staff for the improvement of the institutional processes in the following ways :-

1) By providing Teacher Educators democratic environment to express their views and apply innovations.
2) By providing Teacher Educators opportunities for professional growth by organizing various workshops/training program
3) Encouraging them to participate in various international, national and State level workshops, seminars and conferences.
4) Ensuring active participation of Teacher Educators in all the committees of college.
5) By assigning tasks of responsibilities and ensuring their involvement in the planning and execution of various plans.
6) By providing constant motivation for use of latest technologies in teaching learning process.

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 Principal of the college has a key role to play in the governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students for this :-

1) The Principal along with faculty members plans the academic calendar in the beginning of the session.
2) Under the qualified leadership of Principal work distribution into various committees and cells is done.

3) Principal and cell in-charges ensures optimum utilization of available resources, both material and non-material for total quality management.
4) Principal upgrades the labs, library facilities for creating an enlightened learning community with in the campus.
5) Principal invites suggestion and feedback from all stake holders with regard to allocation and optimum utilization of resources.
6) The Principal encourages, guides and motivates the faculty for achieving the goals of the institution.
7) He is always available for discussion of any issue rising in the institution.
8) Principal takes meetings regularly and monitor the progress of the work and ensures that all the activities are executed properly.

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.

College has formed committees/cells for smooth functioning of all the activities. The committee/cell members are staff members with a convener. They are responsible to co-ordinate, manage and organize different activities. College has 10 Committees/cells. The complete details about the cells are discussed in 4.2.2

Academic Management is done by principal and senior faculty members. These have discussion on syllabus, course content, academic calendar, time-table, sports, co-curricular activities, extracurricular activities and the guidelines for further improvement be carried out in the functioning of the college.

Meetings are held for monitoring the progress of the coverage of the course, to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities.

To ensure effective pedagogical practices and experience enriched curriculum implementation and to control barriers in the way of total academic management, the college has constituted IQAC cell.

Finance –

Being a Government institution we receive allotment from State Government and from Centrally sponsored scheme (CSS), RMSA, European Commission and College fund for various trainings for teacher educators, for up gradation of labs and library ICT facilities etc.

Infrastructure –

Committee takes decision to update the infrastructure and bring it at par according to the norms of NCTE

Academic and non-academic staff given suggestions for the maintenance of the infrastructure. These suggestions are duly channelized according to the need.

College has ICT lab, Psychology lab, Science lab, Mathematics lab, Computer lab etc for performing the different activities.

Faculty –College organizes workshops/trainings for quality improvement of the Teacher Educators. Workshop on Research Methodology and Action Research is organized every year. They are encouraged to undertake research work.

All faculty members have participated in workshops, conferences, National and International programs, refresher courses etc motivates the faculty for their Professional growth.

ICT workshops is organized for Student Teachers as well as Teacher Educators.

Research -

1. The college organizes workshops on Research Methodology to update the Teacher Educators and M.Ed trainees with latest trends in Researches. This workshop help them in M.Ed dissertation work.
2. College organizes workshop on Action Research and promotes teachers to undertake Action Research to solve problems in their profession.

Extension and Linkages–

Our College has felt to undertake extension programs and establish linkages in community.

Our college has established linkage with the various State, National level organizations to develop the sense of social responsibilities.

Examination–

1. The entire process of the evaluation made by the Ravishankar University in all , its detail which mainly comprises internal and external examinations is made known to all student teachers in the beginning of the session.
2. **B.Ed Program -** Written examination of the University is allotted 600 marks.

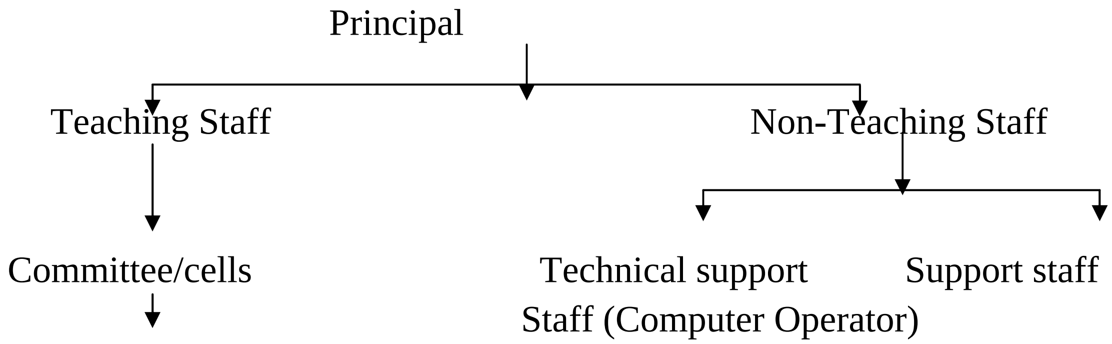
   For internal assessment 600 marks are allotted. The students are evaluated in different aspects on assignments, internal exams, micro-teaching and active participation in the community work. In addition to these student teacher have a model examination is conducted by the college just before the final university examination.
3. **M.EdProgram :-**Written examination of the University is allotted 500 marks.

For dissertation, sessional & Practical work in psychology, viva-voce on dissertation, sessional and psycho practical and field based experience related to supervision & evaluation of Practical teaching and school experience 300 marks are allotted.

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

The organizational structure starts with Principal followed by Teaching Staff, and non-teaching staff. College ha systematic organization of cells/committees which helps in imparting quality education and make teaching process effective.

ORGANISATIONAL STRUCTURE OF COLLEGE



a. Qualitative and training Cell
b. Planning and monitoring cell
c. Research, innovation and evaluation cell
d. Media Technique, Resource support and documentation cell
e. Material Resources, Art and craft and Work-experience cell
f. Guidance & Counseling and Placement cell.
g. Alumni Association and congregational participation cell.
h. IQAC and Co-ordination cell
i. Women Molestation and Special education cell
j. RTI Cell

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

The Administration has considerably decentralized system.

1. The day to day college functioning is managed by the principal. The Principal decentralize the power among faculty members.
2. Various Committees/cells exercising their authority within specialized jurisdiction for supporting Principal. Cell/Committee working is independent.
3. All faculty members enjoy autonomy within the area of their operation. Co-curricular and academic responsibilities are distributed among all faculty members.

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

Major focus of the college is qualitative improvement in education. For this college has in-service program :-

1. For school teachers various training, workshops seminars are organized by college for capacity building of school teachers, school Principals and DIET faculties.
2. The College works in collaboration SCERT, DIET's and Pt. Ravishankar Shukla University Raipur. Major focus is on academic support and improvement of the quality of teaching learning process through workshops guest lectures, research work, project Action Research etc. College organizes various workshop with national level resource person like from NCERT and NUEPA and also International Resource Person from British Council.

3. College is in collaboration with practice teaching schools during teaching practice program and suggestions for quality improvement and for effective teaching learning process

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. The college the various data and information obtained from the feedback from student teachers, teacher educators. The feedback is analyzed and a report is prepared and placed before the Principal. Suggestions regarding individual faculty members shall discussed with particular staff by the principal on one to one basis to bring the improvement.

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).

College organizes various workshops and training programs for teacher educators Research methodology workshop, Action Research workshop, ICT workshop helps the Teacher educators to use latest trends and innovations in their teaching learning process. This demonstrate their innovations during their presentation of Model lessons and during practice teaching to help student teachers to adopt latest technologies.

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 College has an up-to-date system to maintain and facilitate the academic and administrative functioning. Action plan for academic activities is prepared by IQAC in consultation with members of other cells. Information about syllabus of B.Ed and M.Ed, status of the syllabus covered, upto date profile of faculty, achievements of students in curricular and co-curricular activities are uploaded in website of the college.

The information about the vision and mission of the institution are mentioned in the website of the college. The college has good practice of meeting, the various teacher in-charges reporting the data to the Head. The data regarding minutes of meeting, anecdotal records of the student teachers bio-data of faculty and other staff, the details of co-curricular activities, calendar activities, community works, practice teaching, infrastructural facilities available, time table, test schedule etc are updated regularly.

All activities are maintained in separate files like Admission record, Attendance record of student teachers, Examination result, Alumni, Social work etc.

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

The college allocates resources for accomplishment and sustaining the changes on the basis of past experiences, duly felt needs proposals and suggestions received from different committee in-charges considers the requests and needs and plans accordingly.

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

Keeping in view the vision, mission and goals of the college. Work is divided equally among faculty members. Need analysis is done Action plans prepared and are evaluated necessary changes are made for accomplishment of objectives and resources

Our college is a government institution. The Academic and non-academic staff is from School Education Department.

The further requirement for financial resources to accomplish the mission and goals is managed by the institution which provides a good infrastructure, equipped laboratory for quality teaching and ICT facilities through CSS.

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

An academic plan is prepared for one academic session by the academic session by the academic council under the patronage of the Principal to meet the requirements of syllabus. While planning main factors that are kept in consideration are :-

a. Number of working days.
b. Number of Practice school.
c. Number of Practice-teaching days.
d. Weekly tests and assignments.
e. Community participation tour.
f. Celebration of National festivals and important days
g. Sports activities.
h. Cultural activities
i. Annual Prize Distribution.
j. Workshops/training for capacity building of school teachers of Chhattisgarh State.
k. Workshops/training for capacity building of Teacher Educators of DIET's
l. Seminars and Conferences
m. Vacations.

Teaching practice schedule is prepared after discussion with school heads. Teacher Educators (supervisor) from the college, time table in-charge. B.Ed in-charge and class teachers of concerned schools prepares timetable for student teachers collaboratively supervisors and school teachers observe the lessons and give necessary feedback for improvement. Principal visits these schools for strengthening relationships with the schools for its academic growth.

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

The objectives of the college are displayed at the college main sites like

a. Website of the college
b. Display boards in the college.
c. In Meetings.

Duties and responsibilities are assigned to the faculty members and their role is defined for their full cooperation, they are motivated, given full support by the institute and awarded suitably to recognize and reinforce their contribution.

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

Starting from immediate aims which lead to ultimate goals merging into the vision and mission, an action plan is prepared, which is implemented with great care and best possible inputs, effective strategies and full administrative support.

Details of activities aimed at realizing the vision, translating the mission into reality and implementation of plans are monitored on daily basis by the Principal and senior faculty concerned supervising functionary. The report of the development is presented in the meeting conducted with the Principal and done on the basis of the requirement of the situation.

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

College promotes use of new technology and skill for augmenting its teaching learning process. The faculty and trainees are encouraged to use OHP, LCD for delivering lessons in classroom teaching, facilities are provided to them for using ICT in the teaching learning process and official work alike or this purpose ICT workshop is organized for B.Ed and M.Ed trainees in the beginning of the session.

6.4 HUMAN RESOURCES MANAGEMENT

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

College identifies the needs of Teacher educators and organize workshops training program for capacity building of Teacher educators eg. Workshop on Research Methodology, Action Research workshop ICT workshop, Research Seminars.

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?

Performance assessment of faculty is done regularly through self assessment form by faculty members. The Performs are analyzed by the Principal.

Student teachers feedback is a regular practice and they are fee to communicate to the Principal Feedback forms filled by Student teachers at the end of the session.

Annual cumulative report of the teachers and maintenance of the service book of the teaching and non-teaching 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)

The college has adopted various measures for the well being satisfaction and motivation of the staff and faculty. They are :-

1. A congenial relationship by creating an excellent work culture.
2. Yearly increments are given to the teacher educators and other staff as per government rules.
3. Teacher educators are honored on Teacher's day celebration.
4. Uniform for fourth class staff.

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

Institution has conducted staff development program for skill up gradation and training of the teaching and non-teaching staff :-

1. Workshop on ICT
2. Workshop on Research Methodology.
3. Workshop on Action Research.

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.)?

Principal and faculty members are from school education department and are recruited as per state government rules.

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

All the appointed staff are permanent.

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).

College always encourages its faculty members to do professional augmentation. The teacher educators are sponsored to attend seminars, workshops and conferences at state, national and international level.

Staff is encouraged to write articles and research papers for newspapers magazines and research journals college provides a good collection of national and international journals reference books for reaching and consultation.

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).

a. Well maintained rooms.
b. Well maintained labs.
c. Facilities like internet, photocopier, printer computer.LCD projectors etc..

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

The major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints are :-

1. Faculty members of the college can make verbal and written complaint to the Principal.
2. Through feed back form.
3. Through Suggestion box.
4. Through Staff meeting.

Any stakeholder can seek information from the office and by contacting faculty members. The institution possesses its own website having detailed information about the infrastructure functionaries and all other aspects.

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.

The Principal ensures proper distribution of work keeping in view the skills of capability and potentiality every teacher educator and workload policy is grounded in the principles of equity and judiciousness. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may acquire grounding in al the teacher educators take active part to accomplish their task and the college has the policy of rotation for undertaking these activities.

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

Yes, college appreciate and motivate faculty members through :-

1) Appreciation in staff meetings.
2) Appreciation in morning assemblies.
3) Regular and timely increments.

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

Yes, *(Annexure enclosed)*

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

NOT APPLICABLE

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?

Yes, the operational budget of the institution is adequate to cover the day to day expenses.

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)

The required details are furnished on enclosures 6.5.4

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

The institution has computerized few of its daily working records.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

The following are some of the best practices in governance and leadership carried out by the institution.

1. Feedback is procured from the student teachers and given due weight age in decision making.
2. Principal works for the excellence and take decisions in the academics and other activities of the college for its program.
3. Placement service through college placement cell.
4. Provision of books from book bank to needy Student teachers.

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CRITERION VII : INNOVATIVE PRACTICES

7.1 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.

Yes the College has established IQAC on 31st December in the year 2014. The composition of Internal Quality Assurance Cell or Quality Enhancement Assurance Cell for the year 2014-15

S.no	Name	Post
1	Dr.YogeshSheohare	Principal, Govt. College of Education, Raipur
2	Shri AshutoshChaware	District Education Officer, Raipur
3	Shri K.S.Upadhyay	Regional Director NIOS, Raipur
4	Shri. Sanjay Sharma	Deputy Secretary, (Academic) CGBSE, Raipur
5	Dr. M. Sudhish	Lecturer, SSA (SarvaShikshaAbhiyan), Raipur
6	Dr. SudhirShrivastav	Asst. Professor, SCERT, Raipur
7	Shri AkhilRayzada	Asst. Director, RMSA, Raipur
8	Smt. J. Ekka	Professor, incharge of Women molestation and specialized education Cell, Govt. College of Education, Raipur
9	Dr.T.P. Dewangan	Professor, in-charge of Guidance counseling and placement cell, Govt. College of Education, Raipur
10	Shri. P.C. Rao Sawarkar	Assistant Professor, Planning and Monitoring cell, Govt. College of Education, Raipur
11	Shri. K.K. Shukla	Assistant Professor, Qualitative and

		Training cell, Govt. College of Education,
12	Smt. KalpanaDeshmukh	Assistant Professor, Alumni Association and Congregational cell, Govt. College of Education, Raipur
13	Smt. Shephali Mishra	Assistant Professor, Internal Quality Assurance (IQAC) cell, Govt. College of Education, Raipur
14	Dr. PratibhaDewangan	Lecturer, Research, Innovation and Valuation Cell, Govt. College of Education, Raipur
15	Shri. S.K. Tiwari	Lecturer, Media, Technique, and Documentation Cell, Govt. College of Education, Raipur
16	Smt. Y. Mahadik	UDT, Material Resources, Art Craft and Work-Experience Cell, Govt. College of Education, Raipur
17	Shri. B.P. Tiwari	Assistant Professor, Internal Quality Assurance (IQAC) cell, Govt. College of Education, Raipur

IAQC makes assessment of different aspects of the working of the college and monitors its functioning.

a. Preparation of Annual Calendar of the college and plans for curricular and co-curricular activities to ensure all round development of student teachers.
b. Promotes the quality of teaching learning process.
c. Promotes the use of ICT and latest trends in Education
d. Maintains co-ordination between various cells and their functioning.
e. Monitoring the progress of various cells and their documentation.

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

College has a mechanism to evaluate the achievement of goals and objectives. Evaluation is carried through the feedbacks of Student teachers, management and stakeholders in verbal and written form.

1) Feedback from student teachers about curriculum, faculty methodology and the teaching learning process.
2) Student teachers achievement record.
3) Self appraisal by Teacher Educators.
4) Participation and performance of students in various competition.
5) Monitoring the activities of various committees and cells.
6) Co-curricular activities develop a feeling of co-operation, mutual existence and sense of emotional integrity in student teachers through the various programs which lead the way of National integration.
7) Integration of latest technologies in teaching learning process.
8) Feedback from participants of various training programs/workshops for in-service teachers of the Chhattisgarh State.

7.1.3 How does the institution ensure the quality of its academic programs ?

The college imparts quality education and works for professional development of teachers. :-

1. Proper planning and running of academic session according to annual calendar time table is prepared for proper function of academic activities.
2. Faculty content delivery is supervised by the Principal.
3. Ensure high performance of student teachers in internal examination, weekly test, model test and other academic activities.

4. Proper records are maintained verified and revised from time to time
5. Proper maintenance and up gradation of the library facilities.
6. Attendance record of student teachers is monitored.
7. Ensures frequent use of OHP, LCD projectors, digital camera, television, audio-video CD's ICT based teaching material etc by faculty and student teachers.
8. Cultural and social responsibilities are inculcated through community work.

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

The Principal of college is the chief coordinator of all the cells and committees. He ensures proper functioning of various cells/committees teaching and non-teaching staff. He ensures that there is sufficient provision for financial support.

1. All the norms established by SCERT and Ravishankar Shukla University are followed.
2. Transparency in records
3. Annual auditing of the records.
4. Feedback from Student teachers.
5. Feedback from suggestion box.

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

Good practices are identified by the IQAC and shared with various constituents of the institution like M.Ed, B.Ed trainees and teacher educators.

Some of the good practices throughout the year are :-

1. Best practices are invited from the faculty student teachers, alumni and other constitutes of the college.
2. Best practices are also identified through internet searching of different colleges and their practices.

3. Organizing workshop on ICT Research methodology and Action Research for the enrichment of the teacher educator and student teachers.
4. College organizes seminar, series of guest/expert lectures for benefiting faculty and student teachers with their knowledge and experience.
5. Use of ICT in teaching learning practices for qualitative and effective teaching.
6. Promotion of Action Research,
7. National Days are celebrated to develop the feeling of National Integration among student teachers and faculty.
8. In the morning prayer student teachers gives a thought and narrates a story of value oriented which inculcate values in them.

7.2 INCLUSIVE PRACTICES

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

Institution sensitizes teachers to the issues of inclusion and the focus given to these in the national policies and the school curriculum by inculcating in them, the spirit of sacrifice and arousing their sympathies for the disadvantaged student teacher.

The B.Ed curriculum has provision to understand child psychology, individual differences, physical disabilities and personality of the child. The prospective teachers has to study these contents to qualify the examinations

The practice teaching program give them direct experiences to deal with individual differences in the class room situations. Students from different social and cultural backgrounds belonging to deprived segments of the society are treated with exceptional care and affection. The reservation policy of Government is followed.

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.

Daily morning assembly and special lectures are utilized to instill a sense of inclusion and acceptance of those facing deprivation.

The faculty who teaches the subject ‘Development of learner and teaching learning process’ gives lecture on inclusive education to the student teachers, which focused on the need as envisaged in the National Policy, student teachers are also sensitized towards these special children by teaching of the National Policy of Education.

Student teachers are sensitized on the issues relating to gender based disparities and prevailing misconceptions and their impact on society. Counseling is provided on gender issues by the faculty and the women Cell.

The institution provides equal opportunities to all student teachers with discrimination of sex and caste.

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 College seeks to promote various activities for creating learning environment that may foster positive social interaction, active engagement in learning and self motivation among the student teachers.

1. Morning assembly – Sarva dharma prarthana, news reading story telling and thought of the day.
2. Uses of latest trends and new technologies in teaching-learning process actively engage student teachers in learning.

3. Practice teaching program provides opportunities to student teachers for interaction to school community comprising teachers and students from different state and society.
4. Assignments, weekly tests, model tests, internal assessment create a learning environment in which student teachers are engaged and self motivated
5. Seminars and workshops provide ample opportunities for self expression as well as self motivation.
6. Participation in inter house competition and sports activities makes them aware of the fact that competition and cooperation go hand in hand there by awakening a sense of sportsmanship
7. Student teachers are given opportunity to contribute for the college magazine in the terms of writing poems, articles etc. This foster their creative thinking.

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

College has diverse ways and practices for ensuring that the student teachers develop proficiency and competencies for working with children from diverse back grounds and exceptionalities as under. The challenges arising from diversities i.e. socio-economic status, caste, creed, color, gender are addressed by making

1. The students from diverse backgrounds participate in cultural activities, debates and discussions creating healthy educational and harmonious environment.
2. During the extension activities and educational tour, student teachers individually or in group are free to interact with the village community free from the differences of caste, status and religion.

3. Student teachers are engaged in several curricular and co-curricular activities to inculcate value education, equity and equality.
4. Attempts are made to inculcate interpersonal relationship between student teachers are inculcated through various co-curricular and curricular activities.

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

The College makes effort to fulfill the needs of physically challenged and differently abled student teachers ramps for wheel chairs and special toilet facilities are provided for them.

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)?

College maintains a Women cell headed by a senior female faculty mentor. The functions of the cell are :-

1. Women Cell arranges programs for the development of women. It creates awareness and educates the woman about their rights and privileges.
2. It arranges extension lectures on problems related to women, women empowerment and gender equity.
3. The cells solve the genuine problems related to girls and try to bring on amicable solutions.

7.3 STAKEHOLDERS RELATIONSHIPS

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

The college ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders through college website and by presenting Annual report in the college magazine Aparajita. Annual report of the college is being readout on annual function.

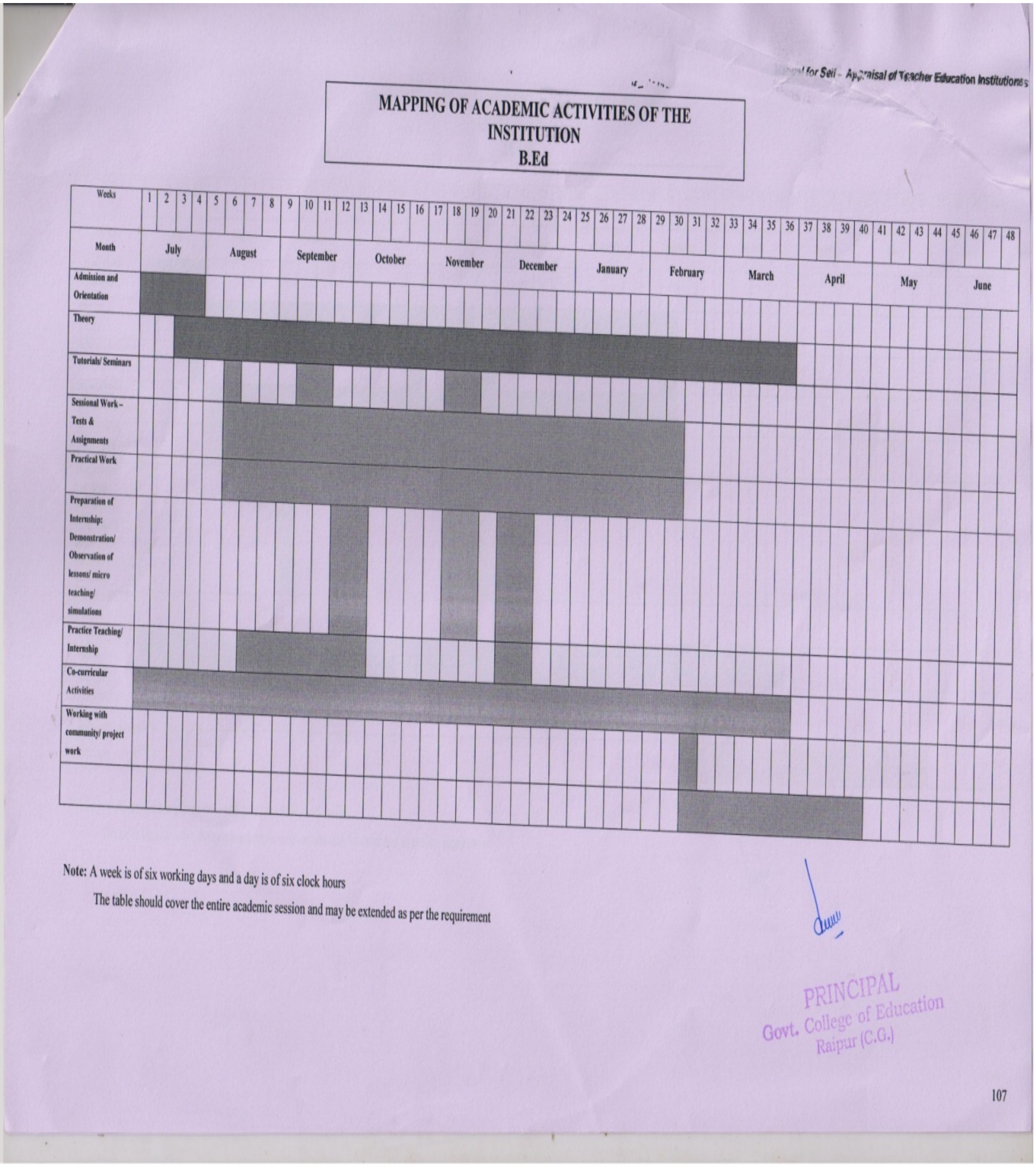
Institution maintains the year wise record of both curricular and co-curricular activities of the student teachers. The college result of the University of final examination are source of academic performance of students.

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?

Feedback from student teachers and suggestions from suggestion box helps to bring qualitative improvement in the institution feedback from teachers of practice teaching schools are also welcomed. Follow-up work and remedial actions are arranged according to the analysis report. While preparing the next year academic plans the preceding years suggestions and feedback analysis and results are taken into consideration.

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?

Feedback is collected through feedback pro-forma at the end of the session. However suggestion box provides regular feedback weekly. This feedback obtained is analyzed and measures are taken for qualitative improvement of the college.



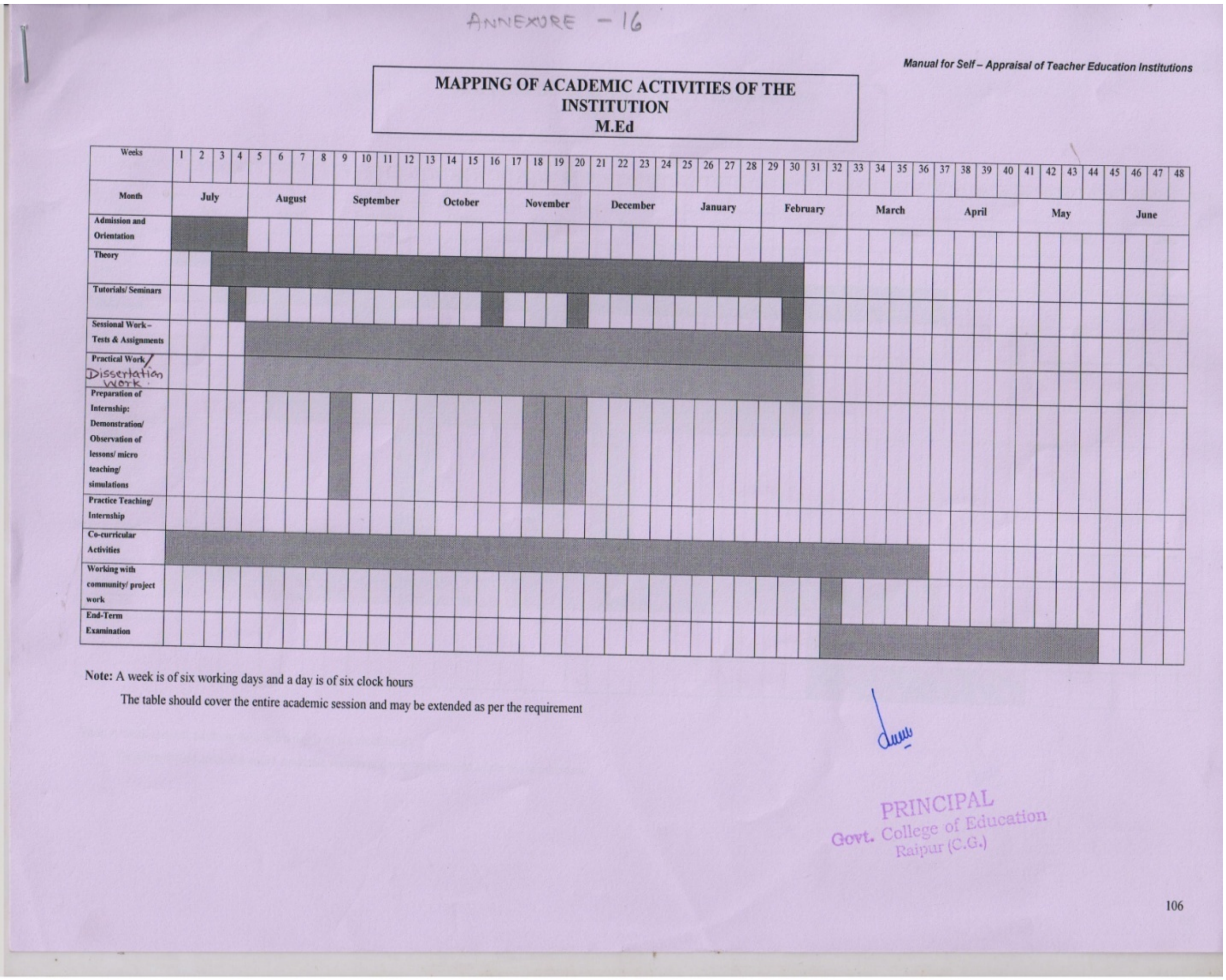
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
B.Ed

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Month	July				August				September				October				November				December				January				February				March				April				May				June			
Admission and Orientation	▨	▨	▨	▨																																												
Theory			▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨												
Tutorials/ Seminars						▨				▨	▨							▨	▨																													
Sessional Work – Tests & Assignments						▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨																		
Practical Work						▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨																		
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations												▨	▨					▨	▨		▨	▨																										
Practice Teaching/ Internship							▨	▨	▨	▨	▨	▨	▨								▨	▨																										
Co-curricular Activities	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨												
Working with community/ project work																															▨																	
																															▨	▨	▨	▨	▨	▨	▨	▨	▨	▨								

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
Govt. College of Education
Raipur (C.G.)



ANNEXURE – 16

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
M.Ed

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Month	July				August				September				October				November				December				January				February				March				April				May				June			
Admission and Orientation	▨	▨	▨	▨																																												
Theory			▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨																		
Tutorials/ Seminars				▨												▨				▨										▨																		
Sessional Work – Tests & Assignments					▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨																		
Practical Work/ Dissertation work.					▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨																		
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations									▨									▨	▨	▨																												
Practice Teaching/ Internship																																																
Co-curricular Activities	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨												
Working with community/ project work																																▨																
End-Term Examination																																▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨				

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

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

PRINCIPAL
Govt. College of Education
Raipur (C.G.)

D. Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution
with seal:

PRINCIPAL
Govt. College of Education
Raipur (C.G.)

Place: Raipur

Date: 08/05/2015

DOCUMENTS TO BE ANNEXED WITH THE SELF APPRAISAL REPORT

S.NO	ANNEXURES	SUBJECT
1	Annexure 1A	College Under Section 2F & 12B
2	Annexure 1B	M.Ed and B.Ed Syllabus
3	Annexure 2A	Criticism book of Teacher Educator
4	Annexure 2B	Observation done by peer group
5	Annexure 3	M.Ed and B.Ed Time Table
6	Annexure 4	Feed-back form of student Teachers
7	Annexure 5	Self Assessment form of faculty
8	Annexure 6	B.Ed and M.EdAmission rule
9	Annexure 7A	List of M.Ed dissertation topics
10	Annexure 7B	List of Action Researches done by faculty (British Council)
11	Annexure 7C	List of Action Researches done by Hr. Sec School Teachers
12	Annexure 8	On-going research project
13	Annexure 9	Budget of 5 years
14	Annexure 10	Cell Distribution
15	Annexure 11	Yearly Calendar
16	Annexure 12	Recognition order of NCTE
17	Annexure 13	Master plan of institution
18	Annexure 14	Staff List
19	Annexure 15	B.Ed and M.Ed University Results

ANNEXURE – 1A

Universities & Colleges

- Colleges Under Section 2(f) &12(B)
- Autonomous Colleges
- Colleges With Potential for Excellence
- Academic Staff Colleges
- Institutes of National Importance
- Universities (UPE)
- Centres (CPEPA)
- Basic Scientific Research
- Visiting Committee Reports
- Central Universities
- State Universities List
- Deemed Universities
- Private Universities
- Fake Universities

Colleges under section 2 (f)& 12(B) of the UGC Act 1956

List of Colleges pending to include under Section 2(f)/12(B) of the UGC Act 1956 due to non completion of documents from the Colleges

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2 (f)* and declared fit to receive central assistance (UGC grant) under Section 12 (B)** of UGC Act, 1956 as per approved pattern of assistance under various schemes.

* The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

** Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

Colleges Search by State Grants Released to colleges

Colleges Search by State Chhattisgarh Search

S.No.	College	University	Status
51	**Govt. College** Sukuma, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
52	**Govt. College** Kurud, Distt., Dhamtari, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
53	**Govt. College** Nawagarh, Distt., Durg, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
54	**Govt. College** Kondagaon, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
55	**Govt. College** Ghumka, Distt., Rajnandgaon, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
56	**Govt. College** Bhopal Patnam, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
57	**Govt. College** Patan, Distt., Durg, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
58	**Govt. College** Dongargaon, Distt., Rajnandgaon, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
59	**Govt. College** Bhilaigarh, Distt., Raipur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)

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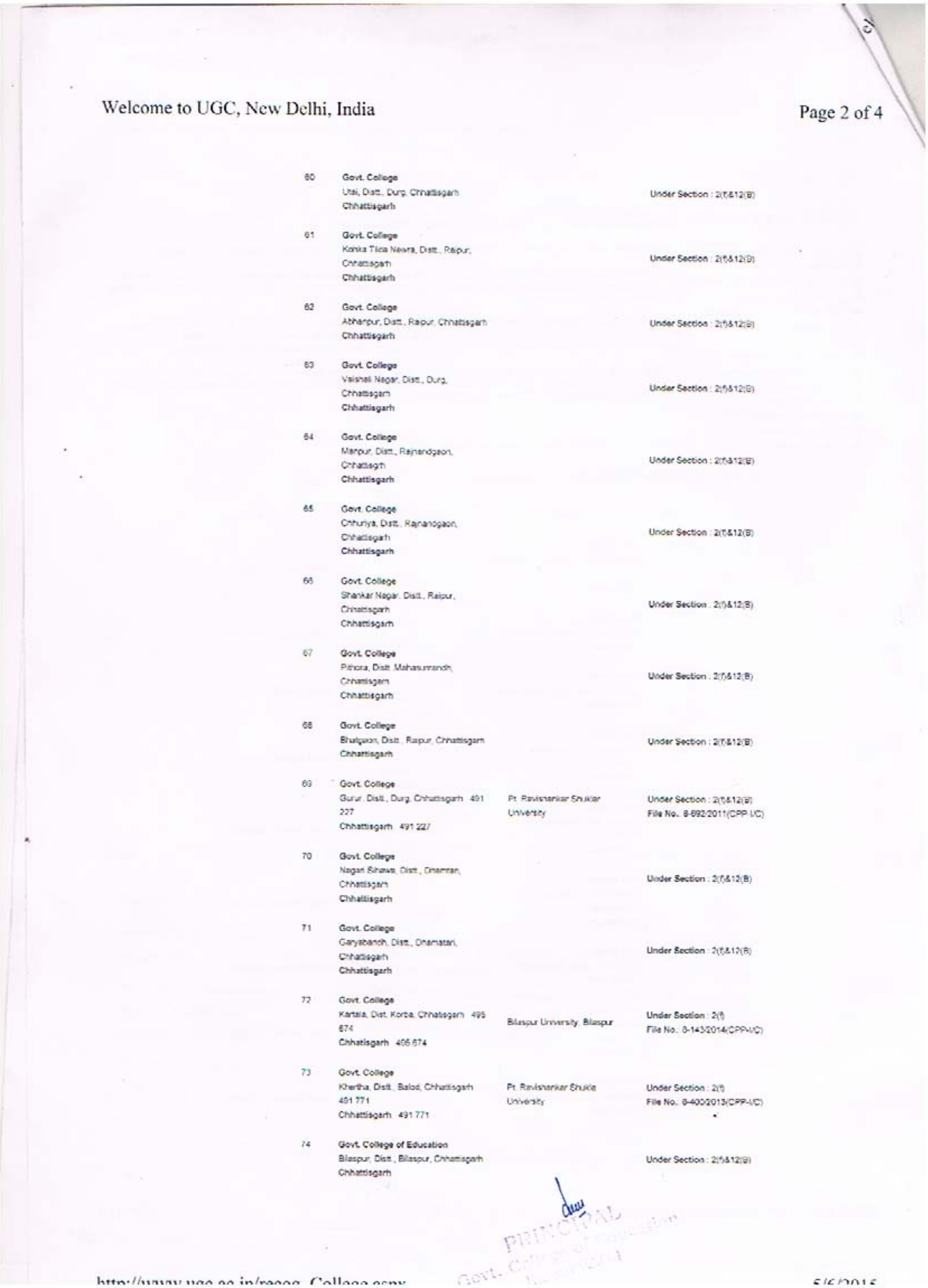

60	**Govt. College** Utai, Distt., Durg, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
61	**Govt. College** Kohka Tilda Newra, Distt., Raipur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
62	**Govt. College** Abhanpur, Distt., Raipur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
63	**Govt. College** Vaishali Nagar, Distt., Durg, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
64	**Govt. College** Manpur, Distt., Rajnandgaon, Chhattisgh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
65	**Govt. College** Chhuriya, Distt., Rajnandgaon, Chhatisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
66	**Govt. College** Shankar Nagar, Distt., Raipur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
67	**Govt. College** Pithora, Distt. Mahasumandh, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
68	**Govt. College** Bhatgaon, Distt., Raipur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
69	**Govt. College** Gurur, Distt., Durg, Chhattisgarh 491 227 **Chhattisgarh 491 227**	Pt. Ravishankar Shukla University	**Under Section** : 2(f)&12(B) **File No.**: 8-692/2011(CPP-I/C)
70	**Govt. College** Nagari Sihawa, Distt., Dhamtari, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
71	**Govt. College** Gariyaband, Distt., Dhamatari, Chhatisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
72	**Govt. College** Kartala, Dist. Korba, Chhatisgarh 495 674 **Chhatisgarh 495 674**	Bilaspur University, Bilaspur	**Under Section** : 2(f) **File No.**: 8-143/2014(CPP-I/C)
73	**Govt. College** Khertha, Distt., Balod, Chhattisgarh 491 771 **Chhattisgarh 491 771**	Pt. Ravishankar Shukla University	**Under Section** : 2(f) **File No.**: 8-400/2013(CPP-I/C)
74	**Govt. College of Education** Bilaspur, Distt., Bilaspur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)

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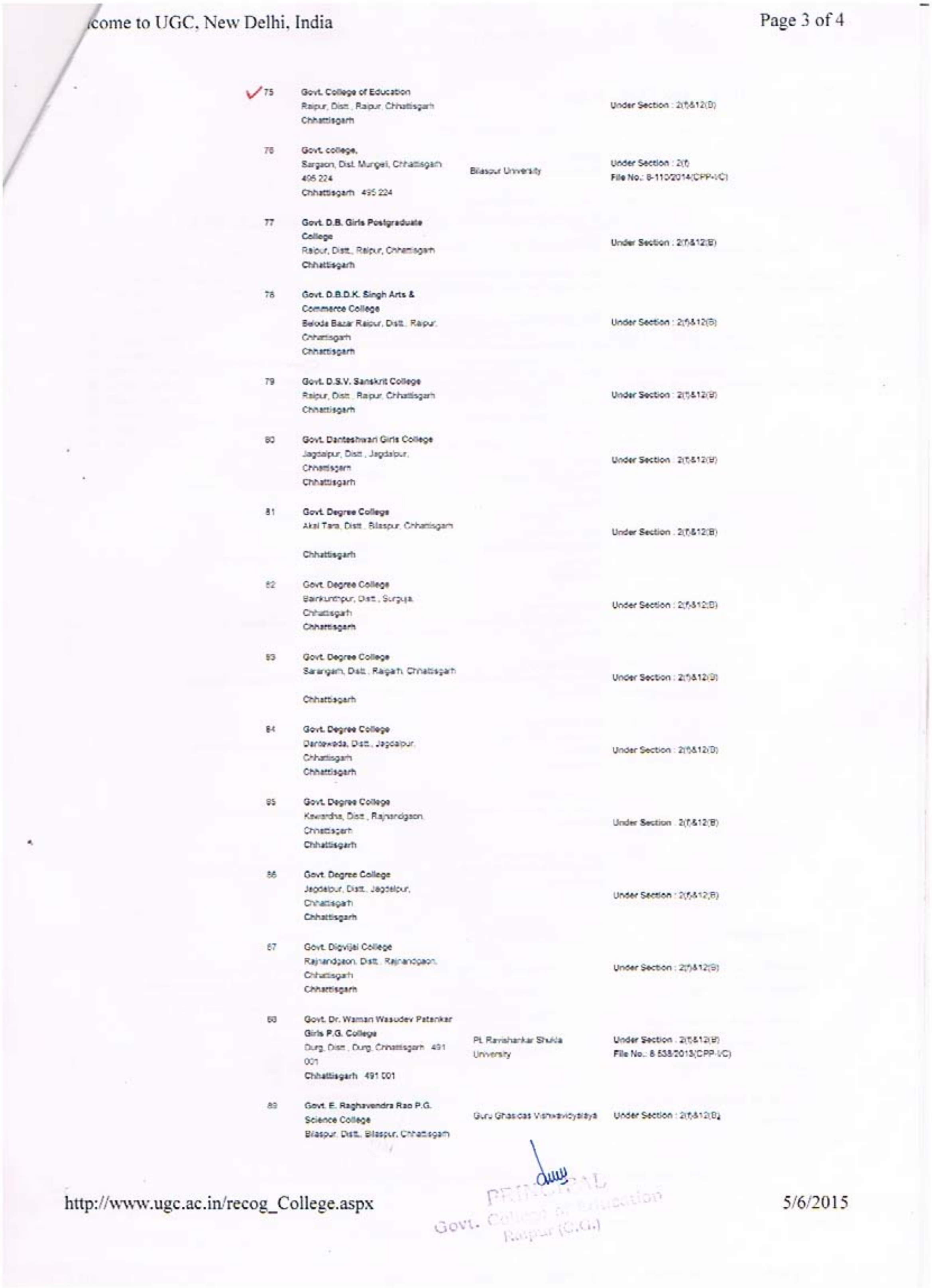

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✓75	**Govt. College of Education** Raipur, Distt., Raipur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
76	**Govt. college,** Sargaon, Dist. Mungeli, Chhattisgarh 495 224 **Chhattisgarh 495 224**	Bilaspur University	Under Section : 2(f) **File No.: 8-110/2014(CPP-I/C)**
77	**Govt. D.B. Girls Postgraduate College** Raipur, Distt., Raipur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
78	**Govt. D.B.D.K. Singh Arts & Commerce College** Beloda Bazar Raipur, Distt., Raipur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
79	**Govt. D.S.V. Sanskrit College** Raipur, Distt., Raipur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
80	**Govt. Danteshwari Girls College** Jagdalpur, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
81	**Govt. Degree College** Akal Tara, Distt., Bilaspur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
82	**Govt. Degree College** Bairkunthpur, Distt., Surguja, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
83	**Govt. Degree College** Sarangarh, Distt., Raigarh, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
84	**Govt. Degree College** Dantewada, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
85	**Govt. Degree College** Kawardha, Distt., Rajnandgaon, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
86	**Govt. Degree College** Jagdalpur, Distt., Jagdalpur, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
87	**Govt. Digvijai College** Rajnandgaon, Distt., Rajnandgaon, Chhattisgarh **Chhattisgarh**		Under Section : 2(f)&12(B)
88	**Govt. Dr. Waman Wasudev Patankar Girls P.G. College** Durg, Distt., Durg, Chhattisgarh 491 001 **Chhattisgarh 491 001**	Pt. Ravishankar Shukla University	Under Section : 2(f)&12(B) **File No.: 8-538/2013(CPP-I/C)**
89	**Govt. E. Raghavendra Rao P.G. Science College** Bilaspur, Distt., Bilaspur, Chhattisgarh	Guru Ghasidas Vishwavidyalaya	Under Section : 2(f)&12(B)

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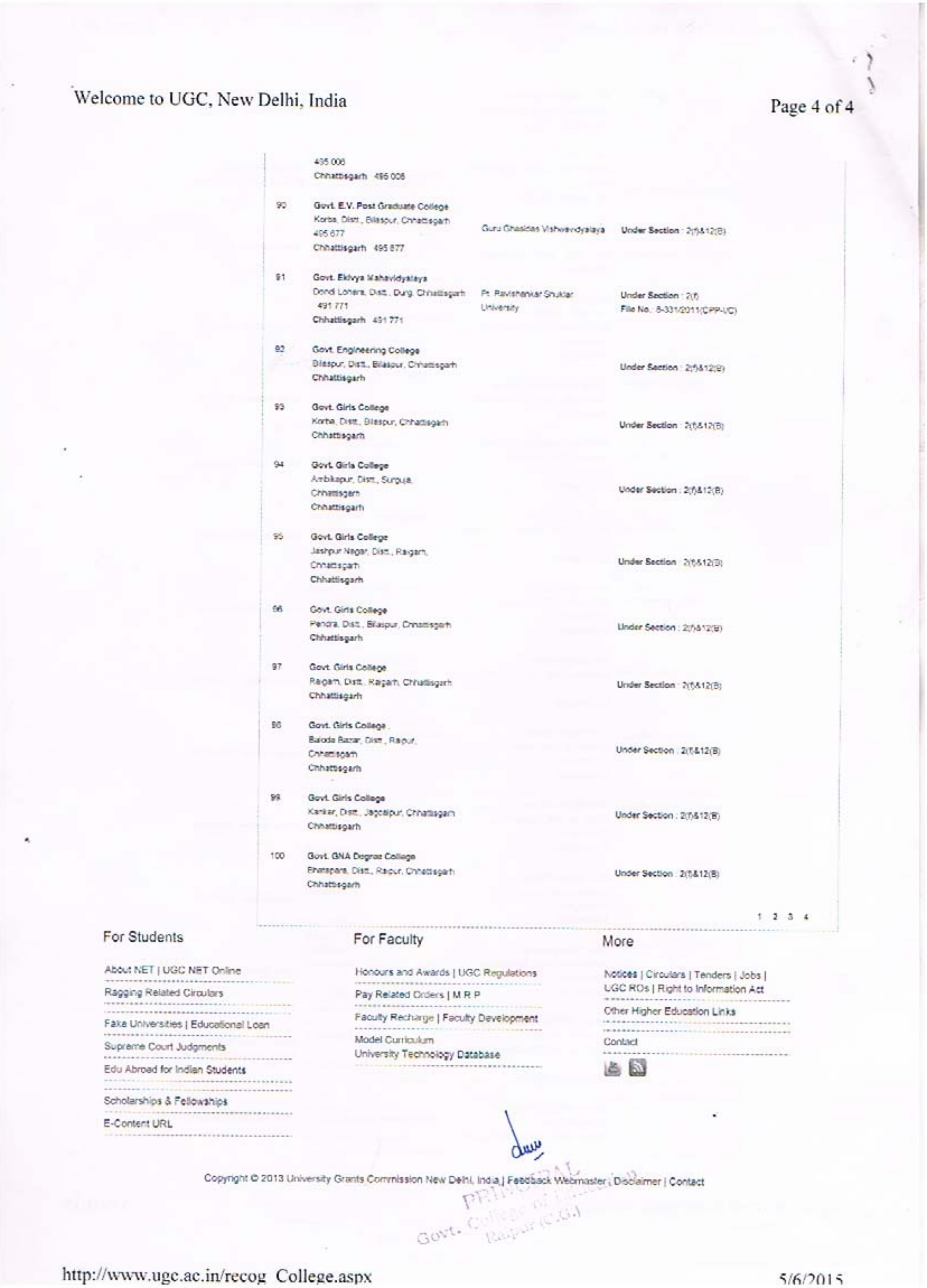

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	495 006 Chhattisgarh 495 006		
90	**Govt. E.V. Post Graduate College** Korba, Distt., Bilaspur, Chhattisgarh 495 677 Chhattisgarh 495 677	Guru Ghasidas Vishwavidyalaya	**Under Section** : 2(f)&12(B)
91	**Govt. Eklvya Mahavidyalaya** Dondi Lohara, Distt., Durg, Chhattisgarh 491 771 **Chhattisgarh** 491 771	Pt. Ravishankar Shukla University	**Under Section** : 2(f) **File No.** : 8-331/2011(CPP-I/C)
92	**Govt. Engineering College** Bilaspur, Distt., Bilaspur, Chhattisgarh **Chhattisgarh**		**Under Section** : 2(f)&12(B)
93	**Govt. Girls College** Korba, Distt., Bilaspur, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
94	**Govt. Girls College** Ambikapur, Distt., Surguja, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
95	**Govt. Girls College** Jashpur Nagar, Distt., Raigarh, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
96	**Govt. Girls College** Pendra, Distt., Bilaspur, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
97	**Govt. Girls College** Raigarh, Distt., Raigarh, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
98	**Govt. Girls College** Baloda Bazar, Distt., Raipur, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
99	**Govt. Girls College** Kankar, Distt., Jagdalpur, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)
100	**Govt. GNA Degree College** Bhatapara, Distt., Raipur, Chhattisgarh Chhattisgarh		**Under Section** : 2(f)&12(B)

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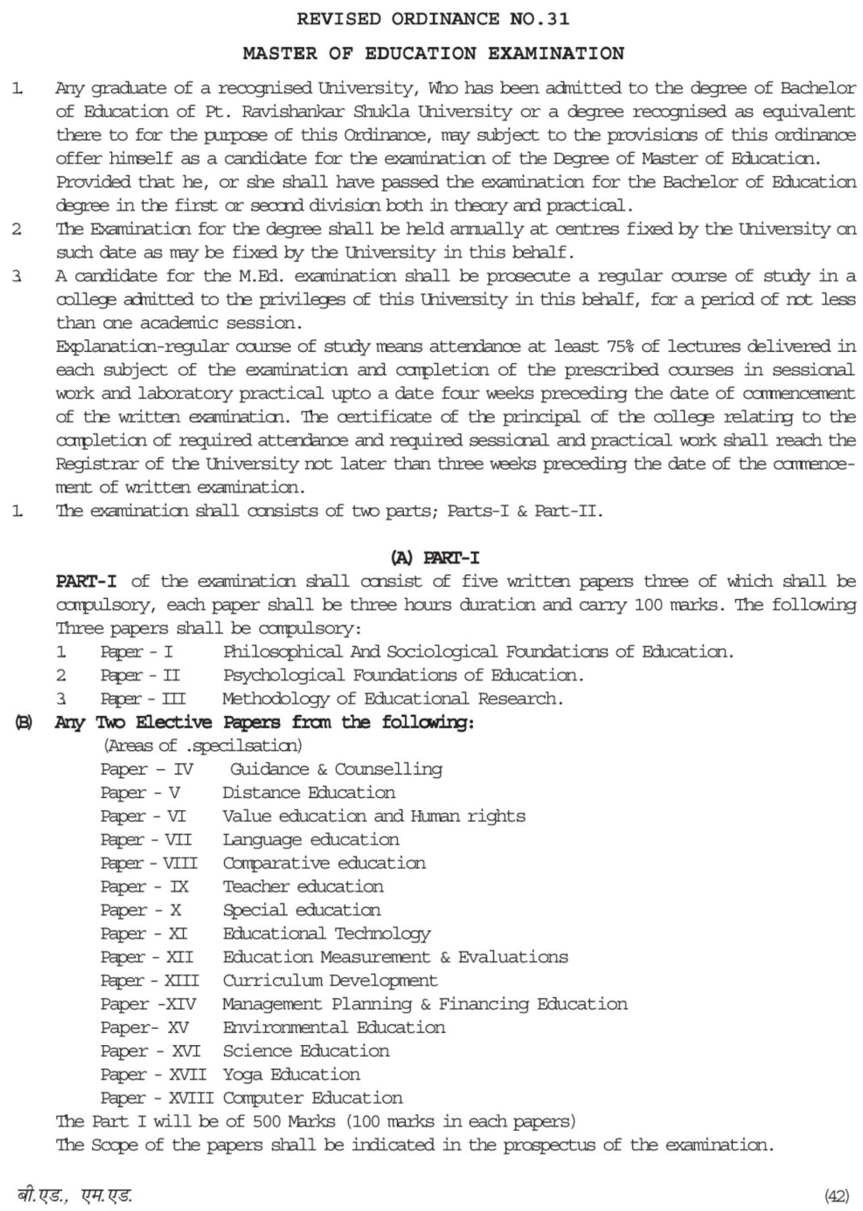


REVISED ORDINANCE NO.31

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 a 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 in each subject of the examination and completion of the prescribed courses in sessional 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 be 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 .specilsation)

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.

(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.	**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 of.(B) a critical presentation of existing data.

(ii) A Viva-Voce examination shall be held on dissertation and sessional and practical work.

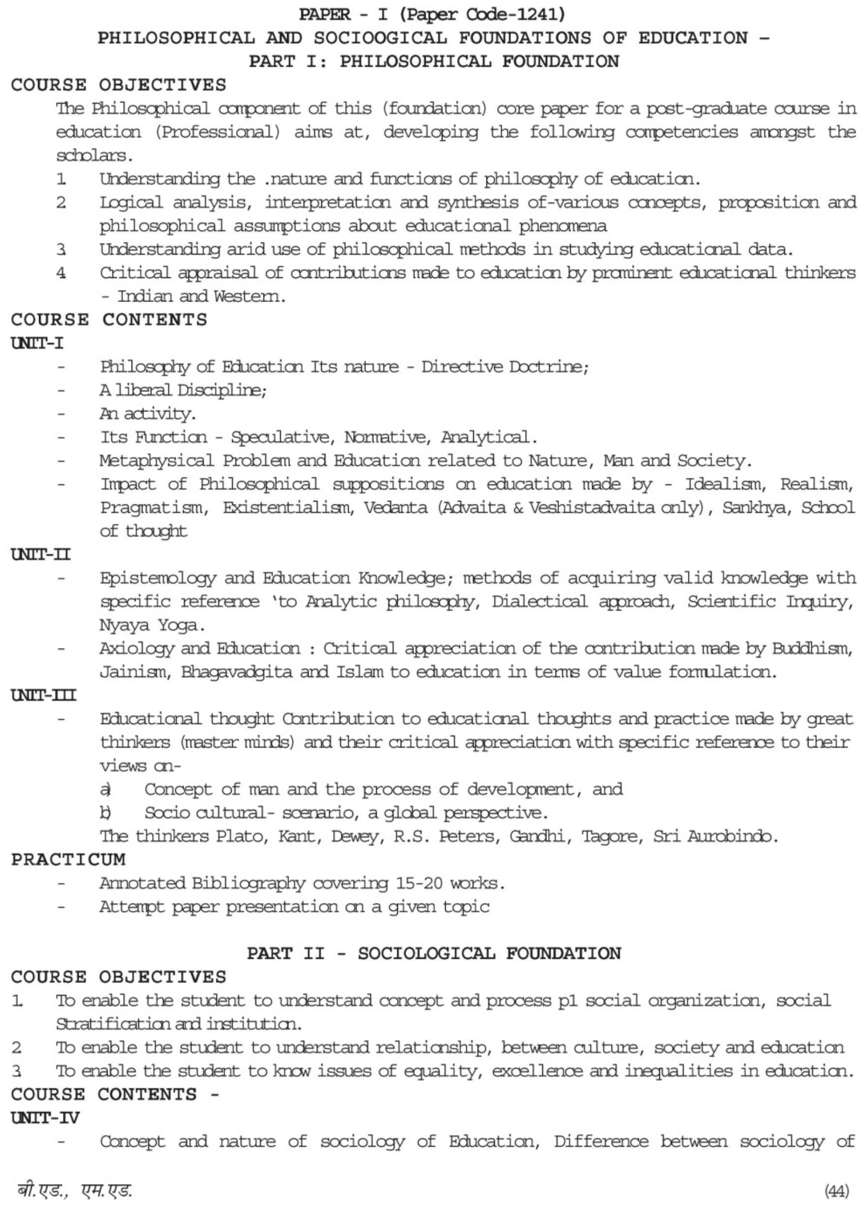
(iii) Candidate shall submit the sessional and practical connected with the five theory papers. The marks obtainable in the sessional and practical in-each paper shall be 20.

5. For Part-Il 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.

6. 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% hall 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.

7. (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.



PAPER - I (Paper Code-1241)
PHILOSOPHICAL AND SOCIOOGICAL 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 arid 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), Sankhya, 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 their 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 p1 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 of 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 then.
- Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and International understanding.

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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 leaner to understand implications of psychological theories for education.
3 To acquaint the learner with he 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.

UNIT-II

- 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.
- Group Dynamics : Group process, interpersonal relations, sociometric grouping emotional climate of the classroom and influence of teacher characteristics

UNIT-III

- Individual Difference : Concept of intra and inter differences.
  - a) Intelligence and cognitive abilities,. identification fostering.
  - b) Creativity - ,Nature, Process, Identification, fostering and Guiding creative children.
  - c) Interests, attitude arid, values.
  - d) Adjustment of teaching.- learning process to suit. individual differences -learning styles and teaching strategies.

UNIT-IV

- Personality Concept, development, structure and dynamics of personality.
- Theories of Personality Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behiavioural approach - Miller, Dollard and Bandura; Humanistic approach- Roger, Maslow.
- Indian Theories : Vedic, Buddhist, Rabindra. Nath Tagore, Mahatma Gandhi, J.Krishnamurti and Sri Aurobindo.

UNIT-V

- Assessment of Personality - Techniques
  - a) Personality inventories - rating scales
  - b) Projective techniques : Rorshach, TAT
- Adjustment and Mental Health.
  - a) Concept, mechanism of adjustment - defense; escape, withdrawal, compensatory.
  - b) Introduction to common forms of neuroses, psychosis- and somatic disorders
  - c) Principles of mental hygiene' - preventive, constructive, curative measures,
  - d) Implications for education .

PSYCHOLOGY PRACTICAL WORK:

1 Learning by Substitution.
2 Mirror Drawing Apparatus.
3. Whole and Part Method of Learning.
4. Span of Attention by Tachisto-Scope.
5 Mental Fatigue & Physical Fatigue (Ergograph)
6 Intelligence Test.
7. Standardisation of Achievement Test.
8 Personality - T.A.T.

Any Six Practicals have to be conducted.

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PAPER - III (Paper Code-1243)
METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES

To enable the students to understand

1 The meaning of scientific method, scientific inquiry, Paradigm, theory and this implication for educational research.
2 The characteristics of philosophical, psychological and sociological researches in education.
3 The different strategies of educational research.
4 The techniques of developing a research proposal.
5 The meaning and techniques of sampling
6 The various types of, tools of data collection.

COURSE CONTENTS

UNIT-I

Nature of Research, knowledge and Inquiry.

- Scientific inquiry, scientific. method, nature and sources of knowledge.
- Paradigm theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.
- Philosophical, psychological and sociological orientation in educational research.
- Interdisciplinary in educational research and its implications.
- Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic;
- Evaluative Research and Action Research.

UNIT-II

- Problem and its sources; Selection and Definition of problem.
- Objectives - primary, secondary and concomitant.
- Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.
- Unit of sampling, population; techniques (a) probability sampling, techniques & (b) non-probability sampling techniques.
- Characteristics of a good sample.
- Sampling errors and how to reduce them.
- Tables of Random Numbers; types; how to use them.

UNIT-III

- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules, Attitude scales etc.
- Reliability and validity of various tools and techniques.
- Validity and Limitations of findings; factors influencing, validity of research; internal vs. external validity; how to increase validity of research findings.
- Evaluation of research : Criteria and types and types of research,

UNIT-IV

- Nature of educational data : 'Quantitative and Qualitative.
- Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data and observation based data.
- Quantitative data : Scales of measurement : nominal, ordinal, interval, Ratio.

UNIT-V

- Organization and representation : Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.
- Concept, calculation and uses of :
  - a) Measures of central tendencies,
  - b) Measures of variability.
  - c) Percentiles and Percentile Ranks:
  - d) Correlations, Regression equations.
- Properties and uses of normal distribution
- Inferential statistical methods
  - a) Standard errors., confidence limits
  - b) Hypothesis testing-Difference between means, co-relations.
  - c) Cross breaks (Chi-square)
  - d) Analysis of Variance (ANOVA)

PRACTICUM

- Review of two published research papers; one quantitative and the other qualitative.
- Review of an MEd or an M.Phil. dissertation.
- Development of a research proposal for M.Ed. Dissertation and its seminar presentation.
- Construction of one tool of data collection.

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ELECTIVE PAPERS AREA OF SPECIALISATION
PAPER - IV (Paper Code-1244)
GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

1 To help student understand concept, need and view point of guidance
2 To help student understand principles, and problems of different types of guidance.
3 To help student understand concept and needs and guidance for the children with special needs.
4 To help student understand the, concept and process of counseling.
5 To acquaint the student with the aim and principles of guidance programme.
6 To develop in student an understand of various procedures of organizing various guidance services.

COURSE CONTENTS

- Economic under-development.

ELECTIVE PAPER
PAPER - IX
TEACHER EDUCATION

COURSE OBJECTIVES

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for. effective transaction.
4. Teaching models - concept & process.
5. Teaching skills.
6. Various aspects of supervision and feedback.

COURSE CONTENTS

UNIT-I

- Teacher Education - 'concept, aims and scope;
- 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.

UNIT-II

- Teacher Education Curriculum at different stages : Approaches to Teacher Education consecutive and integrated.
- 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.

UNIT-III

- Qualities of a good teacher- cognitive, affective and psychomotor skills.
- Competency-based teacher educations : Quality assurance in teacher education.

UNIT-IV

- Principals of Teaching; methods of teaching school subjects.
- 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 organizion and problems.
- Supervision of. practice lessons: observation and assessment; feed back to student
- teacher-concept and types

ASSIGNMENT

Student will be required to submit a term paper on any one of the following:

1. Preparation of resource material on any teaching unit of Teacher Education paper.
2. A critical study of any one aspect of Teacher Education.
3. Study of teaching methods used at any stage of schooling.
4. A survey of research on any aspect of teacher education - attitude and job satisfaction of school teachers
5. Work study project related t teacher education.

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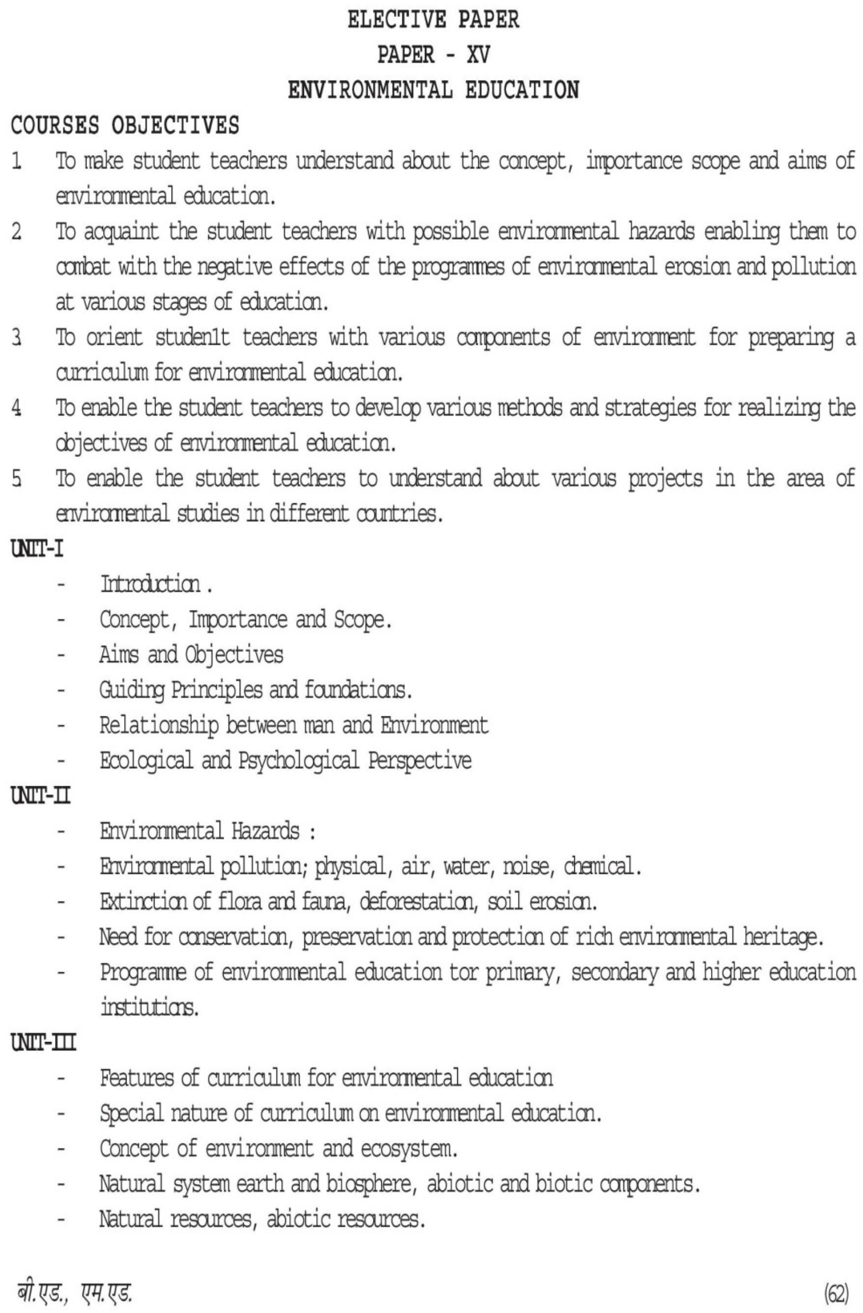


ELECTIVE PAPER
PAPER - XV
ENVIRONMENTAL EDUCATION

COURSES OBJECTIVES

1 To make student teachers understand about the concept, importance scope and aims of environmental education.
2 To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3 To orient studen1t teachers with various components of environment for preparing a curriculum for environmental education.
4 To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5 To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

UNIT-I

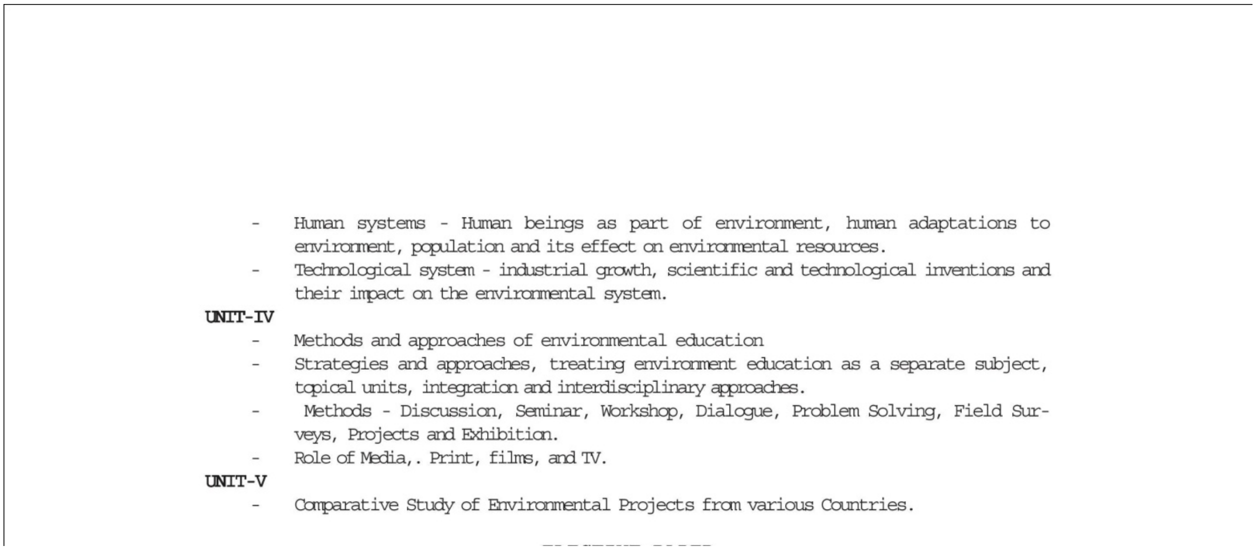
- Introduction .
- Concept, Importance and Scope.
- Aims and Objectives
- Guiding Principles and foundations.
- Relationship between man and Environment
- Ecological and Psychological Perspective

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 tor primary, secondary and higher education 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.



- 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.

UNIT-IV

- 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.

UNIT-V

- Comparative Study of Environmental Projects from various Countries.

SYLLABUS

2014-2015

Golden Jubilee Year
50
1964 - 2014
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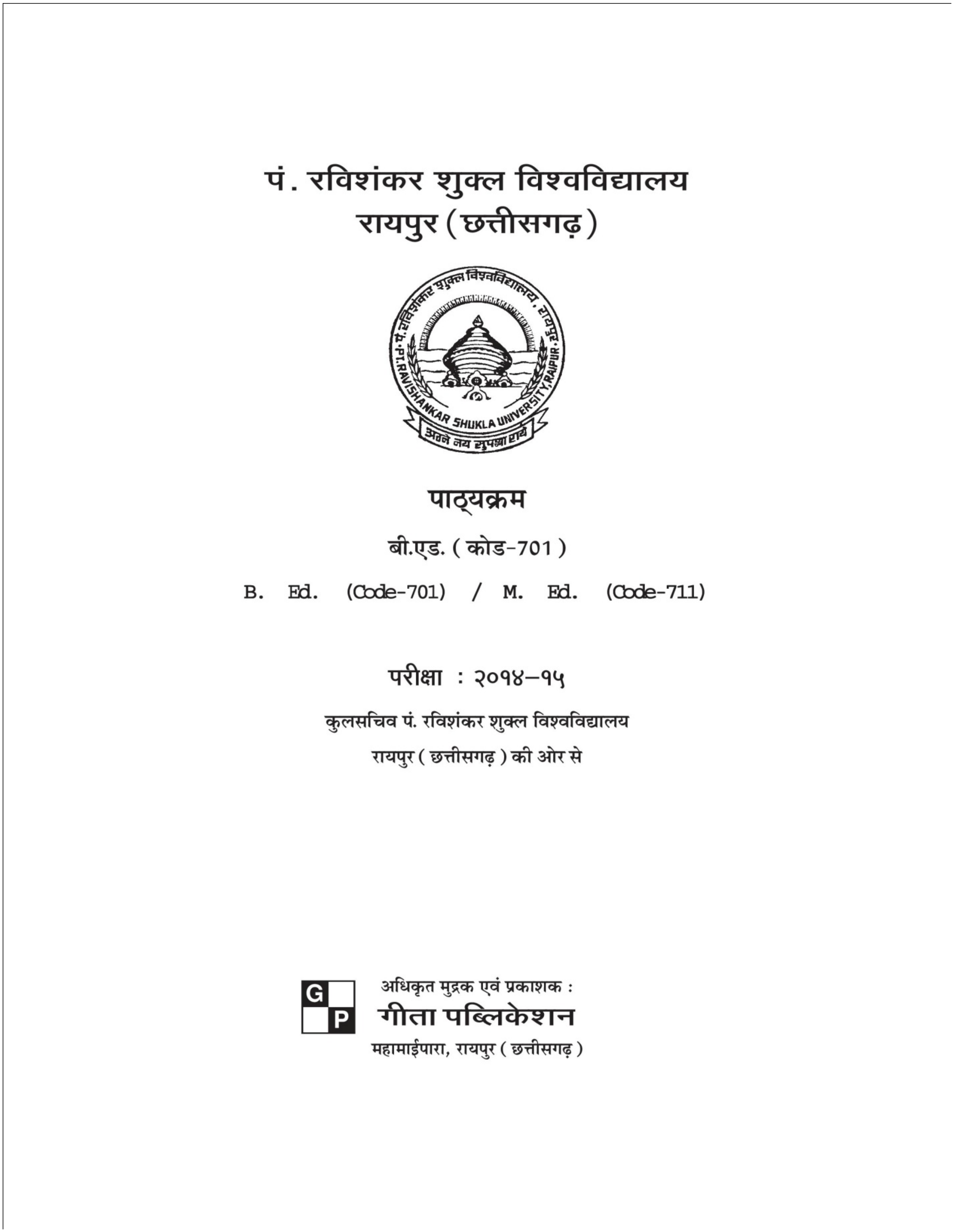
PT. RAVISHANKAR SHUKLA UNIVERSITY
RAIPUR
CHHATTISGARH



पं. रविशंकर शुक्ल विश्वविद्यालय
रायपुर (छत्तीसगढ़)

पाठ्यक्रम

बी.एड. (कोड-701)

B. Ed. (Code-701) / M. Ed. (Code-711)

परीक्षा : २०१४–१५

कुलसचिव पं. रविशंकर शुक्ल विश्वविद्यालय
रायपुर (छत्तीसगढ़) की ओर से

अधिकृत मुद्रक एवं प्रकाशक :
गीता पब्लिकेशन
महामाईपारा, रायपुर (छत्तीसगढ़)

INDEX

1. Ordinance No. 59 - 3
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5. M. Ed. Course - 44

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 there to, shall be eligible for admission to the examination for the dgree 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 satisfactoryly 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 beginging of the syllabus.

The classification of division in theory (Part-I) will be as under :

I Division - 60% and above
I Division - more than 45% but less than 60%
III Division - more then 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
I 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 devided 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 pleaced 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.

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 :

(a) Methodology of teaching physical science.
(b) Methodology of teaching languages.

Methodology of second school subject will have following subject :

(a) Methodology of teaching Social Sciences.
(b) Methodology of teaching mathematics .
(c) Methodology of teaching Biological sciences.

3.2 **Eligibility -**

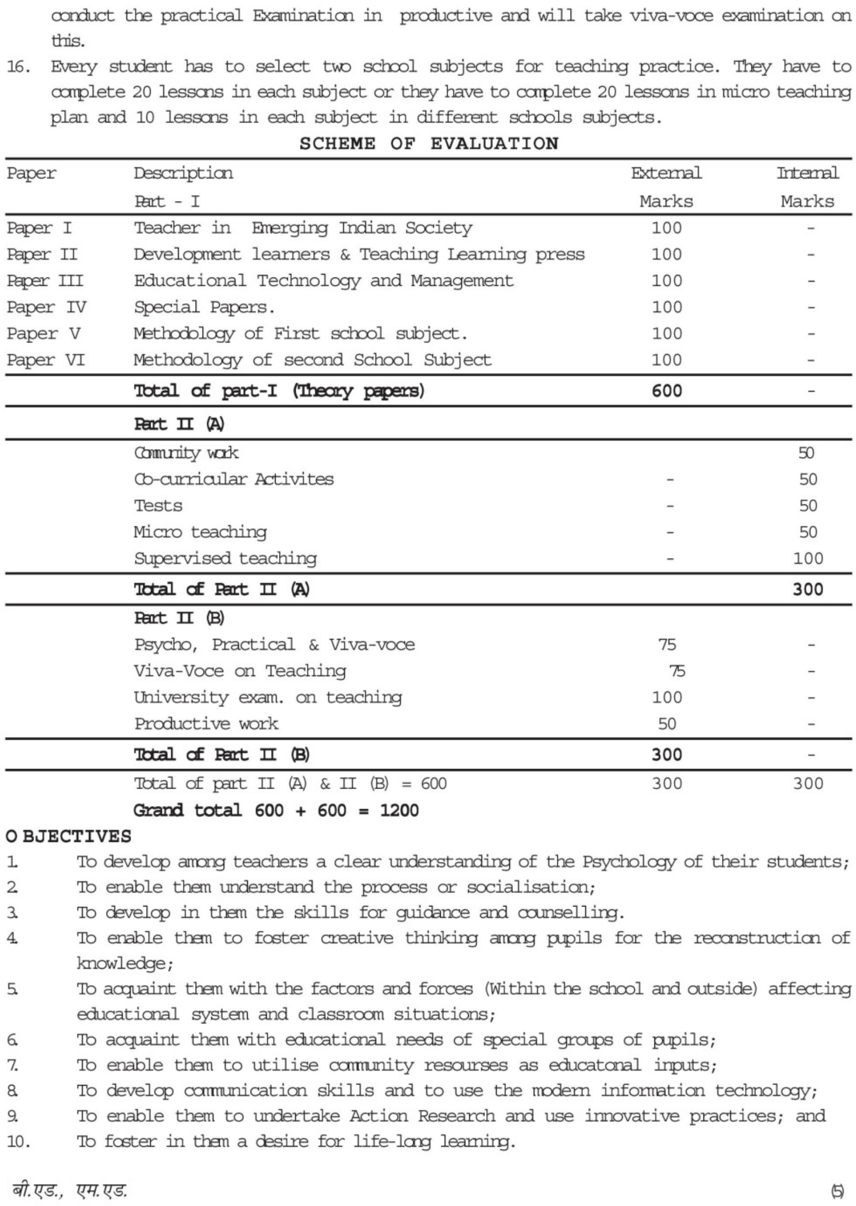
3.2.1 Candidate with at least 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme.

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 cummulative 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 activites 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



conduct the practical Examination in productive and will take viva-voce examination on this.

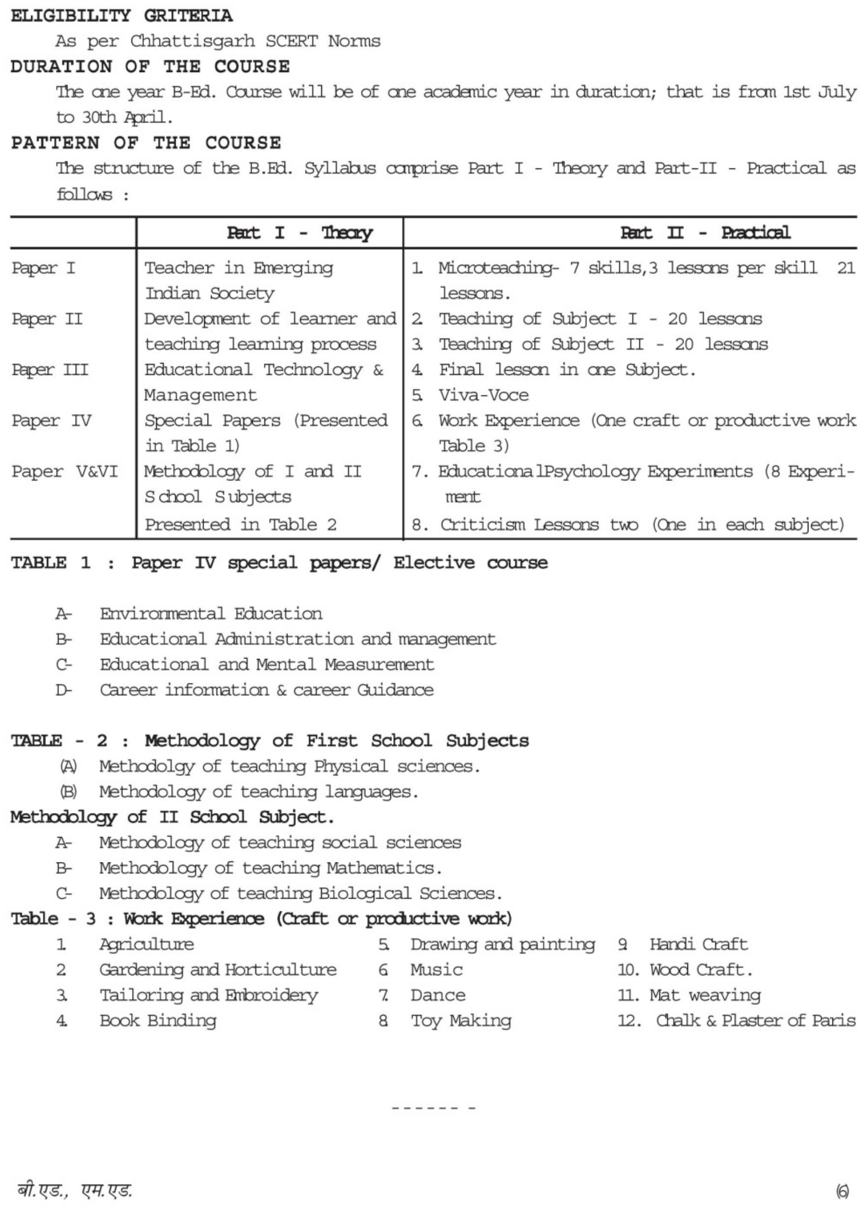
16. Every student has to select two school subjects for teaching practice. They have to complete 20 lessons in each subject or they have to complete 20 lessons in micro teaching plan and 10 lessons in each subject in different schools subjects.

SCHEME OF EVALUATION

Paper	Description Part - I	External Marks	Internal Marks
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	-
	Total of part-I (Theory papers)	**600**	-
	Part II (A)		
	Community work		50
	Co-curricular Activites	-	50
	Tests	-	50
	Micro teaching	-	50
	Supervised teaching	-	100
	Total of Part II (A)		**300**
	Part II (B)		
	Psycho, Practical & Viva-voce	75	-
	Viva-Voce on Teaching	75	-
	University exam. on teaching	100	-
	Productive work	50	-
	Total of Part II (B)	**300**	-
	Total of part II (A) & II (B) = 600	300	300
	Grand total 600 + 600 = 1200		

OBJECTIVES

1. To develop among teachers a clear understanding of the Psychology of their students;
2. To enable them understand the process or socialisation;
3. To develop in them the skills for guidance and counselling.
4. To enable them to foster creative thinking among pupils for the reconstruction of knowledge;
5. To acquaint them with the factors and forces (Within the school and outside) affecting educational system and classroom situations;
6. To acquaint them with educational needs of special groups of pupils;
7. To enable them to utilise community resourses as educatonal inputs;
8. To develop communication skills and to use the modern information technology;
9. To enable them to undertake Action Research and use innovative practices; and
10. To foster in them a desire for life-long learning.



ELIGIBILITY GRITERIA

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 3. Teaching of Subject II - 20 lessons
Paper III	Educational Technology & Management	4. Final lesson in one Subject. 5. Viva-Voce
Paper IV	Special Papers (Presented in Table 1)	6. Work Experience (One craft or productive work Table 3)
Paper V&VI	Methodology of I and II School Subjects Presented in Table 2	7. EducationalPsychology Experiments (8 Experiment 8. Criticism Lessons two (One in each subject)

TABLE 1 : Paper IV special papers/ Elective course

A- Environmental Education
B- Educational Administration and management
C- Educational and Mental Measurement
D- Career information & career Guidance

TABLE - 2 : Methodology of First School Subjects

(A) Methodolgy 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

------ -

B.ED. COURSES
PAPER - I (Paper Code.1211)
TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the student- teacher understand

1 about the relationship between Philosophy and Education and implications of philosophy on education.
2 the importance and rote of education in the progress of Indian society.
3 the contribution of great educators to the field of education.
4 the need to study education In a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
5 their rote in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6 the means and measures towards the promotion of National integration and protection of human rights:

COURSE CONTENTS

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 integraction, 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.

- 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).
- Revised National Policy (1992).

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S. Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
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26. Sharma, R.A. : Educational Technology. International Publishing House, Meerut.

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 developmental 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 effective teaching learning process and u4 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

theories of personality.
- Group Dynamics. Psycho-analysis.

UNIT-V
- Types of Test, Standardization of Test
- Measures or central tendency. Variability.
- Co-rrelation-Rank difference &-product moment method, Normal probability curve & Problems on it.

PRACTICUM:

At least 8 practlcals have to be conducted.
1. Span of Attention by Tachistoscope.
2. Mental fatigue.
3. Personality 4 PF.
4. Mirror Drawing.
5. Case Study to measure the problematic behavior of the child.
6. Value Test.
7. Bhatia Battery.
8. Reasoning Ability.
9. Aptitude Test.
10. Achievement Test.

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13. Tripathi, S. N.: Prathiba Aur Srijntmakta, Mcmillan Co.. Bombay.

PAPER - III (Paper Code1213)
EDUCATIONAL TECHNOLOGY AND MANAGEMENT

COURSE OBJECTIVES

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

SYLLABUS

UNIT-I Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need for Educational Technology In the schools of Chhattisgarh.

UNIT-II **Communication Technology:**

- Concept
- Nature
- Process
- Principles
- Components
- Types.
- Barriers
- Modes
- Models of Teaching
- Concept
- Criteria
- Tools of Evaluation

UNIT-III **System Approach**

- Concept and characteristics.
- System Approach, System Analysis.
- System Design and its Implications for Teaching- Learning Activities PLM.

Physical Resources of an Instructional system

- Concept
- Classification (Projected/Non Projected/Hardware/Software)
- Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP. Film Strip. Slide Projector, Epidiascope, Interactive, Video Computers. Reprographic Equipment.
- Software-scripts (Audio & Video) Slides, Programs, Learning Materials, Filmstrips, Transparencies, News paper. Text Books, Maps, Modules, Models, Pictures etc.

UNIT-IV **Innovations In Educational Technology**

- Video Lesson and Talk Back, CAI
- Interactive Video
- Language Laboratory
- Teleconferencing
- Tele-Text and Video Text
- Telephone Conferencing
- Computer Networking

Individualised Instruction and Multimedia Packaging.

- Components of Alternative Multimedia Packages,
- The Steps of Development with a System -. Design.
- Using Multimedia Packages in Classroom

UNIT- V **Human Resources of an Educational System & Management**

- Identification of the Human Resources, Resources within and outside the School system
- Strategies for developing the following : Expertise. Competencies and Teaching. Allied Skills Required (Microteaching and other Skill-Based Techniques).
- Strategies-Tutorial, Seminar, Brain-Storming, Role play. Discussion. Conference,

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 Sell-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.

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PAPER - IV

ELECTIVE SUBJECT

One elective subject to be decided by considering the following-

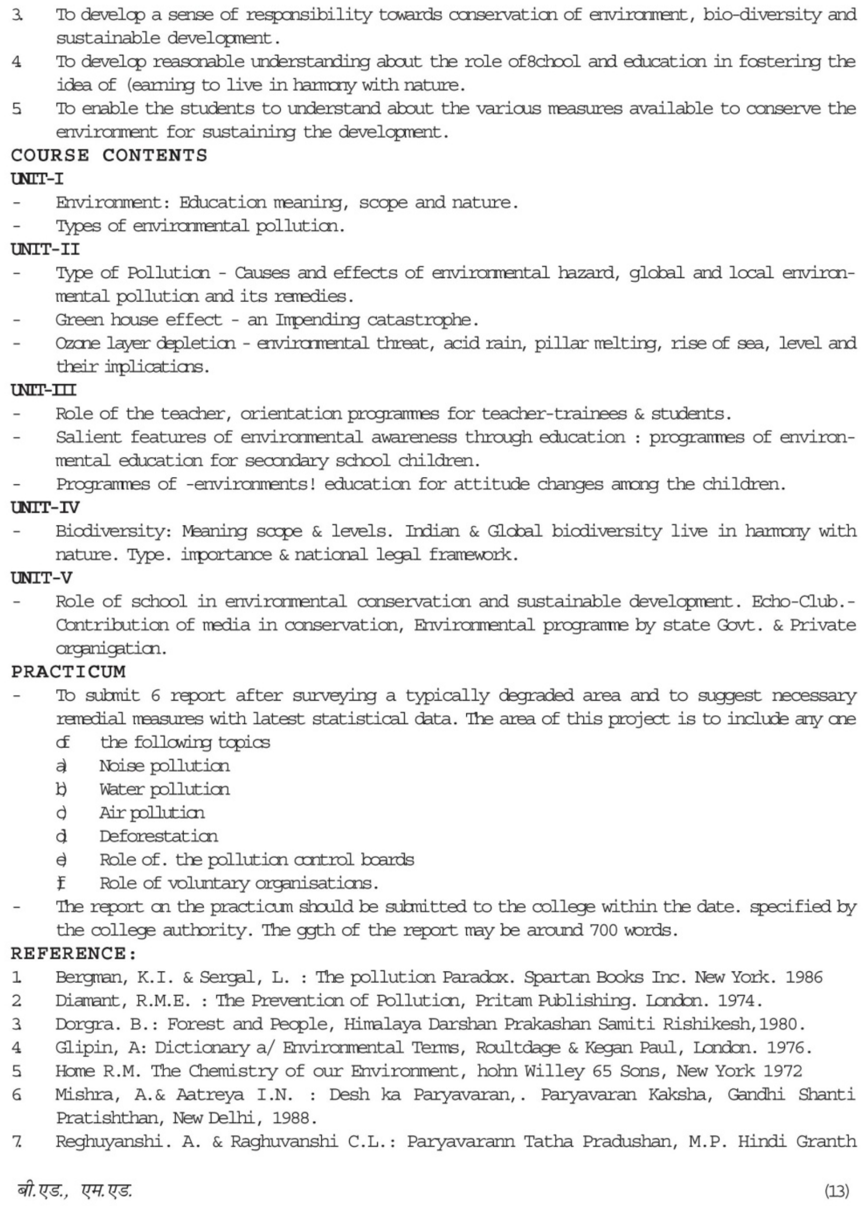
1 All electives must be contributing for extra capability of delivering the goods.
2 All electives should have equal difficulty level.
3 All electives should be unique in native without being covered in any other area (of paper of B.Ed.).
4 All electives should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE

[A] ENVIRONMEN.TAL 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 of8chool 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.

UNIT-II

- Type of Pollution - Causes and effects of environmental hazard, global and local environmental pollution and its remedies.
- Green house effect - an Impending catastrophe.
- Ozone layer depletion - environmental threat, acid rain, pillar melting, rise of sea, level and their implications.

UNIT-III

- Role of the teacher, orientation programmes for teacher-trainees & students.
- Salient features of environmental awareness through education : programmes of environmental education for secondary school children.
- Programmes of -environments! education for attitude changes among the children.

UNIT-IV

- Biodiversity: Meaning scope & levels. Indian & Global biodiversity live in harmony with nature. Type. importance & national legal framework.

UNIT-V

- Role of school in environmental conservation and sustainable development. Echo-Club.- Contribution of media in conservation, Environmental programme by state Govt. & Private organigation.

PRACTICUM

- 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
  a) Noise pollution
  b) Water pollution
  c) Air pollution
  d) Deforestation
  e) Role of. the pollution control boards
  f) Role of voluntary organisations.
- The report on the practicum should be submitted to the college within the date. specified by the college authority. The ggth of the report may be around 700 words.

REFERENCE:

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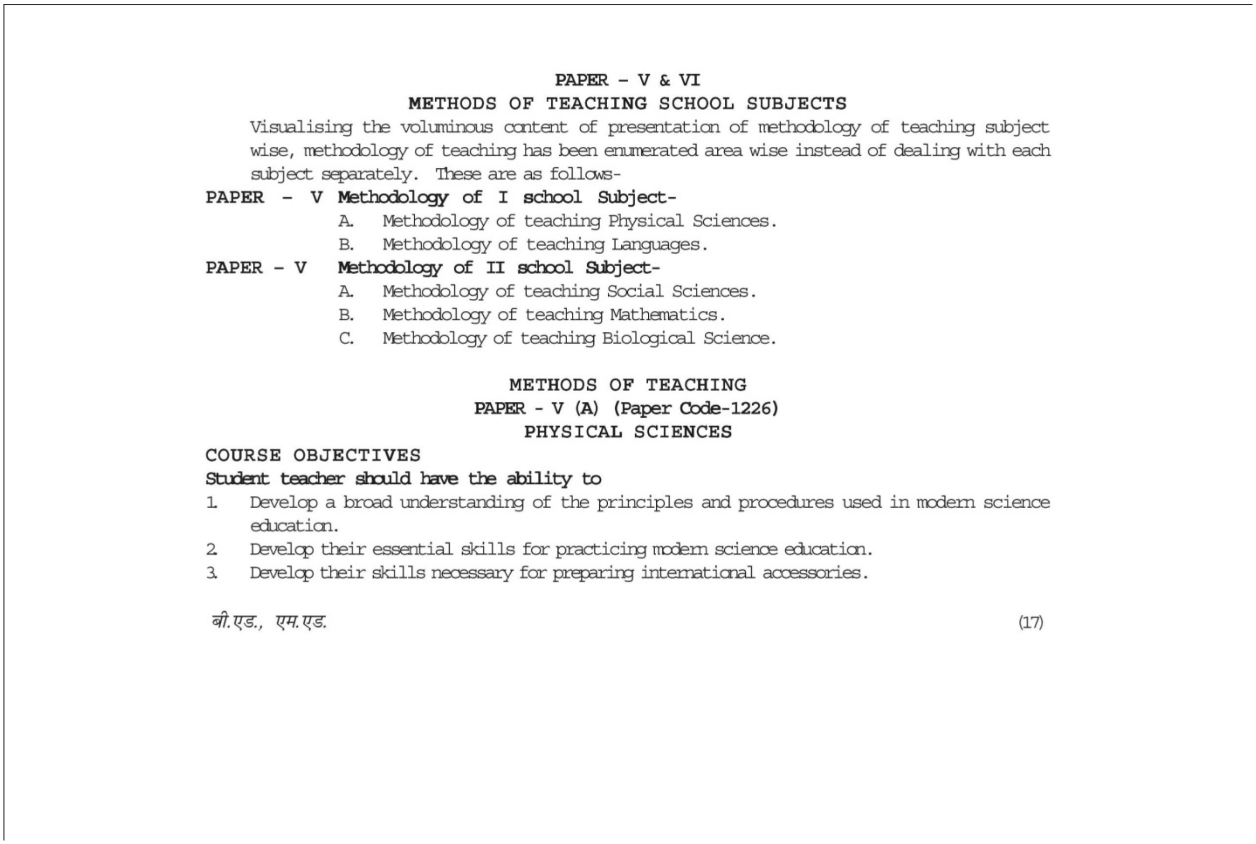


PAPER – V & VI

METHODS OF TEACHING SCHOOL SUBJECTS

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 subject separately. These are as follows-

PAPER – V Methodology of I school Subject-

A. Methodology of teaching Physical Sciences.
B. Methodology of teaching Languages.

PAPER – V Methodology of II school Subject-

A. Methodology of teaching Social Sciences.
B. Methodology of teaching Mathematics.
C. Methodology of teaching Biological Science.

METHODS OF TEACHING

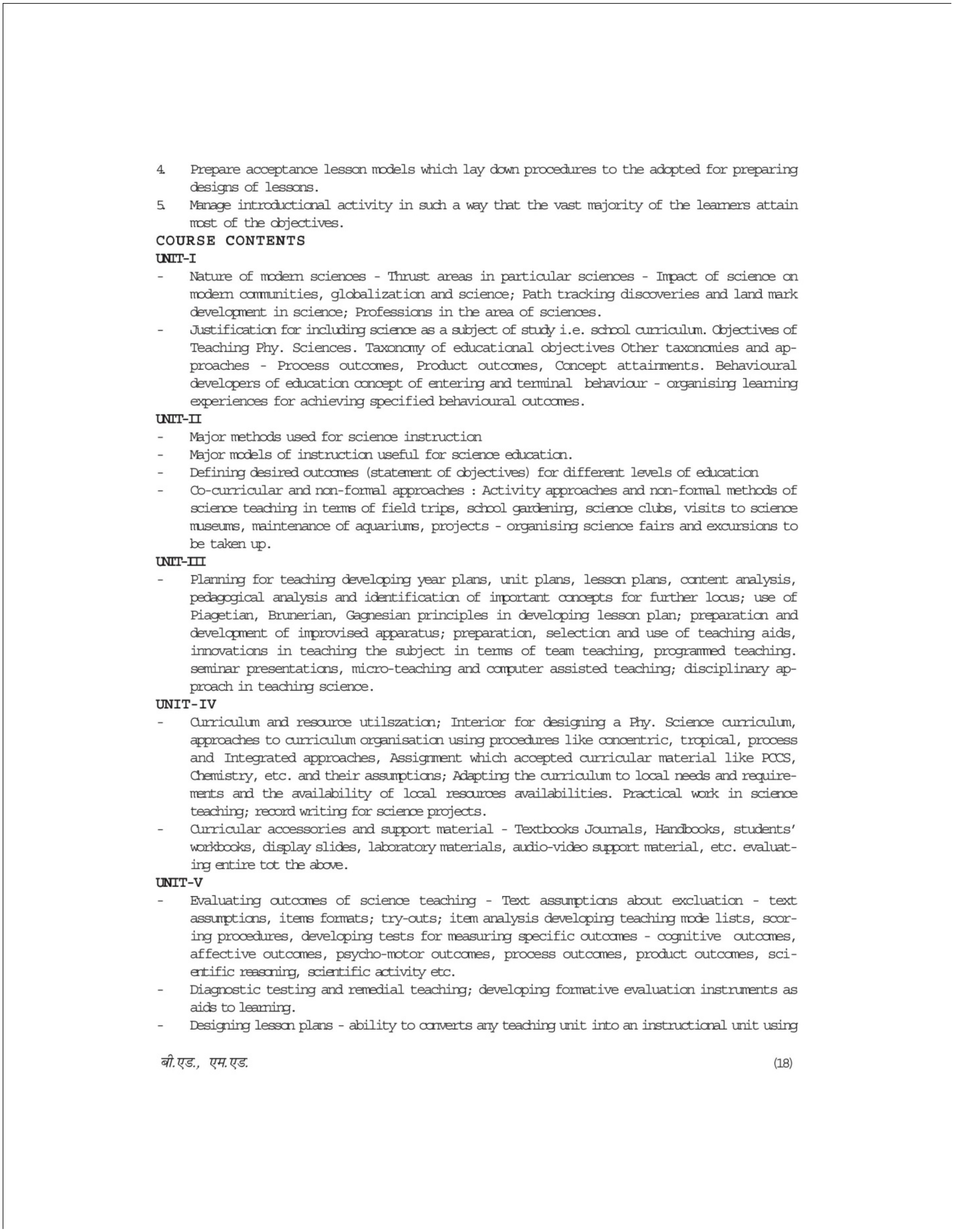
PAPER - V (A) (Paper Code-1226)

PHYSICAL SCIENCES

COURSE OBJECTIVES

Student teacher should have the ability to

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing international accessories.



4. Prepare acceptance lesson models which lay down procedures to the adopted for preparing designs of lessons.
5. Manage introductional activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT-I

- 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.

UNIT-II

- 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.

UNIT-III

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further locus; use of Piagetian, Brunerian, Gagnesian 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.

UNIT-IV

- Curriculum and resource utilszation; Interior for designing a Phy. Science curriculum, approaches to curriculum organisation using procedures like concentric, tropical, 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.
- Curricular accessories and support material - Textbooks Journals, Handbooks, students' workbooks, display slides, laboratory materials, audio-video support material, etc. evaluating entire tot the above.

UNIT-V

- Evaluating outcomes of science teaching - Text assumptions about excluation - 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.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.
- Designing lesson plans - ability to converts any teaching unit into an instructional unit using

accepted pedagogical practices, formation of lesson plans.

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4 Mangal. S.K. : Teaching. of Science. Agra Book Depot.
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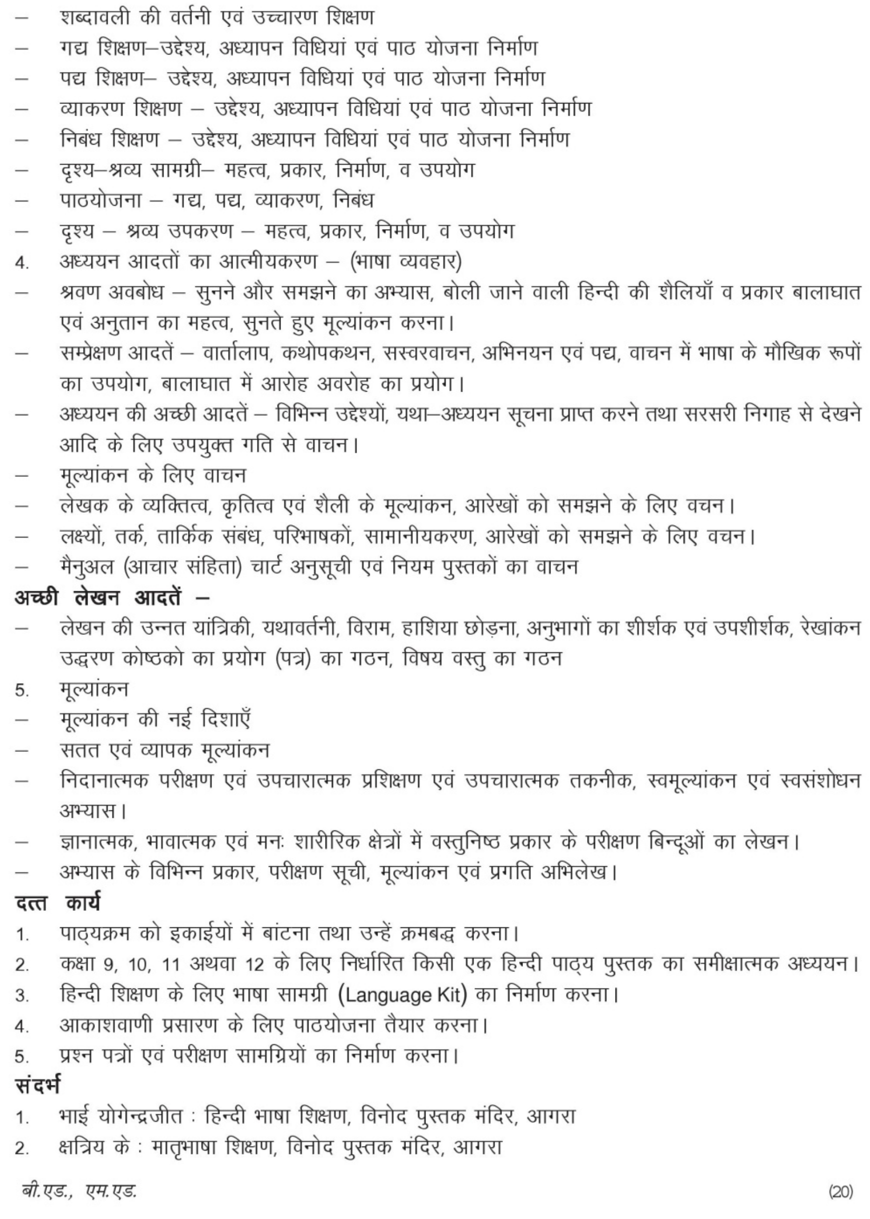
METHODS OF TEACHING
PAPER - V (B) (Paper Code-1227)
HINDI

उद्देश्य

1. हिन्दी भाषा के अध्ययन–अध्यापन में भाषाई क्षमताओं एवं प्रभावशीलता का विकास।
2. बहु भाषीय भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का समीक्षात्मक अध्ययन।
3. भारत में हिन्दी भाषा की भूमिका को समझना और मध्यप्रदेश के शालेय पाठ्यक्रम में उसका निर्धारित करते हुए हिन्दी भाषा के ज्ञानात्मक कौशलों का विकास करना।
4. हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरूचि एवं प्रेरणा उत्पन्न करना।
5. समुचित भाषाई आदतों को विकसित करते हुए उनमें अंतर क्रियात्मक स्वमूल्यांकन की क्षमता विकसित करना।
6. देवनागरी लिपि और उसके स्पष्ट उच्चारण से संबंधित समुचित ज्ञान प्रदान करना।
7. हिन्दी शिक्षा के लिए अल्प व्ययी सहायक शिक्षण सामग्रियों का निर्माण करना जिससे छात्रों की भाषायी अशुद्धियों का उपचार किया जा सके।

पाठ चर्या

1. माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य
– हिन्दी भाषा का सामान्य परिचय, विकास एवं मूल्यांकन
– हिन्दी की बोलियाँ या मानक हिन्दी
– भारत में मातृभाषा, राष्ट्र भाषा एवं सम्पर्क भाषा के रूप में हिन्दी की भूमिका
– प्रथम एवं द्वितीय भाषा के रूप माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य
2. हिन्दी शिक्षण की विधियाँ एवं उपागम
– भाषा अधिगम में स्वाभाविक एवं आध्यात्मिक शक्तियाँ
– हिन्दी शिक्षण के प्रयोग एवं अभ्यास का महत्व
– हिन्दी शिक्षण के गुण एवं भूमिका
– भाशा के विभिन्न अंगों का सापेक्षित समन्वय
– विभिन्न शिक्षण सूत्रों का उपयोग
3. भाषायी कौशलों का अध्यापन–श्रवण, वाचन, लेखन एवं पठन कौशल



– शब्दावली की वर्तनी एवं उच्चारण शिक्षण
– गद्य शिक्षण–उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
– पद्य शिक्षण– उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
– व्याकरण शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
– निबंध शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठ योजना निर्माण
– दृश्य–श्रव्य सामग्री– महत्व, प्रकार, निर्माण, व उपयोग
– पाठयोजना – गद्य, पद्य, व्याकरण, निबंध
– दृश्य – श्रव्य उपकरण – महत्व, प्रकार, निर्माण, व उपयोग

4. अध्ययन आदतों का आत्मीयकरण – (भाषा व्यवहार)

– श्रवण अवबोध – सुनने और समझने का अभ्यास, बोली जाने वाली हिन्दी की शैलियाँ व प्रकार बालाघात एवं अनुतान का महत्व, सुनते हुए मूल्यांकन करना।
– सम्प्रेक्षण आदतें – वार्तालाप, कथोपकथन, सस्वरवाचन, अभिनयन एवं पद्य, वाचन में भाषा के मौखिक रूपों का उपयोग, बालाघात में आरोह अवरोह का प्रयोग।
– अध्ययन की अच्छी आदतें – विभिन्न उद्देश्यों, यथा–अध्ययन सूचना प्राप्त करने तथा सरसरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।
– मूल्यांकन के लिए वाचन
– लेखक के व्यक्तित्व, कृतित्व एवं शैली के मूल्यांकन, आरेखों को समझने के लिए वचन।
– लक्ष्यों, तर्क, तार्किक संबंध, परिभाषकों, सामानीयकरण, आरेखों को समझने के लिए वचन।
– मैनुअल (आचार संहिता) चार्ट अनुसूची एवं नियम पुस्तकों का वाचन

अच्छी लेखन आदतें –

– लेखन की उन्नत यांत्रिकी, यथावर्तनी, विराम, हाशिया छोड़ना, अनुभागों का शीर्शक एवं उपशीर्शक, रेखांकन उद्धरण कोष्ठको का प्रयोग (पत्र) का गठन, विषय वस्तु का गठन

5. मूल्यांकन

– मूल्यांकन की नई दिशाएँ
– सतत एवं व्यापक मूल्यांकन
– निदानात्मक परीक्षण एवं उपचारात्मक प्रशिक्षण एवं उपचारात्मक तकनीक, स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।
– ज्ञानात्मक, भावात्मक एवं मनः शारीरिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परीक्षण बिन्दूओं का लेखन।
– अभ्यास के विभिन्न प्रकार, परीक्षण सूची, मूल्यांकन एवं प्रगति अभिलेख।

दत्त कार्य

1. पाठ्यक्रम को इकाईयों में बांटना तथा उन्हें क्रमबद्ध करना।
2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक हिन्दी पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. हिन्दी शिक्षण के लिए भाषा सामग्री (Language Kit) का निर्माण करना।
4. आकाशवाणी प्रसारण के लिए पाठयोजना तैयार करना।
5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।

संदर्भ

1. भाई योगेन्द्रजीत : हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
2. क्षत्रिय के : मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा

3. लाल रमन बिहारी : हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
4. सफाया, रघुनाथ : हिन्दी शिक्षण, विधि, पंजाब किताब घर जालंधर ।
5. शर्मा, डॉ. लक्ष्मीनारायण : भाषा 1, 2 की शिक्षण विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा
6. शर्मा, राजकुमारी : हिन्दी शिक्षण, राधा प्रकाशन मंदिर, आगरा।
7. सिंह सावित्री : हिन्दी स्थल बुक डिपो मेरठ।

METHODS OF TEACHING
PAPER - V (C) (Paper Code-1228)
TEACHING OF ENGLISH

COURSE OBJECTIVES

To enable the teacher-trainees.

To attain efficiency and effectiveness in teaching and learning English language.

1. To have a critical study of learning English as a second language in the multilingual Indian society.
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.
3. To be committed, inspired and interested in teaching learning English.
4. To teach with skill using interactional mode, to evaluate himself in pupils, inculcate right language hobbies, and
5. To devise learning materials for teaching English as second language and remedy the errors that the pupils make.

SULLABUS

UNIT-I Objectives of Teaching and Learning of English at Secondary level

- Second language learning and mother tongue learning.
- The function of a Second language in a Multilingual society.
- Role of English in India its place in the School Curriculum.
- The Curriculum of English in the Secondary School.
- Qualities and Role of the English teacher.

UNIT-II Methods and Approaches:

- Grammar cum Translation method.
- Direct Method.
- Bilingual Method.
- Structural Approach.
- Communicative Approach.

UNIT-III Teaching of Skills

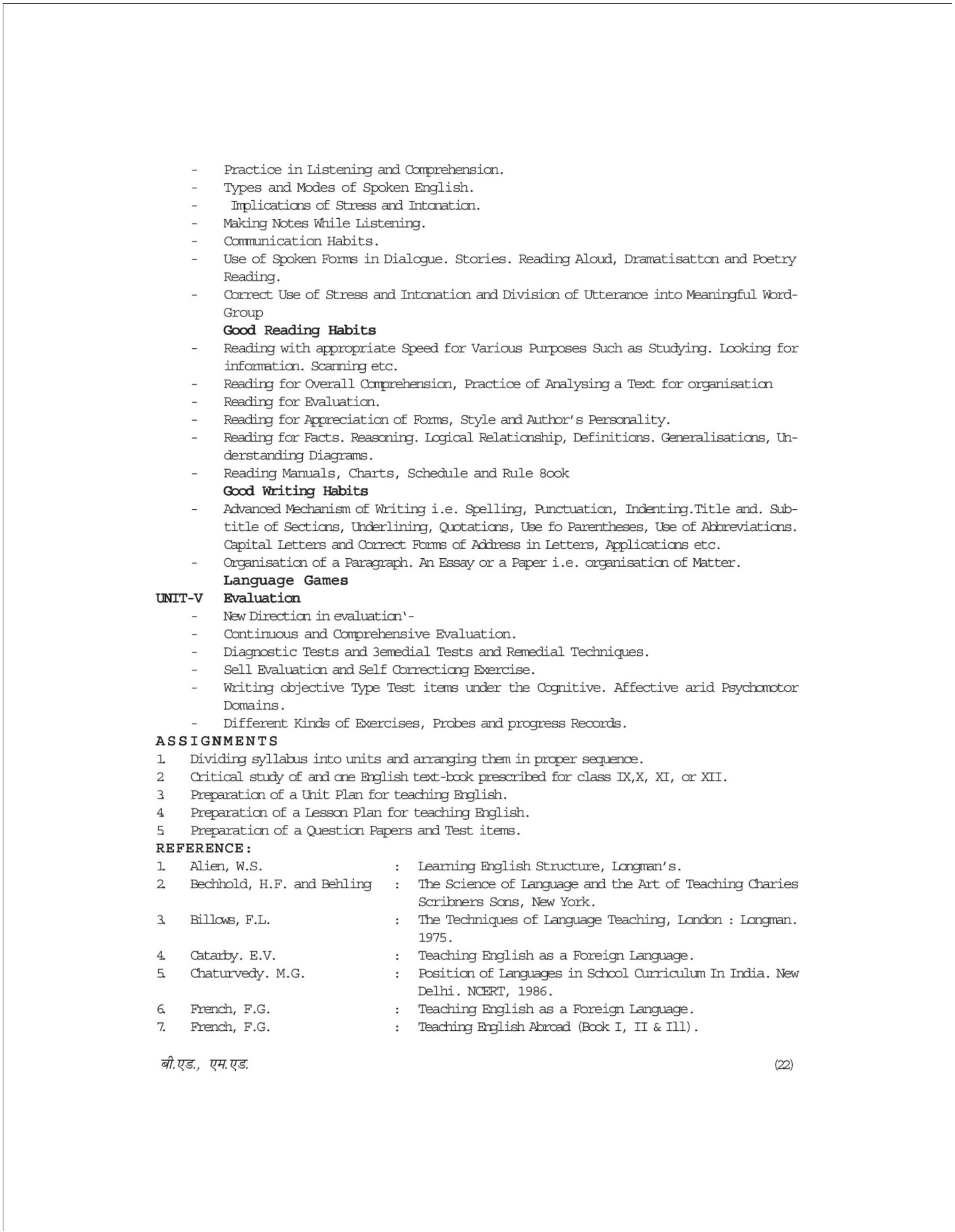
- Teaching alphabets and spelling.
- Teaching Prose.
- Teaching Grammar.
- Teaching Composition.

Lesson Planning

- Prose
- Poetry
- Grammar
- Composition.
- Audio-visual Aids- Importance. Types. Production and Usage.

UNIT-IV Inculcation of Habits

- Listening Comprehension



- Practice in Listening and Comprehension.
- Types and Modes of Spoken English.
- Implications of Stress and Intonation.
- Making Notes While Listening.
- Communication Habits.
- Use of Spoken Forms in Dialogue. Stories. Reading Aloud, Dramatisatton and Poetry Reading.
- Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word-Group

Good Reading Habits

- Reading with appropriate Speed for Various Purposes Such as Studying. Looking for information. Scanning etc.
- Reading for Overall Comprehension, Practice of Analysing a Text for organisation
- Reading for Evaluation.
- Reading for Appreciation of Forms, Style and Author's Personality.
- Reading for Facts. Reasoning. Logical Relationship, Definitions. Generalisations, Understanding Diagrams.
- Reading Manuals, Charts, Schedule and Rule 8ook

Good Writing Habits

- Advanced Mechanism of Writing i.e. Spelling, Punctuation, Indenting.Title and. Subtitle of Sections, Underlining, Quotations, Use fo Parentheses, Use of Abbreviations. Capital Letters and Correct Forms of Address in Letters, Applications etc.
- Organisation of a Paragraph. An Essay or a Paper i.e. organisation of Matter.

Language Games

UNIT-V Evaluation

- New Direction in evaluation'-
- Continuous and Comprehensive Evaluation.
- Diagnostic Tests and 3emedial Tests and Remedial Techniques.
- Sell Evaluation and Self Correctiong Exercise.
- Writing objective Type Test items under the Cognitive. Affective arid Psychomotor Domains.
- Different Kinds of Exercises, Probes and progress Records.

ASSIGNMENTS

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of and one English text-book prescribed for class IX,X, XI, or XII.
3. Preparation of a Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of a Question Papers and Test items.

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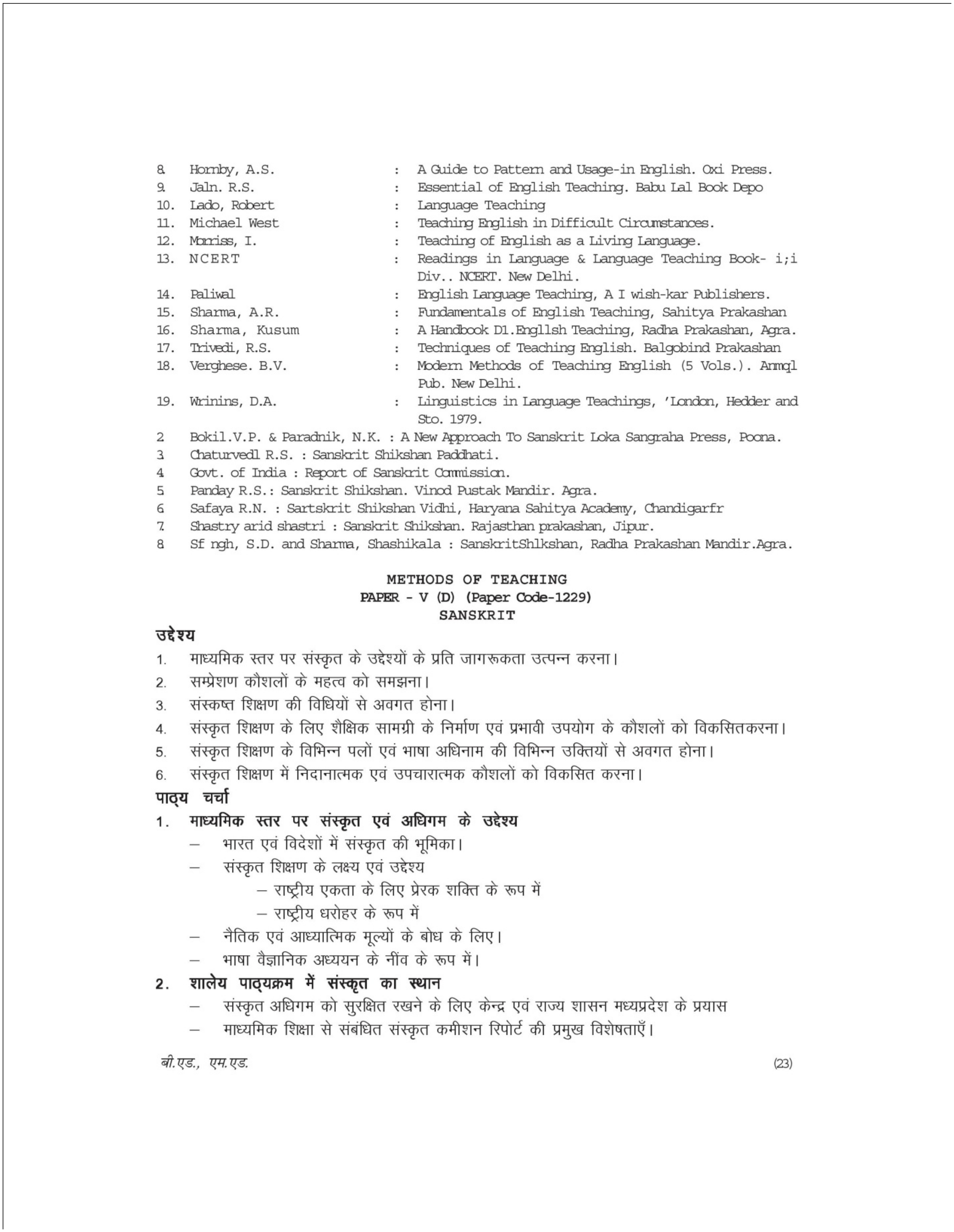

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METHODS OF TEACHING
PAPER - V (D) (Paper Code-1229)
SANSKRIT

उद्देश्य

1. माध्यमिक स्तर पर संस्कृत के उद्देश्यों के प्रति जागरूकता उत्पन्न करना।
2. सम्प्रेशण कौशलों के महत्व को समझना।
3. संस्कष्त शिक्षण की विधियों से अवगत होना।
4. संस्कृत शिक्षण के लिए शैक्षिक सामग्री के निर्माण एवं प्रभावी उपयोग के कौशलों को विकसितकरना।
5. संस्कृत शिक्षण के विभिन्न पलों एवं भाषा अधिनाम की विभिन्न उक्तियों से अवगत होना।
6. संस्कृत शिक्षण में निदानात्मक एवं उपचारात्मक कौशलों को विकसित करना।

पाठ्य चर्चा

1. माध्यमिक स्तर पर संस्कृत एवं अधिगम के उद्देश्य

– भारत एवं विदेशों में संस्कृत की भूमिका।
– संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य
    – राष्ट्रीय एकता के लिए प्रेरक शक्ति के रूप में
    – राष्ट्रीय धरोहर के रूप में
– नैतिक एवं आध्यात्मिक मूल्यों के बोध के लिए।
– भाषा वैज्ञानिक अध्ययन के नींव के रूप में।

2. शालेय पाठ्यक्रम में संस्कृत का स्थान

– संस्कृत अधिगम को सुरक्षित रखने के लिए केन्द्र एवं राज्य शासन मध्यप्रदेश के प्रयास
– माध्यमिक शिक्षा से संबंधित संस्कृत कमीशन रिपोर्ट की प्रमुख विशेषताएँ।

- माध्यमिक शाला में संस्कृत का पाठ्यक्रम
- संस्कृत शिक्षक के गुण एवं भूमिका।

3. विधियां एवं उपागम

- पाठशाला विधि, भंजारकर विधि, प्रत्यय विधि, संरचनात्मक उपागम, कुछ प्रकरणों में लागू किए जाने योग्य शिक्षण प्रतिमान।
- कौशलों का शिक्षण अनुवाद, शिक्षण, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण।

पाठयोजना –

1. अनुवाद
2. गद्य – भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आशय
3. पद्य – भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौंदर्यात्मक आशय, पद्य शिक्षण के अंग।
4. व्याकरण
5. निबंध – मौखिक एवं लिखित निबंध में संबंध।
6. दृश्य – श्रव्य उपकरण – महत्व, प्रकार, निर्माण एवं उपयोग

4. आदतों का आत्मसातीकरण

- सस्वर वाचन, मौनवाचन, मौखिक अभिव्यक्ति, विशिष्ट भाषा शिक्षण कौशल

5. मूल्यांकन –

- मूल्यांकन के नये आयाम
- सतत एवं व्यापक मूल्यांकन
- निदानात्मक परीक्षण एवं उपचारात्मक परीक्षण एवं उपचारात्मक प्रविधियाँ।
- स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।
- अभ्यास के विभिन्न प्रकार, चेकलिस्ट, मूल्यांकन एवं प्रगति अभिलेख, ज्ञानात्मक एवं भावनात्मक एवं मनोगतिक क्षेत्रों में वस्तुनिष्ठ प्रकार की परीक्षण सामग्री तैयार करना।

दत्त कार्य

1. पाठ्यक्रम को इकाईयों में बांटना तथा उन्हें क्रमबद्ध करना।
2. कक्षा 9, 10, 11 अथवा 12 के लिए निर्धारित किसी एक संस्कृत पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. संस्कृत शिक्षण के लिए इकाई योजना का निर्माण करना।
4. संस्कृत शिक्षण के लिए पाठयोजना का निर्माण।
5. प्रश्न पत्रों एवं परीक्षण सामग्रियों का निर्माण करना।

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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 any integrated discipline.
2. Develop knowledge about the basic principles governing the construction f 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 socil reconstruction approach.

UNIT-II

- Principles of designing a social studies curriculum with Weighteges 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 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

6. Safaya R.N. : Sanskrit Shikshan Vidhi, Haryana Sahitya Academy, Chandigarh.
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8. Singh, S.D. and Sharma, Shashikala : Sanskrit Shikshan, Radha Prakashan Mandir, Agra.

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PAPER - VI (A) (Paper Code-1230)
SOCIAL SCIENCES

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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 socil reconstruction approach.

UNIT-II

- Principles of designing a social studies curriculum with Weighteges 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 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 surrimative 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..

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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 reference to Bhaskaracharya, Aryabhatta and contributions of Euclid. Pythagoras Rene-descarte.

UNIT-II

- Objectives of teaching mathematics in terms of Instruction and behavior, approaches teaching of mathematics viz., inductive, deductive, analysis, synthesis, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill assignment,;supervised study and programmed learning.

UNIT-III

- Meaning and importance/purpose of a lesson plan: proforma of a lesson plan and Its rationality, meaning and purpose of a unit and unit plan; meaning and purpose of an yearly plan; developing/preparing low cost improvised teaching aids relevant to local ethos: skill in maintaining and using blackboard, models, charts, TV. films and video tapes and VCR.

UNIT-IV

- Principles and rationale curriculum development; organizing the syllabi both logically and Psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT-V

- Using Mathematics as a game for recreation; organizing Quiz programmes, skill development in answering Puzzles, riddles, magic squares, word search etc., developing a maths laboratory; learning about the short cuts mentioned In vedic mathematics. Bloom's Taxonomy in Relation to knowledge and fact.
- Textbooks in mathematics qualities of a good textbooks in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive affective to knowledge and facts and psychomotor behavioural developments.

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10. गणित शिक्षण : जी डी रस्तोगी विनोद पुस्तक मंदिर आगरा।
11. गणित शिक्षण : रावत एवं अग्रवाल विनोद पुस्तक मंदिर आगरा।

METHODOLOGY OF TEACHING
PAPER - VI (C) (Paper Code-1232)
BIOLOGICAL SCIENCES

OBJECTIVES

To enable the teacher-trainees

1 To understand the Importance of life sciences as a school subject and its piece in the school curriculum.
2 To develop the skills and competencies in teaching of life science at high and higher secondary levels.
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

UNIT-I 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-II Biology Curriculum

- Strategies and Principles of curriculum Construction for Secondary Schools, Modern Trends in Biology Curriculum.
- Unit and Lesson Planning

UNIT-III Methods of Teaching Biology

- Lecture Method. Discovery Method, Demonstration Method. Project Method, Problem Solving Method, Programmed Learning, Team Teaching.

UNIT-IV Teaching Aids:

- 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.

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

1 Preparation of Model and Charts
2 Herbarium
3 Preservation of Animals
4 Gardening
5 Taxidermy
6 Improvisation Maintenance of Biological Equipment
7 Establishment of Biological Museum
B. Preparation of Experiments

REFERENCE:

1 Heller, R. Volt : New Trends in Biological Teaching. UNESCO
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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 Institution

GROUP-A

1 Agriculture — 2 Gardening and Horticulture
3 Tailoring and Embroidery — 4 Book Binding
5 Drawing and painting — 8 Music
7 Dance — 6 Toy Making
9 Handy Craft — 10. Wood Graft
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 arid planting of crops-the principles and methods.
6 Manuring - the rote 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.
4 Visit of Govt. garden of. Farm.

2 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 arid upkeep of garden - inter - culture, mulching and weed control. insects and sunglar.

PRACTICAL

Care and handing of equipment, upkeep of plants, pts, preparation of flint nurse spraying of insecticides etc. collection of seed bulbs, pests etc.

3 TAILORING AND EMBROIDERY

THEORY

Stitches Various, types, : basting, run, back stitch, blanket, top sewing buttons Decoration
- Simple embroidery stitches, cha stitch
- Straight sewing.
- Making garments of different styles for children.

PRACTICAL
- Stitches 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. Kutch.
- Kamataka. Kashida.
- Learning traditional Embroidery Kashmiri, Punjabi, Phulkari Lucknow, Bengal kally Kutch,Karnataka, Kashila.

4 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, bodkins. 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 sewing and binding
- Stationary binding size and sub division of paper size of book, of pads, perforation and numbering tegaters account books. recept books, ad ledger bmding etc
- Misexllanncous binding: rebinding. trimming leaflets and pamphlets, mounting of tting of boards for differennt kinds of work
- Different styles of binding, paper cover, case cover, quarter cloth, lips and stiff quarter, eather, stiff cut, hush, quarter, calico turned I half cloth and marble, halt leather and calico, full cloth, full leather binding making of doàlcets, enve’opes portfolioes and albums

5 DRAWING AND PAINTING

THEORY
1. Basic design and colour Design.
2. Effect pf 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, ktaar, Aroha Avroha, Rage, Gat lay matra tat khali.
2. Knowledge of Education system as laid down by N. Vishnu Digamber or Pt Bhatkinan
3. Outline of History of Indian Music.

PRACTICAL

1. To Participate in Community Singing
2. Stress on Creating and Developinng Proper Sense of Rhythm
3. Ability to Sing Five Rages - Yaman Kaji, Khamaj. Phopali. Sarang.
4. Five taals and thekas kahrawa, Dadra, Tritaal, Jhaptaal. Chantall.
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 Modem
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 Pints of the Body - Feet, Toes, Thighs, Torse. 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, Soft Wire Toys .
4. Stuffed Puppets, Simple Puppets
5. Simple Mechanisations of Toys.

PRACTICAL.

1. Preparation of simple toys and puppets
2. Handling of plaster - casting
3. Decoration of toys - painting, dresses of toys
4. Preparation of a receipt book page

Whole year A complete record/tile and productive articles are to be made or prepared by the students which will be evaluated by on external examiner. the candidate has in 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.

9. HANDICRAFT

इकाई – 1　1　(1) केन वर्क पीश = 3' x 2' = 6"
(2) ग्रीटिंग कार्ड = 12
इकाई – 2　2　(1) जूट बैग = 1' x 1' टेबिल मैट्स = 8' x 1'
(2) डोर मैट्स = 10' x 14'
इकाई – 3　3　(1) पैचवर्क – पेपर पैचवर्क
(2) पेन होल्डर
इकाई – 4　4　(1) सिरेमिक वर्क – 3
(2) फ्लावर मेकिंग – वेल्वेट, अरगंडी – 6
इकाई –5　5　(1) रंगोली तथा हैंड पेंटिंग = 2' x 2' = 8"
(2) टैडीवियर – 1 नग

संदर्भ – उद्यमी शिक्षा गुलाबचंद जैन मदन मोहन जनरल स्टोर, जबलपुर

10. WOODCRAFT

इकाई – 1　उपकरणों के नाम, कार्य एवं उपयोग जानना एवं करना ।
इकाई – 2　लकड़ियों के नाम, विशेषता गुण दोषों इत्यादि को जानना।
इकाई – 3　पॉलीश के प्रकार, बनाने तथा उपयोग की जानकारी।
इकाई – 4　डस्टर, संकेतक, अलग दवात स्टैण्ड बनाना।
इकाई – 5　चार्ट स्टैण्ड, फ्लेनल बोर्ड तथा नेम प्लेट बनाना।

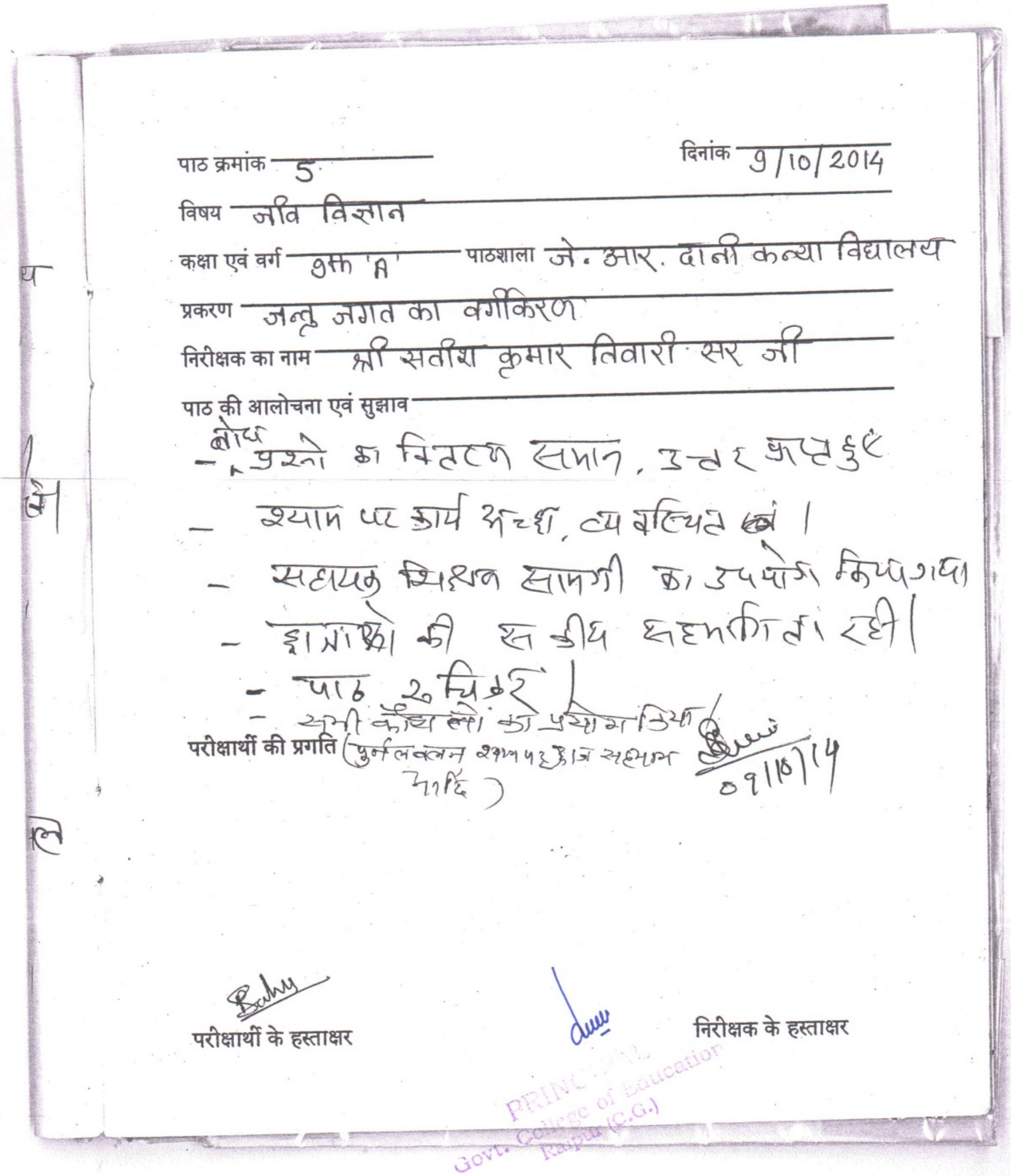
11. MATWEAVING

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　रंगाई की तकनीकी को जानना।
इकाई – 5　छपाई की तकनीकी का ज्ञान का 12 रूमाल की छपाई करना।

12. चाक एवं प्लास्टर आफ पेरिस उद्योग

इकाई – 1　चाक मिट्टी तथा प्लास्टर आफ पेरिस का उपयोग करना तथा संरचना जानना ।
इकाई – 2　पूरे सत्र में 240 चाक बनाना तथा डिब्बे में पैक करना।
इकाई – 3　9′ X 6′ के दो फ्रेम बनाना तथा उसमें फोटो चिपकाना।
इकाई – 4　वैक्स (मोम) के फलों का आकार बनाना
इकाई – 5　प्लास्टर आफ पेरिस से कोई एक सहायक शिक्षण सामग्री का निर्माण करना।

Annexure 2A . criticism Book of Teacher Educator



पाठ क्रमांक 5

दिनांक 9/10/2014

विषय जीव विज्ञान

कक्षा एवं वर्ग 9th 'A' पाठशाला जे. आर. दानी कन्या विद्यालय

प्रकरण जन्तु जगत का वर्गीकरण

निरीक्षक का नाम श्री सतीश कुमार तिवारी सर जी

पाठ की आलोचना एवं सुझाव

- बोध प्रश्नो का वितरण समान, उत्तर प्राप्त हुए
- श्यामपट कार्य अच्छा, व्यवस्थित [illegible] ।
- सहायक शिक्षण सामग्री का उपयोग किया गया
- छात्राओं की सक्रीय सहभागिता रही।
- पाठ रुचिकर।
- सभी कौशलों का प्रयोग किया।

परीक्षार्थी की प्रगति (पुर्नबलन श्यामपट्ट कार्य सम्प्रेषण आदि)

09/10/14

परीक्षार्थी के हस्ताक्षर

निरीक्षक के हस्ताक्षर

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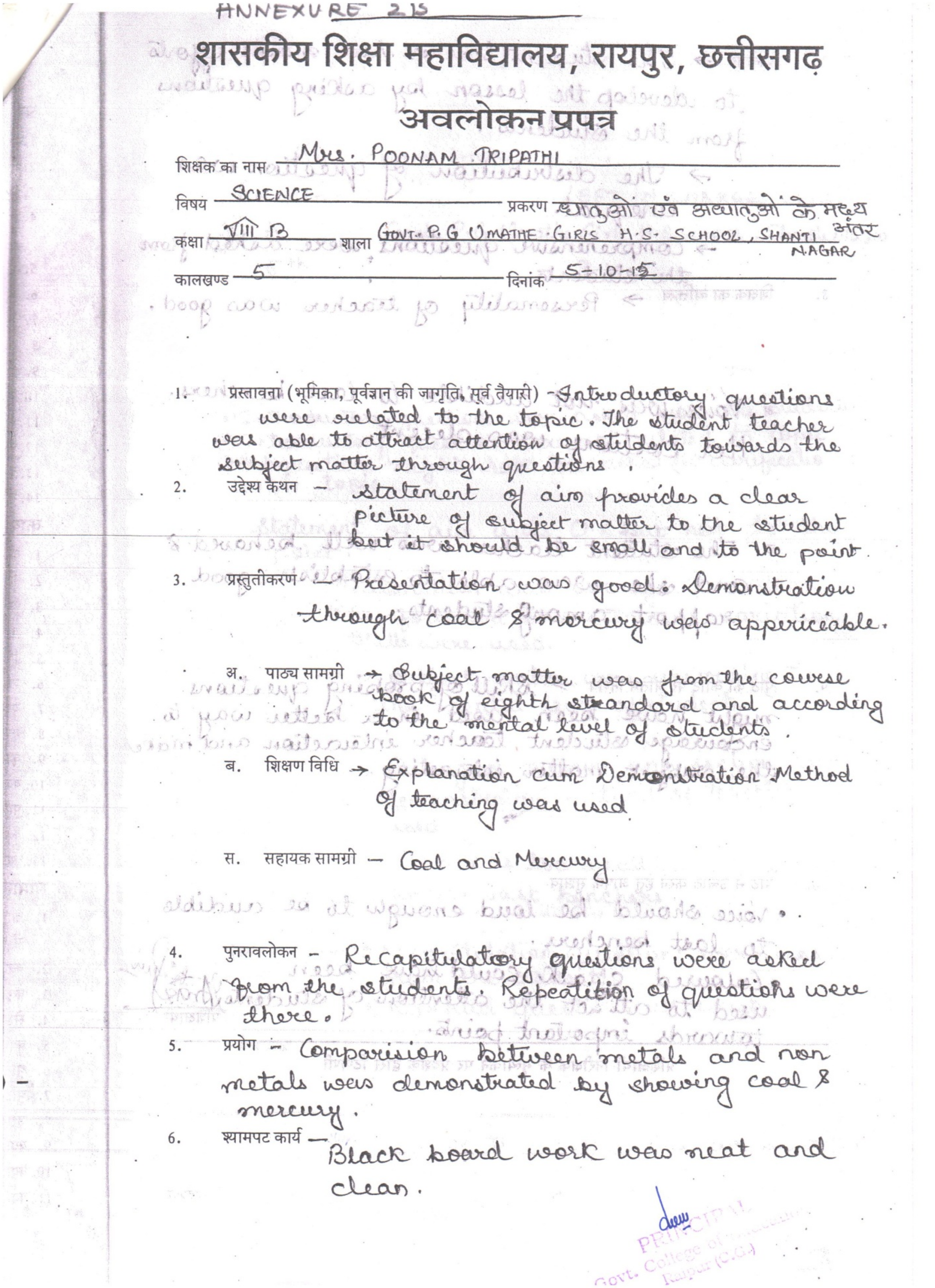

ANNEXURE 2.15

शासकीय शिक्षा महाविद्यालय, रायपुर, छत्तीसगढ़

अवलोकन प्रपत्र

शिक्षक का नाम Mrs. POONAM TRIPATHI

विषय SCIENCE प्रकरण धातुओं एवं अधातुओं के मध्य अंतर

कक्षा VIII B शाला GOVT. P.G UMATHE GIRLS H.S. SCHOOL, SHANTI NAGAR

कालखण्ड 5 दिनांक 5-10-15

1. प्रस्तावना (भूमिका, पूर्वज्ञान की जागृति, पूर्व तैयारी) - Introductory questions were related to the topic. The student teacher was able to attract attention of students towards the subject matter through questions.

2. उद्देश्य कथन - Statement of aim provides a clear picture of subject matter to the student but it should be small and to the point.

3. प्रस्तुतीकरण - Presentation was good. Demonstration through coal & mercury was appericiable.

अ. पाठ्य सामग्री → Subject matter was from the course book of eighth standard and according to the mental level of students.

ब. शिक्षण विधि → Explanation cum Demonstration Method of teaching was used.

स. सहायक सामग्री - Coal and Mercury

4. पुनरावलोकन - Recapitulatory questions were asked from the students. Repeatition of questions were there.

5. प्रयोग - Comparision between metals and non metals was demonstrated by showing coal & mercury.

6. श्यामपट कार्य - Black board work was neat and clean.

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7. प्रश्नोत्तर → The student teacher had made efforts to develop the lesson by asking questions from the students.

→ The distribution of question was unequal.

→ Comprehensive questions were asked from the students.

8. शिक्षक का व्यक्तित्व → Personality of teacher was good.

अ. Voice was not audible to last benchers. Her costume was decent.

ब. The student teacher was well behaved & and she was able to establish good rapport among students.

9. पाठ की कोटि पर अंतिम निर्णय → Skill of probing questions might have been used in a better way to encourage student teacher interaction and make the subject matter interesting.

10. पाठ में उन्नति करने हेतु आपके सुझाव

- Voice should be loud enough to be audible to last benchers.
- Coloured chalk could have been used to attract the attention of students towards important points.

प्रशिक्षार्थी

प्रशिक्षार्थी निरीक्षक के मूल्यांकन पर प्रदर्शक द्वारा टिप्पणी

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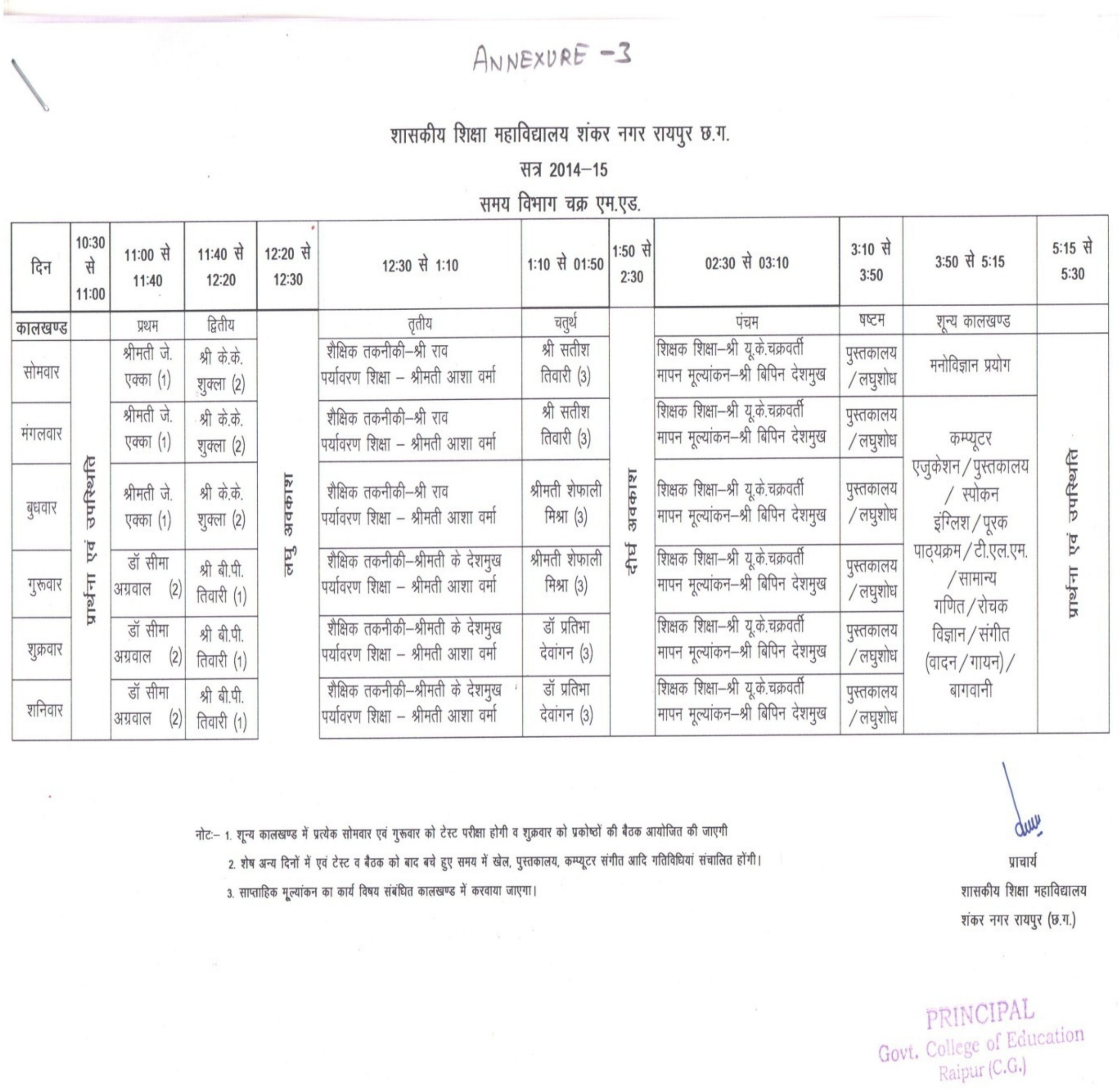
प्रदर्शक



ANNEXURE -3

शासकीय शिक्षा महाविद्यालय शंकर नगर रायपुर छ.ग.

सत्र 2014–15

समय विभाग चक्र एम.एड.

दिन	10:30 से 11:00	11:00 से 11:40	11:40 से 12:20	12:20 से 12:30	12:30 से 1:10	1:10 से 01:50	1:50 से 2:30	02:30 से 03:10	3:10 से 3:50	3:50 से 5:15	5:15 से 5:30
कालखण्ड		प्रथम	द्वितीय	लघु अवकाश	तृतीय	चतुर्थ	दीर्घ अवकाश	पंचम	षष्टम	शून्य कालखण्ड	
सोमवार	प्रार्थना एवं उपस्थिति	श्रीमती जे. एक्का (1)	श्री के.के. शुक्ला (2)		शैक्षिक तकनीकी–श्री राव पर्यावरण शिक्षा – श्रीमती आशा वर्मा	श्री सतीश तिवारी (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध	मनोविज्ञान प्रयोग	प्रार्थना एवं उपस्थिति
मंगलवार		श्रीमती जे. एक्का (1)	श्री के.के. शुक्ला (2)		शैक्षिक तकनीकी–श्री राव पर्यावरण शिक्षा – श्रीमती आशा वर्मा	श्री सतीश तिवारी (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध	कम्प्यूटर एजुकेशन/पुस्तकालय / स्पोकन इंग्लिश/पूरक पाठ्यक्रम/टी.एल.एम. /सामान्य गणित/रोचक विज्ञान/संगीत (वादन/गायन)/ बागवानी	
बुधवार		श्रीमती जे. एक्का (1)	श्री के.के. शुक्ला (2)		शैक्षिक तकनीकी–श्री राव पर्यावरण शिक्षा – श्रीमती आशा वर्मा	श्रीमती शेफाली मिश्रा (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध		
गुरूवार		डॉ सीमा अग्रवाल (2)	श्री बी.पी. तिवारी (1)		शैक्षिक तकनीकी–श्रीमती के देशमुख पर्यावरण शिक्षा – श्रीमती आशा वर्मा	श्रीमती शेफाली मिश्रा (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध		
शुक्रवार		डॉ सीमा अग्रवाल (2)	श्री बी.पी. तिवारी (1)		शैक्षिक तकनीकी–श्रीमती के देशमुख पर्यावरण शिक्षा – श्रीमती आशा वर्मा	डॉ प्रतिभा देवांगन (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध		
शनिवार		डॉ सीमा अग्रवाल (2)	श्री बी.पी. तिवारी (1)		शैक्षिक तकनीकी–श्रीमती के देशमुख पर्यावरण शिक्षा – श्रीमती आशा वर्मा	डॉ प्रतिभा देवांगन (3)		शिक्षक शिक्षा–श्री यू.के.चक्रवर्ती मापन मूल्यांकन–श्री बिपिन देशमुख	पुस्तकालय /लघुशोध		

नोटः– 1. शून्य कालखण्ड में प्रत्येक सोमवार एवं गुरूवार को टेस्ट परीक्षा होगी व शुक्रवार को प्रकोष्ठों की बैठक आयोजित की जाएगी
2. शेष अन्य दिनों में एवं टेस्ट व बैठक को बाद बचे हुए समय में खेल, पुस्तकालय, कम्प्यूटर संगीत आदि गतिविधियां संचालित होंगी।
3. साप्ताहिक मूल्यांकन का कार्य विषय संबंधित कालखण्ड में करवाया जाएगा।

प्राचार्य
शासकीय शिक्षा महाविद्यालय
शंकर नगर रायपुर (छ.ग.)

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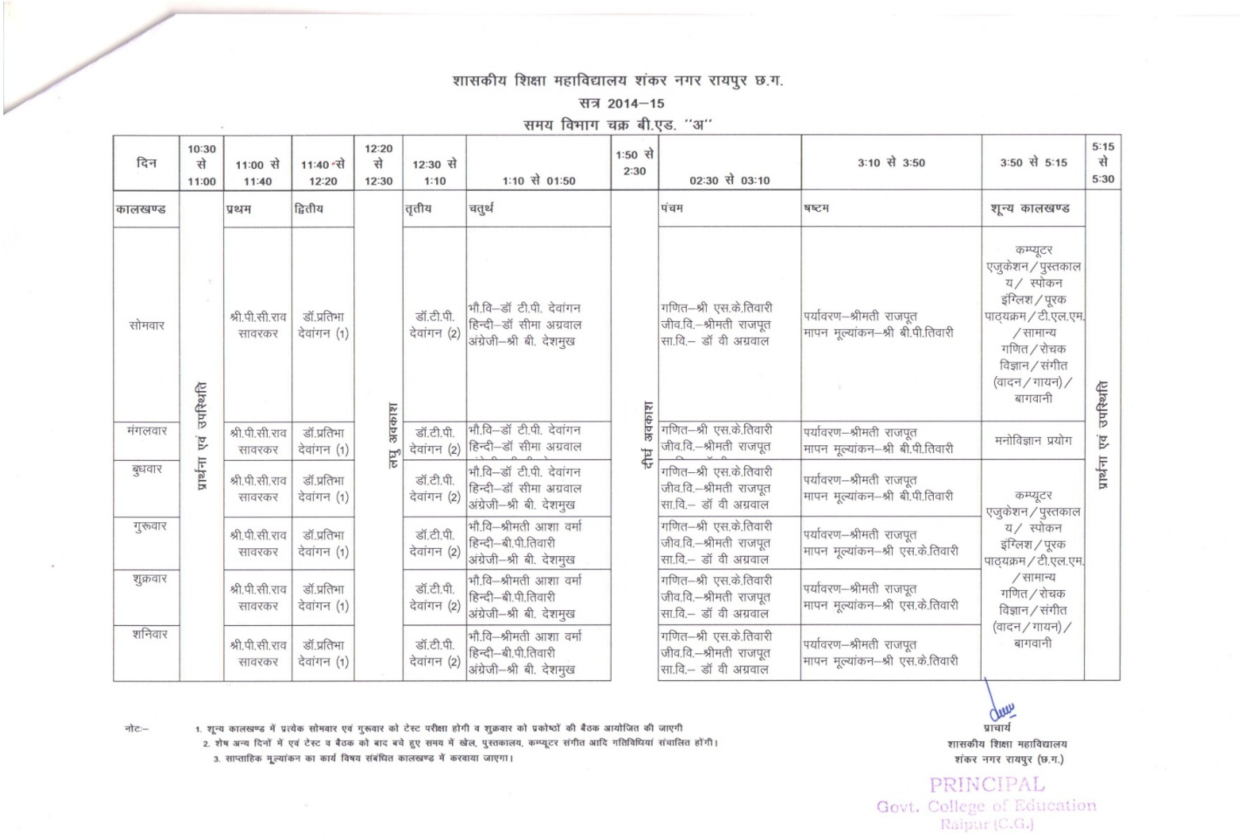
Raipur (C.G.)



शासकीय शिक्षा महाविद्यालय शंकर नगर रायपुर छ.ग.

सत्र 2014–15

समय विभाग चक्र बी.एड. ''अ''

दिन	10:30 से 11:00	11:00 से 11:40	11:40 से 12:20	12:20 से 12:30	12:30 से 1:10	1:10 से 01:50	1:50 से 2:30	02:30 से 03:10	3:10 से 3:50	3:50 से 5:15	5:15 से 5:30
कालखण्ड	प्रार्थना एवं उपस्थिति	प्रथम	द्वितीय	लघु अवकाश	तृतीय	चतुर्थ	दीर्घ अवकाश	पंचम	षष्टम	शून्य कालखण्ड	प्रार्थना एवं उपस्थिति
सोमवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.– डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री बी.पी.तिवारी	कम्प्यूटर एजुकेशन/पुस्तकालय/ स्पोकन इंग्लिश/पूरक पाठ्यक्रम/टी.एल.एम./सामान्य गणित/रोचक विज्ञान/संगीत (वादन/गायन)/ बागवानी	
मंगलवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री बी.पी.तिवारी	मनोविज्ञान प्रयोग	
बुधवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.– डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री बी.पी.तिवारी	कम्प्यूटर एजुकेशन/पुस्तकालय/ स्पोकन इंग्लिश/पूरक पाठ्यक्रम/टी.एल.एम./सामान्य गणित/रोचक विज्ञान/संगीत (वादन/गायन)/ बागवानी	
गुरूवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.– डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		
शुक्रवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.– डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		
शनिवार		श्री.पी.सी.राव सावरकर	डॉ.प्रतिभा देवांगन (1)		डॉ.टी.पी. देवांगन (2)	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.– डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		

नोटः–

1. शून्य कालखण्ड में प्रत्येक सोमवार एवं गुरूवार को टेस्ट परीक्षा होगी व शुक्रवार को प्रकोष्ठों की बैठक आयोजित की जाएगी
2. शेष अन्य दिनों में एवं टेस्ट व बैठक को बाद बचे हुए समय में खेल, पुस्तकालय, कम्प्यूटर संगीत आदि गतिविधियां संचालित होंगी।
3. साप्ताहिक मूल्यांकन का कार्य विषय संबंधित कालखण्ड में करवाया जाएगा।

प्राचार्य
शासकीय शिक्षा महाविद्यालय
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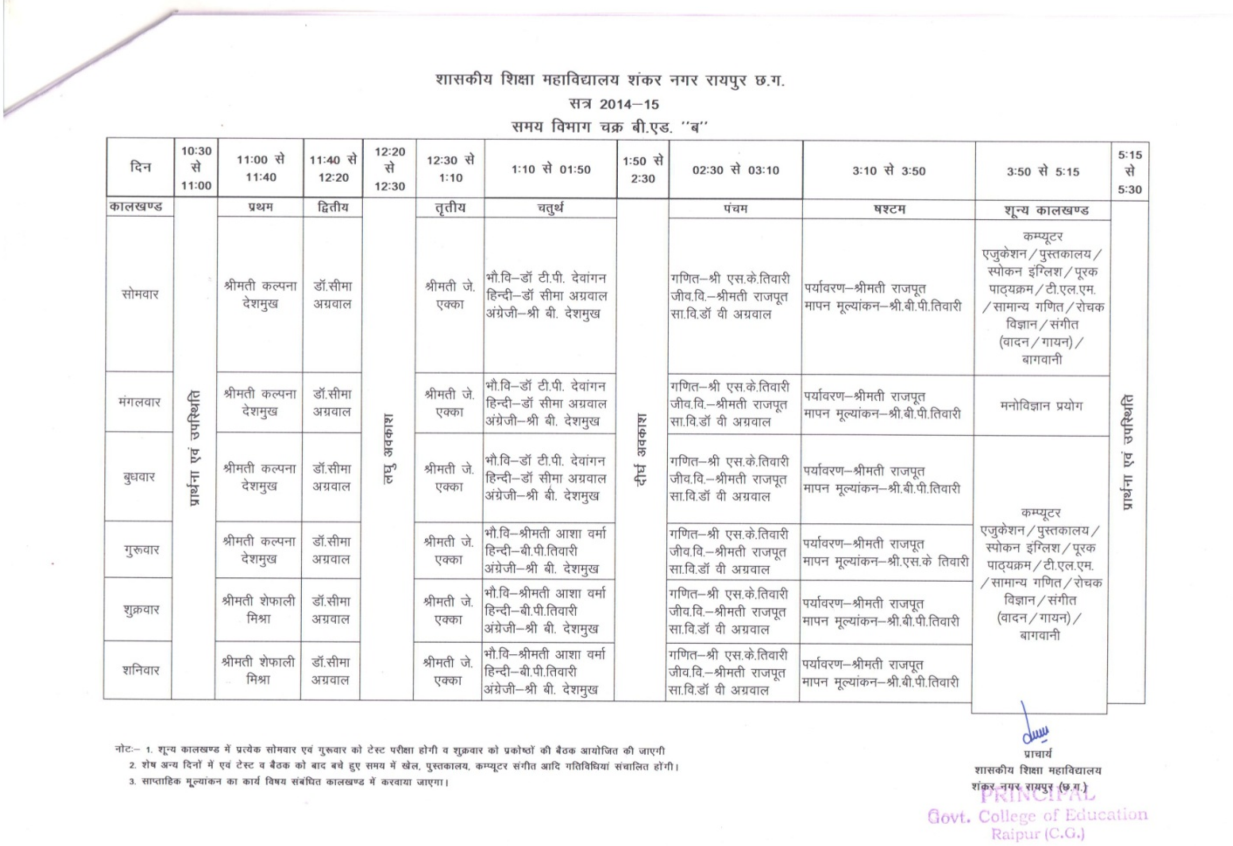

शासकीय शिक्षा महाविद्यालय शंकर नगर रायपुर छ.ग.

सत्र 2014–15

समय विभाग चक्र बी.एड. ''ब''

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कालखण्ड		प्रथम	द्वितीय		तृतीय	चतुर्थ		पंचम	षश्टम	शून्य कालखण्ड	
सोमवार	प्रार्थना एवं उपस्थिति	श्रीमती कल्पना देशमुख	डॉ.सीमा अग्रवाल	लघु अवकाश	श्रीमती जे. एक्का	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख	दीर्घ अवकाश	गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी	कम्प्यूटर एजुकेशन / पुस्तकालय / स्पोकन इंग्लिश / पूरक पाठ्यक्रम / टी.एल.एम. / सामान्य गणित / रोचक विज्ञान / संगीत (वादन / गायन) / बागवानी	प्रार्थना एवं उपस्थिति
मंगलवार		श्रीमती कल्पना देशमुख	डॉ.सीमा अग्रवाल		श्रीमती जे. एक्का	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी	मनोविज्ञान प्रयोग	
बुधवार		श्रीमती कल्पना देशमुख	डॉ.सीमा अग्रवाल		श्रीमती जे. एक्का	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी	कम्प्यूटर एजुकेशन / पुस्तकालय / स्पोकन इंग्लिश / पूरक पाठ्यक्रम / टी.एल.एम. / सामान्य गणित / रोचक विज्ञान / संगीत (वादन / गायन) / बागवानी	
गुरूवार		श्रीमती कल्पना देशमुख	डॉ.सीमा अग्रवाल		श्रीमती जे. एक्का	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.एस.के तिवारी		
शुक्रवार		श्रीमती शेफाली मिश्रा	डॉ.सीमा अग्रवाल		श्रीमती जे. एक्का	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी		
शनिवार		श्रीमती शेफाली मिश्रा	डॉ.सीमा अग्रवाल		श्रीमती जे. एक्का	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी		

नोटः– 1. शून्य कालखण्ड में प्रत्येक सोमवार एवं गुरूवार को टेस्ट परीक्षा होगी व शुक्रवार को प्रकोष्ठों की बैठक आयोजित की जाएगी
2. शेष अन्य दिनों में एवं टेस्ट व बैठक को बाद बचे हुए समय में खेल, पुस्तकालय, कम्प्यूटर संगीत आदि गतिविधियां संचालित होंगी।
3. साप्ताहिक मूल्यांकन का कार्य विषय संबंधित कालखण्ड में करवाया जाएगा।

प्राचार्य
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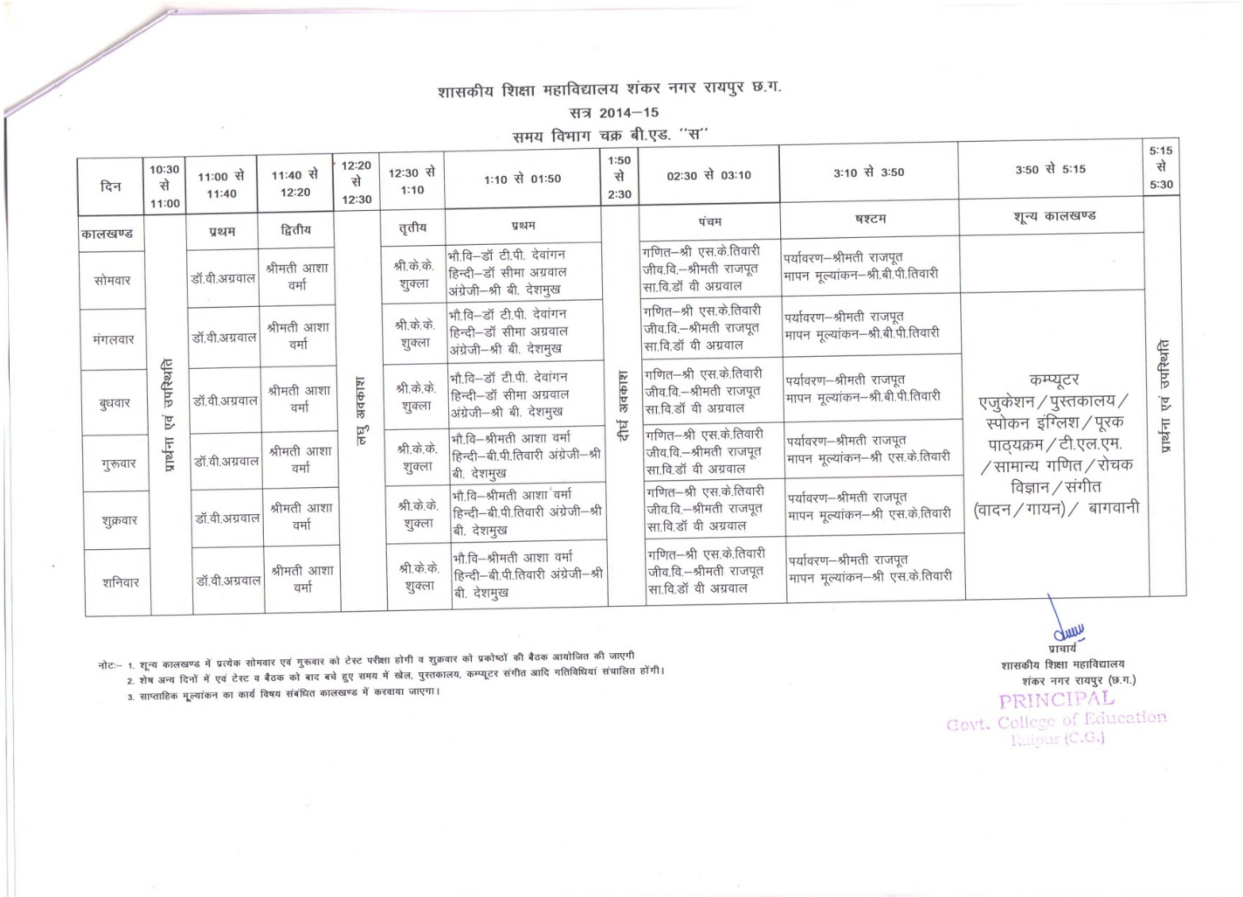

शासकीय शिक्षा महाविद्यालय शंकर नगर रायपुर छ.ग.
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कालखण्ड	प्रार्थना एवं उपस्थिति	प्रथम	द्वितीय	लघु अवकाश	तृतीय	प्रथम	दीर्घ अवकाश	पंचम	षश्टम	शून्य कालखण्ड	प्रार्थना एवं उपस्थिति
सोमवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी		
मंगलवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी	कम्प्यूटर एजुकेशन/पुस्तकालय/स्पोकन इंग्लिश/पूरक पाठ्यक्रम/टी.एल.एम. /सामान्य गणित/रोचक विज्ञान/संगीत (वादन/गायन)/ बागवानी	
बुधवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–डॉ टी.पी. देवांगन हिन्दी–डॉ सीमा अग्रवाल अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री.बी.पी.तिवारी		
गुरूवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		
शुक्रवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		
शनिवार		डॉ.वी.अग्रवाल	श्रीमती आशा वर्मा		श्री.के.के. शुक्ला	भौ.वि–श्रीमती आशा वर्मा हिन्दी–बी.पी.तिवारी अंग्रेजी–श्री बी. देशमुख		गणित–श्री एस.के.तिवारी जीव.वि.–श्रीमती राजपूत सा.वि.डॉ वी अग्रवाल	पर्यावरण–श्रीमती राजपूत मापन मूल्यांकन–श्री एस.के.तिवारी		

नोटः– 1. शून्य कालखण्ड में प्रत्येक सोमवार एवं गुरूवार को टेस्ट परीक्षा होगी व शुक्रवार को प्रकोष्ठों की बैठक आयोजित की जाएगी
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प्राचार्य
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Raipur (C.G.)

ANNEXURE – 4

शासकीय शिक्षा महाविद्यालय, रायपुर

सत्र 2014–15

एम.एड./बी.एड. प्रशिक्षार्थी हेतु फीडबैक

(नाम वाले खण्ड को भरना अनिवार्य नहीं है)

प्रशिक्षार्थी का नाम श्रीमती रीता जैन पद व्याख्याता

कक्षा बी. एड. विद्यालय/कार्यरत संस्था का पता शास०उ० मा० शाला संतोषीनगर

निवास/स्थाई पता C-282 - Shailendra Nagar Raipur.

मो. नबंर 9784470861 वैकल्पिक नंबर

ईमेल आईडी.

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01. महाविद्यालय की प्रवेश प्रक्रिया पर आप अपना मत दें?
☐ बहुत अच्छी ☑ अच्छी ☐ संतोषप्रद ☐ असंतोषप्रद

02. महाविद्यालय में सीधी भर्ती से प्रवेश के लिए प्रशिक्षार्थियों के लिए ऑनलाईन काउंसलिंग की प्रक्रिया पर आप अपना मत दें?

03. ☑ बहुत अच्छी ☐ अच्छी ☐ संतोषप्रद ☐ असंतोषप्रद

04. महाविद्यालय द्वारा निर्धारित की गई उपस्थिति(Attendence) प्रक्रिया स्वअनुशासन बनाने में कितनी कारगर है?
☑ बहुत अच्छी ☐ अच्छी ☐ संतोषप्रद ☐ असंतोषप्रद

05. महाविद्यालय द्वारा प्रतिदिन की जाने वाले प्रार्थना सभा आपके स्वस्थ मानसिक विकास में कितनी सहायक हैं, आप अपना मत दें?
☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

06. प्रतिदिन की प्रार्थना सभा में शिक्षक प्रशिक्षार्थियों द्वारा उनके शिक्षा से जुड़े संस्मरण तथा गैर विभागीय प्रशिक्षार्थियों द्वारा प्रेरक प्रसंग की श्रृंखला आयोजित की जाती है। इस अभिव्यक्ति से आपके अभिव्यक्ति कौशल की प्रभाविता पर आप अपना मत दें?
☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

07. संस्मरण एवं प्रेरक प्रंसग की श्रृंखला से आपके जीवन/सोच में कितना सकारात्मक प्रभाव पड़ा, पर आप अपना मत दें ?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

08. छात्र संघ चुनाव प्रकिया पर आप अपना मत दें?

09. ☐ बहुत अच्छा ☐ अच्छा ☑ संतोषप्रद ☐ असंतोषप्रद

10. महाविद्यालय में छात्र संघ की सक्रिय भागीदारी के संबंध में आप अपना मत दें?
☐ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☑ असंतोषप्रद

11. महाविद्यालय की स्वच्छता व्यवस्था के बारे में आप अपना मत दें?
☐ बहुत अच्छी ☐ अच्छी ☑ संतोषप्रद ☐ असंतोषप्रद

12. महाविद्यालय की पेयजल व्यवस्था के बारे में आप अपना मत दें?
☐ बहुत अच्छी ☑ अच्छी ☐ संतोषप्रद ☐ असंतोषप्रद

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13. महाविद्यालय के बाग–बगीचों के समुचित रखरखाव के संबंध में आप अपना मत दें?
☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

14. महाविद्यालय के प्रसाधन कक्षों की स्वच्छता के संबंध में आप अपना मत दें?
☐ बहुत अच्छी ☐ अच्छी ☐ संतोषप्रद ☑ असंतोषप्रद

15. महाविद्यालय के भवन व्यवस्था के संबंध में आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

16. महाविद्यालय के अनुशासन के संबंध मे आप अपना मत दें?
☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

17. महाविद्यालय की बी.एड./एम.एड. की बैठक व्यवस्था के बारे में आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

18. बी.एड./एम.एड. के पाठ्यक्रम का आपके शिक्षण कौशल के उन्नयन में कैसा योगदान होगा अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

19. विश्वविद्यालय द्वारा निर्धारित पाठ्यक्रम जिन उद्देश्यों को लेकर रखा गया है महाविद्यालय द्वारा उन उद्देश्यों की पूर्ति के संबंध में आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

20. महाविद्यालय द्वारा पूरक पाठ्यक्रम तैयार कर शून्य कालखण्ड में सम–सामयिक विषयों जैसे – आरटीई, सीसीई, स्पोकन इंग्लिश, तनाव प्रबंधन आदि का प्रशिक्षण दिया गया था।इसकी उपयोगिता पर आप अपना मत दें?
☐ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☑ असंतोषप्रद

21. वर्तमान पाठ्यक्रम बाल/किशोर के मनोविज्ञान को समझने में सहायक हैं पर आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

22. महाविद्यालय में अध्यापन की जाने वाली कक्षाओं की औसत नियमितता पर आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

23. कक्षा शिक्षण में सामान्यतः विभिन्न विषयों के विषय–वस्तु की अवधारणा की स्पष्टता पर आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

24. महाविद्यालय में अभ्यास शिक्षण के पूर्व की तैयारी (सेमीनार, पाठ प्रदर्शन) पर आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

25. महाविद्यालय में अभ्यास शिक्षण के दौरान जो मार्गदर्शन मिला उसकी प्रभाविता पर आप अपना मत दें?
☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

26. प्रशिक्षण के दौरान निर्धारित पाठ योजना का आपके शिक्षण कौशल पर पड़ने वाले संभावित प्रभाव पर आप अपना मत दें?
☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

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27. कक्षा अध्यापन के पूर्व पाठ योजना बनाकर अध्यापन किये जाने से कक्षा में बच्चों की सीखने की प्रक्रिया की आपके मतानुसार कैसा प्रभाव संभावित है? आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

28. विभिन्न कौशलों (सूक्ष्म शिक्षण) के प्रयोग से अधिगम एवं शिक्षण के प्रभावशीलता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

29. शिक्षण विधि कक्षा शिक्षण में कितनी उपयोगी है? आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

30. महाविद्यालय द्वारा प्रशिक्षार्थियों को विद्यालय की समस्त गतिविधियों एवं विद्यालय में संधारित किए जाने वाले अभिलेखों से परिचित कराने के लिए एक सप्ताह हेतु इंटर्नशिप का **नवाचार** किया गया। इसकी प्रभाविता पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

31. महाविद्यालय में आयोजित **चेतना विकास मूल्य शिक्षा** की प्रभावशीलता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

32. महाविद्यालय में आयोजित **वाइटल समूह द्वारा आयोजित मूल्य शिक्षा** की प्रभावशीलता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

33. महाविद्यालय में शून्य कालखण्ड में आयोजित विभिन्न गतिविधियों की प्रभावशीलता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

34. महाविद्यालय में शून्य कालखण्ड में आयोजित विभिन्न गतिविधियों की एक विद्यालय के लिए उपयोगिता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

35. प्रशिक्षण के दौरान महाविद्यालय में आपको दिया गया कम्प्यूटर प्रशिक्षण(आईसीटी) की उपयोगिता की प्रभावशीलता पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

36. महाविद्यालय में कराए गए मनोवैज्ञानिक प्रयोग की एक शिक्षक के लिए कितनी उपयोगिता है? आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

37. अंतिम अभ्यास पाठ के दौरान प्राध्यापकों द्वारा दिए गए मार्गदर्शन/सहायता के स्तर पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

38. महाविद्यालय के 'पुस्तकालय' में पुस्तक प्राप्ति की **'खुली अलमारी'** व्यवस्था की परीक्षा तैयारी में सार्थकता पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

39. महाविद्यालय के पुस्तकालय में आपकी आवश्यकता अनुरूप पुस्तकों की उपलब्धता के स्तर पर आप अपना मत दें।

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

40. महाविद्यालय के पुस्तकालय में बैठक व्यवस्था के संबंध में आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

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41.महाविद्यालय में होने वाले क्रीड़ा प्रतियोगिता/सांस्कृतिक प्रतियोगिता के संबंध में आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

42.महाविद्यालय में आयोजित ग्रामीण शिविर के बारे में आप अपना मत दें।

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

43.ग्रामीण जीवन को समझने और शालेय कार्य में ग्रामीण शिविर की उपयोगिता पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

44.महाविद्यालय में वर्ष के दौरान तीन बार आयोजित प्लेसमेंट कार्यक्रम (सीधी भर्ती प्रशिक्षार्थियों के लिए) नवाचार की प्रभावशीलता पर आप अपना मत दें?

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

45.महाविद्यालय में उपलब्ध समग्र सुविधाओं पर आप अपना मत दें?

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

46.महाविद्यालयीन प्रबंध व्यवस्था, शिक्षण अधिगम प्रक्रिया, प्रशासन आदि समग्र व्यवस्थाओं पर प्रशिक्षार्थियों से सीधे एवं त्वरित फीडबैक/सुझाव प्राप्त करने हेतु महाविद्यालय प्रबंधन द्वारा स्थापित नवाचारी **Feedback & Sugestion Box** की उपयोगिता पर आप अपना मत दें।

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

47. **Feedback & Sugestion Box** के द्वारा प्रशिक्षार्थियों ने महाविद्यालय प्रबंधन को जो फीडबैक एवं सुझाव प्रदान किए थे उन पर की गई त्वरित कार्यवाही पर आप अपना मत दें।

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

48. महाविद्यालय में साप्ताहिक निबंध,सात्रिक कार्य एवं जॉच परीक्षा के क्रियाकलाप की उपयोगिता पर आप अपना मत दें।

☑ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

49.महाविद्यालय के पाठ्य सहगामी कियाकलाप की प्रभावशीलता पर आप अपना मत दें ।

☐ बहुत अच्छा ☑ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

50.महाविद्यालय में शोध कार्य करने हेतु जो मार्गदर्शन दिया गया ,उसकी प्रभावशीलता के संबंध में आप अपना मत दें ।

☐ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

51.क्रियात्मक अनुसंधान/लघुशोध कार्य करने की क्षमता का उपयोग आपकी विद्यालयीन /शैक्षिक समस्याओं को हल करने में किस स्तर तक प्रभावी रहेगा? अपना मत दें?

☐ बहुत अच्छा ☐ अच्छा ☐ संतोषप्रद ☐ असंतोषप्रद

इसके अतिरिक्त महाविद्यालय के उन्नयन के संबंध में आप अपना सुझाव देना चाहें।

महिला प्रसाधन कक्ष की सफाई आवश्यक है।

(यदि स्थान कम हो तो अतिरिक्त पृष्ठ में लिखें)

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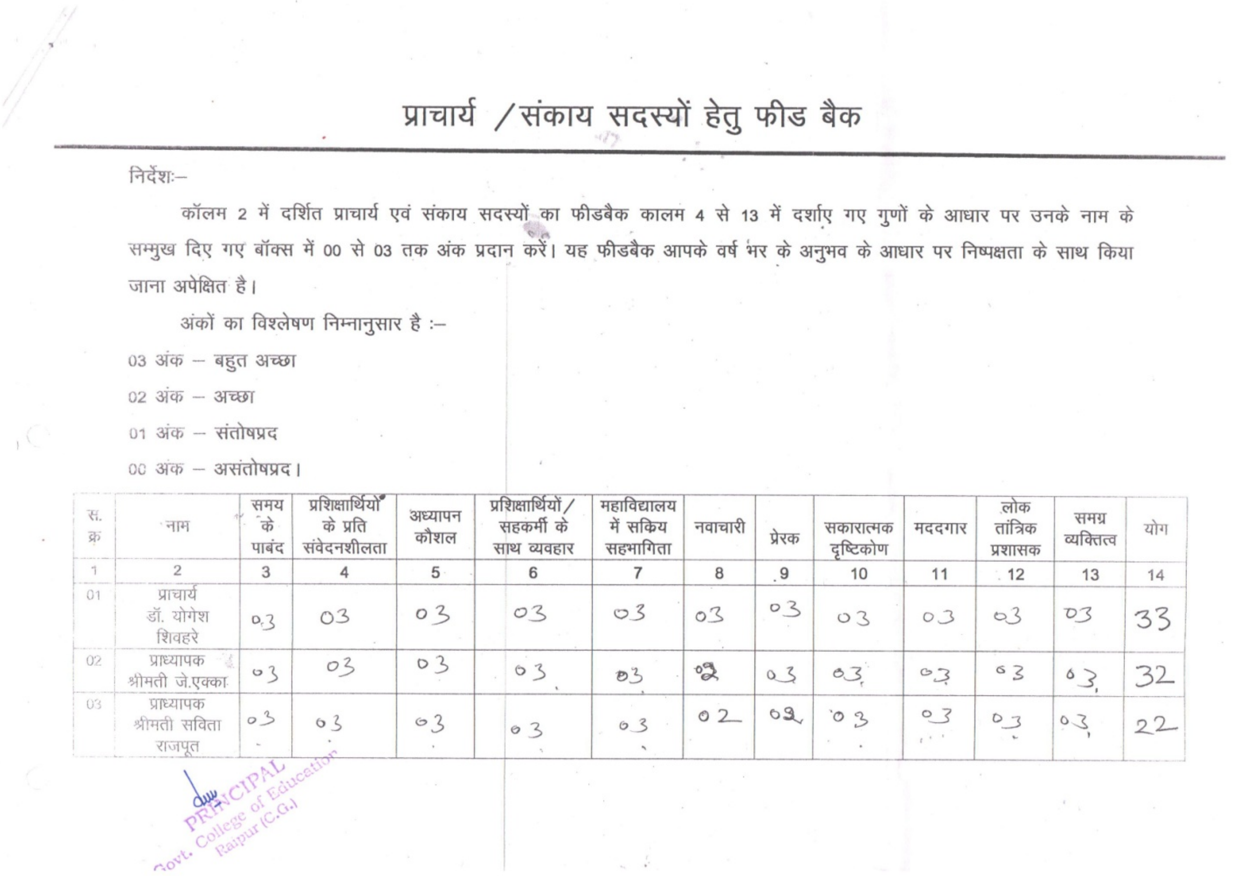

प्राचार्य /संकाय सदस्यों हेतु फीड बैक

निर्देशः–

कॉलम 2 में दर्शित प्राचार्य एवं संकाय सदस्यों का फीडबैक कालम 4 से 13 में दर्शाए गए गुणों के आधार पर उनके नाम के सम्मुख दिए गए बॉक्स में 00 से 03 तक अंक प्रदान करें। यह फीडबैक आपके वर्ष भर के अनुभव के आधार पर निष्पक्षता के साथ किया जाना अपेक्षित है।

अंकों का विश्लेषण निम्नानुसार है :–

03 अंक – बहुत अच्छा

02 अंक – अच्छा

01 अंक – संतोषप्रद

00 अंक – असंतोषप्रद।

स. क्र	नाम	समय के पाबंद	प्रशिक्षार्थियों के प्रति संवेदनशीलता	अध्यापन कौशल	प्रशिक्षार्थियों / सहकर्मी के साथ व्यवहार	महाविद्यालय में सक्रिय सहभागिता	नवाचारी	प्रेरक	सकारात्मक दृष्टिकोण	मददगार	लोक तांत्रिक प्रशासक	समग्र व्यक्तित्व	योग
1	2	3	4	5	6	7	8	9	10	11	12	13	14
01	प्राचार्य डॉ. योगेश शिवहरे	03	03	03	03	03	03	03	03	03	03	03	33
02	प्राध्यापक श्रीमती जे.एक्का	03	03	03	03	03	02	03	03	03	03	03	32
03	प्राध्यापक श्रीमती सविता राजपूत	03	03	03	03	03	02	02	03	03	03	03	22

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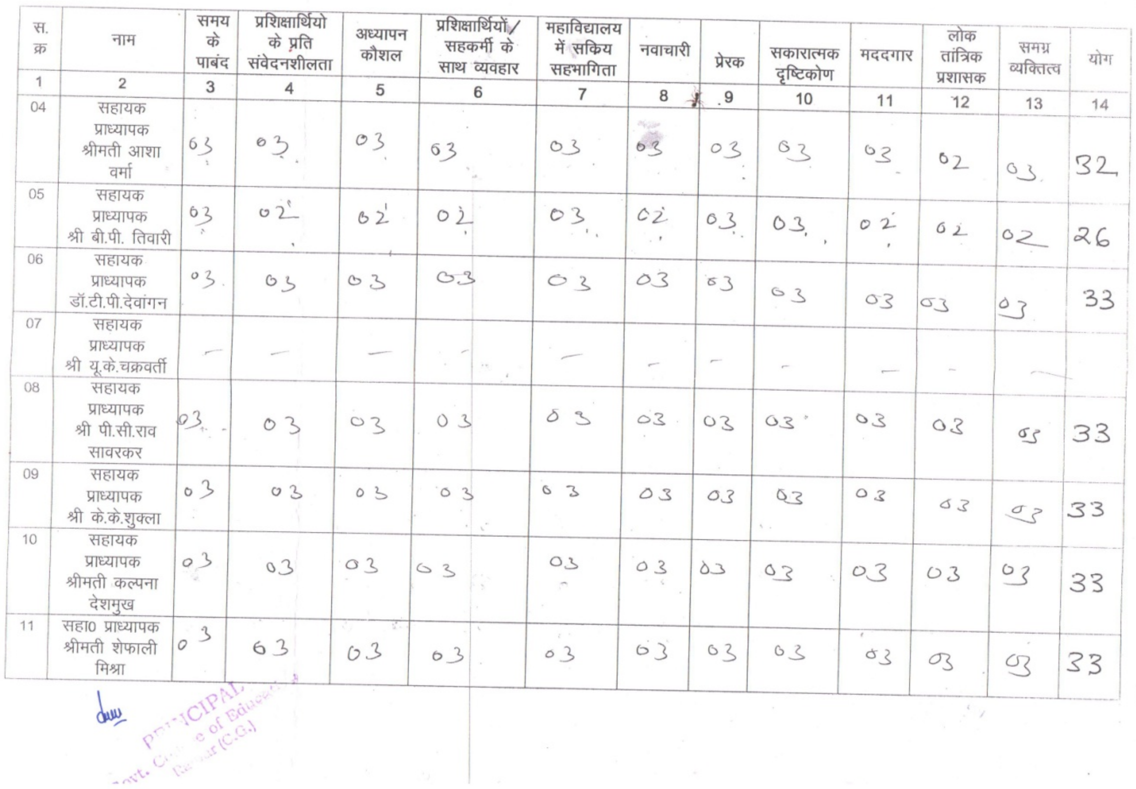

स. क्र	नाम	समय के पाबंद	प्रशिक्षार्थियो के प्रति संवेदनशीलता	अध्यापन कौशल	प्रशिक्षार्थियों / सहकर्मी के साथ व्यवहार	महाविद्यालय में सकिय सहभागिता	नवाचारी	प्रेरक	सकारात्मक दृष्टिकोण	मददगार	लोक तांत्रिक प्रशासक	समग्र व्यक्तित्व	योग
1	2	3	4	5	6	7	8	9	10	11	12	13	14
04	सहायक प्राध्यापक श्रीमती आशा वर्मा	03	03	03	03	03	03	03	03	03	02	03	32
05	सहायक प्राध्यापक श्री बी.पी. तिवारी	03	02	02	02	03	02	03	03	02	02	02	26
06	सहायक प्राध्यापक डॉ.टी.पी.देवांगन	03	03	03	03	03	03	03	03	03	03	03	33
07	सहायक प्राध्यापक श्री यू.के.चक्रवर्ती	–	–	–	–	–	–	–	–	–	–	–	
08	सहायक प्राध्यापक श्री पी.सी.राव सावरकर	03	03	03	03	03	03	03	03	03	03	03	33
09	सहायक प्राध्यापक श्री के.के.शुक्ला	03	03	03	03	03	03	03	03	03	03	03	33
10	सहायक प्राध्यापक श्रीमती कल्पना देशमुख	03	03	03	03	03	03	03	03	03	03	03	33
11	सहा0 प्राध्यापक श्रीमती शेफाली मिश्रा	03	03	03	03	03	03	03	03	03	03	03	33

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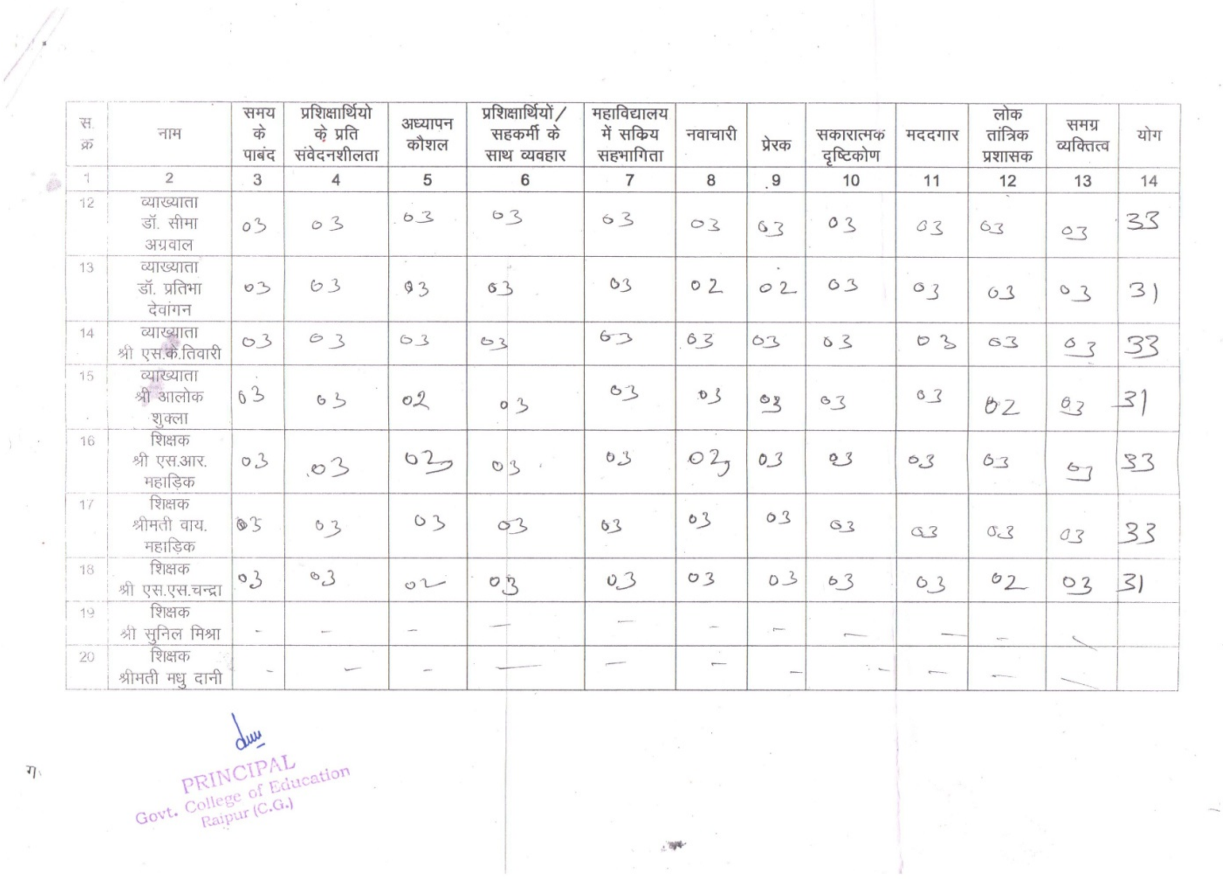

स. क्र	नाम	समय के पाबंद	प्रशिक्षार्थियो के प्रति संवेदनशीलता	अध्यापन कौशल	प्रशिक्षार्थियों / सहकर्मी के साथ व्यवहार	महाविद्यालय में सक्रिय सहभागिता	नवाचारी	प्रेरक	सकारात्मक दृष्टिकोण	मददगार	लोक तांत्रिक प्रशासक	समग्र व्यक्तित्व	योग
1	2	3	4	5	6	7	8	9	10	11	12	13	14
12	व्याख्याता डॉ. सीमा अग्रवाल	03	03	03	03	03	03	03	03	03	03	03	33
13	व्याख्याता डॉ. प्रतिभा देवांगन	03	03	03	03	03	02	02	03	03	03	03	31
14	व्याख्याता श्री एस.के.तिवारी	03	03	03	03	03	03	03	03	03	03	03	33
15	व्याख्याता श्री आलोक शुक्ला	03	03	02	03	03	03	03	03	03	02	03	31
16	शिक्षक श्री एस.आर. महाड़िक	03	03	02	03	03	02	03	03	03	03	03	33
17	शिक्षक श्रीमती वाय. महाड़िक	03	03	03	03	03	03	03	03	03	03	03	33
18	शिक्षक श्री एस.एस.चन्द्रा	03	03	02	03	03	03	03	03	03	02	03	31
19	शिक्षक श्री सुनिल मिश्रा	-	-	-	-	-	-	-	-	-	-	-	
20	शिक्षक श्रीमती मधु दानी	-	-	-	-	-	-	-	-	-	-	-	

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ANNEXURE-5

कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय (सी.टी.ई.)
शंकर नगर रायपुर, 492007 (छ0ग0)

☎- 0771-2443796, Fax-0771-2443796, e-mail address- ctechhattisgarh@gmail.com

संकाय सदस्यों का मासिक स्वमूल्यांकन प्रपत्र

स्वमूल्यांकनकर्ता का नाम एवं पद :– बी०पी०तिवारी, सहायक प्राध्यापक

स्वमूल्यांकन माह एवं वर्ष :– 2014-15

	हमेशा	कभी–कभी		कभी नहीं	
		50% के अधिक	50% के कम		
01. मैं महाविद्यालय समय पर पहुँचता/पहुँचती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
02. मैं महाविद्यालय की प्रार्थना सभा में उपस्थित होता/होती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
03. मैं महाविद्यालय में पूरे समय उपस्थित रहता/रहती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
04. मैं महाविद्यालय के समस्त परिसर का प्रतिदिन अवलोकन करता/करती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	03
05. मैं महाविद्यालय में आने वाले अजनबियों से सामना होने पर उनके संबंध में एवं उनके आने के प्रयोजन के संबंध में जानकारी लेता/लेती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	03
06. मैं अपने स्वंय के कक्ष एवं महाविद्यालय के अन्य कक्षों में अनावश्यक चलने वाले पंखे/लाईट्स/खुले नल/खुले गेट/मवेशी इत्यादि को संज्ञान में लेता/लेती हूँ एवं उचित कदम उठाता/उठाती हूँ। इस प्रकार मैं महाविद्यालय की व्यवस्थापन में भागीदार रहकर महाविद्यालय के प्रति अपनी ऑनरशिप रखता/रखती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
07. महाविद्यालय में बेवजह घुमने वाले छात्राध्यापकों की गतिविधियों को संज्ञान में लेकर यथोचित निदान करता/करती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
08. मैं अपने प्रकोष्ठ की दीर्घ अवधि/मध्य अवधि/लघु अवधि कार्य योजना तैयार कर उसके कियान्वयन हेतु कियाशील रहता/रहती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
09. मैं योजनानुसार प्रत्येक शुक्रवार को अपने प्रकोष्ठ की समीक्षा बैठक आयोजित कर निर्धारित लक्ष्य प्राप्त करता/करती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
10. मैं, मुझे आबंटित दायित्वों का सुचारू निर्वहन करता/करती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05
11. मैं स्टॉफ बैठक में लिये निर्णय का पालन नियत समयावधि में करता/करती हूँ –	05 अंक	03 अंक	01 अंक	00 अंक	05

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12. मैं, मुझे अध्यापन हेतु आबंटित विषय की इकाईवार शिक्षण योजना बनाकर उसके अनुरूप अध्यापन कराता/कराती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
13. मैं प्रतिदिन शिक्षक गतिविधि डायरी लिखकर प्राचार्य के समक्ष प्रस्तुत करता/करती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
14. मैं कक्षा अध्यापन हेतु घर से पूर्व तैयारी करके आता/आती हूँ, इस हेतु मैं नियमित रूप से सदर्भ पुस्तके एवं अन्य सामग्रियों का अध्ययन करता/करती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
15. मैं कक्षा अध्यापन में अपने समय का पूरा–पूरा सदुपयोग करता/करती हूँ, मेरे अध्यापन से मैं स्वयं एवं छात्राध्यापक सन्तुष्ट रहते है –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
16. मैं अध्यापन में नवाचारी तरीको का इस्तेमाल करता/करती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
17. मैं कक्षा में, अध्यापन के अतिरिक्त अध्यापन कक्ष एवं छात्राध्यापकों के अन्य मसलों से भी सरोकार रखता/रखती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
18. मैं अपने विषय का निर्धारित ईकाई मूल्यांकन करता/करती हूँ–	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
19. मैं माह में लिये गये ईकाई मूल्यांकन की उत्तरपुस्तिकाओं का मूल्यांकन कर, छात्राध्यापकों को अंक प्राप्तांकसूचित करता/करती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
20. छात्राध्यापकों के साथ मेरा व्यवहार अच्छा/शालीन है –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
21. महाविद्यालय के कर्मचारियों व सहयोगीयों के साथ मेरा व्यवहार अच्छा/शालीन है –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
22. लंच ब्रेक में मैं अपना समय अपने सहकर्मियों के साथ स्टॉफ रूम में व्यतीत करता/करती हूँ –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	03
23. सहयोगियों के साथ मेरे मधुर सबंध है एवं माह में कम से कम 2–3 बार हम आपस में व्यक्तिगत चर्चा करते है –	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
24. मैं शासन द्वारा प्रदान किये जाने वाले अवकाश की सीमा से अधिक अवकाश नहीं लेता/लेती हूँ।	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05
25. आवश्यक रूप से अवकाश नही लेकर मैं महाविद्यालय में नियमित रूप से उपस्थित रहता/रहती हूँ। (वर्कशॉप/सेमीनार में प्रतिभागिता को उपस्थिति में गणना करें)	हमेशा 05 अंक	कमी–कमी 50% के अधिक 03 अंक	कमी–कमी 50% के कम 01 अंक	कमी नहीं 00 अंक	05

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	हमेशा	कमी–कमी		कभी नहीं	
	05 अंक	50% के अधिक 03 अंक	50% के कम 01 अंक	00 अंक	
26. मैं शासन द्वारा प्रदत्त अवकाशों का उपयोग करने की दृष्टि से अवकाश नहीं लेता/लेती अपितु अत्यधिक आवश्यक होने पर ही अवकाश लेता/लेती हूँ –					05
27. मैं प्राचार्य द्वारा सौंपे गये "समय सीमा" कार्यों को समय पर पूर्ण करता/करती हूँ –					05
28. मैं जिन सेमीनार/वर्कशॉप में प्रतिभागिता प्रदान करता हूँ, उसके संबंध में महाविद्यालय को लिखित प्रतिवेदन प्रस्तुत करता हूँ –					05
29. मैं जिन सेमीनार/वर्कशॉप में अपनी प्रतिभागिता देता हूँ, उसे महाविद्यालय के सभी सदस्यों के साथ शेयर करता/करती हूँ, एवं उसका कोई कियान्वयन किया जाना हो तो यथोचित कार्यवाही करता/करती हूँ –					03
30. मैंने इस माह में निम्नलिखित नवाचार/विशिष्ट कार्य किया हैं – कार्य विवरण .... लेखन कार्य (हाईस्कूल) .... विषय – संस्कृत					03

जिस हेतु मेरा स्वमूल्यांकन :–

अधिकतम अंक 150 वर्तमान माह में कुल प्राप्तांक – 142

पिछले 02 माह के प्राप्तांक 1 माह पूर्व –

2 माह पूर्व –

दिनांक :–

स्वमूल्यांकनकर्ता के हस्ताक्षर

टीप : 01. प्रत्येक संकाय सदस्य प्रतिमाह अपना स्वमूल्यांकन कर स्वयं अपने कार्यों का आकलन करेंगे तथा अपने दायित्व बोध, प्रभावशीलता एवं निष्ठा के संबंध में स्वयं निर्णय लेंगे।

02. स्वमूल्यांकनकर्ता प्रत्येक बिन्दू पर अपना आकलन कर निर्धारित स्थान में अंक लिखेंगे एवं अन्त में कुल योग वाले स्थान में योग लिखेगें।

★★★★★

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प्री.बी.एड. प्रवेश नियम

स्कूल शिक्षा विभाग

मंत्रालय, दाऊ कल्याण सिंह भवन, रायपुर

रायपुर, दिनांक 20 अप्रेल 2006

// अधिसूचना //

क्रमांक 5–5–20/2006 – राज्य शासन एतद् द्वारा प्रदेश में महाविद्यालय में बी.एड. पाठ्यक्रम में प्रवेश के लिए निम्नलिखित नियम बनाता है, अर्थात् :–

1. संक्षिप्त नाम, प्रारंभ तथा विस्तार–इन नियमों का नाम छत्तीसगढ़ बी.एड. प्रवेश नियम 2006 होगा। यह संम्पूर्ण छत्तीसगढ़ राज्य के सभी शासकीय एवं निजी बी.एड. पाठ्यक्रम संचालित करने वाले महाविद्यालयों पर लागू होंगे। यह तत्काल प्रभावशील होंगे।
2. परिभाषाएँ इन नियमों में जब तक कि संदर्भ द्वारा अन्यथा अभिप्रेरित न हो –
   - (क) **"राज्य शासन"** से तात्पर्य है, छत्तीसगढ़ शासन।
   - (ख) **"श्रेणी"** से तात्पर्य है, अनारक्षित, अनुसूचित जाति, अनुसूचित जनजाति तथा अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर)।
   - (ग) **"संवर्ग"** से तात्पर्य है, महिला, निःशक्त, स्वतंत्रता संग्राम सेनानी तथा भूतपूर्व सैनिक।
   - (घ) **"प्री बी.एड. परीक्षा"** से तात्पर्य है, बी.एड. पाठ्यक्रम में प्रवेश के लिए आयोजित की जाने वाली प्रतियोगी परीक्षा।
   - (ड.) **"संचालक"** से तात्पर्य है, संचालक राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।
   - (च) **"अनुदान प्राप्त महाविद्यालय"** से तात्पर्य है, ऐसा महाविद्यालय जिसने कभी भी राज्य शासन के किसी भी प्रकार का अनुदान, अथवा चल–अचल संपत्ति की कोई सहायता प्राप्त की हो, और "गैर अनुदान प्राप्त महाविद्यालय" का तात्पर्य भी इसी अनुसार निकाला जाएगा।
   - [1](छ) गैर अनुदान प्राप्त अल्पसंख्यक महाविद्यालय से अभिप्रेत है कि ऐसे महाविद्यालय जो छत्तीसगढ़ राज्य अल्पसंख्यक आयोग द्वारा प्रमाणित हो तथा महाविद्यालय के न्यूनतम 50 प्रतिशत सीट धार्मिक अल्पसंख्यक समुदाय के अभ्यार्थियों के लिए आरक्षित करते हों।

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1. छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं. 18–44/20/2007 दिनांक 29 मार्च 2007 द्वारा संशोधित प्रतिस्थापित।

[1](ज) ''ऑनलाइन आंबटन'' से अभिप्रेत है कि प्री.बी.एड. प्रावीण्य सूची के ऐसे उम्मीदवार जो बी.एड.पाठ्यक्रम के लिए निर्धारित अर्हताएं रखते हैं तथा उन्हें अनुमान है कि उन्हें बी.एड. पाठ्यक्रम हेतु महाविद्यालय आबंटित हो सकता है, विकल्प फार्म भरने हेतु निर्धारित केन्द्रों में जाकर ऑनलाइन विकल्प फार्म भरते हैं। ऐसे उम्मीदवारों को प्री.बी.एड.परीक्षा प्रावीण्यता, महाविद्यालय में रिक्त सीटों तथा उनके द्वारा भरे गये महाविद्यालयों के विकल्प के आधार पर महाविद्यालय का आबंटन किया जाता है।

3. बी.एड. पाठ्यक्रम में प्रवेश –

[2](क) **प्री बी.एड. परीक्षा –** सामान्यतया बी.एड. पाठ्यक्रम में प्रवेश प्री.बी.एड. की प्रावीण्य सूची के आधार पर किए गए ऑनलाइन आबंटन के माध्यम से ही दिया जायेगा।

(ख) मूल निवासी – राज्य के शासकीय तथा अशासकीय अनुदान प्राप्त महाविद्यालयों में बी. एड. पाठ्यक्रम की समस्त सीटों पर तथा निजी गैर अनुदान प्राप्त महाविद्यालयों में 80 प्रतिशत सीटों पर केवल छत्तीसगढ़ के मूल निवासियों को ही प्रवेश दिया जाएगा। निजी गैर अनुदान प्राप्त महाविद्यालयों की 20 प्रतिशत सीटों पर छत्तीसगढ़ के मूल निवासियों के अतिरिक्त अन्य व्यक्तियों को भी प्रवेश दिया जा सकेगा। छत्तीसगढ़ के मूल निवासी की परिभाषा छत्तीसगढ़ शासन, सामान्य प्रशासन विभाग द्वारा समय–समय पर जारी निर्देशों के अनुरूप होगी।

(ग) न्यूनतम आयु–किसी भी ऐसे अभ्यर्थी को प्रवेश नहीं दिया जाएगा जिसने प्री.बी.एड. परीक्षा के वर्ष की 31 दिसंबर अथवा उसके पूर्व की तिथि में 20 वर्ष की आयु पूर्ण न कर ली हो।

4. प्री.बी.एड. परीक्षा में सम्मिलित होने की अर्हताएं – बी.एड. पाठ्यक्रम में प्रवेश के लिए निम्नलिखित अर्हताएँ होंगी –

(क) भारत का नागरिक हो।

[3](ख) किसी मान्यता प्राप्त विश्वविद्यालय से स्नातक/स्नातकोत्तर की उपाधि अथवा समतुल्य किसी अन्य अर्हता में कम से कम राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा निर्धारित अंक प्राप्त हो। अनुसूचित जातियों/अनुसूचित जनजातियों/ अन्य पिछड़ा वर्ग एवं संवर्ग के अभ्यार्थियों के लिए 5 प्रतिशत अंकों में छूट की व्यवस्था होगी।ऐसे अभ्यर्थियों को जो त्रिवर्षीय स्नातक या स्नातकोत्तर

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[1] छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं F 5–5/2006/20–एक दिनांक 1 अप्रैल 2010 द्वारा संशोधित प्रतिस्थापित।

[2] छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं F 5–5/2006/20–एक दिनांक 1 अप्रैल 2010 द्वारा संशोधित प्रतिस्थापित।

[3] छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं F 5–5/2006/20–एक दिनांक 9 अगस्त 2010 द्वारा संशोधित प्रतिस्थापित।

(स्नातक प्राप्तांक निर्धारित अंक से कम होने पर) के अंतिम वर्ष की परीक्षा में बैठे हैं, प्री.बी.एड.परीक्षा में प्रोवीजनल प्रवेश दिया जायेगा। परंतु उन्हें ऑनलाइन विकल्प फार्म भरने के समय स्नातक/स्नातकोत्तर परीक्षा उत्तीर्ण करने का प्रमाण प्रस्तुत करना होगा। ऑनलाइन विकल्प फार्म भरते समय ऐसा प्रमाण प्रस्तुत न करने की स्थिति में प्री.बी.एड. परीक्षा की प्रावीण्य सूची में होने पर भी उन्हें बी.एड. पाठ्यक्रम में प्रवेश नहीं दिया जायेगा।

5. **बी.एड. पाठ्यक्रम में सीटों का आरक्षण –** बी.एड. पाठ्यक्रम में उपलब्ध सीटों में वर्टिकल तथा क्षैतिज दोनों प्रकार का आरक्षण होगा। वर्टिकल आरक्षण के लिए श्रेणियाँ होगीं, तथा क्षैतिज आरक्षण के लिए संवर्ग होंगे।

(क) वर्टिकल आरक्षण अथवा श्रेणी–वर्टिकल आरक्षण निम्नानुसार होगा –

(एक) अनुसूचित जाति के लिए 15 प्रतिशत।

(दो) अनुसूचित जनजाति के लिए 21 प्रतिशत।

(तीन) अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) के लिए 14 प्रतिशत।

स्पष्टीकरण – अनुसूचित जाति, अनुसूचित जनजाति तथा अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणियों में आरक्षण का लाभ पाने के लिए छत्तीसगढ़ शासन, सामान्य प्रशासन विभाग द्वारा इन श्रोणियों के जाति प्रमाण के संबंध में समय–समय पर जारी निर्देशों के अनुरूप जाति प्रमाण पत्र प्रस्तुत करना होगा।

(ख) क्षैतिज आरक्षण अथवा संवर्ग का तात्पर्य है कि यह आरक्षण सभी श्रेणियों की सीटों पर समान रूप से होगा। क्षैतिज आरक्षण निम्नानुसार होगा –

(एक) निःशक्त संवर्ग के लिए 6 प्रतिशत। इस संवर्ग में आरक्षण का लाभ पाने के लिए छत्तीसगढ़ शासन, सामान्य प्रशासन विभाग द्वारा इस संबंध में समय–समय पर जारी निर्देशों के अनुरूप निःशक्त होने का प्रमाण पत्र प्रस्तुत करना होगा।

(दो) स्वंतंत्रता संग्राम सैनिक संवर्ग श्रेणी के लिए 3 प्रतिशत । इस संवर्ग में आरक्षण का लाभ पाने के लिए छत्तीसगढ़ शासन, सामान्य प्रशासन विभाग द्वारा इस संबंध में समय–समय पर जारी निर्देशों के अनुरूप स्वंतंत्रता संग्राम सैनिक अथवा उनका पुत्र/पुत्री/पौत्र/पौत्री होने का प्रमाण पत्र प्रस्तुत करना होगा।

(तीन) भूतपूर्व सैनिक संवर्ग के लिए 3 प्रतिशत । इस संवर्ग में आरक्षण का लाभ पाने के लिए छत्तीसगढ़ शासन, सामान्य प्रशासन विभाग द्वारा इस संबंध में समय–समय पर जारी निर्देशों के अनुरुप भूतपूर्व सैनिक होने का प्रमाण पत्र प्रस्तुत करना होगा।

[1](ग) ''उपरोक्त आरक्षण नियम गैर अनुदान प्राप्त अल्पसंख्यक महाविद्यालयों'' एवं 'गैर अनुदान प्राप्त महाविद्यालयों' में लागू नहीं होंगे।''

6. प्री. बी.एड. परीक्षा –

(क) प्रतिवर्ष बी.एड. पाठ्यक्रम में प्रवेश के लिए एक प्री. बी.एड. परीक्षा आयोजित की जाएगी।

(ख) राज्य शासन आदेश द्वारा प्री.बी.एड. परीक्षा आयोजित करने की एजेंसी नियुक्त करेगा। राज्य शासन किसी भी समय इस हेतु किए गए आदेश द्वारा एजेंसी बदल सकेगा।

(ग) प्री बी.एड. परीक्षा में एक ही प्रश्न प्रत्र होगा। अंकों का विभाजन निम्नानुसार होगा –

1. सामान्य मानसिक योग्यता – 30 प्रतिशत।
2. सामान्य ज्ञान – 20 प्रतिशत।
3. सामान्य अभिरूचि – 30 प्रतिशत।
4. सामान्य हिन्दी – 10 प्रतिशत।
5. सामान्य अंग्रेजी – 10 प्रतिशत।

(घ) केवल वस्तुनिष्ठ प्रश्न पूछे जायेंगे।

(ङ.) निगेटिव मार्किंग नहीं होगी।

(च) प्री. बी.एड. परीक्षा में पुर्नमूल्यांकन तथा अंकों की पुनर्गणना नही की जाएगी।

7. प्रावीण्य सूची – प्री. बी.एड. परीक्षा के प्राप्ताकों के आधार पर परीक्षा लेने वाली एजेंसी द्वारा अनुसूचित जाति श्रेणी, अनुसूचित जनजाति श्रेणी, अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणी तथा अनारक्षित श्रेणी की पृथक–पृथक प्रावीण्य सूचियाँ तैयार की जायेंगी। अनारक्षित श्रेणी की प्रावीण्य सूची में अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) तथा सामान्य सभी जातियों को शामिल किया जाएगा। प्रावीण्य सूचियाँ छत्तीसगढ़ के मूल निवासियों तथा अन्य अभ्यार्थियों के लिए पृथक–पृथक बनाई जायेंगी। प्रावीण्य सूची में अभ्यर्थी का वर्ग भी अंकित किया जायेगा। समान प्राप्तांक होने पर भी अधिक आयु वाले अभ्यर्थी को प्रावीण्यता क्रम में उपर रखा जाएगा।

[1] **8. ऑनलाइन आबंटन–**

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1. छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं F 5–5/2006/20–एक दिनांक 1 अप्रैल 2010 द्वारा संशोधित प्रतिस्थापित।

(क) प्रावीण्य सूची की घोषणा के पश्चात् संस्थाओं में प्रवेश ऑनलाइन आबंटन विधि से किया जावेगा।

(ख) ऑनलाइन विकल्प फार्म भरते समय उम्मीदवार आवश्यक मूल प्रमाण–पत्रों / दस्तावेजों तथा 350/– रू. (अक्षरी– तीन सौ पचास रूपये मात्र) के रेखांकित बैंक ड्राफ्ट संचालक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् के नाम से रायपुर में देय के साथ निर्धारित केन्द्र में स्वयं के व्यय से उपस्थित होंगे। इन केन्द्रों में अभ्यर्थी के प्रमाण पत्रों की प्रारंभिक जांच होगी।

(ग) ऑनलाइन फार्म भरने की सूचना एवं केन्द्रों की सूची राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् के वेबसाइट तथा राज्य के दो प्रमुख समाचार पत्रों में प्रकाशित किये जायेंगे।

(घ) अभ्यर्थी केवल उन्हीं महाविद्यालयों का विकल्प चुने जहां वे प्रवेश लेना चाहते हैं।

(ड.) अभ्यर्थियों को महाविद्यालय का आबंटन उसके द्वारा दिये गये ऑनलाइन विकल्प (संस्था को दी गई प्राथमिकता) प्री.बी.एड. परीक्षा में उसका प्रावीण्यता क्रम तथा सीटों की उपलब्धता के आधार पर संचालक द्वारा किया जायेगा।

(च) सीट आबंटन की सूची राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् के वेबसाइट पर तथा जिस केन्द्र में अभ्यर्थी ने विकल्प फार्म भरा है उसी केन्द्र पर उपलब्ध होगी। सीट्स आबंटन की सूचना डाक द्वारा अभ्यर्थी को नहीं दी जायेगी।

(छ) ऑनलाइन आबंटन के पश्चात् निर्धारित समय अवधि में अभ्यर्थी या तो आबंटित संस्था में जाकर प्रवेश ले अथवा अपना आबंटन निर्धारित कालावधि समाप्त होने के पहले निरस्त कराकर नया विकल्प फार्म उसी केन्द्र में जहां पहले फार्म भरा था, ऑनलाइन जमा कर सकते हैं। इसके लिए निर्धारित राशि पुनः जमा करनी होगी अन्यथा ऐसा नहीं करने पर अभ्यर्थी का महाविद्यालय आबंटन निर्धारित समयावधि के पश्चात् स्वयमेव निरस्त हो जायेगा तथा उस अभ्यर्थी को आगे की प्रक्रिया में सम्मिलित नहीं किया जायेगा। पुनः विकल्प फार्म भरने वाले अभ्यर्थी को रिक्त सीटों के लिए महाविद्यालय आंबटन अगली सूची जारी करते समय किया जावेगा।पुनः विकल्प फार्म भरने का यह अवसर केवल एक बार के लिए होगा।

(ज) महाविद्यालय द्वारा अभ्यर्थी के मूल दस्तावेजों को जांचकर प्रवेश दिया जायेगा। अगर मूल दस्तावेजों में कोई कमी या त्रुटि पाई जाती है तो उसका चयन निरस्त कर दिया जायेगा। ऑनलाइन आबंटन के संबंध में किसी भी विवाद की स्थिति में संचालक का निर्णय अंतिम होगा।

9. **आरक्षित संवर्ग के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में प्रवेश** – आरक्षित संवर्ग के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इन संवर्गों के लिए आरक्षित सीटों को उसी श्रेणी की अनारक्षित सीटों में परिवर्तित कर दिया जाएगा।

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1. छ.ग. राजपत्र (असाधारण) में प्रकाशित छ.ग. शासन, स्कूल शिक्षा विभाग की अधिसूचना क्रं F 5–5/2006/20–एक दिनांक 1 अप्रैल 2010 द्वारा संशोधित प्रति स्थापित।

10. आरक्षित श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में प्रवेश–किसी भी आरक्षित श्रेणी में पर्याप्त अभ्यर्थी न होने की दशा में प्रवेश निम्नानुसार दिया जाएगा –

(क) अनुसूचित जाति श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें अनुसूचित जनजाति श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(ख) अनुसूचित जनजाति श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें अनुसूचित जाति श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(ग) अनुसूचित जाति श्रेणी अनुसूचित जनजाति श्रेणी दोनो के ही पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इन श्रेणियों के लिए आरक्षित सीटें अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(घ) अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें पहले अनुसूचित जनजाति श्रेणी के अभ्यर्थियों से और बाद में भी सीटें रिक्त रहने पर अनुसूचित जाति श्रेणी के अभ्यार्थियों से भरी जाएंगी।

(ड.) सभी अभ्यर्थी उपलब्ध न होने की दशा में ही आरक्षित सीटें अनारक्षित की जायेंगी।

11. **छत्तीसगढ़ के मूल निवासी अभ्यर्थी पर्याप्त संख्या उपलब्ध न होने की दशा में प्रवेश –** इन नियमों में जो सीटें छत्तीसगढ़ के मूल निवासियों से ही भरी जाना अनिवार्य हैं, उन सीटों के लिए पर्याप्त संख्या में छत्तीसगढ़ के मूल निवासी अभ्यर्थी उपलब्ध न होने की दशा में यह सीटें भी अन्य अभ्यर्थियों से भरी जा सकेंगी।

12. **प्रवेश का निरस्तीकरण –** यदि यह पाया जात है कि अभ्यर्थी के महाविद्यालय में प्रवेश पाने के पीछे किसी झूठी या गलत सूचना का आधार था अथवा उसने कोई प्रारंभिक तथ्य छुपाया था, अथवा प्रवेश के बाद की अवधि में यह पता चलता है कि उसे किसी त्रुटि अथवा चूक के कारण प्रवेश मिल गया था तो ऐसी अभ्यर्थी को दिया गया प्रवेश उसके अध्ययन की अवधि में बिना किसी पूर्वसूचना के संस्था प्रमुख द्वारा निरस्त किया जा सकेगा। प्रवेश को लेकर किसी भी विवाद अथवा संदेह की स्थिति में राज्य शासन का निर्णय अंतिम होगा।

13. **महाविद्यालय की फीस –** सभी महाविद्यालयों को इस संबंध में राज्य शासन के सामान्य निर्देशों के अध्यधीन रहते हुए अपनी फीस निर्धारित करने का अधिकार होगा।

परंतु यह कि महाविद्यालय अपनी फीस इस प्रकार निर्धारित करेंगे, कि फीस अत्यधिक लाभ कमाने का जरिया न बन जाए। फीस का निर्धारण महाविद्यालयों को अपनी अधोसंरचनाओं एवं मानव संसाधनों पर किए जाने वाले व्यय के अनुरूप करना होगा तथा वे इसकी एक लेखा परीक्षित विवरणी राज्य शासन को सौपेगें तथा सार्वजनिक रूप से आम जनता को सूचना के लिए प्रदेश के कम कम से दो समाचार पत्रों में भी प्रकाशित करेंगे।

परंतु यह भी कि महाविद्यालयों को प्री.बी.एड. परीक्षा का प्रास्पेक्ट्स छापने के पूर्व अपनी फीस प्री.बी.एड. एजेंसी तथा राज्य शासन को लिखित में सूचित करनी होंगी, ताकि फीस की जानकारी प्रास्पेक्ट्स में छापी जा सके।

(क) अनुसूचित जाति श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें अनुसूचित जनजाति श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(ख) अनुसूचित जनजाति श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें अनुसूचित जाति श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(ग) अनुसूचित जाति श्रेणी अनुसूचित जनजाति श्रेणी दोनो के ही पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इन श्रेणियों के लिए आरक्षित सीटें अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणी के अभ्यर्थियों से भरी जाएंगी।

(घ) अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) श्रेणी के पर्याप्त अभ्यर्थी उपलब्ध न होने की दशा में इस श्रेणी के लिए आरक्षित सीटें पहले अनुसूचित जनजाति श्रेणी के अभ्यर्थियों से और बाद में भी सीटें रिक्त रहने पर अनुसूचित जाति श्रेणी के अभ्यार्थियों से भरी जाएंगी।

(ड.) सभी अभ्यर्थी उपलब्ध न होने की दशा में ही आरक्षित सीटें अनारक्षित की जायेंगी।

11. **छत्तीसगढ़ के मूल निवासी अभ्यर्थी पर्याप्त संख्या उपलब्ध न होने की दशा में प्रवेश –** इन नियमों में जो सीटें छत्तीसगढ़ के मूल निवासियों से ही भरी जाना अनिवार्य हैं, उन सीटों के लिए पर्याप्त संख्या में छत्तीसगढ़ के मूल निवासी अभ्यर्थी उपलब्ध न होने की दशा में यह सीटें भी अन्य अभ्यर्थियों से भरी जा सकेंगी।

12. **प्रवेश का निरस्तीकरण –** यदि यह पाया जात है कि अभ्यर्थी के महाविद्यालय में प्रवेश पाने के पीछे किसी झूठी या गलत सूचना का आधार था अथवा उसने कोई प्रारंभिक तथ्य छुपाया था, अथवा प्रवेश के बाद की अवधि में यह पता चलता है कि उसे किसी त्रुटि अथवा चूक के कारण प्रवेश मिल गया था तो ऐसी अभ्यर्थी को दिया गया प्रवेश उसके अध्ययन की अवधि में बिना किसी पूर्वसूचना के संस्था प्रमुख द्वारा निरस्त किया जा सकेगा। प्रवेश को लेकर किसी भी विवाद अथवा संदेह की स्थिति में राज्य शासन का निर्णय अंतिम होगा।

13. **महाविद्यालय की फीस –** सभी महाविद्यालयों को इस संबंध में राज्य शासन के सामान्य निर्देशों के अध्यधीन रहते हुए अपनी फीस निर्धारित करने का अधिकार होगा।

परंतु यह कि महाविद्यालय अपनी फीस इस प्रकार निर्धारित करेंगे, कि फीस अत्यधिक लाभ कमाने का जरिया न बन जाए। फीस का निर्धारण महाविद्यालयों को अपनी अधोसंरचनाओं एवं मानव संसाधनों पर किए जाने वाले व्यय के अनुरूप करना होगा तथा वे इसकी एक लेखा परीक्षित विवरणी राज्य शासन को सौपेगें तथा सार्वजनिक रूप से आम जनता को सूचना के लिए प्रदेश के कम कम से दो समाचार पत्रों में भी प्रकाशित करेंगे।

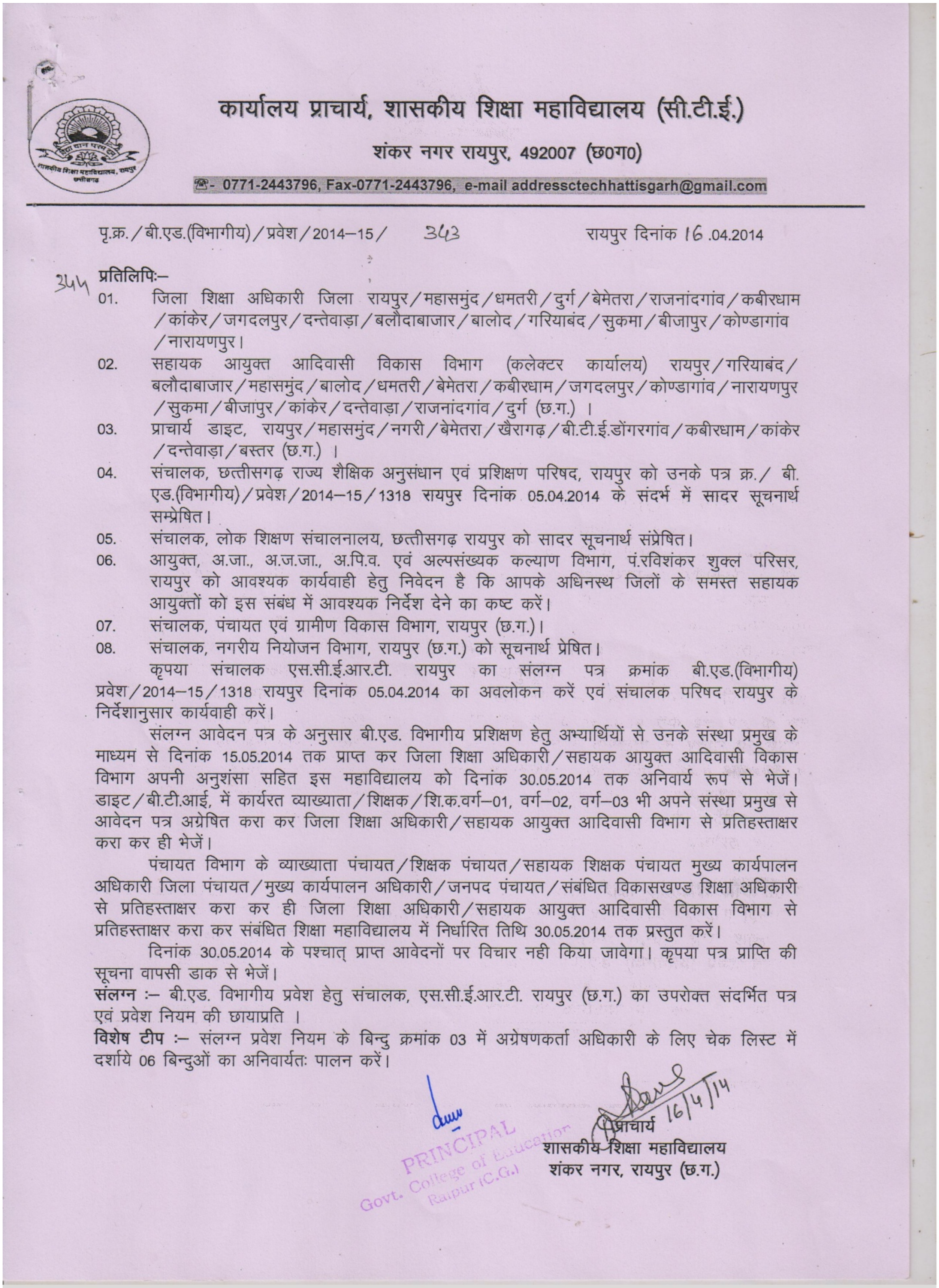
परंतु यह भी कि महाविद्यालयों को प्री.बी.एड. परीक्षा का प्रास्पेक्ट्स छापने के पूर्व अपनी फीस प्री.बी.एड. एजेंसी तथा राज्य शासन को लिखित में सूचित करनी होंगी, ताकि फीस की जानकारी प्रास्पेक्ट्स में छापी जा सके।

परंतु यह भी कि एक बार किसी अभ्यर्थी को प्रवेश देने के पश्चात् उस अभ्यर्थी के लिए फीस बढ़ाई नहीं जा सकेगी।

14. **नियमों की व्याख्या** – प्रवेश हेतु अभ्यार्थियों के चयन के संबंधित सभी नीतिगत प्रश्नों का निर्णय करने के लिए राज्य शासन अंतिम रूप से प्राधिकारी होगा। यदि प्रवेश के इन नियमों की व्याख्या से संबंधित कोई विवाद उत्पन्न होता है तो राज्य शासन का निर्णय अंतिम तथा बंधनकारी होगा।

छत्तीसगढ़ के राज्यपाल के नाम से
तथा आदेशानुसार

(डॉ. आलोक शुक्ला)
सचिव,
छत्तीसगढ़ शासन, स्कूल शिक्षा विभाग



कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय (सी.टी.ई.)

शंकर नगर रायपुर, 492007 (छ0ग0)

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पृ.क्र./बी.एड.(विभागीय)/प्रवेश/2014–15/ 343 रायपुर दिनांक 16 .04.2014

344 **प्रतिलिपिः–**

01. जिला शिक्षा अधिकारी जिला रायपुर/महासमुंद/धमतरी/दुर्ग/बेमेतरा/राजनांदगांव/कबीरधाम/कांकेर/जगदलपुर/दन्तेवाड़ा/बलौदाबाजार/बालोद/गरियाबंद/सुकमा/बीजापुर/कोण्डागांव/नारायणपुर।
02. सहायक आयुक्त आदिवासी विकास विभाग (कलेक्टर कार्यालय) रायपुर/गरियाबंद/बलौदाबाजार/महासमुंद/बालोद/धमतरी/बेमेतरा/कबीरधाम/जगदलपुर/कोण्डागांव/नारायणपुर/सुकमा/बीजापुर/कांकेर/दन्तेवाड़ा/राजनांदगांव/दुर्ग (छ.ग.) ।
03. प्राचार्य डाइट, रायपुर/महासमुंद/नगरी/बेमेतरा/खैरागढ़/बी.टी.ई.डोंगरगांव/कबीरधाम/कांकेर/दन्तेवाड़ा/बस्तर (छ.ग.) ।
04. संचालक, छत्तीसगढ़ राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, रायपुर को उनके पत्र क्र./ बी.एड.(विभागीय)/प्रवेश/2014–15/1318 रायपुर दिनांक 05.04.2014 के संदर्भ में सादर सूचनार्थ सम्प्रेषित।
05. संचालक, लोक शिक्षण संचालनालय, छत्तीसगढ़ रायपुर को सादर सूचनार्थ संप्रेषित।
06. आयुक्त, अ.जा., अ.ज.जा., अ.पि.व. एवं अल्पसंख्यक कल्याण विभाग, पं.रविशंकर शुक्ल परिसर, रायपुर को आवश्यक कार्यवाही हेतु निवेदन है कि आपके अधिनस्थ जिलों के समस्त सहायक आयुक्तों को इस संबंध में आवश्यक निर्देश देने का कष्ट करें।
07. संचालक, पंचायत एवं ग्रामीण विकास विभाग, रायपुर (छ.ग.)।
08. संचालक, नगरीय नियोजन विभाग, रायपुर (छ.ग.) को सूचनार्थ प्रेषित।

कृपया संचालक एस.सी.ई.आर.टी. रायपुर का संलग्न पत्र क्रमांक बी.एड.(विभागीय) प्रवेश/2014–15/1318 रायपुर दिनांक 05.04.2014 का अवलोकन करें एवं संचालक परिषद रायपुर के निर्देशानुसार कार्यवाही करें।

संलग्न आवेदन पत्र के अनुसार बी.एड. विभागीय प्रशिक्षण हेतु अभ्यार्थियों से उनके संस्था प्रमुख के माध्यम से दिनांक 15.05.2014 तक प्राप्त कर जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विकास विभाग अपनी अनुशंसा सहित इस महाविद्यालय को दिनांक 30.05.2014 तक अनिवार्य रूप से भेजें। डाइट/बी.टी.आई, में कार्यरत व्याख्याता/शिक्षक/शि.क.वर्ग–01, वर्ग–02, वर्ग–03 भी अपने संस्था प्रमुख से आवेदन पत्र अग्रेषित करा कर जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विभाग से प्रतिहस्ताक्षर करा कर ही भेजें।

पंचायत विभाग के व्याख्याता पंचायत/शिक्षक पंचायत/सहायक शिक्षक पंचायत मुख्य कार्यपालन अधिकारी जिला पंचायत/मुख्य कार्यपालन अधिकारी/जनपद पंचायत/संबंधित विकासखण्ड शिक्षा अधिकारी से प्रतिहस्ताक्षर करा कर ही जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विकास विभाग से प्रतिहस्ताक्षर करा कर संबंधित शिक्षा महाविद्यालय में निर्धारित तिथि 30.05.2014 तक प्रस्तुत करें।

दिनांक 30.05.2014 के पश्चात् प्राप्त आवेदनों पर विचार नही किया जावेगा। कृपया पत्र प्राप्ति की सूचना वापसी डाक से भेजें।

संलग्न :– बी.एड. विभागीय प्रवेश हेतु संचालक, एस.सी.ई.आर.टी. रायपुर (छ.ग.) का उपरोक्त संदर्भित पत्र एवं प्रवेश नियम की छायाप्रति ।

विशेष टीप :– संलग्न प्रवेश नियम के बिन्दु क्रमांक 03 में अग्रेषणकर्ता अधिकारी के लिए चेक लिस्ट में दर्शाये 06 बिन्दुओं का अनिवार्यतः पालन करें।

16/4/14

प्राचार्य
शासकीय शिक्षा महाविद्यालय
शंकर नगर, रायपुर (छ.ग.)

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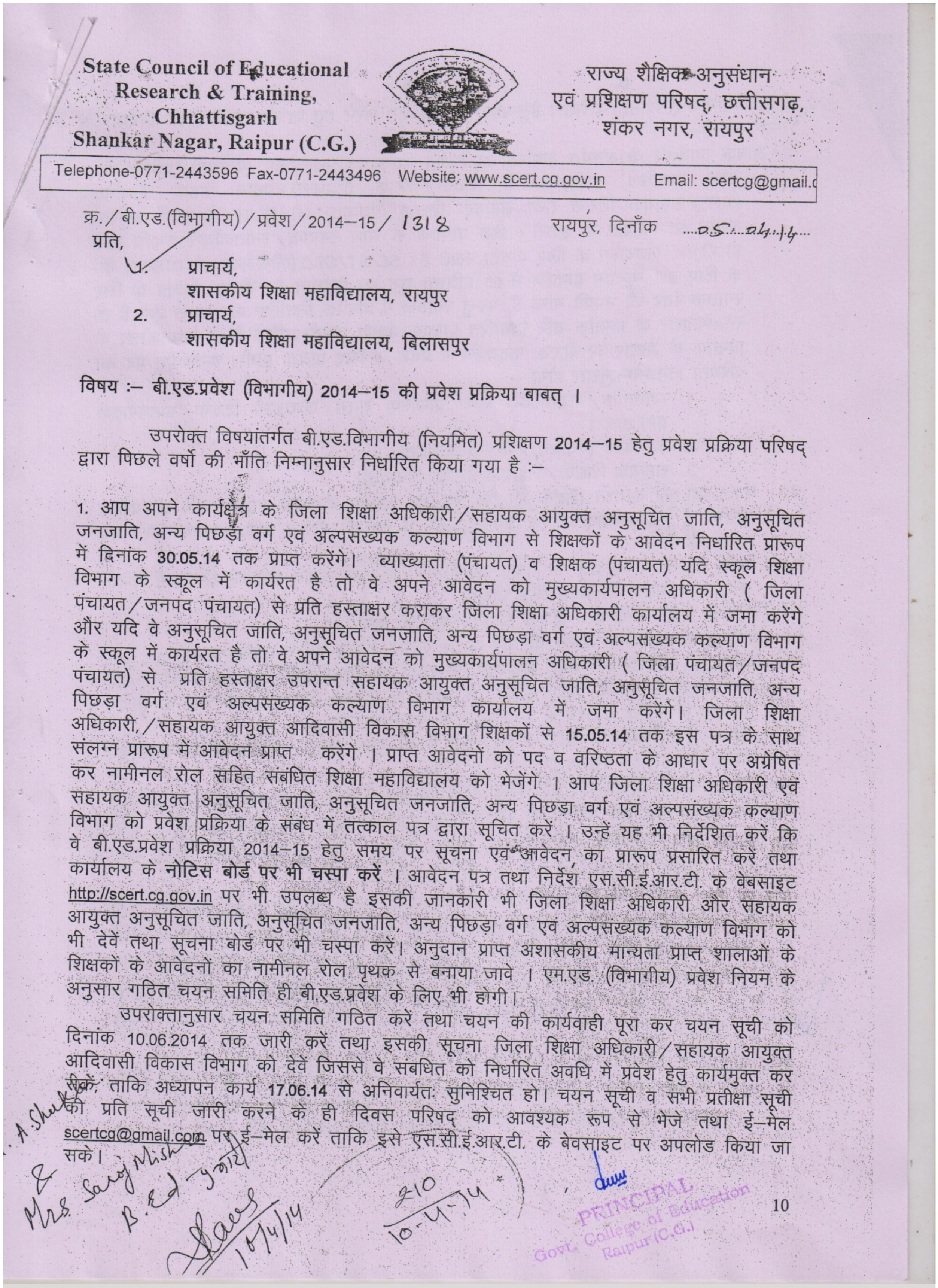

State Council of Educational
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क्र./बी.एड.(विभागीय)/प्रवेश/2014–15/ 1318 रायपुर, दिनाँक ....05.04.14....

प्रति,
1. प्राचार्य,
शासकीय शिक्षा महाविद्यालय, रायपुर
2. प्राचार्य,
शासकीय शिक्षा महाविद्यालय, बिलासपुर

विषय :– बी.एड.प्रवेश (विभागीय) 2014–15 की प्रवेश प्रक्रिया बाबत् ।

उपरोक्त विषयांतर्गत बी.एड.विभागीय (नियमित) प्रशिक्षण **2014–15** हेतु प्रवेश प्रक्रिया परिषद् द्वारा पिछले वर्षो की भाँति निम्नानुसार निर्धारित किया गया है :–

1. आप अपने कार्यक्षेत्र के जिला शिक्षा अधिकारी/सहायक आयुक्त अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग से शिक्षकों के आवेदन निर्धारित प्रारूप में दिनांक **30.05.14** तक प्राप्त करेंगे। व्याख्याता (पंचायत) व शिक्षक (पंचायत) यदि स्कूल शिक्षा विभाग के स्कूल में कार्यरत है तो वे अपने आवेदन को मुख्यकार्यपालन अधिकारी (जिला पंचायत/जनपद पंचायत) से प्रति हस्ताक्षर कराकर जिला शिक्षा अधिकारी कार्यालय में जमा करेंगे और यदि वे अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग के स्कूल में कार्यरत है तो वे अपने आवेदन को मुख्यकार्यपालन अधिकारी (जिला पंचायत/जनपद पंचायत) से प्रति हस्ताक्षर उपरान्त सहायक आयुक्त अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग कार्यालय में जमा करेंगे। जिला शिक्षा अधिकारी,/सहायक आयुक्त आदिवासी विकास विभाग शिक्षकों से **15.05.14** तक इस पत्र के साथ संलग्न प्रारूप में आवेदन प्राप्त करेंगे । प्राप्त आवेदनों को पद व वरिष्ठता के आधार पर अग्रेषित कर नामीनल रोल सहित संबंधित शिक्षा महाविद्यालय को भेजेंगे । आप जिला शिक्षा अधिकारी एवं सहायक आयुक्त अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग को प्रवेश प्रक्रिया के संबंध में तत्काल पत्र द्वारा सूचित करें । उन्हें यह भी निर्देशित करें कि वे बी.एड.प्रवेश प्रक्रिया 2014–15 हेतु समय पर सूचना एवं आवेदन का प्रारूप प्रसारित करें तथा कार्यालय के **नोटिस बोर्ड पर भी चस्पा करें** । आवेदन पत्र तथा निर्देश एस.सी.ई.आर.टी. के वेबसाइट http://scert.cg.gov.in पर भी उपलब्ध है इसकी जानकारी भी जिला शिक्षा अधिकारी और सहायक आयुक्त अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग को भी देवें तथा सूचना बोर्ड पर भी चस्पा करें। अनुदान प्राप्त अशासकीय मान्यता प्राप्त शालाओं के शिक्षकों के आवेदनों का नामीनल रोल पृथक से बनाया जावे । एम.एड. (विभागीय) प्रवेश नियम के अनुसार गठित चयन समिति ही बी.एड.प्रवेश के लिए भी होगी।

उपरोक्तानुसार चयन समिति गठित करें तथा चयन की कार्यवाही पूरा कर चयन सूची को दिनांक 10.06.2014 तक जारी करें तथा इसकी सूचना जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विकास विभाग को देवें जिससे वे संबधित को निर्धारित अवधि में प्रवेश हेतु कार्यमुक्त कर सकें, ताकि अध्यापन कार्य **17.06.14** से अनिवार्यतः सुनिश्चित हो। चयन सूची व सभी प्रतीक्षा सूची की प्रति सूची जारी करने के ही दिवस परिषद् को आवश्यक रूप से भेजे तथा ई–मेल scertcg@gmail.com पर ई–मेल करें ताकि इसे एस.सी.ई.आर.टी. के बेवसाइट पर अपलोड किया जा सके।

A. Shuk
&
Mrs. Saroj Mish
B.Ed प्रभारी

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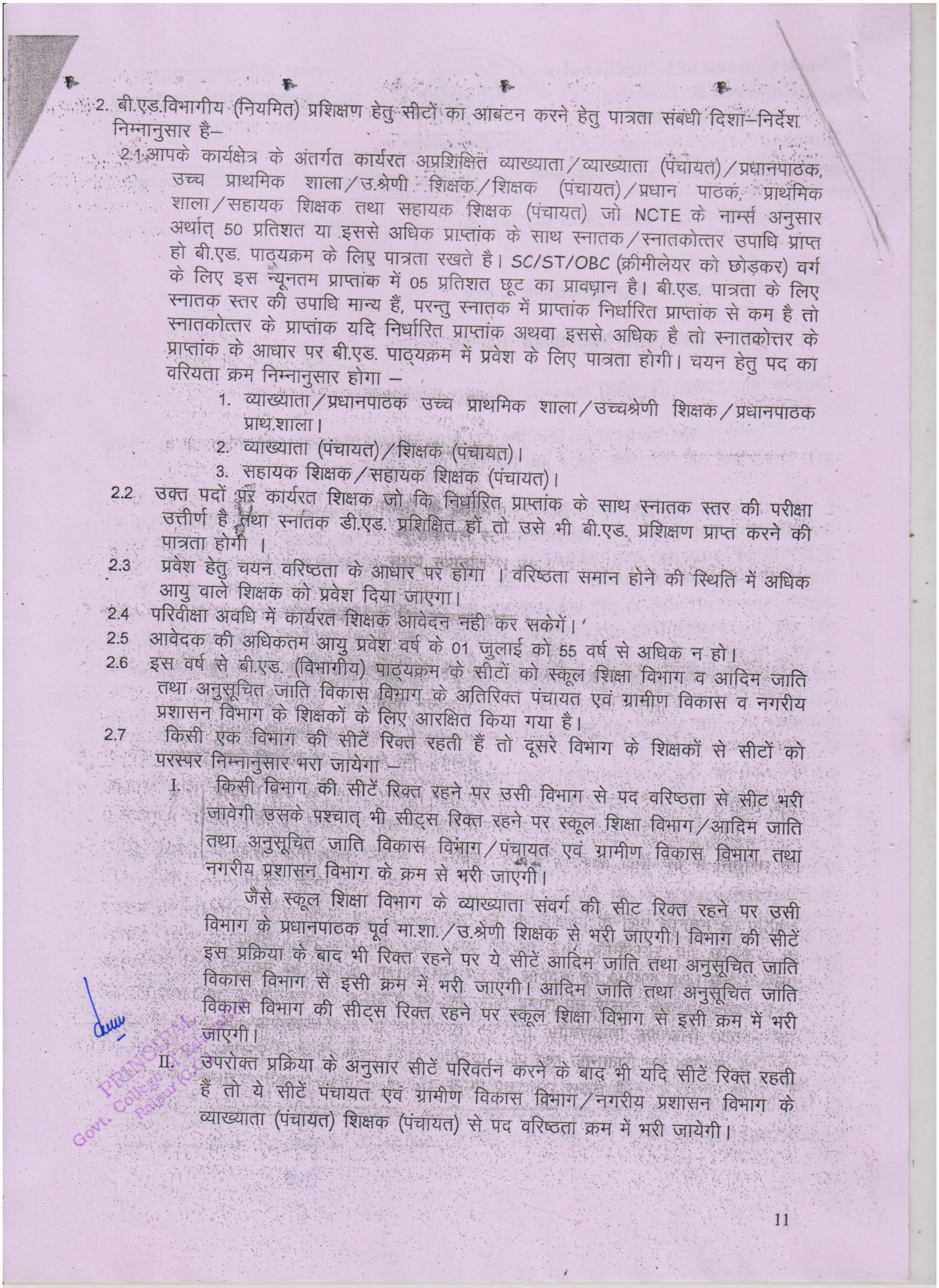

2. बी.एड.विभागीय (नियमित) प्रशिक्षण हेतु सीटों का आबंटन करने हेतु पात्रता संबंधी दिशा–निर्देश निम्नानुसार है–

2.1 आपके कार्यक्षेत्र के अंतर्गत कार्यरत अप्रशिक्षित व्याख्याता/व्याख्याता (पंचायत)/प्रधानपाठक, उच्च प्राथमिक शाला/उ.श्रेणी शिक्षक/शिक्षक (पंचायत)/प्रधान पाठक, प्राथमिक शाला/सहायक शिक्षक तथा सहायक शिक्षक (पंचायत) जो NCTE के नार्म्स अनुसार अर्थात् 50 प्रतिशत या इससे अधिक प्राप्तांक के साथ स्नातक/स्नातकोत्तर उपाधि प्राप्त हो बी.एड. पाठ्यक्रम के लिए पात्रता रखते है। *SC/ST/OBC* (क्रीमीलेयर को छोड़कर) वर्ग के लिए इस न्यूनतम प्राप्तांक में 05 प्रतिशत छूट का प्रावधान है। बी.एड. पात्रता के लिए स्नातक स्तर की उपाधि मान्य हैं, परन्तु स्नातक में प्राप्तांक निर्धारित प्राप्तांक से कम है तो स्नातकोत्तर के प्राप्तांक यदि निर्धारित प्राप्तांक अथवा इससे अधिक है तो स्नातकोत्तर के प्राप्तांक के आधार पर बी.एड. पाठ्यक्रम में प्रवेश के लिए पात्रता होगी। चयन हेतु पद का वरियता क्रम निम्नानुसार होगा –

1. व्याख्याता/प्रधानपाठक उच्च प्राथमिक शाला/उच्चश्रेणी शिक्षक/प्रधानपाठक प्राथ.शाला।
2. व्याख्याता (पंचायत)/शिक्षक (पंचायत)।
3. सहायक शिक्षक/सहायक शिक्षक (पंचायत)।

2.2 उक्त पदों पर कार्यरत शिक्षक जो कि निर्धारित प्राप्तांक के साथ स्नातक स्तर की परीक्षा उत्तीर्ण है तथा स्नातक डी.एड. प्रशिक्षित हों तो उसे भी बी.एड. प्रशिक्षण प्राप्त करने की पात्रता होगी ।

2.3 प्रवेश हेतु चयन वरिष्ठता के आधार पर होगा । वरिष्ठता समान होने की स्थिति में अधिक आयु वाले शिक्षक को प्रवेश दिया जाएगा।

2.4 परिवीक्षा अवधि में कार्यरत शिक्षक आवेदन नही कर सकेगें।

2.5 आवेदक की अधिकतम आयु प्रवेश वर्ष के 01 जुलाई को 55 वर्ष से अधिक न हो।

2.6 इस वर्ष से बी.एड. (विभागीय) पाठ्यक्रम के सीटों को स्कूल शिक्षा विभाग व आदिम जाति तथा अनुसूचित जाति विकास विभाग के अतिरिक्त पंचायत एवं ग्रामीण विकास व नगरीय प्रशासन विभाग के शिक्षकों के लिए आरक्षित किया गया है।

2.7 किसी एक विभाग की सीटें रिक्त रहती हैं तो दूसरे विभाग के शिक्षकों से सीटों को परस्पर निम्नानुसार भरा जायेगा –

I. किसी विभाग की सीटें रिक्त रहने पर उसी विभाग से पद वरिष्ठता से सीट भरी जावेगी उसके पश्चात् भी सीट्स रिक्त रहने पर स्कूल शिक्षा विभाग/आदिम जाति तथा अनुसूचित जाति विकास विभाग/पंचायत एवं ग्रामीण विकास विभाग तथा नगरीय प्रशासन विभाग के क्रम से भरी जाएगी।

जैसे स्कूल शिक्षा विभाग के व्याख्याता संवर्ग की सीट रिक्त रहने पर उसी विभाग के प्रधानपाठक पूर्व मा.शा./उ.श्रेणी शिक्षक से भरी जाएगी। विभाग की सीटें इस प्रक्रिया के बाद भी रिक्त रहने पर ये सीटें आदिम जाति तथा अनुसूचित जाति विकास विभाग से इसी क्रम में भरी जाएगी। आदिम जाति तथा अनुसूचित जाति विकास विभाग की सीट्स रिक्त रहने पर स्कूल शिक्षा विभाग से इसी क्रम में भरी जाएगी।

II. उपरोक्त प्रक्रिया के अनुसार सीटें परिवर्तन करने के बाद भी यदि सीटें रिक्त रहती हैं तो ये सीटें पंचायत एवं ग्रामीण विकास विभाग/नगरीय प्रशासन विभाग के व्याख्याता (पंचायत) शिक्षक (पंचायत) से पद वरिष्ठता क्रम में भरी जायेगी।

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III. शिक्षक (पंचायत) उपलब्ध न होने की स्थिति में प्रधान पाठक प्राथमिक शाला/सहायक शिक्षक के आवेदनों पर वरिष्ठता के आधार पर विचार किया जायेगा।

IV. अनुदान प्राप्त अशासकीय संस्था की सीट रिक्त रहने पर रिक्त सीट को क्रमशः स्कूल शिक्षा विभाग, आदिम जाति तथा अनुसूचित जाति विकास विभाग एवं पंचायत एवं ग्रामीण विकास विभाग/नगरीय प्रशासन विकास विभाग के पद वरिष्ठता क्रम में भरी जावेगी।

2.8 समस्त आवेदकों को आवेदन के साथ वर्तमान पद पर नियुक्ति /पदोन्नति आदेश की छायाप्रति तथा सेवा पुस्तिका की छायाप्रति जिसमें सीधी भर्ती से नियुक्त शिक्षकों के पद पर कार्यभार ग्रहण करने का दिवस अंकित हो जमा करना होगा अन्यथा उनके आवेदन को निरस्त किया जावेगा।

2.9 अनुदान प्राप्त अशासकीय संस्थाओं को संलग्न प्रारूप में 10 रूपये के नान ज्यूडिशियल स्टाम्प पेपर पर आवेदक के लिए उनके द्वारा नोटरी से सत्यापित कराकर शपथ पत्र देना होगा, तभी उनके आवेदन को मान्य किया जाएगा । इसे संबंधित जिला शिक्षा अधिकारी से अग्रेषित कराना अनिवार्य होगा ।

2.10 अनुदान प्राप्त अशासकीय संस्थाओं के आवेदक, संस्था प्रमुख से अपने कार्यरत होने का प्रमाण–पत्र संलग्न प्रारूप, नान ज्यूडिशियल स्टाम्प पेपर पर प्रस्तुत करेगें ।

2.11 विभागीय आवेदकों से प्रवेश के समय स्थानांतरण प्रमाण पत्र लेने की आवश्यकता नहीं है।

3. अग्रेषणकर्त्ता अधिकारी के लिए चेकलिस्ट निम्नानुसार होगा –

- आवेदक की आयु प्रवेश वर्ष के 01 जुलाई को 55 वर्ष से अधिक न हो।
- आवेदक के विरूद्ध कोई जांच/आपराधिक मामला/न्यायालयीन प्रकरण/दण्ड/ निलंबन की कार्यवाही लम्बित न हो।
- परिवीक्षा अवधि वाले शिक्षकों के आवेदन को अग्रेषित न करें।
- आवेदक द्वारा आवेदन पत्र के साथ वर्तमान पद पर नियुक्ति/पदोन्नति तिथि से संबंधित सेवा पुस्तिका में अंकित पृष्ठों की छायाप्रति संलग्न नहीं करने पर आवेदन को अग्रेषित न करें।
- संविदा शिक्षक व शिक्षा कर्मी वाले प्रकरण में संविदा शिक्षक व शिक्षा कर्मी पद में नियुक्ति की तिथि पृथक–पृथक अंकित किया है या नहीं।
- स्नातक/स्नातकोत्तर में से किसी एक में अनारक्षित वर्ग के शिक्षकों के लिए न्यूनतम 50 प्रतिशत प्राप्तांक तथा अनु.जाति./अनु.जन.जाति तथा अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) के शिक्षकों के लिए न्यूनतम 45 प्रतिशत प्राप्तांक होने पर ही आवेदन का अग्रेषण करें। छूट के लिए SC/ST तथा OBC (क्रीमीलेयर को छोड़कर) वर्ग को जाति प्रमाण पत्र संलग्न करना अनिवार्य है।

4. चयन के समय यह आवश्यक रूप से सुनिश्चित करें कि अग्रेषणकर्ता अधिकारी आवेदन का अग्रेषण चेक लिस्ट अनुसार किये है अथवा नहीं। आवेदक उपरोक्त जानकारी एवं आवेदन पत्र एस.सी.ई.आर.टी. के वेबसाइट http://scert.cg.gov.in से भी प्राप्त कर सकते हैं।

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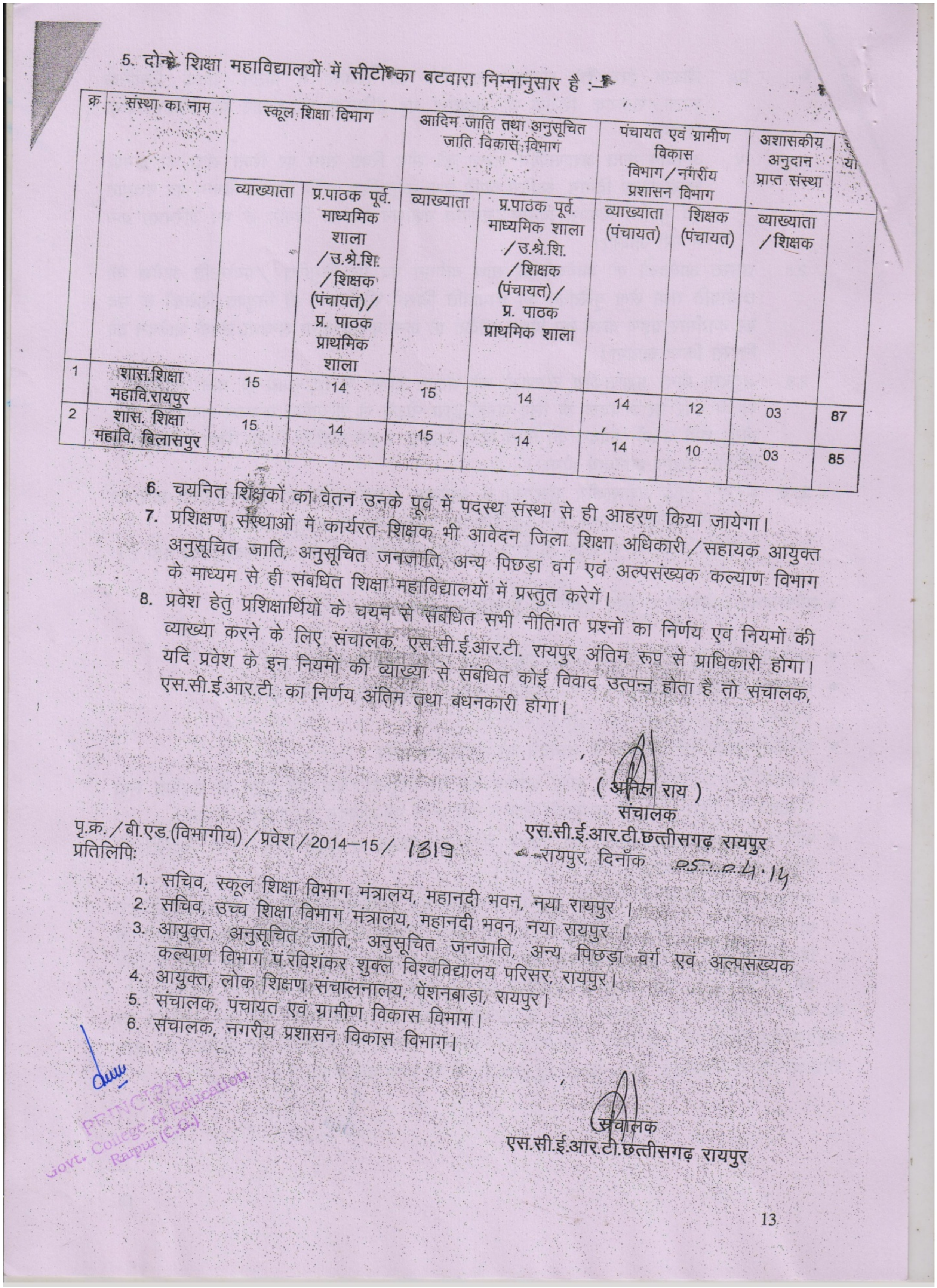

5. दोनों शिक्षा महाविद्यालयों में सीटों का बटवारा निम्नानुसार है :-

क्र.	संस्था का नाम	स्कूल शिक्षा विभाग		आदिम जाति तथा अनुसूचित जाति विकास विभाग		पंचायत एवं ग्रामीण विकास विभाग / नगरीय प्रशासन विभाग		अशासकीय अनुदान प्राप्त संस्था	यो
		व्याख्याता	प्र.पाठक पूर्व. माध्यमिक शाला / उ.श्रे.शि. / शिक्षक (पंचायत) / प्र. पाठक प्राथमिक शाला	व्याख्याता	प्र.पाठक पूर्व. माध्यमिक शाला / उ.श्रे.शि. / शिक्षक (पंचायत) / प्र. पाठक प्राथमिक शाला	व्याख्याता (पंचायत)	शिक्षक (पंचायत)	व्याख्याता / शिक्षक	
1	शास.शिक्षा महावि.रायपुर	15	14	15	14	14	12	03	87
2	शास. शिक्षा महावि. बिलासपुर	15	14	15	14	14	10	03	85

6. चयनित शिक्षकों का वेतन उनके पूर्व में पदस्थ संस्था से ही आहरण किया जायेगा।
7. प्रशिक्षण संस्थाओं में कार्यरत शिक्षक भी आवेदन जिला शिक्षा अधिकारी/सहायक आयुक्त अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग के माध्यम से ही संबंधित शिक्षा महाविद्यालयों में प्रस्तुत करेगें।
8. प्रवेश हेतु प्रशिक्षार्थियों के चयन से संबंधित सभी नीतिगत प्रश्नों का निर्णय एवं नियमों की व्याख्या करने के लिए संचालक, एस.सी.ई.आर.टी. रायपुर अंतिम रूप से प्राधिकारी होगा। यदि प्रवेश के इन नियमों की व्याख्या से संबंधित कोई विवाद उत्पन्न होता है तो संचालक, एस.सी.ई.आर.टी. का निर्णय अंतिम तथा बंधनकारी होगा।

(अनिल राय)
संचालक
एस.सी.ई.आर.टी.छत्तीसगढ़ रायपुर

पृ.क्र. / बी.एड.(विभागीय) / प्रवेश / 2014–15 / 1319
रायपुर, दिनाँक 05.04.14

प्रतिलिपि:

1. सचिव, स्कूल शिक्षा विभाग मंत्रालय, महानदी भवन, नया रायपुर ।
2. सचिव, उच्च शिक्षा विभाग मंत्रालय, महानदी भवन, नया रायपुर ।
3. आयुक्त, अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग पं.रविशंकर शुक्ल विश्वविद्यालय परिसर, रायपुर।
4. आयुक्त, लोक शिक्षण संचालनालय, पेंशनबाड़ा, रायपुर।
5. संचालक, पंचायत एवं ग्रामीण विकास विभाग।
6. संचालक, नगरीय प्रशासन विकास विभाग।

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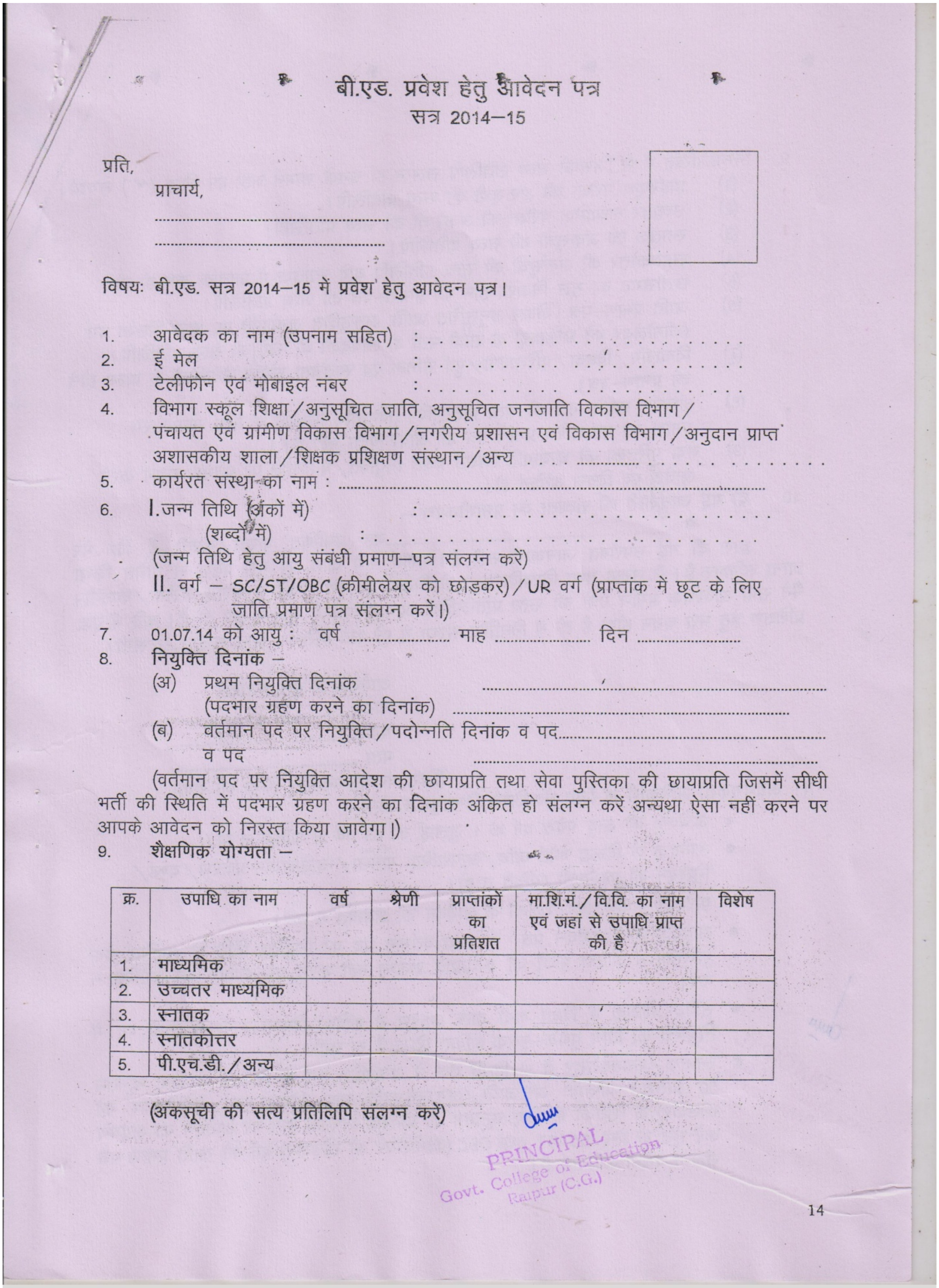
संचालक
एस.सी.ई.आर.टी.छत्तीसगढ़ रायपुर



बी.एड. प्रवेश हेतु आवेदन पत्र

सत्र 2014–15

प्रति,
प्राचार्य,
....
....

विषयः बी.एड. सत्र 2014–15 में प्रवेश हेतु आवेदन पत्र।

1. आवेदक का नाम (उपनाम सहित) : ....
2. ई मेल : ....
3. टेलीफोन एवं मोबाइल नंबर : ....
4. विभाग स्कूल शिक्षा/अनुसूचित जाति, अनुसूचित जनजाति विकास विभाग/पंचायत एवं ग्रामीण विकास विभाग/नगरीय प्रशासन एवं विकास विभाग/अनुदान प्राप्त अशासकीय शाला/शिक्षक प्रशिक्षण संस्थान/अन्य ....
5. कार्यरत संस्था का नाम : ....
6. I. जन्म तिथि (अंकों में) : ....
   (शब्दों में) : ....
   (जन्म तिथि हेतु आयु संबंधी प्रमाण–पत्र संलग्न करें)
   II. वर्ग – SC/ST/OBC (क्रीमीलेयर को छोड़कर)/UR वर्ग (प्राप्तांक में छूट के लिए जाति प्रमाण पत्र संलग्न करें।)
7. 01.07.14 को आयु : वर्ष .... माह .... दिन ....
8. **नियुक्ति दिनांक –**
   (अ) प्रथम नियुक्ति दिनांक ....
   (पदभार ग्रहण करने का दिनांक) ....
   (ब) वर्तमान पद पर नियुक्ति/पदोन्नति दिनांक व पद...............................
   व पद ....

(वर्तमान पद पर नियुक्ति आदेश की छायाप्रति तथा सेवा पुस्तिका की छायाप्रति जिसमें सीधी भर्ती की स्थिति में पदभार ग्रहण करने का दिनांक अंकित हो संलग्न करें अन्यथा ऐसा नहीं करने पर आपके आवेदन को निरस्त किया जावेगा।)

9. **शैक्षणिक योग्यता –**

क्र.	उपाधि का नाम	वर्ष	श्रेणी	प्राप्तांकों का प्रतिशत	मा.शि.मं./वि.वि. का नाम एवं जहां से उपाधि प्राप्त की है	विशेष
1.	माध्यमिक					
2.	उच्चतर माध्यमिक					
3.	स्नातक					
4.	स्नातकोत्तर					
5.	पी.एच.डी./अन्य					

(अंकसूची की सत्य प्रतिलिपि संलग्न करें)

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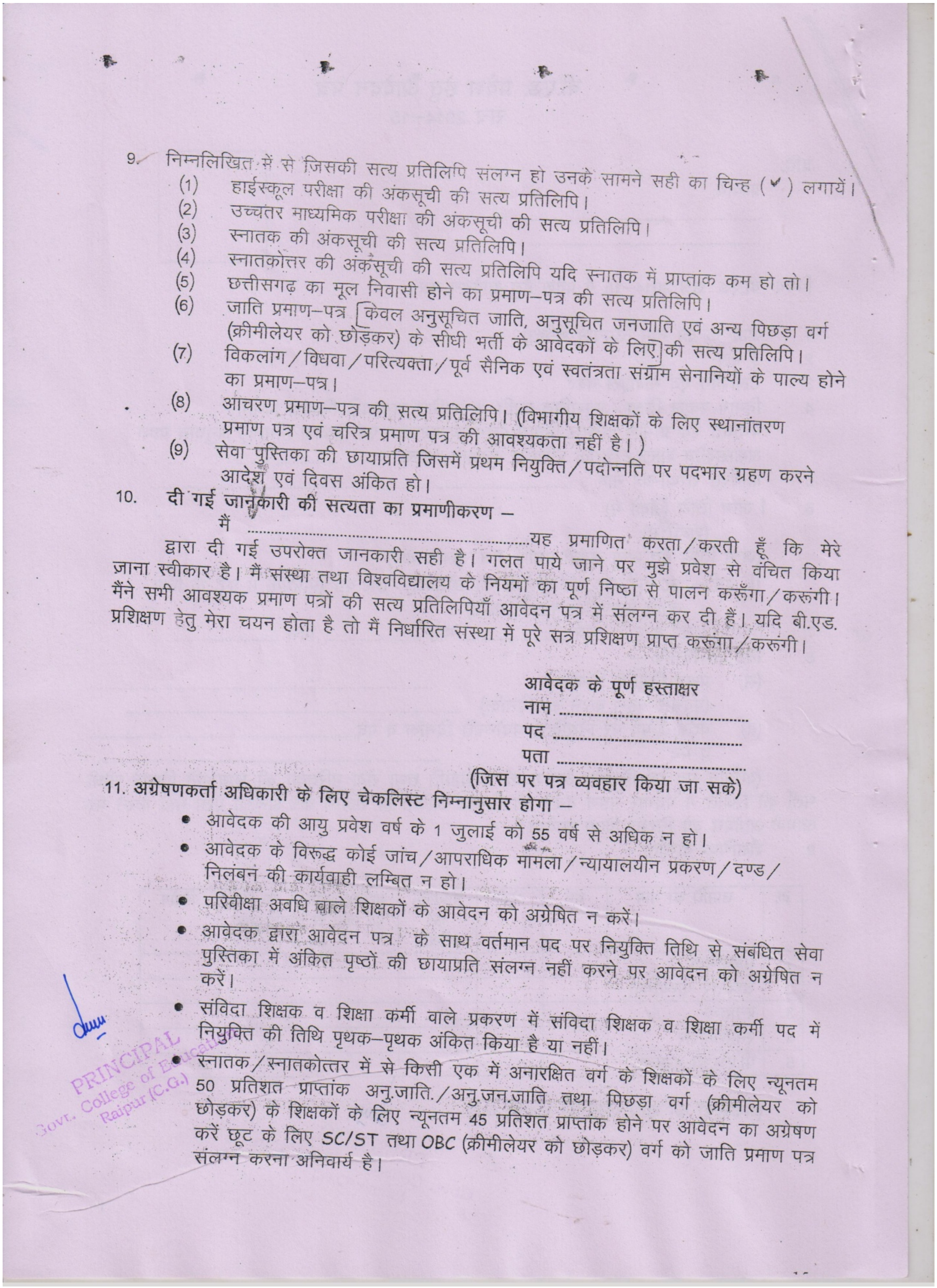

9. निम्नलिखित में से जिसकी सत्य प्रतिलिपि संलग्न हो उनके सामने सही का चिन्ह (✓) लगायें।
(1) हाईस्कूल परीक्षा की अंकसूची की सत्य प्रतिलिपि।
(2) उच्चतर माध्यमिक परीक्षा की अंकसूची की सत्य प्रतिलिपि।
(3) स्नातक की अंकसूची की सत्य प्रतिलिपि।
(4) स्नातकोत्तर की अंकसूची की सत्य प्रतिलिपि यदि स्नातक में प्राप्तांक कम हो तो।
(5) छत्तीसगढ़ का मूल निवासी होने का प्रमाण–पत्र की सत्य प्रतिलिपि।
(6) जाति प्रमाण–पत्र [केवल अनुसूचित जाति, अनुसूचित जनजाति एवं अन्य पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) के सीधी भर्ती के आवेदकों के लिए] की सत्य प्रतिलिपि।
(7) विकलांग/विधवा/परित्यक्ता/पूर्व सैनिक एवं स्वतंत्रता संग्राम सेनानियों के पाल्य होने का प्रमाण–पत्र।
(8) आचरण प्रमाण–पत्र की सत्य प्रतिलिपि। (विभागीय शिक्षकों के लिए स्थानांतरण प्रमाण पत्र एवं चरित्र प्रमाण पत्र की आवश्यकता नहीं है।)
(9) सेवा पुस्तिका की छायाप्रति जिसमें प्रथम नियुक्ति/पदोन्नति पर पदभार ग्रहण करने आदेश एवं दिवस अंकित हो।

10. **दी गई जानकारी की सत्यता का प्रमाणीकरण –**

मैं ....यह प्रमाणित करता/करती हूँ कि मेरे द्वारा दी गई उपरोक्त जानकारी सही है। गलत पाये जाने पर मुझे प्रवेश से वंचित किया जाना स्वीकार है। मैं संस्था तथा विश्वविद्यालय के नियमों का पूर्ण निष्ठा से पालन करूँगा/करूंगी। मैंने सभी आवश्यक प्रमाण पत्रों की सत्य प्रतिलिपियाँ आवेदन पत्र में संलग्न कर दी हैं। यदि बी.एड. प्रशिक्षण हेतु मेरा चयन होता है तो मैं निर्धारित संस्था में पूरे सत्र प्रशिक्षण प्राप्त करूंगा/करूंगी।

आवेदक के पूर्ण हस्ताक्षर
नाम ....
पद ....
पता ....
(जिस पर पत्र व्यवहार किया जा सके)

11. **अग्रेषणकर्ता अधिकारी के लिए चेकलिस्ट निम्नानुसार होगा –**

- आवेदक की आयु प्रवेश वर्ष के 1 जुलाई को 55 वर्ष से अधिक न हो।
- आवेदक के विरूद्ध कोई जांच/आपराधिक मामला/न्यायालयीन प्रकरण/दण्ड/निलंबन की कार्यवाही लम्बित न हो।
- परिवीक्षा अवधि वाले शिक्षकों के आवेदन को अग्रेषित न करें।
- आवेदक द्वारा आवेदन पत्र के साथ वर्तमान पद पर नियुक्ति तिथि से संबंधित सेवा पुस्तिका में अंकित पृष्ठों की छायाप्रति संलग्न नहीं करने पर आवेदन को अग्रेषित न करें।
- संविदा शिक्षक व शिक्षा कर्मी वाले प्रकरण में संविदा शिक्षक व शिक्षा कर्मी पद में नियुक्ति की तिथि पृथक–पृथक अंकित किया है या नहीं।
- स्नातक/स्नातकोत्तर में से किसी एक में अनारक्षित वर्ग के शिक्षकों के लिए न्यूनतम 50 प्रतिशत प्राप्तांक अनु.जाति./अनु.जन.जाति तथा पिछड़ा वर्ग (क्रीमीलेयर को छोड़कर) के शिक्षकों के लिए न्यूनतम 45 प्रतिशत प्राप्तांक होने पर आवेदन का अग्रेषण करें छूट के लिए SC/ST तथा OBC (क्रीमीलेयर को छोड़कर) वर्ग को जाति प्रमाण पत्र संलग्न करना अनिवार्य है।

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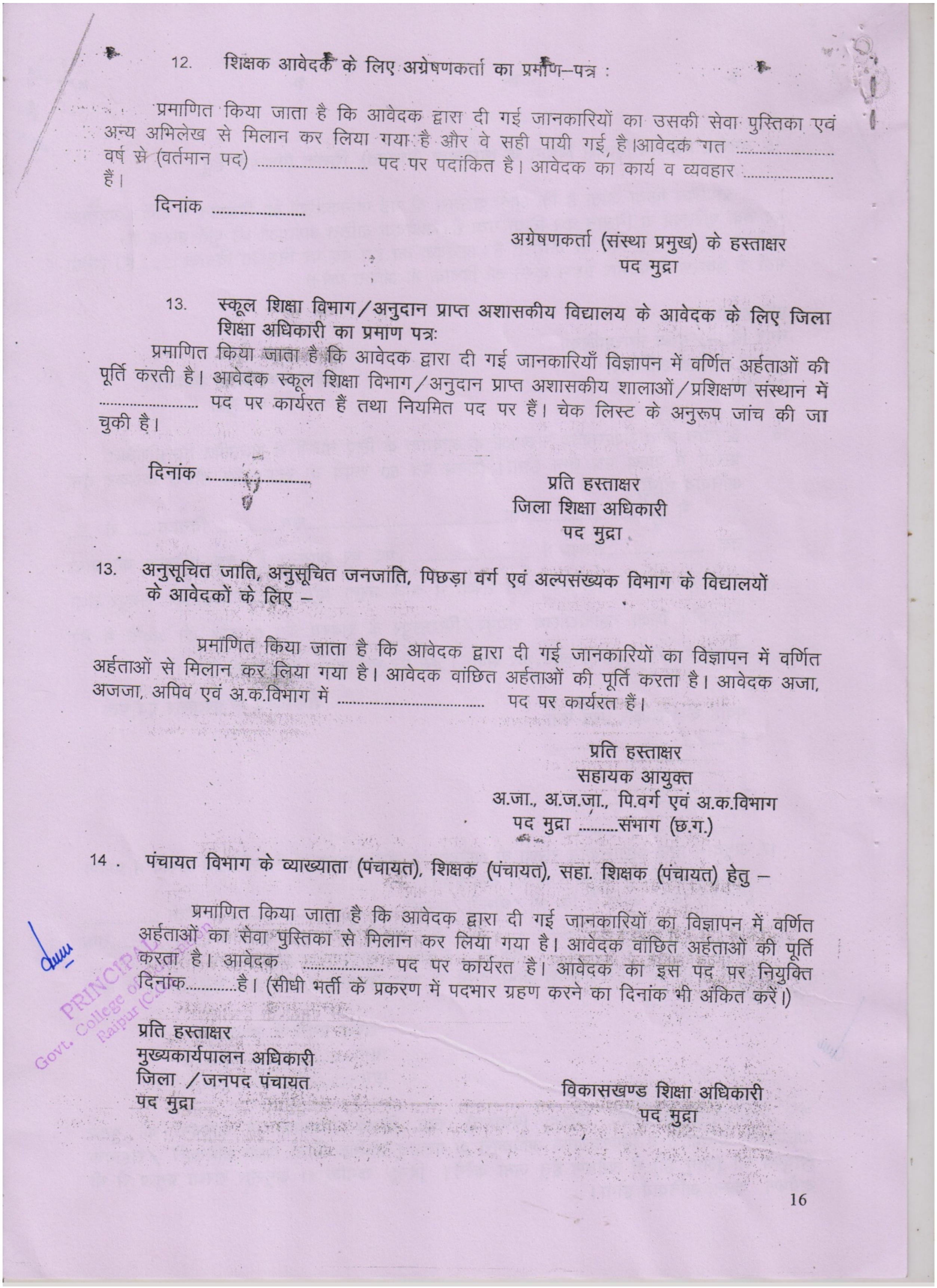

12. शिक्षक आवेदकों के लिए अग्रेषणकर्ता का प्रमाण–पत्र :

प्रमाणित किया जाता है कि आवेदक द्वारा दी गई जानकारियों का उसकी सेवा पुस्तिका एवं अन्य अभिलेख से मिलान कर लिया गया है और वे सही पायी गई, है।आवेदक गत .... वर्ष से (वर्तमान पद) .... पद पर पदांकित है। आवेदक का कार्य व व्यवहार .... हैं।

दिनांक ....

अग्रेषणकर्ता (संस्था प्रमुख) के हस्ताक्षर
पद मुद्रा

13. **स्कूल शिक्षा विभाग/अनुदान प्राप्त अशासकीय विद्यालय के आवेदक के लिए जिला शिक्षा अधिकारी का प्रमाण पत्रः**

प्रमाणित किया जाता है कि आवेदक द्वारा दी गई जानकारियाँ विज्ञापन में वर्णित अर्हताओं की पूर्ति करती है। आवेदक स्कूल शिक्षा विभाग/अनुदान प्राप्त अशासकीय शालाओं/प्रशिक्षण संस्थान में .... पद पर कार्यरत हैं तथा नियमित पद पर हैं। चेक लिस्ट के अनुरूप जांच की जा चुकी है।

दिनांक ....

प्रति हस्ताक्षर
जिला शिक्षा अधिकारी
पद मुद्रा

13. अनुसूचित जाति, अनुसूचित जनजाति, पिछड़ा वर्ग एवं अल्पसंख्यक विभाग के विद्यालयों के आवेदकों के लिए –

प्रमाणित किया जाता है कि आवेदक द्वारा दी गई जानकारियों का विज्ञापन में वर्णित अर्हताओं से मिलान कर लिया गया है। आवेदक वांछित अर्हताओं की पूर्ति करता है। आवेदक अजा, अजजा, अपिव एवं अ.क.विभाग में .... पद पर कार्यरत हैं।

प्रति हस्ताक्षर
सहायक आयुक्त
अ.जा., अ.ज.जा., पि.वर्ग एवं अ.क.विभाग
पद मुद्रा ....संभाग (छ.ग.)

14 . पंचायत विभाग के व्याख्याता (पंचायत), शिक्षक (पंचायत), सहा. शिक्षक (पंचायत) हेतु –

प्रमाणित किया जाता है कि आवेदक द्वारा दी गई जानकारियों का विज्ञापन में वर्णित अर्हताओं का सेवा पुस्तिका से मिलान कर लिया गया है। आवेदक वांछित अर्हताओं की पूर्ति करता है। आवेदक .... पद पर कार्यरत है। आवेदक का इस पद पर नियुक्ति दिनांक............है। (सीधी भर्ती के प्रकरण में पदभार ग्रहण करने का दिनांक भी अंकित करें।)

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प्रति हस्ताक्षर
मुख्यकार्यपालन अधिकारी
जिला /जनपद पंचायत
पद मुद्रा

विकासखण्ड शिक्षा अधिकारी
पद मुद्रा

16

15. नगरीय प्रशासन विकास विभाग के व्याख्याता (पंचायत), शिक्षक (पंचायत) हेतु :

प्रमाणित किया जाता है कि आवेदक द्वारा दी गई जानकारियों का विज्ञापन में वर्णित अर्हताओं का सेवा पुस्तिका से मिलान कर लिया गया है। आवेदक वांछित अर्हताओं की पूर्ति करता है। आवेदक .... पद पर कार्यरत है। आवेदक का इस पद पर नियुक्ति दिनांक............है। (सीधी भर्ती के प्रकरण में पदभार ग्रहण करने का दिनांक भी अंकित करें।)

प्रति हस्ताक्षर
नगर निगम/मुख्य नगरपालिका
/नगर पंचायत अधिकारी
पद मुद्रा

विकासखण्ड शिक्षा अधिकारी
पद मुद्रा

16. अनुदान प्राप्त अशासकीय संस्थाओं के आवेदक के लिए नोटरी से सत्यापित निम्नलिखित प्रारूप में शपथ पत्र देना होगा। (शपथ पत्र 50 रूपये के स्टाम्प पर नोटरी कराकर देना अनिवार्य होगा)

मै ....पिता...उम्र................ दिनांक ....से ...... तक ....संस्था में ....पद पर कार्यरत हूँ। इस प्रशिक्षण को प्राप्त करने के बाद 6 साल तक इसी संस्था में कार्य करता रहूंगा। एस.सी.ई.आर.टी. रायपुर तथा शासकीय शिक्षा महाविद्यालय रायपुर/बिलासपुर के सदस्य इस 6 साल की अवधि में मेरे संस्था में आकर इसकी जांच कर सकेंगे। इस पर मुझे कोई एतराज नहीं होगा।

शपथकर्ता के हस्ताक्षर एवं पता

गवाह के हस्ताक्षर तथा पता

1. ....
....

2. ....
....

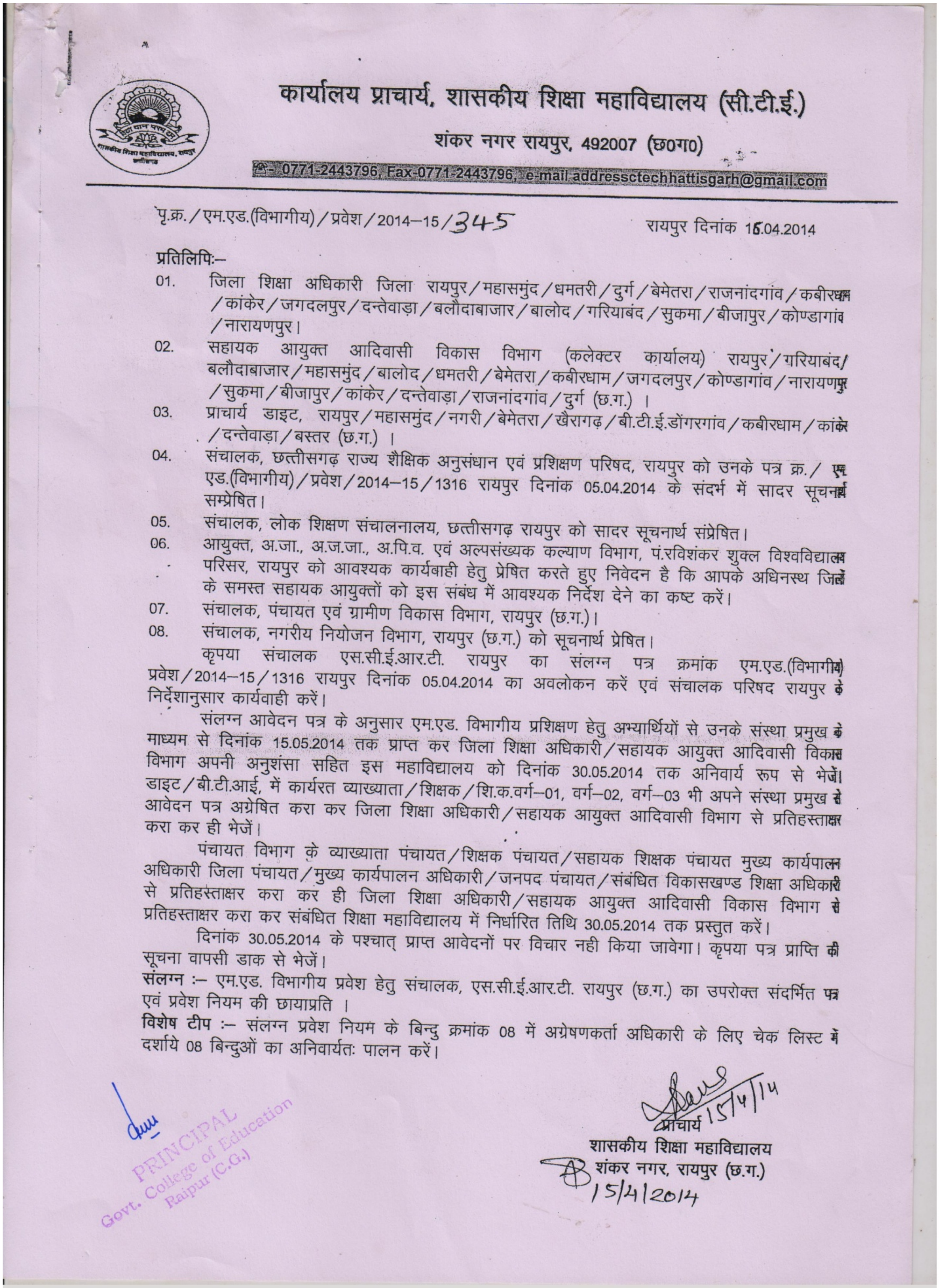
17. अनुदान प्राप्त अशासकीय संस्था के आवेदक के संस्था प्रमुख से निम्नलिखित प्रारूप में प्रमाण पत्र 10 रूपये के स्टाम्प पेपर पर देना होगा।

प्रमाणित किया जाता है कि श्री/श्रीमती/कुमारी .... पिता ....पता .... मेरी संस्था में .... से ....तक कार्यरत है। मेरी संस्था को.................. सत्र से शासन से अनुदान प्राप्त है।

उक्त आवेदक बी.एड.प्रशिक्षण प्राप्त करने के बाद लगातार 6 वर्षो तक मेरी संस्था में कार्य करते रहेंगे।

संस्था प्रमुख के हस्ताक्षर
नाम ....
पता ....

नोट –व्याख्याता (पंचायत), शिक्षक (पंचायत), सहा. शिक्षक (पंचायत) के आवेदनों को मुख्य कार्यपालन अधिकारी व विकासखण्ड अधिकारी के पश्चात् संबंधित जिला शिक्षा अधिकारी /सहायक आयुक्त जो (लागू हो) में अग्रेषण हेतु जमा करेंगे। बिन्दु कमांक 11 अनुसार संस्था प्रमुख से भी अग्रेषण करना अनिवार्य होगा।



कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय (सी.टी.ई.)
शंकर नगर रायपुर, 492007 (छ0ग0)
☎- 0771-2443796, Fax-0771-2443796, e-mail addressctechhattisgarh@gmail.com

पृ.क्र./एम.एड.(विभागीय)/प्रवेश/2014–15/345 रायपुर दिनांक 15.04.2014

प्रतिलिपिः–

01. जिला शिक्षा अधिकारी जिला रायपुर/महासमुंद/धमतरी/दुर्ग/बेमेतरा/राजनांदगांव/कबीरधाम/कांकेर/जगदलपुर/दन्तेवाड़ा/बलौदाबाजार/बालोद/गरियाबंद/सुकमा/बीजापुर/कोण्डागांव/नारायणपुर।
02. सहायक आयुक्त आदिवासी विकास विभाग (कलेक्टर कार्यालय) रायपुर/गरियाबंद/बलौदाबाजार/महासमुंद/बालोद/धमतरी/बेमेतरा/कबीरधाम/जगदलपुर/कोण्डागांव/नारायणपुर/सुकमा/बीजापुर/कांकेर/दन्तेवाड़ा/राजनांदगांव/दुर्ग (छ.ग.) ।
03. प्राचार्य डाइट, रायपुर/महासमुंद/नगरी/बेमेतरा/खैरागढ़/बी.टी.ई.डोंगरगांव/कबीरधाम/कांकेर/दन्तेवाड़ा/बस्तर (छ.ग.) ।
04. संचालक, छत्तीसगढ़ राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, रायपुर को उनके पत्र क्र./एम.एड.(विभागीय)/प्रवेश/2014–15/1316 रायपुर दिनांक 05.04.2014 के संदर्भ में सादर सूचनार्थ सम्प्रेषित।
05. संचालक, लोक शिक्षण संचालनालय, छत्तीसगढ़ रायपुर को सादर सूचनार्थ संप्रेषित।
06. आयुक्त, अ.जा., अ.ज.जा., अ.पि.व. एवं अल्पसंख्यक कल्याण विभाग, पं.रविशंकर शुक्ल विश्वविद्यालय परिसर, रायपुर को आवश्यक कार्यबाही हेतु प्रेषित करते हुए निवेदन है कि आपके अधिनस्थ जिले के समस्त सहायक आयुक्तों को इस संबंध में आवश्यक निर्देश देने का कष्ट करें।
07. संचालक, पंचायत एवं ग्रामीण विकास विभाग, रायपुर (छ.ग.)।
08. संचालक, नगरीय नियोजन विभाग, रायपुर (छ.ग.) को सूचनार्थ प्रेषित।

कृपया संचालक एस.सी.ई.आर.टी. रायपुर का संलग्न पत्र क्रमांक एम.एड.(विभागीय) प्रवेश/2014–15/1316 रायपुर दिनांक 05.04.2014 का अवलोकन करें एवं संचालक परिषद रायपुर के निर्देशानुसार कार्यवाही करें।

संलग्न आवेदन पत्र के अनुसार एम.एड. विभागीय प्रशिक्षण हेतु अभ्यार्थियों से उनके संस्था प्रमुख के माध्यम से दिनांक 15.05.2014 तक प्राप्त कर जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विकास विभाग अपनी अनुशंसा सहित इस महाविद्यालय को दिनांक 30.05.2014 तक अनिवार्य रूप से भेजें। डाइट/बी.टी.आई, में कार्यरत व्याख्याता/शिक्षक/शि.क.वर्ग–01, वर्ग–02, वर्ग–03 भी अपने संस्था प्रमुख से आवेदन पत्र अग्रेषित करा कर जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विभाग से प्रतिहस्ताक्षर करा कर ही भेजें।

पंचायत विभाग के व्याख्याता पंचायत/शिक्षक पंचायत/सहायक शिक्षक पंचायत मुख्य कार्यपालन अधिकारी जिला पंचायत/मुख्य कार्यपालन अधिकारी/जनपद पंचायत/संबंधित विकासखण्ड शिक्षा अधिकारी से प्रतिहस्ताक्षर करा कर ही जिला शिक्षा अधिकारी/सहायक आयुक्त आदिवासी विकास विभाग से प्रतिहस्ताक्षर करा कर संबंधित शिक्षा महाविद्यालय में निर्धारित तिथि 30.05.2014 तक प्रस्तुत करें।

दिनांक 30.05.2014 के पश्चात् प्राप्त आवेदनों पर विचार नही किया जावेगा। कृपया पत्र प्राप्ति की सूचना वापसी डाक से भेजें।

संलग्न :– एम.एड. विभागीय प्रवेश हेतु संचालक, एस.सी.ई.आर.टी. रायपुर (छ.ग.) का उपरोक्त संदर्भित पत्र एवं प्रवेश नियम की छायाप्रति ।

विशेष टीप :– संलग्न प्रवेश नियम के बिन्दु क्रमांक 08 में अग्रेषणकर्ता अधिकारी के लिए चेक लिस्ट में दर्शाये 08 बिन्दुओं का अनिवार्यतः पालन करें।

15/4/14
प्राचार्य
शासकीय शिक्षा महाविद्यालय
शंकर नगर, रायपुर (छ.ग.)
15/4/2014

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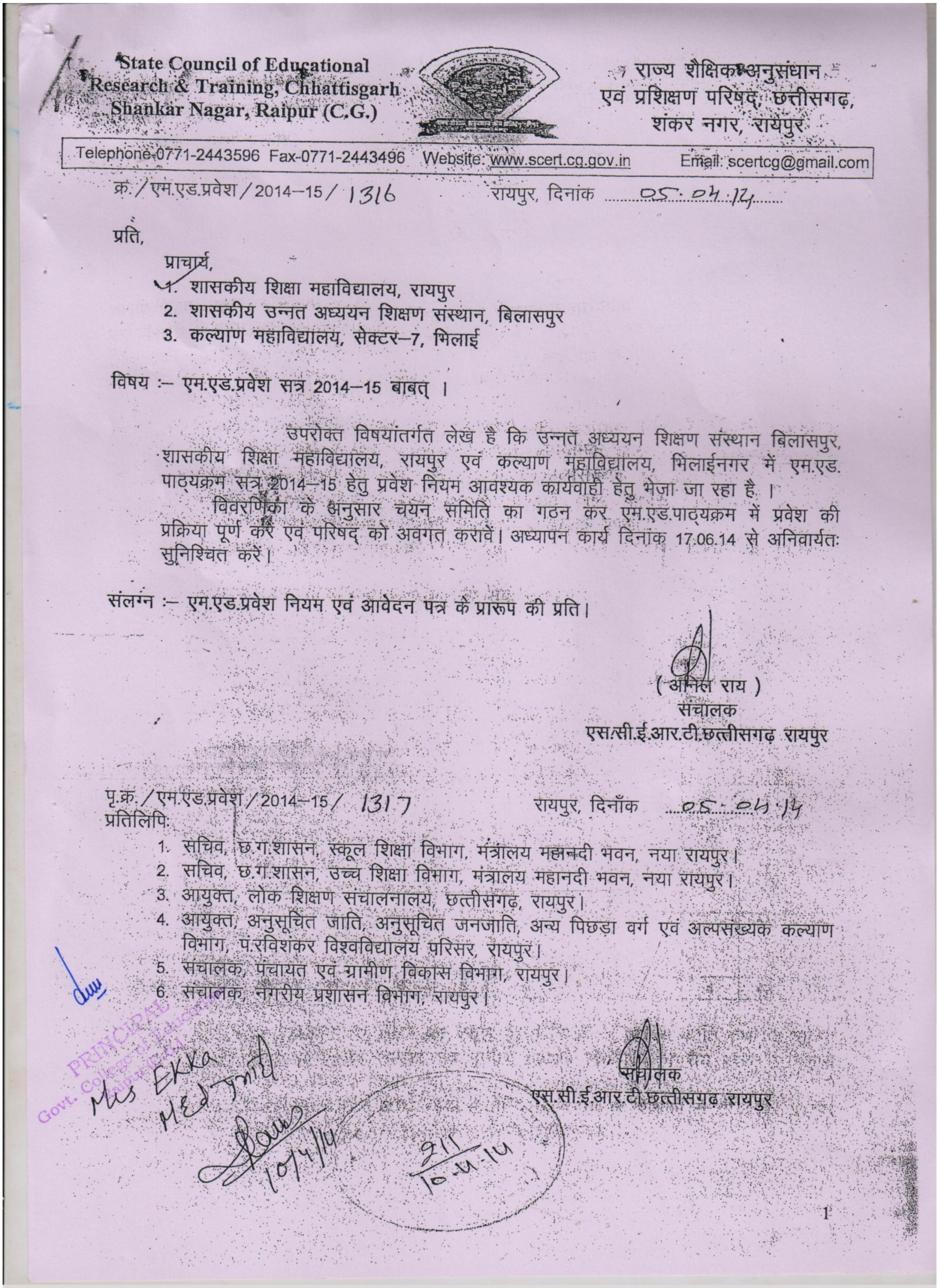

State Council of Educational
Research & Training, Chhattisgarh
Shankar Nagar, Raipur (C.G.)

राज्य शैक्षिक अनुसंधान
एवं प्रशिक्षण परिषद्, छत्तीसगढ़,
शंकर नगर, रायपुर

Telephone-0771-2443596 Fax-0771-2443496 Website: www.scert.cg.gov.in Email: scertcg@gmail.com

क्र. / एम.एड.प्रवेश / 2014–15 / 1316 रायपुर, दिनांक 05.04.14

प्रति,

प्राचार्य,
1. शासकीय शिक्षा महाविद्यालय, रायपुर
2. शासकीय उन्नत अध्ययन शिक्षण संस्थान, बिलासपुर
3. कल्याण महाविद्यालय, सेक्टर–7, भिलाई

विषय :– एम.एड.प्रवेश सत्र 2014–15 बाबत् ।

उपरोक्त विषयांतर्गत लेख है कि उन्नत अध्ययन शिक्षण संस्थान बिलासपुर, शासकीय शिक्षा महाविद्यालय, रायपुर एवं कल्याण महाविद्यालय, भिलाईनगर में एम.एड. पाठ्यक्रम सत्र 2014–15 हेतु प्रवेश नियम आवश्यक कार्यवाही हेतु भेजा जा रहा है ।

विवरणिका के अनुसार चयन समिति का गठन कर एम.एड.पाठ्यक्रम में प्रवेश की प्रक्रिया पूर्ण करें एवं परिषद् को अवगत करावें। अध्यापन कार्य दिनांक 17.06.14 से अनिवार्यतः सुनिश्चित करें।

संलग्न :– एम.एड.प्रवेश नियम एवं आवेदन पत्र के प्रारूप की प्रति।

(अनिल राय)
संचालक
एस.सी.ई.आर.टी.छत्तीसगढ़ रायपुर

पृ.क्र. / एम.एड.प्रवेश / 2014–15 / 1317 रायपुर, दिनाँक 05.04.14
प्रतिलिपि:
1. सचिव, छ.ग.शासन, स्कूल शिक्षा विभाग, मंत्रालय महानदी भवन, नया रायपुर।
2. सचिव, छ.ग.शासन, उच्च शिक्षा विभाग, मंत्रालय महानदी भवन, नया रायपुर।
3. आयुक्त, लोक शिक्षण संचालनालय, छत्तीसगढ़, रायपुर।
4. आयुक्त, अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग, प.रविशंकर विश्वविद्यालय परिसर, रायपुर।
5. संचालक, पंचायत एवं ग्रामीण विकास विभाग, रायपुर।
6. संचालक, नगरीय प्रशासन विभाग, रायपुर।

संचालक
एस.सी.ई.आर.टी.छत्तीसगढ़ रायपुर

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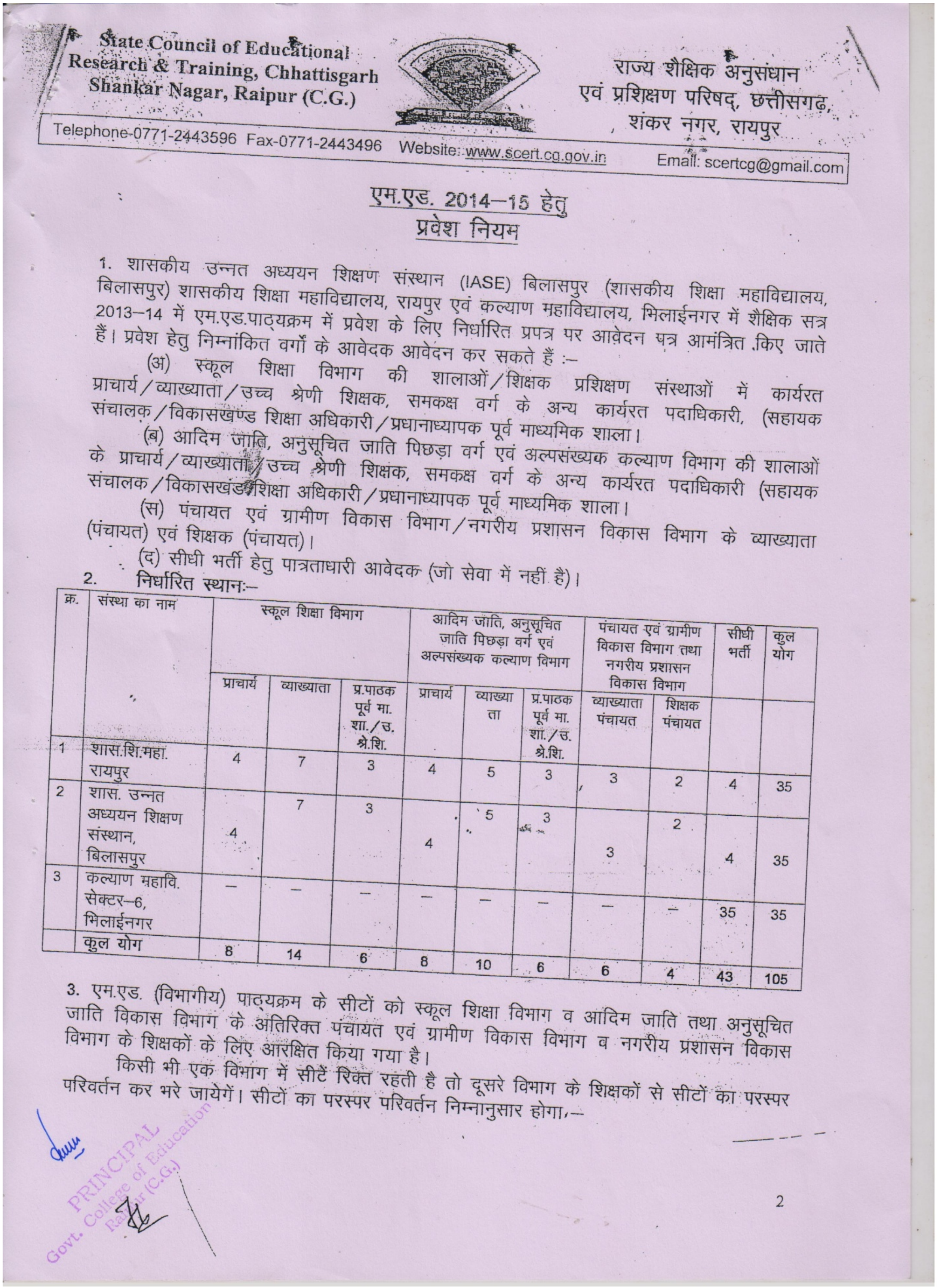

State Council of Educational
Research & Training, Chhattisgarh
Shankar Nagar, Raipur (C.G.)

राज्य शैक्षिक अनुसंधान
एवं प्रशिक्षण परिषद्, छत्तीसगढ़,
, शंकर नगर, रायपुर

Telephone-0771-2443596 Fax-0771-2443496 Website: www.scert.cg.gov.in Email: scertcg@gmail.com

एम.एड. 2014–15 हेतु
प्रवेश नियम

1. शासकीय उन्नत अध्ययन शिक्षण संस्थान (IASE) बिलासपुर (शासकीय शिक्षा महाविद्यालय, बिलासपुर) शासकीय शिक्षा महाविद्यालय, रायपुर एवं कल्याण महाविद्यालय, भिलाईनगर में शैक्षिक सत्र 2013–14 में एम.एड.पाठ्यक्रम में प्रवेश के लिए निर्धारित प्रपत्र पर आवेदन पत्र आमंत्रित किए जाते हैं। प्रवेश हेतु निम्नांकित वर्गों के आवेदक आवेदन कर सकते हैं :–

(अ) स्कूल शिक्षा विभाग की शालाओं/शिक्षक प्रशिक्षण संस्थाओं में कार्यरत प्राचार्य/व्याख्याता/उच्च श्रेणी शिक्षक, समकक्ष वर्ग के अन्य कार्यरत पदाधिकारी, (सहायक संचालक/विकासखण्ड शिक्षा अधिकारी/प्रधानाध्यापक पूर्व माध्यमिक शाला।

(ब) आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग की शालाओं के प्राचार्य/व्याख्याता/उच्च श्रेणी शिक्षक, समकक्ष वर्ग के अन्य कार्यरत पदाधिकारी (सहायक संचालक/विकासखंड शिक्षा अधिकारी/प्रधानाध्यापक पूर्व माध्यमिक शाला।

(स) पंचायत एवं ग्रामीण विकास विभाग/नगरीय प्रशासन विकास विभाग के व्याख्याता (पंचायत) एवं शिक्षक (पंचायत)।

(द) सीधी भर्ती हेतु पात्रताधारी आवेदक (जो सेवा में नहीं है)।

2. **निर्धारित स्थान:–**

क्र.	संस्था का नाम	स्कूल शिक्षा विभाग			आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग			पंचायत एवं ग्रामीण विकास विभाग तथा नगरीय प्रशासन विकास विभाग		सीधी भर्ती	कुल योग
		प्राचार्य	व्याख्याता	प्र.पाठक पूर्व मा. शा./उ. श्रे.शि.	प्राचार्य	व्याख्याता	प्र.पाठक पूर्व मा. शा./उ. श्रे.शि.	व्याख्याता पंचायत	शिक्षक पंचायत		
1	शास.शि.महा. रायपुर	4	7	3	4	5	3	3	2	4	35
2	शास. उन्नत अध्ययन शिक्षण संस्थान, बिलासपुर	4	7	3	4	5	3	3	2	4	35
3	कल्याण महावि. सेक्टर–6, भिलाईनगर	–	–	–	–	–	–	–	–	35	35
	कुल योग	8	14	6	8	10	6	6	4	43	105

3. एम.एड. (विभागीय) पाठ्यक्रम के सीटों को स्कूल शिक्षा विभाग व आदिम जाति तथा अनुसूचित जाति विकास विभाग के अतिरिक्त पंचायत एवं ग्रामीण विकास विभाग व नगरीय प्रशासन विकास विभाग के शिक्षकों के लिए आरक्षित किया गया है।

किसी भी एक विभाग में सीटें रिक्त रहती है तो दूसरे विभाग के शिक्षकों से सीटों का परस्पर परिवर्तन कर भरे जायेगें। सीटों का परस्पर परिवर्तन निम्नानुसार होगा,–

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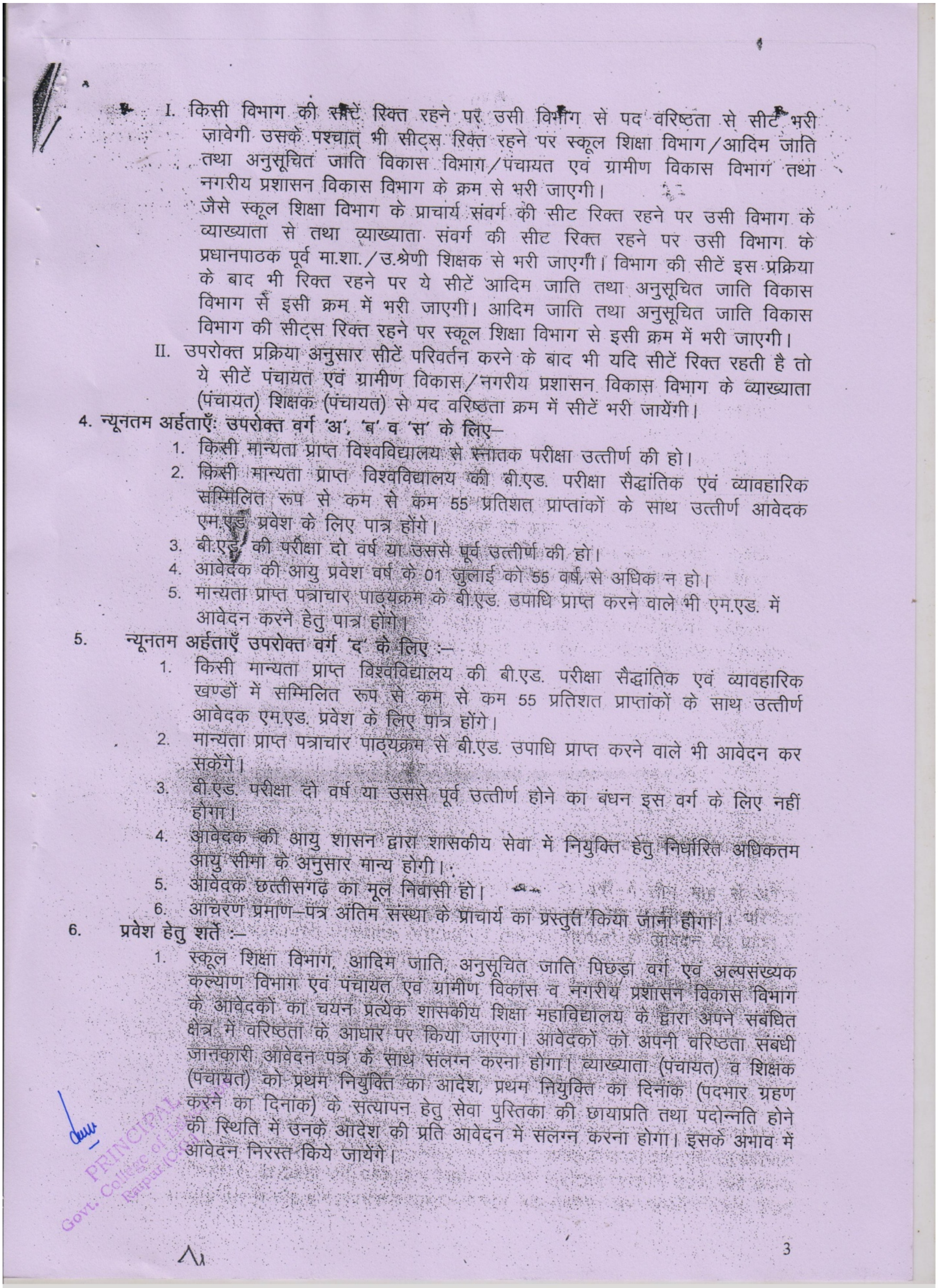

I. किसी विभाग की सीटें रिक्त रहने पर उसी विभाग से पद वरिष्ठता से सीटें भरी जावेगी उसके पश्चात् भी सीट्स रिक्त रहने पर स्कूल शिक्षा विभाग/आदिम जाति तथा अनुसूचित जाति विकास विभाग/पंचायत एवं ग्रामीण विकास विभाग तथा नगरीय प्रशासन विकास विभाग के क्रम से भरी जाएगी।

जैसे स्कूल शिक्षा विभाग के प्राचार्य संवर्ग की सीट रिक्त रहने पर उसी विभाग के व्याख्याता से तथा व्याख्याता संवर्ग की सीट रिक्त रहने पर उसी विभाग के प्रधानपाठक पूर्व मा.शा./उ.श्रेणी शिक्षक से भरी जाएगीं। विभाग की सीटें इस प्रक्रिया के बाद भी रिक्त रहने पर ये सीटें आदिम जाति तथा अनुसूचित जाति विकास विभाग से इसी क्रम में भरी जाएगी। आदिम जाति तथा अनुसूचित जाति विकास विभाग की सीट्स रिक्त रहने पर स्कूल शिक्षा विभाग से इसी क्रम में भरी जाएगी।

II. उपरोक्त प्रक्रिया अनुसार सीटें परिवर्तन करने के बाद भी यदि सीटें रिक्त रहती है तो ये सीटें पंचायत एवं ग्रामीण विकास/नगरीय प्रशासन विकास विभाग के व्याख्याता (पंचायत) शिक्षक (पंचायत) से पद वरिष्ठता क्रम में सीटें भरी जायेंगी।

4. न्यूनतम अर्हताएँ: उपरोक्त वर्ग 'अ', 'ब' व 'स' के लिए–

1. किसी मान्यता प्राप्त विश्वविद्यालय से स्नातक परीक्षा उत्तीर्ण की हो।
2. किसी मान्यता प्राप्त विश्वविद्यालय की बी.एड. परीक्षा सैद्धांतिक एवं व्यावहारिक सम्मिलित रूप से कम से कम 55 प्रतिशत प्राप्तांकों के साथ उत्तीर्ण आवेदक एम.एड. प्रवेश के लिए पात्र होंगे।
3. बी.एड. की परीक्षा दो वर्ष या उससे पूर्व उत्तीर्ण की हो।
4. आवेदक की आयु प्रवेश वर्ष के 01 जुलाई को 55 वर्ष, से अधिक न हो।
5. मान्यता प्राप्त पत्राचार पाठ्यक्रम के बी.एड. उपाधि प्राप्त करने वाले भी एम.एड. में आवेदन करने हेतु पात्र होंगे।

5. न्यूनतम अर्हताएँ उपरोक्त वर्ग 'द' के लिए :–

1. किसी मान्यता प्राप्त विश्वविद्यालय की बी.एड. परीक्षा सैद्धांतिक एवं व्यावहारिक खण्डों में सम्मिलित रूप से कम से कम 55 प्रतिशत प्राप्तांकों के साथ उत्तीर्ण आवेदक एम.एड. प्रवेश के लिए पात्र होंगे।
2. मान्यता प्राप्त पत्राचार पाठ्यक्रम से बी.एड. उपाधि प्राप्त करने वाले भी आवेदन कर सकेंगे।
3. बी.एड. परीक्षा दो वर्ष या उससे पूर्व उत्तीर्ण होने का बंधन इस वर्ग के लिए नहीं होगा।
4. आवेदक की आयु शासन द्वारा शासकीय सेवा में नियुक्ति हेतु निर्धारित अधिकतम आयु सीमा के अनुसार मान्य होगी।
5. आवेदक छत्तीसगढ़ का मूल निवासी हो।
6. आचरण प्रमाण–पत्र अंतिम संस्था के प्राचार्य का प्रस्तुत किया जाना होगा।

6. प्रवेश हेतु शर्ते :–

1. स्कूल शिक्षा विभाग, आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग एवं पंचायत एवं ग्रामीण विकास व नगरीय प्रशासन विकास विभाग के आवेदकों का चयन प्रत्येक शासकीय शिक्षा महाविद्यालय के द्वारा अपने संबंधित क्षेत्र में वरिष्ठता के आधार पर किया जाएगा। आवेदकों को अपनी वरिष्ठता संबंधी जानकारी आवेदन पत्र के साथ संलग्न करना होगा। व्याख्याता (पंचायत) व शिक्षक (पंचायत) को प्रथम नियुक्ति का आदेश, प्रथम नियुक्ति का दिनांक (पदभार ग्रहण करने का दिनांक) के सत्यापन हेतु सेवा पुस्तिका की छायाप्रति तथा पदोन्नति होने की स्थिति में उनके आदेश की प्रति आवेदन में संलग्न करना होगा। इसके अभाव में आवेदन निरस्त किये जायेंगे।

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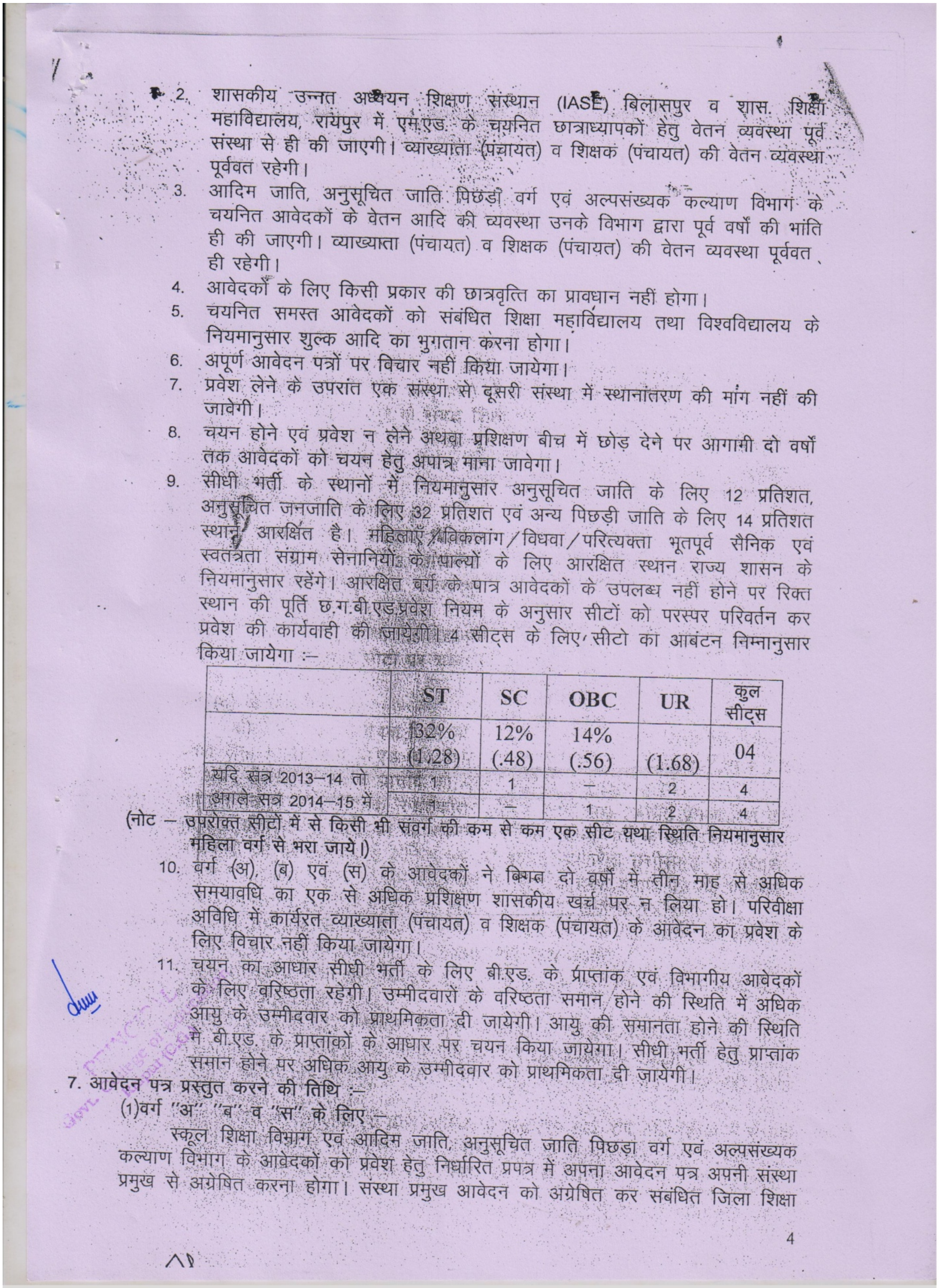

2. शासकीय उन्नत अध्ययन शिक्षण संस्थान (IASE) बिलासपुर व शास. शिक्षा महाविद्यालय, रायपुर में एम.एड. के चयनित छात्राध्यापकों हेतु वेतन व्यवस्था पूर्व संस्था से ही की जाएगी। व्याख्याता (पंचायत) व शिक्षक (पंचायत) की वेतन व्यवस्था पूर्ववत रहेगी।
3. आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग के चयनित आवेदकों के वेतन आदि की व्यवस्था उनके विभाग द्वारा पूर्व वर्षों की भांति ही की जाएगी। व्याख्याता (पंचायत) व शिक्षक (पंचायत) की वेतन व्यवस्था पूर्ववत ही रहेगी।
4. आवेदकों के लिए किसी प्रकार की छात्रवृत्ति का प्रावधान नहीं होगा।
5. चयनित समस्त आवेदकों को संबंधित शिक्षा महाविद्यालय तथा विश्वविद्यालय के नियमानुसार शुल्क आदि का भुगतान करना होगा।
6. अपूर्ण आवेदन पत्रों पर विचार नहीं किया जायेगा।
7. प्रवेश लेने के उपरांत एक संस्था से दूसरी संस्था में स्थानांतरण की मांग नहीं की जावेगी।
8. चयन होने एवं प्रवेश न लेने अथवा प्रशिक्षण बीच में छोड़ देने पर आगामी दो वर्षों तक आवेदकों को चयन हेतु अपात्र माना जावेगा।
9. सीधी भर्ती के स्थानों में नियमानुसार अनुसूचित जाति के लिए 12 प्रतिशत, अनुसूचित जनजाति के लिए 32 प्रतिशत एवं अन्य पिछड़ी जाति के लिए 14 प्रतिशत स्थान आरक्षित है। महिलाएँ/विकलांग/विधवा/परित्यक्ता भूतपूर्व सैनिक एवं स्वतंत्रता संग्राम सेनानियों के पाल्यों के लिए आरक्षित स्थान राज्य शासन के नियमानुसार रहेंगे। आरक्षित वर्ग के पात्र आवेदकों के उपलब्ध नहीं होने पर रिक्त स्थान की पूर्ति छ.ग.बी.एड.प्रवेश नियम के अनुसार सीटों को परस्पर परिवर्तन कर प्रवेश की कार्यवाही की जायेगी। 4 सीट्स के लिए, सीटो का आबंटन निम्नानुसार किया जायेगा :–

	ST	SC	OBC	UR	कुल सीट्स
	32% (1.28)	12% (.48)	14% (.56)	(1.68)	04
यदि सत्र 2013–14 तो	1	1	–	2	4
अगले सत्र 2014–15 में	1	–	1	2	4

(नोट – उपरोक्त सीटों में से किसी भी संवर्ग की कम से कम एक सीट यथा स्थिति नियमानुसार महिला वर्ग से भरा जाये।)

10. वर्ग (अ), (ब) एवं (स) के आवेदकों ने बिगत दो वर्षों में तीन माह से अधिक समयावधि का एक से अधिक प्रशिक्षण शासकीय खर्च पर न लिया हो। परिवीक्षा अविधि में कार्यरत व्याख्याता (पंचायत) व शिक्षक (पंचायत) के आवेदन का प्रवेश के लिए विचार नहीं किया जायेगा।
11. चयन का आधार सीधी भर्ती के लिए बी.एड. के प्राप्तांक एवं विभागीय आवेदकों के लिए वरिष्ठता रहेगी। उम्मीदवारों के वरिष्ठता समान होने की स्थिति में अधिक आयु के उम्मीदवार को प्राथमिकता दी जायेगी। आयु की समानता होने की स्थिति में बी.एड. के प्राप्तांकों के आधार पर चयन किया जायेगा। सीधी भर्ती हेतु प्राप्तांक समान होने पर अधिक आयु के उम्मीदवार को प्राथमिकता दी जायेगी।

7. आवेदन पत्र प्रस्तुत करने की तिथि :–

(1)वर्ग "अ" "ब" व "स" के लिए –

स्कूल शिक्षा विभाग एवं आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग के आवेदकों को प्रवेश हेतु निर्धारित प्रपत्र में अपना आवेदन पत्र अपनी संस्था प्रमुख से अग्रेषित करना होगा। संस्था प्रमुख आवेदन को अग्रेषित कर संबंधित जिला शिक्षा

4

अधिकारी/सहायक आयुक्त, आदिम जाति, अनुसूचित जाति विकास विभाग को दिनांक 15.05.14 तक भेजेंगे। जिला शिक्षा अधिकारी/सहायक आयुक्त आवेदन को चेकलिस्ट अनुसार परीक्षण कर अपनी अनुशंसा के साथ आवेदन पत्र संबंधित शिक्षा महाविद्यालय के प्राचार्यों को दिनांक **30.05.14** तक अनिवार्य रूप से प्रेषित करेंगे। आवेदकों द्वारा एक अग्रिम प्रति सीधे महाविद्यालय भेजा जा सकता है परन्तु जिला शिक्षा अधिकारी/सहायक आयुक्त से अग्रेषित आवेदनों पर ही विचार किया जायेगा। शासकीय शिक्षक–प्रशिक्षण संस्थाओं के कार्यरत आवेदक अपने संस्था प्रमुख के द्वारा आवेदन को अग्रेषित कराकर जिला शिक्षा अधिकारी/सहायक आयुक्त के माध्यम से ही आवेदन पत्र संबंधित शासकीय शिक्षा महाविद्यालय को विज्ञापन में निर्धारित अंतिम तिथि तक प्रेषित करेंगे। पंचायत एवं ग्रामीण विकास व नगरीय प्रशासन विभाग के व्याख्याता (पंचायत) व शिक्षक (पंचायत) अपने आवेदन को जिला शिक्षा अधिकारी /सहायक आयुक्त कार्यालय में जमा करने से पहले आवेदन को संबंधित विकासखण्ड शिक्षा अधिकारी से अग्रेषित करायेंगे तथा मुख्यकार्यपालन अधिकारी जनपद पंचायत/जिला पंचायत (जो लागू हो) से प्रति हस्ताक्षर करायेंगे।

शासकीय शिक्षा महाविद्यालय, रायपुर के संबद्ध शिक्षा जिला :–

1. रायपुर
2. महासमुंद
3. दुर्ग
4. राजनांदगांव
5. कवर्धा
6. बस्तर
7. दंतेवाड़ा
8. धमतरी
9. कांकेर
10. बेमेतरा
11 बलौदाबाजार
12.बालोद
13.गरियाबंद
14.सुकमा
15.बीजापुर
16.कोण्डागांव
17. नारायणपुर।

शासकीय उन्नत अध्ययन शिक्षा संस्थान, बिलासपुर के संबद्ध शिक्षा जिला :–

1. बिलासपुर
2. कोरबा
3. जांजगीर
4. रायगढ़
5. जशपुर
6. सरगुजा
7. सूरजपुर
8. बलरामपुर
9. कोरिया
10.मुंगेली

एम.एड. में प्रवेश हेतु शिक्षा महाविद्यालय से संबंधित जिलों से प्राप्त आवेदनों को वरिष्ठता के आधार पर उपलब्ध सीटों पर चयन किया जावेगा।

(2) **वर्ग (द) के लिए :–**

सीधी भर्ती हेतु आवेदक जिस भी शासकीय/अनुदान प्राप्त अशासकीय संस्था में प्रवेश लेना चाहते हैं वे बी.एड. की वि.वि. परीक्षा के परिणाम घोषित होने के 7 दिवस के अंदर संबंधित संस्था के प्राचार्य को अपना आवेदन पत्र जमा करेंगे।

(3) आवेदन पत्र के साथ स्नातक, स्नातकोत्तर, बी.एड. तथा आयु संबंधित प्रमाण पत्रों की सत्य प्रतिलिपियाँ भी आवेदकों को संलग्न करनी है। सीधी भर्ती के आवेदकों को सक्षम अधिकारी जो तहसीलदार से अनिम्न पद का हो,द्वारा प्रमाणित छत्तीसगढ़ का निवासी प्रमाण पत्र, जाति प्रमाण पत्र (आरक्षित वर्ग के लिए) आचरण प्रमाण पत्र की प्रमाणित छायाप्रति संलग्न करना हैं। प्रवेश के समय मूल टी.सी. जमा करना होगा।

(4) **कार्यालय संचालक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, रायपुर को सीधे भेजे गये किसी भी श्रेणी के आवेदन पत्र स्वीकार नहीं किये जायेंगे।**

(5) प्रत्येक शासकीय शिक्षा महाविद्यालय द्वारा अपने क्षेत्र के आवेदकों से प्राप्त आवेदनों पर ही विचार किया जावेगा।

(6) विभागीय सीटों के लिए निर्धारित **दिनांक 15.05.14** के पश्चात् प्राप्त आवेदनों पर कोई विचार नहीं किया जावेगा एवं सीधी भर्ती के लिए विश्वविद्यालय की बी.एड. परीक्षा के परिणाम घोषित होने के सात दिवस के बाद प्राप्त आवेदनों पर कोई विचार नहीं किया जावेगा।

(7) चयन समिति में संचालक, के द्वारा नामित दो प्रतिनिधि होंगे शेष प्रतिनिधियों में से एक –एक आदिम जाति, अनुसूचित जाति पिछड़ा वर्ग एवं अल्पसंख्यक कल्याण विभाग (सहायक विकास आयुक्त से अन्यून), शिक्षा विभाग से स्थानीय जिला शिक्षा अधिकारी सम्मिलित किये जायेंगे।

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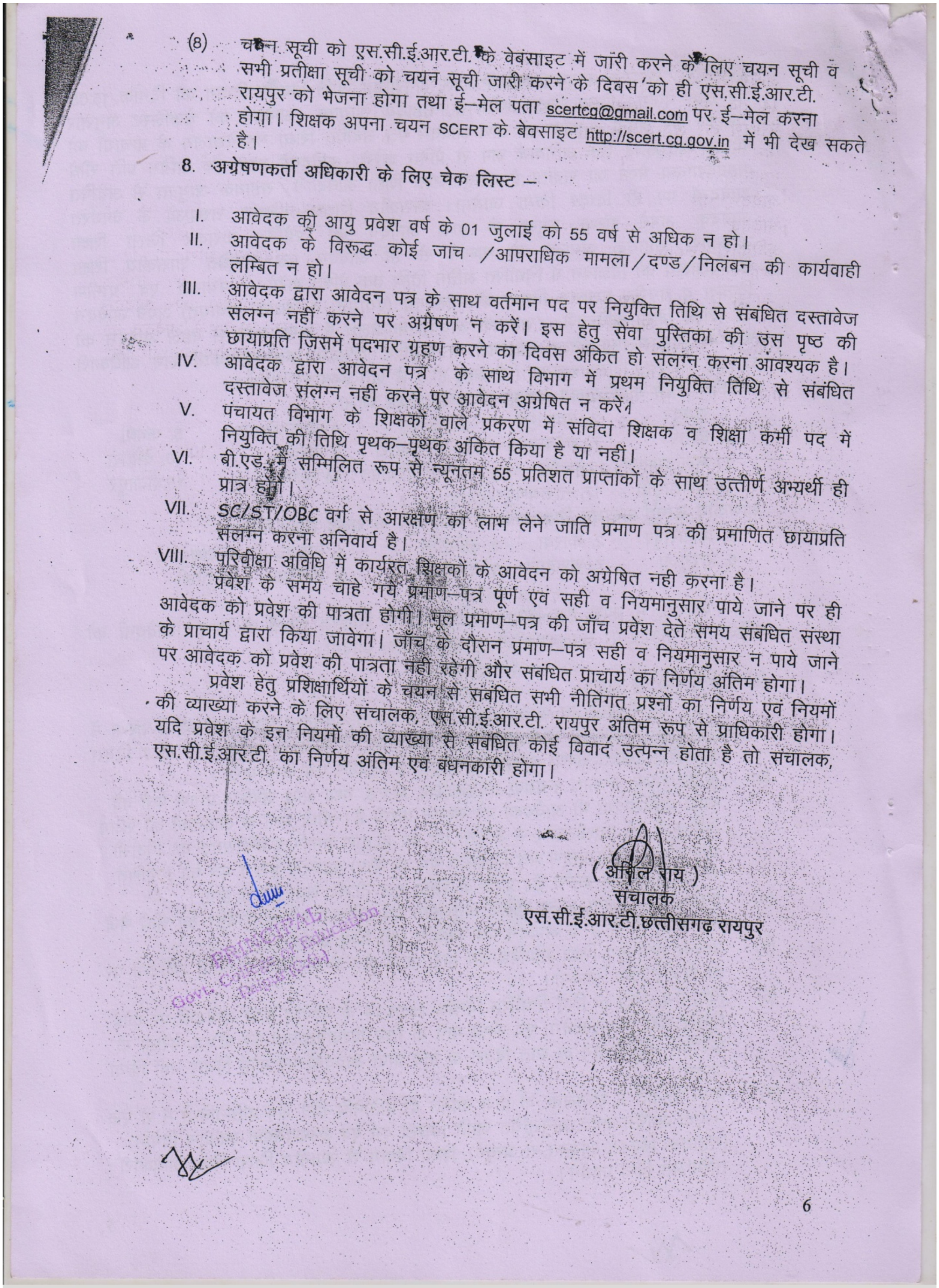

(8) चयन सूची को एस.सी.ई.आर.टी. के वेबसाइट में जारी करने के लिए चयन सूची व सभी प्रतीक्षा सूची को चयन सूची जारी करने के दिवस को ही एस.सी.ई.आर.टी. रायपुर को भेजना होगा तथा ई–मेल पता scertcg@gmail.com पर ई–मेल करना होगा। शिक्षक अपना चयन SCERT के बेवसाइट http://scert.cg.gov.in में भी देख सकते है।

8. अग्रेषणकर्ता अधिकारी के लिए चेक लिस्ट –

I. आवेदक की आयु प्रवेश वर्ष के 01 जुलाई को 55 वर्ष से अधिक न हो।
II. आवेदक के विरूद्ध कोई जांच /आपराधिक मामला/दण्ड/निलंबन की कार्यवाही लम्बित न हो।
III. आवेदक द्वारा आवेदन पत्र के साथ वर्तमान पद पर नियुक्ति तिथि से संबंधित दस्तावेज संलग्न नहीं करने पर अग्रेषण न करें। इस हेतु सेवा पुस्तिका की उस पृष्ठ की छायाप्रति जिसमें पदभार ग्रहण करने का दिवस अंकित हो संलग्न करना आवश्यक है।
IV. आवेदक द्वारा आवेदन पत्र के साथ विभाग में प्रथम नियुक्ति तिथि से संबंधित दस्तावेज संलग्न नहीं करने पर आवेदन अग्रेषित न करें।
V. पंचायत विभाग के शिक्षकों वाले प्रकरण में संविदा शिक्षक व शिक्षा कर्मी पद में नियुक्ति की तिथि पृथक–पृथक अंकित किया है या नहीं।
VI. बी.एड. में सम्मिलित रूप से न्यूनतम 55 प्रतिशत प्राप्तांकों के साथ उत्तीर्ण अभ्यर्थी ही प्रात्र होंगे।
VII. SC/ST/OBC वर्ग से आरक्षण का लाभ लेने जाति प्रमाण पत्र की प्रमाणित छायाप्रति संलग्न करना अनिवार्य है।
VIII. परिवीक्षा अविधि में कार्यरत शिक्षकों के आवेदन को अग्रेषित नही करना है।

प्रवेश के समय चाहे गये प्रमाण–पत्र पूर्ण एवं सही व नियमानुसार पाये जाने पर ही आवेदक को प्रवेश की पात्रता होगी। मूल प्रमाण–पत्र की जाँच प्रवेश देते समय संबंधित संस्था के प्राचार्य द्वारा किया जावेगा। जाँच के दौरान प्रमाण–पत्र सही व नियमानुसार न पाये जाने पर आवेदक को प्रवेश की पात्रता नही रहेगी और संबंधित प्राचार्य का निर्णय अंतिम होगा।

प्रवेश हेतु प्रशिक्षार्थियों के चयन से संबंधित सभी नीतिगत प्रश्नों का निर्णय एवं नियमों की व्याख्या करने के लिए संचालक, एस.सी.ई.आर.टी. रायपुर अंतिम रूप से प्राधिकारी होगा। यदि प्रवेश के इन नियमों की व्याख्या से संबंधित कोई विवाद उत्पन्न होता है तो संचालक, एस.सी.ई.आर.टी. का निर्णय अंतिम एवं बंधनकारी होगा।

(अखिल राय)
संचालक
एस.सी.ई.आर.टी.छत्तीसगढ़ रायपुर

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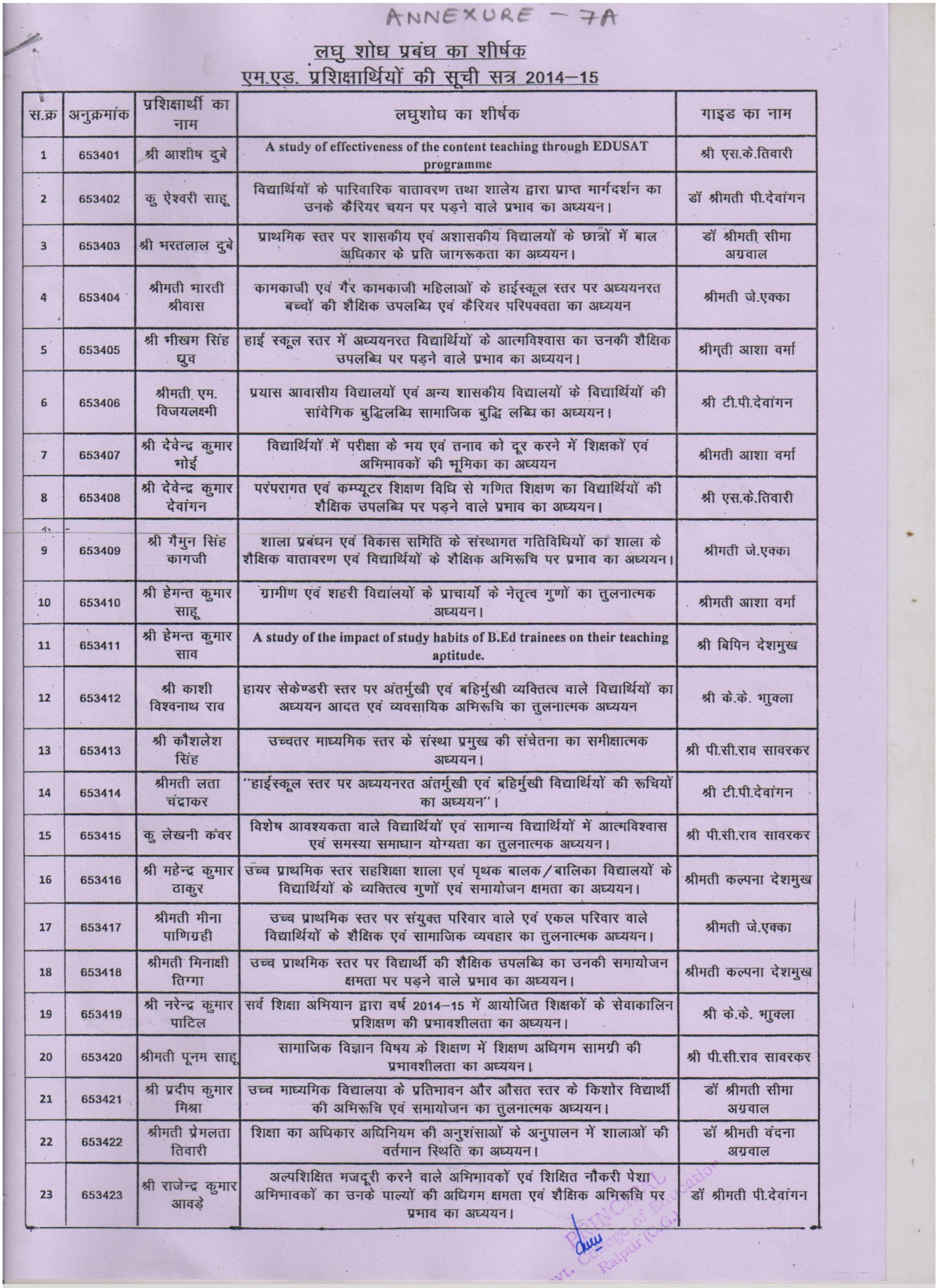

ANNEXURE – 7A

लघु शोध प्रबंध का शीर्षक

एम.एड. प्रशिक्षार्थियों की सूची सत्र 2014–15

स.क्र	अनुक्रमांक	प्रशिक्षार्थी का नाम	लघुशोध का शीर्षक	गाइड का नाम
1	653401	श्री आशीष दुबे	A study of effectiveness of the content teaching through EDUSAT programme	श्री एस.के.तिवारी
2	653402	कु ऐश्वरी साहू	विद्यार्थियों के पारिवारिक वातावरण तथा शालेय द्वारा प्राप्त मार्गदर्शन का उनके कैरियर चयन पर पड़ने वाले प्रभाव का अध्ययन।	डॉ श्रीमती पी.देवांगन
3	653403	श्री भरतलाल दुबे	प्राथमिक स्तर पर शासकीय एवं अशासकीय विद्यालयों के छात्रों में बाल अधिकार के प्रति जागरूकता का अध्ययन।	डॉ श्रीमती सीमा अग्रवाल
4	653404	श्रीमती भारती श्रीवास	कामकाजी एवं गैर कामकाजी महिलाओं के हाईस्कूल स्तर पर अध्ययनरत बच्चों की शैक्षिक उपलब्धि एवं कैरियर परिपक्वता का अध्ययन	श्रीमती जे.एक्का
5	653405	श्री भीखम सिंह ध्रुव	हाई स्कूल स्तर में अध्ययनरत विद्यार्थियों के आत्मविश्वास का उनकी शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन।	श्रीमती आशा वर्मा
6	653406	श्रीमती एम. विजयलक्ष्मी	प्रयास आवासीय विद्यालयों एवं अन्य शासकीय विद्यालयों के विद्यार्थियों की सांवेगिक बुद्धिलब्धि सामाजिक बुद्धि लब्धि का अध्ययन।	श्री टी.पी.देवांगन
7	653407	श्री देवेन्द्र कुमार भोई	विद्यार्थियों में परीक्षा के भय एवं तनाव को दूर करने में शिक्षकों एवं अभिभावकों की भूमिका का अध्ययन	श्रीमती आशा वर्मा
8	653408	श्री देवेन्द्र कुमार देवांगन	परंपरागत एवं कम्प्यूटर शिक्षण विधि से गणित शिक्षण का विद्यार्थियों की शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन।	श्री एस.के.तिवारी
9	653409	श्री गैमुन सिंह कागजी	शाला प्रबंधन एवं विकास समिति के संस्थागत गतिविधियों का शाला के शैक्षिक वातावरण एवं विद्यार्थियों के शैक्षिक अभिरूचि पर प्रभाव का अध्ययन।	श्रीमती जे.एक्का
10	653410	श्री हेमन्त कुमार साहू	ग्रामीण एवं शहरी विद्यालयों के प्राचार्यो के नेतृत्व गुणों का तुलनात्मक अध्ययन।	श्रीमती आशा वर्मा
11	653411	श्री हेमन्त कुमार साव	A study of the impact of study habits of B.Ed trainees on their teaching aptitude.	श्री बिपिन देशमुख
12	653412	श्री काशी विश्वनाथ राव	हायर सेकेण्डरी स्तर पर अंतर्मुखी एवं बहिर्मुखी व्यक्तित्व वाले विद्यार्थियों का अध्ययन आदत एवं व्यवसायिक अभिरूचि का तुलनात्मक अध्ययन	श्री के.के. भुक्ला
13	653413	श्री कौशलेश सिंह	उच्चतर माध्यमिक स्तर के संस्था प्रमुख की संचेतना का समीक्षात्मक अध्ययन।	श्री पी.सी.राव सावरकर
14	653414	श्रीमती लता चंद्राकर	"हाईस्कूल स्तर पर अध्ययनरत अंतर्मुखी एवं बहिर्मुखी विद्यार्थियों की रूचियों का अध्ययन"।	श्री टी.पी.देवांगन
15	653415	कु लेखनी कंवर	विशेष आवश्यकता वाले विद्यार्थियों एवं सामान्य विद्यार्थियों में आत्मविश्वास एवं समस्या समाधान योग्यता का तुलनात्मक अध्ययन।	श्री पी.सी.राव सावरकर
16	653416	श्री महेन्द्र कुमार ठाकुर	उच्च प्राथमिक स्तर सहशिक्षा शाला एवं पृथक बालक/बालिका विद्यालयों के विद्यार्थियों के व्यक्तित्व गुणों एवं समायोजन क्षमता का अध्ययन।	श्रीमती कल्पना देशमुख
17	653417	श्रीमती मीना पाणिग्रही	उच्च प्राथमिक स्तर पर संयुक्त परिवार वाले एवं एकल परिवार वाले विद्यार्थियों के शैक्षिक एवं सामाजिक व्यवहार का तुलनात्मक अध्ययन।	श्रीमती जे.एक्का
18	653418	श्रीमती मिनाक्षी तिग्गा	उच्च प्राथमिक स्तर पर विद्यार्थी की शैक्षिक उपलब्धि का उनकी समायोजन क्षमता पर पड़ने वाले प्रभाव का अध्ययन।	श्रीमती कल्पना देशमुख
19	653419	श्री नरेन्द्र कुमार पाटिल	सर्व शिक्षा अभियान द्वारा वर्ष 2014–15 में आयोजित शिक्षकों के सेवाकालिन प्रशिक्षण की प्रभावशीलता का अध्ययन।	श्री के.के. भुक्ला
20	653420	श्रीमती पूनम साहू	सामाजिक विज्ञान विषय के शिक्षण में शिक्षण अधिगम सामग्री की प्रभावशीलता का अध्ययन।	श्री पी.सी.राव सावरकर
21	653421	श्री प्रदीप कुमार मिश्रा	उच्च माध्यमिक विद्यालया के प्रतिभावन और औसत स्तर के किशोर विद्यार्थी की अभिरूचि एवं समायोजन का तुलनात्मक अध्ययन।	डॉ श्रीमती सीमा अग्रवाल
22	653422	श्रीमती प्रेमलता तिवारी	शिक्षा का अधिकार अधिनियम की अनुशंसाओं के अनुपालन में शालाओं की वर्तमान स्थिति का अध्ययन।	डॉ श्रीमती वंदना अग्रवाल
23	653423	श्री राजेन्द्र कुमार आवड़े	अल्पशिक्षित मजदूरी करने वाले अभिभावकों एवं शिक्षित नौकरी पेशा अभिभावकों का उनके पाल्यों की अधिगम क्षमता एवं शैक्षिक अभिरूचि पर प्रभाव का अध्ययन।	डॉ श्रीमती पी.देवांगन

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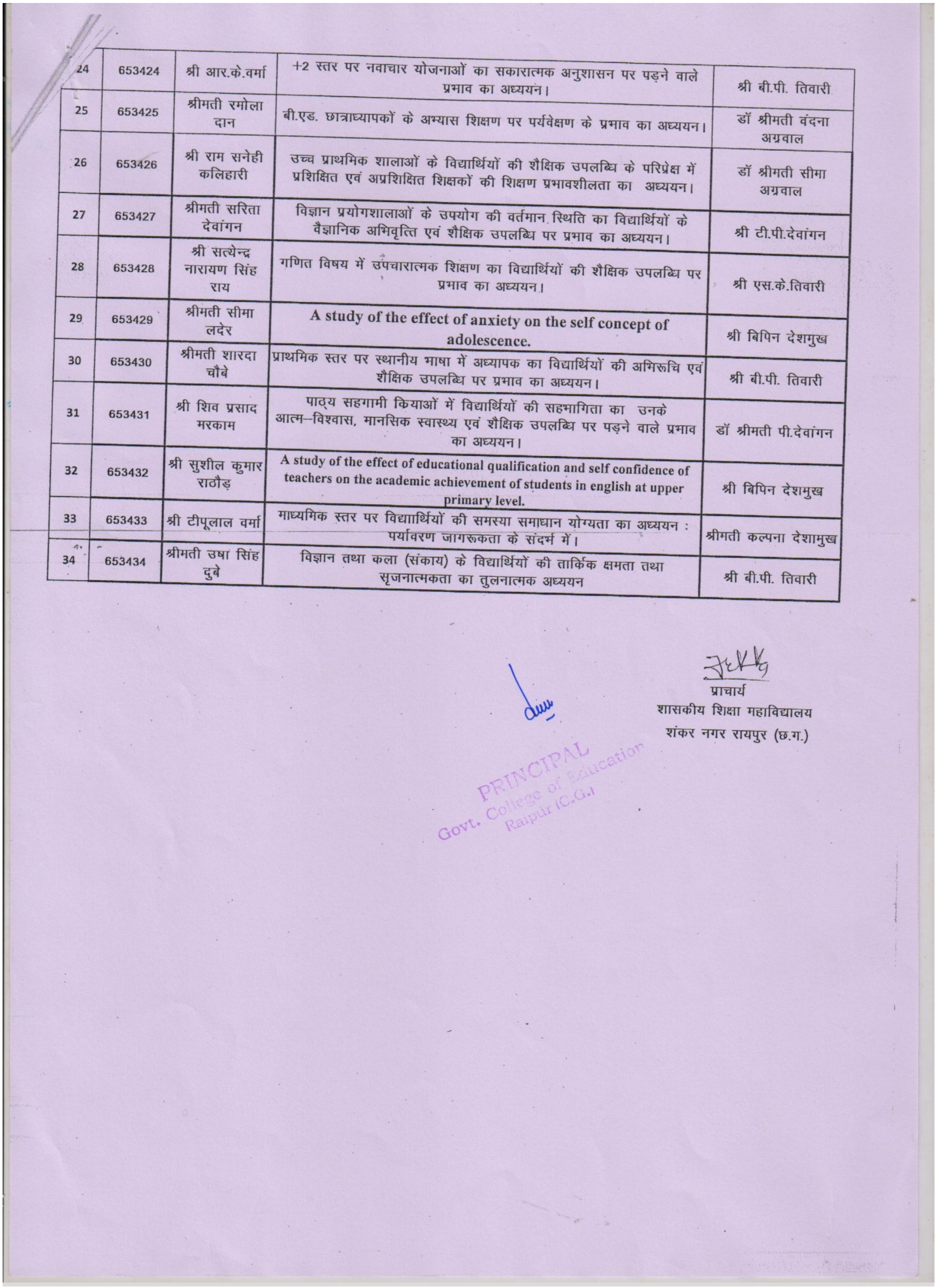

24	653424	श्री आर.के.वर्मा	+2 स्तर पर नवाचार योजनाओं का सकारात्मक अनुशासन पर पड़ने वाले प्रभाव का अध्ययन।	श्री बी.पी. तिवारी
25	653425	श्रीमती रमोला दान	बी.एड. छात्राध्यापकों के अभ्यास शिक्षण पर पर्यवेक्षण के प्रभाव का अध्ययन।	डॉ श्रीमती वंदना अग्रवाल
26	653426	श्री राम सनेही कलिहारी	उच्च प्राथमिक शालाओं के विद्यार्थियों की शैक्षिक उपलब्धि के परिप्रेक्ष में प्रशिक्षित एवं अप्रशिक्षित शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन।	डॉ श्रीमती सीमा अग्रवाल
27	653427	श्रीमती सरिता देवांगन	विज्ञान प्रयोगशालाओं के उपयोग की वर्तमान स्थिति का विद्यार्थियों के वैज्ञानिक अभिवृत्ति एवं शैक्षिक उपलब्धि पर प्रभाव का अध्ययन।	श्री टी.पी.देवांगन
28	653428	श्री सत्येन्द्र नारायण सिंह राय	गणित विषय में उपचारात्मक शिक्षण का विद्यार्थियों की शैक्षिक उपलब्धि पर प्रभाव का अध्ययन।	श्री एस.के.तिवारी
29	653429	श्रीमती सीमा लदेर	**A study of the effect of anxiety on the self concept of adolescence.**	श्री बिपिन देशमुख
30	653430	श्रीमती शारदा चौबे	प्राथमिक स्तर पर स्थानीय भाषा में अध्यापक का विद्यार्थियों की अभिरूचि एवं शैक्षिक उपलब्धि पर प्रभाव का अध्ययन।	श्री बी.पी. तिवारी
31	653431	श्री शिव प्रसाद मरकाम	पाठ्य सहगामी कियाओं में विद्यार्थियों की सहभागिता का उनके आत्म–विश्वास, मानसिक स्वास्थ्य एवं शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन।	डॉ श्रीमती पी.देवांगन
32	653432	श्री सुशील कुमार राठौड़	**A study of the effect of educational qualification and self confidence of teachers on the academic achievement of students in english at upper primary level.**	श्री बिपिन देशमुख
33	653433	श्री टीपूलाल वर्मा	माध्यमिक स्तर पर विद्यार्थियों की समस्या समाधान योग्यता का अध्ययन : पर्यावरण जागरूकता के संदर्भ में।	श्रीमती कल्पना देशामुख
34	653434	श्रीमती उषा सिंह दुबे	विज्ञान तथा कला (संकाय) के विद्यार्थियों की तार्किक क्षमता तथा सृजनात्मकता का तुलनात्मक अध्ययन	श्री बी.पी. तिवारी

प्राचार्य
शासकीय शिक्षा महाविद्यालय
शंकर नगर रायपुर (छ.ग.)

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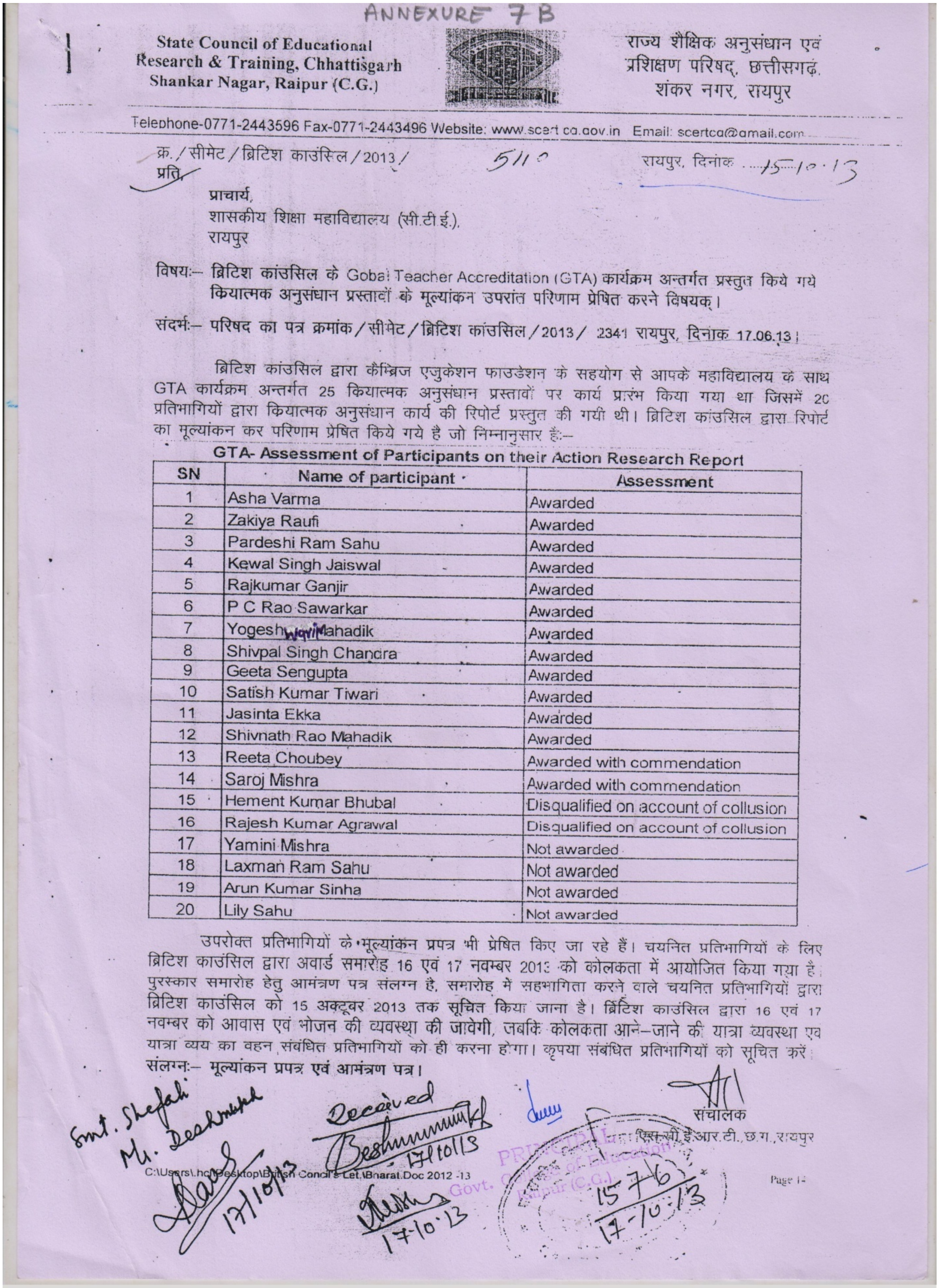

ANNEXURE 7B

State Council of Educational
Research & Training, Chhattisgarh
Shankar Nagar, Raipur (C.G.)

राज्य शैक्षिक अनुसंधान एवं
प्रशिक्षण परिषद्, छत्तीसगढ़,
शंकर नगर, रायपुर

Telephone-0771-2443596 Fax-0771-2443496 Website: www.scert cg.gov.in Email: scertcg@gmail.com

क्र./सीमेट/ब्रिटिश काउंसिल/2013/ 5110 रायपुर, दिनांक 15-10-13

प्रति,

प्राचार्य,
शासकीय शिक्षा महाविद्यालय (सी.टी.ई.),
रायपुर

विषयः— ब्रिटिश कांउसिल के Gobal Teacher Accreditation (GTA) कार्यक्रम अन्तर्गत प्रस्तुत किये गये कियात्मक अनुसंधान प्रस्तावों के मूल्यांकन उपरांत परिणाम प्रेषित करने विषयक्।

संदर्भः— परिषद का पत्र क्रमांक/सीमेट/ब्रिटिश कांउसिल/2013/ 2341 रायपुर, दिनांक 17.06.13।

ब्रिटिश कांउसिल द्वारा कैम्ब्रिज एजुकेशन फाउडेशन के सहयोग से आपके महाविद्यालय के साथ GTA कार्यक्रम अन्तर्गत 25 कियात्मक अनुसंधान प्रस्तावों पर कार्य प्रारंभ किया गया था जिसमें 20 प्रतिभागियों द्वारा कियात्मक अनुसंधान कार्य की रिपोर्ट प्रस्तुत की गयी थी। ब्रिटिश कांउसिल द्वारा रिपोर्ट का मूल्यांकन कर परिणाम प्रेषित किये गये है जो निम्नानुसार हैः—

GTA- Assessment of Participants on their Action Research Report

SN	Name of participant	Assessment
1	Asha Varma	Awarded
2	Zakiya Raufi	Awarded
3	Pardeshi Ram Sahu	Awarded
4	Kewal Singh Jaiswal	Awarded
5	Rajkumar Ganjir	Awarded
6	P C Rao Sawarkar	Awarded
7	Yogeshwari Mahadik	Awarded
8	Shivpal Singh Chandra	Awarded
9	Geeta Sengupta	Awarded
10	Satish Kumar Tiwari	Awarded
11	Jasinta Ekka	Awarded
12	Shivnath Rao Mahadik	Awarded
13	Reeta Choubey	Awarded with commendation
14	Saroj Mishra	Awarded with commendation
15	Hement Kumar Bhubal	Disqualified on account of collusion
16	Rajesh Kumar Agrawal	Disqualified on account of collusion
17	Yamini Mishra	Not awarded
18	Laxman Ram Sahu	Not awarded
19	Arun Kumar Sinha	Not awarded
20	Lily Sahu	Not awarded

उपरोक्त प्रतिभागियों के मूल्यांकन प्रपत्र भी प्रेषित किए जा रहे हैं। चयनित प्रतिभागियों के लिए ब्रिटिश काउंसिल द्वारा अवार्ड समारोह 16 एवं 17 नवम्बर 2013 को कोलकता में आयोजित किया गया है। पुरस्कार समारोह हेतु आमंत्रण पत्र संलग्न है, समारोह में सहभागिता करने वाले चयनित प्रतिभागियों द्वारा ब्रिटिश काउंसिल को 15 अक्टूबर 2013 तक सूचित किया जाना है। ब्रिटिश काउंसिल द्वारा 16 एवं 17 नवम्बर को आवास एवं भोजन की व्यवस्था की जावेगी, जबकि कोलकता आने—जाने की यात्रा व्यवस्था एव यात्रा व्यय का वहन संबंधित प्रतिभागियों को ही करना होगा। कृपया संबंधित प्रतिभागियों को सूचित करें।

संलग्नः— मूल्यांकन प्रपत्र एवं आमंत्रण पत्र।

संचालक
एस.सी.ई.आर.टी., छ.ग., रायपुर

Smt. Shefali M. Deshmukh

Received
17/10/13

17/10/13

17-10-13

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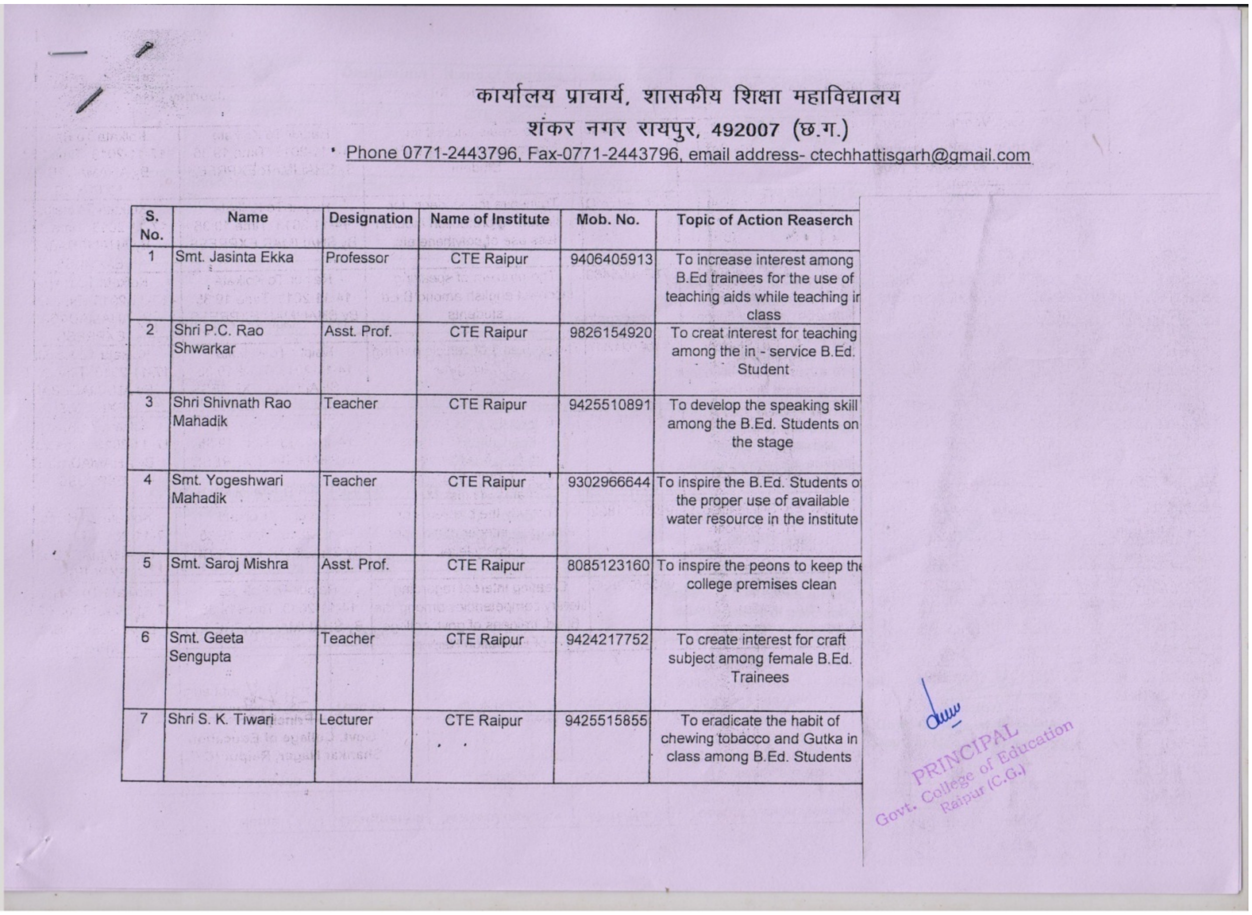

कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय
शंकर नगर रायपुर, 492007 (छ.ग.)
Phone 0771-2443796, Fax-0771-2443796, email address- ctechhattisgarh@gmail.com

S. No.	Name	Designation	Name of Institute	Mob. No.	Topic of Action Reaserch
1	Smt. Jasinta Ekka	Professor	CTE Raipur	9406405913	To increase interest among B.Ed trainees for the use of teaching aids while teaching in class
2	Shri P.C. Rao Shwarkar	Asst. Prof.	CTE Raipur	9826154920	To creat interest for teaching among the in - service B.Ed. Student
3	Shri Shivnath Rao Mahadik	Teacher	CTE Raipur	9425510891	To develop the speaking skill among the B.Ed. Students on the stage
4	Smt. Yogeshwari Mahadik	Teacher	CTE Raipur	9302966644	To inspire the B.Ed. Students o the proper use of available water resource in the institute
5	Smt. Saroj Mishra	Asst. Prof.	CTE Raipur	8085123160	To inspire the peons to keep the college premises clean
6	Smt. Geeta Sengupta	Teacher	CTE Raipur	9424217752	To create interest for craft subject among female B.Ed. Trainees
7	Shri S. K. Tiwari	Lecturer	CTE Raipur	9425515855	To eradicate the habit of chewing tobacco and Gutka in class among B.Ed. Students

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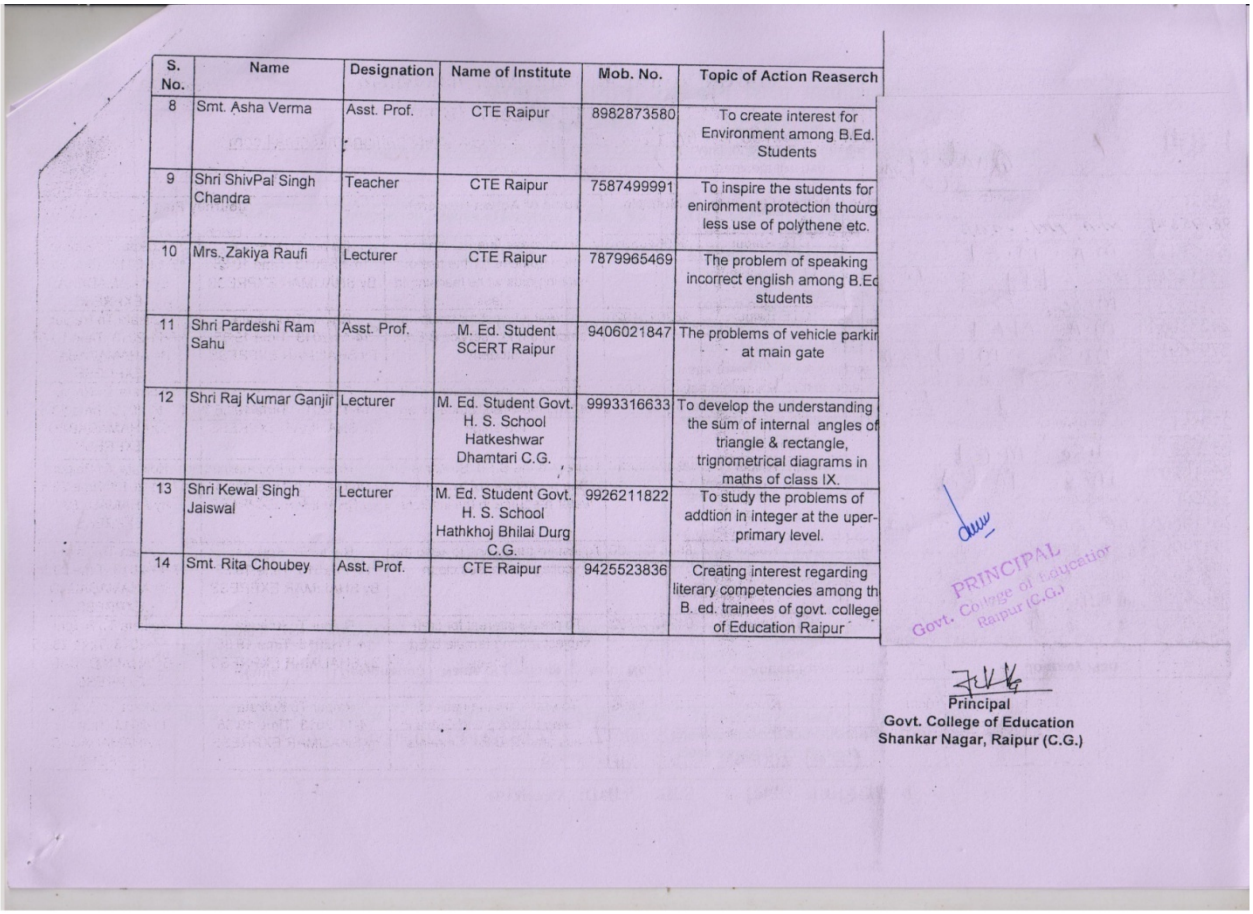

S. No.	Name	Designation	Name of Institute	Mob. No.	Topic of Action Reaserch
8	Smt. Asha Verma	Asst. Prof.	CTE Raipur	8982873580	To create interest for Environment among B.Ed. Students
9	Shri ShivPal Singh Chandra	Teacher	CTE Raipur	7587499991	To inspire the students for enironment protection thourg less use of polythene etc.
10	Mrs. Zakiya Raufi	Lecturer	CTE Raipur	7879965469	The problem of speaking incorrect english among B.E students
11	Shri Pardeshi Ram Sahu	Asst. Prof.	M. Ed. Student SCERT Raipur	9406021847	The problems of vehicle parki at main gate
12	Shri Raj Kumar Ganjir	Lecturer	M. Ed. Student Govt. H. S. School Hatkeshwar Dhamtari C.G.	9993316633	To develop the understanding the sum of internal angles of triangle & rectangle, trignometrical diagrams in maths of class IX.
13	Shri Kewal Singh Jaiswal	Lecturer	M. Ed. Student Govt. H. S. School Hathkhoj Bhilai Durg C.G.	9926211822	To study the problems of addtion in integer at the uper-primary level.
14	Smt. Rita Choubey	Asst. Prof.	CTE Raipur	9425523836	Creating interest regarding literary competencies among th B. ed. trainees of govt. college of Education Raipur

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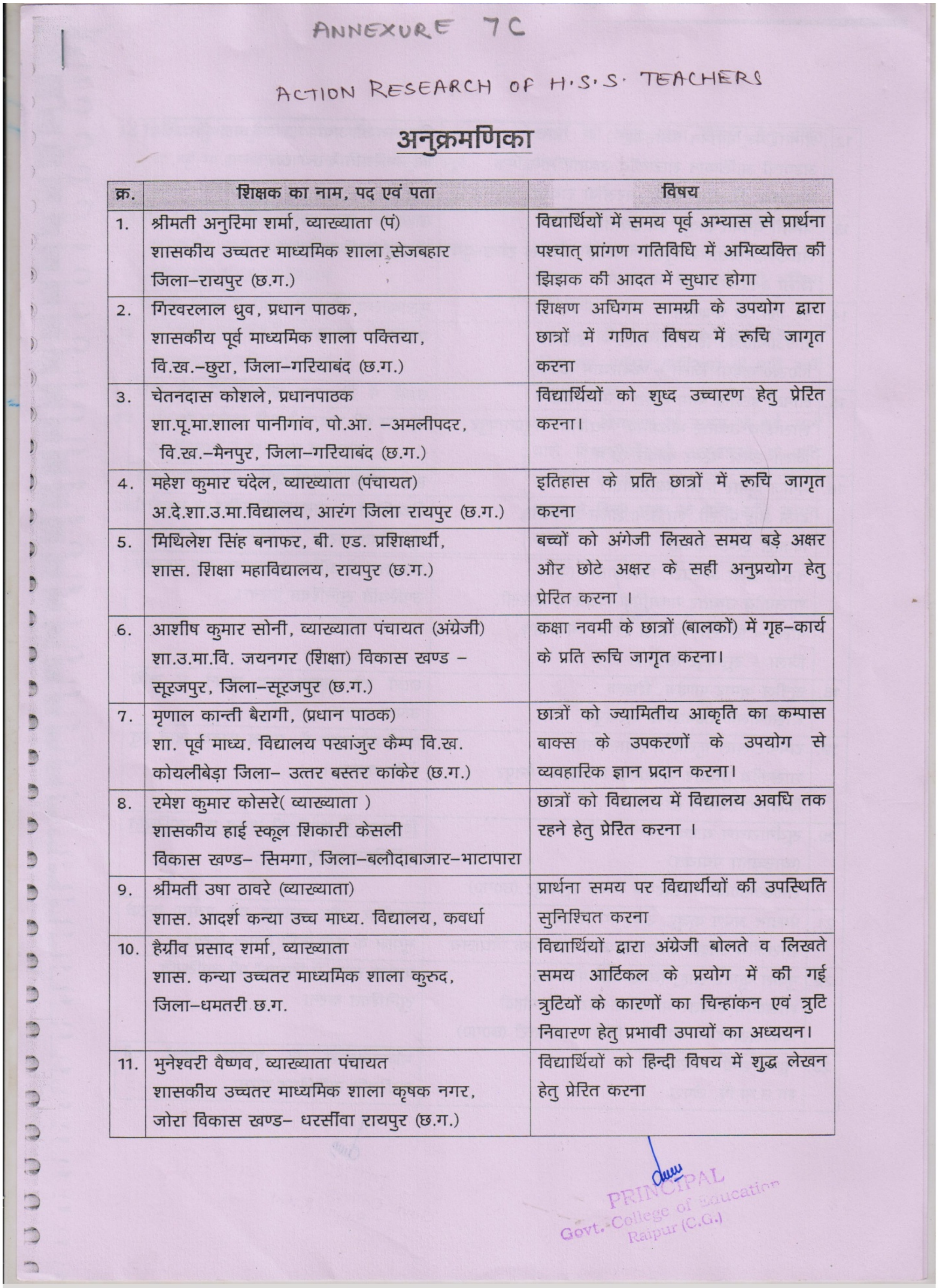
Govt. College of Education
Shankar Nagar, Raipur (C.G.)



ANNEXURE 7C

ACTION RESEARCH OF H.S.S. TEACHERS

अनुक्रमणिका

क्र.	शिक्षक का नाम, पद एवं पता	विषय
1.	श्रीमती अनुरिमा शर्मा, व्याख्याता (पं) शासकीय उच्चतर माध्यमिक शाला सेजबहार जिला–रायपुर (छ.ग.)	विद्यार्थियों में समय पूर्व अभ्यास से प्रार्थना पश्चात् प्रांगण गतिविधि में अभिव्यक्ति की झिझक की आदत में सुधार होगा
2.	गिरवरलाल ध्रुव, प्रधान पाठक, शासकीय पूर्व माध्यमिक शाला पक्तिया, वि.ख.–छुरा, जिला–गरियाबंद (छ.ग.)	शिक्षण अधिगम सामग्री के उपयोग द्वारा छात्रों में गणित विषय में रूचि जागृत करना
3.	चेतनदास कोशले, प्रधानपाठक शा.पू.मा.शाला पानीगांव, पो.आ. –अमलीपदर, वि.ख.–मैनपुर, जिला–गरियाबंद (छ.ग.)	विद्यार्थियों को शुध्द उच्चारण हेतु प्रेरित करना।
4.	महेश कुमार चंदेल, व्याख्याता (पंचायत) अ.दे.शा.उ.मा.विद्यालय, आरंग जिला रायपुर (छ.ग.)	इतिहास के प्रति छात्रों में रूचि जागृत करना
5.	मिथिलेश सिंह बनाफर, बी. एड. प्रशिक्षार्थी, शास. शिक्षा महाविद्यालय, रायपुर (छ.ग.)	बच्चों को अंगेजी लिखते समय बड़े अक्षर और छोटे अक्षर के सही अनुप्रयोग हेतु प्रेरित करना ।
6.	आशीष कुमार सोनी, व्याख्याता पंचायत (अंग्रेजी) शा.उ.मा.वि. जयनगर (शिक्षा) विकास खण्ड – सूरजपुर, जिला–सूरजपुर (छ.ग.)	कक्षा नवमी के छात्रों (बालकों) में गृह–कार्य के प्रति रूचि जागृत करना।
7.	मृणाल कान्ती बैरागी, (प्रधान पाठक) शा. पूर्व माध्य. विद्यालय पखांजुर कैम्प वि.ख. कोयलीबेड़ा जिला– उत्तर बस्तर कांकेर (छ.ग.)	छात्रों को ज्यामितीय आकृति का कम्पास बाक्स के उपकरणों के उपयोग से व्यवहारिक ज्ञान प्रदान करना।
8.	रमेश कुमार कोसरे(व्याख्याता) शासकीय हाई स्कूल शिकारी केसली विकास खण्ड– सिमगा, जिला–बलौदाबाजार–भाटापारा	छात्रों को विद्यालय में विद्यालय अवधि तक रहने हेतु प्रेरित करना ।
9.	श्रीमती उषा ठावरे (व्याख्याता) शास. आदर्श कन्या उच्च माध्य. विद्यालय, कवर्धा	प्रार्थना समय पर विद्यार्थीयों की उपस्थिति सुनिश्चित करना
10.	हैग्रीव प्रसाद शर्मा, व्याख्याता शास. कन्या उच्चतर माध्यमिक शाला कुरुद, जिला–धमतरी छ.ग.	विद्यार्थियों द्वारा अंग्रेजी बोलते व लिखते समय आर्टिकल के प्रयोग में की गई त्रुटियों के कारणों का चिन्हांकन एवं त्रुटि निवारण हेतु प्रभावी उपायों का अध्ययन।
11.	भुनेश्वरी वैष्णव, व्याख्याता पंचायत शासकीय उच्चतर माध्यमिक शाला कृषक नगर, जोरा विकास खण्ड– धरसींवा रायपुर (छ.ग.)	विद्यार्थियों को हिन्दी विषय में शुद्ध लेखन हेतु प्रेरित करना

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12.	श्रीमती मंजू देवांगन (व्याख्याता) अडवानी आर्लिकान शासकीय उच्चतर माध्यमिक विद्यालय, बिरगांव, ब्लाक–धरसींवा रायपुर, छत्तीसगढ़	विद्यालय में अर्धावकाश के बाद विद्यार्थियों की उपस्थिति बनाये रखना
13.	श्रीमती धनमत ठाकुर (व्याख्याता) शा०उ०मा०विद्यालय सुपेला भिलाई, विकास खण्ड–दुर्ग जिला दुर्ग(छ०ग०)	छात्राओं का कक्षा में विलंब से आना/अनुपस्थित रहना
14.	डॉ. एस. के चन्द्रवंशी शा0उ0मा0वि0 झिरौनी, पोस्ट – झिरौनी वि0खं0 कवर्धा जिला – कबीरधाम (छ.ग.)	पुस्तकालय के प्रति छात्रों में रूचि जागृत करना ।
15.	श्रीमती इरशाद बेगम बोहरा (उ0व0शि0) शासकीय उच्चतर माध्यमिक विद्यालय भानुप्रतापपुर जिला–उत्तर बस्तर कांकेर (छ.ग.)	छात्रों में विद्यालय की सामग्री के प्रति संरक्षण की भावना जागृत करना।
16.	मनोज कुमार मिश्रा (व्याख्याता) दाऊ आई.पी.सी. शा.उ.मा.शाला झलमला, विकास खण्ड–कवर्धा	हाई स्कूल (कक्षा–9वीं) में अध्ययनरत विद्यार्थियों द्वारा नियमित गृहकार्य सुनिश्चित करना
17.	नसीम अली अन्सारी, व्याख्याता (पं.) शासकीय उच्चतर माध्यमिक विद्यालय सिरसी, पोस्ट – सिरसी, विकास खण्ड– भैयाथान, जिला – सूरजपुर (छ.ग.)	विद्यालय में अंतिम कालखण्ड तक ठहराव/ उपस्थिति सुनिश्चित करना।
18.	सुनील कुमार पाण्डेय, शिक्षक शास0बालक उ0मा0वि0 सूरजपुर	छात्रों को पहाड़ा याद कराने में रूचि उत्पन्न करना।
19.	रामेष्वर लाल कुलदीप, (व्याख्याता) शासकीय उच्चतर माध्यमिक विद्यालय मैनपुर जिला–गरियाबन्द (छ.ग.)	बच्चों को कक्षा में पाठय पुस्तक लाने हेतु प्रेरित करना ।
20.	सूर्यनारायण यादव (व्याख्याता पंचायत) शा0उ0मा0वि0 गिरवरगंज जिला सूरजपुर (छ0ग0)	विद्यालय में छात्रों की समय पर उपस्थिति सुनिश्चित करना
21.	प्रेमदान अर्पण कुजूर, उच्च वर्ग शिक्षक शासकीय आदर्श बालक उच्चत्तर माध्यमिक विद्यालय	मानचित्र और एटलस का प्रयोग करके भूगोल के प्रति रूचि उत्पन्न करना
22.	मुकेश कुमार साहू, (व्याख्याता पंचायत) शासकीय उच्चतर माध्यमिक विद्यालय मोहदी विकासखण्ड – मगरलोड जिला – धमतरी (छ0ग0)	प्रार्थना स्थल में शिक्षकों की उपस्थिति सुनिश्चित करना
23.	भूशण शर्मा (व्याख्याता) शा.उ.मा.वि. जेपरा	भोजनावकाश के पष्चात छात्रों की उपस्थिति सुनिश्चित करना

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24.	हेमन्त कुमार कुलदीप, प्रधान पाठक शा.पूर्व मा.शाला जामपारा,वि.खं.–भानुप्रतापपुर, जिला–कांकेर	छात्रों को शुद्ध मात्रा लेखने हेतु प्रेरित करना
25.	अनिल कुमार महोबे, व्याख्याता (पंचायत) शासकीय उच्च. माध्य. विद्या. सहसपुर लोहारा (सिल्हाटी) जिला कबीरधाम	प्रयोगशाला सामग्री का उचित रख–रखाव बच्चों को सामग्री की उपलब्धता एवं विज्ञान प्रयोगशाला सहायको की भूमिका सुनिश्चित करना
26.	*श्री बाबू नाथ तिर्की, व्याख्याता पंचायत* *शा0बा0उ0मा0वि0 सूरजपुर*	*कक्षा 9 वीं के छात्रों को विज्ञान विषय में चित्र/चार्ट /मॉडल (प्रतिरूप) के प्रति रूचि जागृत करना*
27.	श्रीमती संगीता तिवारी शा.किसान उ.मा.शाला करमतरा, तह. डोंगरगावं जिला–राजनांदगावं	कक्षा से विद्यालय के समय के पूर्व जाने वाले विद्यार्थीयों को अनुशासन के प्रति जागरूक करना
28.	नेपाल चंद्र यदु,व्याख्याता शा.उ.मा.वि.देवभोग	छात्रों में हिन्दी भाषा के प्रति रूचि जागृत करना

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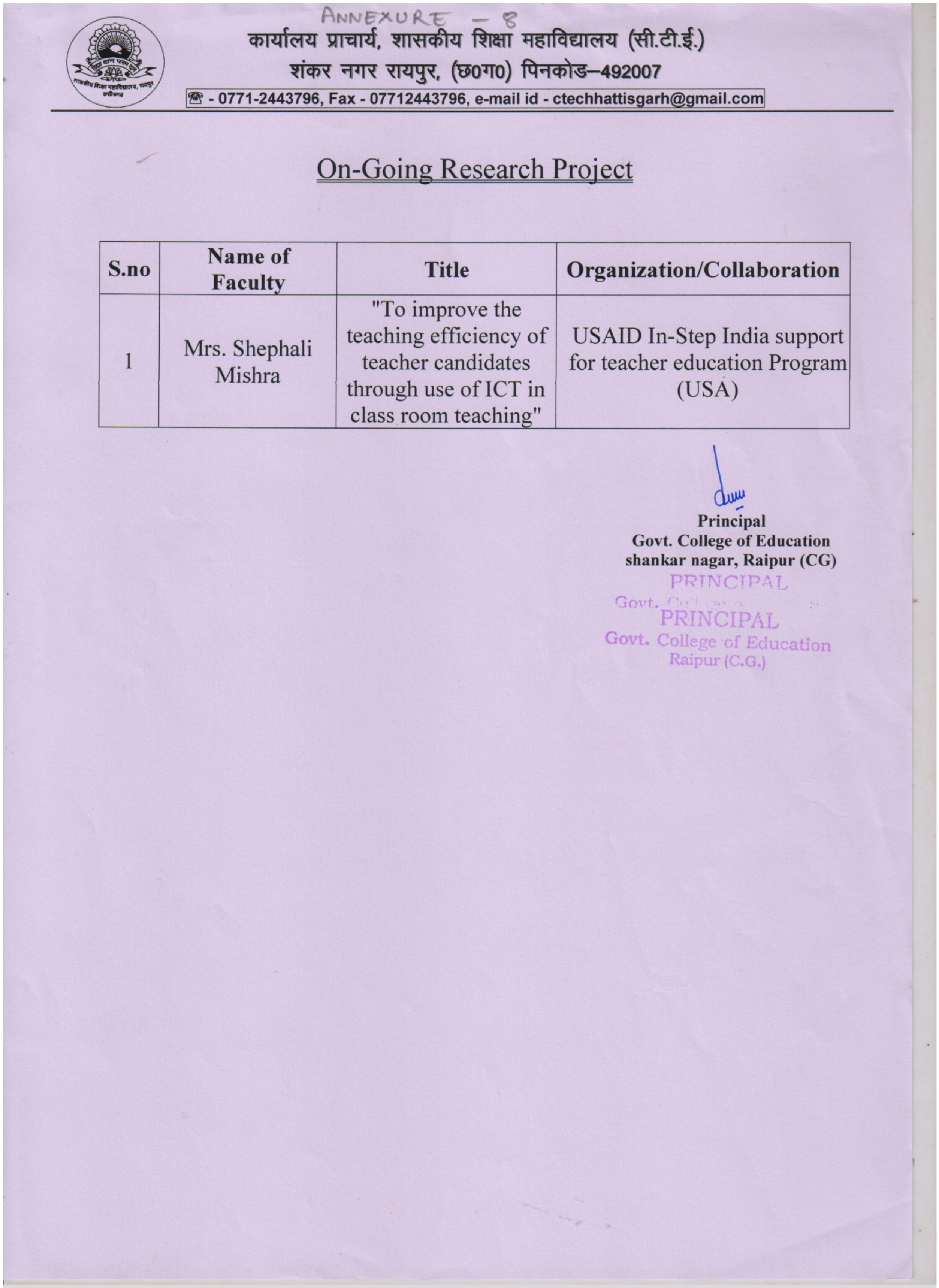

ANNEXURE – 8

कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय (सी.टी.ई.)
शंकर नगर रायपुर, (छ0ग0) पिनकोड–492007
☎ - 0771-2443796, Fax - 07712443796, e-mail id - ctechhattisgarh@gmail.com

On-Going Research Project

S.no	Name of Faculty	Title	Organization/Collaboration
1	Mrs. Shephali Mishra	"To improve the teaching efficiency of teacher candidates through use of ICT in class room teaching"	USAID In-Step India support for teacher education Program (USA)

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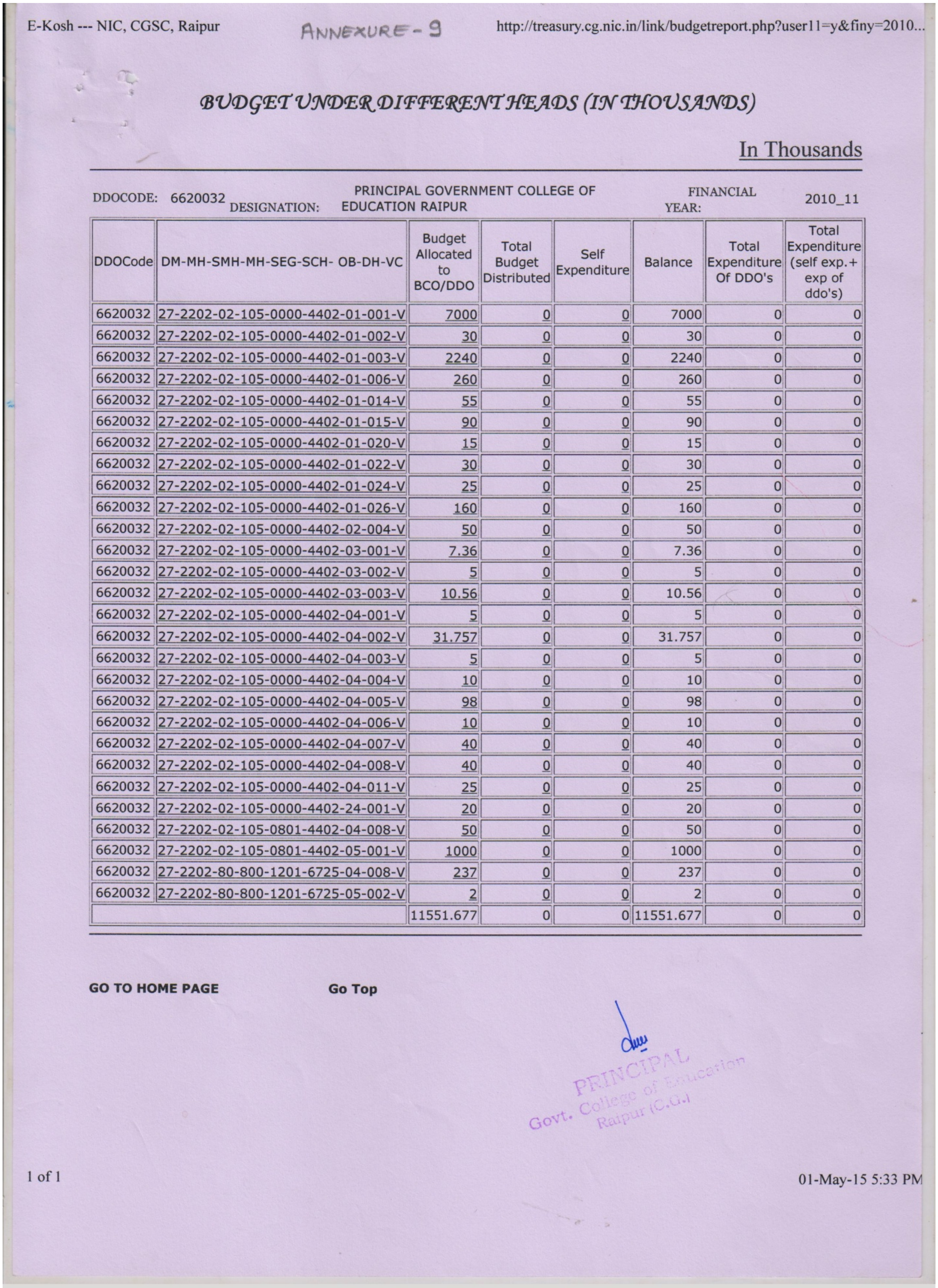

E-Kosh --- NIC, CGSC, Raipur ANNEXURE - 9 http://treasury.cg.nic.in/link/budgetreport.php?user11=y&finy=2010...

BUDGET UNDER DIFFERENT HEADS (IN THOUSANDS)

In Thousands

DDOCODE: 6620032 DESIGNATION: PRINCIPAL GOVERNMENT COLLEGE OF EDUCATION RAIPUR FINANCIAL YEAR: 2010_11

DDOCode	DM-MH-SMH-MH-SEG-SCH- OB-DH-VC	Budget Allocated to BCO/DDO	Total Budget Distributed	Self Expenditure	Balance	Total Expenditure Of DDO's	Total Expenditure (self exp.+ exp of ddo's)
6620032	27-2202-02-105-0000-4402-01-001-V	7000	0	0	7000	0	0
6620032	27-2202-02-105-0000-4402-01-002-V	30	0	0	30	0	0
6620032	27-2202-02-105-0000-4402-01-003-V	2240	0	0	2240	0	0
6620032	27-2202-02-105-0000-4402-01-006-V	260	0	0	260	0	0
6620032	27-2202-02-105-0000-4402-01-014-V	55	0	0	55	0	0
6620032	27-2202-02-105-0000-4402-01-015-V	90	0	0	90	0	0
6620032	27-2202-02-105-0000-4402-01-020-V	15	0	0	15	0	0
6620032	27-2202-02-105-0000-4402-01-022-V	30	0	0	30	0	0
6620032	27-2202-02-105-0000-4402-01-024-V	25	0	0	25	0	0
6620032	27-2202-02-105-0000-4402-01-026-V	160	0	0	160	0	0
6620032	27-2202-02-105-0000-4402-02-004-V	50	0	0	50	0	0
6620032	27-2202-02-105-0000-4402-03-001-V	7.36	0	0	7.36	0	0
6620032	27-2202-02-105-0000-4402-03-002-V	5	0	0	5	0	0
6620032	27-2202-02-105-0000-4402-03-003-V	10.56	0	0	10.56	0	0
6620032	27-2202-02-105-0000-4402-04-001-V	5	0	0	5	0	0
6620032	27-2202-02-105-0000-4402-04-002-V	31.757	0	0	31.757	0	0
6620032	27-2202-02-105-0000-4402-04-003-V	5	0	0	5	0	0
6620032	27-2202-02-105-0000-4402-04-004-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-04-005-V	98	0	0	98	0	0
6620032	27-2202-02-105-0000-4402-04-006-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-04-007-V	40	0	0	40	0	0
6620032	27-2202-02-105-0000-4402-04-008-V	40	0	0	40	0	0
6620032	27-2202-02-105-0000-4402-04-011-V	25	0	0	25	0	0
6620032	27-2202-02-105-0000-4402-24-001-V	20	0	0	20	0	0
6620032	27-2202-02-105-0801-4402-04-008-V	50	0	0	50	0	0
6620032	27-2202-02-105-0801-4402-05-001-V	1000	0	0	1000	0	0
6620032	27-2202-80-800-1201-6725-04-008-V	237	0	0	237	0	0
6620032	27-2202-80-800-1201-6725-05-002-V	2	0	0	2	0	0
		11551.677	0	0	11551.677	0	0

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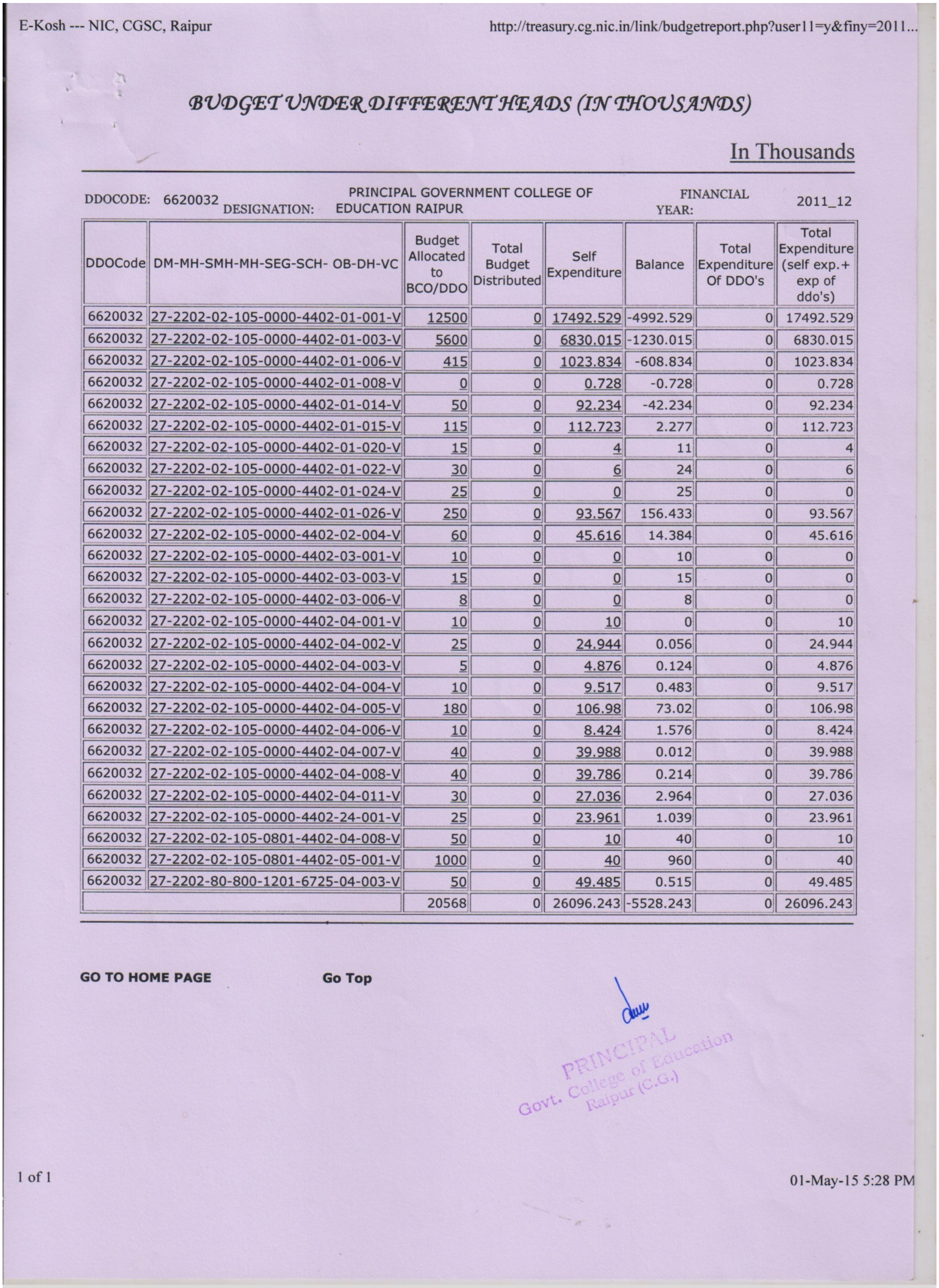

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BUDGET UNDER DIFFERENT HEADS (IN THOUSANDS)

In Thousands

DDOCODE: 6620032 DESIGNATION: PRINCIPAL GOVERNMENT COLLEGE OF EDUCATION RAIPUR FINANCIAL YEAR: 2011_12

DDOCode	DM-MH-SMH-MH-SEG-SCH- OB-DH-VC	Budget Allocated to BCO/DDO	Total Budget Distributed	Self Expenditure	Balance	Total Expenditure Of DDO's	Total Expenditure (self exp.+ exp of ddo's)
6620032	27-2202-02-105-0000-4402-01-001-V	12500	0	17492.529	-4992.529	0	17492.529
6620032	27-2202-02-105-0000-4402-01-003-V	5600	0	6830.015	-1230.015	0	6830.015
6620032	27-2202-02-105-0000-4402-01-006-V	415	0	1023.834	-608.834	0	1023.834
6620032	27-2202-02-105-0000-4402-01-008-V	0	0	0.728	-0.728	0	0.728
6620032	27-2202-02-105-0000-4402-01-014-V	50	0	92.234	-42.234	0	92.234
6620032	27-2202-02-105-0000-4402-01-015-V	115	0	112.723	2.277	0	112.723
6620032	27-2202-02-105-0000-4402-01-020-V	15	0	4	11	0	4
6620032	27-2202-02-105-0000-4402-01-022-V	30	0	6	24	0	6
6620032	27-2202-02-105-0000-4402-01-024-V	25	0	0	25	0	0
6620032	27-2202-02-105-0000-4402-01-026-V	250	0	93.567	156.433	0	93.567
6620032	27-2202-02-105-0000-4402-02-004-V	60	0	45.616	14.384	0	45.616
6620032	27-2202-02-105-0000-4402-03-001-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-03-003-V	15	0	0	15	0	0
6620032	27-2202-02-105-0000-4402-03-006-V	8	0	0	8	0	0
6620032	27-2202-02-105-0000-4402-04-001-V	10	0	10	0	0	10
6620032	27-2202-02-105-0000-4402-04-002-V	25	0	24.944	0.056	0	24.944
6620032	27-2202-02-105-0000-4402-04-003-V	5	0	4.876	0.124	0	4.876
6620032	27-2202-02-105-0000-4402-04-004-V	10	0	9.517	0.483	0	9.517
6620032	27-2202-02-105-0000-4402-04-005-V	180	0	106.98	73.02	0	106.98
6620032	27-2202-02-105-0000-4402-04-006-V	10	0	8.424	1.576	0	8.424
6620032	27-2202-02-105-0000-4402-04-007-V	40	0	39.988	0.012	0	39.988
6620032	27-2202-02-105-0000-4402-04-008-V	40	0	39.786	0.214	0	39.786
6620032	27-2202-02-105-0000-4402-04-011-V	30	0	27.036	2.964	0	27.036
6620032	27-2202-02-105-0000-4402-24-001-V	25	0	23.961	1.039	0	23.961
6620032	27-2202-02-105-0801-4402-04-008-V	50	0	10	40	0	10
6620032	27-2202-02-105-0801-4402-05-001-V	1000	0	40	960	0	40
6620032	27-2202-80-800-1201-6725-04-003-V	50	0	49.485	0.515	0	49.485
		20568	0	26096.243	-5528.243	0	26096.243

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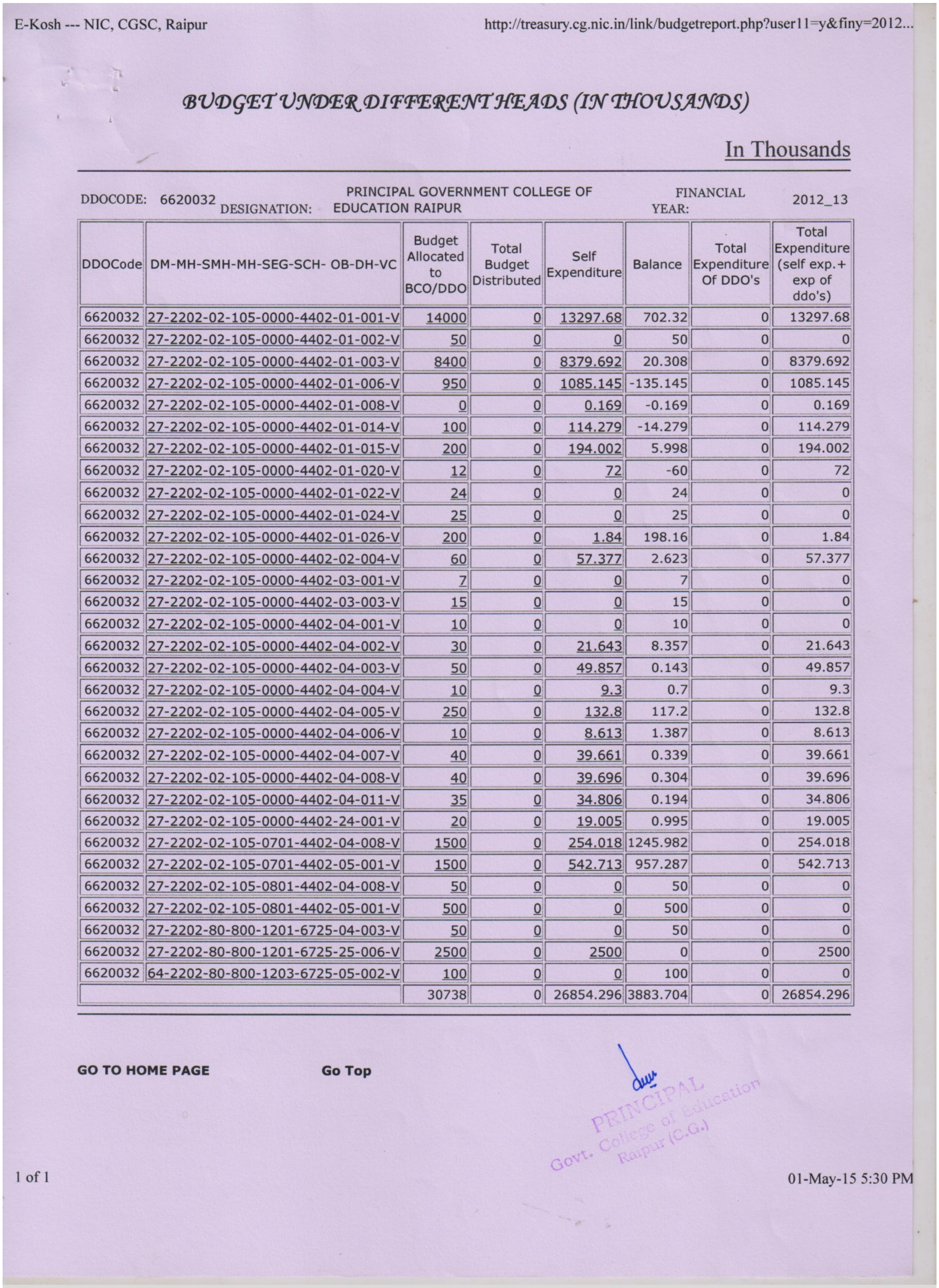

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BUDGET UNDER DIFFERENT HEADS (IN THOUSANDS)

In Thousands

DDOCODE: 6620032 DESIGNATION: PRINCIPAL GOVERNMENT COLLEGE OF EDUCATION RAIPUR FINANCIAL YEAR: 2012_13

DDOCode	DM-MH-SMH-MH-SEG-SCH- OB-DH-VC	Budget Allocated to BCO/DDO	Total Budget Distributed	Self Expenditure	Balance	Total Expenditure Of DDO's	Total Expenditure (self exp.+ exp of ddo's)
6620032	27-2202-02-105-0000-4402-01-001-V	14000	0	13297.68	702.32	0	13297.68
6620032	27-2202-02-105-0000-4402-01-002-V	50	0	0	50	0	0
6620032	27-2202-02-105-0000-4402-01-003-V	8400	0	8379.692	20.308	0	8379.692
6620032	27-2202-02-105-0000-4402-01-006-V	950	0	1085.145	-135.145	0	1085.145
6620032	27-2202-02-105-0000-4402-01-008-V	0	0	0.169	-0.169	0	0.169
6620032	27-2202-02-105-0000-4402-01-014-V	100	0	114.279	-14.279	0	114.279
6620032	27-2202-02-105-0000-4402-01-015-V	200	0	194.002	5.998	0	194.002
6620032	27-2202-02-105-0000-4402-01-020-V	12	0	72	-60	0	72
6620032	27-2202-02-105-0000-4402-01-022-V	24	0	0	24	0	0
6620032	27-2202-02-105-0000-4402-01-024-V	25	0	0	25	0	0
6620032	27-2202-02-105-0000-4402-01-026-V	200	0	1.84	198.16	0	1.84
6620032	27-2202-02-105-0000-4402-02-004-V	60	0	57.377	2.623	0	57.377
6620032	27-2202-02-105-0000-4402-03-001-V	7	0	0	7	0	0
6620032	27-2202-02-105-0000-4402-03-003-V	15	0	0	15	0	0
6620032	27-2202-02-105-0000-4402-04-001-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-04-002-V	30	0	21.643	8.357	0	21.643
6620032	27-2202-02-105-0000-4402-04-003-V	50	0	49.857	0.143	0	49.857
6620032	27-2202-02-105-0000-4402-04-004-V	10	0	9.3	0.7	0	9.3
6620032	27-2202-02-105-0000-4402-04-005-V	250	0	132.8	117.2	0	132.8
6620032	27-2202-02-105-0000-4402-04-006-V	10	0	8.613	1.387	0	8.613
6620032	27-2202-02-105-0000-4402-04-007-V	40	0	39.661	0.339	0	39.661
6620032	27-2202-02-105-0000-4402-04-008-V	40	0	39.696	0.304	0	39.696
6620032	27-2202-02-105-0000-4402-04-011-V	35	0	34.806	0.194	0	34.806
6620032	27-2202-02-105-0000-4402-24-001-V	20	0	19.005	0.995	0	19.005
6620032	27-2202-02-105-0701-4402-04-008-V	1500	0	254.018	1245.982	0	254.018
6620032	27-2202-02-105-0701-4402-05-001-V	1500	0	542.713	957.287	0	542.713
6620032	27-2202-02-105-0801-4402-04-008-V	50	0	0	50	0	0
6620032	27-2202-02-105-0801-4402-05-001-V	500	0	0	500	0	0
6620032	27-2202-80-800-1201-6725-04-003-V	50	0	0	50	0	0
6620032	27-2202-80-800-1201-6725-25-006-V	2500	0	2500	0	0	2500
6620032	64-2202-80-800-1203-6725-05-002-V	100	0	0	100	0	0
		30738	0	26854.296	3883.704	0	26854.296

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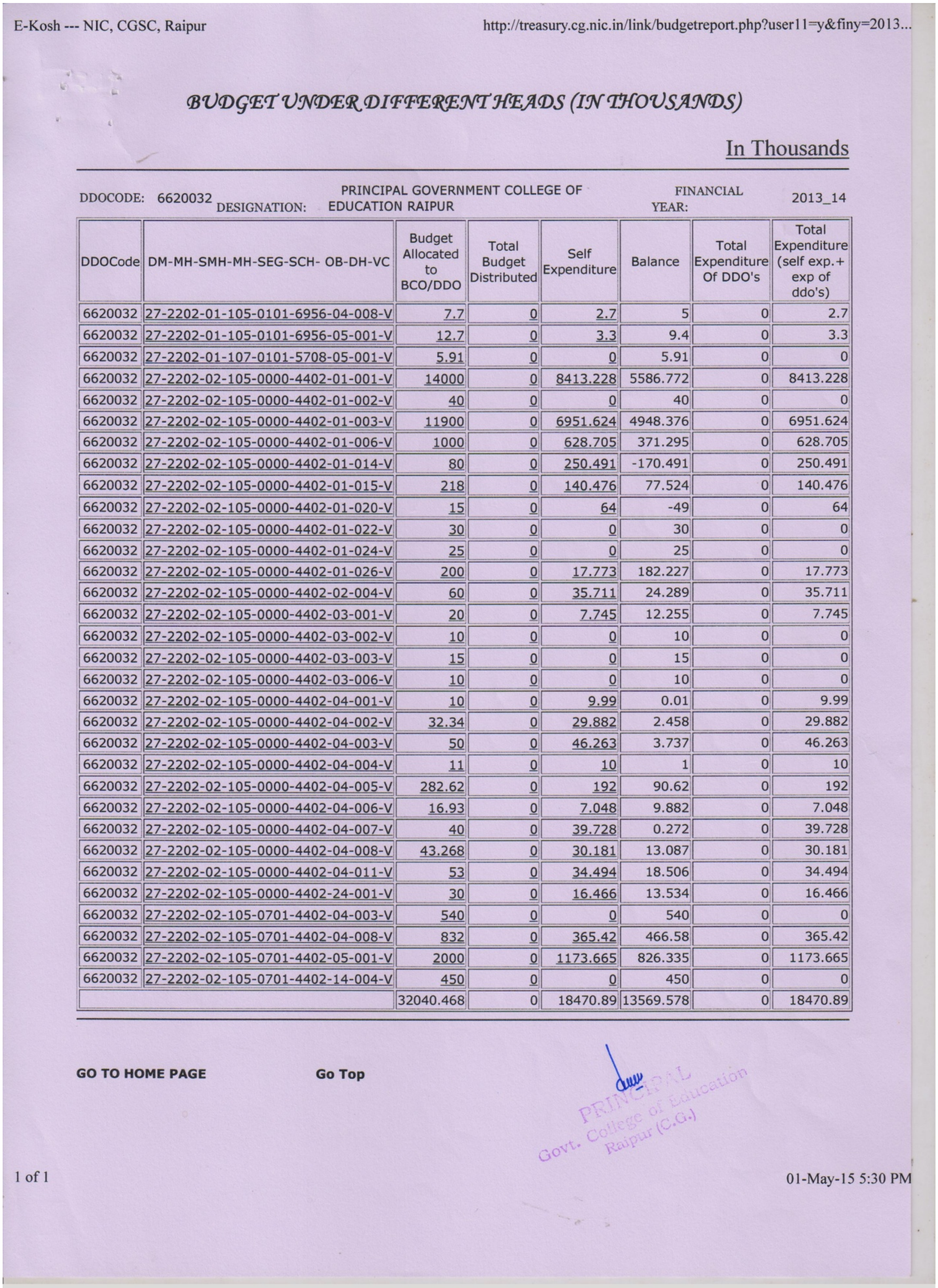

E-Kosh --- NIC, CGSC, Raipur http://treasury.cg.nic.in/link/budgetreport.php?user11=y&finy=2013...

BUDGET UNDER DIFFERENT HEADS (IN THOUSANDS)

In Thousands

DDOCODE: 6620032 DESIGNATION: PRINCIPAL GOVERNMENT COLLEGE OF EDUCATION RAIPUR FINANCIAL YEAR: 2013_14

DDOCode	DM-MH-SMH-MH-SEG-SCH- OB-DH-VC	Budget Allocated to BCO/DDO	Total Budget Distributed	Self Expenditure	Balance	Total Expenditure Of DDO's	Total Expenditure (self exp.+ exp of ddo's)
6620032	27-2202-01-105-0101-6956-04-008-V	7.7	0	2.7	5	0	2.7
6620032	27-2202-01-105-0101-6956-05-001-V	12.7	0	3.3	9.4	0	3.3
6620032	27-2202-01-107-0101-5708-05-001-V	5.91	0	0	5.91	0	0
6620032	27-2202-02-105-0000-4402-01-001-V	14000	0	8413.228	5586.772	0	8413.228
6620032	27-2202-02-105-0000-4402-01-002-V	40	0	0	40	0	0
6620032	27-2202-02-105-0000-4402-01-003-V	11900	0	6951.624	4948.376	0	6951.624
6620032	27-2202-02-105-0000-4402-01-006-V	1000	0	628.705	371.295	0	628.705
6620032	27-2202-02-105-0000-4402-01-014-V	80	0	250.491	-170.491	0	250.491
6620032	27-2202-02-105-0000-4402-01-015-V	218	0	140.476	77.524	0	140.476
6620032	27-2202-02-105-0000-4402-01-020-V	15	0	64	-49	0	64
6620032	27-2202-02-105-0000-4402-01-022-V	30	0	0	30	0	0
6620032	27-2202-02-105-0000-4402-01-024-V	25	0	0	25	0	0
6620032	27-2202-02-105-0000-4402-01-026-V	200	0	17.773	182.227	0	17.773
6620032	27-2202-02-105-0000-4402-02-004-V	60	0	35.711	24.289	0	35.711
6620032	27-2202-02-105-0000-4402-03-001-V	20	0	7.745	12.255	0	7.745
6620032	27-2202-02-105-0000-4402-03-002-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-03-003-V	15	0	0	15	0	0
6620032	27-2202-02-105-0000-4402-03-006-V	10	0	0	10	0	0
6620032	27-2202-02-105-0000-4402-04-001-V	10	0	9.99	0.01	0	9.99
6620032	27-2202-02-105-0000-4402-04-002-V	32.34	0	29.882	2.458	0	29.882
6620032	27-2202-02-105-0000-4402-04-003-V	50	0	46.263	3.737	0	46.263
6620032	27-2202-02-105-0000-4402-04-004-V	11	0	10	1	0	10
6620032	27-2202-02-105-0000-4402-04-005-V	282.62	0	192	90.62	0	192
6620032	27-2202-02-105-0000-4402-04-006-V	16.93	0	7.048	9.882	0	7.048
6620032	27-2202-02-105-0000-4402-04-007-V	40	0	39.728	0.272	0	39.728
6620032	27-2202-02-105-0000-4402-04-008-V	43.268	0	30.181	13.087	0	30.181
6620032	27-2202-02-105-0000-4402-04-011-V	53	0	34.494	18.506	0	34.494
6620032	27-2202-02-105-0000-4402-24-001-V	30	0	16.466	13.534	0	16.466
6620032	27-2202-02-105-0701-4402-04-003-V	540	0	0	540	0	0
6620032	27-2202-02-105-0701-4402-04-008-V	832	0	365.42	466.58	0	365.42
6620032	27-2202-02-105-0701-4402-05-001-V	2000	0	1173.665	826.335	0	1173.665
6620032	27-2202-02-105-0701-4402-14-004-V	450	0	0	450	0	0
		32040.468	0	18470.89	13569.578	0	18470.89

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5yr Budget

2014-15

मांग संख्या 27–2202–02–105–0000–4402 आयोजनेत्तर (आंकड़े हजारों में)

क्र.	मद	आबंटन	व्यय
	01 वेतन भत्ते आदि		
1	वेतन 001	10000	8117.86
2	महंगाई भत्ता 003	10500	7705.2
3	मकान किराया भत्ता 006	600	550.476
4	अन्य भत्ता 014	150	219.455
5	चिकित्सा प्रतिपूर्ति 015	100	54.66
6	त्यौहार अग्रिम 020	100	24
	योग वेतन	**21450**	**16671.65**
	02 मजदूरी		
7	**अन्य आकस्मिक मजदूरी 004**	**70**	**66.676**
	03 यात्रा भत्ता		
8	यात्रा भत्ता दौरे पर 001	20	18.13
9	स्थानांतरण पर 002	0	0
10	प्रशिक्षण पर 003	15	0
11	अवकाश यात्रा सुविधा 006	0	0
	योग यात्रा भत्ता	**35**	**18.13**
	04 कार्यालय व्यय		
12	डाक तार व्यय 001	10	0
13	दूरभाष पर व्यय 002	25	20.557
14	फर्नीचर एवं कार्यालय उपकरण 003	50	18.81
15	पुस्तक एवं पत्रिकाये 004	10	7.08
16	बिजली 005	250	196.621
17	वर्दिया 006	10	5.446
18	लेखन सामग्री 007	60	26.25
19	अन्य आकस्मिक व्यय 008	10	9.609
20	पेट्रोल तेल लुब्रिकेशन 011	30	23.522
	योग कार्यालयीन व्यय	**455**	**307.895**
	24 अनुरक्षण कार्य		
21	मोटर गाड़ी 001	25	18.664
22	मशीन तथा उपकरण 002	25	0
	योग अनुरक्षण कार्य	**50**	**18.664**
	07 कार्यभारित आ. व्यय		
23	वेतन 001	24	0
24	महंगाई भत्ता 003	26	0
25	आदि क्षेत्र भत्ता 005	5	0

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26	मकान किराया भत्ता 006	5	0
27	नगर क्षतिपूर्ति भत्ता 008	5	0
28	वाहन भत्ता 012	5	0
29	यात्रा भत्ता 013	5	0
30	अन्य भत्ता 014	10	0
31	चिकित्सा प्रतिपूर्ति 015	5	0
32	भविष्य निधि अशंदान 018	5	0
33	पेंशन अशंदान 019	5	0
34	त्यौहार अग्रिम 020	5	0
	योग उददेश्य 07	**105**	**0**
	महायोग	**22165**	**17083.02**

मांग संख्या 27–2202–01–107–0701–1502 आयोजनेत्तर (आंकड़े हजारों में)

क्र.	मद	आबंटन	व्यय
	04 कार्यालयीन व्यय		
1	013 किराया मसहुलकर	150	38.644
	04 कार्यालयीन व्यय योग	**150**	**38.644**
	महायोग	**150**	**38.644**

मांग संख्या 27 स्कूल शिक्षा 2202 सामान्य शिक्षा 106 पाठ्य पुस्तक 0701 केन्द्र प्रवर्तित योजना सामान्य 7259 शैक्षिक विकास हेतु सहायता आयोजनेत्तर (आंकड़े हजारों में)

क्र.	मद	आबंटन	व्यय
	04 कार्यालय व्यय		
1	003 फर्नीचर एवं कार्यालय उपकरण	600	0
2	004 पुस्तकें एवं नियतकालीन पत्रिकाएं	160	0
3	007 लेखन सामग्री / फार्मो की छपाई	140	86.356
4	008 अन्य आकस्मिक व्यय	100	61.666
5	009 सूचना प्रौद्योगिकी	200	23.05
	04 कार्यालय व्यय योग	**1200**	**171.072**
	05 प्रशिक्षण		
6	001 अधि. / कर्मचारी का प्रशिक्षण	1600	857.474
	05 प्रशिक्षण योग	**1600**	**857.474**
	024 अनुरक्षण कार्य		
	002 मशीन तथा उपकरण	**90**	**0**
	महायोग	**2890**	**1028.55**

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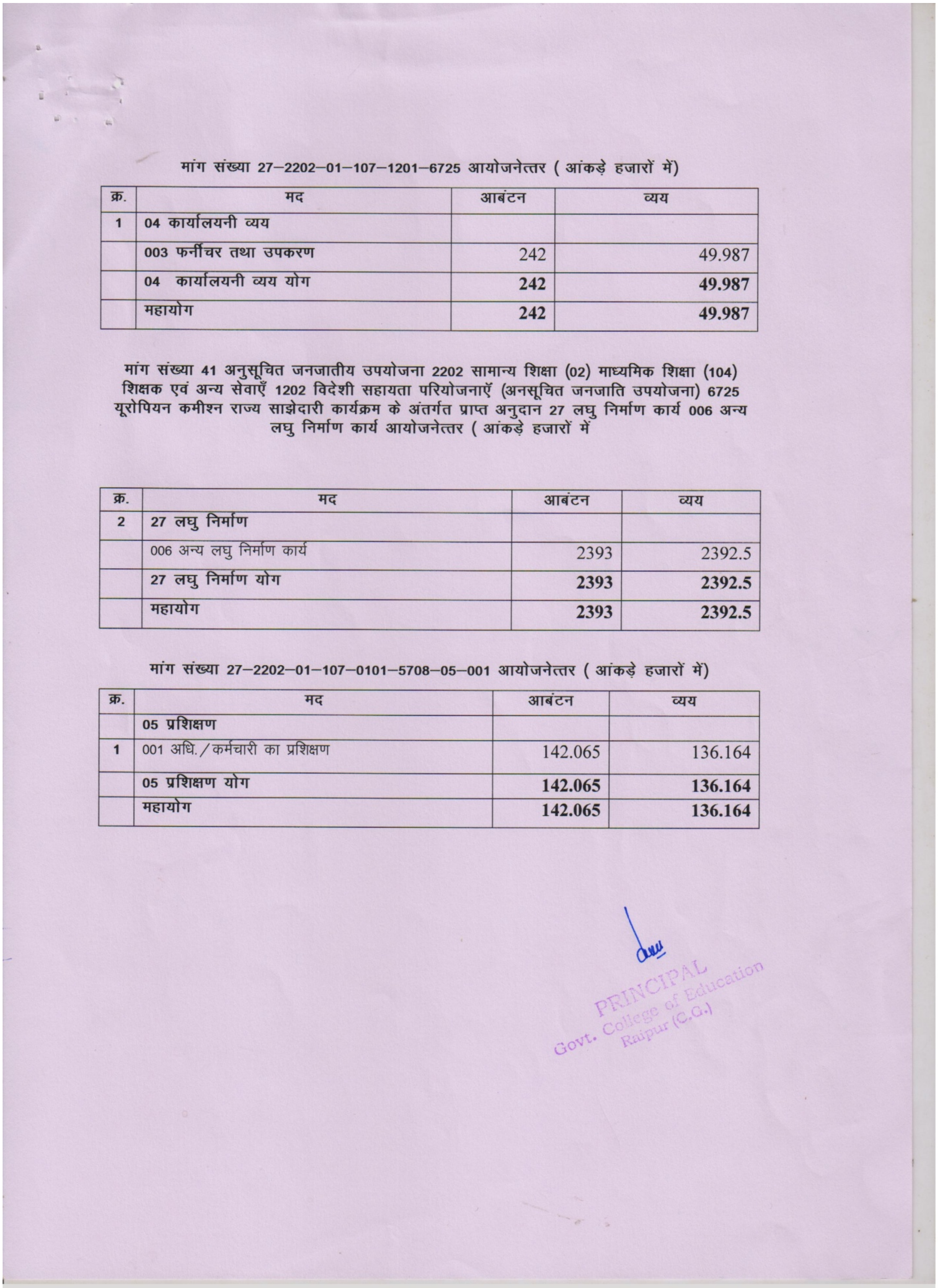

मांग संख्या 27–2202–01–107–1201–6725 आयोजनेत्तर (आंकड़े हजारों में)

क्र.	मद	आबंटन	व्यय
1	**04 कार्यालयनी व्यय**		
	003 फर्नीचर तथा उपकरण	242	49.987
	04 कार्यालयनी व्यय योग	**242**	**49.987**
	महायोग	**242**	**49.987**

मांग संख्या 41 अनुसूचित जनजातीय उपयोजना 2202 सामान्य शिक्षा (02) माध्यमिक शिक्षा (104) शिक्षक एवं अन्य सेवाएँ 1202 विदेशी सहायता परियोजनाएँ (अनसूचित जनजाति उपयोजना) 6725 यूरोपियन कमीश्न राज्य साझेदारी कार्यक्रम के अंतर्गत प्राप्त अनुदान 27 लघु निर्माण कार्य 006 अन्य लघु निर्माण कार्य आयोजनेत्तर (आंकड़े हजारों में

क्र.	मद	आबंटन	व्यय
2	**27 लघु निर्माण**		
	006 अन्य लघु निर्माण कार्य	2393	2392.5
	27 लघु निर्माण योग	**2393**	**2392.5**
	महायोग	**2393**	**2392.5**

मांग संख्या 27–2202–01–107–0101–5708–05–001 आयोजनेत्तर (आंकड़े हजारों में)

क्र.	मद	आबंटन	व्यय
	05 प्रशिक्षण		
1	001 अधि./कर्मचारी का प्रशिक्षण	142.065	136.164
	05 प्रशिक्षण योग	**142.065**	**136.164**
	महायोग	**142.065**	**136.164**

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ANNEXURE -10

कार्यालय प्राचार्य, शासकीय शिक्षा महाविद्यालय (सी.टी.ई.)
शंकर नगर रायपुर, 492007 (छ0ग0)
☎- 0771-2443796, Fax-0771-2443796, e-mail address- ctechhattisgarh@gmail.com

कार्यालयीन आदेश

क्रमांक / स्थापना / 2014 / 1346 रायपुर दिनांक 06 / 12 / 2014

शासकीय शिक्षक शिक्षा महाविद्यालय के दायित्वों के गुणवत्ता युक्त निर्वहन के लिये दिनांक 02 / 12 / 2014 को संस्था के समस्त अकादमिक सदस्यों से किये गये विमर्श के उपरान्त निम्नलिखित प्रकोष्ठों का गठन किया जा कर कालॅम 2 में दर्शाये गये अनुसार संकाय सदस्यों को प्रकोष्ठों के प्रभारी अधिकारी / सहायक प्रभारी अधिकारी एवं लिंक अधिकारी / सहायक लिंक अधिकारी का दायित्व सौंपा जाता है। प्रकोष्ठों के अन्तर्गत किये जाने वाले कार्य, कालॅम 4 में एवं दायित्व प्रभारी अधिकारी कालॅम 05 में दर्शाये गये अनुसार रहेंगे।

प्रकोष्ठ के प्रभारी अधिकारी एवं सहायक अधिकारी की अनुपस्थिति में लिंक प्रभारी अधिकारी एवं सहायक लिंक अधिकारी संबंधित प्रकोष्ठ के कार्यों का संपादन करेंगे तथा वे इस हेतु उत्तरदायी रहेंगे, अतएव परामर्श है कि प्रकोष्ठ अधिकारी एवं लिंक प्रकोष्ठ अधिकारी आपस में समन्वय स्थापित कर कार्य करें, जिससे वे स्वंय के प्रकोष्ठ एवं लिंक प्रकोष्ठ की सम्पूर्ण गतिविधियों एवं जानकारी से अद्यतन रह सकें।

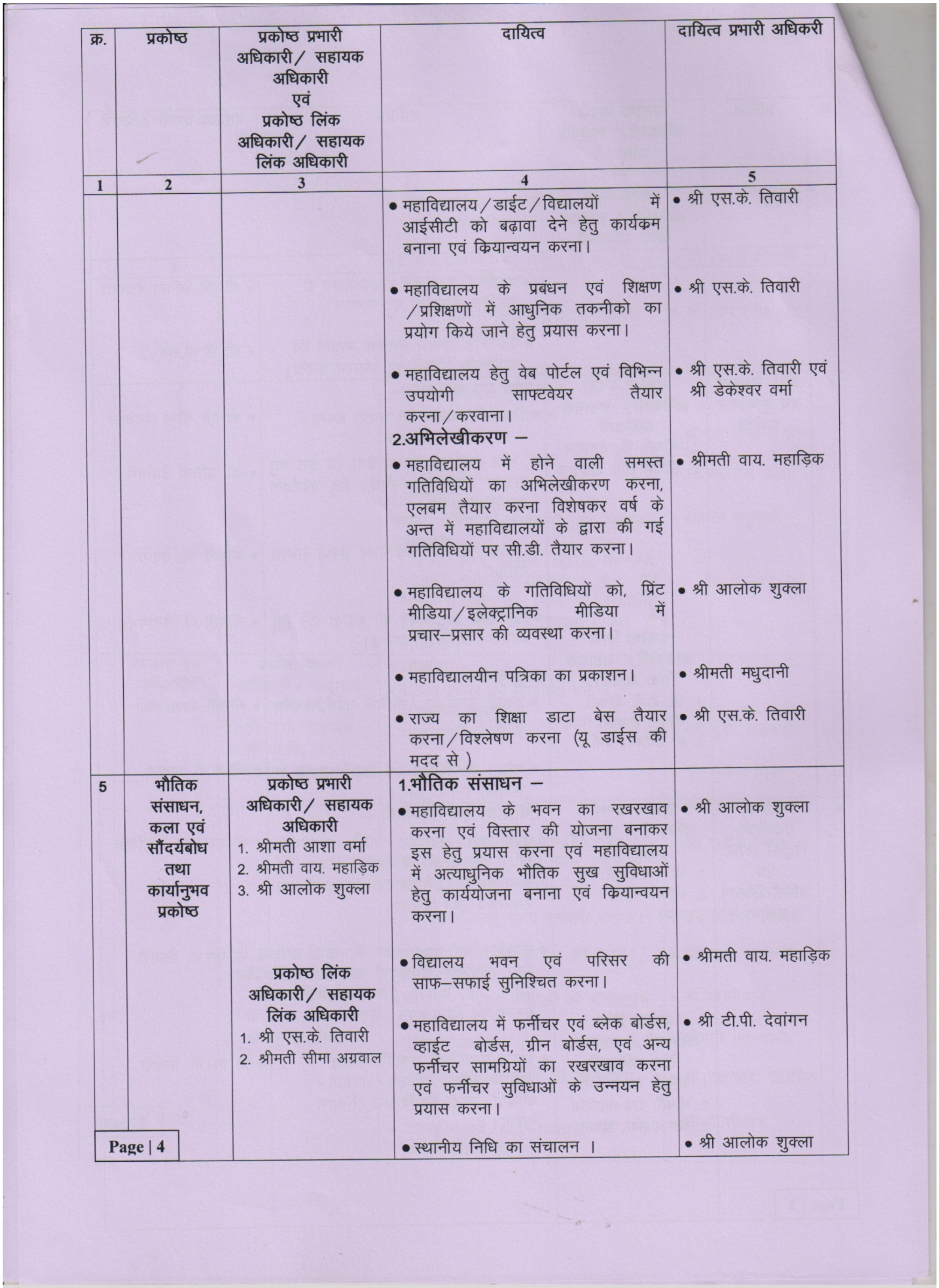
गतिविधियों का संचालन एवं कार्यों की मानीटरिंग प्रकोष्ठों के माध्यम से ही की जावेगी अतः प्रकोष्ठ प्रभारी अपने–अपने प्रकोष्ठ से संबंधित समस्त गतिविधियों के संचालन / जानकारी प्रदाय करने के लिए उत्तरदायी रहेगें। दायित्व प्रभारी अधिकारी को कार्य सौंपना एवं उनकी मानीटरिंग करना प्रकोष्ठ की जिम्मेदारी रहेगी।

प्रकोष्ठ / दायित्व विभाजन

क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
1	**गुणवत्ता एवं प्रशिक्षण प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी** 1. श्री के.के. शुक्ला 2. श्री सुनील मिश्रा **प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी** 1. श्री यू.के. चक्रवर्ती 2. श्री पी.सी. राव 3. श्री एस.आर. महाड़िक	**1.गुणवत्ता –** • बी.एड. की समस्त अकादमिक गतिविधियाँ। **(बी.एड. प्रभारी)**	• श्री के.के. शुक्ला
			• एम.एड. की समस्त अकादमिक गतिविधियाँ चयन सहित (लघु शोध प्रबंध छोड़कर)। **(एम.एड. प्रभारी)**	• श्रीमती जे. एक्का
			• बी.एड. चयन।	• श्री आलोक शुक्ला
			• बी.एड. / एम.एड. प्रवेश।	• श्री आलोक शुक्ला
			• बी.एड. / एम.एड. प्रशिक्षार्थियों के अवकाश एवं अन्य समस्त प्रशासकीय दायित्व।	• श्री आलोक शुक्ला
			• पत्राचार D.Ed/B.Ed. **(प्रभारी)**	• श्री पी.सी. राव

क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
			• विज्ञान प्रयोगशाला/विज्ञान से संबंधित समस्त गतिविधियां।	• श्रीमती पी. देवांगन
			• गणित प्रयोगशाला/गणित से संबंधित समस्त गतिविधियां।	• श्री एस.के. तिवारी
			• अंग्रेजी प्रयोगशाला/अंग्रेजी से संबंधित समस्त गतिविधियां।	• श्री विपिन देशमुख
			• टी.एल.एम. (लो कास्ट,नो कास्ट) के विकास, निर्माण एवं उपयोग के संदर्भ में कार्यकम आयोजित करना।	• श्री एस.के. तिवारी
			• NAAC	• श्रीमती शेफाली मिश्रा
			• पुस्तकालय ।	• श्री एस.एस. चंद्रा
			2.प्रशिक्षण – **समस्त प्रशिक्षण कार्यकमों का संचालन /समन्वय –** (UGC, SSA, RMSA, NCTE, NUEPA, NCERT, SCERT, CCRT केन्द्र एवं राज्य सरकार की निधी से संचालित होने वाले एवं अन्य समस्त प्रकार के प्रशिक्षण)।	• श्रीमती मधुदानी
2	**योजना एवं मानिटरिंग प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी** 1. श्री यू.के. चक्रवर्ती 2. श्री पी.सी. राव 3. श्री एस.आर. महाड़िक	**1.योजना –** • **समस्त प्रकार की योजनायें बनाना /समन्वय करना–**	
			• केन्द्र प्रवर्तित योजना	• श्री यू.के. चक्रवर्ती
			• UGC योजना	• श्री सुनील मिश्रा
			• यूरोपियन कमिशन योजना	• श्री सुनील मिश्रा
			• RMSA/SSA/NCTE/NUEPA/NCERT /SCERT राज्य योजना मंडल एवं अन्य समस्त प्रकार की योजना ।	• श्री सुनील मिश्रा
			• महाविद्यालय की समय सारिणी बनाना।	• डॉ. प्रतिभा देवांगन
		प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी 1. श्री के.के. शुक्ला 2. श्री सुनील मिश्रा	• योजना निर्माण समिति PB. का गठन।	• श्री यू.के. चक्रवर्ती
			2.मॉनिटरिंग – • बी.एड./एम.एड. कक्षाओं की मॉनिटरिंग करना।	• श्री पी.सी.राव
			• समस्त फीड बैक ।	• श्रीमती मधु दानी
			• डाईट्स एवं विद्यालयों की मानिटरिंग करना।	• श्री एस.आर. महाड़िक
			• उपलब्धि सर्वे/NCERT/SCERT एवं अन्य समस्त प्रकार के सर्वे ।	• श्री पी.सी.राव

क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
			• प्राइवेट B.Ed./D.Ed. महाविद्यालय से संबंधित कार्यवाही एवं मान्यता।	• श्रीमती सविता राजपूत
			• वैकल्पिक शिक्षण व्यवस्था बनाना एवं उपस्थिति पंजियों का संधारण करना।	• श्री पी.सी.राव
3	**शोध, नवाचार एवं मूल्यांकन प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी** 1. श्रीमती पी. देवांगन 2. श्रीमती सीमा अग्रवाल	**1.शोध एवं नवाचार –** • शिक्षा में नवाचार हेतु प्रयास करना।	• श्रीमती सीमा अग्रवाल
			• शोध कार्य को बढ़ावा देना एवं इस हेतु संकाय की क्षमता संवर्धन हेतु कार्यक्रम आयोजित करना।	• डॉ. प्रतिभा देवांगन
			• एम.एड. के लघु शोध प्रबंध संबंधी समस्त दायित्व।	• श्रीमती पी. देवांगन
			• कियात्मक अनुसंधान को बढ़ावा देने हेतु कार्यक्रम आयोजित करना।	• श्रीमती पी. देवांगन
		प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी 1. डॉ. बी.पी. तिवारी 2. श्रीमती शेफाली मिश्रा 3. श्री डेकेश्वर वर्मा	**2.मूल्यांकन –** • इकाई मूल्यांकन / सात्रिक कार्य / जांच परीक्षा।	• श्रीमती आशा वर्मा
			• परीक्षा से संबंधित एवं विश्वविद्यालय से संबंधित समस्त कार्य।	• श्री के.के. शुक्ला
4	**मीडिया, तकनीकी, रिसोर्स सपोर्ट एवं अभिलेखीकरण प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी** 1. श्री एस.के. तिवारी 2. श्रीमती सीमा अग्रवाल	**1.मीडिया एवं तकनीकी –** • दृश्य–श्रव्य सामग्री, फोटो कापियर्स, प्रिंटर्स कम्प्यूटर्स, टेलीफोन, फैक्स एवं अन्य समस्त इलेक्ट्रानिक उपकरणों का रखरखाव तथा विस्तार।	• श्री एस.आर. महाड़िक
			• कम्प्यूटर एवं दृश्य–श्रव्य सामग्री तथा अन्य आधुनिक उपकरणों का शिक्षण में प्रयोग को बढ़ावा देने हेतु कार्यक्रम बनाना एवं कियान्वयन करना।	• श्री एस.के. तिवारी
		प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी 1. श्रीमती आशा वर्मा 2. श्रीमती वाय महाड़िक 3. श्री आलोक शुक्ला	• सूचना प्राद्योगिकी आधारित शिक्षा सहायक सामग्री / फिल्म / आडियो / वीडियों सीडी का विकास / निर्माण करना।	• श्री एस.के. तिवारी



क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
			• महाविद्यालय/डाईट/विद्यालयों में आईसीटी को बढ़ावा देने हेतु कार्यक्रम बनाना एवं क्रियान्वयन करना।	• श्री एस.के. तिवारी
			• महाविद्यालय के प्रबंधन एवं शिक्षण/प्रशिक्षणों में आधुनिक तकनीको का प्रयोग किये जाने हेतु प्रयास करना।	• श्री एस.के. तिवारी
			• महाविद्यालय हेतु वेब पोर्टल एवं विभिन्न उपयोगी साफ्टवेयर तैयार करना/करवाना।	• श्री एस.के. तिवारी एवं श्री डेकेश्वर वर्मा
			2.अभिलेखीकरण –	
			• महाविद्यालय में होने वाली समस्त गतिविधियों का अभिलेखीकरण करना, एलबम तैयार करना विशेषकर वर्ष के अन्त में महाविद्यालयों के द्वारा की गई गतिविधियों पर सी.डी. तैयार करना।	• श्रीमती वाय. महाड़िक
			• महाविद्यालय के गतिविधियों को, प्रिंट मीडिया/इलेक्ट्रानिक मीडिया में प्रचार–प्रसार की व्यवस्था करना।	• श्री आलोक शुक्ला
			• महाविद्यालयीन पत्रिका का प्रकाशन।	• श्रीमती मधुदानी
			• राज्य का शिक्षा डाटा बेस तैयार करना/विश्लेषण करना (यू डाईस की मदद से)	• श्री एस.के. तिवारी
5	**भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी** 1. श्रीमती आशा वर्मा 2. श्रीमती वाय. महाड़िक 3. श्री आलोक शुक्ला **प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी** 1. श्री एस.के. तिवारी 2. श्रीमती सीमा अग्रवाल	**1.भौतिक संसाधन –**	
			• महाविद्यालय के भवन का रखरखाव करना एवं विस्तार की योजना बनाकर इस हेतु प्रयास करना एवं महाविद्यालय में अत्याधुनिक भौतिक सुख सुविधाओं हेतु कार्ययोजना बनाना एवं क्रियान्वयन करना।	• श्री आलोक शुक्ला
			• विद्यालय भवन एवं परिसर की साफ–सफाई सुनिश्चित करना।	• श्रीमती वाय. महाड़िक
			• महाविद्यालय में फर्नीचर एवं ब्लेक बोर्डस, व्हाईट बोर्डस, ग्रीन बोर्डस, एवं अन्य फर्नीचर सामग्रियों का रखरखाव करना एवं फर्नीचर सुविधाओं के उन्नयन हेतु प्रयास करना।	• श्री टी.पी. देवांगन
			• स्थानीय निधि का संचालन ।	• श्री आलोक शुक्ला

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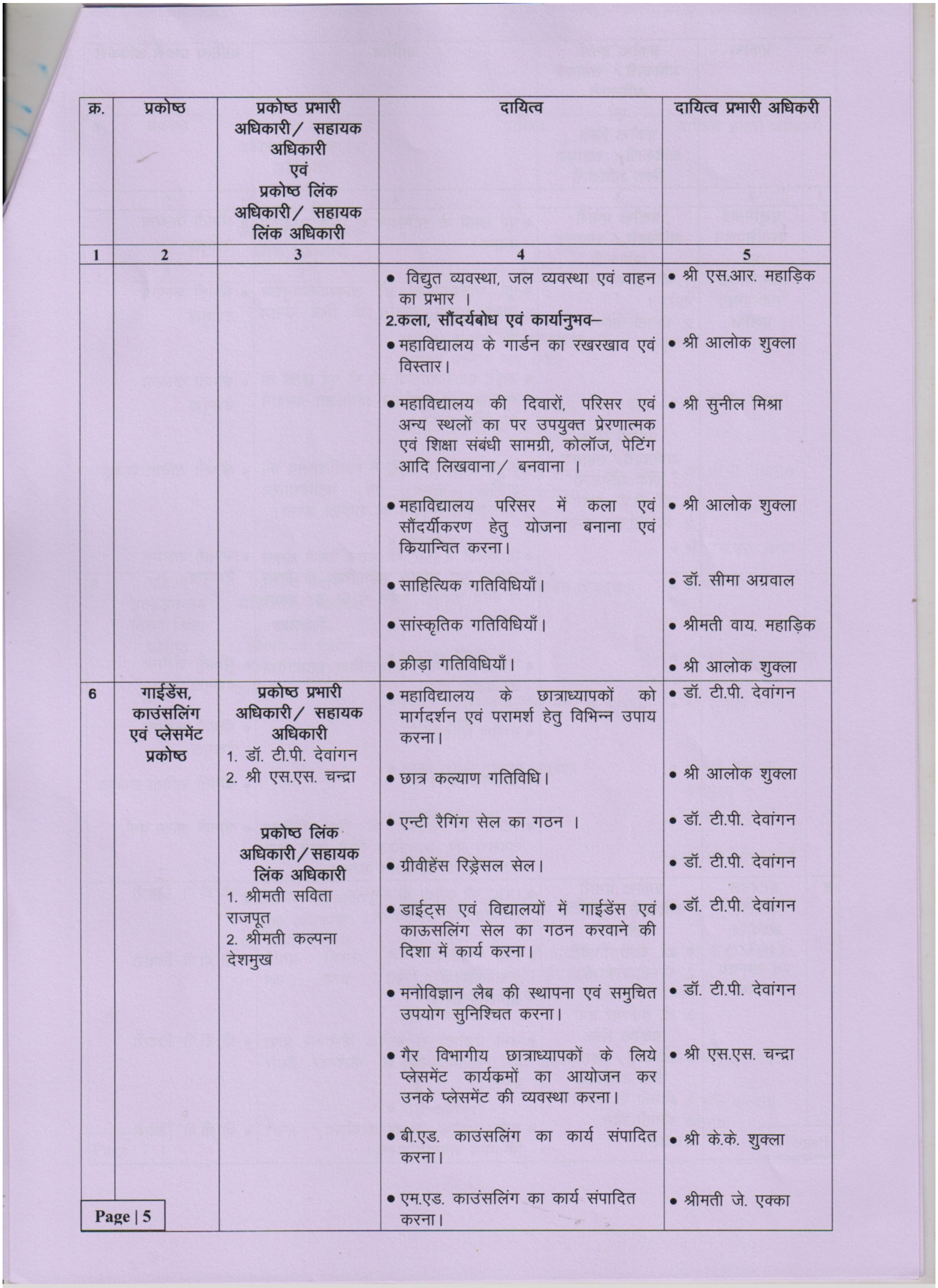

क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
			● विद्युत व्यवस्था, जल व्यवस्था एवं वाहन का प्रभार ।	● श्री एस.आर. महाड़िक
			2.कला, सौंदर्यबोध एवं कार्यानुभव–	
			● महाविद्यालय के गार्डन का रखरखाव एवं विस्तार।	● श्री आलोक शुक्ला
			● महाविद्यालय की दिवारों, परिसर एवं अन्य स्थलों का पर उपयुक्त प्रेरणात्मक एवं शिक्षा संबंधी सामग्री, कोलॉज, पेटिंग आदि लिखवाना/ बनवाना ।	● श्री सुनील मिश्रा
			● महाविद्यालय परिसर में कला एवं सौंदर्यीकरण हेतु योजना बनाना एवं क्रियान्वित करना।	● श्री आलोक शुक्ला
			● साहित्यिक गतिविधियाँ।	● डॉ. सीमा अग्रवाल
			● सांस्कृतिक गतिविधियाँ।	● श्रीमती वाय. महाड़िक
			● क्रीड़ा गतिविधियाँ।	● श्री आलोक शुक्ला
6	**गाईडेंस, काउंसलिंग एवं प्लेसमेंट प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी** 1. डॉ. टी.पी. देवांगन 2. श्री एस.एस. चन्द्रा **प्रकोष्ठ लिंक अधिकारी/सहायक लिंक अधिकारी** 1. श्रीमती सविता राजपूत 2. श्रीमती कल्पना देशमुख	● महाविद्यालय के छात्राध्यापकों को मार्गदर्शन एवं परामर्श हेतु विभिन्न उपाय करना।	● डॉ. टी.पी. देवांगन
			● छात्र कल्याण गतिविधि।	● श्री आलोक शुक्ला
			● एन्टी रैगिंग सेल का गठन ।	● डॉ. टी.पी. देवांगन
			● ग्रीवीहेंस रिड्रेसल सेल।	● डॉ. टी.पी. देवांगन
			● डाईट्स एवं विद्यालयों में गाईडेंस एवं काऊसलिंग सेल का गठन करवाने की दिशा में कार्य करना।	● डॉ. टी.पी. देवांगन
			● मनोविज्ञान लैब की स्थापना एवं समुचित उपयोग सुनिश्चित करना।	● डॉ. टी.पी. देवांगन
			● गैर विभागीय छात्राध्यापकों के लिये प्लेसमेंट कार्यक्रमों का आयोजन कर उनके प्लेसमेंट की व्यवस्था करना।	● श्री एस.एस. चन्द्रा
			● बी.एड. काउंसलिंग का कार्य संपादित करना।	● श्री के.के. शुक्ला
			● एम.एड. काउंसलिंग का कार्य संपादित करना।	● श्रीमती जे. एक्का

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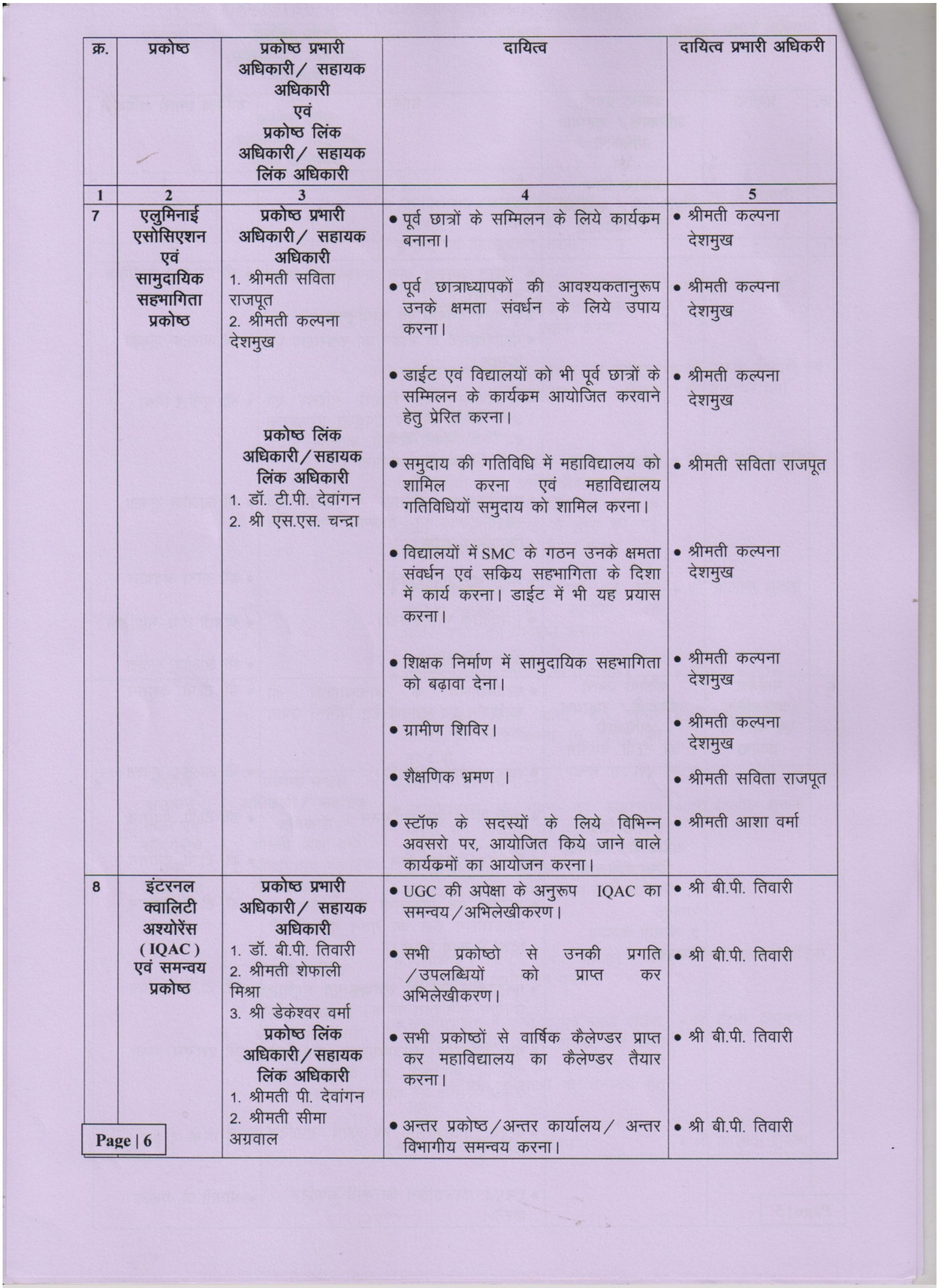
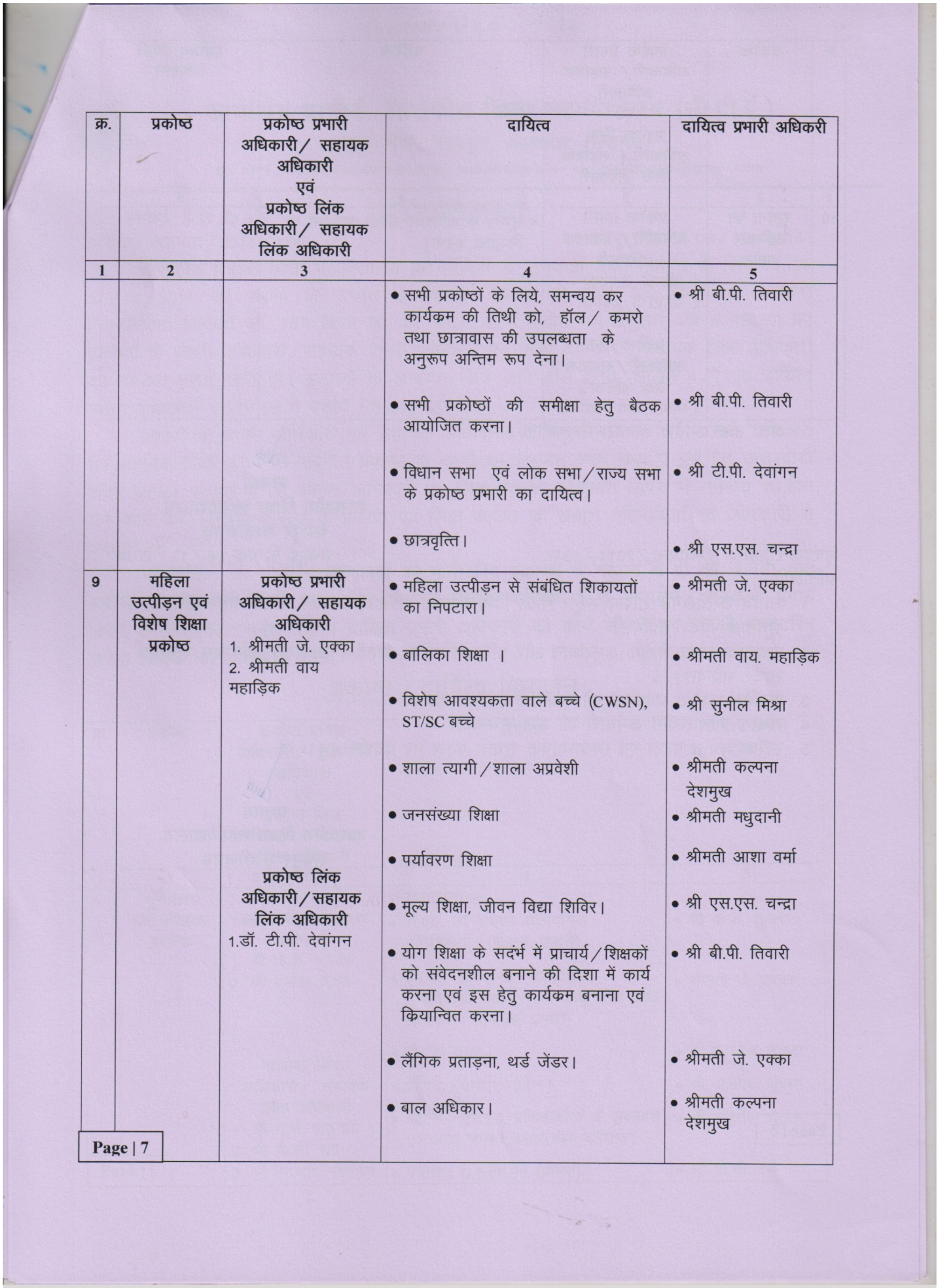


क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
7	एलुमिनाई एसोसिएशन एवं सामुदायिक सहभागिता प्रकोष्ठ	**प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी** 1. श्रीमती सविता राजपूत 2. श्रीमती कल्पना देशमुख **प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी** 1. डॉ. टी.पी. देवांगन 2. श्री एस.एस. चन्द्रा	● पूर्व छात्रों के सम्मिलन के लिये कार्यक्रम बनाना। ● पूर्व छात्राध्यापकों की आवश्यकतानुरूप उनके क्षमता संवर्धन के लिये उपाय करना। ● डाइट एवं विद्यालयों को भी पूर्व छात्रों के सम्मिलन के कार्यक्रम आयोजित करवाने हेतु प्रेरित करना। ● समुदाय की गतिविधि में महाविद्यालय को शामिल करना एवं महाविद्यालय गतिविधियों समुदाय को शामिल करना। ● विद्यालयों में SMC के गठन उनके क्षमता संवर्धन एवं सक्रिय सहभागिता के दिशा में कार्य करना। डाइट में भी यह प्रयास करना। ● शिक्षक निर्माण में सामुदायिक सहभागिता को बढ़ावा देना। ● ग्रामीण शिविर। ● शैक्षणिक भ्रमण । ● स्टॉफ के सदस्यों के लिये विभिन्न अवसरो पर, आयोजित किये जाने वाले कार्यक्रमों का आयोजन करना।	● श्रीमती कल्पना देशमुख ● श्रीमती कल्पना देशमुख ● श्रीमती कल्पना देशमुख ● श्रीमती सविता राजपूत ● श्रीमती कल्पना देशमुख ● श्रीमती कल्पना देशमुख ● श्रीमती कल्पना देशमुख ● श्रीमती सविता राजपूत ● श्रीमती आशा वर्मा
8	इंटरनल क्वालिटी अश्योरेंस (IQAC) एवं समन्वय प्रकोष्ठ	**प्रकोष्ठ प्रभारी अधिकारी / सहायक अधिकारी** 1. डॉ. बी.पी. तिवारी 2. श्रीमती शेफाली मिश्रा 3. श्री डेकेश्वर वर्मा **प्रकोष्ठ लिंक अधिकारी / सहायक लिंक अधिकारी** 1. श्रीमती पी. देवांगन 2. श्रीमती सीमा अग्रवाल	● UGC की अपेक्षा के अनुरूप IQAC का समन्वय / अभिलेखीकरण। ● सभी प्रकोष्ठो से उनकी प्रगति / उपलब्धियों को प्राप्त कर अभिलेखीकरण। ● सभी प्रकोष्ठों से वार्षिक कैलेण्डर प्राप्त कर महाविद्यालय का कैलेण्डर तैयार करना। ● अन्तर प्रकोष्ठ / अन्तर कार्यालय / अन्तर विभागीय समन्वय करना।	● श्री बी.पी. तिवारी ● श्री बी.पी. तिवारी ● श्री बी.पी. तिवारी ● श्री बी.पी. तिवारी



क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
			• सभी प्रकोष्ठों के लिये, समन्वय कर कार्यक्रम की तिथी को, हॉल/ कमरो तथा छात्रावास की उपलब्धता के अनुरूप अन्तिम रूप देना।	• श्री बी.पी. तिवारी
			• सभी प्रकोष्ठों की समीक्षा हेतु बैठक आयोजित करना।	• श्री बी.पी. तिवारी
			• विधान सभा एवं लोक सभा/राज्य सभा के प्रकोष्ठ प्रभारी का दायित्व।	• श्री टी.पी. देवांगन
			• छात्रवृत्ति।	• श्री एस.एस. चन्द्रा
9	**महिला उत्पीड़न एवं विशेष शिक्षा प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी** 1. श्रीमती जे. एक्का 2. श्रीमती वाय महाड़िक	• महिला उत्पीड़न से संबंधित शिकायतों का निपटारा।	• श्रीमती जे. एक्का
			• बालिका शिक्षा ।	• श्रीमती वाय. महाड़िक
			• विशेष आवश्यकता वाले बच्चे (CWSN), ST/SC बच्चे	• श्री सुनील मिश्रा
			• शाला त्यागी/शाला अप्रवेशी	• श्रीमती कल्पना देशमुख
			• जनसंख्या शिक्षा	• श्रीमती मधुदानी
		प्रकोष्ठ लिंक अधिकारी/सहायक लिंक अधिकारी 1.डॉ. टी.पी. देवांगन	• पर्यावरण शिक्षा	• श्रीमती आशा वर्मा
			• मूल्य शिक्षा, जीवन विद्या शिविर।	• श्री एस.एस. चन्द्रा
			• योग शिक्षा के सदर्भ में प्राचार्य/शिक्षकों को संवेदनशील बनाने की दिशा में कार्य करना एवं इस हेतु कार्यक्रम बनाना एवं क्रियान्वित करना।	• श्री बी.पी. तिवारी
			• लैंगिक प्रताड़ना, थर्ड जेंडर।	• श्रीमती जे. एक्का
			• बाल अधिकार।	• श्रीमती कल्पना देशमुख

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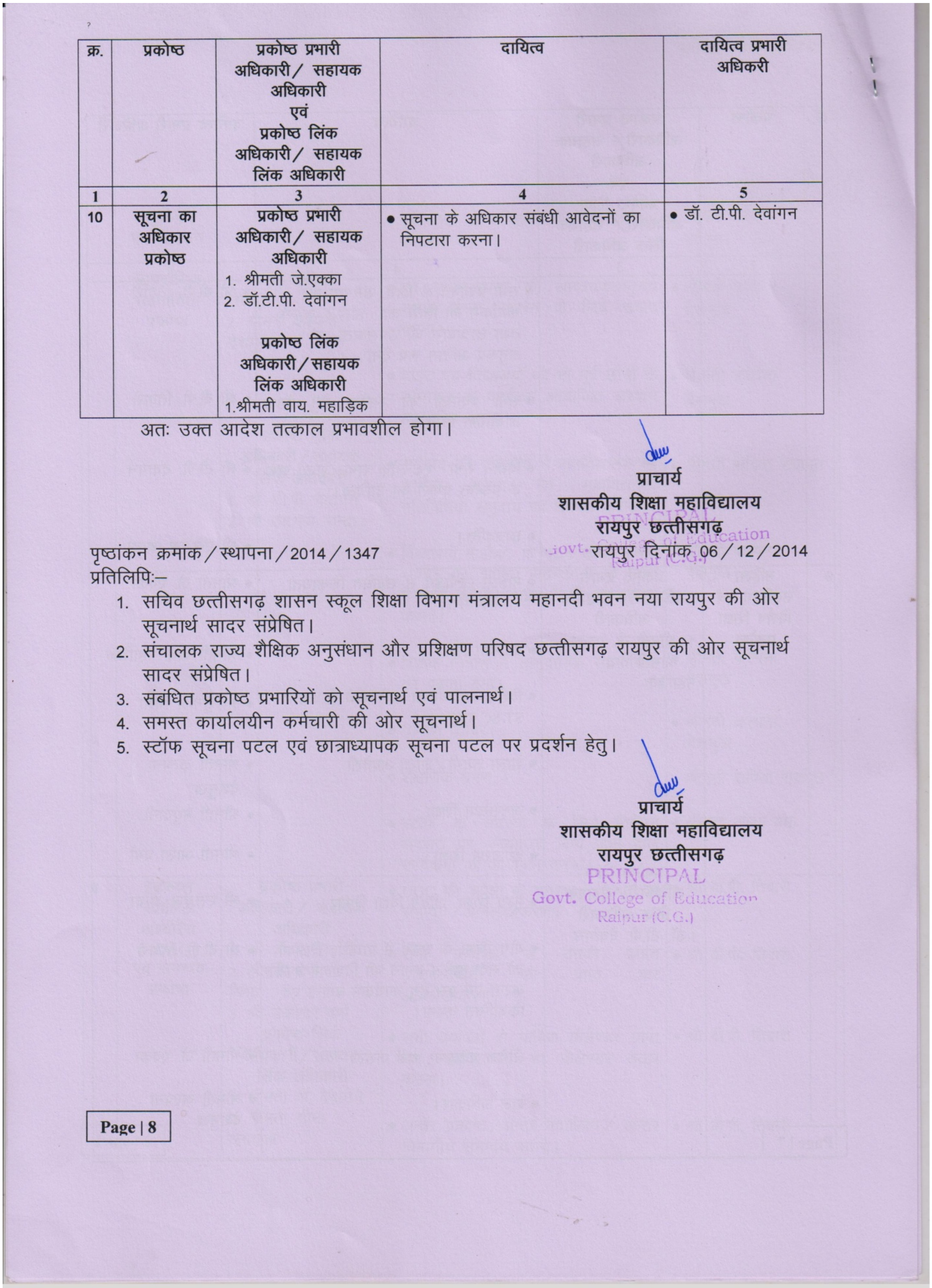

क्र.	प्रकोष्ठ	प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी एवं प्रकोष्ठ लिंक अधिकारी/ सहायक लिंक अधिकारी	दायित्व	दायित्व प्रभारी अधिकरी
1	2	3	4	5
10	**सूचना का अधिकार प्रकोष्ठ**	**प्रकोष्ठ प्रभारी अधिकारी/ सहायक अधिकारी** 1. श्रीमती जे.एक्का 2. डॉ.टी.पी. देवांगन **प्रकोष्ठ लिंक अधिकारी/सहायक लिंक अधिकारी** 1.श्रीमती वाय. महाड़िक	● सूचना के अधिकार संबंधी आवेदनों का निपटारा करना।	● डॉ. टी.पी. देवांगन

अतः उक्त आदेश तत्काल प्रभावशील होगा।

प्राचार्य
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रायपुर छत्तीसगढ़
PRINCIPAL
Govt. College of Education
Raipur (C.G.)

पृष्ठांकन क्रमांक/स्थापना/2014/1347 रायपुर दिनांक 06/12/2014

प्रतिलिपिः–

1. सचिव छत्तीसगढ़ शासन स्कूल शिक्षा विभाग मंत्रालय महानदी भवन नया रायपुर की ओर सूचनार्थ सादर संप्रेषित।
2. संचालक राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद छत्तीसगढ़ रायपुर की ओर सूचनार्थ सादर संप्रेषित।
3. संबंधित प्रकोष्ठ प्रभारियों को सूचनार्थ एवं पालनार्थ।
4. समस्त कार्यालयीन कर्मचारी की ओर सूचनार्थ।
5. स्टॉफ सूचना पटल एवं छात्राध्यापक सूचना पटल पर प्रदर्शन हेतु।

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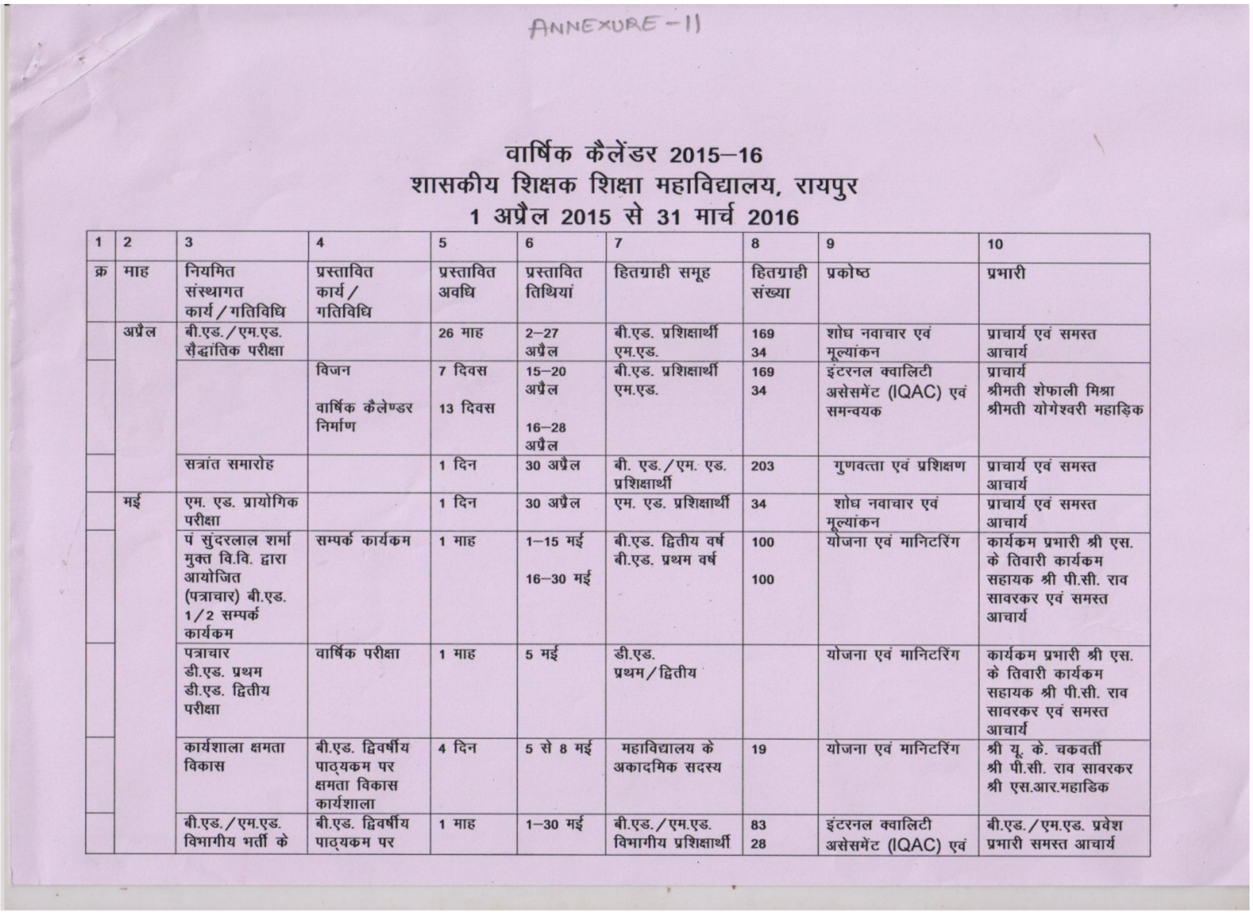
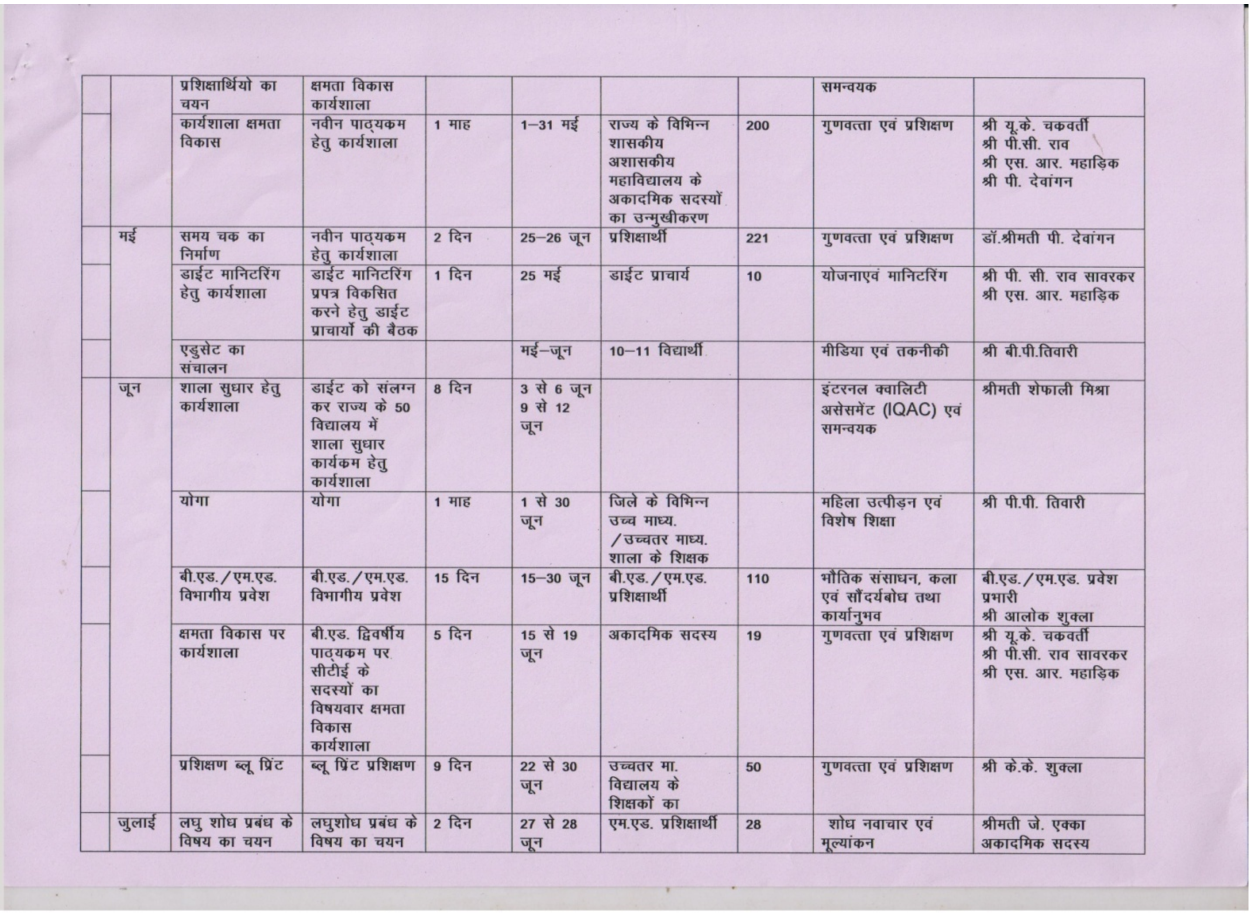


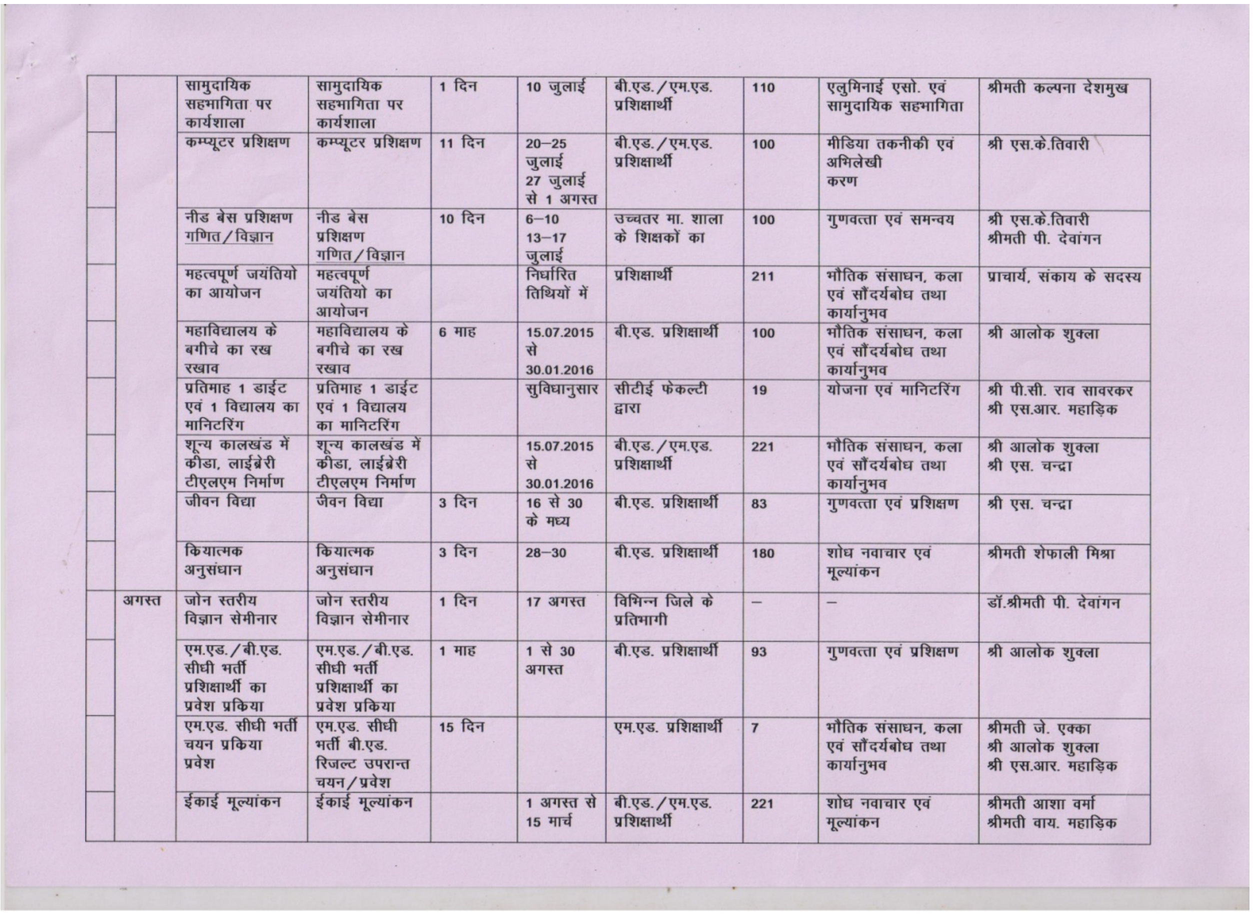
ANNEXURE - II

वार्षिक कैलेंडर 2015–16
शासकीय शिक्षक शिक्षा महाविद्यालय, रायपुर
1 अप्रैल 2015 से 31 मार्च 2016

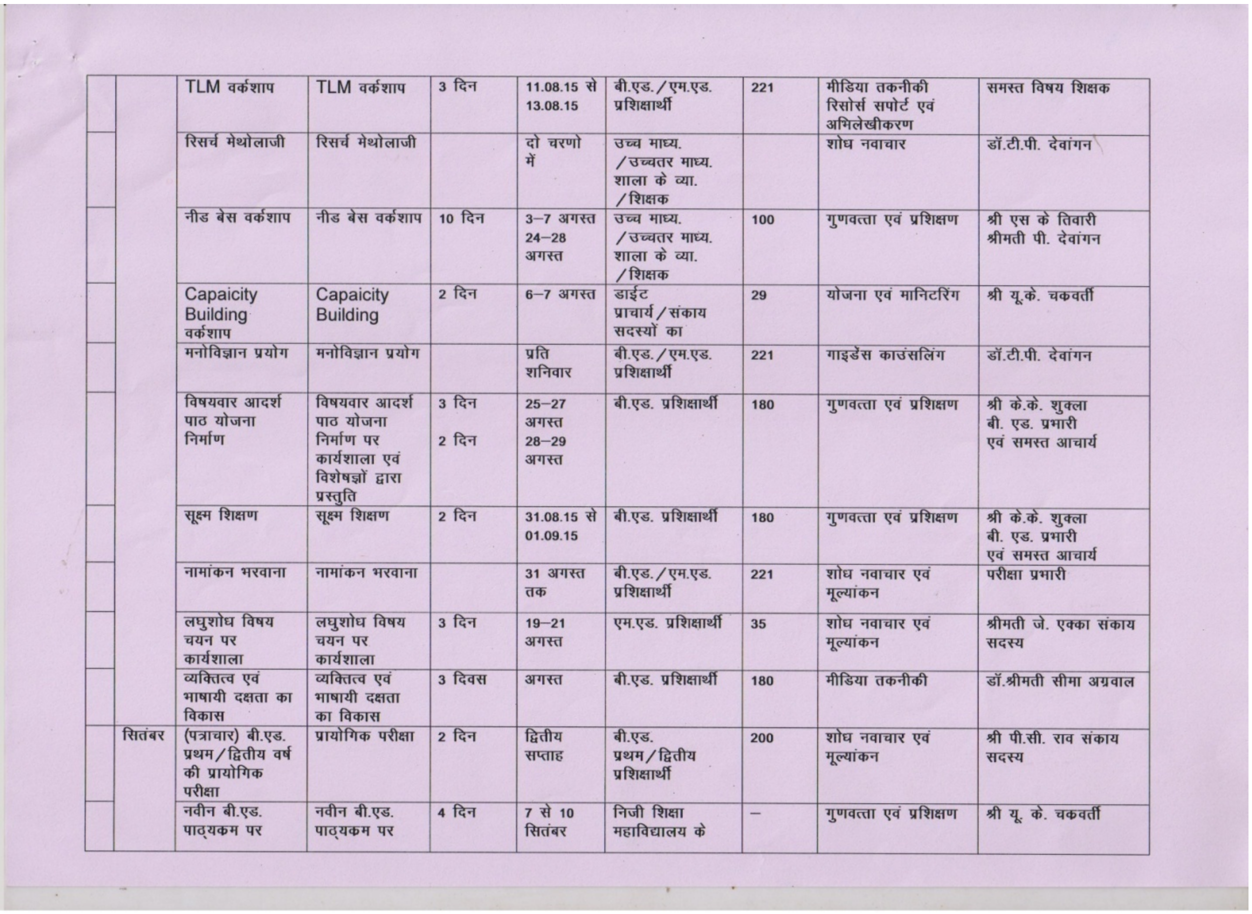
1	2	3	4	5	6	7	8	9	10
क्र	माह	नियमित संस्थागत कार्य / गतिविधि	प्रस्तावित कार्य / गतिविधि	प्रस्तावित अवधि	प्रस्तावित तिथियां	हितग्राही समूह	हितग्राही संख्या	प्रकोष्ठ	प्रभारी
	अप्रैल	बी.एड./एम.एड. सैद्धांतिक परीक्षा		26 माह	2–27 अप्रैल	बी.एड. प्रशिक्षार्थी एम.एड.	169 34	शोध नवाचार एवं मूल्यांकन	प्राचार्य एवं समस्त आचार्य
			विजन वार्षिक कैलेण्डर निर्माण	7 दिवस 13 दिवस	15–20 अप्रैल 16–28 अप्रैल	बी.एड. प्रशिक्षार्थी एम.एड.	169 34	इंटरनल क्वालिटी असेसमेंट (IQAC) एवं समन्वयक	प्राचार्य श्रीमती शेफाली मिश्रा श्रीमती योगेश्वरी महाड़िक
		सत्रांत समारोह		1 दिन	30 अप्रैल	बी. एड./एम. एड. प्रशिक्षार्थी	203	गुणवत्ता एवं प्रशिक्षण	प्राचार्य एवं समस्त आचार्य
	मई	एम. एड. प्रायोगिक परीक्षा		1 दिन	30 अप्रैल	एम. एड. प्रशिक्षार्थी	34	शोध नवाचार एवं मूल्यांकन	प्राचार्य एवं समस्त आचार्य
		पं सुंदरलाल शर्मा मुक्त वि.वि. द्वारा आयोजित (पत्राचार) बी.एड. 1/2 सम्पर्क कार्यकम	सम्पर्क कार्यकम	1 माह	1–15 मई 16–30 मई	बी.एड. द्वितीय वर्ष बी.एड. प्रथम वर्ष	100 100	योजना एवं मानिटरिंग	कार्यकम प्रभारी श्री एस. के तिवारी कार्यकम सहायक श्री पी.सी. राव सावरकर एवं समस्त आचार्य
		पत्राचार डी.एड. प्रथम डी.एड. द्वितीय परीक्षा	वार्षिक परीक्षा	1 माह	5 मई	डी.एड. प्रथम/द्वितीय		योजना एवं मानिटरिंग	कार्यकम प्रभारी श्री एस. के तिवारी कार्यकम सहायक श्री पी.सी. राव सावरकर एवं समस्त आचार्य
		कार्यशाला क्षमता विकास	बी.एड. द्विवर्षीय पाठ्यकम पर क्षमता विकास कार्यशाला	4 दिन	5 से 8 मई	महाविद्यालय के अकादमिक सदस्य	19	योजना एवं मानिटरिंग	श्री यू. के. चकवर्ती श्री पी.सी. राव सावरकर श्री एस.आर.महाडिक
		बी.एड./एम.एड. विभागीय भर्ती के	बी.एड. द्विवर्षीय पाठ्यकम पर	1 माह	1–30 मई	बी.एड./एम.एड. विभागीय प्रशिक्षार्थी	83 28	इंटरनल क्वालिटी असेसमेंट (IQAC) एवं	बी.एड./एम.एड. प्रवेश प्रभारी समस्त आचार्य



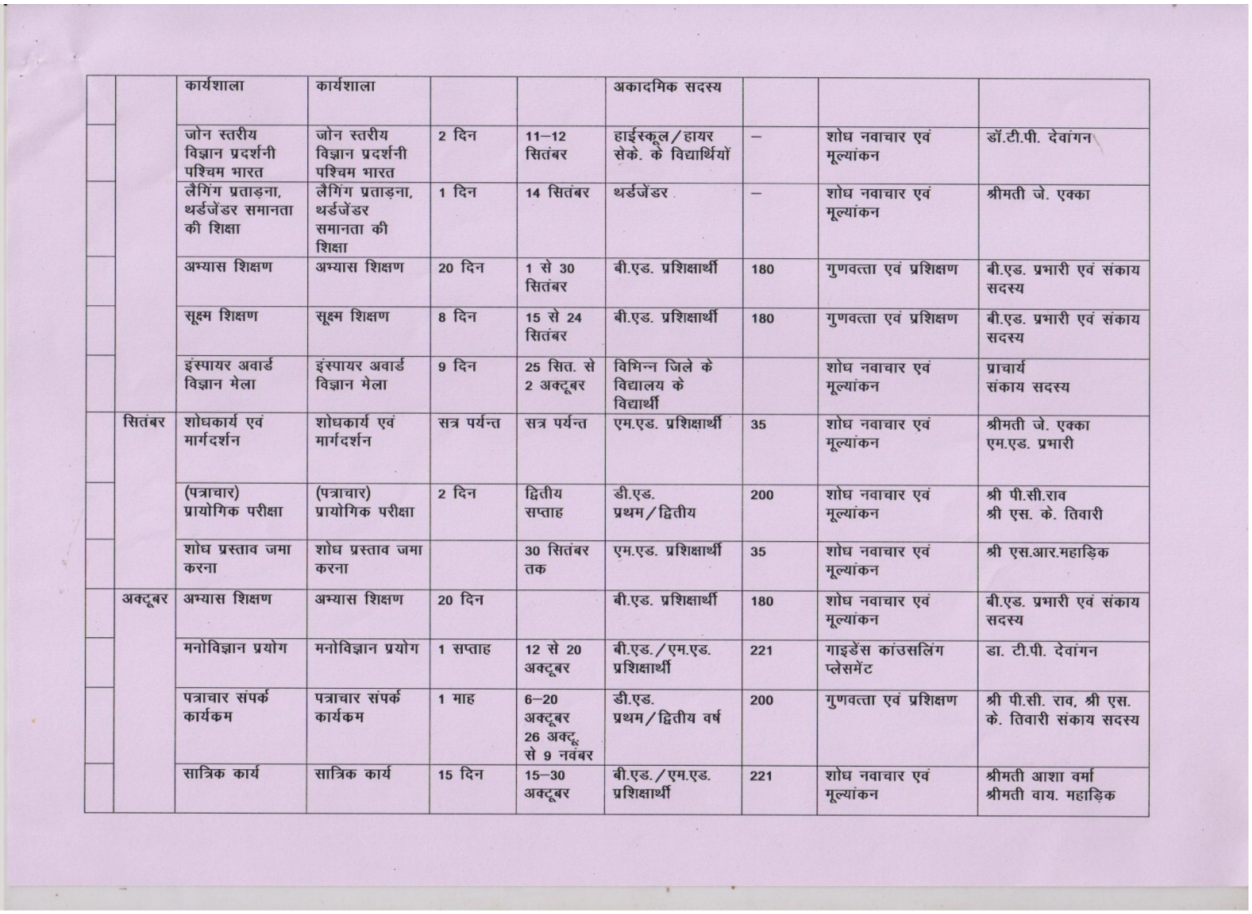
		प्रशिक्षार्थियो का चयन	क्षमता विकास कार्यशाला					समन्वयक	
		कार्यशाला क्षमता विकास	नवीन पाठ्यकम हेतु कार्यशाला	1 माह	1–31 मई	राज्य के विभिन्न शासकीय अशासकीय महाविद्यालय के अकादमिक सदस्यों का उन्मुखीकरण	200	गुणवत्ता एवं प्रशिक्षण	श्री यू.के. चकवर्ती श्री पी.सी. राव श्री एस. आर. महाड़िक श्री पी. देवांगन
	मई	समय चक का निर्माण	नवीन पाठ्यकम हेतु कार्यशाला	2 दिन	25–26 जून	प्रशिक्षार्थी	221	गुणवत्ता एवं प्रशिक्षण	डॉ.श्रीमती पी. देवांगन
		डाईट मानिटरिंग हेतु कार्यशाला	डाईट मानिटरिंग प्रपत्र विकसित करने हेतु डाईट प्राचार्यो की बैठक	1 दिन	25 मई	डाईट प्राचार्य	10	योजनाएवं मानिटरिंग	श्री पी. सी. राव सावरकर श्री एस. आर. महाड़िक
		एडुसेट का संचालन			मई–जून	10–11 विद्यार्थी		मीडिया एवं तकनीकी	श्री बी.पी.तिवारी
	जून	शाला सुधार हेतु कार्यशाला	डाईट को संलग्न कर राज्य के 50 विद्यालय में शाला सुधार कार्यकम हेतु कार्यशाला	8 दिन	3 से 6 जून 9 से 12 जून			इंटरनल क्वालिटी असेसमेंट (IQAC) एवं समन्वयक	श्रीमती शेफाली मिश्रा
		योगा	योगा	1 माह	1 से 30 जून	जिले के विभिन्न उच्च माध्य. /उच्चतर माध्य. शाला के शिक्षक		महिला उत्पीड़न एवं विशेष शिक्षा	श्री पी.पी. तिवारी
		बी.एड./एम.एड. विभागीय प्रवेश	बी.एड./एम.एड. विभागीय प्रवेश	15 दिन	15–30 जून	बी.एड./एम.एड. प्रशिक्षार्थी	110	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	बी.एड./एम.एड. प्रवेश प्रभारी श्री आलोक शुक्ला
		क्षमता विकास पर कार्यशाला	बी.एड. द्विवर्षीय पाठ्यकम पर सीटीई के सदस्यों का विषयवार क्षमता विकास कार्यशाला	5 दिन	15 से 19 जून	अकादमिक सदस्य	19	गुणवत्ता एवं प्रशिक्षण	श्री यू.के. चकवर्ती श्री पी.सी. राव सावरकर श्री एस. आर. महाड़िक
		प्रशिक्षण ब्लू प्रिंट	ब्लू प्रिंट प्रशिक्षण	9 दिन	22 से 30 जून	उच्चतर मा. विद्यालय के शिक्षकों का	50	गुणवत्ता एवं प्रशिक्षण	श्री के.के. शुक्ला
	जुलाई	लघु शोध प्रबंध के विषय का चयन	लघुशोध प्रबंध के विषय का चयन	2 दिन	27 से 28 जून	एम.एड. प्रशिक्षार्थी	28	शोध नवाचार एवं मूल्यांकन	श्रीमती जे. एक्का अकादमिक सदस्य



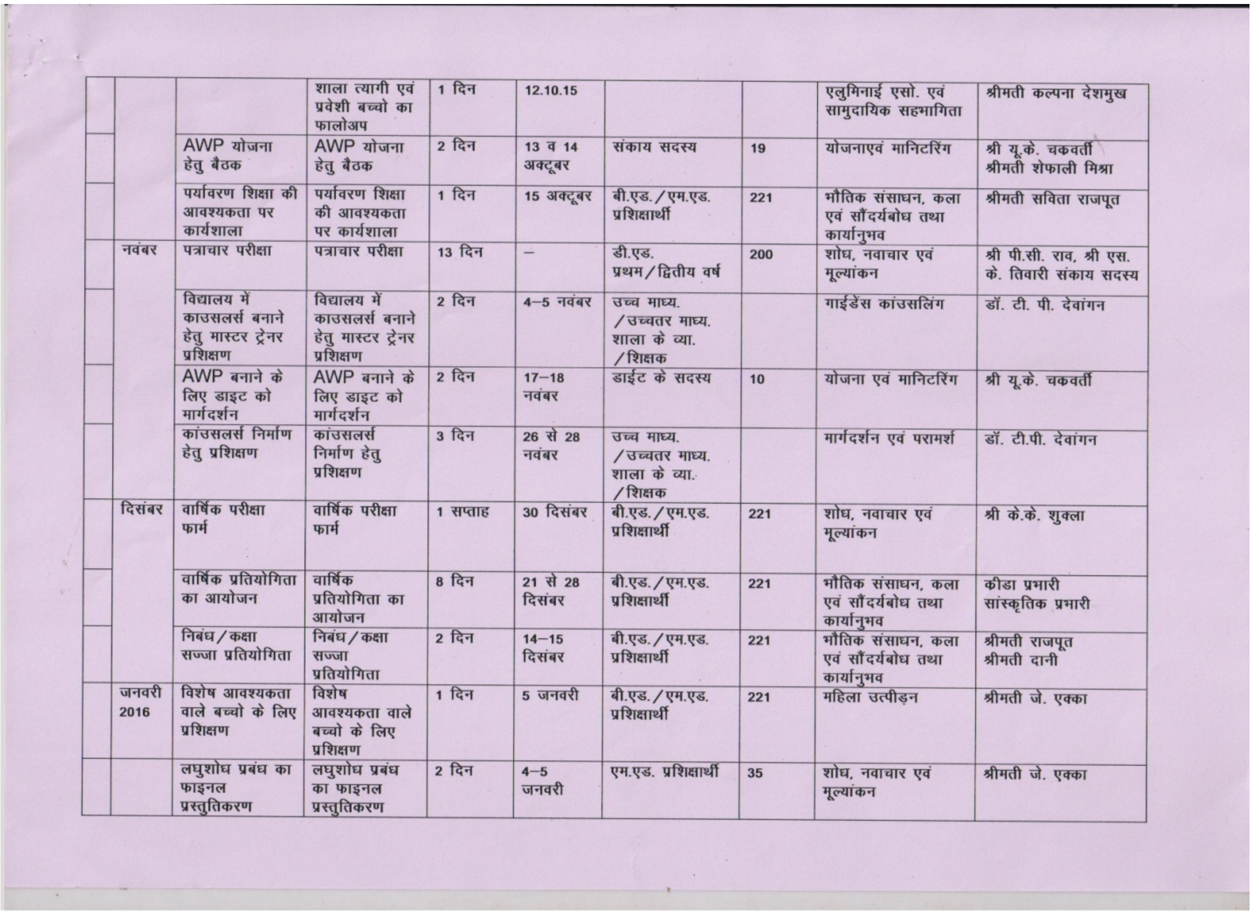
		सामुदायिक सहभागिता पर कार्यशाला	सामुदायिक सहभागिता पर कार्यशाला	1 दिन	10 जुलाई	बी.एड./एम.एड. प्रशिक्षार्थी	110	एलुमिनाई एसो. एवं सामुदायिक सहभागिता	श्रीमती कल्पना देशमुख
		कम्प्यूटर प्रशिक्षण	कम्प्यूटर प्रशिक्षण	11 दिन	20–25 जुलाई 27 जुलाई से 1 अगस्त	बी.एड./एम.एड. प्रशिक्षार्थी	100	मीडिया तकनीकी एवं अभिलेखी करण	श्री एस.के.तिवारी
		नीड बेस प्रशिक्षण गणित/विज्ञान	नीड बेस प्रशिक्षण गणित/विज्ञान	10 दिन	6–10 13–17 जुलाई	उच्चतर मा. शाला के शिक्षकों का	100	गुणवत्ता एवं समन्वय	श्री एस.के.तिवारी श्रीमती पी. देवांगन
		महत्वपूर्ण जयंतियो का आयोजन	महत्वपूर्ण जयंतियो का आयोजन		निर्धारित तिथियों में	प्रशिक्षार्थी	211	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	प्राचार्य, संकाय के सदस्य
		महाविद्यालय के बगीचे का रख रखाव	महाविद्यालय के बगीचे का रख रखाव	6 माह	15.07.2015 से 30.01.2016	बी.एड. प्रशिक्षार्थी	100	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	श्री आलोक शुक्ला
		प्रतिमाह 1 डाईट एवं 1 विद्यालय का मानिटरिंग	प्रतिमाह 1 डाईट एवं 1 विद्यालय का मानिटरिंग		सुविधानुसार	सीटीई फेकल्टी द्वारा	19	योजना एवं मानिटरिंग	श्री पी.सी. राव सावरकर श्री एस.आर. महाड़िक
		शून्य कालखंड में कीडा, लाईब्रेरी टीएलएम निर्माण	शून्य कालखंड में कीडा, लाईब्रेरी टीएलएम निर्माण		15.07.2015 से 30.01.2016	बी.एड./एम.एड. प्रशिक्षार्थी	221	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	श्री आलोक शुक्ला श्री एस. चन्द्रा
		जीवन विद्या	जीवन विद्या	3 दिन	16 से 30 के मध्य	बी.एड. प्रशिक्षार्थी	83	गुणवत्ता एवं प्रशिक्षण	श्री एस. चन्द्रा
		कियात्मक अनुसंधान	कियात्मक अनुसंधान	3 दिन	28–30	बी.एड. प्रशिक्षार्थी	180	शोध नवाचार एवं मूल्यांकन	श्रीमती शेफाली मिश्रा
	अगस्त	जोन स्तरीय विज्ञान सेमीनार	जोन स्तरीय विज्ञान सेमीनार	1 दिन	17 अगस्त	विभिन्न जिले के प्रतिभागी	–	–	डॉ.श्रीमती पी. देवांगन
		एम.एड./बी.एड. सीधी भर्ती प्रशिक्षार्थी का प्रवेश प्रकिया	एम.एड./बी.एड. सीधी भर्ती प्रशिक्षार्थी का प्रवेश प्रकिया	1 माह	1 से 30 अगस्त	बी.एड. प्रशिक्षार्थी	93	गुणवत्ता एवं प्रशिक्षण	श्री आलोक शुक्ला
		एम.एड. सीधी भर्ती चयन प्रकिया प्रवेश	एम.एड. सीधी भर्ती बी.एड. रिजल्ट उपरान्त चयन/प्रवेश	15 दिन		एम.एड. प्रशिक्षार्थी	7	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	श्रीमती जे. एक्का श्री आलोक शुक्ला श्री एस.आर. महाड़िक
		ईकाई मूल्यांकन	ईकाई मूल्यांकन		1 अगस्त से 15 मार्च	बी.एड./एम.एड. प्रशिक्षार्थी	221	शोध नवाचार एवं मूल्यांकन	श्रीमती आशा वर्मा श्रीमती वाय. महाड़िक



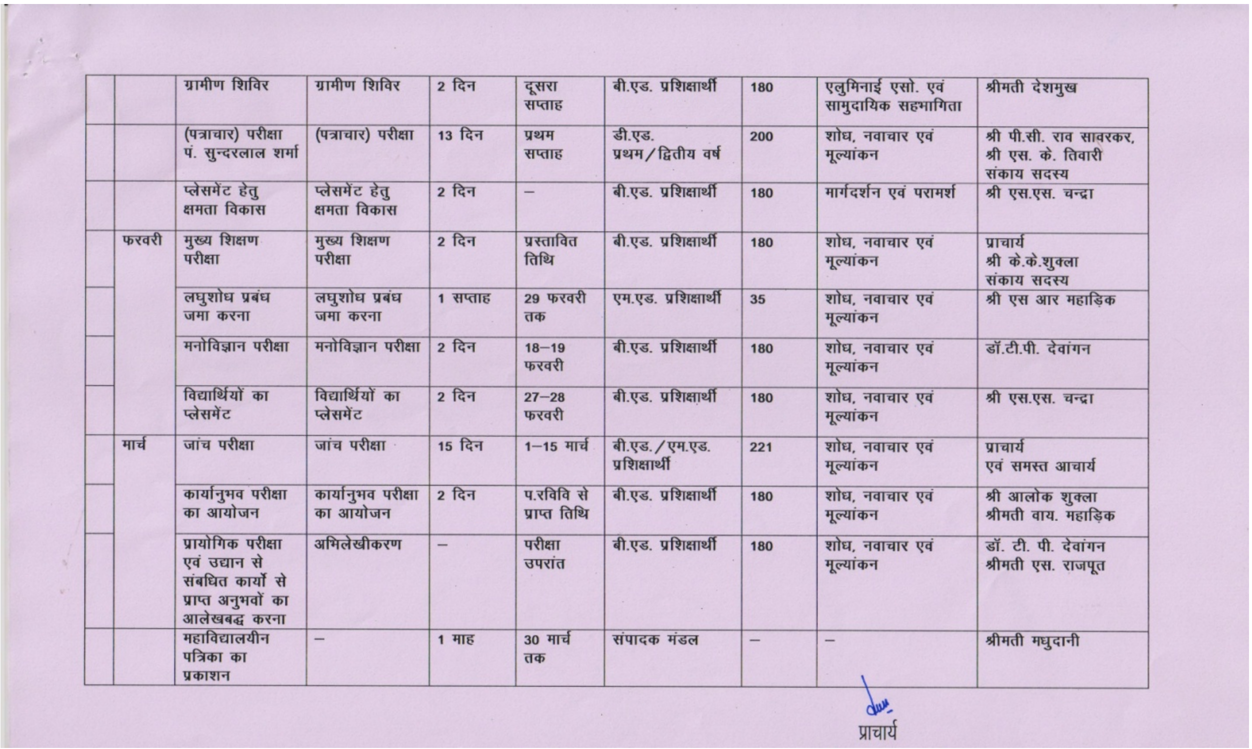
		TLM वर्कशाप	TLM वर्कशाप	3 दिन	11.08.15 से 13.08.15	बी.एड./एम.एड. प्रशिक्षार्थी	221	मीडिया तकनीकी रिसोर्स सपोर्ट एवं अभिलेखीकरण	समस्त विषय शिक्षक
		रिसर्च मेथोलाजी	रिसर्च मेथोलाजी		दो चरणो में	उच्च माध्य. /उच्चतर माध्य. शाला के व्या. /शिक्षक		शोध नवाचार	डॉ.टी.पी. देवांगन
		नीड बेस वर्कशाप	नीड बेस वर्कशाप	10 दिन	3–7 अगस्त 24–28 अगस्त	उच्च माध्य. /उच्चतर माध्य. शाला के व्या. /शिक्षक	100	गुणवत्ता एवं प्रशिक्षण	श्री एस के तिवारी श्रीमती पी. देवांगन
		Capaicity Building वर्कशाप	Capaicity Building	2 दिन	6–7 अगस्त	डाईट प्राचार्य/संकाय सदस्यों का	29	योजना एवं मानिटरिंग	श्री यू.के. चकवर्ती
		मनोविज्ञान प्रयोग	मनोविज्ञान प्रयोग		प्रति शनिवार	बी.एड./एम.एड. प्रशिक्षार्थी	221	गाइडेंस काउंसलिंग	डॉ.टी.पी. देवांगन
		विषयवार आदर्श पाठ योजना निर्माण	विषयवार आदर्श पाठ योजना निर्माण पर कार्यशाला एवं विशेषज्ञों द्वारा प्रस्तुति	3 दिन 2 दिन	25–27 अगस्त 28–29 अगस्त	बी.एड. प्रशिक्षार्थी	180	गुणवत्ता एवं प्रशिक्षण	श्री के.के. शुक्ला बी. एड. प्रभारी एवं समस्त आचार्य
		सूक्ष्म शिक्षण	सूक्ष्म शिक्षण	2 दिन	31.08.15 से 01.09.15	बी.एड. प्रशिक्षार्थी	180	गुणवत्ता एवं प्रशिक्षण	श्री के.के. शुक्ला बी. एड. प्रभारी एवं समस्त आचार्य
		नामांकन भरवाना	नामांकन भरवाना		31 अगस्त तक	बी.एड./एम.एड. प्रशिक्षार्थी	221	शोध नवाचार एवं मूल्यांकन	परीक्षा प्रभारी
		लघुशोध विषय चयन पर कार्यशाला	लघुशोध विषय चयन पर कार्यशाला	3 दिन	19–21 अगस्त	एम.एड. प्रशिक्षार्थी	35	शोध नवाचार एवं मूल्यांकन	श्रीमती जे. एक्का संकाय सदस्य
		व्यक्तित्व एवं भाषायी दक्षता का विकास	व्यक्तित्व एवं भाषायी दक्षता का विकास	3 दिवस	अगस्त	बी.एड. प्रशिक्षार्थी	180	मीडिया तकनीकी	डॉ.श्रीमती सीमा अग्रवाल
	सितंबर	(पत्राचार) बी.एड. प्रथम/द्वितीय वर्ष की प्रायोगिक परीक्षा	प्रायोगिक परीक्षा	2 दिन	द्वितीय सप्ताह	बी.एड. प्रथम/द्वितीय प्रशिक्षार्थी	200	शोध नवाचार एवं मूल्यांकन	श्री पी.सी. राव संकाय सदस्य
		नवीन बी.एड. पाठ्यकम पर	नवीन बी.एड. पाठ्यकम पर	4 दिन	7 से 10 सितंबर	निजी शिक्षा महाविद्यालय के	–	गुणवत्ता एवं प्रशिक्षण	श्री यू. के. चकवर्ती



		कार्यशाला	कार्यशाला			अकादमिक सदस्य			
		जोन स्तरीय विज्ञान प्रदर्शनी पश्चिम भारत	जोन स्तरीय विज्ञान प्रदर्शनी पश्चिम भारत	2 दिन	11–12 सितंबर	हाईस्कूल/हायर सेके. के विद्यार्थियों	–	शोध नवाचार एवं मूल्यांकन	डॉ.टी.पी. देवांगन
		लैगिंग प्रताड़ना, थर्डजेंडर समानता की शिक्षा	लैगिंग प्रताड़ना, थर्डजेंडर समानता की शिक्षा	1 दिन	14 सितंबर	थर्डजेंडर	–	शोध नवाचार एवं मूल्यांकन	श्रीमती जे. एक्का
		अभ्यास शिक्षण	अभ्यास शिक्षण	20 दिन	1 से 30 सितंबर	बी.एड. प्रशिक्षार्थी	180	गुणवत्ता एवं प्रशिक्षण	बी.एड. प्रभारी एवं संकाय सदस्य
		सूक्ष्म शिक्षण	सूक्ष्म शिक्षण	8 दिन	15 से 24 सितंबर	बी.एड. प्रशिक्षार्थी	180	गुणवत्ता एवं प्रशिक्षण	बी.एड. प्रभारी एवं संकाय सदस्य
		इंस्पायर अवार्ड विज्ञान मेला	इंस्पायर अवार्ड विज्ञान मेला	9 दिन	25 सित. से 2 अक्टूबर	विभिन्न जिले के विद्यालय के विद्यार्थी		शोध नवाचार एवं मूल्यांकन	प्राचार्य संकाय सदस्य
	सितंबर	शोधकार्य एवं मार्गदर्शन	शोधकार्य एवं मार्गदर्शन	सत्र पर्यन्त	सत्र पर्यन्त	एम.एड. प्रशिक्षार्थी	35	शोध नवाचार एवं मूल्यांकन	श्रीमती जे. एक्का एम.एड. प्रभारी
		(पत्राचार) प्रायोगिक परीक्षा	(पत्राचार) प्रायोगिक परीक्षा	2 दिन	द्वितीय सप्ताह	डी.एड. प्रथम/द्वितीय	200	शोध नवाचार एवं मूल्यांकन	श्री पी.सी.राव श्री एस. के. तिवारी
		शोध प्रस्ताव जमा करना	शोध प्रस्ताव जमा करना		30 सितंबर तक	एम.एड. प्रशिक्षार्थी	35	शोध नवाचार एवं मूल्यांकन	श्री एस.आर.महाड़िक
	अक्टूबर	अभ्यास शिक्षण	अभ्यास शिक्षण	20 दिन		बी.एड. प्रशिक्षार्थी	180	शोध नवाचार एवं मूल्यांकन	बी.एड. प्रभारी एवं संकाय सदस्य
		मनोविज्ञान प्रयोग	मनोविज्ञान प्रयोग	1 सप्ताह	12 से 20 अक्टूबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	गाइडेंस कांउसलिंग प्लेसमेंट	डा. टी.पी. देवांगन
		पत्राचार संपर्क कार्यकम	पत्राचार संपर्क कार्यकम	1 माह	6–20 अक्टूबर 26 अक्टू. से 9 नवंबर	डी.एड. प्रथम/द्वितीय वर्ष	200	गुणवत्ता एवं प्रशिक्षण	श्री पी.सी. राव, श्री एस. के. तिवारी संकाय सदस्य
		सात्रिक कार्य	सात्रिक कार्य	15 दिन	15–30 अक्टूबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	शोध नवाचार एवं मूल्यांकन	श्रीमती आशा वर्मा श्रीमती वाय. महाड़िक



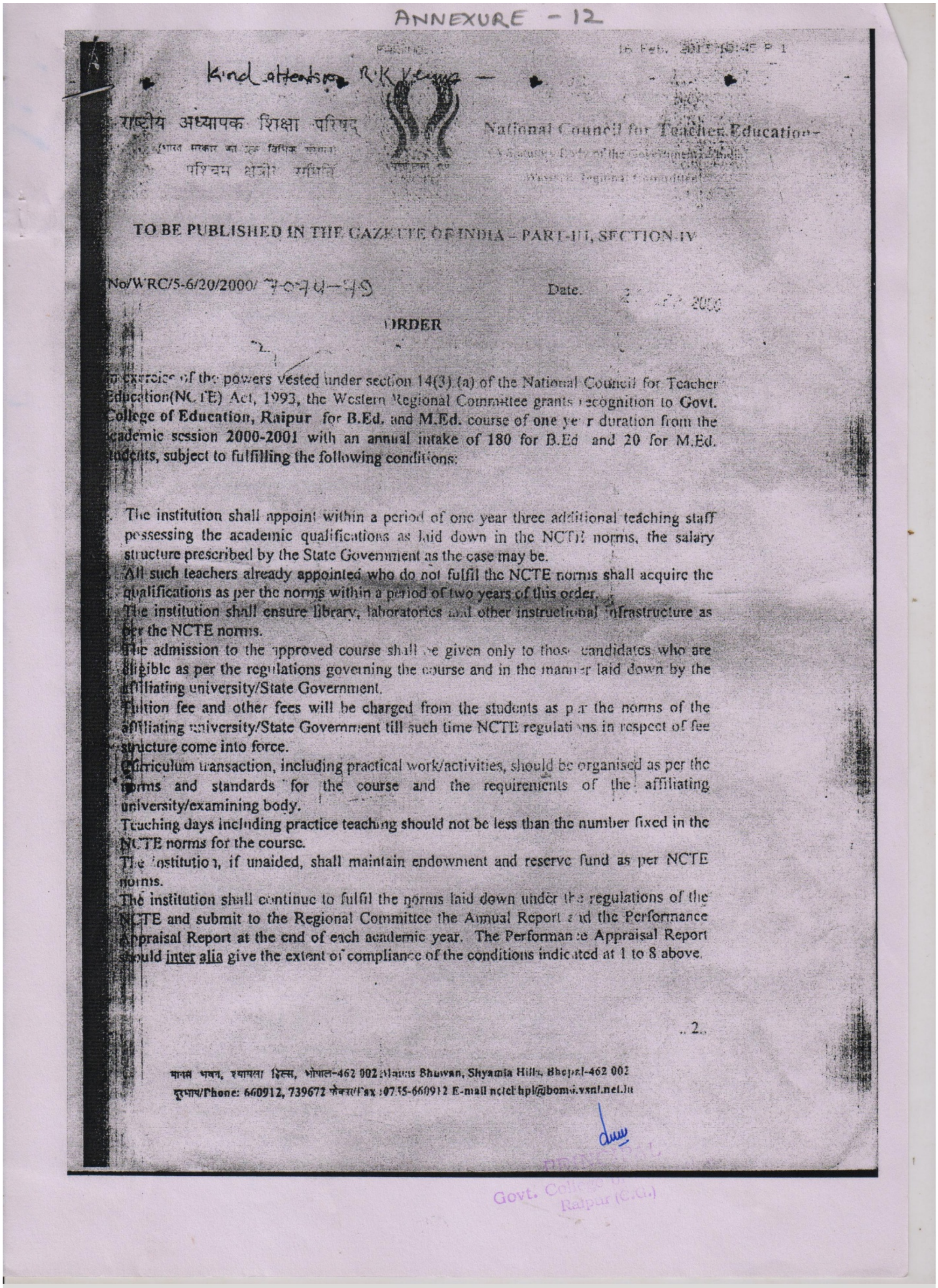
			शाला त्यागी एवं प्रवेशी बच्वो का फालोअप	1 दिन	12.10.15			एलुमिनाई एसो. एवं सामुदायिक सहभागिता	श्रीमती कल्पना देशमुख
		AWP योजना हेतु बैठक	AWP योजना हेतु बैठक	2 दिन	13 व 14 अक्टूबर	संकाय सदस्य	19	योजनाएवं मानिटरिंग	श्री यू.के. चकवर्ती श्रीमती शेफाली मिश्रा
		पर्यावरण शिक्षा की आवश्यकता पर कार्यशाला	पर्यावरण शिक्षा की आवश्यकता पर कार्यशाला	1 दिन	15 अक्टूबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	श्रीमती सविता राजपूत
	नवंबर	पत्राचार परीक्षा	पत्राचार परीक्षा	13 दिन	–	डी.एड. प्रथम/द्वितीय वर्ष	200	शोध, नवाचार एवं मूल्यांकन	श्री पी.सी. राव, श्री एस. के. तिवारी संकाय सदस्य
		विद्यालय में काउसलर्स बनाने हेतु मास्टर ट्रेनर प्रशिक्षण	विद्यालय में काउसलर्स बनाने हेतु मास्टर ट्रेनर प्रशिक्षण	2 दिन	4–5 नवंबर	उच्च माध्य. /उच्चतर माध्य. शाला के व्या. /शिक्षक		गाईडेंस कांउसलिंग	डॉ. टी. पी. देवांगन
		AWP बनाने के लिए डाइट को मार्गदर्शन	AWP बनाने के लिए डाइट को मार्गदर्शन	2 दिन	17–18 नवंबर	डाईट के सदस्य	10	योजना एवं मानिटरिंग	श्री यू.के. चकवर्ती
		कांउसलर्स निर्माण हेतु प्रशिक्षण	कांउसलर्स निर्माण हेतु प्रशिक्षण	3 दिन	26 से 28 नवंबर	उच्च माध्य. /उच्चतर माध्य. शाला के व्या. /शिक्षक		मार्गदर्शन एवं परामर्श	डॉ. टी.पी. देवांगन
	दिसंबर	वार्षिक परीक्षा फार्म	वार्षिक परीक्षा फार्म	1 सप्ताह	30 दिसंबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	शोध, नवाचार एवं मूल्यांकन	श्री के.के. शुक्ला
		वार्षिक प्रतियोगिता का आयोजन	वार्षिक प्रतियोगिता का आयोजन	8 दिन	21 से 28 दिसंबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	कीडा प्रभारी सांस्कृतिक प्रभारी
		निबंध/कक्षा सज्जा प्रतियोगिता	निबंध/कक्षा सज्जा प्रतियोगिता	2 दिन	14–15 दिसंबर	बी.एड./एम.एड. प्रशिक्षार्थी	221	भौतिक संसाधन, कला एवं सौंदर्यबोध तथा कार्यानुभव	श्रीमती राजपूत श्रीमती दानी
	जनवरी 2016	विशेष आवश्यकता वाले बच्वो के लिए प्रशिक्षण	विशेष आवश्यकता वाले बच्वो के लिए प्रशिक्षण	1 दिन	5 जनवरी	बी.एड./एम.एड. प्रशिक्षार्थी	221	महिला उत्पीड़न	श्रीमती जे. एक्का
		लघुशोध प्रबंध का फाइनल प्रस्तुतिकरण	लघुशोध प्रबंध का फाइनल प्रस्तुतिकरण	2 दिन	4–5 जनवरी	एम.एड. प्रशिक्षार्थी	35	शोध, नवाचार एवं मूल्यांकन	श्रीमती जे. एक्का



		ग्रामीण शिविर	ग्रामीण शिविर	2 दिन	दूसरा सप्ताह	बी.एड. प्रशिक्षार्थी	180	एलुमिनाई एसो. एवं सामुदायिक सहभागिता	श्रीमती देशमुख
		(पत्राचार) परीक्षा पं. सुन्दरलाल शर्मा	(पत्राचार) परीक्षा	13 दिन	प्रथम सप्ताह	डी.एड. प्रथम/द्वितीय वर्ष	200	शोध, नवाचार एवं मूल्यांकन	श्री पी.सी. राव सावरकर, श्री एस. के. तिवारी संकाय सदस्य
		प्लेसमेंट हेतु क्षमता विकास	प्लेसमेंट हेतु क्षमता विकास	2 दिन	–	बी.एड. प्रशिक्षार्थी	180	मार्गदर्शन एवं परामर्श	श्री एस.एस. चन्द्रा
	फरवरी	मुख्य शिक्षण परीक्षा	मुख्य शिक्षण परीक्षा	2 दिन	प्रस्तावित तिथि	बी.एड. प्रशिक्षार्थी	180	शोध, नवाचार एवं मूल्यांकन	प्राचार्य श्री के.के.शुक्ला संकाय सदस्य
		लघुशोध प्रबंध जमा करना	लघुशोध प्रबंध जमा करना	1 सप्ताह	29 फरवरी तक	एम.एड. प्रशिक्षार्थी	35	शोध, नवाचार एवं मूल्यांकन	श्री एस आर महाड़िक
		मनोविज्ञान परीक्षा	मनोविज्ञान परीक्षा	2 दिन	18–19 फरवरी	बी.एड. प्रशिक्षार्थी	180	शोध, नवाचार एवं मूल्यांकन	डॉ.टी.पी. देवांगन
		विद्यार्थियों का प्लेसमेंट	विद्यार्थियों का प्लेसमेंट	2 दिन	27–28 फरवरी	बी.एड. प्रशिक्षार्थी	180	शोध, नवाचार एवं मूल्यांकन	श्री एस.एस. चन्द्रा
	मार्च	जांच परीक्षा	जांच परीक्षा	15 दिन	1–15 मार्च	बी.एड./एम.एड. प्रशिक्षार्थी	221	शोध, नवाचार एवं मूल्यांकन	प्राचार्य एवं समस्त आचार्य
		कार्यानुभव परीक्षा का आयोजन	कार्यानुभव परीक्षा का आयोजन	2 दिन	प.रविवि से प्राप्त तिथि	बी.एड. प्रशिक्षार्थी	180	शोध, नवाचार एवं मूल्यांकन	श्री आलोक शुक्ला श्रीमती वाय. महाड़िक
		प्रायोगिक परीक्षा एवं उद्यान से संबधित कार्यो से प्राप्त अनुभवों का आलेखबद्ध करना	अभिलेखीकरण	–	परीक्षा उपरांत	बी.एड. प्रशिक्षार्थी	180	शोध, नवाचार एवं मूल्यांकन	डॉ. टी. पी. देवांगन श्रीमती एस. राजपूत
		महाविद्यालयीन पत्रिका का प्रकाशन	–	1 माह	30 मार्च तक	संपादक मंडल	–	–	श्रीमती मधुदानी

प्राचार्य

ANNEXURE - 12



16 Feb. 2013 10:45 P 1

Kind attention R.K. Verma —

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

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-IV

No/WRC/5-6/20/2000/ 7074-79 Date. [illegible] 2000

ORDER

In exercise of the powers vested under section 14(3) (a) of the National Council for Teacher Education(NCTE) Act, 1993, the Western Regional Committee grants recognition to **Govt. College of Education, Raipur** for **B.Ed.** and **M.Ed.** course of one year duration from the academic session **2000-2001** with an annual intake of **180** for B.Ed and **20** for M.Ed. students, subject to fulfilling the following conditions:

The institution shall appoint within a period of one year three additional teaching staff possessing the academic qualifications as laid down in the NCTE norms, the salary structure prescribed by the State Government as the case may be.

All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.

The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.

The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/State Government.

Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.

Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.

Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.

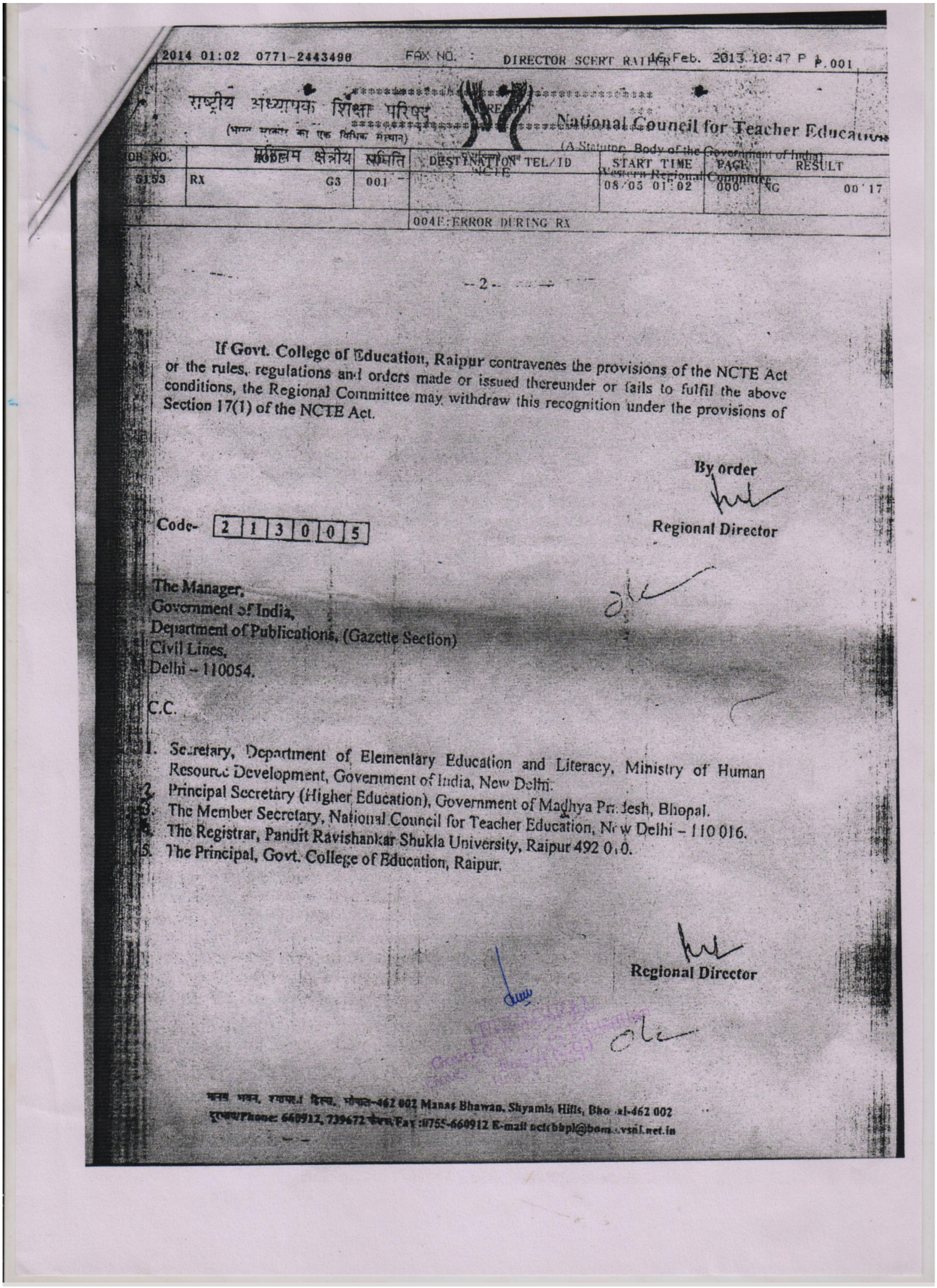
The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.

The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 8 above.

.. 2..

मानस भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
दूरभाष/Phone: 660912, 739672 फैक्स/Fax :0755-660912 E-mail nctebhpl@bom4.vsnl.net.in

PRINCIPAL
Govt. College of Education
Raipur (C.G.)



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राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति
National Council for Teacher Educat
(A Statutory Body of the Government of India)
Western Regional Committee

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If Govt. College of Education, Raipur contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Regional Director

Code- 2 1 3 0 0 5

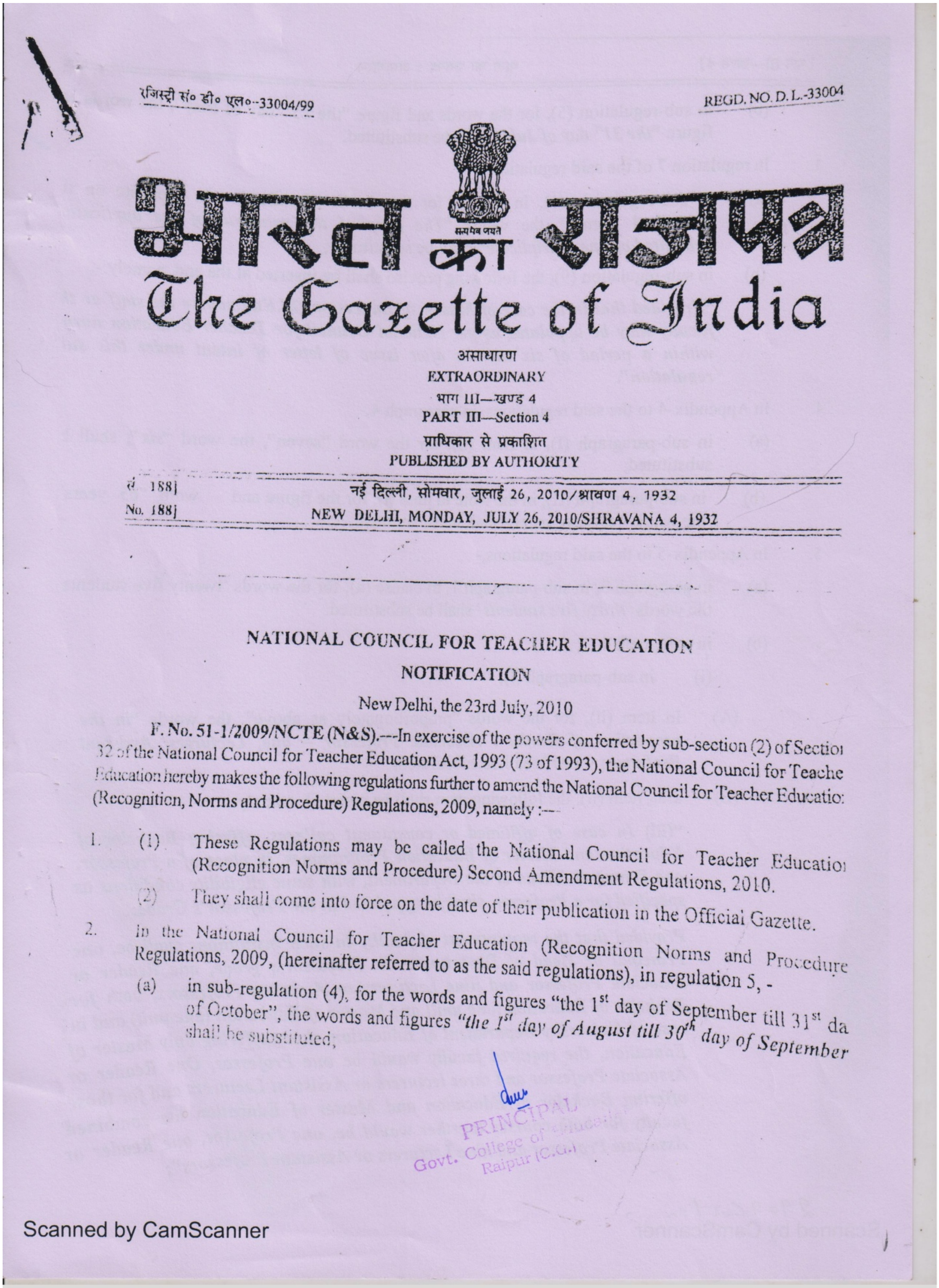
The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines,
Delhi – 110054.

C.C.

1. Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. Principal Secretary (Higher Education), Government of Madhya Pradesh, Bhopal.
3. The Member Secretary, National Council for Teacher Education, New Delhi – 110 016.
4. The Registrar, Pandit Ravishankar Shukla University, Raipur 492 010.
5. The Principal, Govt. College of Education, Raipur.

Regional Director

मानस भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
दूरभाष/Phone: 660912, 739672 फैक्स/Fax :0755-660912 E-mail nctebhpl@bom[illegible]vsnl.net.in



रजिस्ट्री सं० डी० एल०-33004/99

REGD. NO. D. L.-33004

भारत का राजपत्र
The Gazette of India

असाधारण
EXTRAORDINARY
भाग III—खण्ड 4
PART III—Section 4
प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 188] नई दिल्ली, सोमवार, जुलाई 26, 2010/श्रावण 4, 1932
No. 188] NEW DELHI, MONDAY, JULY 26, 2010/SHRAVANA 4, 1932

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 23rd July, 2010

F. No. 51-1/2009/NCTE (N&S).---In exercise of the powers conferred by sub-section (2) of Sectio 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teache Education hereby makes the following regulations further to amend the National Council for Teacher Educatio (Recognition, Norms and Procedure) Regulations, 2009, namely :---

1. (1) These Regulations may be called the National Council for Teacher Educatio (Recognition Norms and Procedure) Second Amendment Regulations, 2010.

   (2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Recognition Norms and Procedure Regulations, 2009, (hereinafter referred to as the said regulations), in regulation 5, -

   (a) in sub-regulation (4), for the words and figures "the 1st day of September till 31st da of October", the words and figures *"the 1st day of August till 30th day of September* shall be substituted;

PRINCIPAL
Govt. College of Education
Raipur (C.G.)

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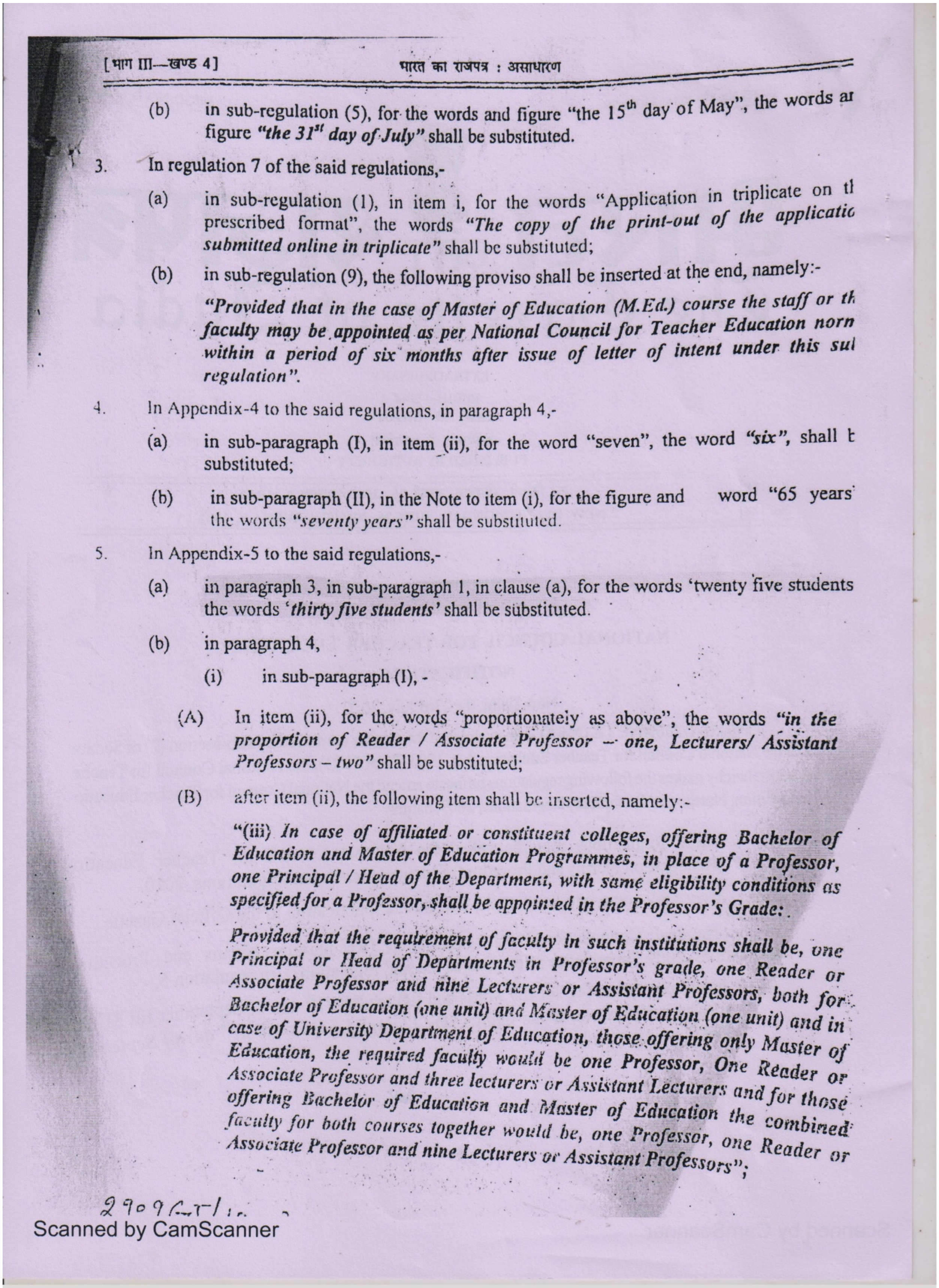

(b) in sub-regulation (5), for the words and figure "the 15th day of May", the words ar figure ***"the 31st day of July"*** shall be substituted.

3. In regulation 7 of the said regulations,-

(a) in sub-regulation (1), in item i, for the words "Application in triplicate on tl prescribed format", the words ***"The copy of the print-out of the applicatic submitted online in triplicate"*** shall be substituted;

(b) in sub-regulation (9), the following proviso shall be inserted at the end, namely:-

"Provided that in the case of Master of Education (M.Ed.) course the staff or th faculty may be appointed as per National Council for Teacher Education norn within a period of six months after issue of letter of intent under this sul regulation".

4. In Appendix-4 to the said regulations, in paragraph 4,-

(a) in sub-paragraph (I), in item (ii), for the word "seven", the word ***"six"***, shall b substituted;

(b) in sub-paragraph (II), in the Note to item (i), for the figure and word "65 years" the words *"seventy years"* shall be substituted.

5. In Appendix-5 to the said regulations,-

(a) in paragraph 3, in sub-paragraph 1, in clause (a), for the words 'twenty five students the words ***'thirty five students'*** shall be substituted.

(b) in paragraph 4,

(i) in sub-paragraph (I), -

(A) In item (ii), for the words "proportionately as above", the words ***"in the proportion of Reader / Associate Professor — one, Lecturers/ Assistant Professors – two"*** shall be substituted;

(B) after item (ii), the following item shall be inserted, namely:-

"(iii) ***In case of affiliated or constituent colleges, offering Bachelor of Education and Master of Education Programmes, in place of a Professor, one Principal / Head of the Department, with same eligibility conditions as specified for a Professor, shall be appointed in the Professor's Grade:***

Provided that the requirement of faculty in such institutions shall be, one Principal or Head of Departments in Professor's grade, one Reader or Associate Professor and nine Lecturers or Assistant Professors, both for Bachelor of Education (one unit) and Master of Education (one unit) and in case of University Department of Education, those offering only Master of Education, the required faculty would be one Professor, One Reader or Associate Professor and three lecturers or Assistant Lecturers and for those offering Bachelor of Education and Master of Education the combined faculty for both courses together would be, one Professor, one Reader or Associate Professor and nine Lecturers or Assistant Professors";

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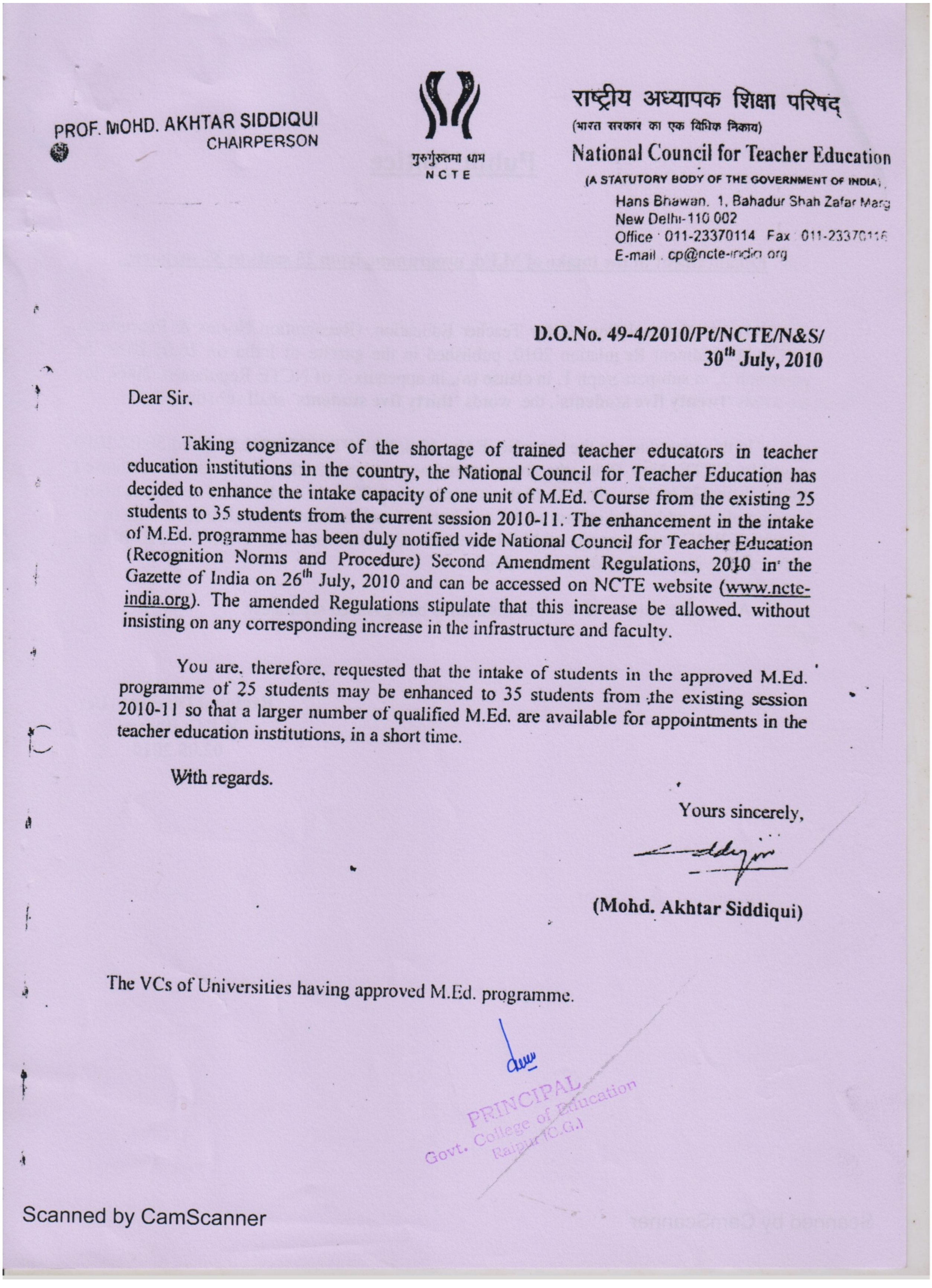

PROF. MOHD. AKHTAR SIDDIQUI
CHAIRPERSON

गुरुर्गुरुतमा धाम
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक निकाय)
National Council for Teacher Education
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Hans Bhawan, 1, Bahadur Shah Zafar Marg
New Delhi-110 002
Office : 011-23370114 Fax : 011-23370116
E-mail : cp@ncte-india.org

D.O.No. 49-4/2010/Pt/NCTE/N&S/
30th July, 2010

Dear Sir,

Taking cognizance of the shortage of trained teacher educators in teacher education institutions in the country, the National Council for Teacher Education has decided to enhance the intake capacity of one unit of M.Ed. Course from the existing 25 students to 35 students from the current session 2010-11. The enhancement in the intake of M.Ed. programme has been duly notified vide National Council for Teacher Education (Recognition Norms and Procedure) Second Amendment Regulations, 2010 in the Gazette of India on 26th July, 2010 and can be accessed on NCTE website (www.ncte-india.org). The amended Regulations stipulate that this increase be allowed, without insisting on any corresponding increase in the infrastructure and faculty.

You are, therefore, requested that the intake of students in the approved M.Ed. programme of 25 students may be enhanced to 35 students from the existing session 2010-11 so that a larger number of qualified M.Ed. are available for appointments in the teacher education institutions, in a short time.

With regards.

Yours sincerely,

(Mohd. Akhtar Siddiqui)

The VCs of Universities having approved M.Ed. programme.

PRINCIPAL
Govt. College of Education
Raipur (C.G.)

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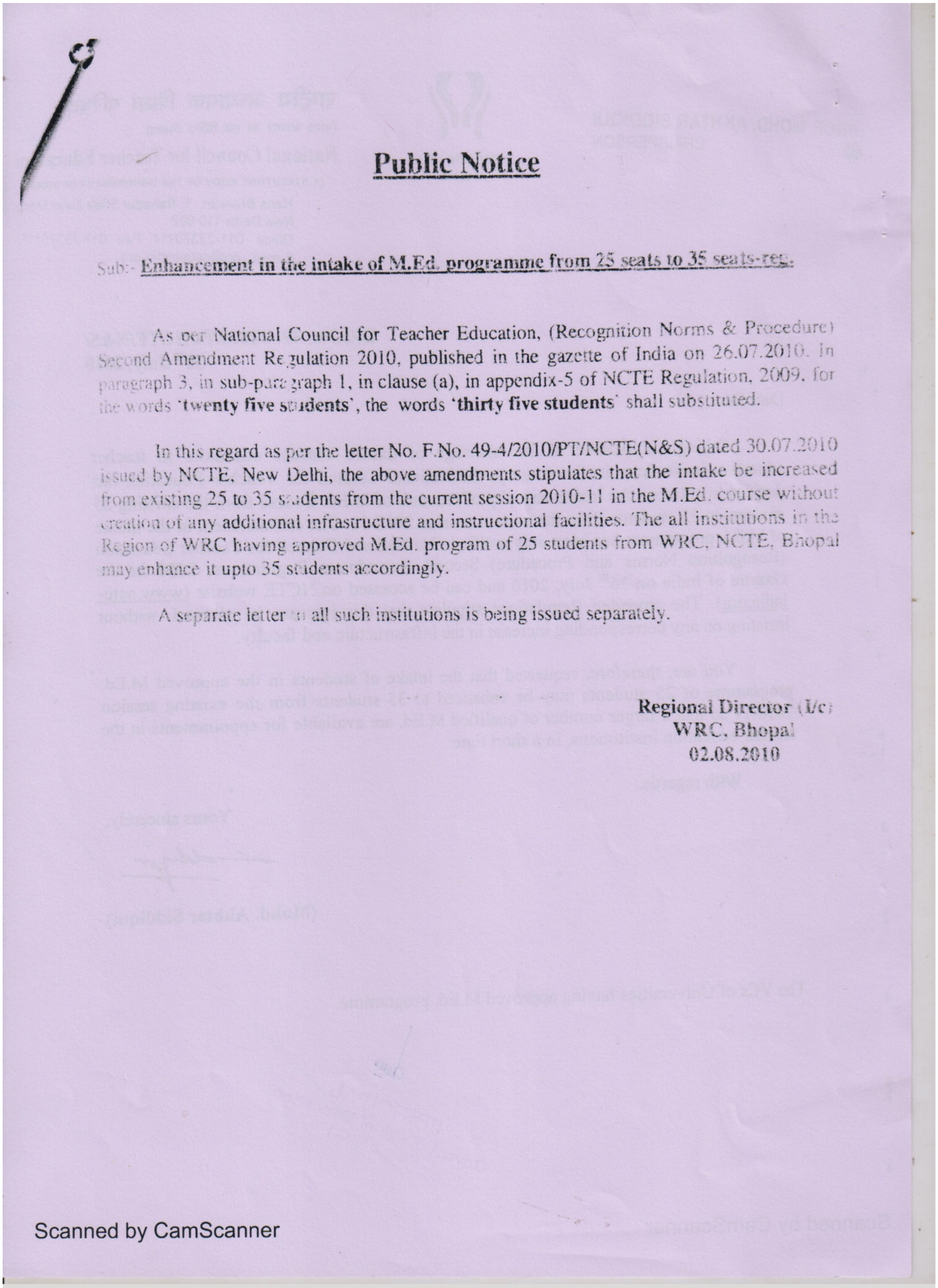

Public Notice

Sub:- **Enhancement in the intake of M.Ed. programme from 25 seats to 35 seats-reg.**

As per National Council for Teacher Education, (Recognition Norms & Procedure) Second Amendment Regulation 2010, published in the gazette of India on 26.07.2010. In paragraph 3, in sub-paragraph 1, in clause (a), in appendix-5 of NCTE Regulation, 2009, for the words **'twenty five students'**, the words **'thirty five students'** shall substituted.

In this regard as per the letter No. F.No. 49-4/2010/PT/NCTE(N&S) dated 30.07.2010 issued by NCTE, New Delhi, the above amendments stipulates that the intake be increased from existing 25 to 35 students from the current session 2010-11 in the M.Ed. course without creation of any additional infrastructure and instructional facilities. The all institutions in the Region of WRC having approved M.Ed. program of 25 students from WRC, NCTE, Bhopal may enhance it upto 35 students accordingly.

A separate letter to all such institutions is being issued separately.

Regional Director (I/c)
WRC, Bhopal
02.08.2010

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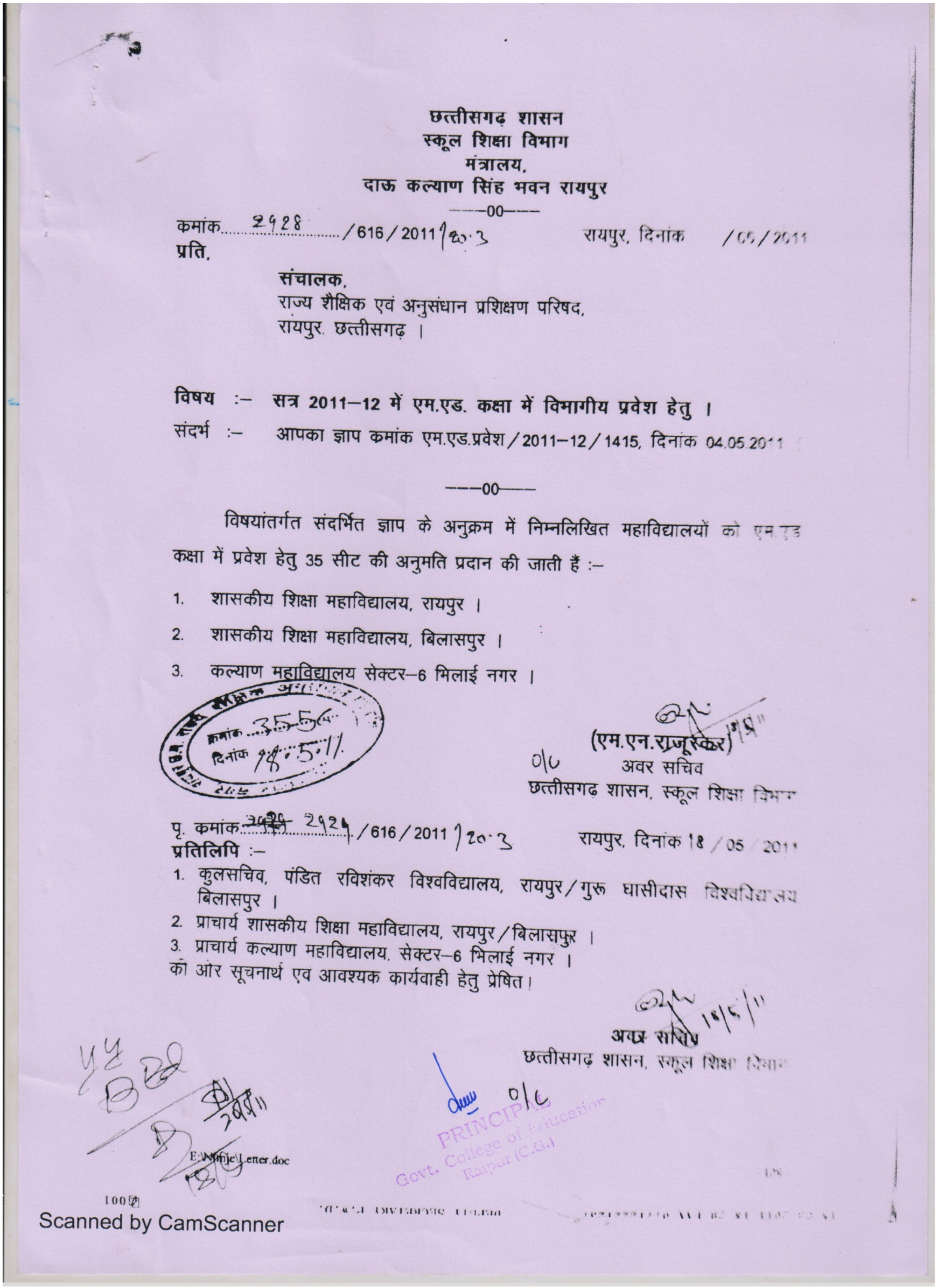

छत्तीसगढ़ शासन
स्कूल शिक्षा विभाग
मंत्रालय,
दाऊ कल्याण सिंह भवन रायपुर
---00---

कमांक 2928 /616/2011/20-3 रायपुर, दिनांक /05/2011

प्रति,

संचालक,
राज्य शैक्षिक एवं अनुसंधान प्रशिक्षण परिषद,
रायपुर. छत्तीसगढ़ ।

विषय :– सत्र 2011–12 में एम.एड. कक्षा में विभागीय प्रवेश हेतु ।

संदर्भ :– आपका ज्ञाप कमांक एम.एड.प्रवेश/2011–12/1415, दिनांक 04.05.2011

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विषयांतर्गत संदर्भित ज्ञाप के अनुक्रम में निम्नलिखित महाविद्यालयों को एम.एड कक्षा में प्रवेश हेतु 35 सीट की अनुमति प्रदान की जाती हैं :–

1. शासकीय शिक्षा महाविद्यालय, रायपुर ।
2. शासकीय शिक्षा महाविद्यालय, बिलासपुर ।
3. कल्याण महाविद्यालय सेक्टर–6 भिलाई नगर ।

कमांक 3556
दिनांक 18.5.11

(एम.एन.राजूरकर) 18/5/11
O/C
अवर सचिव
छत्तीसगढ़ शासन, स्कूल शिक्षा विभाग

पृ. कमांक 2929/616/2011/20-3 रायपुर, दिनांक 18/05/2011

प्रतिलिपि :–

1. कुलसचिव, पंडित रविशंकर विश्वविद्यालय, रायपुर/गुरू घासीदास विश्वविद्यालय बिलासपुर ।
2. प्राचार्य शासकीय शिक्षा महाविद्यालय, रायपुर/बिलासपुर ।
3. प्राचार्य कल्याण महाविद्यालय, सेक्टर–6 भिलाई नगर ।

की ओर सूचनार्थ एव आवश्यक कार्यवाही हेतु प्रेषित।

18/5/11
अवर सचिव
छत्तीसगढ़ शासन, स्कूल शिक्षा विभाग

O/C

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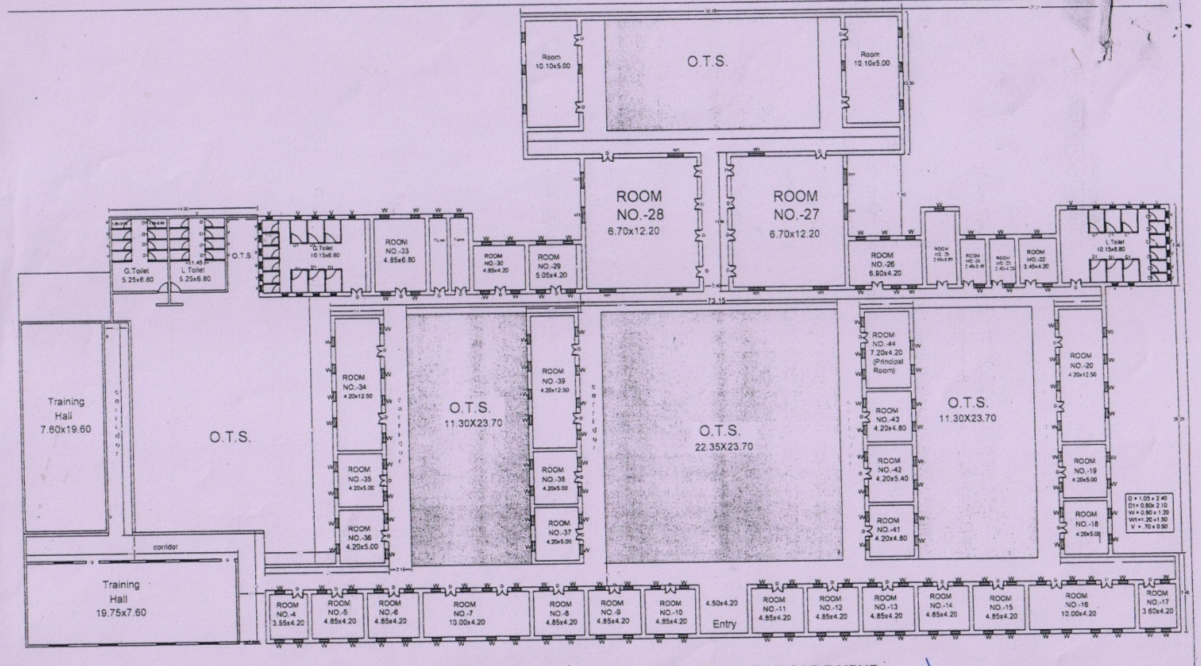
ANNEXURE – 13

MASTER PLAN OF THE INSTITUTION


Room 10.10x5.00
O.T.S.
Room 10.10x5.00
ROOM NO.-28 6.70x12.20
ROOM NO.-27 6.70x12.20
G.Toilet 5.25x6.80
L.Toilet 5.25x6.80
O.T.S.
G.Toilet 10.15x6.80
ROOM NO.-33 4.85x6.80
ROOM NO.-30 4.85x4.20
ROOM NO.-29 5.05x4.20
ROOM NO.-26 6.90x4.20
ROOM NO.-25
ROOM NO.-24
ROOM NO.-23
ROOM NO.-22 3.45x4.20
L Toilet 10.15x6.80
73.15
Training Hall 7.60x19.60
corridor
O.T.S.
ROOM NO.-34 4.20x12.50
ROOM NO.-35 4.20x5.00
ROOM NO.-36 4.20x5.00
corridor
O.T.S. 11.30X23.70
ROOM NO.-39 4.20x12.50
ROOM NO.-38 4.20x5.00
ROOM NO.-37 4.20x5.00
corridor
O.T.S. 22.35X23.70
ROOM NO.-44 7.20x4.20 (Principal Room)
ROOM NO.-43 4.20x4.80
ROOM NO.-42 4.20x5.40
ROOM NO.-41 4.20x4.80
O.T.S. 11.30X23.70
ROOM NO.-20 4.20x12.50
ROOM NO.-19 4.20x5.00
ROOM NO.-18 4.20x5.00
D = 1.05 x 2.40
D1 = 0.80 x 2.10
W = 0.90 x 1.20
W1 = 1.20 x 1.50
V = .70 x 0.50
corridor
Training Hall 19.75x7.60
ROOM NO.-4 3.55x4.20
ROOM NO.-5 4.85x4.20
ROOM NO.-6 4.85x4.20
ROOM NO.-7 10.00x4.20
ROOM NO.-8 4.85x4.20
ROOM NO.-9 4.85x4.20
ROOM NO.-10 4.85x4.20
4.50x4.20 Entry
ROOM NO.-11 4.85x4.20
ROOM NO.-12 4.85x4.20
ROOM NO.-13 4.85x4.20
ROOM NO.-14 4.85x4.20
ROOM NO.-15 4.85x4.20
ROOM NO.-16 10.00x4.20
ROOM NO.-17 3.60x4.20

PLAN OF SHIKSHA MAHAVIDYALAY,SHANKAR NAGAR,RAIPUR

S/E

Sub-Divisional Officer,
P.W.D. Sub-Dn. No.1 (B.&R) RAIPUR

EXECUTIVE ENGINEER,
P.W.D. (B.R.) Dn. No.1,
RAIPUR. (C.G.)

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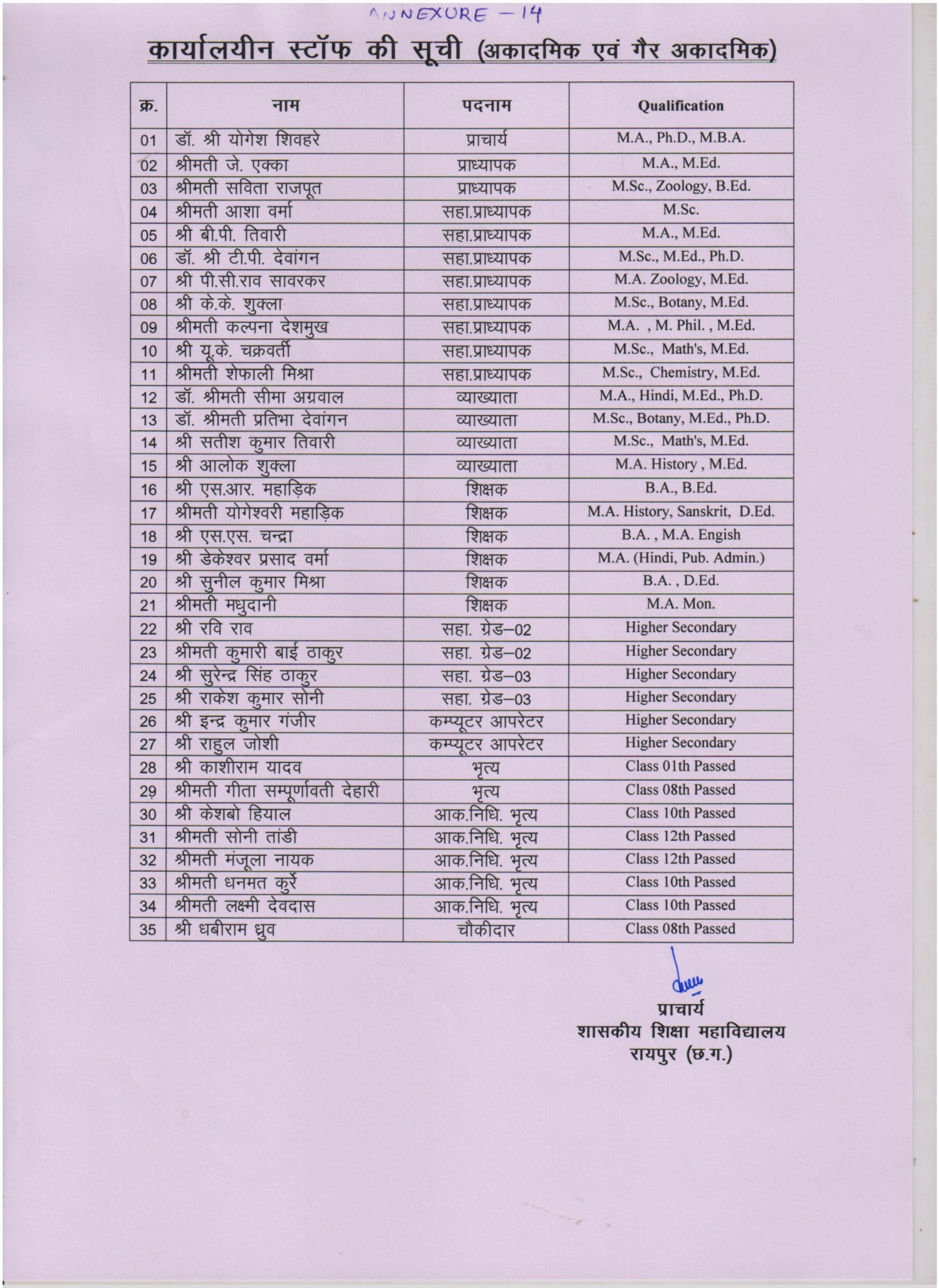

ANNEXURE – 14

कार्यालयीन स्टॉफ की सूची (अकादमिक एवं गैर अकादमिक)

क्र.	नाम	पदनाम	Qualification
01	डॉ. श्री योगेश शिवहरे	प्राचार्य	M.A., Ph.D., M.B.A.
02	श्रीमती जे. एक्का	प्राध्यापक	M.A., M.Ed.
03	श्रीमती सविता राजपूत	प्राध्यापक	M.Sc., Zoology, B.Ed.
04	श्रीमती आशा वर्मा	सहा.प्राध्यापक	M.Sc.
05	श्री बी.पी. तिवारी	सहा.प्राध्यापक	M.A., M.Ed.
06	डॉ. श्री टी.पी. देवांगन	सहा.प्राध्यापक	M.Sc., M.Ed., Ph.D.
07	श्री पी.सी.राव सावरकर	सहा.प्राध्यापक	M.A. Zoology, M.Ed.
08	श्री के.के. शुक्ला	सहा.प्राध्यापक	M.Sc., Botany, M.Ed.
09	श्रीमती कल्पना देशमुख	सहा.प्राध्यापक	M.A. , M. Phil. , M.Ed.
10	श्री यू.के. चक्रवर्ती	सहा.प्राध्यापक	M.Sc., Math's, M.Ed.
11	श्रीमती शेफाली मिश्रा	सहा.प्राध्यापक	M.Sc., Chemistry, M.Ed.
12	डॉ. श्रीमती सीमा अग्रवाल	व्याख्याता	M.A., Hindi, M.Ed., Ph.D.
13	डॉ. श्रीमती प्रतिभा देवांगन	व्याख्याता	M.Sc., Botany, M.Ed., Ph.D.
14	श्री सतीश कुमार तिवारी	व्याख्याता	M.Sc., Math's, M.Ed.
15	श्री आलोक शुक्ला	व्याख्याता	M.A. History , M.Ed.
16	श्री एस.आर. महाड़िक	शिक्षक	B.A., B.Ed.
17	श्रीमती योगेश्वरी महाड़िक	शिक्षक	M.A. History, Sanskrit, D.Ed.
18	श्री एस.एस. चन्द्रा	शिक्षक	B.A. , M.A. Engish
19	श्री डेकेश्वर प्रसाद वर्मा	शिक्षक	M.A. (Hindi, Pub. Admin.)
20	श्री सुनील कुमार मिश्रा	शिक्षक	B.A. , D.Ed.
21	श्रीमती मधुदानी	शिक्षक	M.A. Mon.
22	श्री रवि राव	सहा. ग्रेड–02	Higher Secondary
23	श्रीमती कुमारी बाई ठाकुर	सहा. ग्रेड–02	Higher Secondary
24	श्री सुरेन्द्र सिंह ठाकुर	सहा. ग्रेड–03	Higher Secondary
25	श्री राकेश कुमार सोनी	सहा. ग्रेड–03	Higher Secondary
26	श्री इन्द्र कुमार गंजीर	कम्प्यूटर आपरेटर	Higher Secondary
27	श्री राहुल जोशी	कम्प्यूटर आपरेटर	Higher Secondary
28	श्री काशीराम यादव	भृत्य	Class 01th Passed
29	श्रीमती गीता सम्पूर्णावती देहारी	भृत्य	Class 08th Passed
30	श्री केशबो हियाल	आक.निधि. भृत्य	Class 10th Passed
31	श्रीमती सोनी तांडी	आक.निधि. भृत्य	Class 12th Passed
32	श्रीमती मंजूला नायक	आक.निधि. भृत्य	Class 12th Passed
33	श्रीमती धनमत कुर्रे	आक.निधि. भृत्य	Class 10th Passed
34	श्रीमती लक्ष्मी देवदास	आक.निधि. भृत्य	Class 10th Passed
35	श्री धबीराम ध्रुव	चौकीदार	Class 08th Passed

प्राचार्य
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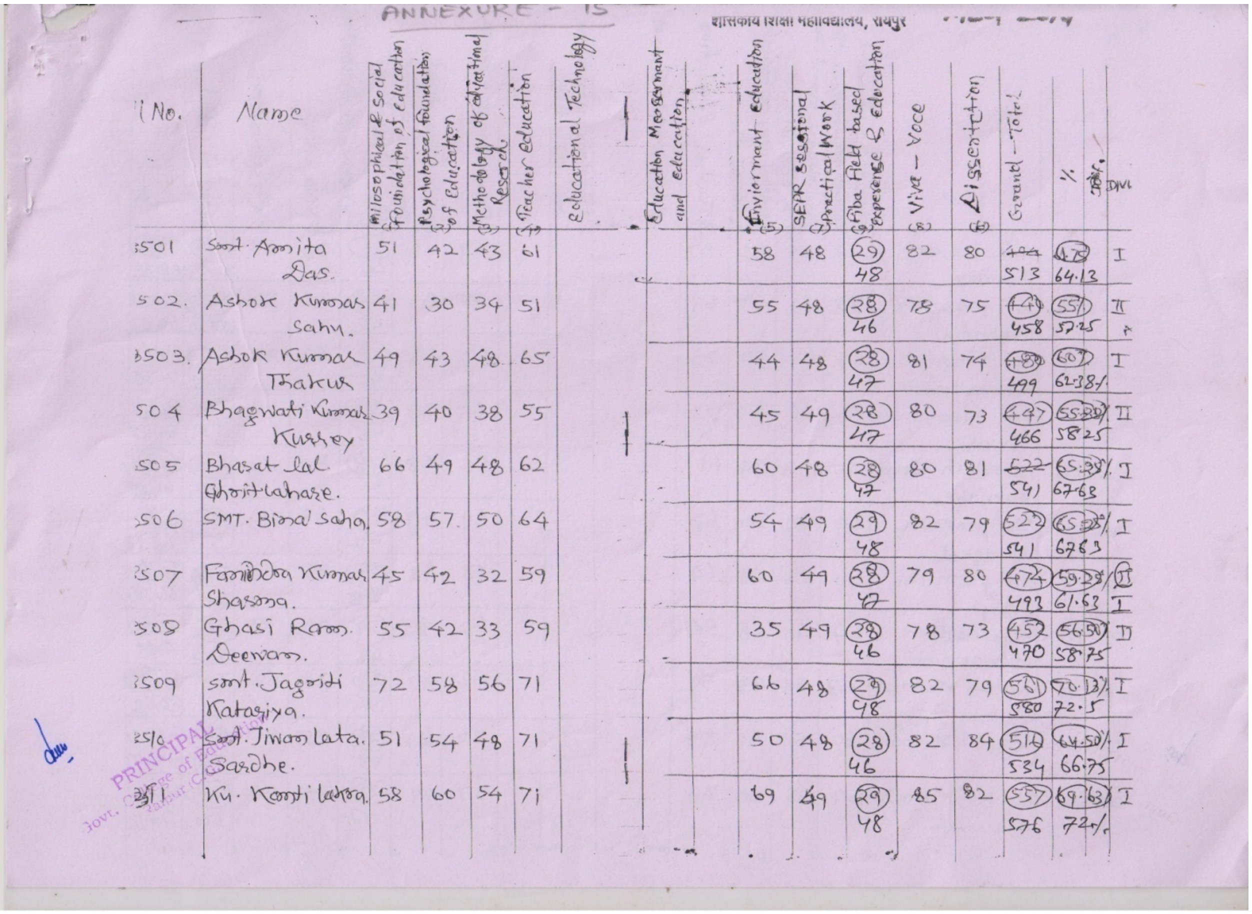
रायपुर (छ.ग.)



ANNEXURE - 15

शासकीय शिक्षा महाविद्यालय, रायपुर

Roll No.	Name	Philosophical & Social Foundation of Education (1)	Psychological Foundation of Education (2)	Methodology of Educational Research (3)	Teacher Education (4)	Educational Technology	Education Measurement and Education		Enviorment Education (5)	SEPR Sessional Practical Work (7)	Field based Experience & Education (6)	Viva – Voce (8)	Dissertation (9)	Grand Total	%	श्रेणी DIVI
3501	Smt. Amita Das.	51	42	43	61				58	48	⓶⓽ 29 48	82	80	~~494~~ 513	61.75 64.13	I
502.	Ashok Kumar Sahu.	41	30	34	51				55	48	28 46	78	75	440 458	55% 57.25	II
3503.	Ashok Kumar Thakur	49	43	48	65				44	48	28 47	81	74	~~480~~ 499	60% 62.38%	I
504	Bhagwati Kumar Kurrey	39	40	38	55				45	49	28 47	80	73	447 466	55.88% 58.25	II
505	Bharat lal Ghritlahare.	66	49	48	62				60	48	28 47	80	81	~~522~~ 541	65.25% 67.63	I
506	SMT. Bimal Saha.	58	57.	50	64				54	49	29 48	82	79	522 541	65.25% 67.63	I
3507	Fanindra Kumar Sharma.	45	42	32	59				60	49	28 47	79	80	474 493	59.25% 61.63	II I
3508	Ghasi Ram Deewan.	55	42	33	59				35	49	28 46	78	73	452 470	56.50% 58.75	II
3509	smt. Jagriti Katariya.	72	58	56	71				66	48	29 48	82	79	561 580	70.13% 72.5	I
3510	Smt. Jiwan Lata. Sardhe.	51	54	48	71				50	48	28 46	82	84	516 534	64.50% 66.75	I
3511	Ku. Kanti Lahra.	58	60	54	71				69	49	29 48	85	82	557 576	69.63% 72%	I

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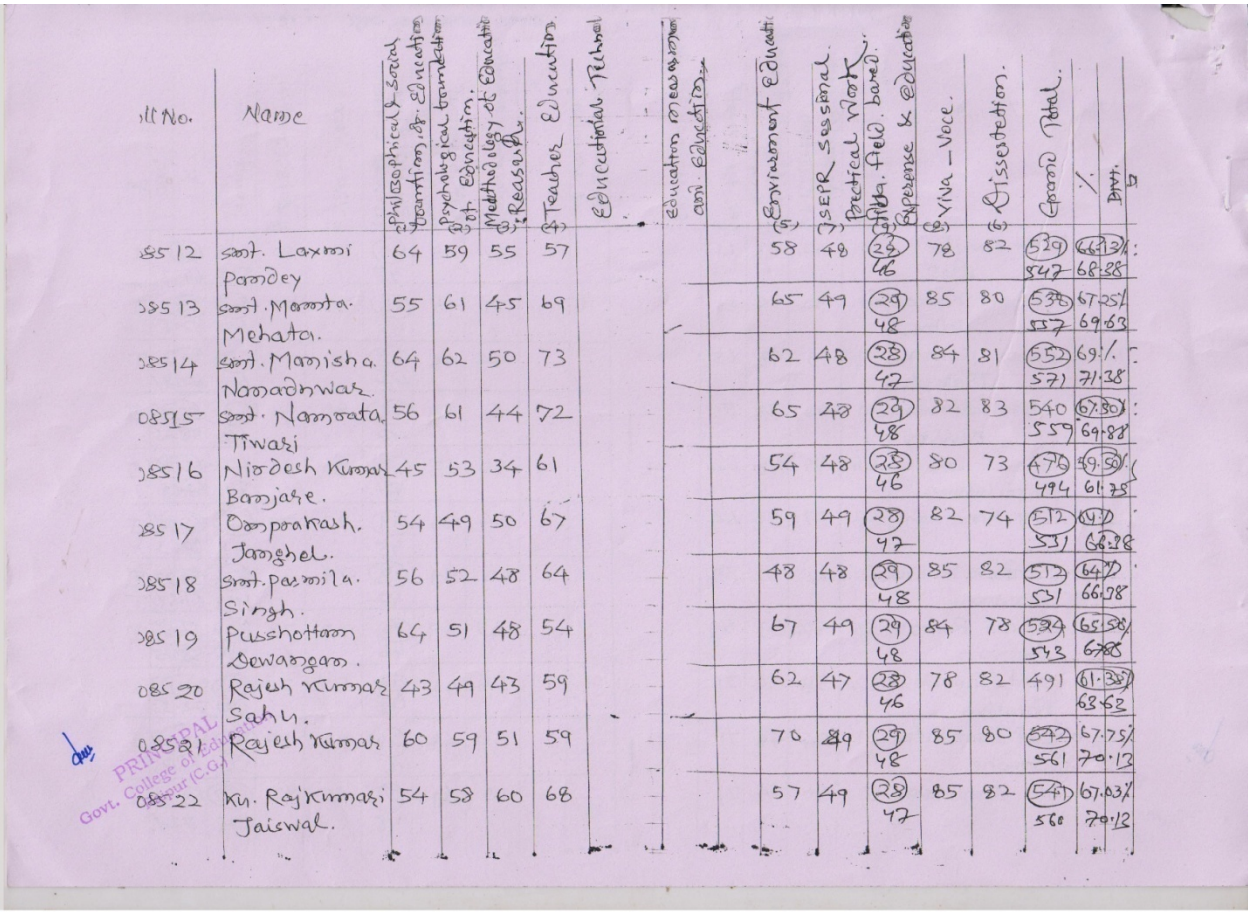

ll No.	Name	(1) Philosophical & Social Foundation of Education	(2) Psychological Foundation of Education	(3) Methodology of Education Research	(4) Teacher Education	Educational Technol	Education measurement and Education		(5) Environment Education	(7) SEPR Sessional Practical Work	(9) Field based Experience & Education	(8) Viva – Voce	(6) Dissertation	Grand Total	%	Divi.
08512	Smt. Laxmi Pandey	64	59	55	57				58	48	29 46	78	82	529 547	66.13% 68.38	
08513	Smt. Mamta. Mehata.	55	61	45	69				65	49	29 48	85	80	538 557	67.25% 69.63	
08514	Smt. Manisha. Namadnwar.	64	62	50	73				62	48	28 47	84	81	552 571	69% 71.38	
08515	Smt. Namrata. Tiwari	56	61	44	72				65	48	29 48	82	83	540 559	67.50% 69.88	
08516	Nirdesh Kumar Banjare.	45	53	34	61				54	48	28 46	80	73	476 494	59.50% 61.75	
08517	Omprakash. Janghel.	54	49	50	67				59	49	28 47	82	74	512 531	64% 66.38	
08518	Smt. Parmila. Singh.	56	52	48	64				48	48	29 48	85	82	512 531	64% 66.38	
08519	Purshottam Dewangan.	64	51	48	54				67	49	29 48	84	78	524 543	65.50% 67.88	
08520	Rajesh Kumar Sahu.	43	49	43	59				62	47	28 46	78	82	491	61.38% 63.63	
08521	Rajesh Kumar	60	59	51	59				70	49	29 48	85	80	542 561	67.75% 70.13	
08522	Ku. Rajkumari Jaiswal.	54	58	60	68				57	49	28 47	85	82	541 560	67.03% 70.13	

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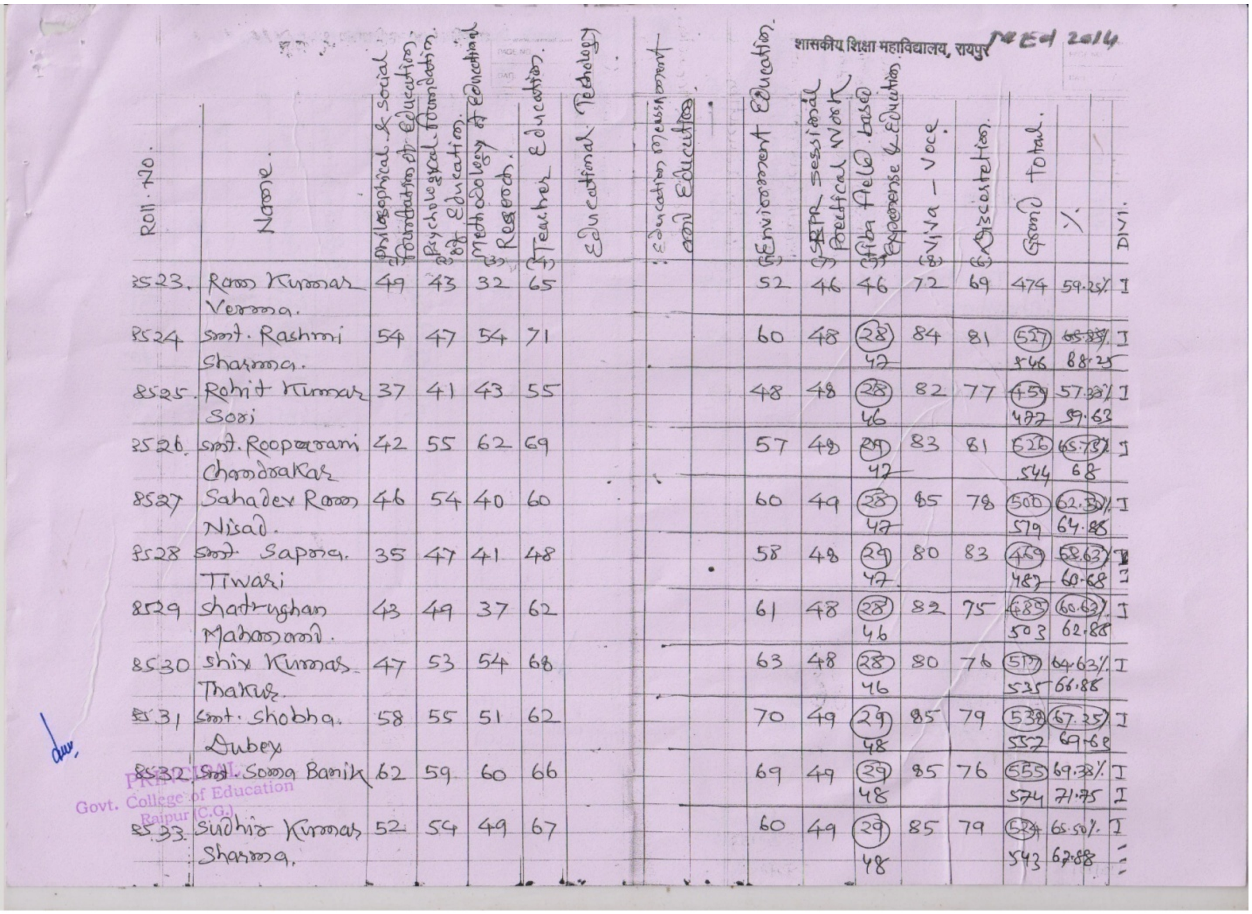

शासकीय शिक्षा महाविद्यालय, रायपुर M.Ed 2014

Roll. No.	Name	(1) Philosophical & Social Foundation of Education	(2) Psychological Foundation of Education	(3) Methodology of Educational Research	(4) Teacher Education	Educational Technology	Education Measurement and Evaluation	(5) Environment Education	(?) SEPR Sessional Practical Work	(?) Field based Experience & Education	(8) Viva – Voce	(9) Dissertation	Grand Total	%	DIVI.
8523.	Ram Kumar Verma.	49	43	32	65			52	46	46	72	69	474	59.25%	I
8524	Smt. Rashmi Sharma.	54	47	54	71			60	48	28 42	84	81	527 546	~~65.88%~~ 68.25	I
8525.	Rohit Kumar Sori	37	41	43	55			48	48	28 46	82	77	459 477	57.38% 59.63	I
8526.	Smt. Roopkumari Chandrakar	42	55	62	69			57	48	29 42	83	81	526 544	65.75% 68	I
8527	Sahadev Ram Nisad.	46	54	40	60			60	49	28 47	85	78	500 579	62.50% 64.88	I
8528	Smt. Sapna. Tiwari	35	47	41	48			58	48	29 47.	80	83	469 487	58.63% 60.68	I I
8529	Shatrughan Mahanand.	43	49	37	62			61	48	28 46	82	75	485 503	60.63% 62.88	I
8530	Shiv Kumar Thakur.	47	53	54	68			63	48	28 46	80	76	517 535	64.63% 66.88	I
8531	Smt. Shobha. Dubey	58	55	51	62			70	49	29 48	85	79	538 557	67.25% 69.68	I
8532.	Smt. Soma Banik	62	59	60	66			69	49	29 48	85	76	555 574	69.38% 71.75	I I
8533.	Sudhir Kumar Sharma.	52	54	49	67			60	49	29 48	85	79	524 543	65.50% 67.88	I

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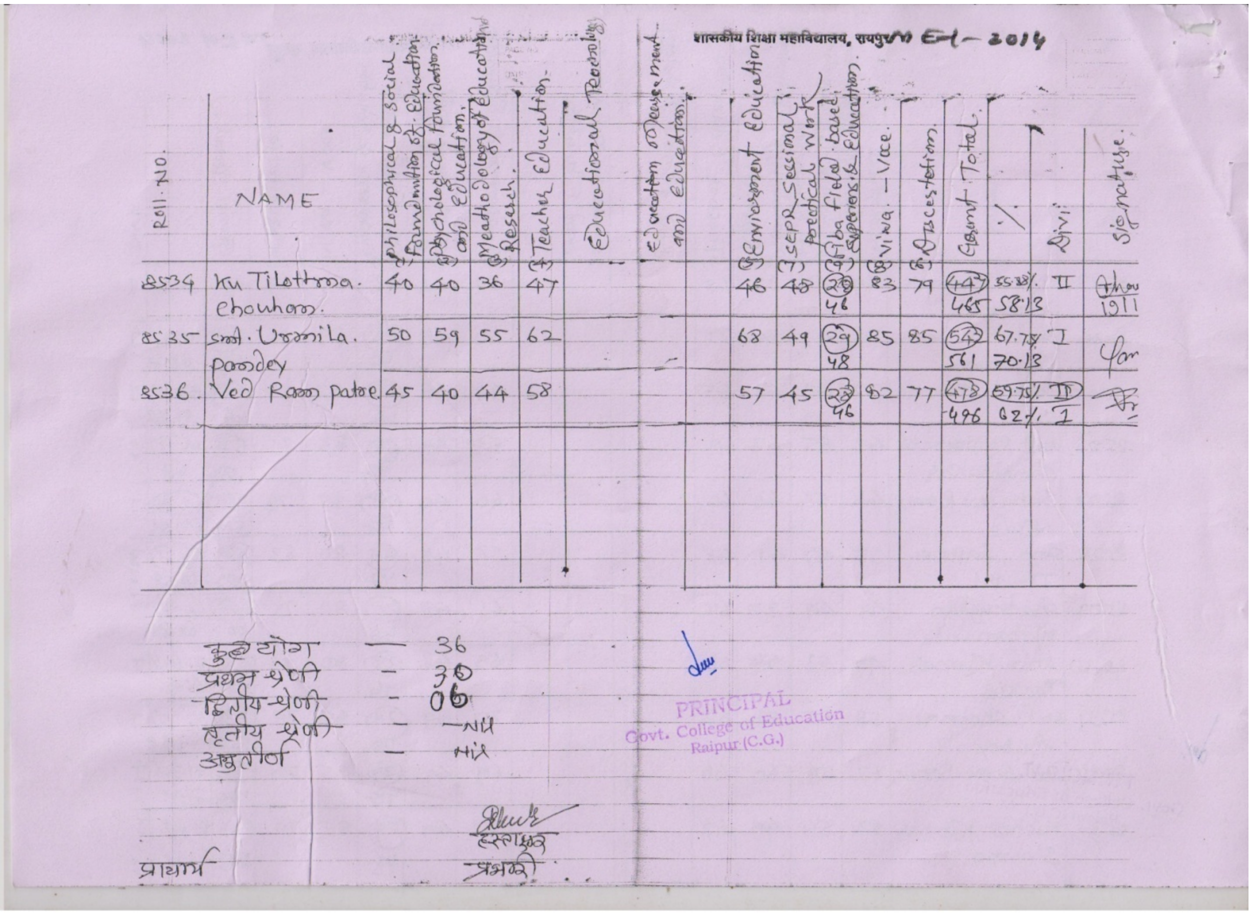

शासकीय शिक्षा महाविद्यालय, रायपुर M Ed – 2014

Roll. No.	NAME	(1) Philosophical & Social Foundation of Education	(2) Psychological Foundation and Education.	(3) Meathodology of Educational Research.	(4) Teacher Education.	Educational Technology	Education Measurement and Education.		(5) Environment Education	(7) SEPR Sessional Practical Work	(9) Fba field based experience & Education.	(8) Viva – Voce.	(6) Dissertation.	Grand Total.	%	Divi	Signature.
8534	Ku Tilottma. Chouhan.	40	40	36	47				46	48	28 46	83	79	447 465	55.88% 58.13	II	
8535	Smt. Urmila. Pandey	50	59	55	62				68	49	29 48	85	85	542 561	67.75% 70.13	I	
8536.	Ved Ram patre.	45	40	44	58				57	45	28 46	82	77	478 496	59.75% II 62%	I	

कुल योग — 36
प्रथम श्रेणी — 30
द्वितीय श्रेणी — 06
तृतीय श्रेणी — Nil
अनुत्तीर्ण — Nil

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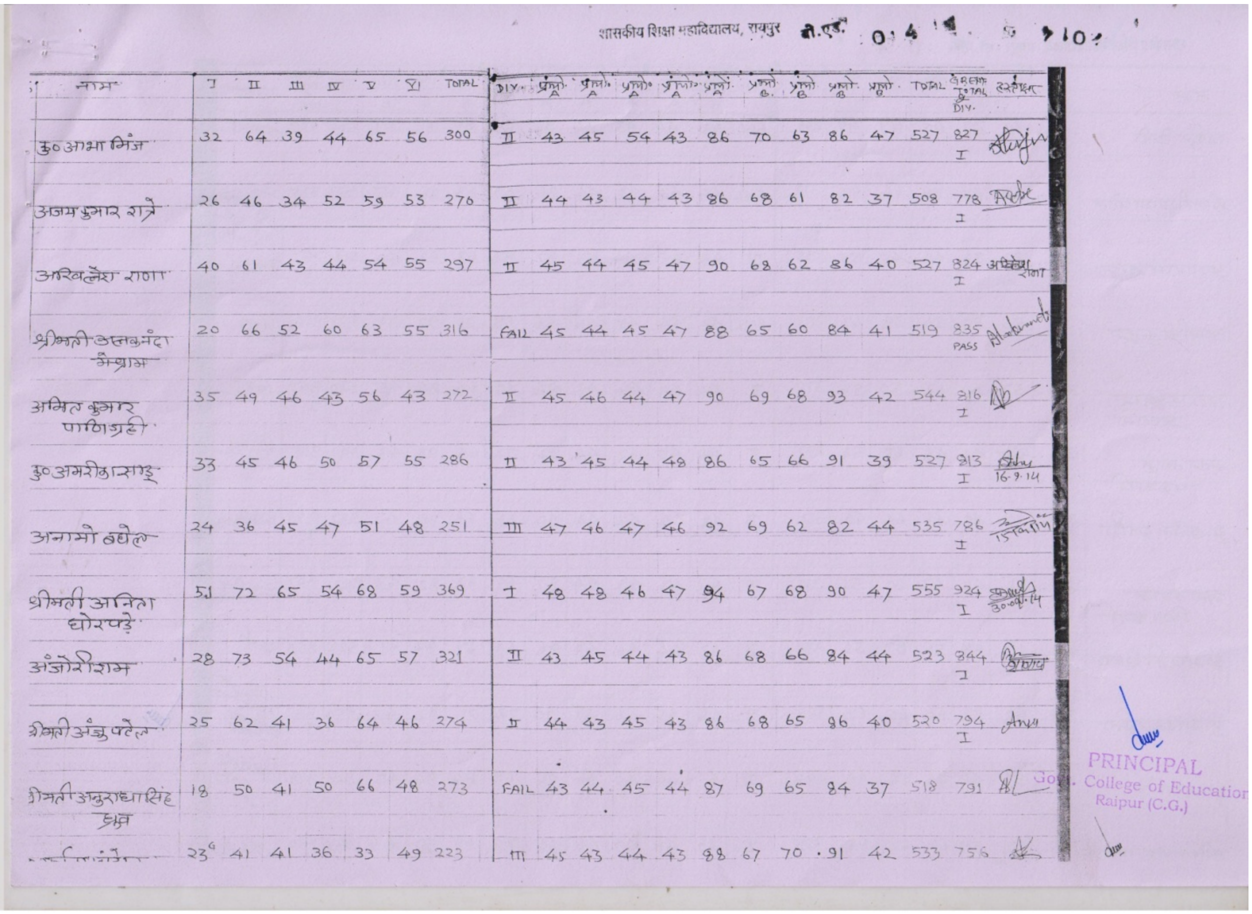
हस्ताक्षर
प्रभारी

प्राचार्य



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड.

नाम	I	II	III	IV	V	VI	TOTAL	DIV.	प्रायो. A	प्रायो. A	प्रायो. A	प्रायो. A	प्रायो. A	प्रायो. B	प्रायो. B	प्रायो. B	प्रायो. B	TOTAL	GRAND TOTAL & DIV.	हस्ताक्षर
कु० आभा मिंज	32	64	39	44	65	56	300	II	43	45	54	43	86	70	63	86	47	527	827 I	
अजय कुमार शात्रे	26	46	34	52	59	53	270	II	44	43	44	43	86	68	61	82	37	508	778 I	
अखिलेश राणा	40	61	43	44	54	55	297	II	45	44	45	47	90	68	62	86	40	527	824 I	अखिलेश राणा
श्रीमती अलकनंदा मेश्राम	20	66	52	60	63	55	316	FAIL	45	44	45	47	88	65	60	84	41	519	835 PASS	
अमित कुमार पाणिग्रही	35	49	46	43	56	43	272	II	45	46	44	47	90	69	68	93	42	544	816 I	
कु० अमरीका साहू	33	45	46	50	57	55	286	II	43	45	44	48	86	65	66	91	39	527	813 I	16.9.14
अनामी बघेल	24	36	45	47	51	48	251	III	47	46	47	46	92	69	62	82	44	535	786 I	
श्रीमती अनिता घोरपड़े	51	72	65	54	68	59	369	I	48	48	46	47	94	67	68	90	47	555	924 I	30.09.14
अंजोरी शाम	28	73	54	44	65	57	321	II	43	45	44	43	86	68	66	84	44	523	844 I	
श्रीमती अंजु पटेल	25	62	41	36	64	46	274	II	44	43	45	43	86	68	65	86	40	520	794 I	Anju
श्रीमती अनुराधा सिंह ध्रुव	18	50	41	50	66	48	273	FAIL	43	44	45	44	87	69	65	84	37	518	791	
[illegible]	23	41	41	36	33	49	223	III	45	43	44	43	88	67	70	91	42	533	756	

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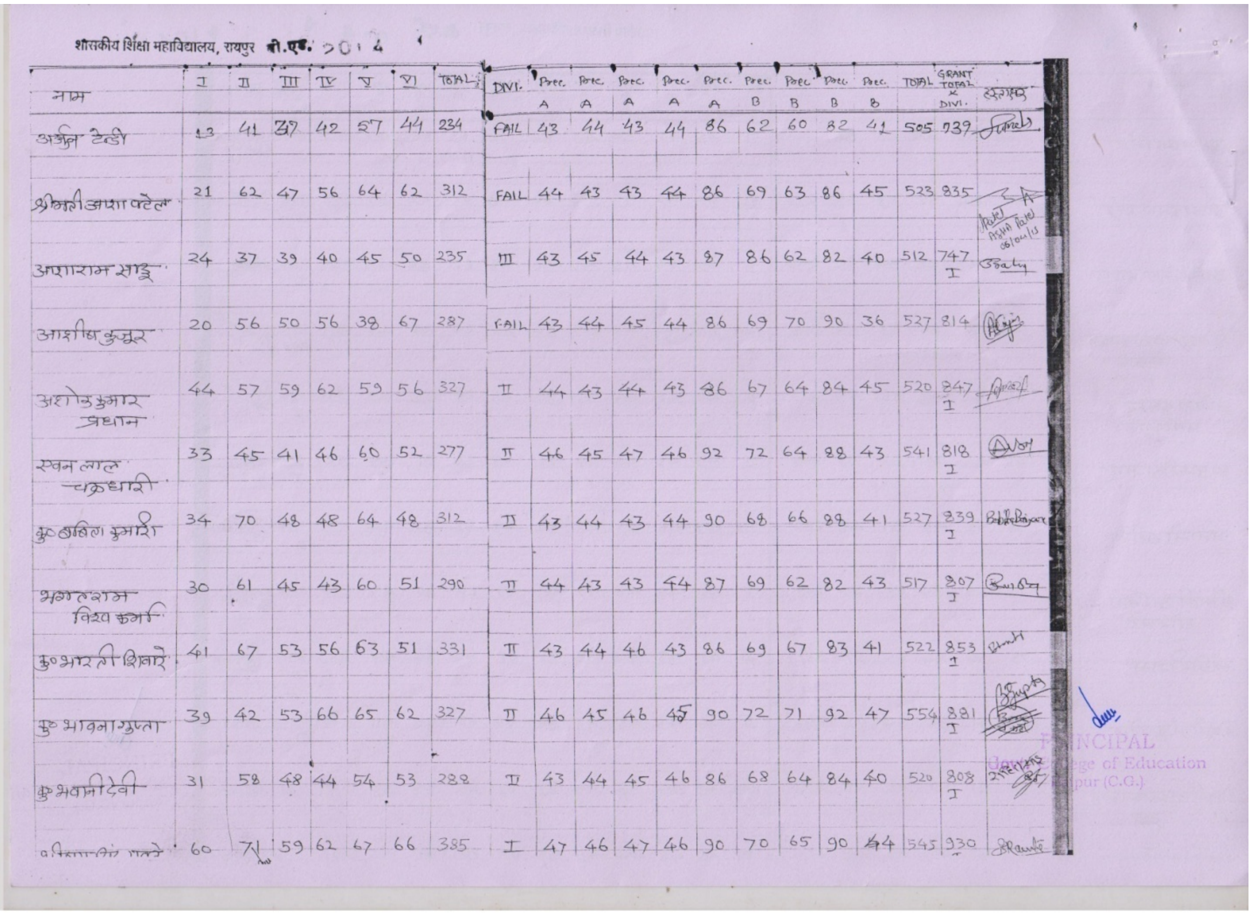
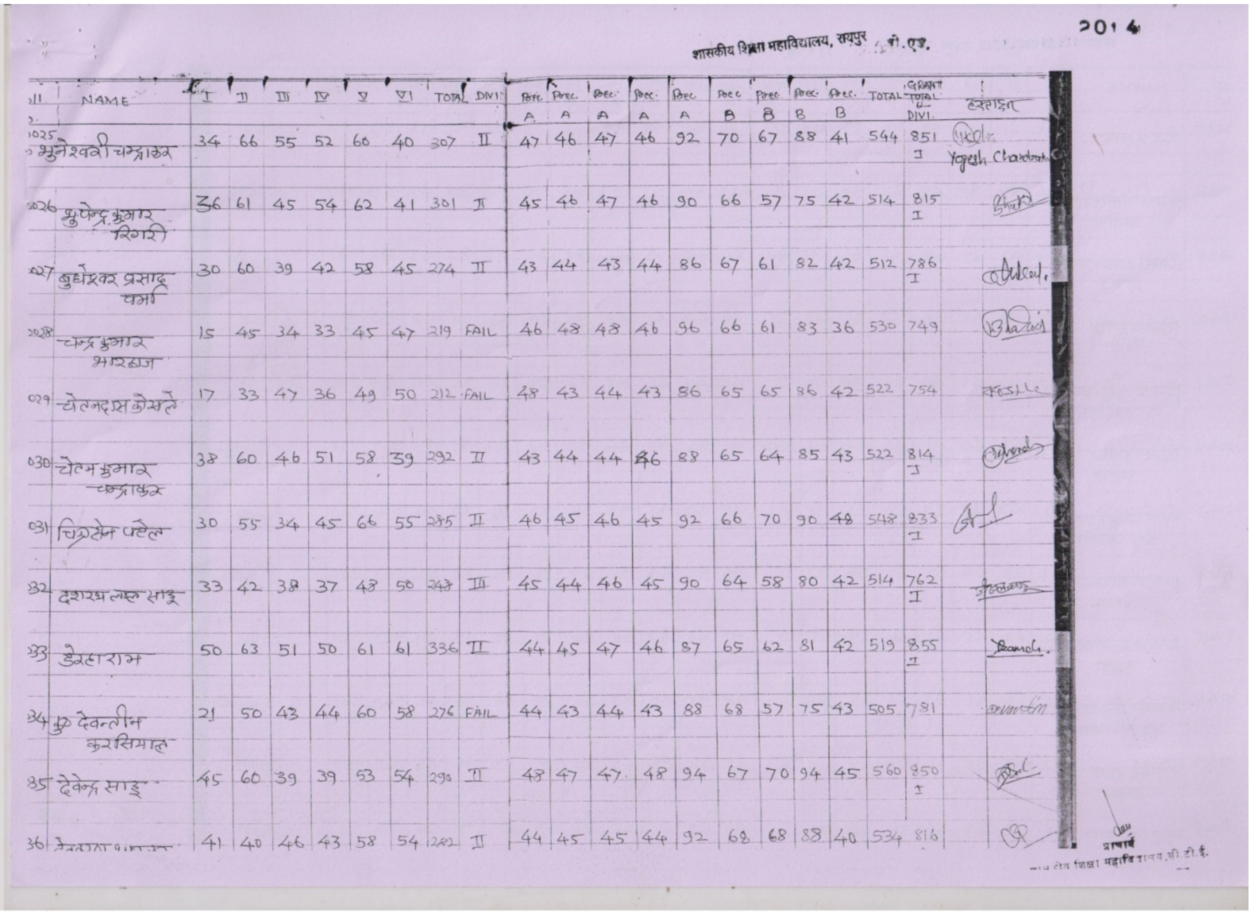


शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

नाम	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	हस्ताक्षर
अर्जुन टेन्डी	13	41	37	42	57	44	234	FAIL	43	44	43	44	86	62	60	82	41	505	739	
श्रीमती आशा पटेल	21	62	47	56	64	62	312	FAIL	44	43	43	44	86	69	63	86	45	523	835	Asha Patel 06/04/15
आशाराम साहू	24	37	39	40	45	50	235	III	43	45	44	43	87	86	62	82	40	512	747 I	
आशीष कुजूर	20	56	50	56	38	67	287	FAIL	43	44	45	44	86	69	70	90	36	527	814	
अशोक कुमार प्रधान	44	57	59	62	59	56	327	II	44	43	44	43	86	67	64	84	45	520	847 I	
रवन लाल चक्रधारी	33	45	41	46	60	52	277	II	46	45	47	46	92	72	64	88	43	541	818 I	
कु० बबिता कुमारी	34	70	48	48	64	48	312	II	43	44	43	44	90	68	66	88	41	527	839 I	Babita Baijar
भगतराम विश्वकर्मा	30	61	45	43	60	51	290	II	44	43	43	44	87	69	62	82	43	517	807 I	
कु० भारती शिवारे	41	67	53	56	63	51	331	II	43	44	46	43	86	69	67	83	41	522	853 I	
कु० भावना गुप्ता	39	42	53	66	65	62	327	II	46	45	46	45	90	72	71	92	47	554	881 I	B.Gupta
कु० भवानी देवी	31	58	48	44	54	53	288	II	43	44	45	46	86	68	64	84	40	520	808 I	
[illegible]	60	71	59	62	67	66	385	I	47	46	47	46	90	70	65	90	44	545	930	B.Rawte

PRINCIPAL
Govt. College of Education
Raipur (C.G.)



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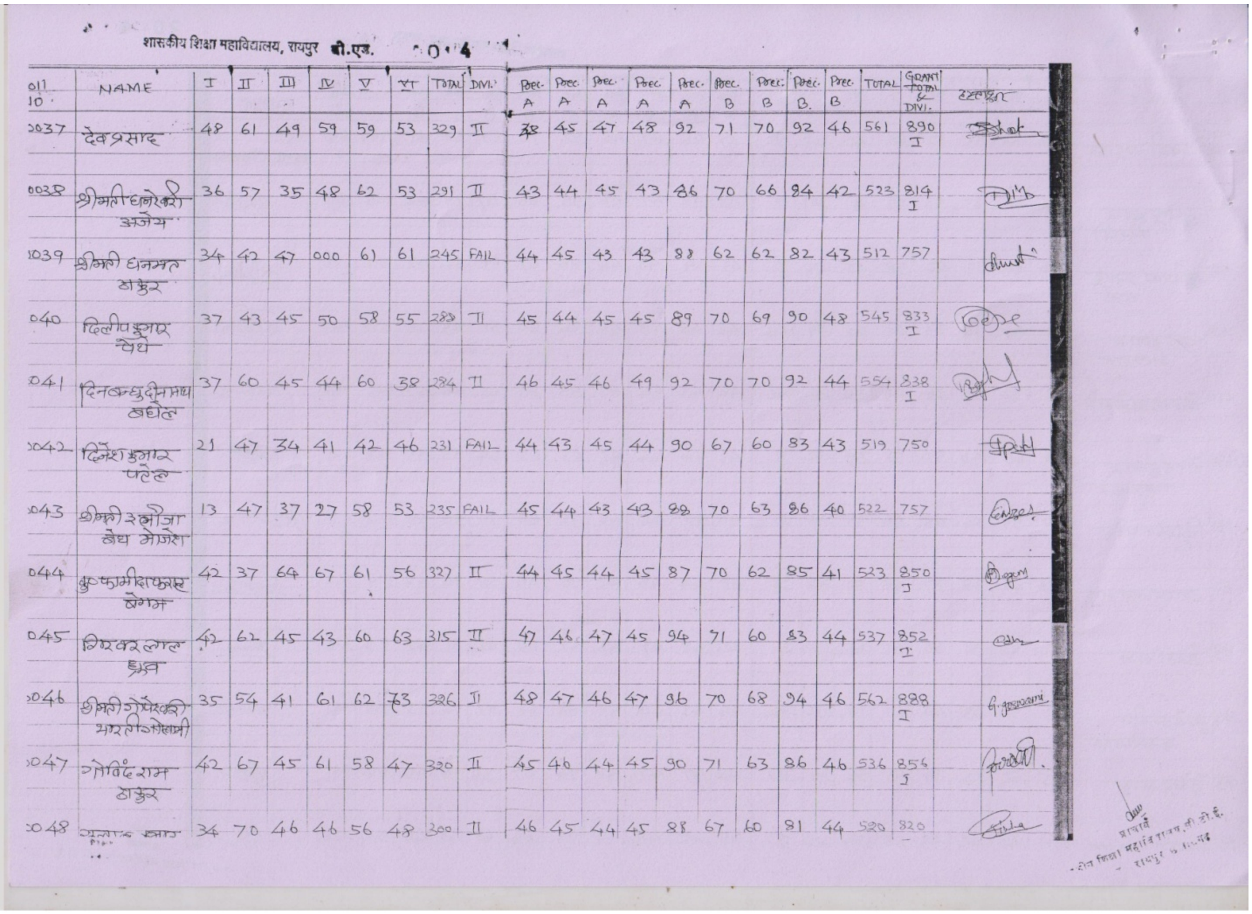
शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड.

S. No.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	हस्ताक्षर
1025	भुनेश्वरी चन्द्राकर	34	66	55	52	60	40	307	II	47	46	47	46	92	70	67	88	41	544	851 I	Yogesh Chandrak
1026	भुपेन्द्र कुमार गिरी	36	61	45	54	62	41	301	II	45	46	47	46	90	66	57	75	42	514	815 I	
027	बुधेश्वर प्रसाद वर्मा	30	60	39	42	58	45	274	II	43	44	43	44	86	67	61	82	42	512	786 I	
1028	चन्द्र कुमार भारद्वाज	15	45	34	33	45	47	219	FAIL	46	48	48	46	96	66	61	83	36	530	749	
029	चेतनदास कोसले	17	33	47	36	49	50	212	FAIL	48	43	44	43	86	65	65	86	42	522	754	
030	चेतन कुमार चन्द्राकर	38	60	46	51	58	39	292	II	43	44	44	46	88	65	64	85	43	522	814 I	
031	चित्रसेन पटेल	30	55	34	45	66	55	285	II	46	45	46	45	92	66	70	90	48	548	833 I	
32	दशरथ लाल साहू	33	42	38	37	48	50	243	III	45	44	46	45	90	64	58	80	42	514	762 I	
33	डेरहाराम	50	63	51	50	61	61	336	II	44	45	47	46	87	65	62	81	42	519	855 I	
34	कु देवन्तीन करसियाल	21	50	43	44	60	58	276	FAIL	44	43	44	43	88	68	57	75	43	505	781	
35	देवेन्द्र साहू	45	60	39	39	53	54	290	II	48	47	47	48	94	67	70	94	45	560	850 I	
36	[illegible]	41	40	46	43	58	54	282	II	44	45	45	44	92	68	68	88	40	534	816	

प्राचार्य

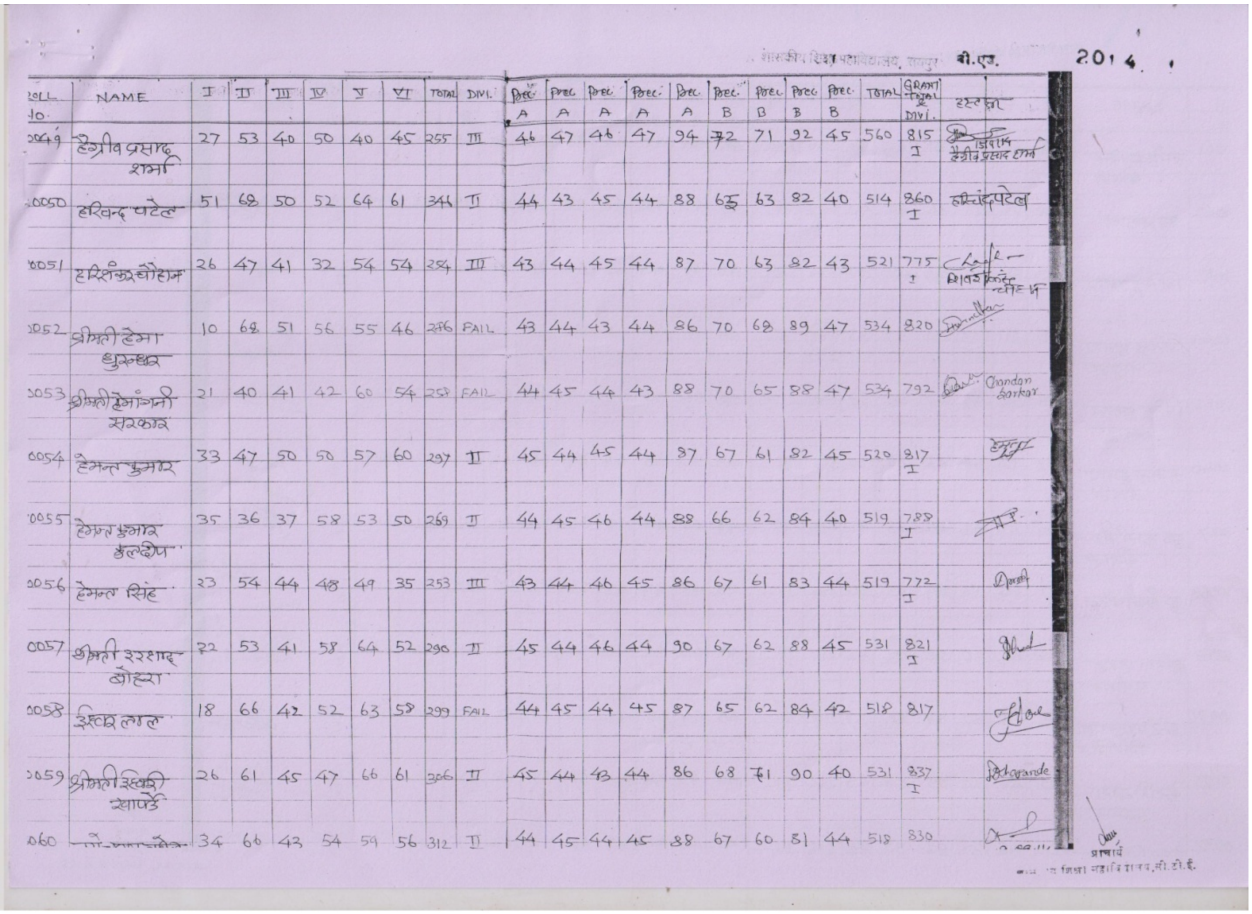
शासकीय शिक्षा महाविद्यालय,सी.टी.ई.



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 0 4

ROLL NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B.	Prec. B	TOTAL	GRANT TOTAL & DIVI.	हस्ताक्षर
037	देवप्रसाद	48	61	49	59	59	53	329	II	38	45	47	48	92	71	70	92	46	561	890 I	
0038	श्रीमती धनेश्वरी अजेय	36	57	35	48	62	53	291	II	43	44	45	43	86	70	66	84	42	523	814 I	
1039	श्रीमती धनमत ठाकुर	34	42	47	000	61	61	245	FAIL	44	45	43	43	88	62	62	82	43	512	757	
040	दिलीपकुमार वैध	37	43	45	50	58	55	288	II	45	44	45	45	89	70	69	90	48	545	833 I	
041	दिनबन्धुदीननाथ बघेल	37	60	45	44	60	38	284	II	46	45	46	49	92	70	70	92	44	554	838 I	
042	दिनेशकुमार पटेल	21	47	34	41	42	46	231	FAIL	44	43	45	44	90	67	60	83	43	519	750	
043	श्रीमती रमीजा बेघ मोजेश	13	47	37	27	58	53	235	FAIL	45	44	43	43	88	70	63	86	40	522	757	
044	कु. फामीदा फकरा बेगम	42	37	64	67	61	56	327	II	44	45	44	45	87	70	62	85	41	523	850 I	
045	गिरवरलाल ध्रुव	42	62	45	43	60	63	315	II	47	46	47	45	94	71	60	83	44	537	852 I	
046	श्रीमती गोमेश्वरी भारती गोस्वामी	35	54	41	61	62	73	326	II	48	47	46	47	96	70	68	94	46	562	888 I	G. goswami
047	गोविंदराम ठाकुर	42	67	45	61	58	47	320	II	45	46	44	45	90	71	63	86	46	536	856 I	
048	[illegible]	34	70	46	46	56	48	300	II	46	45	44	45	88	67	60	81	44	520	820	

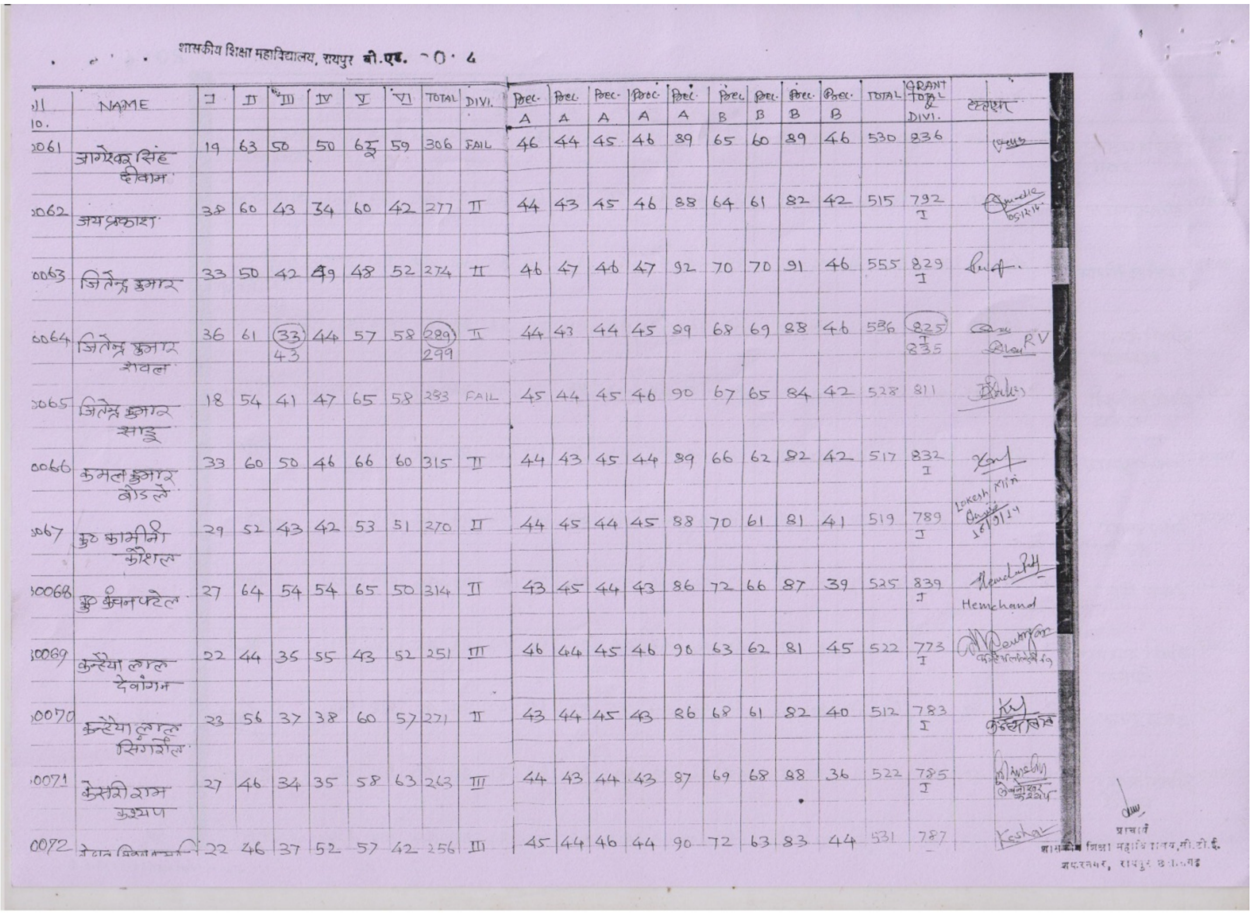
प्राचार्य
शासकीय शिक्षा महाविद्यालय, सी.टी.ई.
रायपुर (छ.ग.)



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014.

ROLL NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	PREC. A	PREC. A	PREC. A	PREC. A	PREC. A	PREC. B	PREC. B	PREC. B	PREC. B	TOTAL	GRANT TOTAL & DIVI.	हस्ताक्षर
0049	हैग्रीव प्रसाद शर्मा	27	53	40	50	40	45	255	III	46	47	46	47	94	72	71	92	45	560	815 I	हैग्रीव प्रसाद शर्मा
0050	हरिवन्द पटेल	51	68	50	52	64	61	346	II	44	43	45	44	88	65	63	82	40	514	860 I	हरिचंद पटेल
0051	हरिशंकर चौहान	26	47	41	32	54	54	254	III	43	44	45	44	87	70	63	82	43	521	775 I	
0052	श्रीमती हेमा धुरन्धर	10	68	51	56	55	46	286	FAIL	43	44	43	44	86	70	68	89	47	534	820	
0053	श्रीमती हेमांगनी सरकार	21	40	41	42	60	54	258	FAIL	44	45	44	43	88	70	65	88	47	534	792	Chandan Sarkar
0054	हेमन्त कुमार	33	47	50	50	57	60	297	II	45	44	45	44	87	67	61	82	45	520	817 I	
0055	हेमन्त कुमार कुलदीप	35	36	37	58	53	50	269	II	44	45	46	44	88	66	62	84	40	519	788 I	
0056	हेमन्त सिंह	23	54	44	48	49	35	253	III	43	44	46	45	86	67	61	83	44	519	772 I	
0057	श्रीमती इरशाद बोहरा	22	53	41	58	64	52	290	II	45	44	46	44	90	67	62	88	45	531	821 I	
0058	ईश्वर लाल	18	66	42	52	63	58	299	FAIL	44	45	44	45	87	65	62	84	42	518	817	
0059	श्रीमती ईश्वरी खापर्डे	26	61	45	47	66	61	306	II	45	44	43	44	86	68	71	90	40	531	837 I	
060		34	66	43	54	59	56	312	II	44	45	44	45	88	67	60	81	44	518	830	

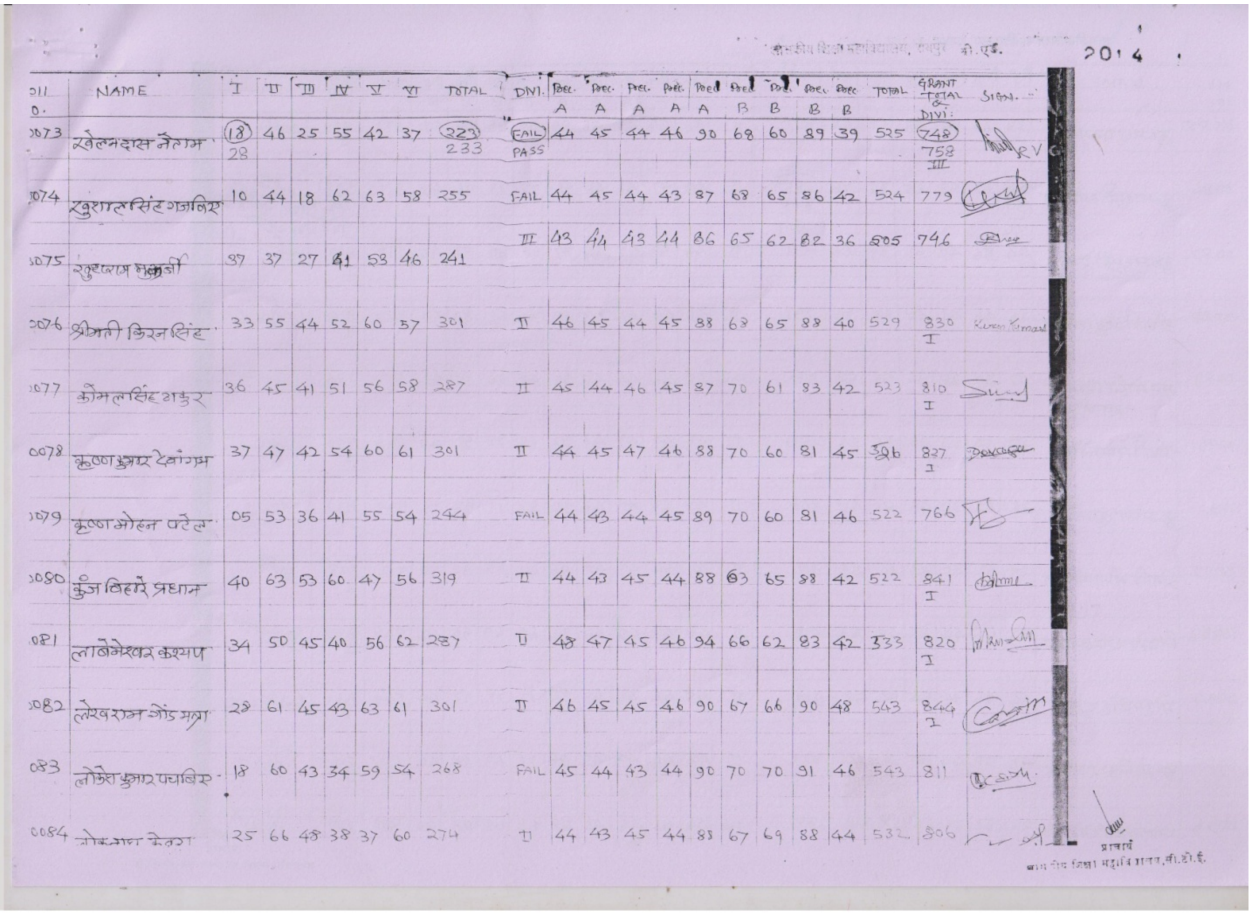
प्राचार्य
शिक्षा महाविद्यालय,सी.टी.ई.



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. ~0·4

ll 10.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	हस्ताक्षर
061	आगेश्वर सिंह दीवान	19	63	50	50	62	59	306	FAIL	46	44	45	46	89	65	60	89	46	530	836	
062	जयप्रकाश	38	60	43	34	60	42	277	II	44	43	45	46	88	64	61	82	42	515	792 I	05.12.14
0063	जितेन्द्र कुमार	33	50	42	49	48	52	274	II	46	47	46	47	92	70	70	91	46	555	829 I	
0064	जितेन्द्र कुमार रावल	36	61	33 43	44	57	58	289 299	II	44	43	44	45	89	68	69	88	46	536	825 I 835	RV
065	जितेन्द्र कुमार साहू	18	54	41	47	65	58	283	FAIL	45	44	45	46	90	67	65	84	42	528	811	
0066	कमल कुमार बोडले	33	60	50	46	66	60	315	II	44	43	45	44	89	66	62	82	42	517	832 I	
067	कु० कामिनी कौशल	29	52	43	42	53	51	270	II	44	45	44	45	88	70	61	81	41	519	789 I	Lokesh Mini 16/9/14
00068	कु० कंचन पटेल	27	64	54	54	65	50	314	II	43	45	44	43	86	72	66	87	39	525	839 I	Hemchand
00069	कन्हैया लाल देवांगन	22	44	35	55	43	52	251	III	46	44	45	46	90	63	62	81	45	522	773 I	
0070	कन्हैया लाल सिंगरौल	23	56	37	38	60	57	271	II	43	44	45	43	86	68	61	82	40	512	783 I	
0071	केसरी राम कश्यप	27	46	34	35	58	63	263	III	44	43	44	43	87	69	68	88	36	522	785 I	
0072	[illegible]	22	46	37	52	57	42	256	III	45	44	46	44	90	72	63	83	44	531	787	Keshar

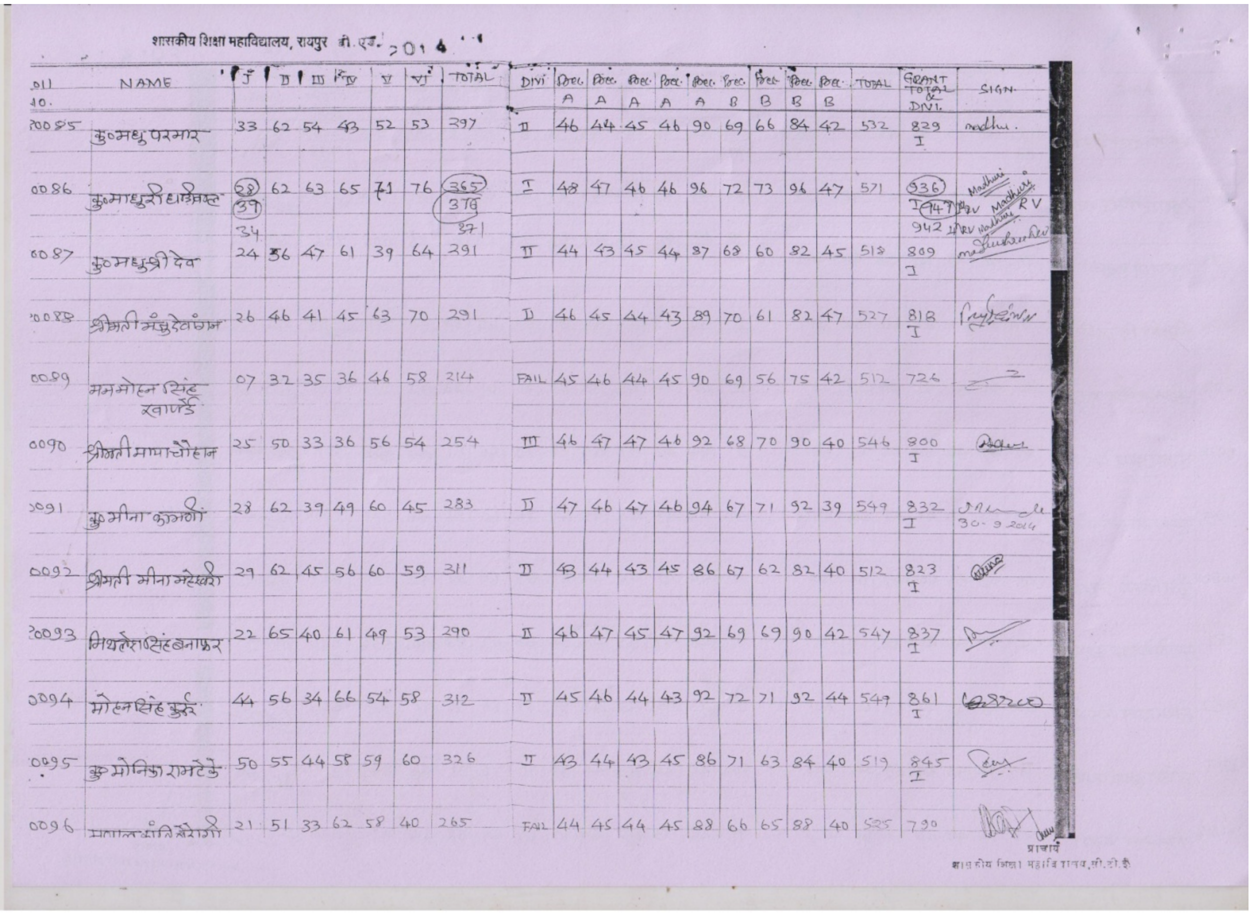
प्राचार्य
शासकीय शिक्षा महाविद्यालय, सी.टी.ई.
शंकरनगर, रायपुर छ.ग.



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

oll o.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Pred A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
073	खेलनदास नेताम	⑱ 28	46	25	55	42	37	223 233	FAIL PASS	44	45	44	46	90	68	60	89	39	525	748 758 III	RV
074	खुशालसिंह गजभिए	10	44	18	62	63	58	255	FAIL	44	45	44	43	87	68	65	86	42	524	779	
075	खुशराम मुकर्जी	37	37	27	41	53	46	241	III	43	44	43	44	86	65	62	82	36	505	746	
076	श्रीमती किरन सिंह	33	55	44	52	60	57	301	II	46	45	44	45	88	68	65	88	40	529	830 I	Kiran Kumari
077	कोमलसिंह ठाकुर	36	45	41	51	56	58	287	II	45	44	46	45	87	70	61	83	42	523	810 I	
0078	कृष्णकुमार देवांगन	37	47	42	54	60	61	301	II	44	45	47	46	88	70	60	81	45	526	827 I	Devangan
079	कृष्णमोहन पटेल	05	53	36	41	55	54	244	FAIL	44	43	44	45	89	70	60	81	46	522	766	
080	कुंज बिहारे प्रधान	40	63	53	60	47	56	319	II	44	43	45	44	88	63	65	88	42	522	841 I	
081	लाबेनेश्वर कश्यप	34	50	45	40	56	62	287	II	48	47	45	46	94	66	62	83	42	533	820 I	
082	लेखराम गोंड मरा	28	61	45	43	63	61	301	II	46	45	45	46	90	67	66	90	48	543	844 I	
083	लोकेश कुमार पचाबिर	18	60	43	34	59	54	268	FAIL	45	44	43	44	90	70	70	91	46	543	811	
0084	[illegible]	25	66	48	38	37	60	274	II	44	43	45	44	88	67	69	88	44	532	806	

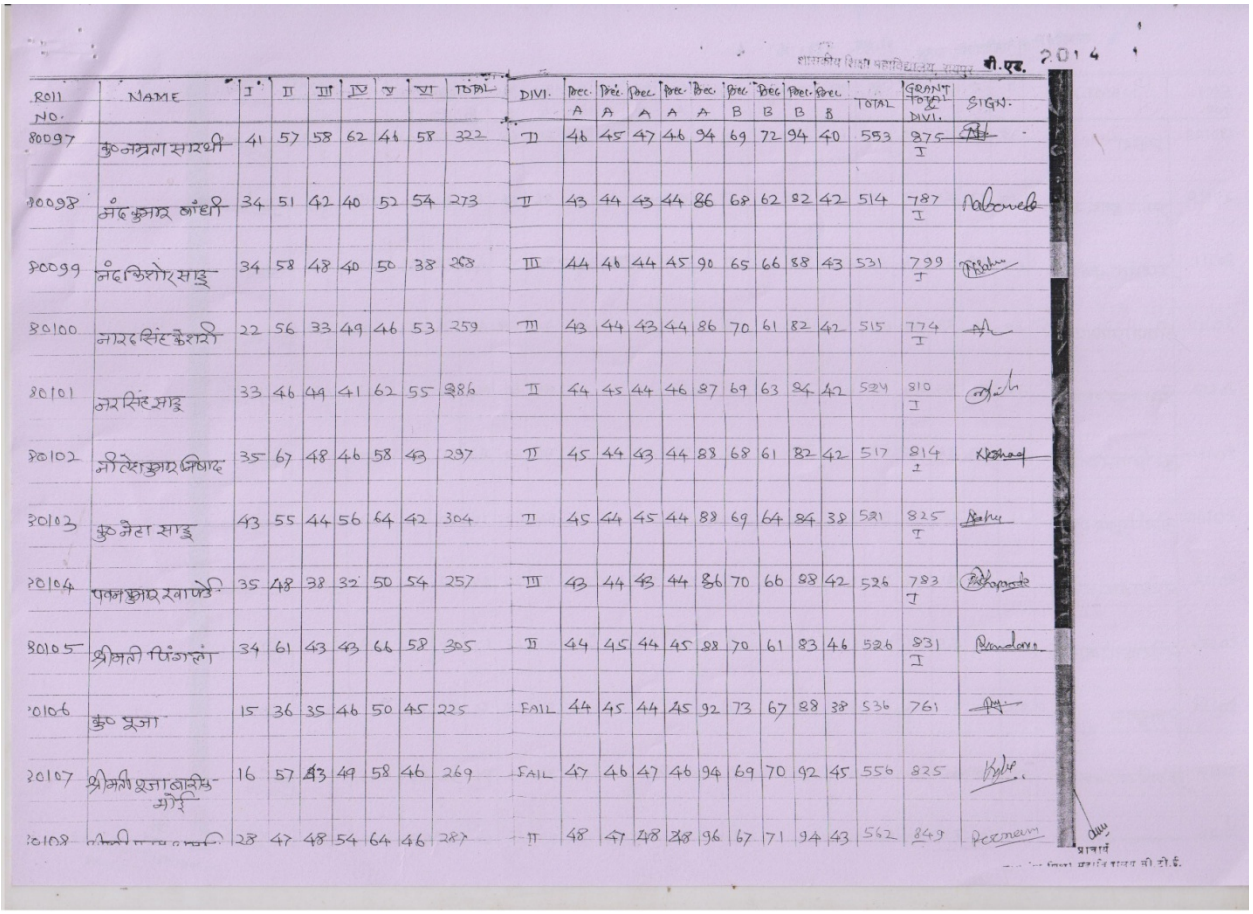
प्राचार्य
शास. शिक्षा महाविद्यालय, बी.टी.ई.



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

Roll No.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI	SIGN
0085	कु० मधु परमार	33	62	54	43	52	53	397	II	46	44	45	46	90	69	66	84	42	532	829 I	madhu.
0086	कु० माधुरी धाईवाल	28 39 34	62	63	65	71	76	365 379 371	I	48	47	46	46	96	72	73	96	47	571	936 I 947 942	Madhuri RV Madhuri RV RV Madhuri
0087	कु० मधुश्री देव	24	56	47	61	39	64	291	II	44	43	45	44	87	68	60	82	45	518	809 I	madhushree Dev
0088	श्रीमती मंजु देवांगन	26	46	41	45	63	70	291	II	46	45	44	43	89	70	61	82	47	527	818 I	
0089	मनमोहन सिंह खापर्डे	07	32	35	36	46	58	214	FAIL	45	46	44	45	90	69	56	75	42	512	726	
0090	श्रीमती माया चौहान	25	50	33	36	56	54	254	III	46	47	47	46	92	68	70	90	40	546	800 I	
0091	कु० मीना कामणी	28	62	39	49	60	45	283	II	47	46	47	46	94	67	71	92	39	549	832 I	30-9-2014
0092	श्रीमती मीना महेश्वरी	29	62	45	56	60	59	311	II	43	44	43	45	86	67	62	82	40	512	823 I	
0093	मिथलेश सिंह बनाफर	22	65	40	61	49	53	290	II	46	47	45	47	92	69	69	90	42	547	837 I	
0094	मोहन सिंह कुर्रे	44	56	34	66	54	58	312	II	45	46	44	43	92	72	71	92	44	549	861 I	
0095	कु० मोनिका रामटेके	50	55	44	58	59	60	326	II	43	44	43	45	86	71	63	84	40	519	845 I	
0096	मराल कांति बैरागी	21	51	33	62	58	40	265	FAIL	44	45	44	45	88	66	65	88	40	525	790	

प्राचार्य
शासकीय शिक्षा महाविद्यालय, सी.टी.ई.



शासकीय शिक्षा महाविद्यालय, रायपुर **बी.एड.** 2014

ROll NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
80097	कु० नम्रता सारथी	41	57	58	62	46	58	322	II	46	45	47	46	94	69	72	94	40	553	875 I	
80098	नंद कुमार बाँधी	34	51	42	40	52	54	273	II	43	44	43	44	86	68	62	82	42	514	787 I	
80099	नंदकिशोर साहू	34	58	48	40	50	38	268	III	44	46	44	45	90	65	66	88	43	531	799 I	
80100	नारद सिंह केशरी	22	56	33	49	46	53	259	III	43	44	43	44	86	70	61	82	42	515	774 I	
80101	नरसिंह साहू	33	46	49	41	62	55	286	II	44	45	44	46	87	69	63	84	42	524	810 I	
80102	नीलेशकुमार निषाद	35	67	48	46	58	43	297	II	45	44	43	44	88	68	61	82	42	517	814 I	
80103	कु० नेहा साहू	43	55	44	56	64	42	304	II	45	44	45	44	88	69	64	84	38	521	825 I	
80104	पवनकुमार खापर्डे	35	48	38	32	50	54	257	III	43	44	43	44	86	70	66	88	42	526	783 I	
80105	श्रीमती पिंगला	34	61	43	43	66	58	305	II	44	45	44	45	88	70	61	83	46	526	831 I	
0106	कु० पूजा	15	36	35	46	50	45	225	FAIL	44	45	44	45	92	73	67	88	38	536	761	
80107	श्रीमती पूजा बारिक-मोरे	16	57	43	49	58	46	269	FAIL	47	46	47	46	94	69	70	92	45	556	825	
0108	[illegible]	28	47	48	54	64	46	287	II	48	47	48	48	96	67	71	94	43	562	849	

प्राचार्य

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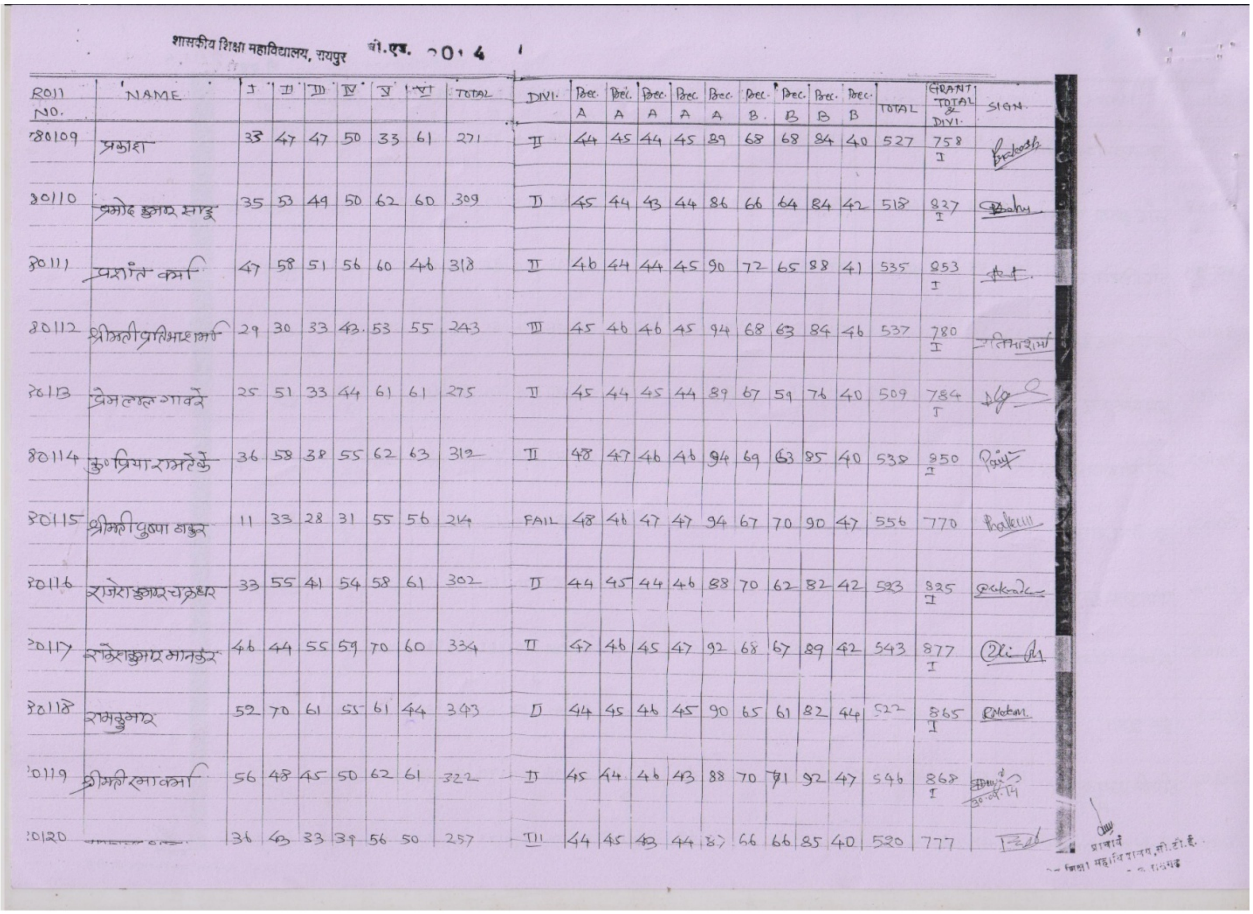
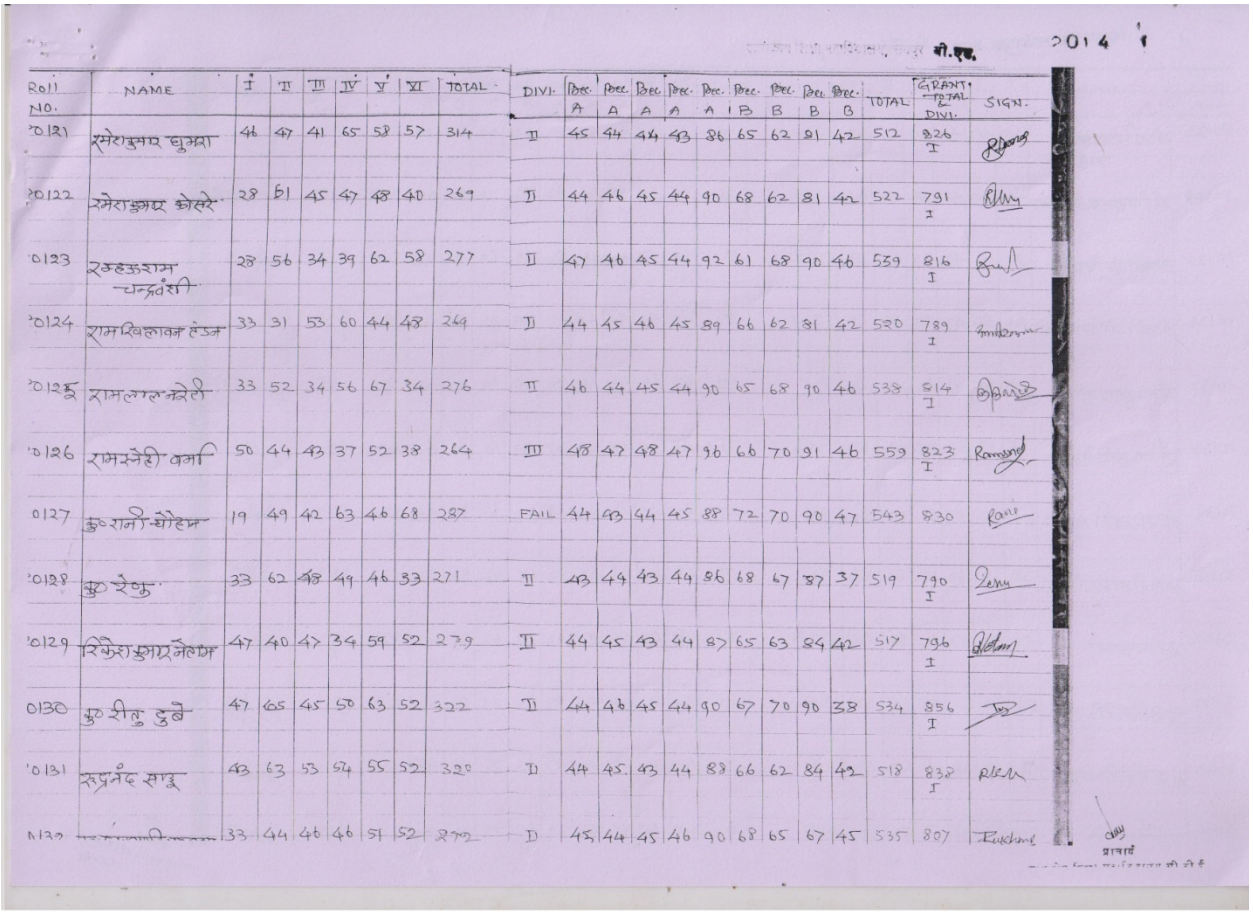


शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

ROll NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B.	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
80109	प्रकाश	33	47	47	50	33	61	271	II	44	45	44	45	89	68	68	84	40	527	758 I	Prakash
80110	प्रमोद कुमार साहू	35	53	49	50	62	60	309	II	45	44	43	44	86	66	64	84	42	518	827 I	Sahu
80111	प्रशांत वर्मा	47	58	51	56	60	46	318	II	46	44	44	45	90	72	65	88	41	535	853 I	
80112	श्रीमती प्रतिभा शर्मा	29	30	33	43	53	55	243	III	45	46	46	45	94	68	63	84	46	537	780 I	प्रतिभा शर्मा
80113	प्रेमलाल गावरे	25	51	33	44	61	61	275	II	45	44	45	44	89	67	59	76	40	509	784 I	
80114	कु० प्रिया रामटेके	36	58	38	55	62	63	312	II	48	47	46	46	94	69	63	85	40	538	850 I	Priya
80115	श्रीमती पुष्पा ठाकुर	11	33	28	31	55	56	214	FAIL	48	46	47	47	94	67	70	90	47	556	770	Thakur
80116	राजेश कुमार चक्रधर	33	55	41	54	58	61	302	II	44	45	44	46	88	70	62	82	42	523	825 I	Chakradhar
80117	राकेश कुमार मानकर	46	44	55	59	70	60	334	II	47	46	45	47	92	68	67	89	42	543	877 I	
80118	रामकुमार	52	70	61	55	61	44	343	II	44	45	46	45	90	65	61	82	44	522	865 I	R.Netam
0119	श्रीमती रमा वर्मा	56	48	45	50	62	61	322	II	45	44	46	43	88	70	71	92	47	546	868 I	30.06.14
0120	[illegible]	36	43	33	39	56	50	257	III	44	45	43	44	87	66	66	85	40	520	777	

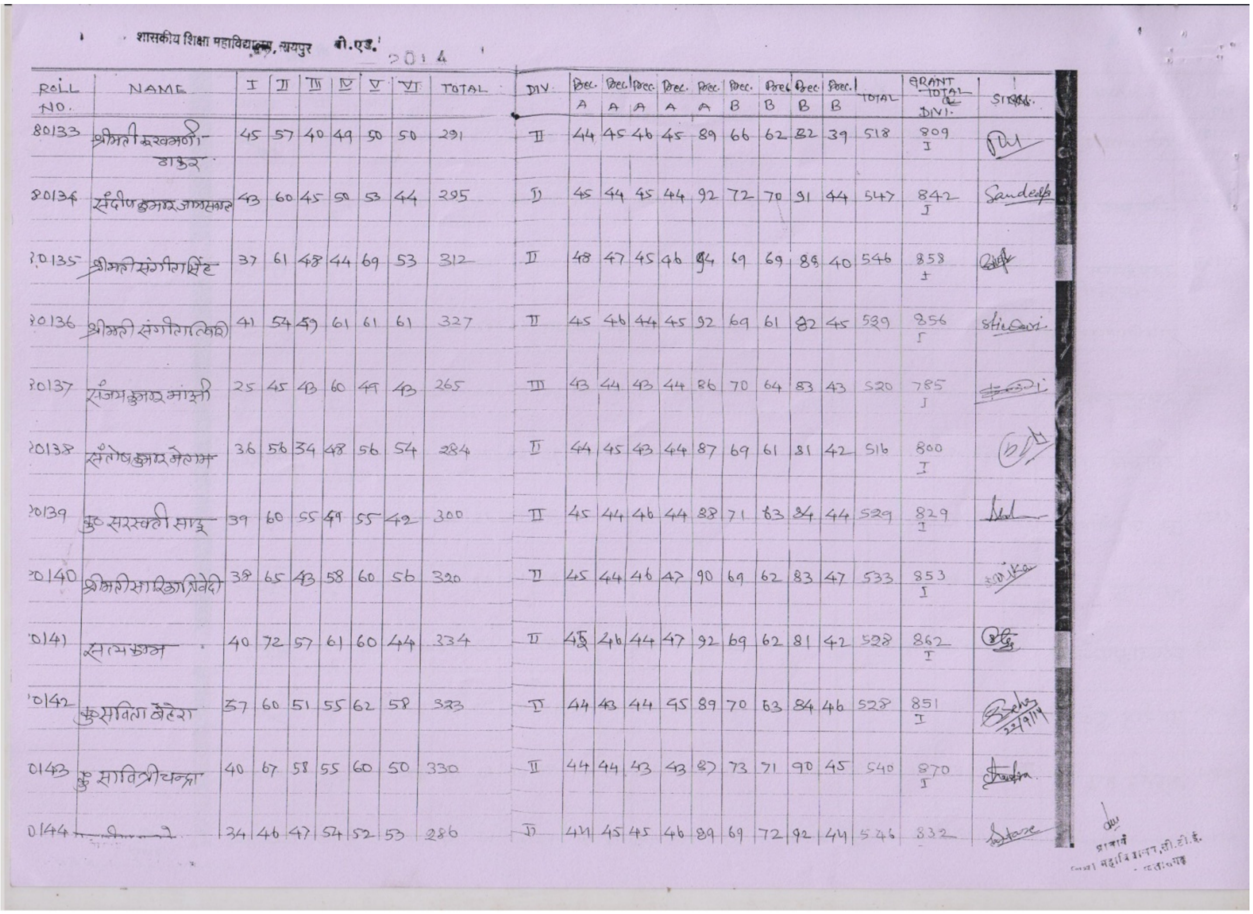
प्राचार्य
शिक्षा महाविद्यालय, सी.टी.ई.



शिक्षा महाविद्यालय, रायपुर **बी.एड.** 2014

Roll NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
0121	रमेशकुमार घुमरा	46	47	41	65	58	57	314	II	45	44	44	43	86	65	62	81	42	512	826 I	
0122	रमेशकुमार कोसरे	28	61	45	47	48	40	269	II	44	46	45	44	90	68	62	81	42	522	791 I	
0123	रम्हऊराम चन्द्रवंशी	28	56	34	39	62	58	277	II	47	46	45	44	92	61	68	90	46	539	816 I	
0124	रामखिलावन टंडन	33	31	53	60	44	48	269	II	44	45	46	45	89	66	62	81	42	520	789 I	
0125	रामलाल नरेटी	33	52	34	56	67	34	276	II	46	44	45	44	90	65	68	90	46	538	814 I	
0126	रामस्नेही वर्मा	50	44	43	37	52	38	264	III	48	47	48	47	96	66	70	91	46	559	823 I	Ramsneh
0127	कु० रानी चौहान	19	49	42	63	46	68	287	FAIL	44	43	44	45	88	72	70	90	47	543	830	Rani
0128	कु० रेणु	33	62	48	49	46	33	271	II	43	44	43	44	86	68	67	87	37	519	790 I	Renu
0129	रिकेश कुमार नेताम	47	40	47	34	59	52	279	II	44	45	43	44	87	65	63	84	42	517	796 I	
0130	कु० रीतु दुबे	47	65	45	50	63	52	322	II	44	46	45	44	90	67	70	90	38	534	856 I	
0131	रुद्रनंद साहू	43	63	53	54	55	52	320	II	44	45	43	44	88	66	62	84	42	518	838 I	
[illegible]	[illegible]	33	44	46	46	51	52	[illegible]	II	45	44	45	46	90	68	65	67	45	535	807	Rukhmi

प्राचार्य



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

ROLL NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIV.	Prac. A	Prac. A	Prac. A	Prac. A	Prac. A	Prac. B	Prac. B	Prac. B	Prac. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
80133	श्रीमती रुक्मणी ठाकुर	45	57	40	49	50	50	291	II	44	45	46	45	89	66	62	82	39	518	809 I	
80134	संदीप कुमार जायसवाल	43	60	45	50	53	44	295	II	45	44	45	44	92	72	70	91	44	547	842 I	Sandeep
0135	श्रीमती संगीता सिंह	37	61	48	44	69	53	312	II	48	47	45	46	94	69	69	88	40	546	858 I	
0136	श्रीमती संगीता तिवारी	41	54	49	61	61	61	327	II	45	46	44	45	92	69	61	82	45	529	856 I	
0137	संजय कुमार मांझी	25	45	43	60	49	43	265	III	43	44	43	44	86	70	64	83	43	520	785 I	
0138	संतोष कुमार नेताम	36	56	34	48	56	54	284	II	44	45	43	44	87	69	61	81	42	516	800 I	
0139	कु० सरस्वती साहू	39	60	55	49	55	42	300	II	45	44	46	44	88	71	63	84	44	529	829 I	
0140	श्रीमती सारिका त्रिवेदी	38	65	43	58	60	56	320	II	45	44	46	47	90	69	62	83	47	533	853 I	
0141	सत्यकाम	40	72	57	61	60	44	334	II	45	46	44	47	92	69	62	81	42	528	862 I	
0142	कु सविता बेहरा	37	60	51	55	62	58	323	II	44	43	44	45	89	70	63	84	46	528	851 I	22/9/14
0143	कु सावित्री चन्द्रा	40	67	58	55	60	50	330	II	44	44	43	43	87	73	71	90	45	540	870 I	
0144	[illegible]	34	46	47	54	52	53	286	II	44	45	45	46	89	69	72	92	44	546	832	

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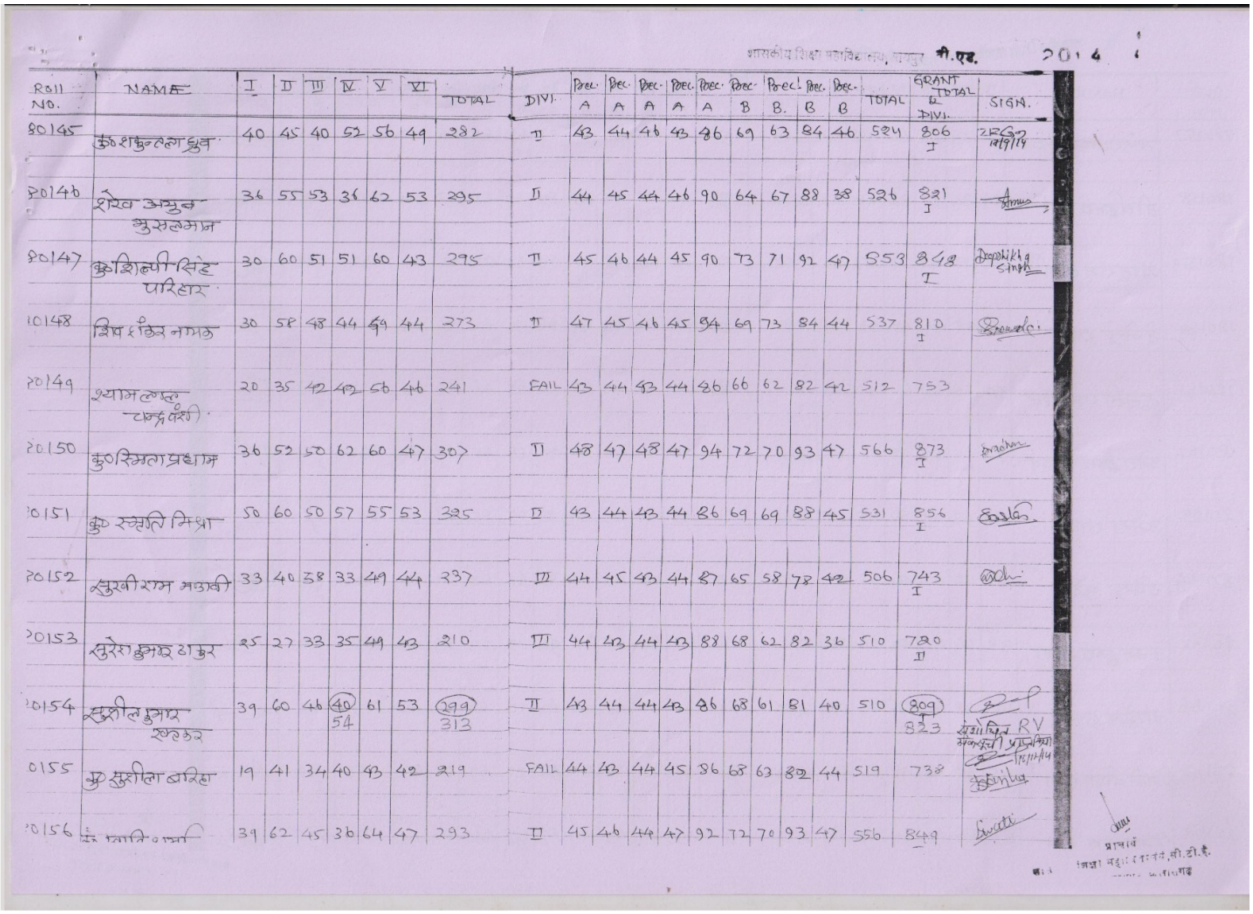
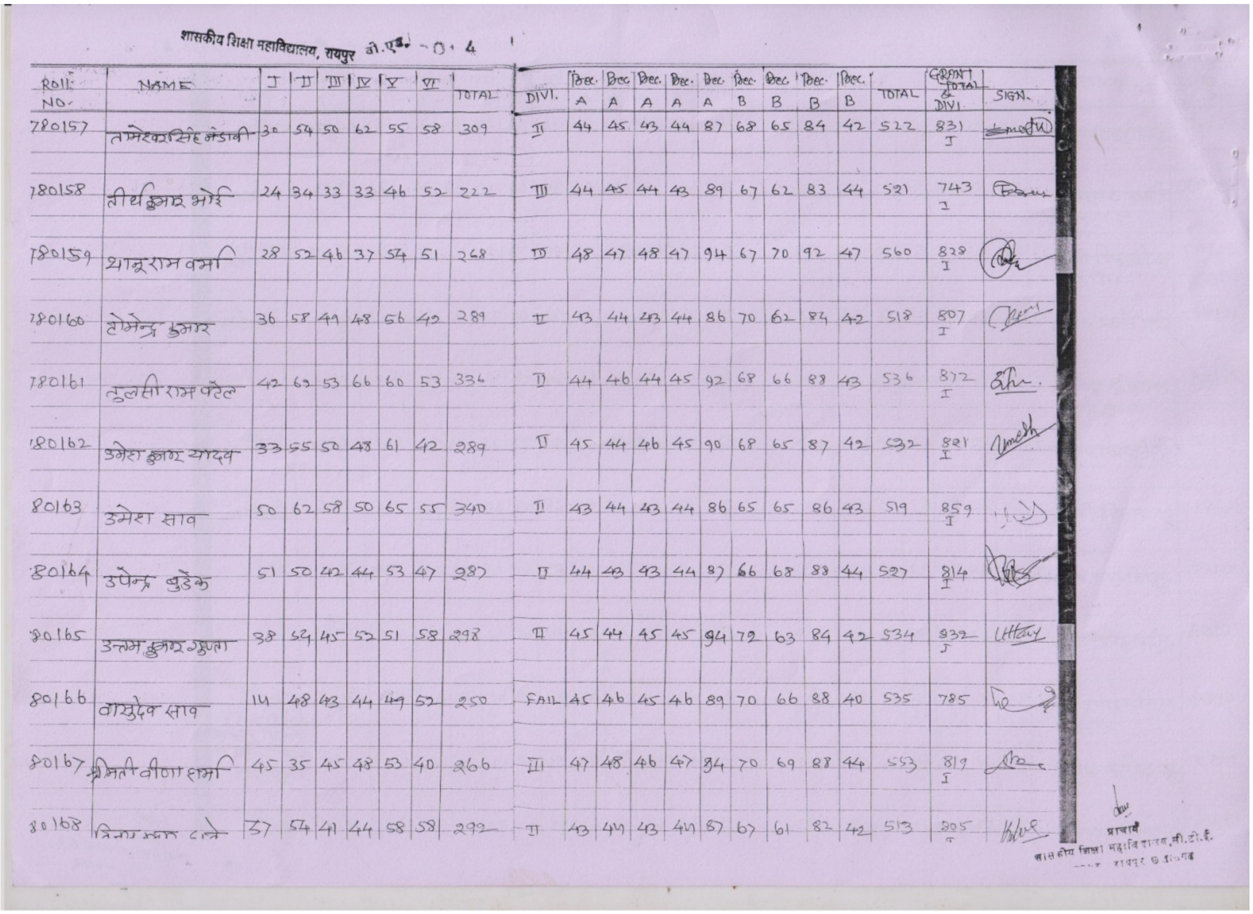
[illegible] महाविद्यालय, टी.टी.ई.
छत्तीसगढ़



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. 2014

ROll NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B.	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
20145	कु० शकुन्तला ध्रुव	40	45	40	52	56	49	282	II	43	44	46	43	86	69	63	84	46	524	806 I	18/9/14
20146	शेख अयुब मुसलमान	36	55	53	36	62	53	295	II	44	45	44	46	90	64	67	88	38	526	821 I	
20147	कु० शिल्पी सिंह परिहार	30	60	51	51	60	43	295	II	45	46	44	45	90	73	71	92	47	553	848 I	Deepshikha Singh
0148	शिव शंकर नायक	30	58	48	44	49	44	273	II	47	45	46	45	94	69	73	84	44	537	810 I	
20149	श्याम लाल चन्द्रवंशी	20	35	42	42	56	46	241	FAIL	43	44	43	44	86	66	62	82	42	512	753	
20150	कु० स्मिता प्रधान	36	52	50	62	60	47	307	II	48	47	48	47	94	72	70	93	47	566	873 I	Pradhan
0151	कु० स्मृति मिश्रा	50	60	50	57	55	53	325	II	43	44	43	44	86	69	69	88	45	531	856 I	
20152	सुखीराम मडावी	33	40	38	33	49	44	237	III	44	45	43	44	87	65	58	78	42	506	743 I	
0153	सुरेश कुमार ठाकुर	25	27	33	35	49	43	210	III	44	43	44	43	88	68	62	82	36	510	720 II	
0154	सुशील कुमार खाकर	39	60	46	40 54	61	53	299 313	II	43	44	44	43	86	68	61	81	40	510	809 I 823	संशोधित RV अंकसूची प्राप्त किया 15/11/14
0155	कु० सुशीला बरिहा	19	41	34	40	43	42	219	FAIL	44	43	44	45	86	68	63	82	44	519	738	
0156	कु० स्वाति शर्मा	39	62	45	36	64	47	293	II	45	46	44	47	92	72	70	93	47	556	849	Swati

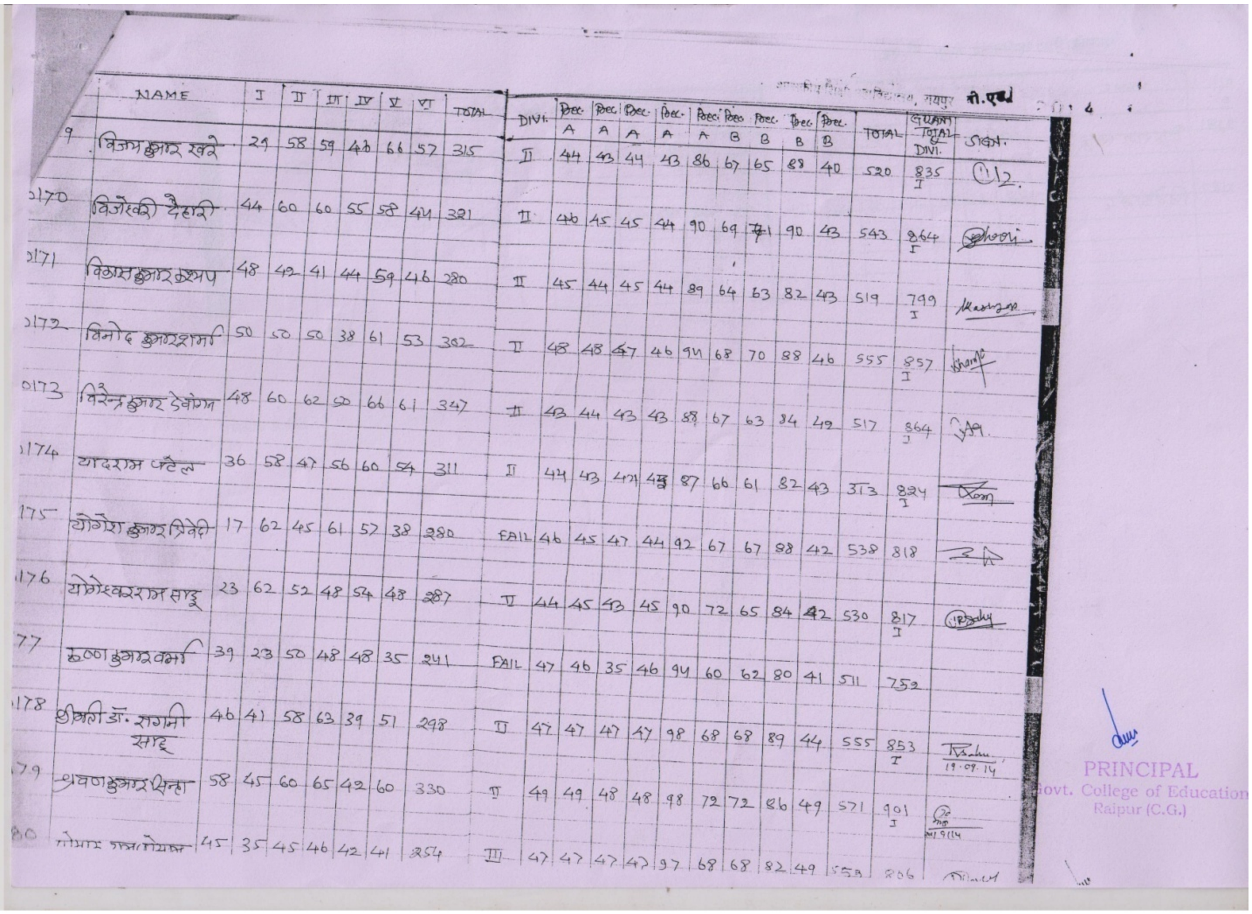
प्राचार्य
शिक्षा महाविद्यालय, सी.टी.ई.
[illegible] छत्तीसगढ़



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड. - 0 4

ROLL NO.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
780157	तामेश्वरसिंह मंडावी	30	54	50	62	55	58	309	II	44	45	43	44	87	68	65	84	42	522	831 I	
780158	तीर्थकुमार भोई	24	34	33	33	46	52	222	III	44	45	44	43	89	67	62	83	44	521	743 I	
780159	थानूराम वर्मा	28	52	46	37	54	51	268	II	48	47	48	47	94	67	70	92	47	560	828 I	
780160	टोमेन्द्र कुमार	36	58	49	48	56	42	289	II	43	44	43	44	86	70	62	84	42	518	807 I	
780161	तुलसीराम पटेल	42	62	53	66	60	53	336	II	44	46	44	45	92	68	66	88	43	536	872 I	
780162	उमेश कुमार यादव	33	55	50	48	61	42	289	II	45	44	46	45	90	68	65	87	42	532	821 I	Umesh
80163	उमेश साव	50	62	58	50	65	55	340	II	43	44	43	44	86	65	65	86	43	519	859 I	
80164	उपेन्द्र बुडेक	51	50	42	44	53	47	287	II	44	43	43	44	87	66	68	88	44	527	814 I	
80165	उत्तम कुमार गुप्ता	38	54	45	52	51	58	298	II	45	44	45	45	94	72	63	84	42	534	832 I	
80166	वासुदेव साव	14	48	43	44	49	52	250	FAIL	45	46	45	46	89	70	66	88	40	535	785	
80167	श्रीमती वीणा शर्मा	45	35	45	48	53	40	266	III	47	48	46	47	94	70	69	88	44	553	819 I	
80168	[illegible]	37	54	41	44	58	58	292	II	43	44	43	44	87	67	61	82	42	513	805 I	

प्राचार्य
शासकीय शिक्षा महाविद्यालय, सी.टी.ई.
रायपुर छ.ग.



शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड.

	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRAND TOTAL & DIVI.	SIGN.
9	विजय कुमार खरे	29	58	59	46	66	57	315	II	44	43	44	43	86	67	65	88	40	520	835 I	
0170	विजेश्वरी देहारी	44	60	60	55	58	44	321	II	46	45	45	44	90	69	71	90	43	543	864 I	
0171	विकास कुमार कश्यप	48	42	41	44	59	46	280	II	45	44	45	44	89	64	63	82	43	519	799 I	
0172	विनोद कुमार शर्मा	50	50	50	38	61	53	302	II	48	48	47	46	94	68	70	88	46	555	857 I	Sharma
0173	विरेन्द्र कुमार देवांगन	48	60	62	50	66	61	347	II	43	44	43	43	88	67	63	84	42	517	864 I	
0174	यादराम पटेल	36	58	47	56	60	54	311	II	44	43	47	45	87	66	61	82	43	513	824 I	
175	योगेश कुमार त्रिवेदी	17	62	45	61	57	38	280	FAIL	46	45	47	44	92	67	67	88	42	538	818	
176	योगेश्वरराम साहू	23	62	52	48	54	48	287	II	44	45	43	45	90	72	65	84	42	530	817 I	
77	कृष्ण कुमार वर्मा	39	23	50	48	48	35	241	FAIL	47	46	35	46	94	60	62	80	41	511	752	
178	श्रीमती डॉ. रागनी साहू	46	41	58	63	39	51	298	II	47	47	47	47	98	68	68	89	44	555	853 I	R.Sahu 19.09.14
79	श्रवण कुमार सिन्हा	58	45	60	65	42	60	330	II	49	49	48	48	98	72	72	86	49	571	901 I	
80	[illegible]	45	35	45	46	42	41	254	III	47	47	47	47	97	68	68	82	49	558	806	

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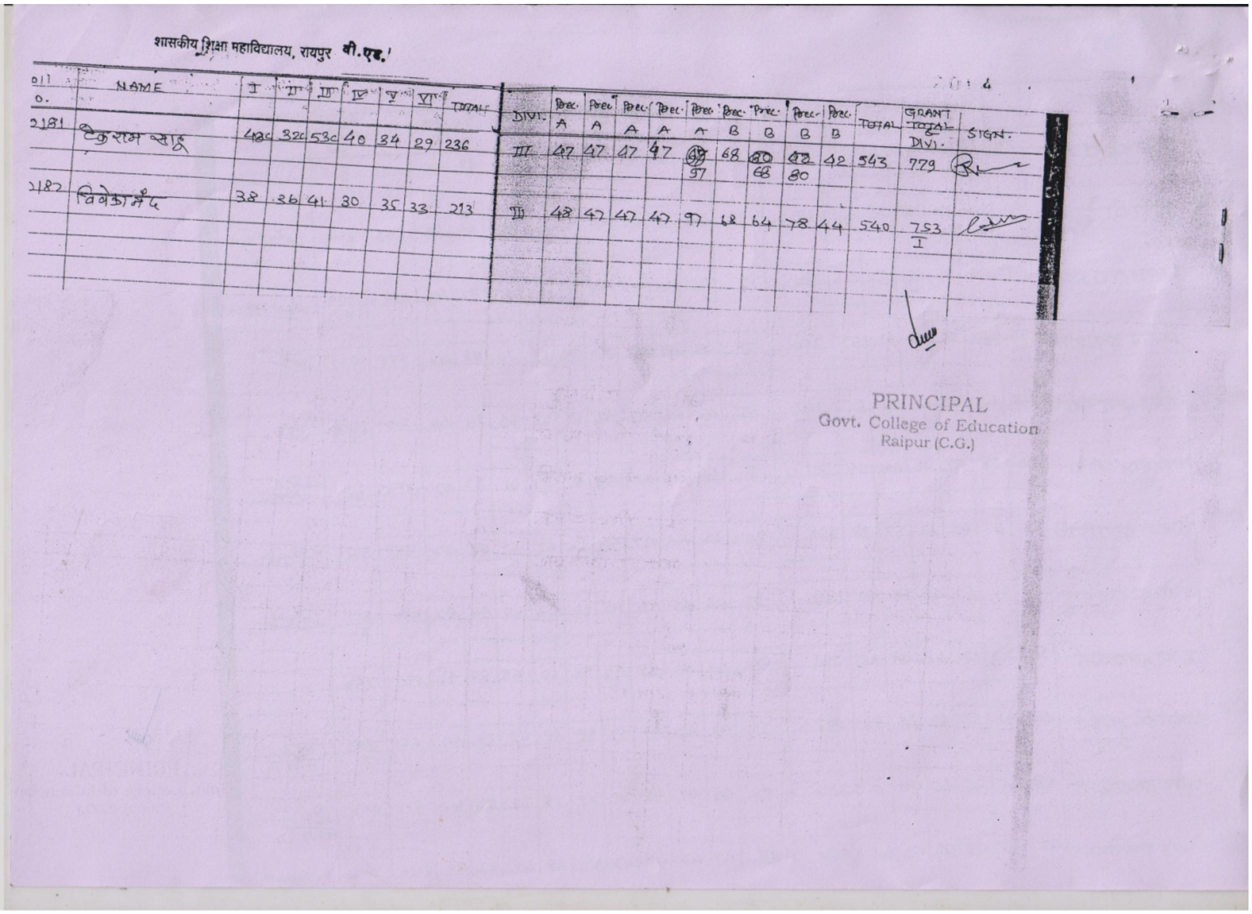

शासकीय शिक्षा महाविद्यालय, रायपुर बी.एड.

oll o.	NAME	I	II	III	IV	V	VI	TOTAL	DIVI.	Prec. A	Prec. A	Prec. A	Prec. A	Prec. A	Prec. B	Prec. B	Prec. B	Prec. B	TOTAL	GRANT TOTAL & DIVI.	SIGN.
2181	टेकराम साहू	48c	32c	53c	40	34	29	236	III	47	47	47	47	[illegible] 97	68	80 68	~~42~~ 80	42	543	779	
2182	विवेकानंद	38	36	41	30	35	33	213	II	48	47	47	47	97	68	64	78	44	540	753 I	

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