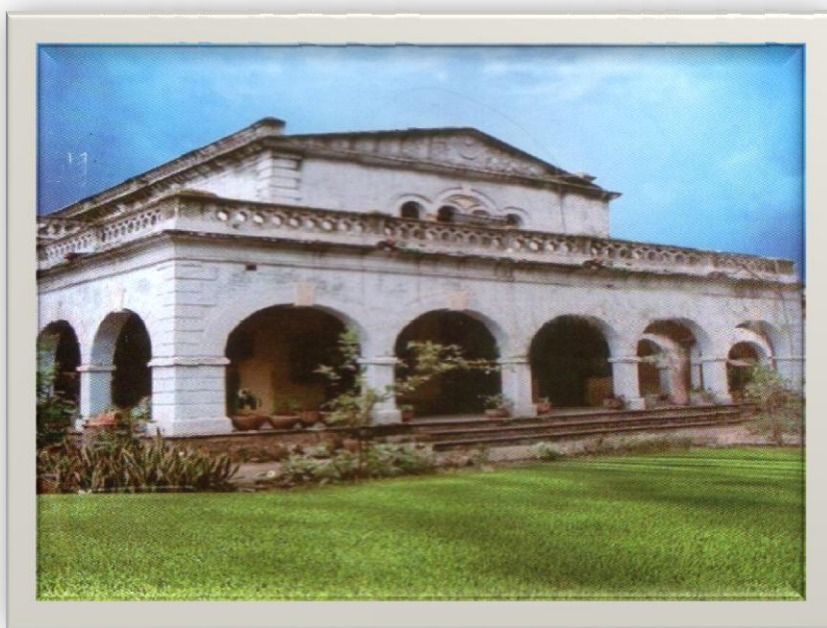




**STATE INSTITUTE OF SCIENCE EDUCATION
&
COLLEGE OF TEACHER EDUCATION
JABALPUR M.P**



Self Appraisal Report

2015

Submitted to

National Assessment & Accreditation Council (NAAC)

Bangalore, India - 560 072

SELF-APPRAISAL REPORT

For
Assessment and Accreditation

Year - 2015



॥ असतो मा सद्गमय ॥

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&
COLLEGE OF TEACHER EDUCATION
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**State Institute of Science Education
&
College of Teacher Education M.P Jabalpur**



SAR 2015

**Patron
Dinesh Awasthy
NAAC Co-ordinator
Dr. Rajesh Pande**

Our Team

Section (A) - Institutional Data

Profile of the institution and criterion wise inputs- smt Sandhya Jain & Dr. (Smt) Jyoti Karlekar

Section(B) - Criterion wise analysis

Criterion I. Curricular aspect &	-	Dr. (Smt) Susamma. Johnson &
Criterion II. Teaching learning and Evaluation		Dr. (Smt) Sadhna. Awasthy
Criterion III. Research consultancy & Extension	-	Smt Sandhya Jain & Dr. (Smt) Jyoti Karlekar
Criterion IV. Infrastructure and learning resources	-	Pradeep Kumar Behre & smt S Pandey
Criterion V. Student support and progression	-	Smt. Preeti Shrivastav
Criterion VI. Governance & leadership		Akshay Tiwari
Criterion VII. Innovative practices	-	Smt Sandhya Jain & Dr. (Smt) Jyoti Karlekar
Mapping of academic activities	-	Pradeep Kumar Behre

Section (C) - Appendices

Sample Questionnaires for feedback from Students- Smt Sandhya Jain & Dr. (Smt) Jyoti Karlekar

Value framework for assessment of higher educational

Institution and suggested parameter - Dr. (Smt) Susamma Johnson

Documents to be annexed with the SAR & - Smt Sandhya Jain & Dr. (Smt) Jyoti Karlekar

Data sheet to received the best practices

**OFFICE OF THE DIRECTOR STATE INSTITUTE OF SCIENCE
EDUCATION AND COLLEGE OF TEACHER EDUCATION JABALPUR**

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IVRS – 7771915551, 7771915552, 7771915553, 7771915554

SISE/NAAC/SAR 2015/267/2015

JABALPUR DATE : 25 JUNE 2015

Declaration by the Head of the Institution

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

This SAR is prepared by the institution 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.



(Dinesh Awasthy)

Director
State Institute of Science Education
&
College of Teacher Education Jabalpur (M.P)

Place: Jabalpur
Date: 25 June 2015

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1. A brief note on teacher education scenario in the state
2. Institutional academic calendar
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4. Copy of syllabus
5. Masterplan of institution
6. Sample of student feedback on curriculum and faculty (questionare 1 and 2)
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8. Copy of latest recognition order issued by NCTE
9. University results for academic year 2013-14
10. Sample of feedback on practice teaching by the head of practice teaching school, and teacher educators of the institution
11. A) 11.1 (6.5.1 & 6.5.4) Budget and Income expenditure statement (5 years) .

B) 11.2 Summary of grant for 11th plan period from 2007 to 2012 and utilization certificate .

C) 11.3 (6.5.1 & 6.5.4) UGC budget copy 2013-14

12. Value framework for assessment of higher education institution and suggest parameters

13. Data sheet to record the best practices

14. (3.1.2 & 3.2.7) M.Ed (Science) Dissertation Work

SISE & CTE JABALPUR MP

Internal Quality Assurance Cell 2014-15

The college has established Internal Quality Assurance Cell (IQAC) in year 2014 with aims as defined:-

- a) To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performances of the institution.
- b) Promotion of extension activities, seminars, workshops, training programs etc.
- c) Collaboration with different stakeholders, teaching and non teaching staff, students, members of Govt. bodies, (RSK Bhopal, MPCST Bhopal, NCERT Delhi, NSC Mumbai, HBCSE Mumbai,) and other community members to achieve the goals and unity of the institution.
- d) To promote measures for institutional function towards quality enhancement through internalization of quality culture and institutionalization of best practices.

IQAC Composition

Shri Dinesh Awasthy	Director	Chairperson
Dr. Rajesh Pande	NAAC co-ordinator	NAAC co-ordinator
Shri Akshay Tiwari	Teacher representative	Member
Dr. (Smt) Susamma Johnson	Teacher representative	Member
Smt Sandhya Jain	Teacher representative	Member
Shri P.K Bahre	Teacher representative	Member
Dr. (Smt) S. Awasthy	Teacher representative	Member
Dr. (Smt) Jyoti Karlekar	Teacher representative	Member
Shri Quazi Shuzat Ahmad	-	Member

National Assessment & Accreditation Council (NAAC) Bangalore, India - 560 072**Part-1 Institutional Data**

The State Institute of Science Education was established in December 1966 in Bhopal M.P. According to the orders of the Government , on June 1968 , the institute was transferred from Bhopal to Jabalpur and in the year 2013 it was awarded by the status of College of Teacher Education and from then it is known as ‘State Institute of Science Education and College of Teacher Education Jabalpur M.P’ .

Under Rajya Shiksha Kendra M.P Bhopal, and with collaboration of M.P School Education Department & MPCST(M.P Council of Science and Technology), this Institute is working in the field of popularization of science in school level all over the M.P and also organizing state level competition for students and teachers.

The institute is collaborated with HBCSE (Homi Bhabha Center for Science Education Mumbai) and is the coordinator to conduct the Mathematics Olympiad in M.P. Various national and state level seminars and workshops are organized by the institute time to time.

The institute is running B.Ed (Science) & M.Ed (Science) courses which are affiliated by Rani Durgavati Vishvavidyalaya Jabalpur M.P.

S.No.	Course	Intake
1	B.Ed (Science)	100
2	M.Ed(Science)	20

The institute has a highly advanced multi-dimensional theatre with a capacity of 150 + audience, and it is equipped with 16’x 9’ silver screen , 3d smart class, visualizer, wireless writing tabs, high speed internet connections, WiFi etc , The institute also has a advanced studio for educational audio and video productions.

It has IVRS, Bulk SMS, Voice messaging services, full campus Wifi, OMR marking facilities.

List of various program and their in-charge

Program name	In-charge
Science fair	Akshay Tiwari
Maths Olympiad & research cell	Dr. Rajesh Pandey
Western India Science fair	Dr. Smt Susamma Johnson
National Science Seminar	Smt. Sandhya Jain
Science Olympiad	Dr. Smt Sadhna Awasthy
Innovative Science Teacher Award	Dr. Smt Jyoti Karlekar

Thus the institute is working on the popularization of science and mathematics in the entire state successfully and progressively with the quality and objective set by the government.

(SECTION A)**A. Profile of the Institution**

1. Name and address of the institution: State Institute of Science Education & College of Teacher Education, P.S.M. Campus Jabalpur M.P. - 482001
2. Website URL : www.sisejbp.org
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/ Principal Shri Dinesh Awasthi	0761-2625776	0761-2625776	Sisejbp5776@bsnl.in
Vice-Principal	-	-	-
Self-appraisal Co-Ordinator Dr. Rajesh Pande	0761-2625776	0761-2625776	drpande@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/ Principal Shri Dinesh Awasthy	0761-2625776	9407869774
Vice-Principal	-	-
Self-appraisal Co-Ordinator Dr. Rajesh Pande	0761-2625776	09926339996

4. Location. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (Specify and indicate) ☐

5. Campus area in acres- \Rightarrow (In this campus IASE Jabalpur also situated)

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

7. Date of establishment of the institution:

Month & Year

	MM	YYYY
01	11	1966

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

Rani Durgawati Vishwa Vidhyalaya Jabalpur (M.P.)

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

Month & Year

2(f)	DT	MM	YYYY
	23	07	2014

Month & Year

12(B)	DT	MM	YYYY
	23	07	2014

10. Type of Institution

a.	By funding	i.	Government	<input checked="" type="checkbox"/>
		ii.	Grant-in-aid	<input type="checkbox"/>
		iii.	Constituent	<input type="checkbox"/>
		iv.	Self-financed	<input type="checkbox"/>
		v.	Any other (Specify and indicate)	<input type="checkbox"/>
b.	By Gender	i.	Only for Men	<input type="checkbox"/>
		ii.	Only for Women	<input type="checkbox"/>
		iii.	Co-education	<input checked="" type="checkbox"/>
c.	By Nature	i.	University Dept.	<input type="checkbox"/>
		ii.	IASE	<input type="checkbox"/>
		iii.	Autonomous College	<input type="checkbox"/>
		iv.	Affiliated College	<input checked="" type="checkbox"/>
		v.	Constituent College	<input type="checkbox"/>
		vi.	Dept. of Education of Composite College	<input type="checkbox"/>
		vii.	CTE	<input checked="" type="checkbox"/>
		viii.	Any other (Specify & indicate)	<input type="checkbox"/>

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	Programme/Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Pre-primary	-	-			
2	Primary/Elementary					
3	Secondary/Sr. Secondary Graduate Programme	B.Ed. Science	B.Sc. for Adhyapak M.Sc for Varitha Adhyapak Lec. Principal	Degree	1 Year	Hindi & English
4	Post Graduate	M.Ed. Science	M.Sc. 50% B.Ed. 55%	Degree	1 Year	Hindi & English
5	Other (Specify)					

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Inkake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/Sr.Secondary Graduate Programme	B.Ed. (Science)	Recognition under UGC act 1956 (2f& 12B)	Permanent	100
Post Graduate	M.Ed. (Science)	म.प्र. शासन स्कूल शिक्षा विभाग पत्र क्र. एफ 44-1/90/उ/-2/बीस भोपाल दि. 05/8/92	Permanent	20
Other (Specify)	-	-	-	-

B. Criterion-Wise inputs**Criterion I: Curricular Aspects**

1. Does the Institution have a stated

Vision

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

Mission

Values

Objectives

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

Yes		No	√
-----	--	----	---

If yes,

- a) How many programmes?

NA

- b) Free charged per programme

NA

3. Are there programmes with semester system

NA

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.

10 members

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

Course	Methods	Electives	Compulsory
B.Ed (science)	04	05	04
M.Ed. (science)	0	07	5

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 01

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

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

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

Yes	√	No	
-----	---	----	--

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

13. Does the institution develop and deploy action plan 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)

In M.Ed. (Science)

In B.Ed. (Science) students are selected for admission on seniority basis as per rule directed by R.S.K.
--

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

a) Date of start of the academic year

B.Ed. (Science) - 1 July - 2013
M.Ed. (Science) - 15 July - 2013

b) Date of last admission

B.Ed. (Science) - 20 July - 2013
M.Ed. (Science) - 20 July - 2013

c) Date of closing of the academic year

B.Ed. (Science) -30 April - 2014
M.Ed. (Science) -15 May - 2014

d) Total teaching days

180

e) Total working days

180

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed. Science	69	31	100	55	22	77	14	09	23
M.Ed. Science (Full time)	13	06	19	08	02	10	05	04	09
M.Ed. Science (Part time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many ?

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

a) Unit cost excluding salary component

b) Unit cost including salary component

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed. Science	Admission on seniority basis as per rule directed by R.S.K. Bhopal	-	-	-
M.Ed. Science (Full time)	81%	63.70%	73.63%	59.40%

M.Ed. Science (Part time)	-	-	-	-
---------------------------	---	---	---	---

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

Yes	√	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

9. Total allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed. Science	70%	20%	10%
M.Ed. Science (Full time)	60%		40% (dissertation & practical)
M.Ed. Science (Part time)	-	-	-

10. Pre- practice teaching at the institution

- a) Number of pre-practice teaching days
b) Minimum number of pre-practice teaching lessons given by each student

1	5
0	2

11. Practice Teaching at School

- a) Number of school identified for practice teaching
b) Total number of practice teaching days
c) Minimum number of practice teaching lessons given by each student

0	6
---	---

4	0
---	---

3	5
---	---

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

No. of lesson in simulation	No. 02	No. of lesson pre-practice teaching	No. 02
-----------------------------	--------	-------------------------------------	--------

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) give to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed. Science	30%	70%
M.Ed. Science (Full time)	30%	70%
M.Ed. Science (Part time)	-	-

16. Examination

a) Number of sessional tests held for each paper

0	5
---	---

b) Number of assignments for each paper

0	1
---	---

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

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

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

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

Yes	√	No	
-----	---	----	--

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

Compulsory ☐

Optional ☒

Criterion III : Research, Consultancy and Extension

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

Number	04	40	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Projects	Fuunding agency	Amount	Duration	Collaboration, if any
Mid term - 01	R.S.K. Bhopal	30,000/-	One Year	
Action Research - 02	R.S.K. Bhopal	10,000/-	Three Months	
M.Ed. dissertation - 19	R.S.K. Bhopal	38,000/-	One Year	

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

53 (M.Ed.) dissertation

Mid term	03	Action	02
----------	----	--------	----

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

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

√
√

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

Yes	√	No	
-----	---	----	--

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

a. Ph.D

b. M.Phil

7. Does the institution sport student faculty (Last five years)

Yes	√	No	
-----	---	----	--

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

	Yes	No	Number
International journals		√	
National journals-referred papers Non referred papers			
Academic articles in reputed magazines/news papers	√		50
Books			
Any other (Specify and indicate)			

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	Student	
National seminars	07	20	
International seminars			
Any other academic forum	50	50	College Journal

11. Does the instructional materials have been developed by the institution?
(Mark ☐ for Yes and X for No)

▪ Self-instructional materials	<input checked="" type="checkbox"/>
▪ Print materials	<input checked="" type="checkbox"/>
▪ Non-print materials (e.g. Teaching Aids/audio-visula, multimedia, etc,)	<input checked="" type="checkbox"/>
▪ Digitalized (computer aided instructional materials)	<input checked="" type="checkbox"/>
▪ Question bank	X
▪ Any other (Specify and indicate) Module for Middle level	<input checked="" type="checkbox"/>

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

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

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

14. Are there any other outreach programmes provided by the Institution (Last five year)

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

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

08-10

16. Does the institution provide consultancy services ?

Yes	√	No	
-----	---	----	--

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

-

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

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

Criterion IV : Infrastructure and Learning Resources

1. Built – up Area (in sq. mts.)

37083.35 Sq. Meter (2.5 Acre)

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

- a) Methods lab

Yes	√	No	
Yes	√	No	

- b) Psychology lab

- 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?

49

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

Nil

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

Nil

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

Nil

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session / financial year ? (2014-15)

2,82,000/-

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

Yes	√	No	
-----	---	----	--

9. Total number of posts sanctioned

	Total sanctioned	Open		Reserved	
		M	F	M	F
Teaching	16	NA			
Non-teaching	43	NA			

10. Total number of posts vacant

	Total Vacant	Open		Reserved	
		M	F	M	F
Teaching	06	NA			
Non-teaching	22	NA			

11. A) Number of regular and permanent teachers

Lecturers	Open		Reserved	
	M	F	M	F
	01	03	-	-
A.P.	Open		Reserved	
	M	F	M	F
	02	04	-	-
Professors	Open		Reserved	
	M	F	M	F
	-	-	-	-

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

Lecturers	Open		Reserved	
	M	F	M	F
	-	-	-	-

Readers	Open		Reserved	
	M	F	M	F
	-	-	-	-

Professors	Open		Reserved	
	M	F	M	F
	-	-	-	-

C) Number of teachers from

Same state

10

Other states

-

12. Teacher student ratio (program-wise)

Programmes	Teacher student ratio
D.Ed.	-
B.Ed. Science	1:6
M.Ed. Science (Full time)	1:1.2
M.Ed. Science (Part time)	-

13. A) Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	09	02	08	02
Temporary	Open		Reserved	
	M	F	M	F
	-	-	-	-

B) Technical Assistants

Permanent	Open		Reserved	
	M	F	M	F
	-	-	-	-
Temporary	Open		Reserved	
	M	F	M	F
	-	-	-	-

14. Ration of Teaching- non- teaching staff

1:3

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

36.66 %

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library

On working days

7hrs.

On holidays

X

During examination

7hrs.

18. Does the library have an open access facility

Yes		No	√
-----	--	----	---

19. Total collection of the following in the library

a. Books

11309

• Textbooks

Nil

• Reference books

470

b. Magazines

02

c. Journals subscribed

• Indian journals

70

• Foreign journals

d. Peer reviewed journals

e. Back volumes of journals

f. E- information resources

• Online journals / e-journals/e-books

46

• CDs/ DVDs	10
• Databases	
• Video cassettes	
• Audio cassettes	

20. Mention the
Total carpet area of the Library (in sq. mts.) 200 m² or 600 Sq. ft
- Seating capacity of the Reading room 35

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?

B.Ed Science

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

M.Ed Science

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

24. Furnish information on the following
Average number of books issued / returned per day

02 per students

Maximum number of days books are permitted to be retained

By students

15 days

By faculty

1 month

Maximum number of books permitted for issue

For students

02

For faculty

06

Average number of users who visited / consulted per month

-

Ratio of library books (excluding textbooks and book bank facility)

94 : 1

To the number of students enrolled

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

0.1229 %

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

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books						
Other books	77	17924/-	210	123823/-	59	9984/-
Journals/Periodicals						
Any other specify & indicate						

Criterion V : Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
	2012-13	2013-14	2014-15
D.Ed.			
B.Ed. Science	-	01	02
M.Ed. Science (Full time)	-	-	-
M.Ed. Science (Part time)	-	-	-

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

Yes		No	√
-----	--	----	---

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

3. Does the institution offer Remedial instruction?

Yes	X	No	√
-----	---	----	---

4. Does the institution offer Bridge courses?

Yes	X	No	√
-----	---	----	---

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

	UG - B.Ed (Science)			PG - M.Ed (Science)			M.Phil		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14			
Pass percentage	100%	95%	100%	100%	100%	95%			
Number of first classes	64	64	82	15	10	15			
Number of distinctions	01	01	-	-	-	-			
Exemplary performances (Gold Medal and university ranks)	01	01	-	-	-	-			
Any other (specify and indicate)	-	-	-	-	-	-	-	-	-

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

	I	II	III
NET			
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	II	III
	2011-12	2012-13	2013-14
Merit Scholarship			
Merit-cum-means Scholarship			
Free concession			
Loan facilities			
Any other specify and indicate			

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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√
-----	--	----	---

Non teaching staff

Yes		No	√
-----	--	----	---

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

Yes		No	√
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

11. Does the institution provided 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

2013 – 14

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√		√		
Inter-university		√			√	
National		√			√	
Any other(specify and indicate) state level academic competition				04		

(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	-	-

International	-	-
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18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2014-15

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 (%)
	2012-13	2013-14	2014-15
Higher studies	5%		
Employment (Total)	100%	100%	100%
Student are Government teacher			
Teaching	100%	100%	100%
Non teaching			

23. Is there a placement cell in the institution?

Yes		No	√
-----	--	----	---

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

1	2	3

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

- Academic guidance and Counselling
- Personal Counselling
- Career Counselling

Yes	√	No	
Yes	√	No	
Yes		No	√

Criterion VI : Governance and Leadership

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

Yes	√	No	
-----	---	----	--

2. Frequency of meetings of Academic and Administrative Bodies: (last year) 2014-15 Session

Governing Body / management	12 meeting through V.C. with R.S.K., Bhopal
IQAC / or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional progress. (mention only for three most important bodies)	1. Sansthan vikash samiti - 03 meetings 2. Management committee - 01 meeting 3. Financial committee - 01 meeting

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)

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

10

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

National		
2012-13	2013-14	2014-15
	06	04
International		
2012-13	2013-14	2014-15

- c. Number of faculty development programmes organized by the institution.

2012-13	2013-14	2014-15
	02	02

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

	2012-13	2013-14	2014-15
Seminar	01	01	02
Workshop/ symposia on Curricular development			02
Teaching learning			
Assessment			

- e. Research development programmes attended by the faculty.

2012-13	2013-14	2014-15
01	03	01

- f. Invited / endowment lectures at the institution.

2012-13	2013-14	2014-15
-	04	06

Any other area (specify the programme and indicate)

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

- a. Self-appraisal
b. Student assessment of faculty performance

Yes	√	No	
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)

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?

6-8 hours per week

8. Provide the income received under various heads of the account by the institution for previous academic session – **2014 - 15**

Grant-in-aid	19522537/--
Fees	2,66200/-
Donation	NA
Self –funded course	NA
Any other (specify and indicate)	UGC-7,00000/-

9. Expenditure statement (for last two years)

	Year 1	Year 2
	2013-14	2014-15
Total sanctioned Budget	22574552/-	19522537/-
% spent on the salary of faculty	37.71 %	36.68 %
% spent on the salary of non-teaching employees	21%	28.72%
% spent on books and Journals	0.54%	0.051%
% spent to developmental activities (expansion of building)	Nil	Nil
% spent on telephone, electricity and water	0.41%	0.486%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.32	Nil
% spent on maintenance of equipment, teaching aids, contingency etc.	-	1.31
% spent on research and scholarship (seminars, conference, faculty development programs, faculty exchange, etc.)	0.13	13.45
% spent on travel	0.20%	0.31%
Any other (specify and indicate) (theatre, Studio, Riso, Photocopy)	5.31	2.35
Total expenditure incurred	66.62	83.35

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

Year	Surplus in Rs.	Deficit in Rs.
2012-13	Nil	Nil
2013-14	Nil	Nil
2014-15	Nil	Nil

11. Is there an internal financial audit mechanism?

Yes	√	No	
-----	---	----	--

12. Is there an external financial audit mechanism

Yes	√	No	
-----	---	----	--

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

Administration

Yes	√	No	
-----	---	----	--

Finance

Yes	√	No	
-----	---	----	--

Student Records

Yes	√	No	
-----	---	----	--

Career 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?

Yes	√	No	
-----	---	----	--

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?

2014-15

Category		Man		%		Women		%	
		B.Ed.	M.Ed	B.Ed.	M.Ed	B.Ed.	M.Ed	B.Ed.	M.Ed
a.	SC	14	-	21.8	-	02	01	3.1	5%
b.	ST	01	-	1.56	-	03	-	4.6	-
c.	OBC	12	04	18.7	20	11	05	17.1	25
d.	Physically challenged	-	-	-	-	-	-	-	-
e.	General Category	17	01	26.5	5	04	09	6.2	45
f.	Rural	44	04	68.7	20	19	14	29.6	70
g.	Urban	-	01	-	5	01	01	1.56	5%
h.	Any other (specify)	-	-	-	-	-	-	-	-

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

	Category	Teaching Staff	%	Non- Teaching Staff	%
a.	SC	-		02	4.6
b.	ST	-		03	6.9
c.	OBC	-		05	11.6
d.	Women	07	43.75%	04	9.3
e.	Physically challenged	-		01	2.3
f.	General Category	10	62.5%	11	25.5
g.	Any other (specify)	-	-	-	-

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

Category		At Admission				On completion of the course			
		Batch I		Batch II		Batch I		Batch II	
		2012-13		2013-14		2012-13		2013-14	
		B.Ed.	M.Ed	B.Ed.	M.Ed	B.Ed.	M.Ed	B.Ed.	M.Ed
a.	SC	18	02	20	01	18	02	20	01
b.	ST	09		10		09		10	
c.	OBC	35	04	47	09	35	04	46	09
d.	Physically challenged								
e.	General Category	27	11	23	09	27	11	23	09
f.	Rural	99	07	100	17	99	07	99	17
g.	Urban	-	10	-	02	-	10	-	02
h.	Any other (specify)	-	-	-	-	-	-	-	-

PART-II : EVALUATIVE REPORT

(Section B)

1. Executive Summary

State Institute of Science Education is established in 1968 with a motto of “Universalization of Science Education in M.P. It is the only college in M.P., running courses like B.Ed. (Science) and M.Ed. (Science). This institute, in the year February, 2013 is upgraded to CTE (College of Teacher Education) by Joint Review Mission (JRM). It is the only institution in M.P. who is making tremendous efforts in upgrading the standard of science teaching through various programmes like organizing state level science fair in M.P.; National Science Drama, inspired exhibition by Department of Science & Technology, Govt. of India etc. It is the only institution that publish its journal tie-up with Jabalipuram Research Journal

Our institution provides various opportunities for the growth of students and teachers. It conduct science Olympiad for Senior and Junior Level and International Mathematics Olympiad (HomiBhabha Center for Science Education, Mumbai), which provide a wide base for the student application of knowledge gained in their schools. Students are motivated by providing scholarship. The faculty of this institution plays a major role in coordinating these exams at regional level. They are working for the mission of “Clearing the perception about science through various projects, M.P.C.S.T., Innovating prizes for Teacher, Western Science Fair, Senior Science Olympiad, Junior Science Olympiad, National Science Seminar etc.

“Why in spite to so many efforts of government, the scientific attitude has not been developed at all level of teachers?” To search the reason behind it, is the main objective of this institution.

Our institution is working hard to connect the mentality of student teacher of B.Ed. (Science) and M.Ed. (Science), not only with the concept about science subject but also with the practical implication of it in their life, and clarifying the concept of behavior with respect to their work areas.

The mission of our institution is to find the source of system, from which the feeling of negligence and destructive mentality of human towards their work, is nourishing and find the solution for its eradication.

Establish work culture with the routs’ of love, fearlessness, cooperation, patience, innovation, creativity, cordial environment and generously, plays an important role in the efforts of bringing innovation in the work culture of teachers.

Discovery of inter-relation between colour, sound, rhythm, and word and utilizing the same in establishing work culture is a motive of our institution. It is our strong belief that in

the development of positive values, the contribution of music, colour and words is very important and our institution is making efforts in the same field.

Being in touch with the continuously developing and changing teaching method and the needs of institution, we decide how and in what way it can be innovatively implemented and make efforts for it.

For example, Innovation in EPABX system, IVR system and OMR as institutional needs, will be available in near future – Audience Response System and Click Share Technology etc.

Linking scientific thought progress in such a way as its broad outlook and importance does not only effect students but also the teachers, so that there is positive impact seen in their teaching and thought reflection

शासन के अनेक प्रयत्नों के बावजूद मध्यप्रदेश के सभी स्तरों के शिक्षकों में वैज्ञानिक अभिवृत्ति (Scientific Attitude) विकसित क्यों नहीं हो पाई? इसके कारणों को खोजना (Search) इस संस्थान के प्रमुख उद्देश्यों में से एक है।

बी.एड. (विज्ञान) एवं एम.एड. (विज्ञान) में प्रशिक्षण हेतु आने वाले शिक्षकों को स्पष्ट विषय-अवधारणा वाली मनोवृत्ति से जोड़ना अवधारणा का स्पष्टीकरण न केवल विज्ञान के विषयों में हो वरन् जीवन के व्यवहारिक एवं उनके कार्य क्षेत्रों में व्यवहार से संबंधित अवधारणाओं का भी स्पष्टीकरण हो।

कार्य के प्रति मनुष्य में अन्तर्निहित उदासीनता, विध्वंसक मनोवृत्ति (Destructive Mentality) को व्यवस्था द्वारा कहां से और कितना पोषण मिल रहा है, इसे खोजकर तदानुसार इसे दूर करने हेतु उपायों की खोज करना।

संस्थान में कार्य संस्कृति की स्थापना करना जिसके मूल में प्रेम, निर्भीकता, सहयोग, सहिष्णुता, नवाचार, सर्जनात्मकता, ईर्ष्यारहित वातावरण एवं उदारता होंगे। *Thoughts For Teachers* और *Prayer* में किये जा रहे नवाचार कार्य संस्कृति की स्थापना हेतु किये जाने वाले प्रयासों में से है।

रंग, ध्वनि, लय, शब्द के बीच अंतर्संबंधों की खोज तथा इस खोज का उपयोग कार्य संस्कृति की स्थापना में करना। हमारा दृढ़विश्वास है कि सकारात्मक मूल्यों की स्थापना में संगीत, रंग एवं शब्दों का अत्यंत महत्वपूर्ण योगदान होता है अतः लगातार इसकी खोज में प्रयासरत रहना।

लगातार विकसित एवं परिवर्धित होती जा रही शिक्षण विधियों के संपर्क में रह कर संस्थान की आवश्यकताओं के अनुसार यह तय करना कि उन्हें कैसे और किन Innovative तरीकों से व्यवहार में लाया जा सकता है। उदाहरणार्थ संस्थान की अपनी जरूरत के हिसाब से EPABX System में Innovation, संस्थान की अपनी जरूरत के अनुसार IVR System, OMR, तथा निकट भविष्य में उपलब्ध होने जा रहे Audience Response System तथा Click Share Technology इत्यादि।

वैज्ञानिक विचार प्रगति को इस तरह कड़ीबद्ध (linked) करना जिससे विज्ञान के विराट स्वरूप एवं महत्व से न केवल विद्यार्थी वरन शिक्षक भी परिचित हों इससे उनके अध्यापन और विचार-चिंतन में भी धनात्मक असर आएगा।

2. **CRITERION – WISE ANALYSIS**

CRITERION-I : CURRICULAR ASPECT

1.1 **Curricular Design and Development**

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

Answer:

- To develop a centre of excellence in competency building through continuous training and research.
- To develop a centre of excellence in advance education Technology.
- To develop self esteem and self confidence among the trainees of rural areas.
- To provide quality education.
- To develop scientific attitude among the students.
- To inculcate sincerity and dedication amongst student and faculty.
- To prepare facilitator in the field of education.
- To inculcate moral values among the student teachers and faculty through NCF 2005.
- To popularise scientific attitude among students and teachers in National and International platform.
- To encourage innovative teaching practices among the teachers to innovative science teacher award competition.

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

Answer:

- As curriculum assigned by the Rani Durgawati University Jabalpur is mandatory so there is no provision for teachers to develop and assess the curriculum with the help of experts. We have to follow the curriculum given by the University. However, the college puts forward the suggestions for making improvements in curriculum as and when it is desired by the University.

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

Answer:

- As the curriculum and syllabus is framed by the University, the Board of studies and other academic experts take into consideration the global trends in teacher education and modifying the curriculum and to prove them in National level.

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

Answer

- Teacher education apply innovative methods of classroom transaction in **ICT Centre** and Theatres in which we have 3D + 2D Educational software, 7.1 Digital Doubly sound, visualize, writing pad, studio (for audio –video recording, audio mixing, video mixing and audio-video mixing, audio-video editing which helps to prepare audio, video lessons to clear the concept of different teaching subjects. Studio is also use for making short films in scientific event, human values etc), silver screen, Interacting Board.
- Moral science class and yoga classes successfully carried out.
- Communication skill is practiced development.
- Identification of environment problems in our campus and human element responsible for them.
- Review of all activities including instruction during a session pertaining to environment education.
- Various research work was carried out on disaster management and environmental issues like global warming.

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

Answer:

- No, the institution does not make use of ICT for curriculum planning but incorporates new technologies into its programme and encourages students and faculty to use and adopt technology in teaching learning.

1.2 Academic Flexibility

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

Answer:

- Staff members are role model for the students through their demonstration classes. They train the students in a systematic way, so that students become a mirror image of their subject teachers.
- 2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing various learning experiences to the students both in the campus and in the field ?**

Answer:

- Both in the campus and in the field, the institute provide adequate flexibility and scope in the operational curriculum for providing various learning experiences through learning by doing and best practices with through practice teaching in schools. Field experiences helps students to enhance their theoretical content, professional and pedagogical knowledge, skills and scientific attitudes in diverse school situations.
- 3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, life skills, community orientation, Social responsibility etc.**

Answer:

- The awareness about life skills, communication skill, yoga and social responsibility etc are delivered to the students by means of guest lectures from eminent people from Agricultural University Medical University, artists and poets etc.

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

- I. Interdisciplinary/Multidisciplinary
- II. Multi-skill development
- III. Inclusive education
- IV. Practice teaching
- V. School experience/ internship
- VI. Work experience/ SUPW
- VII. Any other (specify and give details)

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

Answer:

Multidisciplinary – B.Ed (Science) course is offered in four categories based on subjects namely – Physics, Mathematics, Chemistry and Biology. With two units of contents and three units of methodology and lab practices.

- Multiskill development through workshop and ICT classes.
- School experience through Practice teaching – 20 + 20.
- Computer Certification course by Microsoft.
- M.Ed (Science) course is offered with special paper of Science Education.

1.3 Feedback on Curriculum

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

Answer:

- Generally feedbacks are received from students on content cum methodology. Instructional materials are prepared by the faculty and distributed to students. There is a provision for student to express their suggestions in “Suggestion Box” kept in the college. A Visitors’ Book is kept in the office to obtain feedback.

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.**

Answer:

- Yes, with the help of feedback outcomes are analyzed and discussed in the staff meeting with Director. Director always motivate faculty and students to incorporate harmonically work culture in the field of innovation and inculcation of values.

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

Answer:

- Suggestions are made at the Director’s meeting and regular feedback, received from staffs and students are forwarded to the RDVV, Jabalpur.

1.4 Curriculum Upsate

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).

Answer:

- No change in curriculum of B.Ed (Science) and M.Ed (Science) in the past five years. For quality improvement revised curriculum was forwarded to RDVV Jabalpur.
- 2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)**

Answer:

- Feedbacks are obtained from students.

1.5 Best Practices in curricular Aspects

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

Answer:

- The faculty members are sent to various renowned institutes like Indian statistical Institute Kolkatta, Indian Institute of Management Lucknow NITTTR Bhopal, RIE Bhopal, TESS – India, Open University, UK and Azim Premji Foundation, Bangalore to sustain and enhance the quality. National Seminar is conducted both for faculty, trainees and research scholars of India.

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

Answer:

- We have 3D Educational software, active learning classes, smart class, teaching through YouTube series, Online educational videos, materials of TESS – India and materials of Azim Premji Foundation, Bangalore.

Teacher educators participated in National Seminar and presented their paper. Research Journal and Souvenir is also published by our Institute.

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

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?**

Answer:

- Not Applicable this is first time institute applying for NAAC.
2. **What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

Answer:

- NA

Criterion - II: Teaching – Learning and Evaluation**2.1 Admission Process and Student Profile**

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

Answer:

- The Institute is affiliated to Rani Durgawati University, Jabalpur. All admission related matters are totally under the sole discretion of University and names given by R.S.K., Bhopal. The college offers two educational programmes on regular basis
 - One year P.G. course Master of Education (Science)
 - One year UG course Bachelor of Education (Science)
 - **The criteria for admission in B.Ed. (Science)/M.Ed (Science) are as follows:-**
 - List of students for B.Ed (Science) programme is prescribed by the DEO'S of each district of M.P. state as this is the only State Level Institute providing B.Ed (Science) and M.Ed (Science) degree.
 - For M.Ed. (Science) admission are as per RSK circular.
 - Eligibility criteria is percentage of qualifying exam B.Ed with the gap of two years.
 - Candidates must have P.G. Degree in Science or Mathematics.
2. **How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution ?**

Answer:

- All programmes are advertised through RSK Circular in education portal as well as in news papers and uploaded in institutional website www.sisejbp.org
- From last year we have started IVRS system, bulk messages for all the information given by the institute.

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

Answer:

- M.Ed (Science) and B.Ed (Science) course is fully sponsored by the government.
- There is an admission committee which monitors the process of admission to ensure the admission are done as per the norms.

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

Answer:

- The admission strategies are adopted as per the norms of R.S.K Bhopal.
- Our college celebrates Independence Day, Teachers Day, Children's Day, Ganesh Chaturthi, Republic Day, Saraswati Pujan, Vishwakarma Pujan and Sarva Dharma Prathna.

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

Answer:

- Institution arranges Orientation Programme for students before the commencement of teaching programmes.
- In this programmes, well planed structure of annual programme, profile of faculty members are expressed.
- Value based prayer meetings with diverse programme like, thought for teacher, thought on development of moral values, history of the day, history of patriotic songs, history of eminent scientist, history scientific events etc.
- In the gape of each period prayer of various religion is conducted in place of bell encouraging the students for meditation.
- Details of syllabus of B.Ed (Science) & M.Ed (Science)
- Academic Calendar
- Details of Projects related to Science popularization.

2.2 Catering to Diverse Needs

1. **Describe how the institute works towards creating an over all environment conducive to learning and development of the students ?**

Answer:

- Our institute gives healthy learning environment to student teachers and teacher educators.
- Following activities are organized regularly in the institute for the overall development of student –
 - Writing skill session for good performance in examination is organised in theatre.
 - Modules are given for self study with suspect to care papers and hands outs are designed for higher achievers.
 - Full equipped Science, Computer, Psychology lab are provide.

- Seminar, Quiz, extempore speech, diary writing competition, teaching aid making competition.
- Digital class – The Institute emphasises in Active Learning by the following methods – regular programme of microteaching, practicum, case study, field trips work experience, use of Psychological tests, use of innovative methods.
- The library is having text books, reference books, magazines, e-books, CDs, DVDs, periodicals.
- Self Learning activities are preferred through 3-D Educational software, TESS-India OER's and videos, peer work, seminars.
- Group and Individual projects are assigned to students in their respective optional subjects.
- Group discussions are conducted.
- Peer-teaching is encouraged.
- The student undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the Director and the teacher Educator of the college.

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

Answer:

Our college ensures that the teacher education is knowledgeable and sensible to cater the diverse needs of students by following behaviour –

- Teacher educators always emphasis learning by doing
- Lesson planning is based on Bloom Taxonomy.
- Collaborative teaching is preferred.
- Encourage the learners to participate in the popularisation of science through various project of MPCST, Bhopal, National Seminar, Western Zone Science Fair, Innovative science Teacher Award, Junior and Senior State Level Science Olympiad, Mathematics Olympiad. Teaching aid workshop is organized for the students.
- Internet is provided for each student for updating of their knowledge.

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

Answer:

- Our curriculum ensures various models of teaching and latest instructional techniques , to build students understanding and utilising it further by practically incorporating them in their teaching practices for B.Ed. (Science) students. Dissertation is provided to M.Ed (science) students.

- Optional paper are provided for students on Exceptional Child, Guidance and Counselling, Career Counselling, Mental Measurement and Elementary Education.

4. How dose the institute ensure that the teacher educations are knowledgeable and sensitive to cater to diverse student needs ?

Answer:

- The institution ensures the knowledge and subject competency of the Teacher educator by providing them capacity building programme by NITTTR Bhopal. Research workshop in ISI Kolkatta Leadership quality development in IIM Lucknow, best practice teaching by TESS-India, UK and Azim Premji Foundation Bangalore.

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

Answer:

- The Teaching – learning process is strengthened by lesson planning teaching through 3-D Educational software, Interactive Board, smart classes, paper presentation, quiz, demonstration classes, intensive lab work, teaching and preparation from material of TESS-India OER, and project work. The use of audio-visual equipments and latest technological equipments substantially contribute towards this process.
- Motivational movies, small clipping on child psychology based on development of attitude, personality are also the part of best practices.
- Thoughts of WattsApp collections and YouTube series are also provided.

2.3 Teaching- Learning Process

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

Answer:

The Institute emphasises in Active Learning by the following methods –

- Regular programme of microteaching, practicum, case study, field trips work experience, use of Psychological tests, innovative methods.
- The Library is having text books, reference books, Magazines, e-books, CDs, DVDs, Periodicals.
- Self Learning activities are preferred through 3-D Educational software, TESS-India OER and videos, peer work, seminars.

- Group and Individual projects are assigned to students in their respective optional subjects.
- Group discussions are conducted
- Peer-teaching is encouraged
- The student undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the Principal and the teacher Educator of the college.
- Innovative project like project on the life and work of Nobel prize winner, Scientific event are encouraged.
- Faculty of the institute sit in common platform to discuss the feed back obtained after each programme.

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?

Answer:

- Many participatory activities are organized in the institute to nurture student centered learning. These include brain storming session, group discussion, case studies, field trips, academic and cultural competitions.
- All the participatory activities are focussed on the need of students, as well as interest of students relevant to the curriculum.
- By encouraging them to present papers in national seminars and state seminars.

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.

Answer:

- In order to make instructional approach effective, various models of teaching are used
- Low cost materials are used.
- 3-D Educational software, computers, blue ray technology DVD player are used.
- Effective learning is ensured by using internal facilities in teaching learning process, power point presentation excel-work.
- Smart class room is also used.
- DTH, You tube channels are also used.
- Studio, Audio- visual, equipments, Visualizer are used.
- Small clipping on concept building is also prepare.

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

Answer:

- The institute has given additional training in the models of teaching are explained theoretically to the students with the relevant content through 3-D educational software and other advanced educational technology.

- 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 per skill.**

Yes, students are asked to prepare the lesson sessions focusing on one or more of the following techniques.

- Skill of explaining.
- Skill of reinforcement .
- Skill of probing questioning.
- Skill of brainstorming.
- Skill of peer study.
- Skill of collaborative teaching.
- Feed back by the video classes of the students to give them suggestion to improve their teaching practices.

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

Answer:

- Guidance is given to the trainees on the preparation of lesson plan, blue prints and question papers.
- Conducting remedial teaching.
- Model lesson is demonstrated on the basis of behaviour outcome under Bloom Taxonomy.
- Student teachers are required to do a teaching practice for 40 days (20 + 20).
- They are deputed to school near by to the institute.
- Diagnostic Test and achievement test for student are developed.
- Slow learners are identified and special classes are conducted by the teachers during their class.

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

Answer:

- The student take 40 days of teaching practice classes. First we select the school that are suitable for teaching and approaches to obtain their willingness based on language of teaching.
- During practice teaching the student teachers are observed by the expert supervisor who provides immediate feedback by lesson observation schedule which helps the students teachers to improve their classroom performance significantly and ask any query dealing the teaching .

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.

Answer:

- Yes, the practice teaching sessions/plans developed in partnership with cooperatively involving the school staff and mentor teachers. The teaching schedule is according to the syllabus.

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

Answer:

The students teachers are instructed to follow the given aspects in the practice teaching sessions for managing the diverse learning needs of students in the school .

- To maintain the classes in activity based learning .
- To follow the child centered learning.
- To follow the school rules and regulations.
- To deal with the students Psychology.
- To Motivate the students by asking relevant questions and their needs.
- Counsel and motivate the weak and needy students.
- To prepare audio-visual aids like charts, models, slides and power point presentations.
- Student teachers also get feed back from peer group about their diverse learning needs.

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

Answer:

- Students get familiar with 3-D soft ware, smart phone, computer, visualise, OHPs.

- Student teacher prepares power point presentations, low cost teaching aids for their teaching subjects. At the same time effective black board usage is also judiciously practiced.
- Power point presentations with latest version is included.

2.4 Teacher Quality

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

Answer:

- Yes, 40 days practice teaching classes are cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons.

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

Answer:

- The ratio of the student teacher and school for the practice teaching is 10:1 (ten teacher student per school). We see that it is in close affinity of students reach .

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

Answer:

- The teacher educator as well as the peer group provides feedback to the student teachers.
- Verbal suggestions are given then and there after the class hours.
- Observation is shared with the students and they are made aware of the correction to be made for further improvement.
- The teacher educators emphasis the necessity of incorporating useful corrections with a very optimistic attitude.

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

Answer:

- The institute is completely wi-fi.
- The school authority inform the updates to student teachers through institutes website, face book, and **bulk sms and bulk voice messages** and through IVRS system.

- Faculty members keep in touch with website and other things like policy decision and modification would be updated through e-mail and centrally computerise announcement system.

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

Answer:

The student and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways –

- Availing Library and internet facility.
- Book review for the school subjects.
- 3D Educational soft ware.
- You tube classes.
- Teaching learning materials of TESS India and Azim Premji foundation.
- Project on recent development in science.

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, etc.)

Answer:

- The college encourages the teacher educators to attend seminars, conferences workshops. They are also encouraged to organize seminars, symposium, science fair, science quiz. Some projects are sponsored by MPCST, Bhopal. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.
- Thought for the teachers is given by Director to each faculty.
- Motivational movies, yoga meditation are also initiated.
- Special session on NCF 2005 is also conducted by the Directed to develop human values and national integrity on the basis of child centered pedagogy.

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

Answer:

Yes, the institution has transparent policies on faculty incentives –

- Faculty performance Appraisal based on students feedback and students Performance in University Examinations .
- Each project of MPCST awards all the staffs with performance incentive.

2.5 Evolution Process and Reforms

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

Answer:

- The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the student by removing their fear, hesitation e.g. by asking their suggestions for uniform selection.
- Low achiever student teachers are motivated to take remedial classes. They are also provided guidance and counselling to improve their performance.
- From the beginning of the session fearless atmosphere is made.
- Socio-metric activity, counselling are carried out.
- Suggestions and complain are collected by the student welfare counsel.

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

Answer:

Theory Examination for B.Ed (Science)

- Student teachers are evaluated on four core subjects, two elective and one optional subject.
- Students continuous internal evaluation carry 10 marks and external University examination carry 100 marks for all seven subjects.
- Our institute conducts five internal test and one model pre – University examination in each subject during the programme in addition one assignment has to be submitted by the student during the programme in each subjects.
- Internal assessment was done for computer, workshop and educational technology lab.

For M.Ed. (Science)

- Five core subject and one optional subject each having 100 marks.
- Dissertation work was done with the selection of Title in a meeting organized by the Director and staff of the Institute.
- Title for the Dissertation is given by the Rajya Siksha Kendra, Bhopal (M.P.) and discussed with the Director and faculty for over all analysis.
- For qualifying student teacher have to score minimum of 40 % in both theory and practical examination for the successful.

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

Answer:

- The evaluation is done in a continuous manner through internal assessment and test exam.
 - Answer script are shown to the student after evaluation.
 - Best written answer script is shown in the theatre with the help of visualizer so that every student can improve their writing skill.
 - Audience Response System and click share technology has been applied.
- 4 How is ICT used in assessment and evaluation processes ?**
- Internal assessment marks, result of Test Examination and Pre – University examination result, grading etc. are entered and calculated by using computers.
 - From this year we are planning to conduct the test exam in OMR sheet pattern.
 - 30 user Microsoft base N-computing, think line computer lab with 21 Mbps speed of internet.

2.6 Best Practices in Teaching – Learning and Evaluation on Process

1. Detail on any significant innovations in teaching/evaluation introduced by the institutions ?
 - B.Ed (Science) student are taught with the help of 3-D Educational software.
 - Each content is discussed with the subject faculty and student teacher.
 - For Psychology subject with the help of You – tube different theories are explained This innovation helped the student teacher in great extent.
 - For NCF 2005 and NCFTE 2009 Lecture of eminent educationist from you-tube collections of Azim Premji foundation.
 - For Best practices in teaching – learning students teachers are motivated by The material uploaded in TESS-India.edu.com.
 - You-tube resources and key resources from www.TESS.India.edu.com had been shown to student teachers in theatre and positive feed back received from them.
 - Organized workshop on research paper development.
 - Students are assigned low cost teaching aid projects as well as digital teaching aid projects. They are encouraged to take part in group discussions.
 - Student teachers also encouraged to make their lesson plan in PowerPoint.
 - Self evaluation, class evaluation and teacher evaluation are followed.
 - Student teachers are encouraged to take part in various academic competitions.

- Materials from the surroundings charts, models, flannel boards, smart phones are used to help teaching.
- Souvenir and Research journal is published.
- Role play and dramatization skills are used in teaching.
- Feedback obtained from students.
- The faculty and students use ICT for developing teaching-learning strategies.
- Remedial classes for low achievers were taken by the subject faculty with their regular classes.
- Human lab is under construction.
- Thought for the teacher from the Director is given to each faculty.
- Transparent work culture is provided.
- Autonomy of work is given fully to all in-charge of different projects.
- Freedom of expression is given to students and all staff of the institute.

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

Answer:

- Class room teaching with 3-D educational software is used.
- Classroom teaching with interactive Board is used.
- Internet is used for best preparation of lesson.
- Power point presentations and interactive smart class is encourage in classroom teaching.
- Computer literacy training programmes are organized by MICROSOFT for faculty and student teacher.
- Our faculty members are encouraged to attend different workshops organized by NITTTR Bhopal, Indian Statistical Institute, Kolkatta, Azim Premji Foundation, Bangalore and TESS– India for capacity building.

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Answer : The institute has research committee to encourage and support the teaching staff to take research projects. Director and the faculty from research cell are the member of this committee. The research committee is responsible for the timely completion of dissertation and other research project and research paper.

Research committee – Present composition :

1. Dr. Rajesh Pande- Incharge
2. Mr. A.K. Tiwari
3. Dr. (Smt.) Susamma Johnson
4. Smt. Sandhya Jain
5. Dr. (Smt.) Sadhna Awasthi
6. Dr. (Smt.) Jyoti Karlekar

The major function of the research committee are as follow-

- Provided information and research guidance to teaching staff and M.Ed (science) students.
- Encouraging interdisciplinary research
- Motivating the faculty to publish articles and research paper also to present their research paper in National and State seminar and college journal, tied up by Jabalipuram research publication, Jabalpur, under the ISBN no. 978-81-924277-5-1

The committee has recommended research topic to M.Ed (science) student. There is a compulsory paper of research work (Dissertation) in M.Ed(science) courses. Faculty member has to guide 20 M.Ed(science) students for their dissertation work. While creating the synopsis a collaborative discussion take place with all the faculty members. Topics includes current issues : Psychological, Social, Environmental and Physical issues.

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

Answer: The institution gives importance to issues mostly based on the school centric problems. The main areas of research prioritized by the institution are-

- Computer aided instruction/ use of ICT in education.
- Study habits and educational achievements
- School monitoring and quality education
- Skill competences and quality of educational achievements.
- BALA (Building as learning aids)

- Career awareness of school level students.
- Classroom climate
- Use of education portal
- Measurement and evaluation
- SSA
- Vedic maths
- Educational anxiety and educational competition
- Disaster management
- RTE (Right Of Education)
- Child psychology, social, emotional, economic, personal issues, self concept
- Population education
- Educational behavior
- Science and maths kits.
- Implementation of govt. projects in schools
- Scientific attitude, scientific temper
- Remedial study. Methodology
- Innovative teaching in science subjects
- Effect of co curricular-activities
- Interdisciplinary research
- Carrier guidance programmes in school etc.

Note - List of five years dissertation work encloses.

(Annexure 14– 3.1.2)

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

Answer :Yes,

During session 2014-15 there are two Action Research are done by faculty members.

Action research :

(i) Topic : “To develop understanding in the concept of chemistry through 3D teaching technology with reference to the student trainees of B.Ed. (Science)” by Dr. (Smt.) S. Johnson.

Outcomes : Effect of use of 3D software in understanding the concept of chemistry is positive.

Impact:- Students started to use their smartphones for searching the concept of chemistry from internet and implication in their classroom practices

(ii) Topic : “Strategies (Development of module) to overcome examination fear of the students” by Smt. Sandhya Jain.

Outcomes : Due to reduction of examination fear among the students, their academic achievement will increase which is a positive approach to the develop Life Skill Values in them.

Impact : Examination fear has been reduced among the students has a result of Action Research.

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

Answer :

***Attended by faculty**

**Seminar, Workshop, Conferences, Training
Smt. Akshay Tiwari**

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Computer Literacy Workshop cum Training	Technology in Teacher Education (MIS)	College Level Workshop	10-14 Mar 2014	SISE & CTE Jabalpur
2.	Computer Literacy Workshop cum Training	Teaching with Technology	College Level Workshop	17-23 Mar 2015	SISE & CTE Jabalpur (M.P.)
3.	Seminar	Teaching for construction for knowledge	National Level Workshop	25-26 Mar 2015	SISE & CTE Jabalpur (M.P.)
4.	Workshop (Instructional)	Module Writing (Science&Maths) for 6 to 8 th Class	State Level Workshop	26 Dec 2014	SISE & CTE Jabalpur (M.P.)
5.	Workshop	Module Writing (Science & Maths) for 6 to 8 th Class	State Level Workshop	11-12 Feb 2015	SISE & CTE Jabalpur (M.P.)
6.	workshop	Paper Setting & Moderation for Junior and Senior Science Olympiad	State Level Workshop	-	SISE & CTE Jabalpur (M.P.)

DR. (SMT.) S. JOHNSON

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Workshop	Secondary Science OER workshop	National Workshop	6-8 Mar 2014	TESS- India Open University
2.	Workshop	Elementary Science OER Workshop	National Workshop	3-5 June 2014	TESS- India Open University UK
3.	Management Development Programme	Leadership skill for Educational Administrators	Leadership Management Workshop	12-16 May 2014	IIM, Lucknow
4.	SRG Workshop	Capacity building of OER of TESS-India	Capacity building of OER (State)	22 Sept 2014	R.S.K. Bhopal
5.	Workshop	Familiarisation / Localization Workshop	National Workshop Localization of OER	22-23 Jan 2014	TESS– India Open University UK
6.	Workshop	Quality Education in MP through TESS India OER	State Workshop on Quality Education	2-3 Feb 2015	TESS– India Open University UK
7.	Workshop	Quality Assurance on Localized OER	State Workshop on Quality Assurance on OER	15-17 Apr 2015	TESS– India Open University UK
8.	Seminar	Construction of Knowledge	National Seminar	25-26 Mar 2015	SISE & CTE, Jabalpur (M.P.)
9.	Computer literacy workshop cum training	Technology in teacher education (MIS)	College level workshop	10-14 march 2014	SISE & CTE Jabalpur
	Computer literacy workshop cum training	Teaching with technology	College level workshop	17-23 march 2015	SISE & CTE Jabalpur

SMT. SANDHYA JAIN

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Orientation of KRPs of Diets	Examination Reforms	National Level Workshop	6-10 Dec 2010	Regional Institute of Education Bhopal
2.	Capacity Building	Education for Sustainable Development	State Level Workshop	1-2 Dec 2011	WWF & United Nations Educational Scientific and Cultural Organization
3.	Review Workshop (Capacity Building)	Education for Sustainable Development	State Level Workshop	13-16 Mar 2012	WWF & United Nations Educational Scientific and Cultural Organization
4.	Workshop (Module Writing For SSS-2 Science	Module Writing (Science) for SSS-2 (New Appointee)	State Level Workshop	13-16 Mar 2012	R.S.K. Bhopal (M.P.)
5.	Workshop (Module Writing For SSS-2 Science	Module Writing (Science) for SSS-2 (New Appointee)	State Level Workshop	27-31 Mar 2012	R.S.K. Bhopal (M.P.)
6.	Workshop (Module Writing For SSS-2 Science	Module Writing (Science) for SSS-2 (New Appointee)	State Level Workshop	9-13 Mar 2012	R.S.K. Bhopal (M.P.)
7.	Computer Literacy Workshop cum Training	Technology in Teacher Education (MIS)	College Level Workshop	10-14 Mar 2014	SISE & CTE Jabalpur
8.	AICTE Recognised short term	Communication and Presentation Skills	National Level Workshop	28 Apr-2 May 2014	National Institute of Technical Teachers

	course				Training & Research Bhopal
9.	Workshop for Resource Person Seminar	Catch them young for Bamboo – The Green Gold	State Level Workshop	16 Dec 2014	General Forest Mandal Jabalpur &Intek Jabalpur Chapter, PrakritiDepet.
10.	Seminar	RTE-2009	State Level Workshop	19-20 Mar 2015	IASE Jabalpur
11.	Computer Literacy Workshop cum Training	Teaching with Technology	College Level Workshop	17-23 Mar 2015	SISE & CTE Jabalpur (M.P.)
12.	Seminar	Teaching for construction for knowledge	National Level Workshop	25-26 Mar 2015	SISE & CTE Jabalpur (M.P.)
13.	Refresher Workshop with Senior Academic Faculty of M.P.	Refresher Workshop with Senior Faculty of M.P.	National Level Workshop	26 Apr – 3 May 2015	APU Bangalore by R.S.K. Bhopal (M.P.) &AzimPremji Foundation
14.	Workshop (Instructional)	Module Writing (Science&Maths) for 6 to 8 th Class	State Level Workshop	26 Dec 2014	SISE & CTE Jabalpur (M.P.)
15.	Workshop (Module)	Module Writing (Science & Maths) for 6 to 8 th Class	State Level Workshop	11-12 Feb 2015	SISE & CTE Jabalpur (M.P.)
16.	Workshop	Paper Setting & Moderation for Junior and Senior Science Olympiad	State Level Workshop	-	SISE & CTE Jabalpur (M.P.)
17.	Workshop Desk analysis	Class 1,3,6 EVS MP textbook analysis	State level workshop	12-14 sept 2012	IASE Jabalpur
18.	Workshop Desk analysis	Class 1,3,6 EVS MP textbook analysis	State level workshop	19-21 sept 2012	IASE Jabalpur
19.	Workshop Desk analysis	Class 5 th & 8 th EVS chapters MP textbook analysis	State level workshop	1,3,4 march 2014	IASE Jabalpur

MR. P.K. BEHRE

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Capacity Building Programme	Curriculum and Assessment of Students Learning	Workshop	3-7 Jun 2013	National Institute of Technical Teacher's Training and Research Bhopal (M.P.)
2.	Capacity Building of Teacher Education	Education Technology	Workshop	1-5 July 2013	Regional Institute of Education, Bhopal
3.	Revision of B.Ed. Curriculum	Education Technology	Workshop	24-26 Feb 2014	Institute of Advance Studies and Education (IASE) Jabalpur
4.	Computer Training Programme	Technology in Teacher Education	Training cum Workshop	10-14 Mar 2014	SISE & CTE Jabalpur (M.P.)
5.	Computer Training Programme	Teaching with Technology	Workshop	17-23 Mar 2015	SISE & CTE Jabalpur (M.P.)
6.	National Seminar	Communication Skill for Effective Teaching	Seminar	25-26 Mar 2015	SISE & CTE Jabalpur (M.P.)

DR. RAJESH PANDE- NAAC CO-ORDINATOR

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Mid term research	Education	Workshop	26 February 2015	R.S.K. Bhopal (M.P.)
2.	Mid term research	Education	Workshop	26 march 2015	R.S.K. Bhopal (M.P.)
3.	Module construction	Mathematics	Workshop	26 December 2014	SISE Bhopal (M.P.)
4.	Module construction	Mathematics	Workshop	11-12 feb 2015	SISE Bhopal (M.P.)
5.	Computer training	Version 8.1	Workshop	17-23 March 2015	SISE, Jabalpur
6.	Research paper	Education	Workshop	In various dates	50 research paper published in various journals
7.	National seminar	Teacher in information technology	Seminar spl. guest	7-8 Feb. 2014	Navyug college, jabalpur
8.	National seminar	Teacher in information technology	Paper present in seminar	7-8 Feb. 2014	Navyug college, jabalpur
9.	State seminar	RTE 2009	Seminar	19-20 March 2015	IASE ,Jabalpur.
10.	International seminar	Teacher self concept	International seminar	2-3 Mar 2014	Vijayshree educational institute , Jabalpur
11.	AWP plan	Technology in teacher education	workshop	10-14 Mar 2014	SISE & CTE Jabalpur (M.P.)
12.	Capacity building program	Programme in research and report	workshop	27-31 March 2015	SCERT & RSK Bhopal
13.	Capacity building program	Training efficiency programme	workshop	24-28 June, 2013	SCERT & RSK Bhopal

14.	Inspire award	Exhibition	Seminar	29 Dec., 2011	RSK and CPI Bhopal
15.	National seminar	Teaching for construction knowledge	Seminar	25-26 March	SISE & CTE Jabalpur

SISE & CTE JABALPUR MP

SMT. PREETI SHRIVASTAVA

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Workshop	Module Construction	State Level Workshop	13-16 Mar 2012	R.S.K. Bhopal (M.P.)
2.	Workshop	Module Construction	State Level Workshop	27-30 Mar 2012	R.S.K. Bhopal (M.P.)
3.	Workshop	Module Construction	State Level Workshop	10-13 Apr 2012	R.S.K. Bhopal (M.P.)
4.	Workshop on Capacity Building of Teacher Educators	Developing teaching learning material for SCERT, CTE, DIET, and DRC Faculty	State Level Workshop	10-14 June 2013	National Institute of Technical Teacher's Training and Research Bhopal (M.P.)
5.	Workshop on Capacity Building of Teacher Educators	Education Psychology	State Level Workshop	15-19 July 2013	Regional Institute of Education Bhopal (M.P.)
6.	Workshop on Capacity Building of Teacher Educators	Developing Multimedia using power point presentation	State Level Workshop	17-21 Feb 2014	National Institute of Technical Teacher's Training & Research Bhopal (M.P.)
7.	Workshop on Computer Literacy	Technology in Teacher Education MIS	College Level Workshop	10-14 Mar 2014	SISE and CTE Jabalpur (M.P.)
8.	Workshop on AICTE recognized short term course	Communication and presentation skill	State Level Workshop	28 Apr-2 May 2014	National Institute of Technical Teacher's Training & Research Bhopal (M.P.)
9.	Workshop for Resource Person	Catch them for bamboo "The green gold"	State Level Workshop	16 Dec 2014	M.P. Bamboo Mission Bhopal and National Bamboo Mission New Delhi.

10.	Workshop by Microsoft	Teaching with Technology	College Level Workshop	17-23 Mar 2015	SISE & CTE Jabalpur (M.P.)
11.	National Seminar (Paper Presentation)	Teaching for construction for knowledge	National Level Seminar	25-26 Mar 2015	SISE & CTE Jabalpur (M.P.)
12.	National Seminar (Paper Presentation)	Relevance of Psychology Practical in present teacher education curriculum	National Level Seminar	4 Apr 2015	Dr. Radhakrishnan College of Education, Jabalpur

DR. (SMT.) S. AWASTHI

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Mid Term Research	Education	Workshop	26 Feb 2011	R.S.K. Bhopal
2.	Module Construction	Chemistry	Workshop	13-16 Mar 2012	R.S.K. Bhopal
3.	Module Construction	Chemistry	Workshop	27-30 Mar 2012	R.S.K. Bhopal
4.	Module Construction	Chemistry	Workshop	10-13 Mar 2012	R.S.K. Bhopal
5.	Educational Data Analysis statistical	Educational data analysis and Statistical	Training	23-27 Sep 2013	Indian Statistical Institute Kolkata (West Bengal)
6.	Package Training Computer Training	Package Training Technology in Teacher Education (MIS)	Training	10-14 Mar 2014	S.I.S.E. &C.T.E. JBP
7.	Computer Training	Version 8.1	Training	17-23 Mar 2015	S.I.S.E. &C.T.E. JBP

DR. (SMT.) SADHNA PANDE

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1	Staff Development Programme	Capacity Building Programme curriculum & Assessment of Students Learning for SCERT & other faculty	Workshop	13-17 May 2013	National Institute of Technical Teachers' Training and Research Bhopal
2.	Partners in Learning – Microsoft	Partners in Learning “Teaching with Technology”	Workshop	17-23 Mar 2015	S.I.S.E. & C.T.E. JBP
3.	Workshop	Teacher in Teacher Education (MIS)	Workshop	10-14 Mar 2014	S.I.S.E. & C.T.E. JBP
4.	Exposure Visit	Visit of Educational Institute of U.P.	Workshop	2010-11 (April-2011)	RajyaShiksha Kendra (RSK) Bhopal

DR. (SMT.) JYOTI KARLEKAR

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Research	Methods, Tools etc.	State level workshop	Feb 2011	R.S.K. Bhopal
2.	Capacity building Programme	Capacity building programme on data analysis for research for SCERT and other faculty	State Level National Workshop	28 Apr 2014 to 2 May 2014	(NITTR) Bhopal
3.	Computer Training	Technology in Teacher Education (MIS)	Workshop cum Training	10-14 Mar 2014	S.I.S.E. & C.T.E. JBP
4.	Module (Instructional) workshop)	Instructions for Module development	State level work shop	26 Dec 2014	S.I.S.E. & C.T.E. JBP
5.	RTE	RTE	Seminar	19-20 March 2015	IASE JBP
6.	Module	Preparation of Module in Maths and Science	State level work shop	11-12 Feb 2015	S.I.S.E. & C.T.E. JBP
7.	Seminar	Teaching for construction of knowledge	National level seminar	25-26 Mar 2015	S.I.S.E. & C.T.E. JBP
8.	Seminar	Relevance of psychology practical in present teacher education	Seminar	4 Apr 2015	Radhakrishnan B.Ed College Jabalpur
8.	Workshop	Technology in teacher education (MIS)	Work cum training	17-23 Mar 2015	S.I.S.E. & C.T.E. JBP
9.	Workshop	Paper setting and moderation of Junior/Senior Science Olympiad	Workshop	-	S.I.S.E. & C.T.E. JBP
10.	Workshop for Resource Person	Catch them young for Bamboo "The Green Gold"	State Level workshop	16 Dec 2014	General Forest Mandal JBP & Intec Jabalpur Prakritivibhag

SMT. R.K. KHURANA

S. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Sexual Harassment at work place	Role of Committee against Sexual Harassment at work place	Workshop	15-16 Dec 2011	RGVP Naronha Academic Administration M.P. Bhopal
2.	Inspire Award – Mela	Inspire Award –Mela	Workshop	29-30 Dec 2011	RSK and CPI Bhopal
3.	Education Research Capacity Building	Education Research Capacity Building	Workshop	17-21 Feb 2014	IASE JBP
4.	Education and Society Curriculum	D.L.Ed Curriculum	Workshop	27-31 Oct 2014	RSK Bhopal
5.	Computer Literacy Programme	Technology in Teacher Education	Training Cum Workshop	10-13 Mar 2014	S.I.S.E. & C.T.E. JBP
6.	Computer Training	Teaching with Technology	Training Cum Workshop	17-23 Mar 2015	S.I.S.E. & C.T.E. JBP

Organized by faculty members**Seminar**

- In 25 and 26 march 2015 faculty conducted national seminar on “Teaching for construction on knowledge”by faculty members of Institute seminar committee-

- | | |
|-----------------------------|-------------------------|
| 1. Shri- Dinesh Awasthy, | Director (Chair Person) |
| 2. Dr. Rajesh Pande, | (Convenor) |
| 3. Smt. Sandhya Jain, | (Co-convenor) |
| 4. Shri A.K. Tiwari | (Member) |
| 5. Dr.(Smt) Jyoti Karlekar | (Member) |
| 6. QuajiShuzat Ahmed | (Member) |

138 candidates were registered for the seminar, out of which 100 paper were selected for presentation.

Workshop

- A workshop was organized for preparation of modules [maths and science for middle school/ highschool] for diet faculty, school teachers and student teachers.

Committee for modules preparation are—

- | | |
|-----------------------------|-------------------------|
| 1. Shri- Dinesh Awasthy, | Director (Chair Person) |
| 2. Smt. Sandhya Jain, | (Incharge) |
| 3. Dr. Rajesh Pande, | (Member) |
| 4. Shri A.K. Tiwari | (Member) |
| 5. Dr.(Smt) Jyoti Karlekar | (Member) |
- Workshop for faculty and M.Ed(science) students to develop research paper (organized by Dr. Rajesh Pande and Shri A.K. Tiwari)
 - Computer literacy programme for faculty and M.Ed (science), B.Ed(science) students (organized by Shri P.K. Behre and Smt. Sandhya Jain)

Training Programme

- Teacher's training in agriculture subject for S.S.S.- 01 Year 2013-14
Incharge - Dr. Rajesh Pande
 - Smt Sandhya Jain
- Teachers training in all subjects for S.S.S.-02 for 20 days- Year 2010
Incharge- Dr.(Smt.) Sadhna Awasthy
- Training in science subject for high school and Higher secondary school teachers. 1853 teachers from all over the M.P. were trained in 13 batches (Year 2009)
Incharge - Shri A.K. Tiwari
 -Dr. Rajesh Pande
 - Shri P.K. Behre
 - Dr. (Mrs.) Jyoti Karlekar

3.2 Research and Publication Output

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

Answer : our institution has developed instructional and other materials. These instructional material include-

- Development of "**Teachers guide book**" (modules) based on NCF 05 through workshop organized by institution to enhance the quality of Teaching Learning Situation.
- New version of power point presentation on various topics at M.Ed(science) level
- Learning material can be accessed by student teachers from the institutional website/YouTube, educational channels, Times India, AP Foundation

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

Answer:

- The institution provides various lectures for developing instructional materials.
- A full fledged computer lab with internet facility is available
- Student teachers are encouraged to make use of internet facility for presenting projects in seminars.
- Teachers educator and students teacher can access internet.
- Photocopying facility is available.
- A fully equipped educational technology lab, theater and workshop room cum method lab are available in the institution to help the student teacher to develop instructional materials.

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

Answer;

- Video slides/ power points presentation, transparencies on various topics have been prepared by faculties which are often used in class room.
- Student teacher are encouraged to use power point presentation during their practice teaching as well as in seminar and workshops.
- 3D cds are used to teach B.Ed (science) student..

The above mention materials are developed using facilities like – studio, visualizer, writing tab, DTH etc.

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

Answer:

Organized by the institution

- Workshop cum training on computer literacy was organized for students teachers at B.Ed(science) M.Ed(science)level
- Workshops cum training on computer literacy was organized for faculty.
- Workshop on preparation of teaching aids, chart, model etc required for practice teaching.
- A workshop on preparation of module (science and maths for M/S and H/S) was organized for diet faculty, school teacher as well as B.Ed(science) students teachers.
- Workshops on preparation of research materials, paper for student teacher at M.Ed(science)level.

Attended by staff

- **Mention in 3.1.4**

Training provided to the staff

By Institution-

- Computer Literacy training programme for faculty
- One day instructional workshop to prepare modules for M/s level.
- Two days workshop to prepare module for M/s level.
- Resource person from other teacher education colleges and retired professor are invited to orient teacher trainees and faculty to develop usefully interactive and attractive materials.

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

Answer :

S. No.	Name of faculty	No. of paper published	Journals name college Research Journal.
1.	ShriAkshayTiwari	4	College research journal
2	Dr. (Smt.) Susamma Jhonson	5	College research journal
3	Smt. Sandhya Jain	6	College research journal
4	ShriP.K.Behre	4	College research journal
5	Dr. Rajesh Pande	50	College research journal , Research link Indore, Research hunt Bhopal, Empowerment and valuation Lucknow
6	Smt. PreetiShrivastav	4	College research journal
6	Dr. (Smt.)SadhnaAwasthy	3	College research journal
7	Dr (Smt.)JyotiKarlekar	7	College research journal
8	Smt. R.K. Khurana	1	College research journal

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

Answer:

- All the faculty members are selected in state level working group by R.S.K. Bhopal.
- Dr. Rajesh Pande, Smt. Sandhya Jain, and Dr. (smt) Jyoti Karlekar awarded a appreciation certificate by the institution for excellent work to organize National Seminar on “Teaching for construction of knowledge”.
- Dr. Rajesh Pande- Honor a state co-ordinator of mathematics Olympiad by HBCSE Bombay (2013), Nominated as a research guide.
- Smt. Sandhya Jain- Honor a state co-ordinator for maths Olympiad by HBSCE Bombay (2013)
- Dr. Smt. Susamna Johnson- Honor a state localization expert for science in MP state given by Tess India U.K. Open University.
- Dr. (smt) Jyoti Karlekar has been awarded a certificate for organizing science fair, other science activities for popularization of science at state and national level, constantly from 2005 to 2013

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

Answer-

- **Major project-** Mid Term Research
2011-12- A study of the effect of Teacher’s knowledge and competency on educational Achievements of middle school students’.

2014-15 – To study of awareness of the student of high school level under various activities of population education.

Dr. Rajesh Pande

Dr. Smt. Sadhna Awasthy

- **Minor projects**

Two action research projects are completed by staff members.

- 2014-2015 - To develop understanding In the concept of chemistry Through 3D teaching technology With references to the student trainees of B.Ed science
Dr. Smt. S. Jhonson
- 2014-2015- Strategies (Development of modules) To overcome examination fear of the student Smt. Sandhya Jain-
- Last five years M.Ed science dissertation work under the guidance of faculty
Annexure 14- 3.2..7

3.3 Consultancy

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

Answer:

- Yes, Faculty Members provide guidance to the students of B.Ed(science) and M.Ed(science).
- Consultancy services are also provided to stakeholders related to their need and requirements.

- 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.**

Answer: Yes; our faculties are competent enough to undertake consultancy. Areas of consultancy of the faculty members are-

- Co-curricular activities
- Teaching learning method
- Environmental awareness
- Guidance and counseling
- Guidance for research

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

Answer- N/A

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

Answer- N/A

3.4 Extension Activities

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

Answer: Extension programmes are undertaken by the institution cover a wide range of activities. These programmes positively contributed to the society for the science popularization at state level as well as enriched the teaching experiences of the students.

- The institute organizes awareness programmes on water conservation, environment cleanliness, Matdata Jagruk Abhiyan, daily plantation by Kadam (NGO) regularly. Illustration and lectures by eminent intellectual such as Begadji, ManoharKajalJi and MalayJi.
- A lecture through power point presentation was organized for the students.

- Institution also provide one day academic inputs to the trainers organized by RMSA approximate 800 teachers were benefited in the current year.

Various outreach programmes of the institution are given below-

- A state science fair was conducted for school students, teachers and the student teachers in any zone of MP to promote the public awareness about science.
- Students are encouraged to create awareness among common people about the importance of education.
- Students from different school (model, korondigram schools etc.) are benefited.

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

Answer:. The institute has benefited from community in the following ways:-

- Regular contact with the community via school.
- The institution invites renowned personalities of different field from the community for different type of activities. Community member are invited on different occasion as celebration of days, Annual Day celebration, all state level science programme etc. During such occasion students interact with society member and get valuable experiences from them. The institution is a teacher education institution it needs schools for practice teaching programmes.
- Institution organized the state level science programmes for school student, programmes like- national science seminar, science fair etc. In these programme expert from diverse field are invited to initiate and orient students as well as students teachers and faculty on various topics like scientific, environmental awareness inclusive education and value education etc.

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

Answer:-Future plan and major activities-

- Our student teachers provide tutorial classes to the student of neighboring schools.
- In AWP(Annual Work Plan) institution proposed workshop for preparation for teaching aids, gyankajhola, science and maths practical kits, exposure visits, seminar, computer literacy programmes etc.
- Workshop for capacity building of teachers.
- 1 mid term , 2 short term and 2 action researches.

New projects- Rastriya swachhta mission- **under process.**

Human lab- **under process.**

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

Answer: Yes, there are so many projects completed by the teachers educators and student related to environmental awareness , scientific awareness (inspire mela, science fair etc) socio economic status,

Our institution also provide infrastructural assistance to the school. Several free community services are conducted to provide benefit to the community member.

- There are so many projects as a research work completed by the M.Ed (science) student under the guidance of faculty member related to community development.

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

Answer : The institution adopts various methods to develop social and citizenship values and skill among its students. They are-

- The morning assembly is conducted every day for the student teachers. Activities being performed in the assembly are:-
 - Prayer
 - Thought of the day
 - Major event in the history occurred on that day is shown etc. which help them to be up to date in day to day happening and issues around the world.
- Celebration of national festivals as republic day independent day etc. Student celebrates festivals like Saraswati pooja, Wishwakarma pooja which help them to cultivate brotherhood.
- Different co- curricular activities.
- Seminars and conferences etc.
- Speech and debates are organized where student presents their opinion on social issues, prevalent issues. (To develop critical analyzing skill , social and citizenship values through Movie club, audio recording, classical music, thoughts from Geeta and Osho etc.)

3.5 Collaborations

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

Answer : Our institution is one of the prominent institute in Madhya Pradesh running under SCERT M.P., Bhopal and is playing an important role in teaching and learning of science and maths for school education in entire Madhya Pradesh.

Institution is working in field of popularization of science. It organizes state level programme like maths Olympiad ; science fair along with B.Ed(science) and M.Ed(science) courses. Institute also organizes various training, seminar and workshop. Institute organizes some other science programmes with the collaboration of Nehru science centre Mumbai ; MPCST Bhopal: HBCSE Bombay and NCERT Delhi Department of Science and Technology, through these programme -

- Mathematics Olympiad
- Science fair
- National science seminar
- Junior/ senior science Olympiad.
- Innovative science teacher awards
- Western India science fair.

Our faculty and student teacher are actively involved in these activities.

Our institution is especially collaborate with AzimPremji foundation Bangalore and Tess India Open University UK for capacity building programme of the faculty.

Benefits-

- It develops creativity among the teacher educators, school teachers and students.
- It motivates students and teacher.
- It helps to extend knowledge in a diverse aspect and develops a better prospect towards teaching learning processes.
- Quality development of teacher education.

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.

Answer;.

- Tess India U.K. open university
- International math Olympiad organized by HBCSE Bombay.

Benefits-

- Quality development of teacher educator
- Help in searching mathematical talent within the country

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

- Curriculum Development
- Teaching
- Training

- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Answer. The linkage with different organization contribute effectively on the above said aspect as

- Our curriculum is designed and developed by SISE JBP, IASE JBP and other cities and approved by RDVV Jabalpur through board of studies.
- Suggestion and guidance of teachers and head of practicing schools provides guidelines to improve the teaching strategies.
- Practice teaching runs smoothly because of the co- operation and supporting nature of the faculty and head of the practicing schools.
- Research guidance is provided to the students by the eminent educationist motivate them to different types of research regarding different aspect of teaching education.
- Consultancy is provided by the community member contribute to the development of the personality of student and make them capable to solve their problems.
- Our institution has intensive bonding with the community member and all over middle high and higher secondary school of MP for teaching science and science activities. They are inter connected and involved in certain aspect. Both institution and community people are benefited. Our students develop emotional, social and moral values whereas community people develop some awareness and interact to keep them in better ways.

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

Answer: There are almost 20 schools for practice teaching with which institution has linkage. For practice teaching schools are made available to the student teachers by the school authorities. The institution also invites school teacher to college for judging various competition like Rangoli Poetic recitation, debate etc, school teachers are also invited to give suggestion to our student teachers regarding classroom management problems.

Collaboration with Nehru science centre Mumbai, HBCSE Bombay, N.C.E.R.T. Delhi, MPCST Bhopal, AzimPremji foundation Bangalore, Tess India Open University UK for the various science activities, and teachers training programmes.

- Collaborating with nine Diet- (Jabalpur, Narshingpur, Chhidwada, Balaghat, Seoni, Mandla, Dindori, Katni and Betul). IASE and CTE through R.S.K. Bhopal

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.

Answer;. Yes, faculty is actively engaged with school staff during practice teaching. Before the practice teaching in schools institution invites the school students with their teachers and faculty delivers demonstration lesson in their respective subject. So that students teachers may understand the different aspect of teaching. They are also advised to evaluate the lesson of pupil teaching during the practice teaching and give feedback to them.

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

Answer: The faculty member visits the school of B.Ed students. Faculty also goes to school campus for interview of school teachers as subject experts. At the time of programmes school students are invited to institute campus. The faculty collaborates with university for discussion of curriculum construction and by giving suggestion as the members of different boards.

Our institution has collaborated with Diets, IASE other CTES and all High/HSS of MP. The teacher educators collaborate with school and other colleges or university when they are

- Invited as judges for various science exhibition, seminars, and other competitions both curricular and co-curricular.
- Hold meetings for programmes
- Academic counselor for diet.
- Internal and external examiner for B.Ed and M.Ed science.
- Invited as paper setter for science and maths Olympiad,
- Invited as an expert for various training programmes conducted by our institution.

3.6 Best Practices in Research, Consultancy and Extension

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

Answer: Institution encourages its faculty member to pursue research endeavors in the field of education. Institution provides opportunity to faculty and students to attend seminars workshops, training programmes on research methodology.

- Faculty members are encouraged to provide consultancy to B.Ed (science) and M.Ed(science) students of the institution.
- The institution supports and promotes extension activities pertaining with community and other stakeholders

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

Answer: National seminar held on 25 and 26 march 2015 on the topic" **Teaching for construction of knowledge**" with seven sub topics are-

- Learning through co- curricular activities
- Role of teacher in motivating student
- Mental imagery
- Questioning- solution and curiosity
- Importance of creativity and innovation of teachers
- Importance of human values in attaining knowledge
- Communication skills for effective teaching.

The seminar provided to teacher an opportunity to share their experience, thoughts and research which must be play an important role in enhancing teaching skill of teacher.

- During the session two action researches are conducted by the faculty
 - To develop understanding in the concept of chemistry through 3D teaching methodology, with reference to the student trainees of B.Ed science.
 - Strategies (development of modules) to overcome examination because of the students)
- Plantation by Kadam(NGO) regularly.
- Our theatre utilized in illustration and lectures by eminent intellectual such as Begadji, MalayJi and Manohar KajalJi.

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

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?**
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

Criterion IV: Infrastructure and Learning Resources**4.1 Physical Facilities**

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

Answer:

- SISE & CTE Jabalpur is a Government Institution. It has following facilities.

1. Theatre & studio.
 2. Workshop /work experience Room.
 3. Multipurpose hall (U.G.C. Hall)
 4. Well specious classrooms.
 5. Science Labs (Physical Lab, Chemistry Lab, Biology Lab)
 6. Separate washroom for girls & boys
 7. Parking area.
 8. Sufficient amount of furniture
 9. Common room for girls
 10. Drinking water facility and Internet connectivity.
 11. Wi-Fi campus.
 12. Library
 13. Computer lab
 14. Co-operative canteen (under developing stage)
 15. Play ground
 16. Human lab (under developing stage)
 17. Recreation hall
 18. Display gallery
- Building layout attached.

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

Answer:

- In order to create and enhance the infrastructure that facilitates effective teaching and learning, Policies are framed for the all development of the students. The strategy is to enhance infrastructure parallel to expanding curricular and extra curricular areas. Infrastructure policy has two components: The Physical and the NCTE Infrastructure to facilitate the learning process. The RSK, U.G.C. & state bodies actively offers help to us when any infrastructure change is needed. The infrastructure enhancement is liberally funded on the basis of the needs and the availability of the funds

Under IQAC, college has appointed committee for infrastructure whose members are learnate resources of senior staff. The campus provides user need based infrastructure ie. Theatre, vehicle parking, Playground etc. Director of Institute makes sincere and committed effort for development. The infrastructure with the growing needs of the user eg. Institute develop advanced, well equipped computer lab with the capacity of 30 learners at a time and a Theatre & studio for 3D video lessons to clarify difficult scientific concepts for the teachers & students with high speed Internet facility. A recording studio is also developed for virtual lessons.

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

Answer:

S.No	Facilities	Number
1	Theatre/Studio (AC) & ET Lab	01
2	Workshop (work experience room)(for preparation of teaching aids)	01
3	U.G.C. Hall (for yoga)	01
4	Garden/open space	01
5	Advance Computer Lab	01
6	Library	01
7	Laboratory – 1. Physics Lab 2. Chemistry Lab 3. Biology Lab 4. Psychology Lab	01 01 01 01
8	Human lab (Under developing stage)	01
9	Recreation room	01
10	Display gallery	01
11	Classrooms	03

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

Answer:

- SISE is well known for the excellent physical infrastructural facilities, it provides to support the teaching learning process. The institute share facilities as and when required to ensure optimal utilization of resources for the benefits of the student community.
Theatre & Studio – 01

Computer lab - 01

- 5 Give details on the facilities available with the institute to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)
- The facilities available with the institution to ensure the health and hygiene of staff and students are –
 - Wash room facilities separately for boys, girls and teaching staff.
 - Pure filter water facilities separately for boys, all girls and teaching staff.
 - Water coolers. (02)
 - First aid in recreation hall.
 - Canteen (under developing stage)
- 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.
- The hostel facility is not available for students.

4.2 Maintenance of Infrastructure

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

Items	2010-11	2011-12	2012-13	2013-14	2014-15
Building	Nil	Nil	Nil	3 Lac used	2,82 lac (laps)
Laboratories	Nil	Nil	Nil	Nil	Nil
Furniture	1000 laps	27,000 recd. 20026 spent. 6974 laps	1000 laps	1000 laps	1000 laps
Equipments (Official)	Nil	Nil	30,000 recd 29,968 spent 32 laps	30,000 recd 29,326 spent 674 laps	18,000 recd. 16,927 spent 1073 laps
Computers	Nil	Nil	Nil	Nil	Nil

Transport/Vehicle	22,000 recd 21,346 spent 654 laps	20,000 recd 19,897 spent 103 laps	26986 recd 26986 spent	27414 recd 27414 spent	32196 recd 32196 spent
Library	Nil	27,000 recd 27,000 spent	17,924 recd 17,924 spent	25,000 recd 25,000 spent	9984 recd 9984 spent

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

Answer:

- The institute ensures that the available infrastructure is optimally utilized.
- The Theatre, workshop used for various co-curricular and extra curricular activities by the institution and by sister institutions (DIET & PSM) time to time. (National science seminar, National seminar, Western India Science fair, Lectures by prominent personalities.)
- Infrastructure facilities including college library are easily accessible for the use of students and faculties not only during working hours but extended hours also whenever required.
- Computer lab is utilized for different computer training programmes.
- Seminar, Science Olympiad, Maths Olympiad, Western India Science fair, Innovation Teacher award, State level Science Exhibition.

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

Answer:

- i. The institution is situated in a complete pollution free campus.
- ii. There is a garden with beautiful flowers in college campus.
- iii. The classrooms are spacious with windows for proper ventilation & illumination.
- iv. Proper sanitation system is provided in the institution.
- v. Dust bins are used there to maintain cleanliness.
- vi. Institution is using CFL & Tube lights for saving Electricity.
- vii. Provision of garbage pit to dump the daily waste.
- viii. Plantation by KADAM (NGO) regularly.

4.3

Library as a Learning Resource

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

Answer:

- The institutions do not have qualified librarian but have sufficient technical staff to support the Library (Material collection and media/computer services)

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

Answer:

- Library resources available to the staff and students are -
 - i. Number of books-volume (11200 nos) & titles (1102 nos)
 - ii. Journals – nationals, International – Total - 70 nos
 - iii. Magazines - 04 nos
 - iv. Audio video – learning resources – 30 nos
 - v. Soft ware – under development
 - vi. e-books - 40 nos
 - vii. References – 470 nos

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

Answer:

- Yes, The Director of the college circulates a notice and requisitions for books are invited from all faculty members. Faculty members are asked to submit the list of books, magazines and journals to be purchased with reference to prescribed syllabus/ curriculum and current needs of the students. The lists are forwarded to the librarian. The librarian compiles the list and takes approval from the Director, and then order is placed to the publisher and book sellers. College also purchase books from the various Book-fair organised in the city. Book catalogues are invited from different book suppliers which helps us to update the knowledge of books of new authors.

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

- Yes, the library is fully computerised. It has –
 - Online software – cloud technology
 - Classification code – universal decimal classification

- Advanced book searching facility
- Member registration feature
- Damage and missing books management
- Book issuing system – separate for staff, student , guests
- Management through website
- Book searching feature interphase for students
- Bar code reader
- Bar code retrieving

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**

Answer:

- Yes, the institution Library has computer, internet and Innovative Library Software facilities. There is computer with printer, Riso machine, Xerox, scanner in the library. An active Internet connection is also available. All facilities are used by faculty as well as students.

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

Answer:

- No

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

Answer:

- The library is kept open through out the year except Sundays, 2nd Saturday & 3rd Saturday, National & gazzeted holidays. Working hours of the library are 10:30 am to 5:30 pm i.e. 7 hours in a day.

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

- The information about new arrivals is displayed on the display board.
- By book searching interphase system .

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

10. **Answer:**

- No.

11. What are the special facilities offered by the library to the visually and physically challenged persons?
 - No, there are no special facilities offered by library to visually & physically challenged person.

4.4 **ICT as learning Resource**

1. **Give details if 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.**

Answer:

- ICT Facilities-
 - I. Computer Lab – Microsoft based.
Institution has a well equipped advance computer lab with 30 computer systems with internet facility. It has wireless broad band internet, voice call for main software, convert website in to SISE portal, registration of B.Ed. & M.Ed. trainees, transaction of information related to degree and certificates.
 - II. Theatre –
Institute have a theatre with – different hardware 2D & 3D projector & Sound system, writing tap & learning software's, visualizer, 3D visual lessons & internet and DTH facilities.
 - III. Studio –
Institute have a studio with the facility Audio mixing, video mixing, audio video mixing editing & Recording on latest software eg. Photoshop, Sony movie studio platinum 11, cakewalk sonar, Hardware - mixture Yamaha, Roland octa capture sound card, M-audio B-X5 monitors, core i5 all in one, Road microphones, condenser & dynamic microphones, key board Roland B.K5, Samson inbuilt amplifier P.A. system, microphones (sure head phones), card phone goose mike, projector – Panasonic 8000 Lumens 3D, NEC 2D, Benq 3D, 7.1 digital Dolby home theatre system.
 - IV. IVRS System –
The students are instructed to prepare slides, PowerPoint presentation and improved aids. The students are always motivated to use these facilities time to time to make their teaching learning effective.
 - V. Innovative EPBAX.
 - VI. Innovative CCTV.
 - VII. Bulk SMS software.

- VIII. Bulk MMS/ Voice Message software.
- IX. Innovative Attendance system.
- X. Others - Integration of portal with science and Maths Olympiad management system, west zone science fair, innovative teacher award, inspire award, national science seminar, alluminai interaction system, search of innovative thoughts, declaration of results, news and notice updation system, updation for innovative ideas, creation of personalized mail boxes, frequently asked question, feedback system.

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

Answer:

- There is a optional paper of computer practical in B.Ed. for imparting computer skills. The following skills are developed to the students –
 - I. (A) Opening and shutting down the computer.
 - (B) Basics of computer
 - II. Preparation of files, documents & folder.
 - III. World Wide Web.
 - IV. LAN, MAN and WAN
 - V. Net surfing
 - VI. MS, power point, MS word, MS excel etc.
 - VII. Formation of e-mail ID
 - VIII. Compose, read and send e-mails

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

Answer:

- Every faculty member uses new technology in his/her daily practice. They prepare power point presentation in curriculum transaction process. Audio and video cassettes are used for demonstration. Lesson by teacher education M.Ed. students collect the informations regarding their research work through net and they also motivated to use power point presentation at the time of seminar, workshops etc. time to time presentation programmes organised for faculty members to refresh their knowledge about new technologies.
- 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).**

Answer:

- Student teacher take the help of ICT in preparing Lesson plan, teaching aids and deliver lesson, student teacher are encouraged to prepare effective teaching aids in the form of power point presentation, working & non-working models, charts for delivering the lessons during teaching practice lessons. They also use interactive boards and prepare PP presentation for the same purpose. M.Ed. students also prepare power point presentation to present the research papers in seminars. They also use ICT for their dissertation and field work.

4.5

Other Facilities

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

Answer:

- Institutional infrastructure is optimally used by the institution. Theatre is utilized by institutes for –
1. Teacher training programme for science teachers.
 2. National science seminar sponsored by MPCST & Nehru Science centre, Delhi.
 3. Different co-curricular & extra curricular activities of Institute.
 4. National seminar organised by Institute.
 5. Innovative science teacher award
 6. Lectures by eminent intellectuals (Shri Begad ji, Shri Malay ji, Shri Manohar Kajal ji etc.)
 7. RISO machine for bulk photocopies.
 8. Innovative attendance system.
 9. IVRS system
 10. Innovative CCTV
 11. OMR machine
 12. Bulk SMS, Bulk MMS & voice message software
 13. Writing tap
 14. Wall as a smart board
 15. Innovative EPBAX
 16. Central announcement system.
 17. Studio – different movies (educational, inspirational , moral & others.) are shown.

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

Answer:

- Various audio visual aids and materials like CD's, audio video cassettes, slides 3D educational programmes of Physics, Chemistry, Maths, Biology based on the various school teaching subjects are available, various types of charts, working and non working models in science are available, Well equipped ICT & computer lab are there in the institution, teachers themselves use the audio- visual aids while presenting the content before the student teacher in the classroom. Student teachers are motivated to utilize them doing practice teaching as well as during organization of various co-curricular activities.

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?**

Answer:

- The institution has ICT lab, Psychology lab, Science labs (Physics lab, chemistry lab, Bio lab). The teacher incharge of respective Laboratories ensure the care and proper use of equipments of the lab. The necessary modification are done according to the demand of the students & curriculum. The teacher incharge make arrangement after discussion and by consulting the head institution .

Computer lab upgraded by time to time & according to this advancement, orientation programmes organised by institute.

Human lab & language lab (Under developing stage).

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

Answer:

- The institute is having facility of theatre which has seating capacity of about 150. It is well equipped with silver screen, LCD projector (2D & 3D projector), LCD Tv with DTH services, public address system and studio.
- Workshop is the form of work experience or science & craft room is available in the institution having material related to science & environment to prepare audio visual teaching aids.
- No, student transport facility is not available.

- Recreation hall & human lab will be used for Indore games.
- 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.**

Answer:

- Yes, the classrooms are equipped for the use of latest technologies for teaching. Classroom equipped with smart boards. Classrooms facilitated with library and teacher connectivity through click – share technology. Theatre connected with the classroom so we can see teaching on screen.

4.6

Best Practices in Infrastructure and Learning Resources

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

Answer:

- The faculty always tries to bring diversity in their instructing procedure by using ICT like 2D, 3D lessons by LCD projectors and power point presentation. Teacher emphasizes on the overall development of the student teacher to achieve the purpose, teacher educators adopt different teaching methods as project method, problem solving method, survey method & heuristic method, inquiry method etc in their daily lectures. They also use smart board and different teaching aids as and when required.

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

Answer:

- I. During last two sessions regular computer training programme organised by institution for faculty & teacher students.
- II. Every student teacher is taught about the basics of computers, different type of 2D, 3D, LCD projectors etc.
- III. Student teacher use ICT for preparing their lesson plan & seminars.
- IV. Student prepares power point presentation at the time of workshops, seminar, debates etc.
- V. Teachers use U-tube classes to clarify the concepts.

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

Answer:

- The institution provides well furnished classrooms, well equipped labs and adequate environment for teaching learning process.
- Tutorial groups are constituted with a teacher educator as a tutor in which concept of individualized learning is followed.
- Remedial teaching is provided to needy students.
- Theatre and studio.
- Suggestion box is also available in the college premises suggestion are received and taken into consideration.
- Specific teaching strategies are adopted to cater the diverse needs of learners.
- Use of ICT is common in the institution for teaching learning process.
- Feedbacks on campus experiences are collected from student teachers to make improvement in required are as.
- Human lab – this lab is established to enhance positive moral values with the help of nature, zoo, music, sculpture, colour schemes (paintings), literature, educational thoughts, history of science, history of Narmada etc.

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

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

Answer:

- Not applicable. institute first time applied for NAAC, Accreditation

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment an Accreditation with regard to Infrastructure and Learning Resources?**

Answer:

- Not applicable.

Criterion-V: Student Support and Progression

5.1 Student Progression

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

Answer:

In order to prepare student teacher for the programme and to assess the various aspects of their personality, inherent potential and interest a "Talent Search Programme" is organized in the beginning of the session. The programme includes various activities like speech, poetic recitation, mono acting, solo and group song, dance and drama etc. To assess different teaching skills required for teacher education, institution organize different assessment programmes from time to time. After lesson teaching session, discussion lessons and real teaching sessions, follow up programme is carried out. The institution assesses the student's academic progress by using formative and summative education techniques i.e. one unit test twice in month and pre-university test.

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

Answer:

The institution's environment provides a lot of opportunities to the student teachers to develop their potential and skills. All the faculty members and administration of the college act as a motivating force and provide scope of improvement for them. The institution promotes motivation, satisfaction, development and performance-improvement of the students through various means:

- Peaceful campus
- Well-equipped library
- Well-equipped Psychology lab
- Enriched Language Lab (Under process)
- Well-equipped Science Lab
- Different indoor games facilities
- Internet facility
- Well-equipped studio, theater
- Organization of different cultural, academic and sports competitions
- Women cell

- Grievance redressal cell
- Counseling cell
- Guidance by highly qualified and co-operative staff
- Canteen facility(Under process)
- Human lab(Under process)

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?

Answer:

There are no dropouts in the last five years as all the trainees are govt. teachers and this course is specifically designed to cater their needs.

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

Answer:

All students are state government teachers. The institution provides a wide variety of learning experiences to the students to enable them to compete for the job and get progress in higher education. Guidance and counseling cell guides student teachers to choose right and appropriate course and profession after completion of B.Ed. and M.Ed. (Science courses). Dissertation topics are chosen (by faculty) such that they may be used as Ph.D. topics in the future by student teachers.

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

Answer:

All students of this institution are State Government teachers, so after completion of the course they return back to become continue their career as teachers.

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

Answer:

No, the institution doesn't provide the graduated student teachers training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources.

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

Answer:

No, as State Institute of science Education and College of Teachers Education is a M.P. Government institution and all students here are state government teachers.

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

Answer:

N/A

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

Answer:

N/A

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

Answer:

N/A

5.2 Student Support

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

Answer:

For the effective implementation of curricular, co-curricular and extracurricular programmes, the institution plans and evaluates all the activities in the academic calendar of the year. The effectiveness of implementation is evaluated by the student teachers and alumni association through feedback. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all activities.

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

Answer:

No specific curriculum is planned for them, although if any physically challenged student plans to attend the course, specific guidelines and special attention is provided by the faculty regarding the curriculum to them.

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

Answer:

Yes, the institution has mentoring arrangements. Each faculty is available as mentor for providing guidance with reference to the curriculum, co-curricular activities, evaluation system personal and social problems, college campus problems, current issues etc. to the students. These sessions are organized time to time during classes where students can discuss their problems personally as well as in groups.

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

Answer:

Various provisions are made by the institution to support and enhance the effectiveness of the faculty in teaching and mentoring of students. Institute organizes various workshops and seminars at college level. Orientation programmes are being organized for students and faculty regarding different areas of teaching learning process. Institution motivates the faculty for research work. They are provided internet facility and library facilities.

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

Answer:

Yes, the college has its updated website i.e. www.sisejbp.org. The information regarding governing body of the institution teaching and non-teaching staff, courses available, infrastructural facilities and other information available are posted on site. The website is regularly updated by our staff.

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

Answer:

Students' weaknesses are diagnosed by the faculty through the classroom interactions, class test and other examinations. For slow learners and weak students appropriate remedial teaching is provided through personal guidance, assignments, peer tutoring and encouraging them to visit library frequently.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

Answer:

- a) For advanced learner, faculty encourages them to use internet, to consult reference books, participating in seminars, workshops and to present papers etc. The knowledge and energy of advanced learners have been utilized by motivating them to participate in extra-curricular and community activities.
- b) For slow learners, teaching strategies are developed according to need of the learners. Personal guidance, assignments and peer tutoring are organized to satisfy the need of the learners. Advance learners help them with difficult units. Frequent tests are conducted to improve their learning. Faculty experts meet slow learners after the first internal and encourages them for a better performance. Both type of student are provided with 3D education material so as to have a complete learning experience encourages and motivates them for a better performance.

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

Answer:**Counseling Cell: Personal and psycho-social counseling**

The class coordinators guide the students in academic and personal matters by offering the required help in terms of mentoring and counseling. However, serious matters are referred to a trained counselor.

The students during the course of their studies in the college come across many issues. They are at times, too immature to handle these problems. The college provides them personal counseling. They can share their problem with the faculty. The concerned faculty is very supportive in guiding them so that they can face their problems. The students sometime come across certain social issues or problems which tend to bring inferiority complex in them. The faculty makes sure that no such deterioration happens with the psycho-social understanding of the students. They are counseled and motivated to become responsible citizens.

Women Cell

Women cell sensitizes the students to develop a healthy relationship with the opposite gender. It improves the understanding of the other gender.

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

Answer:

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available

outside the Director's office. Students are free to share their grievances with the committee directly or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers.

The major grievance redressed in last two years:-

- Students requested for safe parking facility –
- Yes provided
- Students requested for sports material during public holidays and short vacations –
- Yes, the management sanctioned the same.
- To increase indoor game facilities in the college
- Yes, provided.
- To provide the internet facility–
- Yes, provided.
- Library timings to be extended during exams –
- Yes extended up to 5.00 pm
- Auditorium facilities –
- Yes, technically well-equipped auditorium provided with seating capacity of 175.

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

Answer:

The academic progress of the B.Ed. and M.Ed. students monitored through daily class room observations, unit tests, pre-university examination by OMR, assignment, presentation in seminar etc.

The facility of giving weekly test and solving pin point problems by ARS is soon to be provided in the institution.

Progress in the field of co-curricular activities is monitored through their participation in different cultural activities as competitions, social service programs, awareness programmes, sports activities etc.

After mentoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concerned expert teacher or mentor teacher for improvement.

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?

Answer:

Pre Practice:

- The practical knowledge about lesson plan and different teaching skills are provided in theory classes.
- Lesson plans are checked by the concerned teachers.
- Demonstration lessons are delivered by the faculty members.
- Practice of skills is done by the student teachers in the class in presence of subject experts.
- Discussion lessons.

Practice Teaching:

- A teacher educator as supervision provides follow up support to the students during teaching practice in school.
- The teacher educator monitors all the daily activities and lessons of the student teachers and provides feedback and guidance to improve at different levels.
- The school teachers and head of the school are also requested to observe and guide the pupil teachers according to their needs.

5.3 Student Activities

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

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

Answer:

The institution does not have a registered Alumni Association, but we have a large number of Alumni who are constantly in touch with us.

Suggestions are always welcomed by the institution. They give feedback for the proper growth and development of the institution. They also share their experiences with current students. Many old students of the institution are holding different responsible positions in different departments.

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

Answer:

The institution encourages students to participate in extracurricular activities by sending the student teachers to participate in different activities organized at inter college and interstate level.

The institution gives prizes to student at the time of annual prize distribution function on the basis of their performance in academic as well as extracurricular activities.

The institution encourages students to participate in state level academic competitions:-

- Hindi, English, Urdu writing competition.
- Constructive writing competition.
- Teaching experiences. (Diary, educational tour, Traveling Experiences)
- Educational game formation competition
- Formation of teaching learning materials
- Debate competition.
- Digital Lesson Plan presentation
- Innovative Lesson plan presentation

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.**

Answer:

The college provides various opportunities to involve the students in various activities for presentation and publication of their material.

1. Module development
2. Research magazine: Research papers and various educational journals are published in Anshika(Research magazine).
3. The institute encourages all students to prepare materials like charts, poster, best out of waste etc. Prizes are given to the student on the basis of their presentation.

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

Answer:

Yes, the institution has a council comprising of representatives from students, teacher educators and director. The activities carried out by this council are; social

functions, discipline of the college, cultural activities and maintaining co-ordination between different organizations.

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

Answer:

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose, students from B.Ed. (science) and M.Ed. (science) are included by the teachers as representative to take part in meetings of these committees. The various committees are as follows:-

1. Alumni Association
2. Discipline/ Anti-ragging committee
3. Cultural committee
4. Grievance and redressal committee
5. Counseling and student welfare committee
6. Sports committee
7. Library committee

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

Answer:

Yes, the institution has a mechanism to seek feedback from students and guests of every event.

They are:-

- Student's feedback on teachers
- Student's overall evaluation on program and teaching.
- Feedback on curriculum
- Feedback from school teachers
- Alumni feedback

The institution collects the feedback and uses the data for the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

Answer:

The best practice of the institution in student support and progression are:

- Academic support services as remedial classes, seminar and mentor systems.

- Personal and psycho- social guidance and counseling
- Student representation in academic and administrative work through student council.
- Supporting administrative staff.
- Women cell is provided to support female students.

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

- 1. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

Answer:

- Personality development programs are organized to encourage students to prepare and participate in different activities.
- Development (spoken English, computer literacy etc)-Skill Students are motivated to develop communication skill. A well-equipped language lab will soon be provided for this purpose. English lab solution software has been provided where audio video techniques are introduced to enable students to master these languages.
- Computer training programs are included in the syllabus. A well-equipped computer lab is provided for this purpose.

Criterion-VI: Governance and Leadership

6.1 Institutional vision and leadership

- Q1. What are institution's stated purpose, vision, mission and values? How are they made known to various stakeholders?**

Answers: The purpose of the institutions is to give quality teachers education, according to the aims of the education to the urban and rural graduates of surrounding areas.

Mission and visions- State Institute of Science Education, Jabalpur aspires to offer quality teacher education to develop, flourish and empower the student- teacher fraternity and to foster life long learning .

Teacher is the backbone of education. Basic aim is not only to transfer knowledge but to create, ethical, global and value based society for peace and harmony.

Value devotion, sacrifice, action, truth, legality, honesty, sincerity , tolerance, discipline and co-operation.

From last 50 years qualitative efforts of education system has not been observed. View the failure of the education system, the institution committee to make efforts in the direction of providing quality even after many years of the independence, the perception of the teacher with respect to students, subjects human being are beyond of this is not clear so our mission is to bring this assumption into reality system.

(विगत 50 वर्षों से शिक्षा के गुणात्मक विकास के प्रयास असफल होते जा रहे हैं। इन असफलताओं को दृष्टीगत रखते हुए एक अचूक गुणवत्ता युक्त शिक्षा व्यवस्था देने की दिशा में यह संस्थान प्रयासरत है।

Vision:- आजादी के इतने वर्षों के बाद भी सामान्य नागरिकों एवं विद्यार्थियों के अतिरिक्त शिक्षा के किसी भी स्तर पर शिक्षकों की अवधारणाएं, चाहे वो विषय की हो या मनुष्य संबंधी एवं मनुष्येतर हों हमारा **mission** इसी अवधारणा को समूचे शिक्षण व्यवस्था में लाने पर है।

Values:- सारे जीवन मूल्यों (21वीं शताब्दी के तंत्र और यंत्र से उत्पन्न मानव व्यवहारों में परिवर्तित एवं परिवर्धित मूल्यों) के महत्व को नए सिरे से समझना, इसके लिये NGO's, GEO's के साथ इसी बुद्धि विकास स्तर पर बातचीत, वाद विवाद को समझना एवं व्याख्या के अनुसार सहयोग लेकर कार्य किया जाएगा।)

Q2. 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?

Answer : Yes, it does.

Understanding all live values of 21st century system on human behavior originated from this system in a noble way will be achieved through intellectual conversation, debates, counseling or discussion with NGO's and GEO'S

(सभी मानवीय मूल्यों की वर्तमान समय में जाँच पड़ताल की जाना समाज की आवश्यकता है जो यह समाज कर रहा है। यही कार्य अब छात्र/अध्यापक द्वारा विद्यालयों तक पहुँचाया जाएगा ; उक्त लिखित समूचे तथ्यों का उद्देश्य ही छात्राध्यापक के अन्दर नये सिरे एवं नमी की समझ से ही मूल्य उन्मुखी करण (Value Orientation) हो सकेगा।)

Q3. 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.)

Answer : State Institute of Science Education is a institute run by state govt. The decision for academic and infrastructural needs are taken in the meetings of management. The various efforts made towards it are-

- Updation of the computer lab.
 - I. World class Microsoft standard level upgraded computer lab
 - II. Media scheduler S.W.
 - III. Innovative library software S.W.
 - IV. Innovative website, -www.sisejbp.org to be converted in the portal for centralizing all the schemes and department under SISE to single wave interface.

All the department and schemes will be managed w.r.t. an innovative web application.

- OMR marking software
- Innovative attendance software
- Student feedback software
- Guard feedback software
- Exam analysis software
- Revision test analysis software
- Student manager software
- Theatre cum auditorium with latest teaching equipments like 3D technique T.V. on silver screen. Internet on silver screen, click share techniques (under process) digital Dolby sound system 7.1 Highly acoustic hall 175 sitting.
- Advance studio functioning with audio recording and mixing, video recording and mixing Audio- video recording and mixing on latest software like Sony Vegas, catwalk etc.
- Computerized centrally sound system with P.A. system.
- Human lab (under process)
- Smart class room(under process)
- Formation language lab (under process)
- Many software facilities for concept based oriented teaching.
- Theatre
- Human lab, etc.
 - **Thought for teachers :-**Innovative research like project work, which are compulsory for each and every student .
 - **Committees:-** 8 committees are there with members.

Q4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Answer : The management and the director of the institute discuss the matter and the same is communicated to the staff in the meeting and they carry out the duties assigned to them.

The responsibilities to the member of innovative is communicated through following means-

- Through daily diary
- Through computerize announcement system
- Through notice board and notice register
- Weekly discussion and conversation
- E.P.A.B.X system
- Whatsapp technology.

Q5. 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?

Answer - The flow of decision is from top to bottom. Every member is given opportunity to express.

The valid information from various means that is through contact with academic and non-academic member of institutions is collected and then activities of the institution is required on the basis of the collected information in the staff council meeting.

Q6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals

Answer - All faculty member are well aware of the vision/mission and goal of our institution. Thus, any barrier coming in the path of its achievement, can be sorted out by combine efforts of all faculty member and the management through discussions.

Q7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes

Answer - The missions, goals and institutional objectives are discussed thoroughly. The committees are formed comprising teaching and non-teaching staff members for smooth administration. Remunerations are also provided for encouraging good work.

Various committees has been established and duties will be allotted to the members of the committee on the basis of their interest, eligibility and designation. Time to time positive reinforcement is being given by awarding efficient member of the committees continuous monitoring of the work of the committee has been done.

(सर्वसम्मति से कार्य का विभाजन, शैक्षणिक स्टाफ की रुचि, कार्यालय की रुचि, योग्यता एवं पद के आधार पर कार्य का विभाजन किया जाता है। बाधाएँ आने पर वित्तीय एवं प्रशासनिक रूप से सहायता करते हैं। समय-समय पर प्रोत्साहन (Positive Reinforcement) का प्रयोग किया जाता है। तथा लगातार Monitoring की जाती है।)

Q8. 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.

Answer : The head of institution is a fatherly figure for all. The academic calendar prepared at the start of session under his leadership. He actively contributes towards the betterment of teaching practice and promotes use of modern technology for improving standard of teaching method.

6.2 Organization arrangements

Q1. 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.

Answer : The institute has constituted committees for the management of following institutional activities.

- Purchase
- VGC
- State Science Fair
- Admission
- Examination
- Research

According to calendar and time table meeting are held periodically and decision are made with consent of member of committees.

Different committees are:

- I.Q.A.C
- Counseling and Student Welfare
- Grievance and redressal
- Library committee
- Cultural committee
- Sports committee
- Discipline/ anti ragging committee
- Alumni committee

The committee made decision regarding academic arrangement.

Committee- IQAC

Chairperson-

Year -(14-15)

Director (CISE & CTE JABALPUR)

Composition	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Dr. Rajesh Pandey, NAAC- co-ordinator • Shri A.K. Tiwari • Dr. (smt) Susamma Jhonson • Smt Sandhya jain • Smt. P.K. Behre • Dr.(smt) S.Awasthy • Dr. (smt) J. Karlekar • Shri Quazi Shujat Ahmed • 4 no student B.Ed Science- (02) M.Ed Science- (02) 	04	<ol style="list-style-type: none"> 1) To develop the theatre & studio 2) To purchase & implement audio video software and 3D video lesson 3) Upgradation of computer lab & Recreation Hall 4) To review (Thought for teacher) 5) To upgrade for knowledge of faculty & student and to develop the research base in student by providing them various project work. Etc.

Name of Committee **Counseling and student welfare**
 Name of Incharge **Smt. Sadhna pandey**

Committee member	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Dr. (smt) Susamma Jhonson • Smt Preeti Shrivastav • Dr. (smt) J. Karlekar 	06	<ol style="list-style-type: none"> 1. There should be well communication among all student and teachers. 2. Teachers/educator observe the behavior and performance of student. 3. If any abnormalities in students behavior have seen then distinguished those one. 4. Abnormal students will be counseling by committee and if any serious problem have been seen then advice them to consult any psychologist. 5. For well fare of the student there should be canteen to provide hygienic food for all. 6. For welfare of student we want to raise a fund to help poor ones. 7. This is our duty to provide a good, positive, inspirational environment to student. 8. We will conunselled meritorious students for better future plans

Name of Committee **Grievance and redressal**

Name of Incharge **Smt. Preeti Shrivatav**

Committee member	No. Meeting	Decission Taken
<ul style="list-style-type: none"> • Smt Preeti Shrivastav • Dr. Rajesh Pandey, • Shri A.K. Tiwari • Dr. (smt) Susamma Jhonson • Smt Sandhya jain • Smt. P.K. Behre • Dr.(smt) S.Awasthy • Dr. (smt) J. Karlekar • Mrs. S. Pandey • Mr. Quazi Shuzat 	06	<p>The major grievance redressed in last two years.</p> <ol style="list-style-type: none"> 1) To provide safe parking facilty 2) To provide sports material during public holidays and short vacations. 3) To enhance indoor games facilities in the college. 4) To provide the internet facilities 5) Library timings during exam to be extended upto 5pm 6) To provide technically well equipped auditorium with sitting capacity of 175.

Name of committee **Library Comittee**

Name of incharge **Dr. (Smt) Sadhna Awasthy**

Committee member	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Smt Preeti Shrivastav • Dr. Rajesh Pandey, • Shri A.K. Tiwari • Dr. (smt) Susamma Jhonson • Smt Sandhya jain • Smt. P.K. Behre • Dr.(smt) S.Awasthy • Dr. (smt) J. Karlekar • Mrs. S. Pandey • Mr. Quazi Shuzat • Smt R.K. Khurana 	04	1) Purchasing of new books. 2) Downloading of e-books & journals. 3) Distribution of books from liberary between trainees and teachers 4) Circulation of books 5) Purchasing of latest educational survey.

Name of committee **Cultural committee**

Name of incharge **Dr. (Smt) Sadhna Awasthy**

Committee member	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Smt Preeti Shrivastav • Dr. Rajesh Pandey, • Dr. (smt) Susamma Jhonson • Smt. Seema Sablok (M.Ed student) • Mr. Nitin Baghel (B.Ed student) 	04	<p>To organize different events-</p> <ol style="list-style-type: none"> 1) Independence day programme 2) Teachers day programme 3) Ganesh chaturthi programme 4) Republic day programme 5) Cultural activity competition 6) Academic compitition 7) Prize distribution progamme

Name of committee **Sports committee**

Name of incharge **Smt. R.K. Khurana**

Committee member	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Smt. R.K. Khurana • Shri A.K. Tiwari • Smt Preeti Shrivastav • Dr. (smt) J. Karlekar • Quazi Shuzat Ahmed 	02	Indoor games are provided.

Name of committee **Discipline/ Anti-ragging committee**

Name of incharge **Quazi Shuzat Ahmed**

Committee member	No. Meeting	Decission taken
<ul style="list-style-type: none"> • Dr. Rajesh Pandey • Akshay Tiwari • Dr. (Smt.) Sadhana Awasthy 	03	Timely interaction with students-teachers and solve the problems according to rules and maintain the discipline in the institution.

Name of committee

Alumni committee

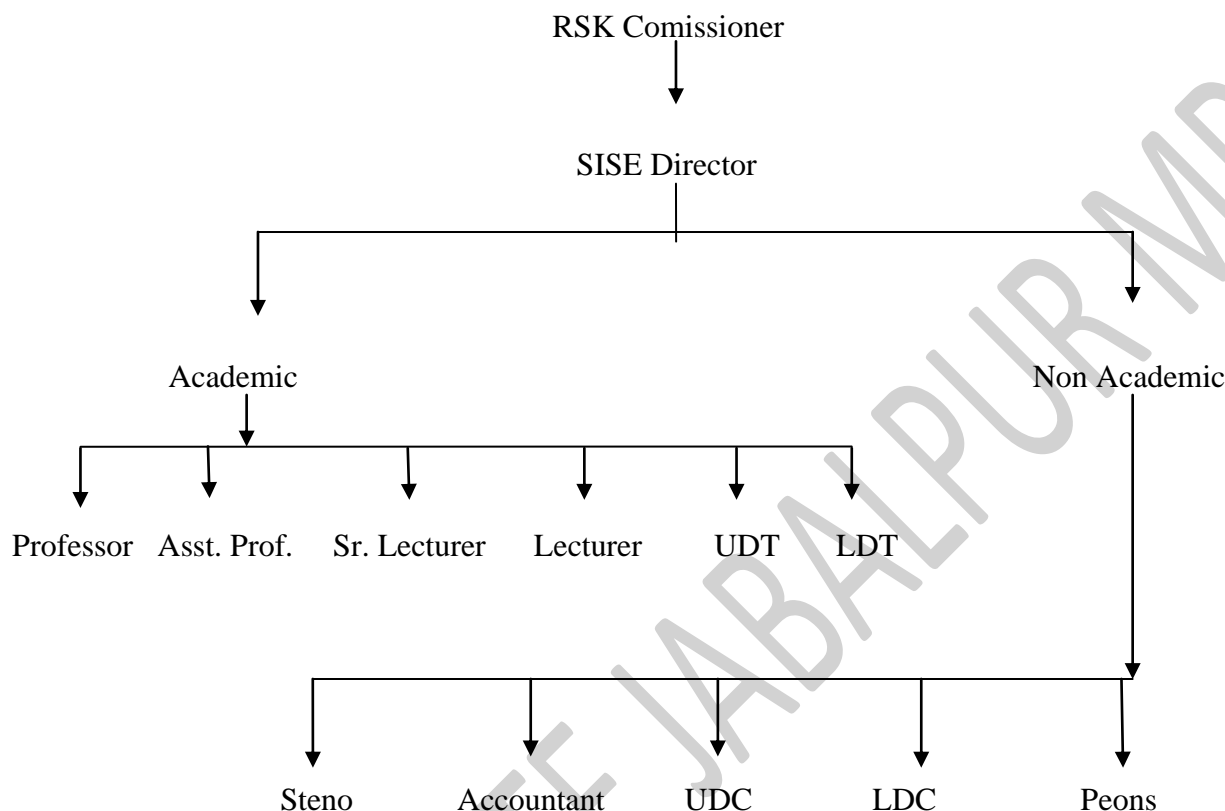
Name of incharge

Dr. Susamma Jhonson

Composition	No. of meeting	Decision taken
<ul style="list-style-type: none"> • Shri Akshay Tiwari • Dr. Sadhna Awasthy • Smt Sadhna Pandey • Dr. Susamma Jhonson 	<u>04</u>	<ol style="list-style-type: none"> 1. Formation of facebook account with address- http://www.facebook.com/sisect 2. email id- sisectejb@gmail.com 3. Informed to many old student telephonically 4. Questionnaire for old student was uploaded on our website sisejb.org

Q2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Answer : The organizational structure of institute is as given below-



Q3. To what extent is the administration decentralized? Give the structure and details of its functioning.

Answer . The administration is decentralized by authorizing the various administrative committee to take decision with respective to their concerned areas. For each purpose there are members allotted as mentioned previously.

Q4. The institution collaborate with other sections/departments and school personnel to improve and plan the quality How does of educational provisions?

Answer : The institution collaborates with other section and school personal to improve and plan quality of education provinces.

- MP state government
- Principle and school allotted for practice teaching

- Management
- Society
- Alumni

The department of institution are

1. Maths
2. Physics
3. Chemistry
4. Biology
5. Educational faculty (B.Ed (science) and M.Ed (science))
6. M.P.C.S.T.
7. UGC

Implementation of the planning is done by establishing co-operation with DEO, J.D., D.P.C, DIET, and principle of H. Sec. organization.

(योजनाओं के क्रियान्वयन में जिला शिक्षा अधिकारी, संयुक्त संचालक, जिला परियोजना समन्वयक, जिला शिक्षा एवं प्रशिक्षण संस्थान, प्राचार्य हायर सेकंडरी के मध्य समन्वय स्थापित किया जाता है।)

- Our college organize some interdepartmental activities based on knowledge. Sharing programmes.
- Some academic programmes are carried out by faculty members under the guidance of director.
- The head of the institution and management take care of infrastructure and maintenance.
- Some orientation programmes for school teachers have been conducted
- Feedback given by the mentor, teachers and head of the school allotted for practice teaching are considered for further improvement.
- Expert from different field invited to different lecture on various social and education issues.
- The college conduct orientation programmes for teacher of MP level.

Q5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Answer : Feedback is taken from student, alumni and society regarding resources available in library, infrastructure and curriculum, performance of institution etc.

The feedback is being used to improvise in each aspect, for instance development of library changing its timing.

Q6.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).

Answer : The institute always motivate their faculty member to participate in national and international seminars in which combine efforts and co-operation of all faculty member is noticeable. The faculty member of this institutions are also called as resource person in various national and international seminar which is a great means of sharing knowledge innovation and empowerment of the faculty.

Introduction also provide refresher book, research journals, WI-FI campus and internet facilities to the faculty member to explore knowledge and progress in their fields.

The institute organizes internal as well as inter institutional seminars, workshops, extensions lectures, group discussion, etc for the same national seminar was conducted recently to serve the very purpose.

Innovation -One combination of following can be merged in innovative study.

- 1) Fast calculation based on ancient Vedic Maths and Abacus, which are mental and speedy maths.
- 2) **MIT-MID BRAIN COMBINATION**- Finger print are unique and remain uncharged. It provides anatomical information such as learning style, learning mode, personality multiple intelligence, brain dominance etc. Equipped with this information one can decide their career etc. Mild brain balance the left and right brain, using which one can able to do all the activities blind folded.

6.3 Strategy development and deployment

Q1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Answer 1: As such the college has no specific provision of MIS but all the information regarding academic and administrative aspect of the institution are collected collectively.

In place of MIS institution has 21 M.B.P.S. speed internet. 12'×9' silver screen having internal and other information.

Q2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Answer 2: The institution uses two method for this-

- Major action plans are taken up with permission of the governing body and funds are engaged accordingly.
- Minimized fund are allotted with joint efforts of institutional level
Our college is our temple on this theory all the pupil teachers utilize their physical and intellectual properties in the action plan of the institution in the efficient guidance of researchers .
(हमारा महाविद्यालय हमारा देवालय की तर्ज पर जितने भी छात्राध्यापक हैं; उनके शारीरिक एवं बौद्धिक संपदा को संस्थान के विभिन्न कार्य योजनाओं में लगाया जाता है।)

Q3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Answer : The needed human and financial resource are managed at the institutional level. If needed, help and assistance is taken from governing body T.E. and A.W.P.

Q4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Answer: It is prepared at the start of the session. Particularly for block teaching, head and teachers of practice teaching school, faculty and administrators of the college all are involved in planning process. In our institution academic plans and time table, calendar is made by the academic committee in consultation with the Head of the institution and staff members.

Q5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Answer : The individual employee has freedom of expression and is made aware of objectives of institution. They are members of various administrative committees. Contribution of every employee is assured through the responsibility given, through administrative committee.

Sitting together in group the aims, importance and present condition of SISE and CTE was discussed and understood. In the changed scenario hpw the role of institution can be more positive this was also discussed. With this spirit and interest all the academic and non academic members of the institution work together for the betterment of our work place.

(सभी ने सामूहिक रूप से बैठकर एस.आई.एस.ई. एवं सी.टी.ई. के महत्व, उद्देश्य और वर्तमान स्थिति को जाना एवं समझा है; बदलतो हुई परिस्थितियों में इस संस्थान की भूमिका किस प्रकार से अधिकतम सकारात्मक हो सकेगी इसे भी सभी सदस्यों ने अच्छी तरह जाना पहचाना है। इसी रुचि व समझ के साथ प्रत्येक शैक्षणिक एवं कार्यालयीन सदस्य संस्थान के विकास में प्रयत्नशील हैं।)

Q6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Answer 6: They are monitored, evaluated and revised timely-

1. Progress of different activities is monitored in meetings.
2. Progress and result of assignment.
3. Meeting of staff is held before and after the events.
4. Result are considered for next academic session.

According to the need, vision are decided and for their implementation monitor evaluation and changes are done. On the vision and mission continuous meetings takes place between director and staff members in which deep and serious discussion are done.

(आवश्यकता अनुसार समय-समय पर निर्धारित **Vision** और उसके **Implementation** हेतु निम्नांकित तरीके से मॉनिटरिंग मूल्यांकन एवं संशोधन किया जाता है। **Vision** के **Mission** के प्रत्येक चरण पर संचालक और शैक्षणिक सदस्यों के बीच चर्चाएँ समय-समय पर होती रहती हैं।

यह चर्चा व्यक्तिगत एवं सामूहिक दोनों तरीकों से होती हैं जिसमें **Mission** में आ रही बाधाओं पर विचार कर प्रगति का मूल्यांकन किया जाता है और किसी भी चरण में अधिकतम विकास का नया विचार मिलता है तो उसे परखकर तत्काल शामिल किया जाता है, यही संशोधन की प्रक्रिया है।)

Q7. How does the institution plan and deploy the new technology?

Answer : Latest technology are used for academic and administrative work of the institution.

1. Library is being computerized.
2. Development of the theatre room.
3. Use of audio visual tools for sound delivery of concept.
4. Various hardware and software based tools for learning.
5. Use of smart classroom.

In the meetings work progress and style is deeply discussed on those whom achievements is not such as expected and predecided. To achieve this all academic members of institution.

(विचार मंथन की बैठकों में जो प्रायः कार्य प्रगति और कार्य शैली पर आधारित होती हैं उन पर गहन चर्चा होती है यदि लक्ष्य की प्राप्ति उस स्तर की नहीं है जैसी पूर्व में निर्धारित की गई थी तब निर्धारित लक्ष्य की प्राप्ति हेतु उसे पूर्ण गुणवत्ता सहित प्राप्त करने के लिए संस्थान के शैक्षणिक सदस्य गहन चर्चा कर निष्कर्ष बिंदु निकालते हैं। इसी निष्कर्ष बिंदुओं के तहत नयी तकनीक को ला कर आधुनिकतम थियेटर एवं स्टूडियो और आधुनिक कम्प्यूटर प्रयोगशाला निर्मित की गई है।)

6.4. Human resource management

Q1. How do you identify the faculty development needs and career progression of the staff?

Answer : Faculty member attend seminars , workshops, conferences of state, national and international level. They are also allowed to attend the orientation and refresher courses which are needed for their carrier promotion.

Continuous updates are in progress because enough strength was not found in subject explanation of educational staff. Not maintaining collaboration with subject knowledge accordingly short and long period degree training and teaching is discussed.

(शैक्षणिक स्टाफ की विषय-व्याख्या में पर्याप्त बल न पाए जाने पर वे लगातार अद्यतन होते रहते हैं। विषय ज्ञान के साथ संगत न बैठाने पर तदनुसार उसके लघु, शोध, दीर्घ शोध तथा उपाधि हेतु प्रशिक्षण व शिक्षण पर विचार किया जाता है।)

Faculty members are allowed to attend seminars, workshops, conferences of the state, national and international level organized at different places. They are also allowed to attend the orientation and refresher courses which are needed for their career promotion.

Q2. 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?

Answer : Performance of different department is assessed through feedback from stakeholder like student, school teachers and head, alumni and others. The assessment of teaching and non teaching staff is also done to improve teaching. Research and other service of the institution.

Assessment is accepted as whole on the basis of which Level of progress is decided all this is based on subject assumption, behavior assumption and way and style of working and work result. And this work is performed by exam result, research paper minor research, research seminar conclusion and other given work by MPCST organizer where feedback is given to work by every pupil teacher . institution also work for improvement in teaching. Research and evaluation of the working of staff where practice teaching is performed.

(व्यक्तिशः **Performance Assisment** को समग्र रूप से लिया जाता है। फिर उसके **Case Study of His Performance** आधार पर, प्रगति स्तरों को निर्धारित किया जाता है। यह सब उसकी विषय अवधारणा, व्यवहार अवधारणा, कार्य के तरीके, कार्यशैली, कार्य परिणाम पर आधारित होता है और यह कार्यशैली समूहों तथा व्यक्ति विशेष के कार्यपरिणामों, परीक्षा परिणाम, शोधपत्र

प्रकाशन, लघु, शोध प्रबंध, मूल्यांकन, शोध सेमीनार निष्कर्ष तथा अन्य देय कार्य जैसे MPCST द्वारा आयोजित कार्यक्रमों के आधार पर किया जाता है। जहाँ छात्राध्यापकों से भी **Feedback** लिया जाता है। संस्थान द्वारा शिक्षण के सुधार, शोध एवं संकाय के कार्य तथा सभी सदस्यों के कार्य का मूल्यांकन उपरोक्त विधियों द्वारा किया जाता है।)

Q3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Answer 3:

1. Various seminars and workshops are organized at different level.
2. Remunerations are provided for encouraging good work
3. Social and cultural gathering are held
4. Motivation of staff and faculty is done time to time.
 - Autonomous work culture
 - Continuous intellectual thinking and discussion
 - Management ask sympathetically every member their problems and hurdles in working
 - All general facilities like canteen Recreation Hall, Theatre, Studio etc.

Q4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details

Answer :

- I. For staff members , institution has provided training in computer to improve efficiency.
- II. Demonstration lesson are given by teachers, group discussion are held of educational relevance activities related to upgradation of intellectual as well as professional skill. Institution work regularly on it's level. Many intellectual personalities like Dr. G.S. Mishra, Manohar Kajal, vice chancellor & medical universities like Dr. Lokmani are regularly invited in institution for intellectual discussion, thinking on different areas of day to day life ,In assembly also every day pupil teacher present their serious views on teacher sensibility.

(संस्थान द्वारा अपने स्तर पर नवीनतम कार्य प्रतिदिन किये जाते हैं। विभिन्न विद्वान वक्ताओं यथा डा.जी. एस. मिश्रा, मनोहर काजल, मेडिकल विश्वविद्यालय के कुलपति प्रोफेसर लोकवानी आदि के द्वारा तथा **Thoughts For Teachers** के द्वारा नियमित रूप से जीवन के अनेक पहलुओं पर लगातार विचार विमर्श, अध्ययन, मनन, चिंतन किया जाता है।

प्रतिदिन प्राथना सभा में सभी शिक्षकों द्वारा मानवीय संवेदनाओं से संबंधित किसी एक विषय पर लगातार कई दिनों तक विचार व्यक्त किये जाते हैं, जब तक इनसे कोई संतोषप्रद निष्कर्ष हाथ में न आ जाये।)

Q5. 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.)?

Answer : Faculty is appointed on the sanctioned post on regular basis through the procedure as per the norms of MP state government.

This is a government institution , recruitment salary structure and service condition everything is according to government norms.

Q6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations)

Answer : Selection and recruitment is done by the government. Nonteaching and operation faculty like theatre operator, computer trainer, security guard, comp operator are appointed according to need. Advertisement published for part time appointments.

Q7. 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).

Answer : The institution promotes faculty improvement by-

- I. National / state / local level association.
 - II. Duty leave id provided to faculty to participate in seminar, workshop and conferences.
 - III. Faculty is supported to carry research work.
- Budget allocation by MP govt.-
Research , participation of seminar by M.P. govt., workshop by state govt.
Association by state govt, MPCST and NCERT and UGC.

Q8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Answer : The institution has infrastructure for different activities. Separate rooms have been allotted to different cells. Spacious staff room is available in college. Computer and internet facility are also available in college.

Toilet , canteen, recreation room, Euro water system, theatre, studio, world class computer lab.

Q9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Answer :

- I. Every notice from any related agency are circulated among faculty members.
- II. These are displayed on notice boards.
- III. Office order of management are given to faculty members.
- IV. Portal for conversing all scheme and programmes of SISE by the means of wave application of www.sisejbp.org . Full procedure for B.Ed(science) and M.Ed (science) candidate. Transaction for information related to degree and certificates, alumni interaction system and search for innovative and simple thoughts, declaration of results-
 - Automated notice
 - New updated system
 - Canteen management system for
 - Updating event and gallery
 - Innovation and ideas
 - Creation of personalized mailbox
 - F.A.Q [frequently asked question

Q10. 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.

Answer : Teaching workload is given to faculty members as per MP state govt. norms. However , adjustment are made to promote faculty member to carry research and professional activities. Team professionalism work with team spirit. All work of teaching and research are accomplished with the same team spirit.

Q11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details

Answer : The achievement of staff are taken into account and are appreciated at various events like annual function and the Head of Institution recognizes and appreciates achievement of staff motivated for enhancement .

Motivation is not a thing that can be done as a time. This institution always try to motivate its member to work with enthusiasm and issue the appreciation letter with the help of which the hidey human nature artfulness behind the word etc are exposed.

(प्रेरणा किसी एक समय में की जाने वाली वस्तु नहीं है। इस संस्थान द्वारा समय समय पर प्रयास किया जाता है कि सभी सदस्य प्रेरित होकर निर्भयता एवं ताजगी से अपना-अपना कार्य करते रहें समय-समय पर प्रशस्ति

पत्र जारी किये जाते हैं जिससे सदस्य द्वारा किये गए कार्य के पीछे हुए, मानवीय स्वरूप, कर्तव्य निष्ठा, आदि का उद्घाटन होता हो।)

6.5. Financial management and resource mobilization.

Q1. 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

Answer: & 3 years budget of state government & UGC (annexure 11.1, 11.2 11.3 {6.5.1})

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

Answer : No donation is taken.

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

Answer : Yes,

Q.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)

Answer : Budget of five years and expenditure given as below, annexure 6.5.1

Future Planning Proposed

Research and action research

Plans for 2015-2016			
Planned numbers	Dissemination detail(how would the research be used)	Estimated expenditure	Expected outcome
1	Educational purpose	30000	To identify the problems in educational areas, and implementation of government educational scheme in schools
1	Educational purpose	15000	
2	Educational purpose	10000	
Total		55000	

Resource centre and documentation

Plans for 2015-2016			
Planned numbers of documents/ publication releases	Planned number of orientation held with teachers	Estimated expenditure	Expected outcome
*2	*2	200,000	Capacity building of faculty in educational and research areas
Total		200,000	

* number of participants per program

Capacity building of teachers

Plans for 2015-2016			
Planned numbers of participants	Average duration of programme	Estimated expenditure	Expected outcome
25×2*	5 days	100000	Quality improvement
25×2*	5 days	100000	Capacity building of teachers
50×3**	5 days	300000	To support the primary to high school teachers
Total		500000	

Programme conductor for faculty of CTE

Plans for 2015-2016			
Numbers of CTE faculty to be covered	Brief nature of programme	Estimated expenditure	Expected outcome
5×3*	5 days	150000	Capacity building of teachers
25×2*	2 days	100000	Capacity building of teachers
Total		250000	

Technology in teacher education

Plans for 2015-2016			
Planned numbers Numbers of teachers educator covered	Brief objective	Estimated expenditure	Expected outcome
(5days) 25×4 batches	To know modern concept of computer	100000	Capacity building of B.Ed. (100), M.Ed. (20) of the institute
10 (for faculty for 5 days)	To know the in depth concept of MIS	20000	Capacity building of faculties of the institute
Total		120000	

Innovation

Plans for 2015-2016			
No. of beneficiaries proposed to be covered	Brief objectives	Estimated expenditure	Expected outcomes
A) Upgradation of computer lab for development of institute website and channels. B) Purchase of desktops computers, laptops and tablets. C) Optical fibre internet annual rent	Usage of advance technology by the trainees and teacher educators and to connect with needy student which will help in the popularization of science	300000	Enrichment of the institute with advanced technology to benefit students, teacher educator and society
Total		300000	

Material development

Plans for 2015-2016			
Planned number visited	Average duration of each visit	Estimated expenditure	Expected outcome
*8 school per faculty per month (convanee TA/DA)	2 days	300000	Quality improvement Administration and also increasing the achievement
	Total	3,00,000	

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

Answer : The accounts are audited both internally and externally. Internal audit done by C.A. and external audit done by deptment and AGMP Gwalior. This was done in 2006 and 2010

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

Answer : Yes. Payments , budget allotment, preparation and generation of paybills and payments all are computerized

6.6. Best practice in governance and leadership.

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

Answer:

- Work culture
- Theatre
- Advance computer lab
- Various, administrative and academic software,

- **Work culture:-**

College administration is decentralize. All members(academic and non academic both) have a lot of opportunities to show their best skills and best performances. They have freedom to express their views and administrations provide a motivational inspirational positive atmosphere to render their duties in institution.

- **THEATRE:-**

Theatre equipped with all advance innovative techniques for teaching methods.

- **Studio :-**

Planning of 2D and 3D educational , motivational, inspirational movie production with the help of augmented animation techniques is done.

- **Advance computer lab-** Microsoft, computing and IBM Technology, Think line computer lab.

- OMR marking software
- Innovative attendance software
- Student feedback software

- Guard feedback software
- Exam analysis software
- Revision test analysis software
- Student manager software
- Theatre cum auditorium with latest teaching equipments like 3D technique T.V. on silver screen. Internet on silver screen, click share techniques (under process) digital dolby sound system 7.1 Highly acoustic hall 175 sitting.
- Advance studio functioning with audio recording and mixing, video recording and mixing Audio- video recording and mixing on latest software like sonyvegas, catwalk etc.
- Computerized centrally sound system with P.A. system.
- Human lab (under process)
- Smart class room(under process)
- Formation language lab (under process)
- Many software facilities for concept based oriented teaching.

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

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Criterion VII: Innovative Practices**7.1 Internal Quality Assurance System**

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

Answer : Yes ,the institution has established IQAC in the year 2014 to insure quality improvement in entire activities of the institution. The institution has been actively pursuing quality assurance in all academic and administrative matters. The various steps taken by the internal quality assurance cell are:-

- i) Designing and implementation of goals and targets of the institution for continuous improvement and quality enhancement.
- ii) Formation of committees that covers all academic, administrative, institutional development , curricular and co-curricular activities.
- iii) Development and application of innovative practices regarding academic transaction, student achievement evaluation, teaching methods, research works, co curricular activities, activities for popularization of science among school levels students and teachers in all over M.P.
- iv) Promotion of extension activities, seminars, workshops, and training programs etc.
- v) Collaboration with different stakeholders, teaching and non teaching staff, students , members of governing body(RSK Bhopal., MPCST Bhopal, NCERT Delhi, NSC Mumbai, HBCSE Mumbai) and other community members to achieve the goals and unity of the institution.

IQAC Composition:- (At present)

Shri Dinesh Awasthy , Director	Chairperson
Dr. Rajesh Pande,	NAAC co-ordinator
Shri Akshay Tiwari	Member
Dr. (Smt) Susamma Johnson	Member
Smt Sandhya Jain	Member
Shri P.K Bahre	Member
Dr. (Smt) S. Awasthy	Member
Dr. (Smt) Jyoti Karlekar	Member
Shri Quazi Shujat Ahmad	Member
Students (4 nos 2014-15) Smt Seema Sablok(M.Ed Science) Smt Swati Garg(M.Ed Science) Shri Pankaj Jain (B.Ed Science) Shri Nitin Baghel(B.Ed Science)	Member

The IQAC meets in every three month and outcome of such meetings are communicated to the staff through the concerned cell meetings.

The administration / management, of the institution tracks the activities and evaluates the decision made by IQAC. Some of the IQAC decision that are approved by the institution are as follows.:-

- Improvised computer lab facilities (with N Computing) to groom students as professionals
- More technical and clerical equipments for enhanced office work like photocopy machine , scanners etc.
- Development of theatre and studio with modern electronic gadgets , 7.1 Dolby Digital sound, 3D projectors , high-end consoles , high speed internet, etc.
- Smart classes for B.Ed and M.Ed courses are under process.

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

Answer: Different committees of the institution critically analyze the efforts made by the institution to evaluate the achievements of goals and objectives. Feedback are also received from students, head of practice teaching schools, alumni members and community members which are discussed in meetings comprising director , teaching and non teaching staff four times in an academic session. The suggestions received from different concerns are included for execution in next session activity plan.

In the institution there are also so many software which are used to evaluate the different function of the institution.

- Library software
- Guard feedback
- Student feedback
- Institute manager
- Examination analysis
- Revision test analysis
- Media scheduler
- Time-table creater

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

Answer : Curricular part of the academic program is formed by RDVV Jabalpur M.P and is followed by the Institution with additional aspects as per the need of the students in order to ensure the quality of its academic programs, the institution

makes academic calendar comprising different academic and co-curricular activities before the commencement of the session. It includes notes by faculties, seminar, workshop, group discussion facilitate the slow learners and uplift the quality of education provided to the student.

It is also ensured by discussing the matter in regular meeting of staff with the director.

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

Answer; In the institution there is a centralized model for administration and financial management. Different administration committees are formed at institutional level comprising both senior & junior faculty members. Students are also involved in the administration through various bodies like academic committee, anti ragging committee, library committee, cultural committee etc. All the committees plan and execute the development of the institution. Financial management process is as per norms. Institution has a purchase committee comprising faculty members. Annual auditing is done by the chartered accountant. We develop a specific work culture in which we try to utilize all innate qualities of faculty members for over all development of the institute.

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

Answer: In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodic joint meetings of administrative and academic constituents. Interaction with the constituents helps in identifying and sharing good practices. Assessment performances are being used by different constituents regarding curriculum transaction, evaluation, library etc.

We make all decision on basis of common consent, in a democratic way and maintain transparency such as

- We have decided dress code for all student of B.Ed (science), M.Ed (science) students.
- Dissertation work for M.Ed (science) students allotted as per their interest and willingness. All faculty help them regularly.
- The whole staff of institute fight unitedly in any unconstitutional circumstances.

7.2 Inclusive Practices

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

Answer: Faculty members get the knowledge about the policies and issues regarding inclusive education through journals periodical and internet. Discussion seminar are also organized on current issues and policies in the college.

Dissertation work on current issues (NCF 05 population education, RTE 2009, SSA girls education, yoga, ABL, ALM) is done by M.Ed (science) students under the guidance of teacher educator of the institution.

Workshops are organized for review of the text book of (class 6th-8th) science and maths to develop a teacher's guidebook.

In reference to Rastriya Swachhata Abhiyan, institution send a proposal to MPCST Bhopal to aware all the school student of the state.

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.

Answer: In B.Ed science and M.Ed science there is a theory paper through which students get theoretical knowledge about the exceptional childrens. The institution organizes different activities like debate, poetic recitation based on inclusion and gender differences. The institution also organizes extension activities, seminars etc. to sensitize a students regarding this issues.

Institution also organize an exposure visit for all students to show the work done by Diet Jabalpur (MP) in relation to CWSN.

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.

Answer: The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are-

- For B.Ed (science) students, institutes organizes workshop to prepare teaching aids for practice teaching.

- Use the 3D CD's in theatre to clear the concepts of the science subject.
- Student visit other school for educational and social interaction purpose.
- The institution celebrates important dates and other programmes in which community are invited which provides an opportunity to the students to interact with them.
- After the plantation by kadam sanstha (NGO) there is a discussion for 15 to 20 minutes with students to aware them about environment and social issues. There is a special programme on sunday in which an interaction falls with expertise.
- During the prayer session there is an expression about good thoughts and we also discuss it with student. This is the best way of social interaction.

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

Answer: Through different theory paper student teacher are provided knowledge about individual differences of children and proper care and handling them. Before the commencement of teaching practice session, the institution provides orientation to the student teacher to understand each child individually and to give them personal attention, especially the children with special need.

In the institution research work are also done on SES factor.

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

Answer: Institution provides basic facilities such as ramps and smooth floor. Special attention and personal guidance is provides by teacher educator for PWD.

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)?

Answer: Women cell is active in the institution. Various programmes are organized to aware students teacher about gender issues like women empowerment, girl child education etc.

Our institution is sensitive and aware regarding to women's respect and their rights.

7.3 Stakeholder Relationships

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

Answer: The institution ensures the access to the information on organizational performance to the stakeholder by displaying them on display board of the institution , local newspaper, web site- www.sisejbp.org , by IVRS , through bulk SMS and by posting the programme guidelines.

The institution invites stake holders in different activities/ functions organized in institutes as well as in other places of MP and share institutional achievements and student's excellence with them.

Our stakeholders are-

- Ajim Premji foundation
- CTE union
- Kadam sanstha (NGO)
- Triveni parishad
- Pahal magazine organization
- PWA- progressive writer association
- MPCST Bhopal
- HBCSE Mumbai
- Nehru Science Centre Mumbai
- NCERT Delhi

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?

Answer: Data regarding various academic and administration aspects are collected from students and stakeholder through feedback performas and through discussion at the time of different activities.

Institutional web sites also works as a SISE portal. On this portal there is a space for alumni interaction feedback system, search for innovative thought, automatic notice and news updation system, personalized mailbox, FAQ.

Collected data is shared and discussed in different committees to bring qualitative improvements.

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?

Answer: Different questionnaires are formed to gather information from stakeholder on program quality. The feedback is shared and discussed by staff members. Every possible effort is done for quality improvement if any shortcoming is highlighted by stakeholders. The institution has developed certain performas to collect data from students and stakeholders. The students are to fill the performas in between/ after completion of the programme regarding teacher quality evaluation of the programme and other facilities. Community member are also invited time to time to give suggestion for quality improvement.

Following software also used to collect the feedback from student's, professional community and alumni and other stakeholder on the quality of programme.

- Alumni interaction feedback system
 - Search for innovative thought
 - Personalized mailbox
 - FAQ
-

Following are the core values reflected in the various functions of the institution.

- The institution provides equal opportunities to various academic, curricular , administrative activities.
- Discussion seminar (Teaching for construction of knowledge) and workshops to develop the teachers guide book) are organized on current issues related to social and educational development.
- B.Ed and M.Ed students are encouraged to select the topic for their project work (modules, TLM, etc) and dissertation related to students problem regarding their education, emotional and social adjustments.
- The institution develops a well planned community linkage programme through celebration of various awareness programmes, alumni association annual function etc.
- The institution provides opportunities to teacher educators for professional and personal growth.
- The institution give opportunity to the students teachers to develop their teaching competencies through various teaching aids like 3D smart class, visualizer writer tab, T.L.M, improvised apparatus computer literacy programme , research workshop etc.
- Social, moral and spiritual values are developed among students teachers through various activities in assembly and extension lectures by faculty.
- Feedback mechanism is adapted from different corners for quality improvements.

The governing body, director and faculty members are dedicated to realization of mission, vision goals and values of the institutions which targets national integration and peace humanity

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

1. How are the core values of NAAC reflected in the various functions of the institution?

Mapping & Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission & 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																																	
End-Term Examination																																	
Research M.Ed. (Science)																																	

Admission & Orientation

Theory

Seminars

Sessional Work

Tests

Assignments

Practical Work

Demonstration

Observation

Practice / Teaching/ Internship

Co-curricular Activities

Working with community

Project work

End-Term Examination

Research M.Ed. (Science)

Appendices - SECTION-C

Annexure-1

1. A brief note on teacher education scenario in the state, rules , regulations and policies on academic and administrative governance issued by the state and central Govt./ regulatory bodies and affiliated Universities/ board (not exceeding two A4 Size pages.

Answer : This institution is Government Institution and follows rules & regulations prescribed by M.P. Government and it is affiliated with Rani Durgawati Vishwavidyalaya, Jabalpur (M.P.)

SCHEME OF BACHELOR OF EDUCATION (SCIENCE) COURSE AFFILIATED WITH RANI DUGAVATI VISHVAVIDYALAYA JABALPUR M.P

OBJECTIVES:

1. To develop among the students Teachers a clear understanding of the psychology of students.
2. To enable them to understand the process of Socialization.
3. To develop in them the skills for Guidance and Counseling
4. To enable them to foster creative thinking among the pupils for the reconstruction of knowledge.
5. To acquaint them with the factors and forces (within the School and Outside) affecting the Educational System and Classroom Situations.
6. To acquaint them with the educational Needs of the Special Groups of the pupils.
7. To enable them to undertake action Research and use innovative practices.
8. To enable them to utilize Community Resources as Educational Inputs.
9. To develop communication Skills and to use them in Modern Information Technology.
10. To foster in them a desire for life-long learning.
11. To acquaint the learner with the methodology of Science Teaching.
12. To develop the professional skills needed for practicing modern education including the scientific listing of behavioral objectives, devising appropriate method and technologies for achieving the outcomes.
13. To develop the ability and skills for evaluating the range of outcomes in Science Education.

SCHEME OF MASTER OF EDUCATION (SCIENCE) COURSE.

The Purpose of the M.Ed. (Science) program to prepare learn for higher level functions in Science Education and Teacher Education who have a broad understanding of all the contemporary concerns Education. The purpose is to develop and educational leader with vision

OBJECTIVES

1. To prepare practitioners of Education.
2. To prepare professional personnel required to staff Institutes Advanced Study in Education (ASE's), Colleges of Teacher Education: (CTE's) and District Institutes of Educational Training (DIET)
3. To prepare Professional Administrators and Supervisors for position of responsibility of Educational Institutions, Department of Education, Educational Planning and in Supervisory Educational Service.
4. To enhance personnel with scientific attitude and research oiler-disposition in the field of Education.
5. To prepare professionals for conducting research in the field of Science Education.
6. To faster the attributes that contributes to the development of Educational Literature and to the growth of Education as a discipline
7. To inculcate modern trends in Education in various fields Psychological, Philosophical, Sociological Foundations of Educate Educational Evaluation, Curriculum Development, Education Administration, Statistical Procedures etc.

Annexure 2 : Institutional calendar

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S.I.S.E. & C.T.E. JABALPUR

शैक्षणिक कार्यक्रम एवं गतिविधियाँ					संबंधी कार्यक्रम एवं गतिविधियाँ	शोध संबंधी कार्यक्रम एवं गतिविधियाँ	शिक्षक प्रशिक्षण कार्यक्रम
क्रमांक	माह	सैद्धांतिक	प्रायोगिक	अन्य गतिविधियाँ			
1	अप्रैल 2014	बी.एड.(विज्ञान) एवं एम.एड.(विज्ञान) पाठ्यक्रम की वार्षिक परीक्षा का आयोजन	निरंक	निरंक	संस्थान के समस्त सदस्यों के साथ बैठक कर सत्र की कार्ययोजना पर विचार विमर्श कर योजना तैयार करना ।		
2	मई	निरंक	—	विश्व प्रौद्योगिकी दिवस (11 मई) राष्ट्रीय एकता दिवस (13 मई) का आयोजन	योजना संबंधी कार्यक्रम का विवरण तैयार करना ।	राज्य शिक्षा केन्द्र द्वारा दिये गये शोध कार्य का संपादन ।	राज्य शिक्षा केन्द्र/आयुक्त लोक शिक्षण द्वारा दिए गये कार्यक्रम के अनुसार मॉड्यूल निर्माण संबंधी कार्यशाला ।
3	जून	बी.एड.(विज्ञान) एवं एम.एड.(विज्ञान) हेतु प्रवेश प्रक्रिया प्रारंभ	—	विश्व पर्यावरण दिवस - (5 जून) का आयोजन	विभिन्न योजनाओं संबंधी कार्यक्रम विवरण तैयार करना ।	मध्यावधि लघुशोध एवं क्रियात्मक अनुसंधान कार्यों का वितरण	रिफ्रेशर कोर्स का आयोजन - शिक्षकों के लिए ।
4	जुलाई	बी.एड.(विज्ञान) एवं एम.एड.(विज्ञान) हेतु प्रवेश प्रक्रिया पूर्ण - (20 जुलाई) - कक्षाओं में शिक्षण कार्य प्रारंभ ।	—	विश्व जनसंख्या दिवस - (11 जुलाई) - विश्व प्रकृति संरक्षण दिवस - (26 जुलाई) का आयोजन ।	राष्ट्रीय विज्ञान सेमिनार संबंधी निर्देश शालाओं को भेजना । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	शोध कार्य संबंधी संस्थान स्तर पर कार्यशाला	कम्प्यूटर लिटरेसी कार्यक्रम का प्रारंभ
5	अगस्त	बी.एड. (विज्ञान) कक्षाओं में शिक्षण कार्य । एम.एड.(विज्ञान)कक्षाओं में शिक्षण कार्य ।	बी.एड.(विज्ञान) / अभ्यास प्रायोगिक कक्षाएं संचालित । एम.एड (विज्ञान)कक्षाओं में शोध कार्य का वितरण ।	भारत छोड़ो आंदोलन - (9 अगस्त) व स्वतंत्रता दिवस - (15 अगस्त) का आयोजन ।	संस्थान द्वारा आयोजित विभिन्न योजनाओं से संबंधित निर्देश, संस्थान की वेबसाइट पर अपलोड करना । - (15 अगस्त 2014) तक राष्ट्रीय विज्ञान सेमिनार का आयोजन - (30 अगस्त 2014) के पूर्व । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	वितरित शोध कार्य की समीक्षा	डाइट फैकल्टी का दस्ता संवर्धन संबंधी कार्यशाला का आयोजन - ।
6	सितंबर	कक्षाओं में शिक्षण कार्य	कक्षाओं का नियमित संचालन बी.एड. (विज्ञान) के छात्रों के अभ्यास शिक्षण ।	शिक्षक दिवस - (5 सितंबर) गणेश व विश्व ओजोन संरक्षण दिवस - (16 सितंबर) का आयोजन ।	सीटीई के अधीन संस्थाओं की मॉनीटरिंग	—	शिक्षक शिक्षा डूँ के प्रारंभ ।
					राज्य स्तरीय विज्ञान मेला एवं पश्चिम भारत विज्ञान मेला का आयोजन ।		

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S.I.S.E. & C.T.E. JABALPUR

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7	अक्टूबर	शिक्षण कार्य	बी.एड.(विज्ञान) / अभ्यास प्रायोगिक कक्षाएं संचालित । एम.एड. (विज्ञान) कक्षाओं में शोध कार्य की समीक्षा ।	महात्मा गांधी एवं लाल बहादुर शास्त्री की जयंती - (2 अक्टूबर) एवं विश्व खाद्य दिवस - (16 अक्टूबर) का आयोजन	(ब्लॉक स्तर से संभाग स्तर तक) अंतिम सप्ताह में विज्ञान नाटिका, पश्चिम भारत विज्ञान मेले का राज्य स्तरीय आयोजन । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	शोध कार्यों की समीक्षा ।	एक्सपोजर विजिट ।
7	नवम्बर	शिक्षण कार्य	बी.एड. (विज्ञान) की प्रायोगिक कक्षाएं व अभ्यास शिक्षण । एम.एड. (विज्ञान) के छात्रों को शोध कार्य के डाटा संग्रह हेतु फील्ड में भेजना ।	कैसर दिवस - 7 नवम्बर व विश्व विज्ञान दिवस - (10 नवम्बर) का आयोजन ।	राज्य स्तरीय विज्ञान मेला नवम्बर का प्रथम पाक्षिक । नवाचारी विज्ञान शिक्षक पुरस्कार हेतु आवेदनों का आमंत्रण । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	शोध कार्य पूर्ण ।	-
8	दिसंबर	शिक्षण कार्य	बी.एड.(विज्ञान)की प्रायोगिक कक्षाएं व अभ्यास शिक्षण । एम.एड.(विज्ञान)में शोध कार्य ।	एडस दिवस - (1 दिसंबर) वार्षिक खेलकूद प्रतियोगिता का आयोजन ।	क्षेत्रीय गणित ऑलम्पियाड के द्वितीय चरण का आयोजन । साइंस ऑलम्पियाड का प्रथम चरण का आयोजन । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	रिसर्च एवं पब्लिकेशन हेतु कार्य वितरण व कार्य प्रारंभ ।	सेमीनार (02)
9	जनवरी	बी.एड.(विज्ञान) एवं एम.एड. (विज्ञान) की जांच परीक्षा	बी.एड. (विज्ञान) की प्रायोगिक कक्षाएं । एम.एड. (विज्ञान) में शोध कार्य ।	गणतंत्र दिवस - 26 जनवरी व शहीद दिवस- 30 जनवरी का आयोजन संस्थान के वार्षिक एवं सांस्कृतिक कार्यक्रम का आयोजन ।	क्षेत्रीय गणित ऑलम्पियाड के प्रथम चरण का आयोजन । नेशनल ड्रामा फेस्टीवल हेतु चयनित प्रतिभागियों को साइंस सेंटर बाम्बे भेजना । सीटीई के अधीन संस्थाओं की मॉनीटरिंग	रिसर्च एवं पब्लिकेशन हेतु कार्य की समीक्षा ।	एक्सपोजर विजिट ।
10	फरवरी	बी.एड. (विज्ञान) में शिक्षण कार्य । एम.एड. (विज्ञान) कक्षाओं में शिक्षण कार्य ।	बी.एड. (विज्ञान) की प्रायोगिक कक्षाएं । एम.एड. (विज्ञान) शोध कार्य पूर्ण ।	बसंत पंचमी - (सरस्वती पूजन) एवं राष्ट्रीय विज्ञान दिवस - (28 फरवरी) का आयोजन । शैक्षणिक भ्रमण ।	साइंस ऑलम्पियाड का द्वितीय चरण का आयोजन । नवाचारी विज्ञान शिक्षक पुरस्कार योजना में प्रथम परिणाम की घोषणा ।	रिसर्च एवं पब्लिकेशन हेतु कार्य की समीक्षा ।	
11	मार्च	बी.एड. (विज्ञान) में शिक्षण कार्य । एम.एड. (विज्ञान)कक्षाओं में शिक्षण कार्य ।	बी.एड. (विज्ञान) एवं एम.एड. (विज्ञान) की परीक्षाएं ।	नो स्मोकिंग दिवस 31 मार्च का आयोजन ।	समी योजनाओं का बजट तैयार करना	रिसर्च एवं पब्लिकेशन कार्य पूर्ण ।	

Director
State Institute of Science Education
Jabalpur (M. P.)

Annexure -3 : Time table

1/2

State Institute of Science Education and College of Teacher Education, Jabalpur												
Time Table of M.Ed. (Science) & B.Ed (Science)												
Year 2014-15												
11.00-11.30 Attendance , Prayer , thoughts and Information						Effective from 3rd September 0214						
B.Ed A+B	M W F T Th S	11:30-12:20	12:20-1:10	1:10-1:40	1:40 - 2:30	2.30 - 3.20	3:20-3:30	3:30-4:10	4:10-5:00			
		First Period	Second Period	Lunch Break	Third Period	Fourth Period	Short Break	M	Fifth Period	Sixth Period		
		Paper III (R.K.P)	Paper IV (P.K.B.)		Paper II (Theory+Prac) (P.S.)	Paper V Chem - S.J. Maths-AKT		W	Theatre chem / Computer (Maths) (R.K.K) Workshop	Preparation Of Teaching Aid		
									F		Theatre Maths/ Computer (Bio) (R.K.K) Workshop	
											Seminar (S.P.)	
		T	Yoga & Meditation RKK (B.Ed & M.Ed) Theatre		Paper VII (S.Pandey)	Paper I (S.A.)		Paper VI Phy -S.Jain Bio - (J.K.)	T	Prac. Phy-S.Jain , L.Sen Chem S.Aw , H.S Bio-P.S., S.P.M	Theatre Bio / Computer (Maths) (R.K.K) Workshop	
		Th	Director Sir (B.Ed & M.Ed) Theatre						Th	Theatre Phy / Computer (Bio) (R.K.K) Workshop	Preparation for Cultural Programme R.K.P. ,P.S.	
S	Yoga & Meditation H.Singh (B.Ed & M.Ed) Theatre	S	Work Experience (P.K.B.)									
M.Ed.	M W F T Th S	Paper I (S.A.)	Paper V (J.K.)	Lunch Break	Paper IV (S.Jain)	Computer Lab (R.K.K)	Short Break	M	Dissertation			
		Yoga & Meditation RKK (B.Ed & M.Ed) Theatre	Paper III (R.K.P)		Paper II S.Johnson (Theory+Practical)	Paper VI ET - (P.K.B.) G & C - (P.S.)		W	T	Library	Preparation for Cultural Programme R.K.P. ,P.S.	
												Th
												S

Note -1. All academic & office staff must attend prayer .

2 Theatre classes will be instructed by the subject teacher..

After the completion of unit - Test.

Director
SISE & CTE M.P. Jabalpur
State Institute of Science Education
Jabalpur (M. P.)

**OFFICE OF THE DIRECTOR STATE INSTITUTE OF SCIENCE
EDUCATION AND COLLEGE OF TEACHER EDUCATION JABALPUR**

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IVRS – 7771915551, 7771915552, 7771915553, 7771915554

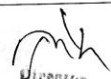
B.Ed. (Science)

I. Paper	Teacher in emerging Indian society
II. Paper	Development of Learner & Teaching Learning process
III. Paper	Development of Educational system in India
IV. Paper	Essentials of Educational Technology and management
V. Paper	Content cum methodology - Chemistry/Mathematics
VI. Paper	Content cum methodology – Physics/Biology
VII. Paper	Additional (optional) (i) Education and mental measurement (ii) Environmental Education

M.Ed. (Science)

I. Paper	Philosophical and Sociological Foundation of Education
II. Paper	Psychological foundation of Education
III. Paper	Methodology of Educational Research and Data Analysis
IV. Paper	Environmental Education
V. Paper	Science Education
VI. Paper	Additional (optional) (i) Guidance & Counseling (ii) Educational Technology

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 Director
 State Institute of Science Education
 Jabalpur (M. P.)

Annexure - 4 : Copy of syllabus

Affiliated with R.D.V.V. JBP.

SCHEME OF BACHELOR OF EDUCATION (SCIENCE) COURSE

OBJECTIVES :

- To develop among the students Teachers a clear understanding of the psychology of students.
- To enable them to understand the process of Socialisation.
- To develop in them the skills for Guidance and Counselling.
- To enable them to foster creative thinking among the pupils for the reconstruction of knowledge.
- To acquaint them with the factors and forces (within the School and Outside) affecting the Educational System and Classroom Situations.
- To acquaint them with the educational Needs of the Special Groups of the pupils.
- To enable them to undertake action Research and use innovative practices.
- To enable them to utilise Community Resources as Educational Inputs.
- To develop communication Skills and to use them in Modern Information Technology.
- To foster in them a desire for life long learning.
- To acquaint the learner with the methodology of Science Teaching.
- To develop the professional skills needed for practicing modern education including the scientific listing of behavioural objectives, devising appropriate method and technologies for achieving the outcomes.
- To develop the ability and skills for evaluating the range of outcomes in Science Education.

ELEGIBILITY CRITERIA :
As per U.G.C. Norms.

DURATION OF THE COURSE :
The One Year Bachelor of Education (Science) Course will be of ONE Academic Year Duration i.e. from 1st July to 30th Apr.

(10)

PATTERN OF THE COURSE :
The Structure of the B.Ed. (Science) Course Comprises of Two Parts.

Part – I – Theory

- PAPER I - Teacher in emerging Indian Society
- PAPER II - Development of Learner and Teaching learning process.
- PAPER III - Development of Education System in India.
- PAPER IV - Essentials of Educational Technology and management.
- PAPER V - Content Cum Methodology of Teaching First School Subject (Chemistry / Maths)
- PAPER VI - Content Cum Methodology of Teaching Second Subject (Physics / Biology)
- PAPER VII - Additional specialisation (Optional Paper)

Part – II – Practical

- Teaching of first School Subject - 20 Lesson Plans.
- Teaching of Second School Subject - 20 Lesson Plans.
- Performing FIVE Psychology Tests / Practical.
- Science Practicals (Practical of School Standard in any One Science Subjects out of Physics.)
- Performing Practical in the Area of
 - Educational Technology.
 - Workshop Practice.
 - Computer Education
- Assignments - one in each Paper.
- Taking active part in co-curricular Activities of the Institution (Area : Sports, Cultural Literary Scientific.)

PAPER V AND PAPER VI :
Two Subjects one from each Group.

Group I	Group II
1. Chemistry	1. Physics
2. Mathematics	2. Biology

(11)

TABLE II PAPER VII, ADDITIONAL SPECIALISATION (ANY ONE) :

- Elementary Education
- Environmental Education
- Educational Administration and management.
- Educational and Mental measurement.
- Computer Education.
- Career Information in Career Guidance.
- Physical Education.
- Population Education.
- Teaching of Values.

SCHEME OF EVALUATION :

PART I (THEORY)

PAPER	GROUP	PASSING MARKS	MAXI. MARKS
PAPER-I	Teacher in Emerging Indian Society	33	100
PAPER-II	Development of Learner and Teaching Learning Process.	33	100
PAPER-III	Development of Educational System in India.	33	100
PAPER-IV	Essentials of Educational Technology and Management.	33	100
PAPER-V	Content Cum Methodology of Teaching Physics / Biology.	33	100
PAPER-VI	Content Cum Methodology of Teaching Mathematics/Chemistry.	33	100
PAPER-VII	Additional Specialisation	33	100

(12)

TOTAL MARKS OF PART – I

280	700
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(13)

- Final Test in Teaching (Two Subjects) (EXTERNAL AND INTERNAL) 40 100
- Viva Voice (EXTERNAL AND INTERNAL) 12 30
- Psychology Practical (EXTERNAL AND INTERNAL) 08 20
- Science Practical (EXTERNAL AND INTERNAL) 17 50
- Educational Technology (INTERNAL) 06 15
- Workshop Practice (INTERNAL) 06 15
- Computer Education (INTERNAL) 06 15
- Assignments One in Each Paper (INTERNAL) 14 35
- Co-Curricular Actives (INTERNAL) 04 10
- Test Exams (To be conducted in December) (INTERNAL) 04 10

TOTAL MARKS OF PART – II 120 300
(40% of M.M.)

GRAND TOTAL OF BOTH (THEORY AND PRACTICAL) 1000

UNIVERSITY NORMS :

- A person who has obtained a Bachelors Degree of the University or a Degree recognised as Equivalent shall be eligible for Admission to Bachelor of Education Course Provided he has been selected through the Entrance Examination Conducted by the professional Examination Borad, Bhopal (VYAPAM) M.P.
- The University Examination in Theory Papers will be held in March / April and the university Examination in Practical will be conducted in January / February in the same session.

(13)

- * Major Philosophy System : Their Salient Features and Their impact on Education.
 - (a) Realism.
 - (b) Naturalism
 - (c) Idealism
 - (d) Pragmatism.

UNIT – II

- * Child Centred Education concept of Learner : With Gijju Bai as Teacher Education.
- * Education in Western Context : with Specific reference to Rousseau and Dewey : Their impact on Educational Thoughts and Classroom Practices in terms of progressive trends in Education.
- * Educational Thinkers and Their Contribution in developing Principles of Education.
 - (a) M.K. Gandhi : Basic Tenets of Basic Education
 - (b) Swami Vivekanand : Man Making Education.
 - (c) Froebel : The Play way method.
 - (d) Montessori : The didactic appenricatus.

UNIT – III

- * Knowledge about the Indian Constitution and its Principles.
- * Various Articles mentioned in the Indian Constitution that are related to Education.
- * Meaning of Secularism, Social Goals, Democracy and Socialistic pattern of Society :
- * Meaning of National Intergration, its needs and factors Contributing achieve them Role of the Teacher and Educational Institutions in achieving nation Untergration through Democratic Interaction.
- * Explanation of Cultural Heritage an its role in Upliftment.
- * Equal Communication, Philosophy of celebration of Indian Festivals.

UNIT – IV

- * Sociological Basis of Education.

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- * Relationship between Individual to Individual and Individual to Society in terms of Norms given by the Existing social Order.
- * Education as Liberal and Utilitarian.
- * Education as tool of economic development.
- * Education as an agent of Social Change.
- * Education and Human Resource development.

UNIT – V

- * Meaning of New Social Order.
- * Eradication of Illiteracy.
- * Objectives of NAEP.
- * 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.
- * Nations Programmes like *NCC, NSS etc.

PAPER – II**DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS****COURSE CONTENT :****UNIT – I**

- * Nature of Psychology and Learners.
- * Psychology : Its Meaning, Nature, Method and Scope Function of Educational Psychology.
- * Stages of Human Development : Stage, Specific Characteristics and Development Tasks.
- * Adolescents in Indian Context : Characteristics and Problems of Adolescents, their Needs and Aspirations.

UNIT – II

- * Learning and Motivation.
- * Nature of Learning.

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3. A candidate should pass in Part – I and Part – II separately.
 - (a) To pass in Part – I and Part – II requisite aggregate Marks is 40% in each part.
 - (b) In each part First Division will be granted to a Candidate who has acquired 60% and higher.
 - (c) In each part second Division will be granted to a Candidate who has acquired 50% or more
 - (d) In each part Third Division will be granted to a Candidate who has acquired 40% or more but less than 50%.
4. Internal Assessment of each Candidate is to be carried out throughout the Course.
5. Each Student Teacher required to attend Prayer of the College under the Community Activities and each student Teacher has to participate in the co-curricular Activities.
6. Library Study is compulsory for each Student Teacher and a record is to be maintained by the college.
7. Questions in the University Examination will be asked Unit Wise, There will be Internal choice in Questions.
8. If any Student Teacher absents in any activitie of the College whose Marks are included in the university Examination he shall be declared FAILED, however 40% Marks are necessary to be obtained in each activities to pass the Examination.
9. If any Student Teacher is unable to get 75% attendance he can appear only when he will complete his Attendance next year after seeking admission.

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10. If any Student Teacher Fails in any one of the Paper or in any one item of the Practical part of Examination he can appear in the paper or Item in the next Examination. There is no provision of supplementary Examination in the B.Ed. Science Course.
11. Every Student Teacher has to do FIVE Psychology Practical and has to submit a practical Copy / record..... An External Examiner will conduct the Examination.
12. Every Student Teacher will have to perform practicals inthe area of Educational Technology workshop Practice, Computer Education. There will be Internal Examination in each.
13. Every Student Teacher will have to perform Science Practical In ANY ONE Subject, Chemistry, Physics and Biology,) and maintain Practical Record. An External Examiner will Conduct the Examination.
14. Every Student Teacher will have to select TWO School Subject for Practice Teaching They will have to complete 20 Lesson in each School Subject.
15. Internal Examiners will be appointed amongst the Subject Teachers.

BACHELOR OF EDUCATIONAL (SCIENCE) COURSE**PAPER – I****TEACHER IN EMERGING INDIAN SOCIETY****COURSE CONTENTS :****UNIT – I :**

- * Education : Nature and meaning - its Objectives in relation to time and Place.
- * Agencies of education - Formal Informal and Non Formal
- * Philosophy and Education : Significance of Studying Philosophy in understanding Educational Practices and Problems.

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- * Learning theories : Thorndike pavlov and skinner factors Influencing Learning.
- * Transfer of Learning and Plateaus of Learning.
- * Motivation : - Nature, Types, Techniques of Enhancing Learners Motivation.

UNIT – III

- * Intelligence – Nature and characteristic of Intelligence its development.
- * Theories of Intelligence – Two factor theory, Multi factor Theory (PMA) and (SI Model).
- * Measuring Intelligence – Verbal and Non Verbal performance – (One representative of Group Test and Individual Test of Each)

UNIT – IV

- * Exceptional Children : - Concept of Exceptional Children, Types and Characteristics of each type including Children with Learning Disabilities with special reference to Back ward and Gifted.
- * Individual Difference :- Nature Accomodating Individual Difference in the Classroom.
- * Elementary Educational Statistics :- Measures of Central Tendencies and their uses. Coefficient of correlation :- Rank Difference Method.

UNIT – V

- Personality :- Definition, Meaning and Nature Development of Personality Types and Traits. Theories of Personality.
- * Meaning of Guidance :- Rationale for Guidance Services.
- * Concept of Counselling :- Directed and Non Directed Counselling.
- * Organisation of School Guidance Services. Use of Community resources for School Guidance Services.

PERCICUM :

- * Observing the behaviour of an early Mid adloscent and describing his/her characteristics and problems.
- * Administering and Interpreting the results of two Tests of Intelligence - Verbal Non Verbal or Performance.

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- * A Case Study of an Exceptional Child and suggesting how to provide Education for the particular child.

PS CHOLOG TEST AN FIVE :

- | | |
|---------------------------------------|--|
| 1. Intelligence Test - Verbal. | 2. Intelligence - Non Verbal |
| 3. Interest Test | 4. Aptitude Tet Passimistic / Optimistic. |
| 5. Learning by Whole and part Method. | 6. Personality Test introvert and Extrovert. |
| 7. Value Test | 8. Adustment Test |
| 9. Anxiety Test | 10. Achievement Test. |

PAPER – III**DEVELOPMENT OF EDUCATIONAL S STEM IN INDIA****COURSE CONTENTS :****UNIT – I**

- * Education in India In Vedic Period
- in Buddhist Period
- in Medieval Period.
- * Macaulays Minutes and Bentined Resoution of 1835.
- * Woods Despatch - 1854.
- * Lords Currzon's Educational Policy.
- * Growth of National Consciousness (Gokhale's Resolution)

UNIT – II

- * Recommendation of Indian Education Commission - 1882, Its Influence on the subsequent Development of Education.
- * Essential Features of Sa:lier Commission - 1917.
- * Committee - 1929.
- * Wood Abbot Report - 1937.
- * Sargeant Report - 1944.

UNIT – III

- * University Education Commission (1948-49) with special emphasis on :-

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Religious Education
Medium of Instruction
Examination
Women Education
Rural universities

- * Secondary Education Commission (1952-53)

UNIT - III

- * University Education Commission (1948-49) with special Emphasis on :-
Religious Education
Medium of Instruction
Examination
Women Education
Rural universities
- * Secondary Education Commission (1952-53)

UNIT - IV

- * Indian Education Commission (1961-66) with special emphasis on :-
National Objectives of Education.
Structure of Education and Standard
Science Education
Adult Education

UNIT - V

- * Problems and Remedies of -
Elementary Education
Women Education
Science and Technical Education
Wastage and Stagnation

PAPER - IV

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

COURSE CONTENT :

UNIT - I

- * Definition, Meaning, Objectives, Types, Characteristics, Scope,

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approaches, Importance Merits and Demerits Limitations of Educational Technology.

- * Problems of Educational Technology.
- * Application of Educational Technology in the Training of Teachers.
- * General Principles of Teaching.
- * General Devices of Teaching - Exposition, Narration, Description, Story Telling, Supervised Study Illustration, Questioning, Answering, Comparison, Dramatisation, Observation, Demonstration, Home Work.
- * Higher Devices of Teaching Discussion, Seminar, Conference and Workshop.
- * Team Teaching.
- * Distinction Between Hardware and Software Technologies.

UNIT - II

- * OHP Still and 35 mm Slide Projector Television, Computers.
- * New Technologies like E-Mail Internet etc.
- * Use of Strategies like Teleconferencing, Technology of Video Dices, Programmed Instruction CAI.
- * Psychological Uses for use of Modern Technologies - Case of Experience (Edger Date).
- * Development Programmed Instruction Material - Linear Branching Programmes.
- * Role of Teacher in Computer Assisted Learning.

UNIT - III

- * Maxims of teaching.
- * Micro Teaching Meaning Importance Step (Characteristics Advantages and Precautions Developing teaching Skills) :
(a) Skill of Introduction. (b) Skill of Explanation.
(c) Skill of Questioning. (d) Skill of Stimulus Variation.
(e) Skill of Providing Illustration (f) Skill of Probing.
with Relevant Examples.
(g) Skill of Lecturing. (h) Skill of reinforcement.

UNIT - IV

- * Meaning of Educational Administration and Management and Finance in Education.

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- * Duties and Qualities of Administrator / Principal.
- * Managing Curriculum Managing Co-curriculum, Managing School Discipline, Managing Physical Resources.

UNIT - V

- * Evaluating Institutional Performance :- Method Used Pupil Evaluation Teacher Evaluation, Evaluation of Institutional Performance.
- * Methods of Teacher Evaluation :- Be of Pupil Rating.
- * Peer Rating, Supervisor Rating, Community Rating.
- * Accountability in School education :- Methods used for assessing Accountability.

PAPER - V

CONTENT CUM METHODOLOGY (CHEMISTRY)

UNIT - I

- 1.1 Kinetic theory of gases, derivation of ideal gas equation, determination of Avogadro and Graham's Law of Diffusion with the help of Kinetic equation.
- 1.2 Solution : Different models of representing concentration of Solution.
- 1.3 Electronic structure of Atoms, The lay from periodic table, its significance with special reference to S & P block elements.
- 1.4 Periodic Properties of Atom ionisation potential electronegativity atom & ionic sizes, Chemical bonding electrovalent bond and covalent Bond with reference of Periodic Properties.

UNIT - II

- 2.1 Classification structural formula of organic compounds with under IUPAC system, relation between empirical molecular and structural Formula.
- 2.2 Defection of N.S. & Halogens in an organic compound, Chemistry in action Dyes, Chemicals in medicines.
- 2.3 General concepts of homologous series is fermentation polymerization

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marcon koff rule & distillation.

- 2.4 Elements, Ideal of types of fission of covalent Bond and nature of electromeric & inductive & Mesomeric effect.

UNIT - III

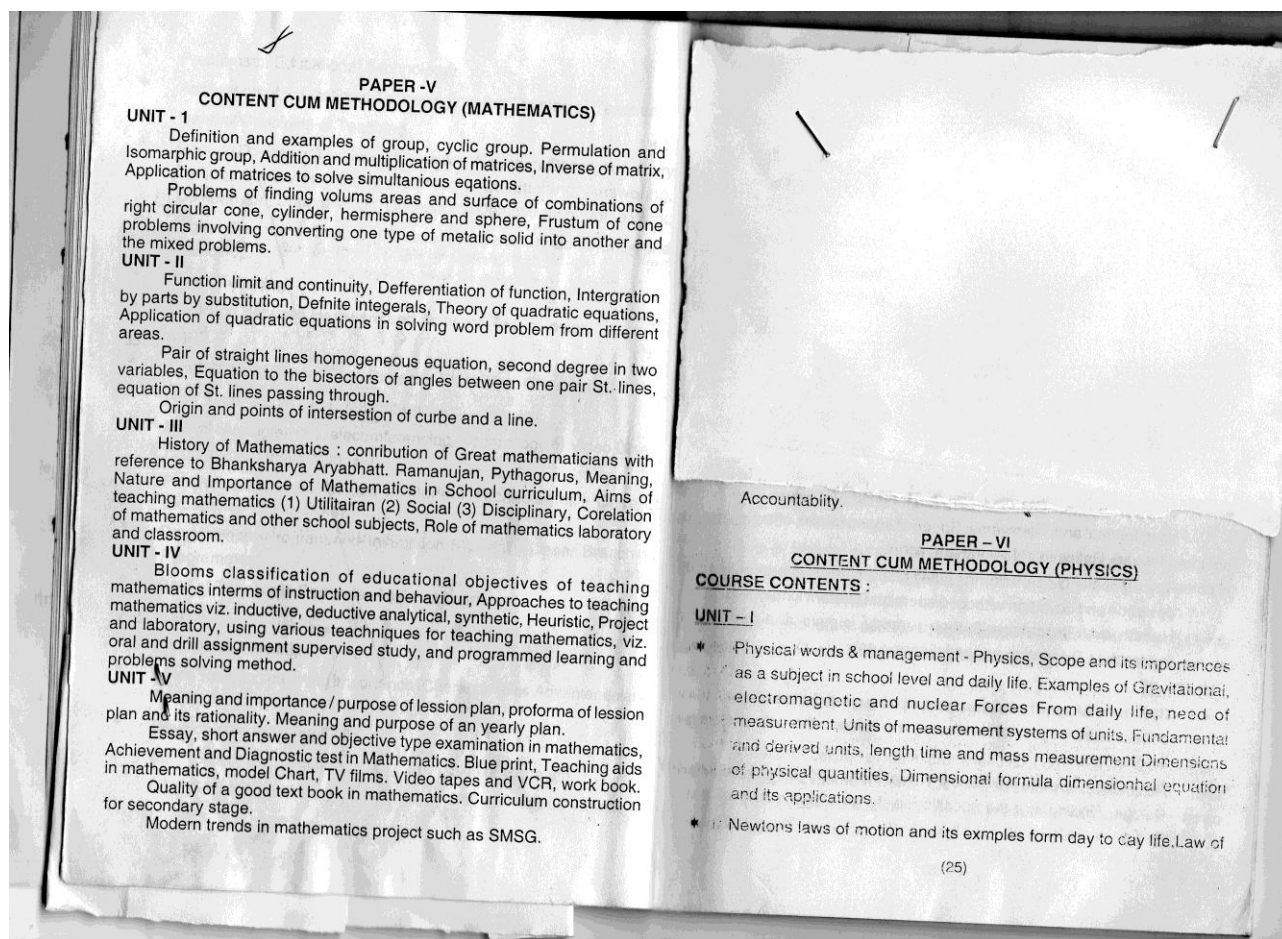
- 3.1 General meaning of Science, Scientific methods and Scientific attitude scope of science.
- 3.2 Instructional objectives - General & specific objectives of Teaching chemistry.
- 3.3 The concept of Chemistry, modern trends in chemistry curriculum planning Principles of planning syllabus for primary & secondary schools, co-relation of chemistry with other school subjects.

UNIT - IV

- 4.1 Methods of teaching : Inductive & deductive method, Heuristic, Lecture, Demonstration, Laboratory Method, unit problem method, the problem solving & learner centred approaches to the teaching of chemistry.
- 4.2 Science room, Chemistry laboratory and laboratory planning and equipment, use of kits, preparation of indents laboratory first aid.
- 4.3 Teaching Aids - Charts, models films, strips, slides, improvised apparatus, Laboratory manual instruction cards.

UNIT - V

- 5.1 Co-Curricular activities, Field trips exhibition, science club, museum.
- 5.2 Evaluation - Theoretical and practical aspects with special reference to the aims and objectives of teaching chemistry.
- 5.3 Continuous comprehensive evaluation, Planning & Lesson planning features.



Friction, kinds of friction, lubrication, work, power, energy definition and their units, conservation of mechanical energy (potential, and kinetic) different forms of energy in nature, mass energy equivalence (basic concept only)

- * Work, power, Energy definitions and their units, conservation of Mechanical Energy (potential, and kinetic) Different forms of energy in nature Mass energy equivalence (basic concept only)
- * Elasticity and plasticity in solids, stress, strain, Hooke's law and concepts of Young's coefficient of elasticity.
- * Surface Tension, angle of contact, applications of Surface Tension, ideas in capillary rise, formation of bubbles and drops.

UNIT - II

- * Transfer of Heat, Conduction, Convection and Radiation. Definitions and units of Specific Heat. Thermal Conductivity latent Heat, finding out of specific Heat of solids by calorimeter.
- * Simple Harmonic Motion - Amplitude, frequency and time period. Vibrations, production of sound, need of medium waves Two Types Longitudinal and Transverse, Speed of sound factors affecting speed of sound. Reflection of sound and echo.
- * Ray Optics - Dispersion, irregular dispersion, Dispersion without deviation and deviation without dispersion Different kind of spectrum. Human eye, Its defects & their remedy, simple and compound microscope Description and ray diagram only.

UNIT - III

- * Deflection Magnetometer, principal and probable errors, their corrections, verification of inverse square law with the help of deflection magnetometer.
- * Resistance, specific resistance, Wheat stone Bridge Principle, Meter Bridge, Finding out the specific resistance with the help of meter Bridge.

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UNIT - IV

- * Principal of curriculum development, Types of curriculum curricular accessories and support material Textbook, display slides, laboratory material, audio - video support material.
- * co-curricular and non formal approach, activity approaches and non formal method of physics teaching in terms of field trips, science club, visit to science museums, An ideal laboratory and its maintenance, science projects - Organising science Fairs.

UNIT - V

- * Planning for teaching developing year plans, units plans, lesson plans, contents analysis use of Herbert principles in developing lesson plan.
- * Designing lesson plans, formation of lesson plan preparation and development of improvised apparatus selection and use of teaching aids, innovations in teaching physics seminar presentation, micro teaching groups discussion.

PAPER - VI

CONTENT CUM METHODOLOGY BIOLOGY

UNIT - I

Role of Biology in the amelioration of Human problems importance of studying Biology, plant breeding, method of plant breeding and its importance.

Plant products of economic importance food material, Timber, Dyes, Fibers, Drugs, Resin, Fossils, Fuels, scent and scented oils, sugar, edible oil.

Industrial products from micro organism.

UNIT - II

Unit of life- cell unit of life micromolecules of cell, macro biomolecules of cell, enzyme Biomembranes, the cell structural organisation, cellular reproduction, cellular respiration, Animal products of economic importance Food, Drugs, Hides, Honey, Wax, Lac, Pearl Silk and other products.

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UNIT - III

Justification for including Bio science as a subject as a school curriculum objective of teaching biology.

Behavioural objectives of biology teaching, need of educational objective bloom method Mayer Robert method RCME method and Instructional objectives of Biology Teaching.

Major methods used for biology teaching.

UNIT - IV

Principal of curriculum development Types of curriculum curricular activities and support material Text books journals, Hand books, students work books, display slides, laboratory materials, audio, video support materials evaluating entire that above.

UNIT - V

Planning for teaching development year plan, lesson plans, use of Herbart's approach to lesson plan Blooms or evaluation Approach to lesson plan, unit Approach to lesson plan.

Designing lesson plan - formation of lesson plan preparation and development of improvised apparatus and use of teaching aids, innovation in teaching the subjects in terms team teaching, seminar presentation, micro teaching.

PAPER - VII ADDITIONAL SPECIALISATION

One Additional Specialisation 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 nature without being covered in any other area of paper (of B Ed).
4. All Electives should have full bearing over the latest development of the contemporary world.

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VII (A) ADDITIONAL SPECIALISATION

ELEMENTARY EDUCATION

COURSE CONTENT :

UNIT - I

- * Introduction to Elementary Education - The genesis of Elementary Education.
- * A brief History Elementary Education with special reference to the area of its operation.
- * Constitutional Provisions.
- * Elementary Education ? Act of the area.
- * Related concept and Target Groups of Elementary Education.
- * The Learning needs of the Pupils.

UNIT - II

- * National policy of Education 1986 and the Revised Policy of 1992 with reference to Elementary Education
- * Role of Panchayat and Local Bodies in Elementary Education.
- * Role of State Government Elementary Education.
- * Role of Non Government Organisation in Elementary Education.
- * Trends of Commercialisation of Elementary Education, Remedies.

UNIT - III

- * Curriculum : Structure of the Curriculum at Elementary Education Level.
- * Curriculum Transaction : Activity Based, Experienced Centered, Learner Centered, Playway, Joyful Learning.
- * Curriculum adjustment and adaptation to Special needs of.
 - (a) Visually, Auditory and Orthopaedically handicapped.

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- (b) First Generation Learners and Culturally Deprived Learners and promote Rural areas and Slum Area.

- (c) Girls.

- * "Education for All" and required Variations in the Curriculum.

UNIT IV

- * Acquisition of Basic Skills required for teaching at Elementary Stage.
- * Special Qualities of Elementary School Teacher (EST).
- * Need for Orientation and refresher Course for EST.
- * Developing Competencies related to working with parents and community.
- * Role of Basic Training Centres, normal Schools and DIET's in providing Training to EST.
- * Preparation of Teachers for Implementing "Education for All".

UNIT V

- * Minimum Levels of Learning (MLL).
- * School Readiness.
- * Early childhood Care and Educations.
- * Continuous and Comprehensive Evaluation at ? Elementary Level.
- * District Primary Education Programme.
- * Multi Grade Teaching in Elementary Schools.
- * Teacher's Commitment.
- * Use of Modern Technologies Media.

PRACTICUM :

1. Conducting Original Studies of the Effectiveness of the Implementation of the Operation Black Board Scheme / Nutrition Programme in a Locality.
2. Study of any problem connected with the Introduction of English at

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the Elementary School Level of Education.

1. A Survey of the availability of Textbooks in Elementary Schools in a Locality.
4. Study of any problem relating to Elementary Education with the approval of the Teacher.
5. Analysis of Text books.

PAPER VII () ADDITIONAL SPECIALISATION

ENVIRONMENTAL EDUCATION

COURSE CONTENTS :

UNIT I

- * Environmental Education - Meaning Nature, History and Scope of Environmental Education.
- * Need and Importance of Environmental Education.
- * Type of Environmental Pollution and Their Remedies.
- * Values and Ethics Related to Environment.

UNIT II

- * Causes and Effect of Environment Hazard, Global and Local.
- * Green House Effect - an Impending Catastrophe.
- * Ozone Layer Depletion - Environment Threat, Acid Rain, Polar Melting, Rise of Sea Level.
- * Salient Feature of Environment Awareness Through Education Programmes of Environmental Education for Secondary School Children.

UNIT III

- * Bio diversity : conservation of Genetic diversity - An Important Environment Priority.
- * Learning to Live in Harmony with Nature.
- * Environment, Earth and Ecosystem.
- * Biotic and Abiotic Components.
- * Eco System, Food Chain Food Web and Ecological Pyramids.

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- * Biotic and Abiotic - Resources and their management.
- * Biotic and abiotic - resources and their management.
- * Waste Management.

UNIT IV

- * Methods and Evaluation in Environmental Education.
- * Enquiry and Problem solving in Environmental Education.
- * Simulation and Gaming.
- * Beyond the School - Wall Experience, Case Study.
- * Concept of Curriculum Processes and Curriculum Development.
- * Evaluation and management.
- * Utilisation of Results of Evaluation.

UNIT V

- * Role of School of Environment Conservation and Sustainable Development.
- * Environmental Education in National and International Context, Geneva Conference, Stockholm conference, Role of IUCN, UNESCO, UNEP, UNICEF.
- * Environment Policies and Legislation.

PRACTICUM :

To submit a Report after Surveying a typically degraded area and to suggest necessary remedial measures with the latest Statistical Data. The area of this Project is to include one of the following Topics.

- | | |
|--------------------------------------|---------------------|
| (a) Noise Pollution | (b) Water Pollution |
| (c) Air Pollution | (d) Deforestation |
| (e) Role of Pollution Control Boards | |

The Report of the Practicum be submitted to the College Within the Date Specified by the College Authority. The Length of the Report may be around 700 Words.

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PAPER - VII (C)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE CONTENT :

UNIT - I

- * Conceptual Framework - Concept, Definition, Need, Importance, Scope, Objective and Functions of Educational Administration.
- * Meaning and Concept of Educational Management - Human Beings and Inputs, process and Product Inputs.
- * Time Table.
- * Centralisation and Decentralisation of Educational Administration.

UNIT - II

- * Role and Function of Teacher.
- * Basic Function of Administration - Planning, Organising, Directing and Controlling.
- * Maintenance of Discipline, Control Management.
- * Co-ordination and growth Development.
- * Supervision and Inspection - Defects in Present Supervision and Inspection.
- * Scope, Functions and Types of Educational Supervision.
- * Factors in Influencing Supervision.
- * Leadership Function.
- * Decision Making.

UNIT - III

- * Communication in Educational Administration.
- * Role of Communication Effective Management and Administration.
- * Methods of Communication.
- * Barriers of Communication in Educational Administration.
- * Overcoming Barriers to Communication and Effective Communication in Educational Administration.

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UNIT – IV

- * Approaches to Management Approach, Social Demand Approach.
- * Delegation of Authority and Accountability.
- * Schools Records and Registers - Nature Types and Importance.
- * Optimum use of available Resources for growth and development School.
- * Staff Development Programmes.
- * Qualities and Duties of Administrator/Principal.
- * Co-curricular Activities - Importance, Objectives, Principles, Organisation and Types of Co-curricular Activities.
- * Teacher Parent Co-operation.

UNIT – V

- * Educational Administration in the State District and Block Level.
- * The Administrative structure in the field of Education in the State.
- * Function of the State Government in relation to Secondary and Higher Secondary School.
- * Problem of Secondary School Administration in Government School.

PRACTICUM :

The Student teacher is expected to conduct a study on any issue or problem relating to School Administration. The Report Should be in about 700 Words.

PAPER – VII (D)**MEASUREMENT & EVALUATION****COURSE CONTENT :****UNIT – I**

- * Concept, Definitions and Importance of Measurement, Testing and Evaluation.
- * Difference between Measurement and Evaluation.

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- * Need for Continuous and Comprehensive Evaluation.
- * Scales of Measurement - Nominal, Ordinal, Interval and Ratio Scales. Discrete and Continuous Variables.
- * Qualities of Test - Reliability, Validity and Usability of Test Item Analysis, Procedure and Item Selection.

UNIT – II

- * Educational Statistics - Measures of Central Tendency from Grouped and Non Grouped Data.
- * Measures of Variability - Range, Quartile Deviation, Standard Deviation.

UNIT – III

- * Techniques of Test Conduct - Importance of Establishment of Rapport with the Students.
- * Techniques of Evaluation - Questionnaires, Schedule, Rating Scales, Observation Interview and Test.
- * Criteria of Good Test.
- * Techniques for avoiding Guessing in Answering.
- * Objective Scoring.

UNIT – IV

- * Interpreting Measurement - Normal probability Curve, Skewness Kurtosis.
- * Percentiles and Percentile Ranks.
- * Standard Scores.
- * Coefficient of Correlation by Spearman's Method and its Interpretation. Interpreting Coefficient of Correlation.

UNIT – V

- * Achievement Test : Construction of Standardised Achievement Test.
- * Types of Test Items.

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- * Measurement of Test Intelligence : Concept of Intelligence, Binet Test, Concept of I.Q.
 - * Individual and Group Test of Intelligence.
 - * Aptitude and Personality Test, Use of Aptitude Test- Overview.
 - * Use of Interest Inventories.
 - * Assessment of Personality : Interview, Self Report Inventories, rating Scales, Projective Techniques.
 - * Administration of Psychological test and Interpretation of Test Result. (Note : Some Basic Concepts and items Covered under Compulsory/ Core Courses have been dropped here to avoid repetition although these are relevant.)
- Determination or Test Battery with at Least five Test Items and trying out of the same on a Class or a Group of Students.

PAPER VII (E) ADDITIONAL SPECIALISATION**COMPUTER EDUCATION****COURSE CONTENT :****UNIT – I**

- * Introduction.
- * Importance of Information Technology.
- * Classification of Computers by Technology, Type and Size.
- * Uses and Scope of Computers.
- * Fundamental of Computers.
- * Inputs / Outputs Devices.
- * Storage Devices.
- * Operating System.
- * Application Software.

UNIT – II

- * Overview of Modern Operating System.

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- * Files and Folder
- * Use of Pointing Devices.
- * Cut and Paste.
- * Shortcuts to Application.
- * Use of Exploring the Content and Storage Devices - Floppy Disc Drives, Hard Disc, CD ROM etc.
- * Running Application and Exiting Application.

UNIT – III

- * Modern Word Processing Application.
- * Importance of Word Processing in Education.
- * Characteristics of Modern Word Processing Application.
- * Toolbars and Menus.
- * Text Entry - Running Text and Paragraph.
- * Formatting Text - Bold, Italics, Underlined, Left Centre and Right Justification.
- * Changing Font and Font Size, Bullets and Numbering.
- * Editing Document - Select Text Find and Replace, Cut, Copy, Paste.
- * Editing Document - Applying Styles, Spell Check, Header and Footers, Footnotes, Page Numbers Subscript and Superscript.
- * Insertion of Object, Pictures, Symbols, Field, Pagebreak and Section.
- * Page Setup- Margins, Paper Size and Layout, Printing Saving the Document.

UNIT – IV

- * Modern Data Base Management Application.
- * Importance of Data Base Management in Education.
- * Characteristics of Modern Data Base Management Application.
- * Concept of Relational Data Base Management System.
- * Field Name, Type and Width.
- * Forms
- * Report.

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UNIT – V

- * Need of Joyful coming.
- * Computers as an Aid for Joyful Learning.
- * Multi media Capabilities of Modern Desk top Computers.
- * Internet - Importance and Need.
- * Use of Interactive and Educational Software.

I N N T :

1. Write Essay on any Topic using Word Processing Software. The Document must include at least three of the following Characteristics:
 - Pagination.
 - Header.
 - Two Different Paragraph Style.
 - Two Different Font.
 - Apicture Object.
 - Bullets of Numbering.
 - Subscript and Superscript.
 - Symbols of Special Character.
2. Use of Relational Data base Management Software for any one of the Following Activities.
 - Developing Question Bank.
 - Developing a Data base for either Students of Staff including various Fields like Name.
 - Date of Birth, Date of Joining / Admission, Salary / Grade Obtained etc.
3. Automated Printing of Salary Statement / GPF, Deduction Statement of any other Activity.

M.Ed (science)

Affiliated with R.D.V.V. JBP

SCHEME OF MASTER OF EDUCATION (SCIENCE) COURSE

The Purpose of the M.Ed. (Science) programme to prepare learners for higher level functions in Science Education and Teacher Education, who have a broad understanding of all the contemporary concerns of Education. The purpose is to develop an educational leader with vision.

OBJECTIVES

1. To prepare practitioners of Education.
2. To prepare professional personnels required to staff Institutes of Advanced Study in Education (ASE's), Colleges of Teacher Education (CTE's) and District Institutes of Educational Training (DIET's).
3. To prepare Professional Administrators and Supervisors for position of responsibility of Educational Institutions, Department of Education, Educational Planning and in Supervisory Educational Service.
4. To enhance personnel with scientific attitude and research oriented disposition in the field of Education.
5. To prepare professionals for conducting research in the field of Science Education.
6. To foster the attributes that contribute to the development of Educational Literature and to the growth of Education as a discipline.
7. To inculcate modern trends in Education in various fields like Psychological, Philosophical, Sociological Foundations of Education, Educational Evaluation, Curriculum Development, Educational Administration, Statistical Procedures etc.

ELIGIBILITY CRITERIA

According to the directions of Madhya Pradesh S.C.E.R.T. (M.P. Rajya Shiksha Kendra) Bhopal.

DURATION OF THE COURSE.

One Academic Session i.e. from 1st July to 30th April.

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PATTERN OF THE COURSE

The structure of the M.Ed. (Science) Course comprise of two parts :

Part I - Theory**Part II - Practical****PART - I THEORY**

Theory part consists of Five compulsory papers and one optional paper.

1. **PAPER - I** - Philosophical and Sociological Foundation of Education.
2. **PAPER - II** - Psychological Foundation of Education.
3. **PAPER - III** - Methodology of Educational Research and Data Analysis.
4. **PAPER - IV** - Environmental Education.
5. **PAPER - V** - Science Education.
6. **PAPER - VI** - Additional Specialisation (Optional)

PART - II PRACTICAL

1. Dissertation.
2. Viva Voice on Dissertation.
3. Psychology Practical
4. Assignments.

TABLE - I PAPER VI ADDITIONAL, SPECIALISATION (OPTIONAL)**Any one of the following :**

- A. Guidance and Counselling.
- B. Comparative Education.
- C. Educational Measurement and Evaluation.
- D. Educational Technology
- E. Special Education (Exceptional Children)

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F. Management Planning and Financing of Education.

G. Value Education and Human Rights.

TABLE – II PSYCHOLOGY PRACTICALS :

1. Adjustment Inventory.
2. Bilateral Transfer of Learning from one hand to the other.
3. Cuttell's 16 PFL
4. Habit Interference Learning.
5. Human Maze Learning.
6. Learning by Substitution.
7. Level of Aspiration.
8. Measurement of Attitude.
9. Measurement of Creativity.
10. Measurement of Intelligence.
11. Measurement of Focus of Control.
12. Measurement of Personality.
13. Measurement of teaching Aptitude.
14. Measurement of Values.
15. Vocational Interest Inventory.
16. Alexander's Passlong's Test.
17. Koh's Block Design Test.
18. Mixed Intelligence - Verbal / Non Verbal.
19. Division of Attention.
20. Span of Apprehension.

NOTE :

1. A candidate is required to offer any ONE out of the subjects listed in

(42)

Table 1 as paper VI.

2. A candidate is required to perform any ten practicals from Table II and prepare record of them.

SCHEME OF EVALUATION

PART - I THEORY			
PAPER	GROUP	MAXIMUM MARKS	PASSING MARKS
PAPER-I	Philosophical and sociological foundation of Education.	100	33
PAPER-II	Psychological Foundation of Education.	100	33
PAPER-III	Methodology of Educational Research and Data Analysis	100	33
PAPER-IV	Environmental Education.	100	33
PAPER-V	Science Education.	100	33
PAPER-VI	Additional specialisation (optional)	100	33
TOTAL MARKS OF PART I		600	240
			(40% of the M.M.)

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PART- II PRACTICAL

GROUP		MAXIMUM MARKS	PASSING MARKS
1.	Dissertation. (EXTERNAL)	100	40
2.	Viva voice (EXTERNAL AND INTERNAL)	100	40
3.	Psychology Pracital. Practical Record-05 Viva Voice-15 practical -20 (EXTERNAL AND INTERNAL)	40	16
4.	Assionments. (INTERNAL)	60	24
	TOTAL	300	120
	TOTAL OF PART I THOEORY	600	
	TOTAL OF PART II PRACTICAL	300	
	GRAND TOTAL OF BOTH (THEORY AND PRACTICAL)	900	

GENERAL INSTRUCTIONS :

1. Minimum qualifications and other conditions for admission in MED (Science) will be as directed by Commissioner M.P. Rajya Shiksha Kendra Bhopal.(S.C.E.R.T)
2. Internal Assessment of each candidate is to be carried out throughout the course.
3. Each student is required to attend the Prayer of the college.
4. Each Student has to participate in the Co-curricular Activities.
5. Library Study is compulsory for each student and record is to be

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maintained by the College.

6. If any student is unable to get 75% attendance, he is liable to be not allowed in appearing in the examination.
7. Questions in the University Examination will be asked Unit wise. There will be Internal choice in Questions.
8. Every Student will have to select one Additional Specialisation for Paper VI formTable I.
9. TWO Assignments in Each PAPER should be submitted to be evaluated Internally.
10. Every Student has to perform TEN Psychology Practicals and have to submit a Practical Record Book. An External Examiner will conduct the Practical Examination.
11. A Dissertation on any relevant Educational Topic would be submitted by the Candidates as Original Work.
12. Five copies of the Dissertation should be submitted in Type Written or printed form by 15th of February.
13. A Viva Voice Examination shall be held on the Dissertation after the Theory Papers of the University Examination.
14. The University Examination in Theory Papers will be held in March / April.
15. The University Examination in Psychology practical will be conducted in January /February in the same Session.
16. A Candidate should pass in part I and part II separately.
17. To pass in part I and Part II requisite aggregate Marks is 40% in each part.
18. In each Part First Division will be granted to a candidate who acquire 60% and higher.
19. In each part Second Division will be granted to a candidate who acquire 50% or more but less then 60%

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20. In each Part Third Division will be granted to a Candidate who acquire 40% or more but less than 50%
21. To pass in part I a candidate should acquire 33% marks in each Paper and Aggregate should be 40% In case the candidate fails to obtain Aggregate marks he should be declared failed. He will have to appear in all the papers of Part I as an Ex-Student. There is no provision of supplementary Examination in the MED Course. Marks obtained in part II will be carried over to the subsequent Examination.
22. In case the Candidate fails in any Item of Part II he will be declared failed. He will have to appear next year as an Ex- Student in the particular Item. Marks obtained in other Items of part II and Marks obtained in part I will be carried over.
23. If the Candidate fail in Part II Dissertation she will have to submit a modified Dissertation or a Dissertation on a new problem as the case may be.
24. A Candidate who fails in both Parts may appear as an Ex-Student in the Course prescribed in part I and Part II.

M.ED. (SCIENCE) COURSE

PAAER I

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

UNIT – I

- * philosophy of Education : Its Nature, Meaning and scope.
- * Concept and Relationship of Education & Philosophy.
- * Educational philosophy and Education : Aim, functions & Need.
- * Indian Philosophy and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Islam, Vedant, yoga.

UNIT – II

- * Philosophical Bases of Education :
 - (a) Idealism (b) Naturalism (c) Pragmatism (d) Realism

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- (e) Existentialism with reference to concept of Education, Curriculum, Methods of Teaching school Management & Evaluation.

- * Epistemology and Education : Knowledge, Method of acquiring valid knowledge with specific reference to :

- (a) Analytic philosophy, (b) Dialectical Approach,
- (c) Scientific Inquiry, (d) Yoga

UNIT – III

- * Educational Philosophy of :
 - MAHATMA GANDHI, RABINDRANATH TAGORE,
 - RADHAKRISHNAN, Rousseau, JOHANDEWEY, GIJUBHAPS.

- * Education for international Understanding :

The role of UNO in the formulation of world peace.

- * Education for Human Rights & Child Right.

UNIT – IV

- * Concept and Nature of sociology of Education
- * Difference between social group social organisation characteristics of social organisation, Institutions, Attitude & values
- * Education and society Education as a social system, socialisation process and a process of social progress and change.

UNIT – V

- * Culture : Meaning and Nature of culture.
- * Role of education in cultural context.
- * Equality vs Equity in Education.
- * Constitutional provisions for Education.
- * Nationalism and Education.
- * Education for National Integration & International understanding.

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- * Designing Instructional System.
- * Formulation of Instructional Objectives.
- * Task Analysis.
- * Designing of Instructional Strategies such as Lecture, Team Teaching, Discussion, Seminar and Tutorials.

UNIT - III

- * Teaching Levels, Strategies & Models.
- * Memory, Understanding Reflective Levels of Teaching.
- * Teaching Strategies, meaning, Nature, Functions and Types.
- * Models of Teaching : Meaning, nature, Functions and Types I (Psychological Models and Modern Models of Teaching)
- * Modification of Teaching Behaviour.
- * Micro Teaching, Flanders Interaction Analysis, Simulation.

UNIT - IV

- * Programmed Instructions (Linear / Branching Model) - Origin and Types - Linear and Branching.
- * Development of the Programmed Instruction Material.
- * Teaching Machines.
- * Computer Assisted Instruction.
- * Research in Educational Technology.
- * Future Priorities in Educational Technology.

UNIT - V

- * Educational Technology in Formal, Non Formal and Informal Education, Distance Education, Open Learning System and Educational Technology.

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- * Emerging Trends in Educational Technology, Video tape, Radiovision, Tele conferencing, CCTV, CAI, INSAT - Problems of New Technologies.
- * Evaluation and Educational Technology.
- * Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVFC, EMRC, NIST etc - Their Activity for the improvement of Teaching Learning.

PAPER - VI (E)

ADDITIONAL SPECIALISATION

SPECIAL EDUCATION (EXCEPTIONAL CHILDREN)

COURSE CONTENTS :

UNIT - I

- * Meaning & Types of Exceptional Children.
- * Scope of Special Educational for Exceptional Children.
- * Guidance of Exceptional Children
- * Exceptional Children & Special Education.

UNIT - II

- * Intellectually Gifted Child.
- * Who are Gifted.
- * Characteristics of Intellectually Gifted Child.
- * Different Approaches to Educating Gifted Child.
- * Educating Special Groups of Gifted Child.
- * General Principles : Administration & Instructions.
- * Creative Children : Meaning, Definition.
- * Characteristics of Creative Child.

(63)

- * Development of Creativity of Different Ages.
- * Identification & Education of Creative Child.
- * Educationally Retarded Children.
- * Methods of Identification.
- * Organisation of Special Education Programme.

UNIT - III

- * Emotionally Disturbed Child.
- * Recognising signs of Emotional Disturbance.
- * Types of Educationally Disturbed child.
- * Causes of Emotional Disturbance.
- * Education of Emotionally Disturbed Child.
- * Socially Maladjusted Child.
- * Characteristics of Socially Maladjusted Child.
- * Socially Maladjusted Child.
- * Characteristics of Socially Maladjusted Child.
- * Needs of Socially Maladjusted Child.
- * Educational Provision of Socially Maladjusted Children.
- * Problematic Child.
- * Characteristics of Problematic child.
- * Types & classification of Problematic child.
- * Factors Affecting Problematic Behaviour.
- * Treatment & Education of Problematic child.

UNIT - IV

- * Delinquent Child
- Characteristics of Delinquent Child.

(64)

- Causes of Delinquency.
- Remedial Techniques of Delinquent Child.
- Education for Delinquent Child.
- * Mentally Retarded.
- Classification & Identification of Mentally Retarded child.
- Characteristics of Mentally retarded child.
- Purpose & objectives of Education of educable Mentally Retarded.
- Need of Special Education.
- Education of Different types of Mentally Retarded child.

UNIT - V

- * Children with Auditory Handicaps.
- Classification of hearing Defects.
- Identification & Effects of Auditory Handicaps.
- Educational Programmes of Auditory handicaps.
- * Visually Handicapped children.
- Kinds of visual Defects.
- Partially sighted & Blind Children.
- Educational programmes for partially sighted.
- * Physically Handicapped child.
- Classification of physically Handicapped child.
- Special Education Procedures.
- * Hearing Impaired Child.
- Causes & Types of Hearing Impairedness.
- Outcome & identifications of Hearing Impairedness.
- Educational Facilities for Hearing Impaired Children.

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PAPER - VI (F)

MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSE CONTENT :

UNIT - I

- * Educational Management - Meaning, Nature, Scope.
- * Educational Management practice in the present day context.
- * Meaning, Nature, Scope, and principles of modern scientific management.
- * Functions of Educational Managers.
- * Factor Affecting Educational Management.
- * P.E.R.T. System Approach, Manpower approach.

UNIT - II

- * Planning meaning, Nature, Need, Kinds of Educational planning.
 - * Objectives and problems of planning.
 - * Policy and programme for realising the objectives in terms of -
 - (a) Decision Making. (b) Forecasting. (c) Organising.
 - (d) Directing. (e) Staffing. (f) Recruiting.
- Training, Coordinating & Controlling, Budgeting, Recording & Reporting
POSTCORB & PODC Approaches.

UNIT - III

- * Nature and Scope of Educational Finance.
- * Resources of Educational Finance.
- * Budget : Meaning, Preparation & Process.
- * Educational Expenditure : Meaning & Types.
- * Problems of Educational Finance.

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UNIT - IV

- * Supervision & Inspection in Education. Need, Meaning, Nature, Scope & Limitations of Present Supervisory procedures.
- * Evaluation supervisory effectiveness.
- * Inspection Vs. Supervision
- * Techniques & Methods of supervision.
- * Function & Principle of supervision.

UNIT - V

- * Leadership : Meaning, Nature,
- * Theories of Leadership leadership styles in Educational Management.
- * Centralisation Vs. Decentralisation
- * Educational Administration in U.K. & U.S.A.

PAPER - VI (G)

ADDITIONAL SPECIALIZATION VALUE EDUCATION AND HUMAN RIGHTS
COURSE CONTENTS :

UNIT - I

- * The Social and Moral and Cultural Context.
 - (a) Need and Importance of Value Education and Education For Human Right in the existing Social Scenario,
 - (b) Valuation ... Cultures Indian Culture and human Values.

UNIT - II

- * Nature and Concept of Morality and Moral Education.
 - (a) Moral Education vis-a-vis Religious Education, Moral Instruction Moral Training and Moral Indoctrination.
 - (b) Language of Moral Education-its form and context characteristics of a morally educated person.
 - (c) Justice and care- the two dimensions perspectives in Morality Dichotomy between reason and passion.
 - (d) Moral Judgement and Moral Action.

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UNIT - III

- ★ Moral Development of the Child.
 - (a) Concept of Day to day and Concept of Moral Development.
 - (b) Psycho-Analysis Approach.
 - (c) Learning Theory Approach especially Social Learning Theory Approach.
 - (d) Cognitive Development Approach Piaget and Kohlberg.
- Stages at Moral Development and their Characteristics Features.

UNIT - IV

- ★ Moral Learning to Moral Education.
 - (a) Moral Learning outside the School-Child Rearing Practices and Moral Learning Moral Learning via limitation.
- ★ Nature of Society and Moral Learning.
 - (a) Media and Moral Learning.
 - (b) Moral Learning inside the School : Providing form and Content Education curriculum : Moral Education be impart taking it as Subject of Curriculum.

UNIT - V

- ★ Intervention Strategies of Moral Education and Assessment of Moral Maturity.
 - (a) Model of Moral Educations.
 - (i) Rationale Building Models.
 - (ii) The Consideration Model.
 - (iii) Value Classification Model.
 - (iv) Social Action Model.
 - (v) Fast Community Intervention Model.
 - (b) Assessment of Moral Maturity via Moral Dilemma Resolution.
 - (c) Examples of some select model Dilemmas.



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M.ED. (SCIENCE) COURSE

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UNIT - IV

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PAPER - II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

UNIT - I

- * Educational Psychology : Concept, concern and scope of Educational psychology.
- * Contribution of Psychology to education.
- * Human Development : Concept principles sequential stages of development, Factors influencing Development and their relative role, General Characteristics and problem of each stage.
- * Theories of piaget and Bruner- Major concept and stages and implication for Education.

UNIT - II

- * Learning : Concept, kind, Levels of learning various view point on learning.
- * Learning Theories - Tolman, Hull, Skinner, Educational Implication of view on learning.
- * Group Dynamics : Group process.
Interpersonal Relations.
Sociometric Grouping.
Social Emotional climate of the classroom and
Influence of Teacher Characteristics.

UNIT - III

- * Individual Difference : Concept of Intra and Inter difference.
- * (a) Intelligence and cognitive abilities, Identification, Fostering.
- * (b) Creativity - Nature, Process, Identification, fostering and Guiding creative children.

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- * (c) Interest, Attitude, and values.
- * (d) Adjustment of teaching - Learning styles and Teaching strategies.

UNIT - IV

- * Personality Concept. Development structure and Dynamics of personality.
- * Theories of personality - Allport, psychoanalytic Approach of place. Behavioural Approach of Roger.
- * Indian Theories : Tagore, Mahatma Gandhi.

UNIT - V

- * Assessment of personality - Techniques.
 - (a) Personality Inventories - Rating Scales.
 - (b) Projectives. Techniques - Rorschach, TAT.
- * Adjustment of Mental health.
 - (a) Concept, Mechanism of Adjustment. Defence, Escape, Withdrawal, compensatory.
 - (b) Introduction to common forms of neuroses, psychosis and somatic Disorders.
 - (c) Principles of Mental Hygiene - Preventive, Constructive, curative measures.
 - (d) Implication for Education.

PSYCHOLOGY PRACTICAL (ANY TEN)

1. Adjustment Inventory.
2. Bilateral Transfer of Learning from one hand to the other.
3. Cahell's 16 PRI.
4. Habit Interference Learning.
5. Human Maze Learning.

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PAPER - II

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(49)

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11. Measurement of Focus of Control.
12. Measurement of Personality.
13. Measurement of Teaching Aptitude.
14. Measurement of Values.
15. Vocational Interest Inventory.
16. Alexander's Passlong's Test.
17. Woh's Block Design Test.
18. Mixed Intelligence - Verbal / Non Verba.
19. Division of Attention.
20. Span of Apprehension.

PAPER - III

MATHODOLOGY OF EDUCATIONAL, RESEARCH AND DATA ANALYSIS

COURSE CONTENTS :

UNIT - I

- * Nature of Research, Nature and source of Knowledge.
- * Methods of Educational Research, Experimental Research Normative. Historical, Scientific, Action Research.

UNIT - II

- * Developing a Research Proposal.
- * Definition of Problem, Hypothesis, Sampling, Probability and non probability sampling.
- * Tools and Techniques of data collection.
- * Reliability and validity of various tools and Techniques.

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UNIT - III

- * Nature of Educational data - Qualitative and quantitative.
- * Qualitative and Data - Its Analysis with emphasis on content Analysis.
- * Qualitative and Data Scales of Management.

UNIT - IV

- * Organisation and Representation.
- * Frequency Distribution.
- * Frequency Polygon.
- * Histogram.
- * Ogive.
- * Smoothed Frequency Curve.
- * Measures of central tendency.
- * Correlation Rank Difference method.

UNIT - V

- * Measures of variability.
- * Percentiles and percentiles Ranks.
- * Chi squares.
- * Hypothesis Testing Difference between mean and co-relations.
- * Properties and uses of Normal Distribution.

PRACTICAL :

1. Review of two Published Research Papers one Qualitative and the other Quantitative.
2. Review of an M.Ed. or an M.Phil. Dissertation.
3. Development of a Research Proposal for M.Ed. Dissertation and its Seminar Presentation.
4. Construction of one Tool of Data Collection.

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PAPER - IV
ENVIRONMENTAL EDUCATION

COURSE CONTENT :

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 for Environmental Education for 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, A biotic and Biotic Components.
- * Natural Resource, Abiotic Resources.
- * Human Systems Human Being as part of Environment, Human Adaptation Environment, Pollutions and its defects on Environmental Resources

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- * Technological Systems - 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 Environmental Education as a Separate Subject, Topical Units, Integration and Interdisciplinary Approaches.
- * Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving Fields Survey, Projects and Exhibitions.
- * Role of Media, Print, Films and TV.

UNIT - V

- * Comparative study of Environmental projects from U.K., U.S.A., JAPAN, INDIA.
- * Various conferences UNESCO, UNICEF, UNEP, IUCN, GENEVA,

PAPER - V
SCIENCE EDUCATION

COURSE CONTENT :

UNIT - I

Nature of Modern Science and Science Education.

- * Evolution of Science over the centuries.
- * Role of science in the 21st Century Information Society and the Emerging Educational Scenario.
- * Science Education for the 21st Century - new assumptions and practices in Modern Science Education.
- * Nature of Scientific Method : Use of Scientific Method of generating new knowledge.
- * Objects of Modern Science Education.

Different Approaches adopted for defining Educational outcomes -

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Taxonomical Approach,
Product vs process Approach,
Problem Solving Approach
Discovery Approach.

UNIT II

- * Modern Science Curricula.
- * Nature of Modern Science Curricula.
- * Criteria used for developing Science Curriculum for Schools; Discipline Oriented Science Curricula.
- * Specified Versus Integrated Science Curricular.
- * Characteristics of important curricular experiments like the
 - PSSC,
 - Chem study,
 - BSCS
 - Nuffield Science etc.
- * Format of the Science Curriculum Development.
- * Curriculum Support Documents and Materials.

UNIT - III

- * Psychological Basis of Modern Science Education.
- * Contribution of Modern Educational Thinkers to Science Education and their implication for Educational Practice with Special Reference to the works of
 - Piaget.
 - Bruner.
 - Gagne.
 - Ausubel.
 - Marger.
- *
Instructional Strategies and Models.

(54)

- * Study of any three representative models of teaching useful for Science Teaching.
- * Application of Enquiry Approach, Environmental Approach and Creative Learning Approach to Science Education.
- * Project Work in Science Learning.
- * Use of Co-curricular Activities or Science Learning.
- * Instructional Strategies for Dealing with the Gifted Children,
- * Strategies for dealing with low achievers.
- * Education for Scientific credibility.

UNIT - IV

- * Curricular Support Material and Educational Psychology.
- * Text Books - Criteria used for Developing Text books, Students Work books,
- * Teachers Handbooks and Reference Books, Use of Online Search for Information.
- * Educational Psychology Meaning and Scope hardware and Software Technologies, Programmed Instructions, CAI, Audio Video Support Material for Science Learning.

UNIT - V

- * Evaluation of Educational Outcomes.
 - * Evaluating specified outcomes Modern Assumptions Developing Instrument for measuring specialised Behavioural.
 - * Test Formats, Items Analysis, Validity and Reliability of Texts, Questions Banks, Scoring, Marking and grading Texts, Items of Measuring : Process and product out comes, Diagnostic Testing and Remedial Teaching , Concept of MLL Research Perspectives.
- Acquaintance with important Research findings with special reference to science Education in India in the following Area:
- (a) Variables related to Science Achievement-Intelligence Adjustment and, Motivational Dimension.
 - (b) Underachievement in Science-Intelligence, Variables related to Underachievement.

(55)

- (c) Studies on Science Curricula
- (d) Efficiency of instructional models used for Science Techniques.

PAPER VI - (A)

ADDITIONAL SPECIALISATION GUIDANCE AND COUNSELING

UNIT - I

- * Concept, Assumptions, Issues and Problems of Guidance.
- * Needs, Scope and Significance of Guidance.
- * Types of Guidance. - Educational, Vocational and Personal and Group Guidance.
- * Role of the Teacher in Guidance.
- * Agencies of Guidance National and State Level.

UNIT - II

- * Educational Guidance.
- * Principles of all Guidance.
- * Guidance and Curriculum, Guidance and Classroom learning.
- * Vocational Guidance.
- * Nature of Work.
- * Various motives associated with work.
- * Career Development - Super's Theory about Guidance.
- * Approaches to Career Guidance, Vocationalisation of Secondary Education and Career Development.

UNIT - III

- * Guidance of Children with Special Needs.
 - (a) Problems and Needs.
 - (b) Guidance of the Gifted and Creative Students.

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- (c) Guidance of Under achievers and First Generation Learners.
- (d) Role of the Teacher in helping Children with Special Needs.

UNIT - IV

- * Counselling, Process.
- * Concept, Nature, Principles of Counselling.
- * Counselling Approaches - Directive and Non Directive.
- * Group Counselling. vs. Individual Counselling, Counselling, for Adjustment.
- * Characteristics of good Counselling.
- * Group Guidance.
- * Concept, Concern and Principles.
- * Procedure and Techniques of Group Guidance.
- * Organisation of a Guidance Programme.
 - (a) Principles of Organisation.
 - (b) Various Types of Services - Counselling.
 - (c) Group Counselling Individual and inventory Service and Information Orientation Service, Placement Service and Follow up Service.
 - (d) Evaluation of Guidance Programme.

UNIT - V

- * Testing in Guidance Service.
 - (a) Use of Test in Guidance and Counselling.
 - (b) Test of Intelligence, Aptitude, Creativity, Interest, and Personality.
 - (c) Administering, Scoring and Interpretation of Test Scores.
 - (d) Communication of Test Result as relevant in the content of Guidance Programme.

(57)

- * Human Adjustment and Mental Health.
 - (a) Psychological Foundation of Adjustment.
 - (b) Role of Motivation and Perception in Adjustment.
 - (c) Principles of Mental Hygiene and their implication of Effective Adjustment.
 - (d) Mental health and Development of Integrated Personality.

PAPER - VI**ADDITIONAL SPECIALISATION
COMPARATIVE EDUCATION****COURSE CONTENT :****UNIT - I**

- * Comparative Education - Meanings, in terms of looking at it as a new discipline.
- * Scope and Major Concepts of Comparative Education.
- * Methods.
- * Democracy and Nationalism.
- * Juxtaposition.
- * Area study.
- * Intra and Inter Educational Analysis.

UNIT - II

- * Comparative Education - Factors and Approaches - Geographical, Economic, Cultural, Philosophical, Linguistic, Scientific, Historical, Ecological, Structural and Functional Factors -
- * Cross Disciplinary Approach used in Comparative Education.

UNIT - III

- * Modern trends in World Education - National and Global.
- * Role of UNO in improving Educational Opportunities among the member Countries.
- * Various Official Organs of the UNO and their Educational Activities.

(58)

UNIT - IV

- * A Comparative Study of the Educational System of Countries with special reference to :

Primary Education - USA, UK, RUSSIA, JAPAN, INDIA,
 Secondary Education - USA, UK, RUSSIA, JAPAN, GERMANY, INDIA
 Higher Education - USA, RUSSIA, UK, FRANCE, INDIA,
 Teacher Education - USA, RUSSIA, UK, GERMANY, INDIA.
 Adult Education - AUSTRALIA, CUBA, BRAZIL, INDIA.

UNIT - V

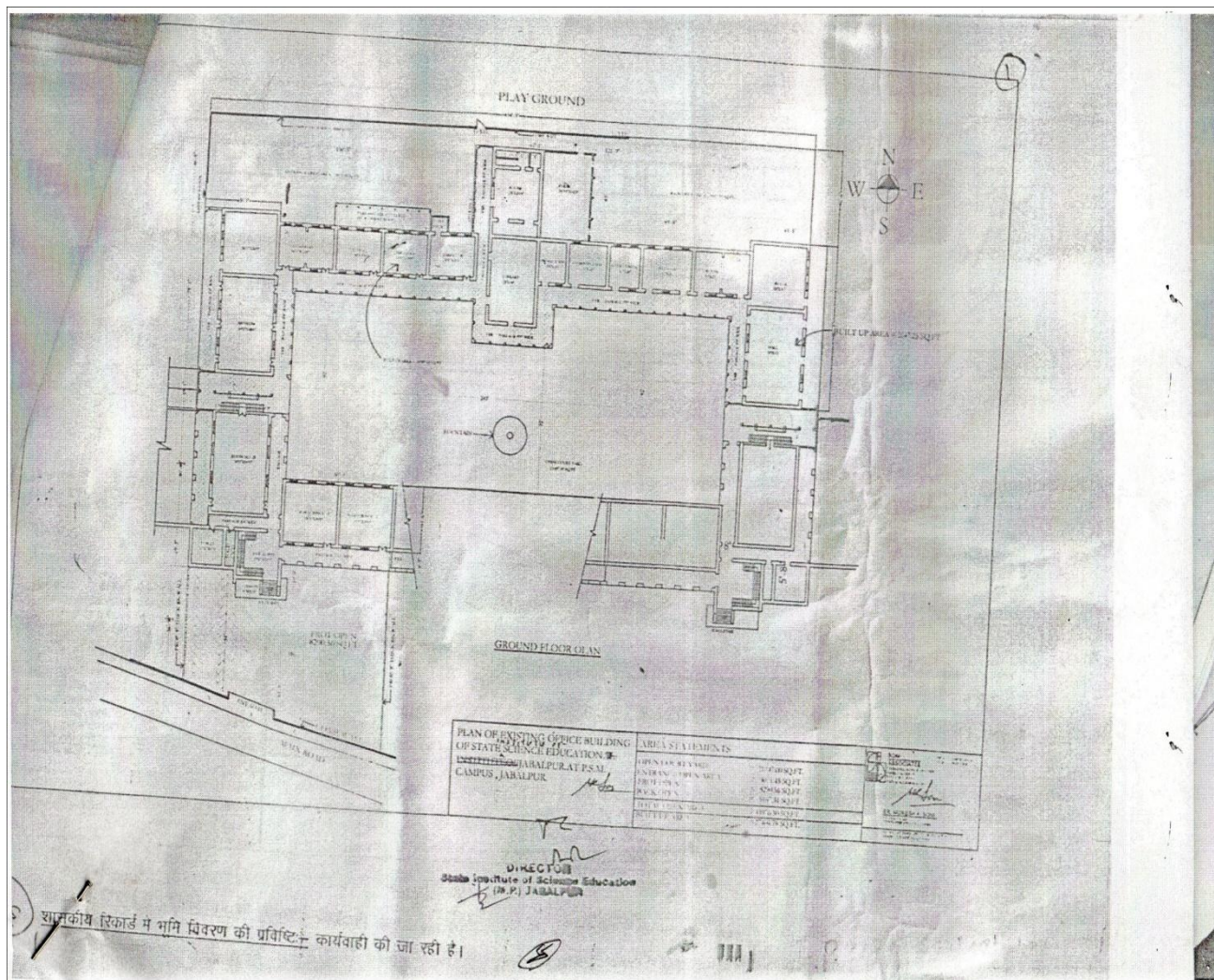
- * Problems prevailing in developing Countries with Special reference to India their causes and solution through Education.
- * Poverty,
- * Unemployment,
- * Population Explosion,
- * Hunger,
- * Terrorism.
- * Casteism and Communalism.
- * Illiteracy.
- * Beggary.
- * Political Instability,
- * Economic Under Development.

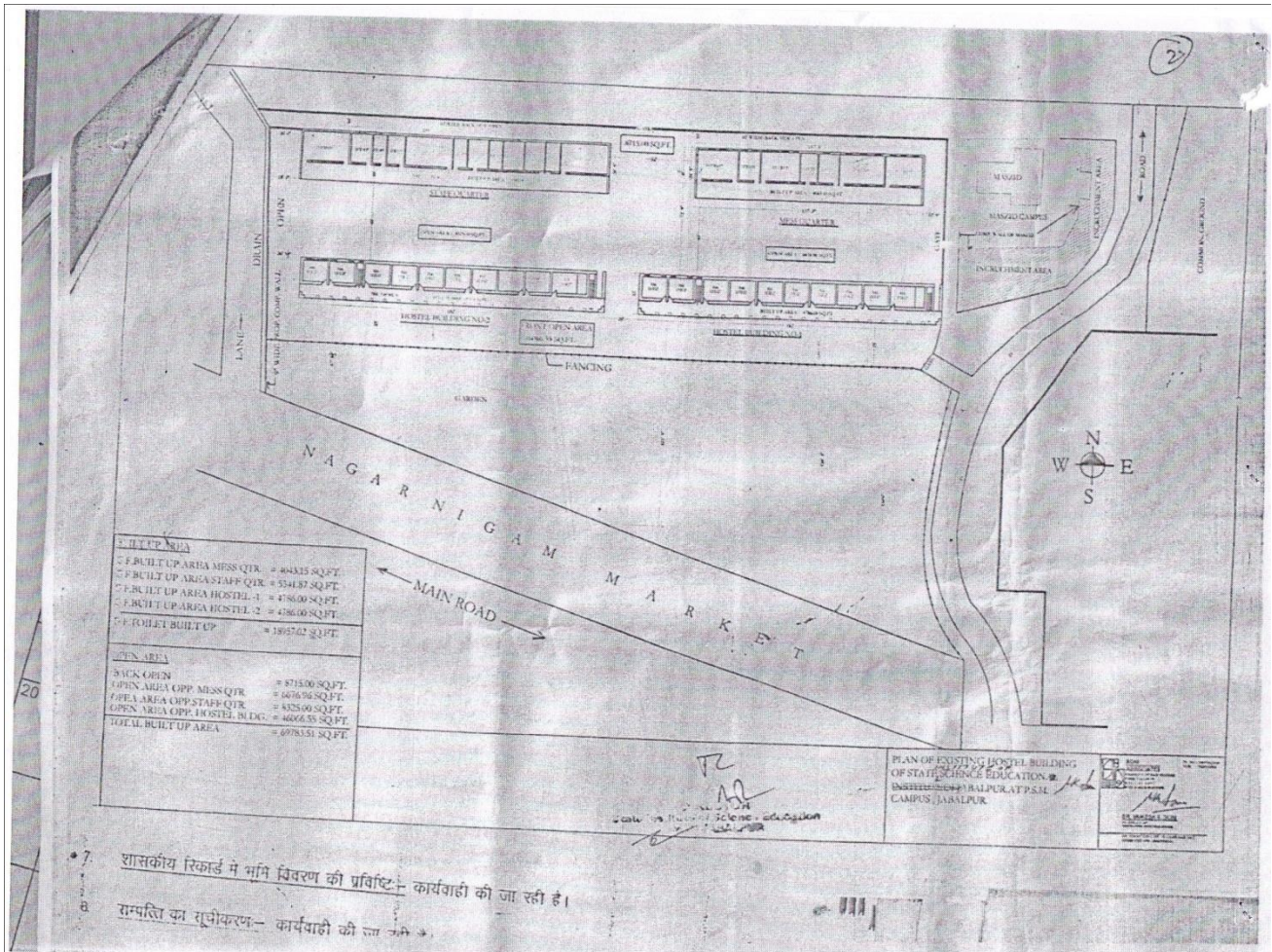
PAPER - VI (C)**ADDITIONAL SPECIALISATION****EDUCATIONAL MEASUREMENT AND EVALUATION****PRACTICUM :**

1. Construction of an Achievement Test- Design, Blue Print, Formulation of Items and Scoring Keys.
2. Construction of a Diagnostic Test in any one of the School Teaching Subject at Secondary Level.

(59)

Annexure 5: Master plan of the institute





Annexure 6: sample of feedback on curriculum and faculty

OFFICE OF THE DIRECTOR STATE INSTITUTE OF SCIENCE EDUCATION AND COLLEGE OF TEACHER EDUCATION JABALPUR
 E-MAIL : <sisejbp5776@bsnl.in>
 Phone & Fax : 0761- 2625776
 I V R S – 7771915551, 7771915552, 7771915553, 7771915554
 Website www.sisejbp.nic.in
 Website- www.sisejbp.org

Questionnaires for Feedback from Students
 Affiliated / Constituent Colleges

Questionnaire No. 1
 College - Director State Institute of Science Education and College of Teacher Education Jabalpur

Programme :
Department :

Year :

Student are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.

4.00	3.00	2.00	1.50	0.0
Very Good	B Good	C Satisfactory	D Unsatisfactory	

Course – Bed (Science) & Med (Science)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/ relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Signature Of Candidate –
 Name Of Candidate -

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 Website www.sisejbp.nic.in
 Website- www.sisejbp.org

Questionnaire No. 2
College - Director State Institute of Science Education and College of Teacher Education Jabalpur

Student Feedback on Teachers

Department : _____ Year : _____

4.00 3.00 2.00 1.50 0.0

Very Good B Good C Satisfactory D Unsatisfactory

B.Ed Science

Parameters	Paper Teachers Name	I	II	III	IV	V	VI	VII
1. Knowledge base of the teacher (as perceived by you)								
2. Communication Skills (in terms of articulation and comprehensibility)								
3. Sincerity / Commitment of the teacher								
4. Interest generated by the teacher								
5. Ability to integrate course material with environment/ other issues, to provide a broader perspective								
6. Ability to integrate content with other courses								
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)								
8. Ability to design quizzes/Tests/assignments/examinations and projects to evaluate students understanding of the course								
9. Provision of sufficient time for feedback								
10. Overall rating								

Paper - I. Teacher in emerging Indian society II. Development of Learner and Teaching Learning Process III. Development of Education system in India
 IV. Essentials for educational technology and Management V. Content cum methodology of teaching first school subject (Chemistry/Maths)
 VI. Content cum methodology of teaching second school subject (Biology/Physics) VII. Additional Specialisation (Optional paper) – Environmental Education

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Phone & Fax : 0761- 2625776

IVRS – 7771915551, 7771915552, 7771915553, 7771915554

Website www.sisejbp.nic.in
Website- www.sisejbp.org**Questionnaire No. 2****College - Director State Institute of Science Education and College of Teacher Education Jabalpur****Student Feedback on Teachers****Department :****Year :**

4.00	3.00	2.00	1.50	0.0
Very Good	B Good	C Satisfactory	D Unsatisfactory	

M.Ed Science							
Parameters	Paper Teachers Name	I	II	III	IV	V	VI
1. Knowledge base of the teacher (as perceived by you)							
2. Communication Skills (in terms of articulation and comprehensibility)							
3. Sincerity / Commitment of the teacher							
4. Interest generated by the teacher							
5. Ability to integrate course material with environment/ other issues, to provide a broader perspective							
6. Ability to integrate content with other courses							
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)							
8. Ability to design quizzes/Tests/assignments/examinations and projects to evaluate students understanding of the course							
9. Provision of sufficient time for feedback							
10. Overall rating							

Paper – I. Philosophical and Sociological Foundation of Education

II. Psychological Foundation of Education

III. Methodology of Educational Research and Data Analysis

IV. Environmental Education

V. Science Education

VI. Optional Paper – 1) Educational Technology 2) Guidance And Counselling

Annexure 7: sample of feedback (after the course results are declared)**Questionnaire 3**

**OFFICE OF THE DIRECTOR STATE INSTITUTE OF SCIENCE EDUCATION AND
COLLEGE OF TEACHER EDUCATION JABALPUR**

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Website www.sisejbp.nic.in

Website- www.sisejbp.org

Questionnaire No. 3

**College - Director State Institute of Science Education and College of
Teacher Education Jabalpur**

**Student's overall Evaluation of the programme and Teaching
(To be filled only after the course result are declared)**

Department :**Course :****Teacher :****Year :**

You responses will be seen only after your course result have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate	b) inadequate
c) challenging	d) dull
2. Background for benefiting from the course was

a) more than adequate	b) adequate
c) inadequate	d) cannot say
3. Was the course easy or difficult to understand?

a) easy	b) manageable
c) difficult	d) very difficult
4. How much of the syllabus was covered in the class ?


a) 85 to 100%	b) 70 to 85%
c) 55 to 70%	d) less than 55%
5. What is your opinion about the library material and facilities for the course ?

a) more than adequate	b) adequate
c) inadequate	d) very poor
6. To what extent were you able to get material for the prescribed readings ?

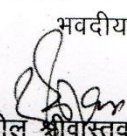
a) Easily	b) with some difficulty
c) not available at all	d) with great difficulty
7. How well did the teacher prepare for the classes ?

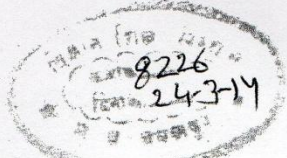
a) thoroughly	b) satisfactorily
c) poorly	d) indifferently

Annexure 8: copy of latest recognition order issued by NCTE

<p>राष्ट्रीय अध्यापक शिक्षा परिषद् न सरकार का एक विधिक संस्थान) पश्चिम क्षेत्रीय समिति</p>	 गुरुगुरुतमो धाम NCTE	<p>National Council for Teacher Education (A Statutory Body of the Government of India) Western Regional Committee</p>
पत्र क्र.प.क्षे.स./म.प्र./2014/116685		दिनांक 21.3.14
प्रति, कार्यालय संचालक, राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय, जबलपुर। मध्यप्रदेश।		
विषय: राज्य विज्ञान शिक्षा संस्थान जबलपुर में संचालित बी.एड. एवं एम.एड. पाठ्यक्रम की मान्यता के संबंध में।		
संदर्भ: प.क्र./एन.सी.टी.ई./2013/5573 दिनांक 05.12.2013।		
महोदय,		
उपर्युक्त पत्रांतर्गत अवगत कराया जाता है, कि राष्ट्रीय अध्यापक शिक्षा परिषद्, पश्चिम क्षेत्रीय समिति, भोपाल कार्यालय द्वारा संदर्भित संस्था को 14.10.1998 में पाठ्यक्रमों बी.एड.(साइंस) 100 सीटों एवं एम.एड. (साइंस) 20 सीटों के संचालन हेतु मान्यता प्रदान की गई थी। जिसकी मान्यता आदेश की प्रतिलिपि संलग्न है।		
संस्था के एम.एड. (साइंस) पाठ्यक्रम की मान्यता के संबंध में पत्र क्रमांक WRC/OAPW0977/213012/NAAC/2013/109878,79 dated 06.11.2013 द्वारा एनसीटीई रेग्यूलेशन 2009 के क्लॉज 8(5) के हवाले से जानकारी दी गई है। जिसकी प्रतिलिपि संलग्न है।		
संलग्न:- पत्र क्रमांक WRC/OAPW0977/213012/NAAC/2013/109878,79 dated 06.11.2013		

Shri A. Tiwari
Dr. Sant Johnson
24/3/14

भवदीय

 (सुनील कुमार)
 क्षेत्रीय निर्देशक



College of Arts and Sciences

RANI DURGAVATI VISHWAVIDYALAYA, JABALPUR



प्रो० अरुण कुमार
अधिष्ठाता
महाविद्यालय विकास परिषद्
जबलपुर

का. 0761-2600965

क०/डी०सी०डी०सी०/644

दिनांक 23/07/2014

CERTIFICATE

This is to certify that Government institute of Science Education (PSM), Jabalpur is included in the list of Colleges under Section 2(F) and 12(B) of the Act, 1956.

A photocopy of the concerning page of the list is attached.

(ARUN KUMAR)

DEEN

College Development Council

S/S/L

रानी दुर्गावती विश्वविद्यालय, जबलपुर
विश्वविद्यालय से संबद्धता प्राप्त महाविद्यालयों की सूची -
क्रमांक / अकादमिक / 2013 / 2367

जबलपुर, दिनांक 08-11-



अधिसूचना -

दिनांक 26/7/2013, 30/8/2013, 13/9/2013 एवं 20/9/2013 को सम्मन हुई विद्यापरिषद की स्थायी समिति की बैठक एवं दिनांक 30/9/2013 को सम्मन हुई कार्यपरिषद की बैठक के पद क्रमांक 3 तथा 12, दिनांक 2/7/2012 को सम्मन हुई विद्यापरिषद की स्थायी समिति की बैठक के पद क्रमांक 2 संचालित करने के लिये विद्यापरिषद की स्थायी समिति की बैठक के कार्यवृत्तों पर अविलम्ब कार्यवाही की जावे निम्नलिखित महाविद्यालयों को अस्थाई सम्बद्धता एवं निरन्तरता महाविद्यालय के नाम के सम्मुख दर्शाये गए सत्र की प्रदान की जाती है :-

क्र.	महाविद्यालय का नाम	महाविद्यालय द्वारा आवेदित विषय (पाठ्यक्रम)	संबद्धता / निरन्तरता का सत्र	निर्णय	रिमांक (Remarks) / शर्त	विद्यापरिषद स्थायी समिति बैठक का दि
1.	महाकौशल कालेज ऑफ़ छापा, जिला सिवनी	बी.काम., बी.ए. (समाजशास्त्र, राजनीतिशास्त्र, इतिहास, कम्प्यूटर एप्लीकेशन), बी.एससी. (शैतिकशास्त्र, गणित, रसायनशास्त्र, बाटनी जन्तु विज्ञान, कम्प्यूटर एप्लीकेशन, आधार पाठ्यक्रम)	2012-13 2013-14	निरन्तरता मान्य		26/7/2013
2	शासकीय शिक्षा मनोविज्ञान एवं संदर्शन महाविद्यालय, जबलपुर	पी.जी. डिप्लोमा इन गाइडेंस एण्ड काउंसिलिंग पाठ्यक्रम	2013-14	निरन्तरता मान्य		30/8/2013
3	शासकीय मानकुवर बाई महिला महाविद्यालय (स्वशासी), जबलपुर	बी.ए. (समी अनिवार्य विषय आधार पाठ्यक्रम सहित हिन्दी साहित्य, अंग्रेजी साहित्य, Entrepreneurships, Environmental Awareness, Computer Awareness.) Core Subjects - Group-I संस्कृत/उर्दू/अंग्रेजी साहित्य, Group II इतिहास/भूगोल/प्राचीन भारतीय इतिहास एवं पुरातत्व, Group III अर्थशास्त्र/डाइंग एंड पेंटिंग/दर्शनशास्त्र, Group, IV	2013-14	सशर्त निरन्तरता मान्य		30/8/2013

					के अनुसार प्रदान करेगा । शिक्षक प्रशिक्षण एवं शिक्षा पर निगमित रूप से शोध पत्रिकाएं मंगवाई जाये ।	13/9/2013
10	भवानी प्रसाद शुक्ला महाविद्यालय, सिहोरा	बी.ए., बी.एससी., बी.काम., बी.सी.ए., एम.ए. राजनीतिशास्त्र तथा एम.काम.	2012-13 2013-14	सशर्त निरंतरता मान्य	महाविद्यालय द्वारा जिन विषयों में कालेज कोड 28 के अन्तर्गत शिक्षकों की नियुक्ति नहीं करायी है उसे अतिशीघ्र पूर्ण करे, प्रयोगशाला को आधुनिक उपकरणों से विकसित किया जाये, क्लास रूम में फर्नीचर आदि की व्यवस्था की जाये, ग्रंथालय में हर विषय की 200 पुस्तकों को क्रय किया जाये, भवन में सरम्मत और विस्तार की आवश्यकता है । उक्त कमी 60 दिवस में पूर्ण की जावे एवं विश्वविद्यालय को सूचित किया जाये ।	13/9/2013
11	पी.एस.एम. कालेज, जबलपुर	बी.एड. एवं एम.एड.	2013-14	निरंतरता मान्य	—	13/9/2013
12	स्टेट इन्स्टीट्यूट ऑफ साइंस एजुकेशन, जबलपुर	बी.एड. विज्ञान एवं एम.एड. विज्ञान	2013-14	निरंतरता मान्य	—	13/9/2013

11

जबलपुर दिनांक 08-

पृ० क्रमांक/अकादमिक/2013/2367 "अ"

प्रतिलिपि सूचनार्थ -

1. उपकुलसचिव (परीक्षा/गोपनीय), रा०दु०वि०वि०, जबलपुर ।
2. सहायक कुलसचिव (परीक्षा/गोपनीय), रा०दु०वि०वि०, जबलपुर ।
3. अनुभाग अधिकारी (परीक्षा/गोपनीय), रा०दु०वि०वि०, जबलपुर ।
4. अधिष्ठाता, महाविद्यालयीन विकास परिषद, रा०दु०वि०वि०, जबलपुर ।
5. विश्वविद्यालय कम्प्यूटर सेंटर, रा०दु०वि०वि०, जबलपुर (विश्वविद्यालय वेबसाइट पर अबलोड करें) ।
6. कुलपतिजी के सचिव/कुलसचिव जी के निज सहायक, रा०दु०वि०वि०, जबलपुर ।

Raj, 2,

कुलसचिव

रानी दुर्गावती विश्वविद्यालय

जबलपुर

4/2/2

Annexure 9: university results for academic year 2013-14

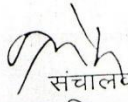
कार्यालय संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय
जबलपुर

E-MAIL : sisejbp5776@bsnl.in
Fax/Phone no- 0761-2625776

Website- www.sisejbp.org
IVRS 7771915551 7771915552 7771915553 7771915554

परीक्षा परिणाम
2013-14

कक्षा	परीक्षा में प्रविष्ट	उत्तीर्ण				अनुत्तीर्ण
		प्रथम	द्वितीय	तृतीय	योग	
बी.एड. (विज्ञान)	99	82	17	—	99	—
एम. एड. (विज्ञान)	19	15	03	—	18	01


संचालक
राज्य विज्ञान शिक्षा संस्थान एवं
अध्यापक शिक्षा महाविद्यालय
जबलपुर म.प्र.

Neetu

Annexure 10: Sample of feedback on practice teaching by the head of practice teaching school and teacher educators of the institution.

कार्यालय संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा
महाविद्यालय जबलपुर

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Phone & Fax : 0761- 2625776

Website www.sisejbp.nic.in
Website- www.sisejbp.org

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मूल्यांकन प्रपत्र

प्रशिक्षणार्थी पृष्ठपोषण - अभ्यास शिक्षण विद्यालय के प्राचार्य, प्रधान अध्यापक, शिक्षक द्वारा

दिनांक -

प्रशिक्षणार्थी का नाम -

मूल्यांकन हेतु बिन्दु	बहुत अच्छा	अच्छा	संतोषजनक	असंतोषजनक
1. प्रशिक्षणार्थी द्वारा शिक्षण कार्य व्यवस्थित हैं।				
2. प्रशिक्षणार्थी द्वारा उचित सहायक शिक्षण सामग्री का उपयोग				
3. प्रशिक्षणार्थी द्वारा शिक्षण कार्य सुचारु रूप से चलाया जा रहा है।				
4. प्रशिक्षणार्थी कक्षा में अनुशासन की स्थिति।				
5. व्यक्तित्व - 1. गणवेश 2. भाषाशैली 3. आत्मविश्वास 4. वि				
6. प्रशिक्षणार्थी के विषय वस्तु का ज्ञान।				
7. प्रशिक्षणार्थी को विषय वस्तु को प्रस्तुत करने का तरीका।				
8. पाठ्य सहगामी क्रियाओं में प्रशिक्षणार्थी की भागीदारी।				
9. प्रशिक्षणार्थी का स्कूल के शिक्षको का सहयोग।				
10. प्रशिक्षणार्थी की शिक्षण के प्रति अभिवृत्ति।				

हस्ताक्षर

पद

संस्था का नाम

Ranu

SISE & CTE JABALPUR MP

**कार्यालय संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय
जबलपुर**

E-MAIL : <sisejbp5776@bsnl.in>
Phone & Fax : 0761- 2625776

IVRS - 7771915551, 7771915552, 7771915553, 7771915554

Website www.sisejbp.nic.in
Website- www.sisejbp.org

मूल्यांकन प्रपत्र

प्रशिक्षणार्थी पृष्ठपोषण - पर्यवेक्षक द्वारा

दिनांक -

प्रशिक्षणार्थी का नाम -

अध्यापन विषय

मूल्यांकन हेतु बिन्दु	बहुत अच्छा	अच्छा	संतोषजनक	असंतोषजनक
1. प्रशिक्षणार्थी द्वारा प्रस्तावना की प्रभावशीलता				
2. प्रशिक्षणार्थी द्वारा विषय वस्तु का प्रस्तुतीकरण				
3. प्रशिक्षणार्थी द्वारा श्यामपट का प्रयोग				
4. प्रशिक्षणार्थी द्वारा कक्षा के अनुशासन स्थापना				
5. प्रशिक्षणार्थी के शिक्षण के प्रति उत्साह एवं सजगता				
6. शिक्षण हेतु सहायक सामग्री का उपयोग				
7. छात्र प्रशिक्षणार्थी के मध्य सम्प्रेषण एवं अंतःक्रिया				
8. प्रशिक्षणार्थी द्वारा सही वर्तनी का प्रयोग				
9. पुनर्बलन का प्रयोग				
10. प्रशिक्षणार्थी की संवेगात्मक स्थिति एवं आत्मविश्वास				
11. प्रशिक्षणार्थी का सहयोग पूर्व व्यवहार एवं जनतांत्रिक दृष्टिकोण				
12. शिक्षण में प्रयुक्त उदाहरणों का स्तर या दैनिक जीवन से जुड़ाव				
13. छात्रों के मानसिक स्तरानुसार शिक्षण कार्य				
14. प्रशिक्षणार्थी की संपूर्ण शिक्षण क्रिया				

हस्ताक्षर

पद

संस्था का नाम

Annexure 11.1 Income expenditure statement (5 years)(6.5.1 & 6.5.4)

year
10-11

मध्य प्रदेश शासन
 संचालनालय, कोष एवं लेखा
 पर्यावास भवन, मंदर टेरेसा मार्ग, भोपाल
 DDO wise Allotment, Expenditure and Balance Report

DDO Code	1812004001	Director State Science Edu. Institute JBP			
Bco Code	Head of Account	Allotment	Expenditure	Balance	
2004	27-2202-02-105-3668-9999-V-11-001	8000000	5281852	2718148	
2004	27-2202-02-105-3668-9999-V-11-002	652000	476591	175409	
2004	27-2202-02-105-3668-9999-V-11-003	1387000	1737707	-350707	
2004	27-2202-02-105-3668-9999-V-11-004	16000	11662	4338	
2004	27-2202-02-105-3668-9999-V-11-006	180000	123640	56360	
2004	27-2202-02-105-3668-9999-V-11-008	22000	15725	6275	
2004	27-2202-02-105-3668-9999-V-11-009	271484	271484	0	
2004	27-2202-02-105-3668-9999-V-11-016	8000	8000	0	
2004	27-2202-02-105-3668-9999-V-11-028	1300000	936863	363137	
2004	27-2202-02-105-3668-9999-V-12-000	29922	29922	0	
2004	27-2202-02-105-3668-9999-V-21-001	39863	39863	0	
2004	27-2202-02-105-3668-9999-V-22-001	8000	8000	0	
2004	27-2202-02-105-3668-9999-V-22-002	14584	14584	0	
2004	27-2202-02-105-3668-9999-V-22-005	41736	41736	0	
2004	27-2202-02-105-3668-9999-V-22-006	20000	20000	0	
2004	27-2202-02-105-3668-9999-V-22-007	12768	10768	2000	
2004	27-2202-02-105-3668-9999-V-22-009	22000	21346	654	
2004	27-2202-02-105-3668-9999-V-31-003	10000	9984	16	
2004	27-2202-02-105-3668-9999-V-33-001	300000	300000	0	
2004	27-2202-02-105-3668-9999-V-34-009	14996	14996	0	
2004	27-2202-02-105-3668-9999-V-37-000	800000	800000	0	
2004	27-2202-02-105-3668-9999-V-51-000	6626	6626	0	
2004	27-2202-04-800-4402-0801-V-24-002	400000	200000	200000	
Total :		13556979	10381349	3175630	

उपयोगकर्ता : budget तिथि और समय : 23-JUN-2015 01:49 PM

पृष्ठ 1 / 1

Director
 State Institute of Science Education
 Jabalpur (M.P.)

मध्य प्रदेश शासन
संचालनालय, कोष एवं लेखा
पर्यावास भवन, मंदर टेरेसा मार्ग, भोपाल
DDO wise Allotment, Expenditure and Balance Report

Year
10-11

DDO Code	1812004001	Director State Science Edu. Institute JBP		
Bco Code	Head of Account	Allotment	Expenditure	Balance
2004	27-2202-02-105-3668-9999-V-11-001	8000000	5281852	2718148
2004	27-2202-02-105-3668-9999-V-11-002	652000	476591	175409
2004	27-2202-02-105-3668-9999-V-11-003	1387000	1737707	-350707
2004	27-2202-02-105-3668-9999-V-11-004	16000	11662	4338
2004	27-2202-02-105-3668-9999-V-11-006	180000	123640	56360
2004	27-2202-02-105-3668-9999-V-11-008	22000	15725	6275
2004	27-2202-02-105-3668-9999-V-11-009	271484	271484	0
2004	27-2202-02-105-3668-9999-V-11-016	8000	8000	0
2004	27-2202-02-105-3668-9999-V-11-028	1300000	936863	363137
2004	27-2202-02-105-3668-9999-V-12-000	29922	29922	0
2004	27-2202-02-105-3668-9999-V-21-001	39863	39863	0
2004	27-2202-02-105-3668-9999-V-22-001	8000	8000	0
2004	27-2202-02-105-3668-9999-V-22-002	14584	14584	0
2004	27-2202-02-105-3668-9999-V-22-005	41736	41736	0
2004	27-2202-02-105-3668-9999-V-22-006	20000	20000	0
2004	27-2202-02-105-3668-9999-V-22-007	12768	10768	2000
2004	27-2202-02-105-3668-9999-V-22-009	22000	21346	654
2004	27-2202-02-105-3668-9999-V-31-003	10000	9984	16
2004	27-2202-02-105-3668-9999-V-33-001	300000	300000	0
2004	27-2202-02-105-3668-9999-V-34-009	14996	14996	0
2004	27-2202-02-105-3668-9999-V-37-000	800000	800000	0
2004	27-2202-02-105-3668-9999-V-51-000	6626	6626	0
2004	27-2202-04-800-4402-0801-V-24-002	400000	200000	200000
Total :		13556979	10381349	3175630

उपयोगकर्ता : budget तिथि और समय : 23-JUN-2015 01:49 PM

पृष्ठ 1 / 1

Director
State Institute of Science Education
Jabalpur (M.P.)

मध्य प्रदेश शासन
संचालनालय, कोष एवं लेखा
पर्यावास भवन, मंदर टेरेसा मार्ग, भोपाल
DDO wise Allotment, Expenditure and Balance Report

2004	27-2202-02-105-3668-9999-V-31-003	9983	9983	0
2004	27-2202-02-105-3668-9999-V-34-009	17854	17854	0
2004	27-2202-02-105-3668-9999-V-37-000	719998	719998	0
2004	27-2202-02-105-3668-9999-V-51-000	8000	8000	0
2004	27-2202-04-800-4402-0801-V-24-002	195378	195378	0
Total :		14285407	13289084	996323


Director
State Institute of Science Education
Jabalpur (M. P.)

Year 12-13

मध्य प्रदेश शासन

संचालनालय, कोष एवं लेखा

पर्यावास भवन, मदर टेरेसा मार्ग, भोपाल

DDO wise Allotment, Expenditure and Balance Report

DDO Code	1812004001	Director State Science Edu. Institute JBP			
Bco Code	Head of Account	Allotment	Expenditure	Balance	
2004	27-2202-02-105-3668-9999-V-11-001	5341466	5341466	0	
2004	27-2202-02-105-3668-9999-V-11-003	3535109	3535109	0	
2004	27-2202-02-105-3668-9999-V-11-004	21444	21444	0	
2004	27-2202-02-105-3668-9999-V-11-006	423558	423558	0	
2004	27-2202-02-105-3668-9999-V-11-008	15834	15834	0	
2004	27-2202-02-105-3668-9999-V-11-009	45000	0	45000	
2004	27-2202-02-105-3668-9999-V-11-011	8000	8000	0	
2004	27-2202-02-105-3668-9999-V-11-028	940677	940677	0	
2004	27-2202-02-105-3668-9999-V-12-000	40000	39767	233	
2004	27-2202-02-105-3668-9999-V-19-001	575000	654047	-79047	
2004	27-2202-02-105-3668-9999-V-19-003	426533	426533	0	
2004	27-2202-02-105-3668-9999-V-19-004	2000	8750	-6750	
2004	27-2202-02-105-3668-9999-V-19-006	10000	19454	-9454	
2004	27-2202-02-105-3668-9999-V-19-008	5000	12090	-7090	
2004	27-2202-02-105-3668-9999-V-19-011	8000	8000	0	
2004	27-2202-02-105-3668-9999-V-19-016	10000	0	10000	
2004	27-2202-02-105-3668-9999-V-19-028	99800	99800	0	
2004	27-2202-02-105-3668-9999-V-21-001	30003	30003	0	
2004	27-2202-02-105-3668-9999-V-22-001	10000	10000	0	
2004	27-2202-02-105-3668-9999-V-22-002	15866	15866	0	
2004	27-2202-02-105-3668-9999-V-22-003	1000	1000	0	
2004	27-2202-02-105-3668-9999-V-22-004	17924	17924	0	
2004	27-2202-02-105-3668-9999-V-22-005	45124	45124	0	
2004	27-2202-02-105-3668-9999-V-22-006	24000	24000	0	

उपयोगकर्ता : budget लिखि और समय : 23-JUN-2015 01:33 PM

पृष्ठ 1 / 2

Director

Jabalpur (M.P.)

मध्य प्रदेश शासन
संचालनालय, कोष एवं लेखा
पर्यावास भवन, मंदर टेरेसा मार्ग, भोपाल
DDO wise Allotment, Expenditure and Balance Report

2004	27-2202-02-105-3668-9999-V-22-007	26725	26725	0
2004	27-2202-02-105-3668-9999-V-22-009	26986	26986	0
2004	27-2202-02-105-3668-9999-V-22-013	29968	29968	0
2004	27-2202-02-105-3668-9999-V-31-003	7784	7784	0
2004	27-2202-02-105-3668-9999-V-31-010	9914	9914	0
2004	27-2202-02-105-3668-9999-V-34-009	18264	18264	0
2004	27-2202-02-105-3668-9999-V-37-000	1349440	1349440	0
2004	27-2202-02-105-3668-9999-V-51-000	8000	8000	0
Total :		13128419	13175527	-47108

mk Dy A/c
DIRECTOR
State Institute of Distance Education
Jabalpur (M.P.)

कार्यालय संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय जबलपुर

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Website-www.sisejbp.org

Fax/Phone no- 0761-2625776

सत्र 2013-14 के अंतर्गत प्राप्त बंटन में व्यय की गई राशि पश्चात बची हुई राशि समर्पित करने बाबत। 31/03/2014 की स्थिति में।

क्रमांक	मद	प्राप्त राशि	व्यय राशि	समर्पित शेष राशि
001- वेतन				
1	वेतन 27-2202-02-105-3668-9999-V-11-001	8575632	8575632	NIL
2	डी.ए. 27-2202-02-105-3668-9999-V-11-003	5246435	5246435	NIL
3	सी.ए. 27-2202-02-105-3668-9999-V-11-004	34748	34748	NIL
4	एच.आर.ए. 27-2202-02-105-3668-9999-V-11-006	470167	470167	NIL
5	अदर 27-2202-02-105-3668-9999-V-11-008	16594	16594	NIL
6	ग्रेड पे 27-2202-02-105-3668-9999-V-11-028	1029962	1029962	NIL
019-आकस्मिक निधि वेतन				
7	वेतन 27-2202-02-105-3668-9999-V-19-001	468585	468585	NIL
8	डी.ए. 27-2202-02-105-3668-9999-V-19-003	423167	413167	10000
9	सी.ए. 27-2202-02-105-3668-9999-V-19-004	10900	10900	NIL
10	एच.आर.ए. 27-2202-02-105-3668-9999-V-19-006	15920	15920	NIL
11	अदर 27-2202-02-105-3668-9999-V-19-008	6622	6622	NIL
12	ग्रेड पे 27-2202-02-105-3668-9999-V-19-028	69300	69300	NIL
कार्यालय बंटन				
	मजदूरी 27-2202-02-105-3668-9999-V-12-000	49966	49966	NIL
15	डाक 27-2202-02-105-3668-9999-V-22-001	10000	10000	NIL
17	पुस्तक 27-2202-02-105-3668-9999-V-22-004	25000	25000	NIL
18	वर्दी 27-2202-02-105-3668-9999-V-22-006	24000	24000	NIL
19	स्टेशनरी 27-2202-02-105-3668-9999-V-22-007	14950	14950	NIL
20	पेट्रोल 27-2202-02-105-3668-9999-V-22-009	27414	27414	NIL
21	कार्यालय उपकरण 27-2202-02-105-3668-9999-V-22-013	29326	29326	NIL
22	न्यायालय फीस 27-2202-02-105-3668-9999-V-31-003	7645	7645	NIL
23	त्योहार अग्रिम 27-2202-02-105-3668-9999-V-31-010	25000	0	25000
24	भवन	300000	300000	NIL

	27-2202-02-105-3668-9999-V-33-001			
25	सामग्री पूर्ति 27-2202-02-105-3668-9999-V-34-009	19867	19867	NIL
26	विज्ञान मेला 27-2202-02-105-3668-9999-V-37-000	1998611	1998611	NIL
27	अन्य प्रभार 27-2202-02-105-3668-9999-V-51-000	7990	7990	NIL
28	ए.डब्ल्यू.पी.वार्षिक योजना के अंतर्गत 27-2202-03-103-4402-0701-V-24-002	1198314	1198314	NIL
29	अन्य प्रभार 27-2202-03-103-4402-0701-V-51-000	2308749	2308749	NIL
30	दूरभाष 27-2202-02-105-3668-9999-V-22-002	15229	15229	NIL
31	विद्युत एवं जल 27-2202-02-105-3668-9999-V-22-005	78861	78861	NIL
32	अनाज अग्रिम 27-2202-02-105-3668-9999-V-11-016	8000	8000	NIL
33	यात्रा भत्ता 27-2202-02-105-3668-9999-V-21-001	45598	45598	NIL
34	27-2202-02-105-3668-9999-V-11-011	12000	12000	NIL
	कुल योग:-	22574552	22539552	35000

लेखापाल

संचालक
राज्य विज्ञान शिक्षा संस्थान एवं
अध्यापक शिक्षा महाविद्यालय
जबलपुर म.प्र.

कार्यालय संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय जबलपुर
E-MAIL : sisejbp5776@bsnl.in Website-www.sisejbp.org

Fax/Phone no- 0761-2625776


सत्र 2014-15 के अंतर्गत प्राप्त बंटन में व्यय की गई राशि पश्चात बची हुई राशि समर्पित करने बाबत। 31/03/2015 की स्थिति में।

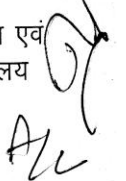
क्रमांक	मद	प्राप्त राशि	व्यय राशि	समर्पित शेष राशि
001- वेतन				
1	वेतन 27-2202-02-105-3668-9999-V-11-001	5940627	5940627	NIL
2	डी.ए. 27-2202-02-105-3668-9999-V-11-003	6571168	6571168	NIL
3	सी.ए. 27-2202-02-105-3668-9999-V-11-004	34000	34000	NIL
4	एच.आर.ए. 27-2202-02-105-3668-9999-V-11-006	435274	435274	NIL
5	अदर 27-2202-02-105-3668-9999-V-11-008	11510	11510	NIL
6	ग्रेड पे 27-2202-02-105-3668-9999-V-11-028	1029958	1029958	NIL
019-आकस्मिक निधि वेतन				
7	वेतन 27-2202-02-105-3668-9999-V-19-001	700000	320552	379448
8	डी.ए. 27-2202-02-105-3668-9999-V-19-003	935000	348280	586720
9	सी.ए. 27-2202-02-105-3668-9999-V-19-004	15000	7200	7800
10	एच.आर.ए. 27-2202-02-105-3668-9999-V-19-006	35000	25904	9096
11	अदर 27-2202-02-105-3668-9999-V-19-008	15000	3549	11451
12	ग्रेड पे 27-2202-02-105-3668-9999-V-19-028	150000	46800	103200
कार्यालय बंटन				
13	विकित्सा 27-2202-02-105-3668-9999-V-11-009	10000	4910	5090
14	मजदूरी 27-2202-02-105-3668-9999-V-12-000	100000	94634	5366
15	डाक 27-2202-02-105-3668-9999-V-22-001	9000	5000	4000
16	फर्नीचर 27-2202-02-105-3668-9999-V-22-003	1000	0	1000
17	पुस्तक 27-2202-02-105-3668-9999-V-22-004	24000	9984	14016
18	वर्दी 27-2202-02-105-3668-9999-V-22-006	28000	16000	12000
19	स्टेशनरी 27-2202-02-105-3668-9999-V-22-007	28000	15932	12068
20	पेट्रोल 27-2202-02-105-3668-9999-V-22-009	33000	32196	804
21	कार्यालय उपकरण 27-2202-02-105-3668-9999-V-22-013	28000	16927	11073
22	न्यायालय फीस	10000	0	10000

Sub Institute of Continuing Education
Jabalpur 481 001

	27-2202-02-105-3668-9999-V-31-003			
23	त्योहार अनाज अग्रिम 27-2202-02-105-3668-9999-V-31-010	20000	11995	8005
24	भवन 27-2202-02-105-3668-9999-V-33-001	282000	0	282000
25	सामग्री पूर्ति 27-2202-02-105-3668-9999-V-34-009	19000	0	19000
26	विज्ञान मेला 27-2202-02-105-3668-9999-V-37-000	2000000	1500241	499759
27	अन्य प्रभार 27-2202-02-105-3668-9999-V-51-000	9000	7161	1839
28	ए.डब्ल्यू.पी.वार्षिक योजना के अंतर्गत 27-2202-03-103-4402-0701-V-24-002	1049000	1048748	252
	कुल योग:-	19522537	17538550	1983987

लेखापाल


 संचालक
 राज्य विज्ञान शिक्षा संस्थान एवं
 अध्यापक शिक्षा महाविद्यालय
 जबलपुर म.प्र.


 AL

11.2 summary of grant of 11th plan period from 2007-12 and utilization certificate

(2)

संचालक राज्य विज्ञान शिक्षा संस्थान एवं अध्यापक शिक्षा महाविद्यालय जबलपुर

E-MAIL: <sisejbp5776@bsnl.in> Fax Phone no : 07612625776 Website-www.sisejbp.nic.in

Summary of Grant For 11 th plan period From 2007 to 2012

S.No.	Letter No. and Date	Amt.
1.	1-1-0307,0575 Dt.5/11/07 Draft no 313638 Dt.15/10/07 Union Bank of India(Gen.Dev.Scheme)	41393/-
2.	F-No3-6/9/UGC/CRO/Accts./07-08Dt.16/1/08 UnionBank draft-55321 Dt.9/1/08 F-No-36/9/GD/106060/XI/07-08/CRO/Dt.18/2/08 (Gen.Dev.XI planonAccount)	17340/-
4.	F-No.3-6/9/GD/106060/XI/07-08/CRO-29/12/08 20% Grant for 2nd year of 11th plan, Gen.Dev.Scheme	41616/-
5.	F.No.3-6/9/GD/106060/XI/07-08/CRO-29/12/08 Dev. Scheme	83010/-
6.	F.No.GD/106060/XI/07-08/29/12/10 Grant for 15 Scheme Merged Under Dev. (Improvement of facilities in Existing premises)	166020/-
7.	F.No.GD/106060/XI/07-08/15/12/10 Grant for 15 Scheme Merged Under Dev Mentioned below(Gen Dev Assistance B and J and others)	100000/-
Total Grant Received-		467961/-
Summary of Interest of 11 th plan Grant of UGC		917340/-
1.	Half yearly int.Dt.1/2/08	2147/-
2.	Credit int.Dt.31/7/08	1520/-
3.	Capitalised Credit int.Dt.31/1/09	1770/-
4.	Credit int.Dt.31/7/09	5191/-
5.	Capitalised Credit int.Dt.31/1/10	6250/-
6.	Credit int.Dt.31/7/10	6371/-
7.	Credit int.Dt.31/1/11	8140/-
8.	SB int.for period from 1/2/11 To 31/7/11	16880/-
9.	SB int.for period from 1/8/11 To 31/1/12	8126/-
10.	SB int.for period from 1/2/12 To 31/7/12	7028/-
11.	SB int.for period from 1/8/12 To 31/1/13	7247/-
12.	SB int.for period from 1/2/13 To 31/7/13	7273/-
Total Int.		77943/-
Previous Balance Amt.in pass book		16725/-
Total Grant received		917340/-
Total Int.		77943/-
Total Incom-		1012008/-

प्र.संचालक
राज्य विज्ञान शिक्षा संस्थान एवं
अध्यापक शिक्षा महाविद्यालय,
जबलपुर।

XI PLAN Expenditure

-2-

(3)

11 वीं योजना व्यय-पत्रक

11 वीं योजना में प्राप्त विश्वविद्यालय अनुदान की राशि का उपयोग लोक निर्माण विभाग, इलेक्ट्रॉनिक्स उपकरण कंप्यूटर, वाटर कूलर, वीडियो कैमरा, डिजिटल कैमरा, प्रिंटर फेक्स एवं फोटोकॉपी, वाई.फाई, डागल, सीसीटीवी कैमरा, यू.पी.एस. लैपटॉप आदि का कय निम्नानुसार किया गया

सं.क.	कार्य विवरण	राशि
1.	लोकनिर्माण विभाग जबलपुर चैक नं. 154553 दिनांक 13/2/08/-21/2/08	17340/-
2.	पी.सी.मदान सी.ए.को दसवी योजना राशि की आडिट फीस 24/5/08/-30/5/08	2247/-
3.	स्वतंत्र मतसामग्री कय हेतु विज्ञापन चैक कमांक 448921 दिनांक 22/3/11/-25/3/08	1000/-
4.	स्वतंत्र मतसामग्री कय करने हेतु विज्ञापन चैक कमांक 448922 दिनांक 30/6/11/-2/7/11	2000/-
5.	सनी सेल्स गोरखपुर जबलपुर कमांक 448923 दिनांक 13/7/11/-15/7/11	112200/-
6.	सहेज इंडिया गोरखपुर जबलपुर चैक कमांक 448925 दिनांक 13/7/11/-15/7/11	216190/-
7.	स्टेट बैंक सिविल लाईन जबलपुर वेट टैक्स चैक कमांक 448926 दिनांक 13/7/11/-27/7/11	5610/-
8.	स्टेट बैंक सिविल लाईन जबलपुर वेट टैक्स चैक कमांक 448927 दिनांक 13/7/11/-27/7/11	18554/-
9.	सनी सेल्स गोरखपुर जबलपुर चैक कमांक 448928 दिनांक 11/8/11/-13/8/11	73400/-
10.	स्टेट बैंक सिविल लाईन जबलपुर वेट टैक्स चैक कमांक 448929 दिनांक 11/8/11/-7/9/11	8710/-
11.	सहेज इंडिया गोरखपुर जबलपुर चैक कमांक 448932 दिनांक 20/9/11/-22/9/11	164450/-
12.	स्टेट बैंक सिविल लाईन जबलपुर चैक कमांक 448931 दिनांक 20/9/11/-4/10/11	16371/-
Total Expenditure -		638072/-

Summary of Refunded Amount to UGC

Total Income	Rs	1012008/-
Total Expenditure-	(-)	638072/-
Total Balance Amt. -		373936/-
Amount Refunded to UGC Through Bank draft No. /- 994975 Canara Bank JBP Dt.22/8/2013		
Commission on D.D.-	Rs.-	372255 /- 1681/-
Total Refund Amount to UGC -		373936/-

प्र.संचालक

राज्य विज्ञान शिक्षा संस्थान एवं
अध्यापक शिक्षा महाविद्यालय,
जबलपुर।

11.3 UGC budget copy 2013-14(6.5.1 & 6.5.4)



UNIVERSITY GRANTS COMMISSION - CENTRAL REGIONAL OFFICE,

Tawa Complex (Bittan Market), E-5, ARERA COLONY, BHOPAL-462 016
Ph. : 0755 - 2467418, 2467892, Fax. : 0755 - 2467893, web site : www.ugc.ac.in

F.No.GD/106060/XII/12-13/CRO

To

The Account Officer,
UGC, Central Regional Office
Tawa Complex, Bittan Market,
E-5, Arera Colony, Bhopal (M.P.)-462016

Date:-

24 MAR 2014

Sub: Release of 15% "Adhoc On account grant" under the scheme of Plan Block Grant- in-aid during XII Plan period.

Sir/Madam,

Acct No. Canara Bank 0380101017379

As per the decision taken in the Commission meeting held on 19th July 2012, 25% of allocation of XI Plan College Development Assistance was released as "on account grant" for XII Plan period. Now the Commission has decided in the commission meeting held on 30th December 2013 to release up to 40% of GDA + merged schemes allocated to the individual colleges during XIth Plan period, including 25% of grant already released earlier to State Institute Of Science Education, P.S.M. Campus, Jabalpur- 482001(M.P.) the colleges during XII Plan. Accordingly, I am directed to convey the sanction of the Commission for payment of Rs. 400000 to State Institute Of Science Education, P.S.M. Campus, Jabalpur- 482001(M.P.) the for the XII Plan period as detailed below:

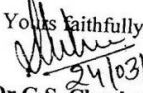
XII th Plan Allocation	Amount already released during 2012-13	Amount to be released during 2013-14	Remarks
1000000	0	400000	

- The Sanctioned grant may be treated as "Adhoc on account" grant for XII Plan. The allocation made now is Provisional Allocation and the final allocation would be made on finalization of XII Plan Guidelines. The grants sanctioned now would be adjusted against the XII Plan allocation to be made subsequently on the basis of assessment.
- XIIth Plan may be treated as equivalent to GDA+ merged schemes of XIth Plan period, Ratio of allocation under budget heads 35 & 31 (Non-recurring & Recurring) may remain 80:20 as in UGC's guidelines. There should not be any re-appropriation from budget head 35 to 31 or vice versa. The release for SC/ST may be made as per the allocation of 15% and 7.5% respectively.
- The amount of the grant shall be drawn by the Account Officer CRO, UGC, Bhopal (Drawing and Disbursing Officer), University Grants Commission on the Grants-in-aid bill and shall be disbursed to and credited to the Principal, State Institute Of Science Education, P.S.M. Campus, Jabalpur- 482001(M.P.) by him/her through RTGS/NEFT.
- The Grant is subject to the Adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the College.
- The University/College shall maintain proper accounts of the expenditure out the Grants, which shall be utilized, only on approved items of expenditure and ensure proper labeling of the items purchased.
- The Utilization Certificate to the effect that the Grant has been utilized for the purpose for which it has been sanctioned shall be furnished to the University grants Commission as early as possible after the close of the current financial year. Balance grant will be released only on receipt of audited UC and Statement of Expenditure etc., signed by Chartered Accountant.
- The assets acquired wholly or substantially out of University Grants Commission's Grant shall not be disposed or encumbered or Utilized for the purpose other than those for which the Grant was give, without proper sanction of the University Grants Commission and should at any time the college ceased to function, such assets shall revert to the University Grants Commission.
- The University/College/Institute shall maintain a Register of Assets acquired wholly or substantially out of the Grants in the prescribed form.
- The grantee Institution shall ensure the Utilization of Grants-in-aid for which it is being sanction/paid. In case of non-utilization/part utilization, or mis-utilization of grants sanctioned by the Commission for the purpose for which these were approved and in accordance with the terms and conditions of the approval or does not furnish the required documents or is disaffiliated from the University the entire amount paid by the

Cont...2

Commission shall be refunded by the College with simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawl to the date of refund as per provisions contained in General Financial Rules of Government of India will be charged.

12. The grant should not be used for Self-Financing/Unaided Courses.
13. It may be noted that the accounts of the grant-in-aid institution shall be subject to inspection by officers of the CRO, UGC, Bhopal
14. The interest earned by the University/College/Institute on this grants in aid shall be treated as additional grant and may be shown in the U.C./Statement of expenditure to be furnished by grantee institution.
15. The University/College/Institute shall follow strictly all the Instructions issued by the Government of India from time to time with regard to reservation of posts for scheduled Castes/Scheduled Tribes/OBC/PH/etc.,
16. The University/College shall fully implement the official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for Official purposes of the Union) Rules, 1978 etc.
17. The sanction issues in exercise of the delegation of powers vide commission office order no. 25/92 dated May 01, 1992.
18. The funds to the extent are available under the Scheme.


Yours faithfully,

 24/03/14
 (Dr G.S. Chauhan)
 Deputy Secretary

Copy forwarded for information and necessary action to:

- ✓ The Principal
 State Institute Of Science Education
 P.S.M. Campus
 Jabalpur- 482001(M.P.)
- The Commissioner, Higher Education
 Govt. of Madhya Pradesh,
 5th floor, Satpura Bhawan
 Bhopal (M.P.)

BCR OF 2013-2014

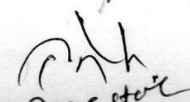
The sanctioned grant of Rs. **400000** (In words of Rs. **Four lakh only**) has been transferred to your college Account No. **0380101017379** at Bank with IFS Code **CNRB0000380** through RTGS/NEFT by Canara Bank, Arera Colony, Bhopal/UBI, St. Joseph Branch Bhopal. You are requested to confirm the receipt of the above amount in your account by sending back the given stamped receipt within 7 days.


 24/03/2014
 (Prashant Dwivedi)
 Education Officer

Receipt

Received Rs **400000** from University Grants Commission, Central Regional Office, Bhopal towards "Adhoc of Account Grant" under the scheme of Plan Block Grant in aid for XIIth Plan period

Date.....

944 1022
 = 300000/-
 date 11.4.14/101026295 **ISSUED**


The Principal
 State Institute Of Science Education
 P.S.M. Campus
 Jabalpur- 482001(M.P.)

Annexure 12: Value framework for assessment of higher education institution and suggested parameters

1. Contribution to National Development –

The teacher education institution has a significant role in human resource development and capacity building of individuals, to cater to the needs of the school students coming from different strata of the society, thereby contributing to the development of the Nation.

- Admission process of B.Ed (Sc.) and M.Ed (Sc.) students of whole M.P.
- Provider of assistance and guidance to academe research and publication of journals and souvenir on National seminar.
- Community engagement like community prayer, community lunch.

2. Fostering Global Competencies among Students

- Providing Computer literacy
- Best practice programme
- Cultural programme
- Linked with Global organisation like TFRI, TESS- India, Open University, U.K., Azim Premji Foundation Bangalore.

3. Inculcating Value System in Students

- Value Based prayer system
- Thought for the teacher programme daily given by the Director to each faculty.
- Health and harmony with nature. Yoga and Meditation health checkup programme by the faculty .
- Cleanliness programme
- Physical fitness programme

4. Promoting the Use of Technology

- Being the State Science Institute, we have made significant development in the field of technology.
- Demonstration lessons and practise teaching lessons are carried out in Theatre with Innovative Educational Technologies like 3-D Educational Software, Visualizer etc.

5. Quest for Excellence

- Development of well equipped theatre with 7.1 Digital Doubly sound system, Silver screen 2-D & 3-D Projectors etc.
- Use of 3-D educational software in Best practice.

Annexure 13 : Best practices

1. Title:- Innovative Democratic & Value based Work culture

CONTEXT :-

In the teacher education college commonly the academic activities are carried by some specific members chosen by the administration. Due to this common practice the contribution of all faculty members is not equal in manner and the innovative ideas are not shared.

It is the only institution in the state which runs B.Ed (science) and M.Ed (science) courses. The institute has been working constantly for the popularization of science by conducting science related programmes for school student at the state level. Equal work distribution by the director enable each member of the institute to contribute equally and participate actively for the success of programme. Democratic work culture is developed in institution for effective and smooth academic work.

OBJECTIVE:- To enhance the quality of academic activities working through small groups.

- To inculcate democratic value among teacher educator and student teacher.
- To develop leadership among the faculty member and student teachers.
- To develop positive attitude and healthy atmosphere.
- To develop co-ordination among staff.
- To ensure the quality of work
- To develop critical analysing thinking, develop the self confidence, decision making skill in staff.

Practice :-

Innovative and democratic work culture is carried out in our institution. Various committees and bodies are constituted. Each faculty member has been assigned specific function and responsibilities. They are free to plan their respective work.

To ensure that each faculty member work with positive approach & innovative ideas "Thought for the teachers is conducted in the institution in which an article is given by the director. Collaborative discussion on the given article is done by members of the institution. This helps in enhancing the presentation skills and intellectuality of the individual. It also develops human values in them.

Work culture is carried out in following phases-

- 1) **Work distribution-** Equal distribution
- 2) **Planning an activity-** At individual level
- 3) **Discussing about planning -** A meeting is conducted
- 4) **Finalization of the plan-** The suggestion are considered
- 5) **Duty chart-** Team is formed for executing activity/programme

- 6) **Feedback** - from students, stakeholders, participant etc.
- 7) **Celebration of success**- Meeting is conducted to analyze the success and short coming, if any of the programme/activity. Appreciation is given by the director to the concerned member.

An integral effort is taken to workout the plan which result in academic excellence. All faculty member are involved, so the ideas are shared and an ideal plan is worked out. This work culture creates a positive and enthusiastic environment in the institute.

Obstacle - Nil

Impact:- Human being is going through a journey of experiences and the discovery of human values and multifunctional behavior in academic and non-academic staff is still in progress.

This type of work culture provides a democratic environment for effective administration. In this practice, due to equal opportunity all the faculty member and student representative are involved in every academic activities/programmes. This work culture develops the leadership, creativity and co-ordination among the faculty as well as good educational qualities-

Overall impact of this practice is very positive.

REQUIRED RESOURCES:-

- Article /paragraph from references books for "Thought for the teacher"
- ICT faculty
- Library
- Academic calendar

CONTACT PERSON FOR FURTHER DETAILS:-

- 1) Shri Dinesh Awasthy (Director) SISE and CTE Jabalpur MP

2. Title:- Popularization of science.

Context :-

Every education institution has some responsibilities towards its community and society. The practice aims to develop scientific attitude among students. In the 21st century there is a growing need of people to have logical decision making capacity. The institute recognize this need and strive to create scientific temper and rigor the society.

Objective:-

- Develop scientific attitude in students.
- Develop scientific awareness.

- prepare scientist for the country
- Prepare mathematician for the country.
- Encouraging the teachers for innovation and improve the quality of education.

The practice:-

In the beginning when the college prepare its academic calander, it declares the activities to be organized. The following activities are organized by our college at state level which are sponsored by NSC Mumbai and MPCST Bhopal HBCSE Bombay, NCERT New Delhi.

- National Science seminar
- Western India science fair
- Junior and senior science Olympiad
- Innovative science teacher awards
- State level science fair
- State level science drama
- Mathematic Olympiad

Obstacle:- nill

Impact:-

The programs organized by the institute helps to develop scientific attitude among students and improving scientific literacy in society. The program also provides a platform for teacher to showcase their innovations in teaching methodology. This helps other teachers to improve their teaching skills.

Resources required:-

- Banner of different activities
- prior planning of the activities

8. Contact person-

- Shri A.K. Tiwari
- Smt. Sandhya Jain
- Dr. Rajesh Pande
- Dr. (smt.) Jyoti Karlekar

3. Title:- Conduct of morning assembly

Context :-

To inculcate values of education among student teachers is very important. Students, considers student teachers who is teaching them as their role model.

They follow them in true sense and act accordingly in their day to day life. Punctuality, honesty, loyalty, sincerity are the back bones of any human being. The school environment plays the vital role in the life of student. The college conducts morning assembly everyday for the student of B.Ed(science) and M.Ed(science). Teachers learns the above mentioned

qualities/ values by concentrating their mind during the morning assembly and therefore it has been in practice since very long time in the college.

Objectives :-

- To inculcate values among the students
- To make student a good citizen
- Punctuality- To report college in time
- To inculcate the quality of oneness.

Practice :-

The college start its working from 11;00 am. When the students report in the college, they assemble in hall.

The teachers also compulsorily attend the morning assembly.

The following activities are performed in the morning assembly

1. Prayer
2. Thought of the day
3. Major events in history occurred on the day is shown
4. Video clip regarding that event is shown occasionally

The objective of arrangement of morning assembly, secondly it gives them the teaching of maintaining discipline, sincerity, punctuality, loyalty and honesty.

Obstacle:- nill.

Impact:-

By conducting morning assembly the student's teacher become sincere and aware about their duties and responsibilities. They become punctual in submitting their projects and assignment

Resource required:-

- Hall and open space
- Instruments

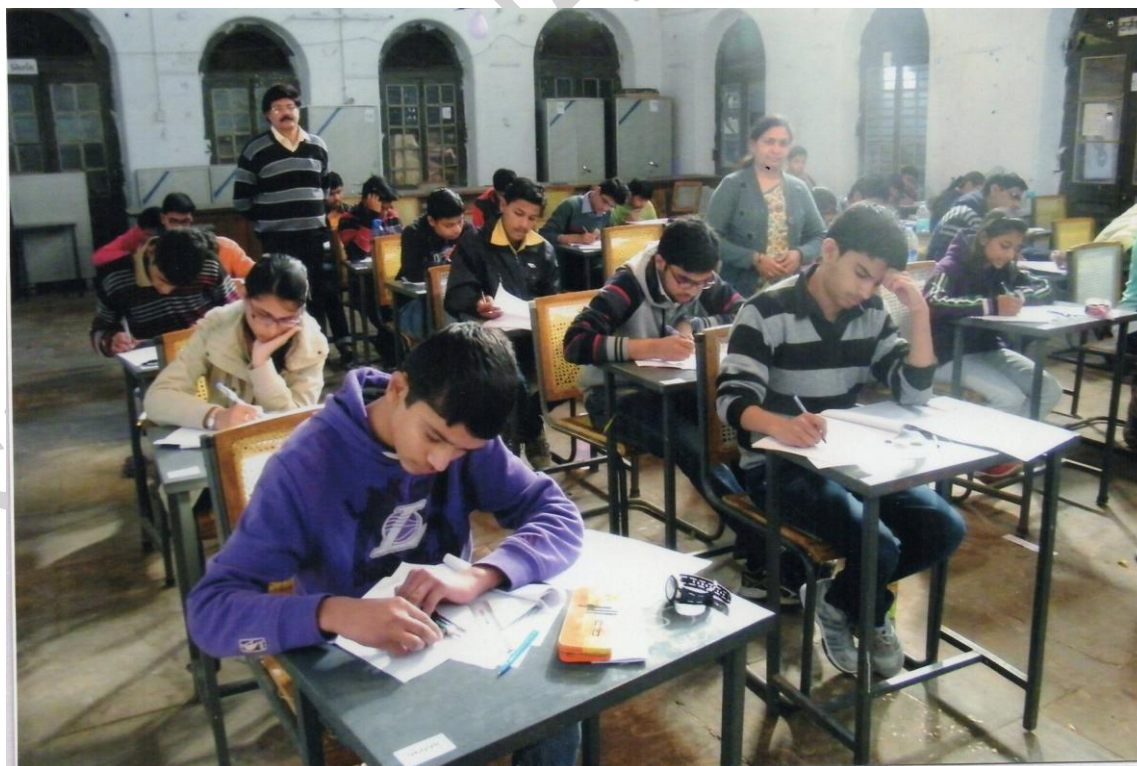
Contact person for further detail.-

- Dr. (Smt.) Susamma Jhonson
- Shri Pradeep Behre

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

1. How are the core values of NAAC reflected in the various functions of the institution?

Maths Olympiad



National Science Seminar 2014



Western India science fair 2014



Innovative science teacher award 2014



Science drama competition



Science fair



National Science seminar 2015

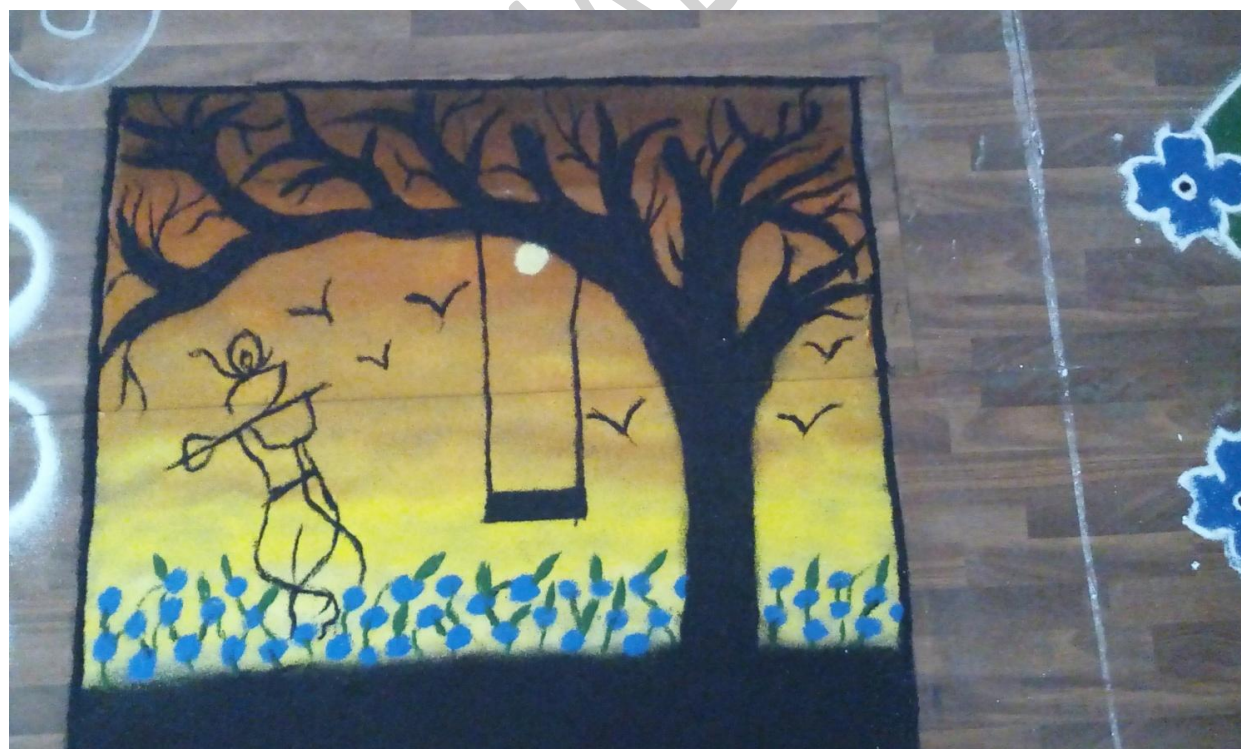




Inspire Awards 2014



Cultural Activity





Annexure 14 : M.Ed (Science) Dissertation Work (3.1.2 & 3.2.7)

1. To study the impact of “ Nishulak Pathya Pushtak Bitaran Yojana given by sarva shiksha Abhiyan on attendance and educational achievement of student of middle school
2. To STUDY THE PROBLEMS FACED BY THE STUDENTS OF BIOLOGY OF class XI in PHYSICS AT + 2 LEVEL
3. An Analytical study of Factors affecting decrease in The result of Hr. Sec. School Examination 2009 conduct by Board of secondary Education M.P. Bhopal
4. A study about Implementation of Government Schemes On Educational achievements of students at middle level
5. Study of Government Planning & ITS Effect on HANDICAPPED CHILD to Join main education from Primary stage
6. “To study the Impact of Activity Based Teaching Method in Science Teaching on Ninety Class Students Education Achievement Level”
7. Student of effectiveness of facilities given by the sarva shiksha abhiyan among the student’s educational achievement “in the reference of madarsa’s institute”
8. An Analytical study of the problems faced by Girls & Boys Studying in Registered Madrsa’s Regarding Modern
9. “The study of Awareness of Global Warming on Students studying at Higher Secondary Level”
10. A comparative study of computer Literacy of Science Arts and Commerce
11. “To study the Education Achievements of Disable Students studying in Middle Level in the Reference Of Integrated Education”
12. A student of the Ecolab Activities Effect on Students and Teachers in Reference of Environment Awareness
13. Analytical study of Decreased result of High School(Class 10) M.P. Education Board Bhopal and IT’S causes In comparison to last year

14. To study the effectiveness of competency enhancement Programme on the students of Primary School
15. पंचायती राज व्यवस्था में स्कूलों के नियंत्रण के संदर्भ में एक अध्ययन - शैक्षणिक गुणवत्ता के संदर्भ में।
16. बाल श्रमिकों को शिक्षा की मुख्य धारा से जोड़ने में शिक्षण संस्थाओं की भूमिका का अध्ययन- उमरिया जिले के संदर्भ में।

2011

1. Effectiveness of computer Assisted instructio with special reference to under achievers
2. “A study of effect of regular school inspection on The Students and teachers” (With special reference to Satna District)
3. “ A Student of Effectiveness on Lanuage Efficiency and Reading Habits by Reading Child Magzine for Middle School Students”
4. “A Student of the Effect on Achievement level of the Students Through Bala Scheme
5. “A Student of Career Awareness Among the Secondary Level Students in Rural Areas”
6. (Study in Adolescents Facing Social Problems And Its Adustment Level)
7. A Review of the Impact of the Resources and Management of Primary School which make the Teching Learning Process interesting in Child Centered Activity based Teaching
8. (Effect Abolishing 5th and 8th Board. On the Educational Achievement of the Students of Higher Classes)
9. A Study of the Pattern and Problems of Administration and Supervision Special Reference to Umaria District
10. “A Study of the Effect of Co-Relation Ship Between District Education Office and the Zila Shiksha Kendra”
11. “The Study of the Effect of Non-Educational work done by the Teacher on the Education Quality of the Students”

12. “To Develop Indicators of Education Parameter and Examine the change in those Indicators”
13. “Comparative Study of Classroom Climate of Private And Government School”
14. “A Study of Psychological Difference of traits between students of Higher Secondary Classes in Science and Arts”
15. कक्षा 11 वीं के कला एवं विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षणिक उपलब्धि एवं अध्ययन आदतों का तुलनात्मक अध्ययन।
16. उमरिया जिले के शासकीय विद्यालयों में शिक्षकों के रिक्त पदों के विरुद्ध अतिथि शिक्षकों की व्यवस्था से शैक्षणिक गुणवत्ता पर पड़ने वाले प्रभावों का अध्ययन।
17. प्राथमिक विद्यालय के शिक्षकों की वैज्ञानिक अभिवृत्ति का अध्ययन।
18. माध्यमिक स्तर पर शिक्षकों की सृजनात्मकता का अध्ययन।
19. प्रारंभिक शिक्षा में गुणात्मक सुधार हेतु सूचना एवं संचार प्रौद्योगिकी की प्रभावशीलता का समीक्षात्मक अध्ययन।

2012

1. A Diagnostic Study of hindrances in mainstreaming To education of weaker section and deprived groups
2. “An Analytical Study of Education Anxiety of Student In Reference to Educational Competition”
3. A Study of effect of fundamental Knowledge of Science In high school student’s their educational achievement (With Special references of Seoni District)
4. A Study of Attitude and Awareness of Disaster Management in Students of Urban and Rural Schools (With Special references of High School in Jabalpur District)
5. “A Study of the effect of population growth on The Natural Balance and the Environment With reference to Malthusian theory”
6. “A Study of Conflict in Students, Teachers and Guardians on removal Board Examination of V and VIII Classes.”
7. A Study of Efforts and their Effectiveness Made by Government for main Streaming of CWSN. (With Special Reference of Sagar District)
8. To Study the Educational Level of Student of “Kasturba Gandhi Balika Vidyalaya”
9. “Analytical of Socio-economic and educational Adjustment of Higher Secondary Level Students”
10. “Diagnosis study and Remedial suggestions due to Obstructions in bringing E grade students, into D Grade students, in Mathematics subject of 10th class”
11. A Study Regarding the Nomination and Implementation Of the Students in Train Plateform School
12. “A Study Of the Effect of Yoga Exercises on Concentration And Achievement in Students”
13. “A Study Of the Effect of Teacher’s Knowledge and Competency on Educational Achievement of Middle School Students”
14. “A Study Of Attitude and Curiosity of Students towards ‘Vigyan Manthan Yatra’, Programme Implemented by M.P. ”

15. हायर सेकेण्डरी में अध्ययनरत विद्यार्थियों की कम्प्यूटर एवं इंटरनेट की उपयोगिता का समीक्षात्मक अध्ययन।
16. शिक्षकों द्वारा शिक्षा के क्षेत्र में एजुकेशन पोर्टल की उपयोगिता का समीक्षात्मक अध्ययन।
17. शिक्षा के अधिकार अधिनियम 2009 के अन्तर्गत कमजोर वर्ग एवं वंचित समूह के बच्चों का अशासकीय शालाओ में प्रवेश में आने वाली समस्याओं का निदानात्मक अध्ययन।

2013

1. “Comparative study in perspective accomplishment from Innovation and traditional method of electronic configuration In chemistry teaching. (With reference to class 11th student)”
2. “Comparative study in perspective accomplishment from Innovation and traditional of cell division in biology teaching” (With reference to higher secondary student)
3. “Comparative study in perspective accomplishment from Innovation and traditional method of constants in physics and chemistry teaching” (With reference to class 11th student)
4. हायर सेकेण्डरी विद्यालयों में अध्ययनरत विद्यार्थियों में प्रकाश की प्रकृति एवं प्रकाश के नियमों के अध्ययन में आने वाली कठिनाईयों की निदानात्मक अध्ययन - शैक्षणिक उपलब्धि के परिप्रेक्ष्य में।
5. स्वामी श्री निश्चलानंद सरस्वती जी द्वारा रचित पुस्तक अंकपदीयम पद्धति की वैदिक विधि का वर्तमान परिप्रेक्ष्य में पाठ्यक्रम के संदर्भ में माध्यमिक स्तर तक अध्ययनरत मंदसौर जिले के विद्यार्थियों के लिए विश्लेषणात्मक अध्ययन।
6. श्री शंकराचार्य स्वामी निश्चलानंद सरस्वती जी महाराज के गणितीय सम्प्रत्ययों पर आधारित पुस्तक का सागर जिले के मालथौन विकासखंड के विद्यार्थियों की उपयोगिता के संदर्भ में अध्ययन (श्री अरुण कुमार उपाध्याय की पुस्तक “Nature of Numbers” के संदर्भ में)।
7. जीव विज्ञान शिक्षण में कोशिका विभाजन का नवाचार एवं परंपरागत विधि से शैक्षिक उपलब्धि के परिप्रेक्ष्य में तुलनात्मक अध्ययन- हायर सेकेण्डरी विद्यार्थियों के संदर्भ में।

8. श्री शंकराचार्य स्वामी निश्चलानंद सरस्वती जी पर रचित पुस्तक नेचर आफ नम्बर्स का विद्यार्थियों की उपयोगिता के संदर्भ में अध्ययन- श्री अरुण कुमार उपाध्याय द्वारा रचित पुस्तक के संदर्भ में।
9. सतना जिले के शासकीय उच्चतर माध्यमिक विद्यालयों में भौतिक विज्ञान विषय की प्रयोगशालाओं की स्थिति एवं उसकी उपयोगिता का समीक्षात्मक अध्ययन।
10. स्वामी श्री निश्चलानंद सरस्वती जी द्वारा रचित पुस्तक द्वयंक पद्धति की वैदिक विधि का वर्तमान परिप्रेक्ष्य में पाठ्यक्रम के संदर्भ में माध्यमिक स्तर तक अध्ययनरत मुरैना जिले के विद्यार्थियों के लिए उपयोगिता अध्ययन- श्री अरुण कुमार उपाध्याय द्वारा रचित पुस्तक के संदर्भ में।
11. कक्षा 11वीं के विद्यार्थियों के रसायन शास्त्र शिक्षण में समावयता का नवाचारी विधि एवं परंपरागत विधि का उपलब्धि के परिप्रेक्ष्य में तुलात्मक अध्ययन।
12. नवाचार एवं परंपरागत शिक्षण के माध्यम से ऊष्मीय इंजन के शिक्षण का मूल्यांकन करना- विद्यार्थियों की शैक्षणिक उपलब्धि के परिप्रेक्ष्य में।
13. अंकपदीयम् (गणनाथ गणित) का वर्तमान परिप्रेक्ष्य में विद्यार्थियों के लिये प्रासंगिकता के संदर्भ में आकलन- स्वामी निश्चलानंद सरस्वती जी द्वारा रचित पुस्तक के संदर्भ में।
14. हायर सेकेण्डरी में अध्ययनरत विद्यार्थियों में वानस्पतिक वाटिका के प्रति जागरूकता एवं विद्यालय में उसकी आवश्यकता के संदर्भ में अध्ययन।
15. नवाचार एवं परंपरागत शिक्षण माध्यम से विकास के बाद शिक्षण का मूल्यांकन विद्यार्थियों की शैक्षिक उपलब्धि के परिप्रेक्ष्य में - हायर सेकेण्डरी कक्षा 11वीं के विद्यार्थियों के लिए।
16. अपूर्व विज्ञान मेले में प्रदर्शित विज्ञान प्रयोगों के प्रति माध्यमिक शालाओं में अध्ययनरत विद्यालयों के वैज्ञानिक अभिवृत्ति का अध्ययन।
17. अंकपदीयम् (गणनाथ गणित) का वर्तमान परिप्रेक्ष्य में विद्यार्थियों के लिये उपयोगिता का विश्लेषणात्मक अध्ययन करना - स्वामी निश्चलानंद सरस्वती जी द्वारा रचित पुस्तक के संदर्भ में।

2014

1. A Study of Scientific Aptitude and curiosity of Disaster Management in middle school students
2. “An Analytical study of Madhya Pradesh student on their enrollment and aptitude in the reference of participation in Mathematics Olympiad
3. Study of Effect on Student Because of School Level Activity During Academic Calendar”
4. The study of effect on Educational level of Student of a scheme “Hamari Shala Kaisee Ho”
5. The Analytical Study if the learning style by different Methods Up to middle level students (With reference to Science subject)
6. “A comparative study of Self-Concept and Achievement of Students of different of Socio-Economic Status”
7. A Study of role School Management in enrolment of Children In the schools belonging to weaker sections and deprived groups
8. “ A Comparative study of educational achievement on working and Non working women’s children studying in middle level school’s”
9. “Study of Effect of Creativity on Education Achievement for the Students of Science Faculty of Class XI”
10. To study the significance of use of multimedia in educational Teaching-training (in reference to government & non-government training institute)
- 11 “An analytical study of the utility of Guidance and Counselling (With reference to choice the subject for high school level students)
- 12 “Analytical study of the effects of Innovative Method of teaching I.U.P.A.C. nomenclature of Organic Compound in Chemistry” (With reference to educational Achievement of student of class 11th M.P. Board of Secondary education, Bhopal)
- 13 “The study of the effects of non educational work done by the teachers on the educational Quality of the students”

- 14 Effect of social economic standard intelligence and creativity On the academic achievement of students of middle school
- 15 Diagnostic study of Difficulties in solving Numerical Problem in Physics of Higher Secondary Level and Effect of Clinical Method On their Academic Achievement
- 16 “A study of the Effect on Achievement on Middle School Student by using Teaching Learning Material(TLM)in Teaching” Study the significance of mentoring scheme Implemented in government and Non-government schools with reference to the central Government of India
- 17 हायर सेकेण्डरी विद्यालयों में अध्ययनरत कक्षा 11वीं के विद्यार्थियों का भौतिक शास्त्र विषय में न्यूटन के गति के नियम एवं गति के समीकरण को समझाने में आने वाली कठिनाईयों का निदानात्मक अध्ययन।
- 18 उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों के इंटरनेट के उपयोग में अभिरुचि एवं जिज्ञासा का उनकी शैक्षणिक उपलब्धि पर प्रभाव का तुलनात्मक अध्ययन।