

Self Appraisal Report



Submitted to
National Assessment and Accreditation Council
Bangalore



Vipra Arts, Commerce and Physical Education College, Raipur C.G.

www.vipracollege.org

CONTENTS

<u>PARTICULARS</u>	<u>PAGE NO.</u>
PART-I : Institutional Data	8-42
A-Profile of the Institution	8-12
B- Criterion-wise Inputs	12-42
PART-II: Evaluative Report	44-145
1. Executive Summary	44-45
2. Criterion-wise Analysis	46-143
• Criterion-I Curricular Aspects	46-55
• Criterion-II Teaching Learning and Evaluation	55-73
• Criterion-III Research, Consultancy and Extension	73-84
• Criterion-IV Infrastructure and Learning Resources	84-95
• Criterion-V Student Support and Progression	96-111
• Criterion-VI Governance and Leadership	112-135
• Criterion-VII Innovative Practices	136-143
3. Mapping of Academic Activities of the Institution	144
4. Declaration by the Head of the Institution	145
Appendix 1: Feedback from students	156-159
▪ Questionnaire 1	156
▪ Questionnaire 2	157
▪ Questionnaire 3	158-159
Appendix 2: Self Appraisal of Teacher	261-271

Appendix 3: Value Framework for Assessment of Higher Education Institution and Suggested Parameters	283-285
--	----------------

Appendix 4:

1. A Brief Note on Teacher Education Scenario in the State	286-287
2. Institutional Academic Calendar and Time Table	223-226, 273
3. A Copy of the Syllabus	146-154
4. Master Plan of the Institution	214-215
5. Sample of Student feedback on Curriculum and Faculty	156-159
6. Audited Income Expenditure Statement of 2011-12	242-260
7. Copy of Latest Recognition Order issued by the NCTE	288-289
8. University Results for Previous Academic Year	274-278
9. Sample of Feedback by Teacher Educators, Peer group and Staff of Practice Teaching Schools	155, 295-296, 297
10. University Affiliation Letter	290
11. UGC Letter of 2(f) and 12 (b)	291

Appendix 5: Best Practices	292-294
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• Photographs of the Activities	299-302
• Newspaper Cuttings	304-309

CRITERION-WISE LIST OF ENCLOSURES

S. N.	Enclosure No.	Detail of Enclosure	Page No.
Criterion-I			
1.	1.1.1	Syllabus of University	146-154
2.	1.1.2 A	Feedback Form of Faculty	155
3.	1.1.2 B	Feedback Form of Pupil Teacher	156-159
4.	1.1.2 C	Feedback Form of Alumni	160-161
5.	1.2.4	List of Practice Teaching Schools	162
6.	1.3.1	Feedback of Parent	163
7.	1.3.2	Feedback Analysis	164-166
8.	1.4.1	Changes in Two Subjects (Educational Technology & Psychology Practicum)	167-168
9.	1.4.2	SCERT Certificate on Curriculum Development (A & B)	169-170
Criterion –II			
10.	2.1.1 A	Examination Directory- CG VYAPAM	171
11.	2.1.1 B	SCERT Counseling Advertisement in Newspapers	172
12.	2.1.2	College Prospectus- Cover Page and Back Page	173-174
13.	2.1.5 (A)	Syllabus of Pre. B.Ed. Examination	175-177
14.	2.1.5 (B)	Questionnaire on Environmental Awareness	178-179
15.	2.2.1 (A)	Schedule of Activities	180
16.	2.2.1 (B)	Result of Inter department Competition	181-182
17.	2.2.2	Cover Page of Question Bank	183
18.	2.3.5	Micro Teaching Time Table	184
19.	2.4.2	Comments on Practice Teaching	185
20.	2.4.6 (A)	NAAC Certificate	186
21.	2.4.6 (B)	Ph.D. Award	187
Criterion –III			
22.	3.1.1 (A)	Pursuing Research	188-190

23.	3.1.1 (B)	Certificate of Qualifying Ph.D. Entrance	191
24.	3.1.1 (C)	Approval Letter of UGC on Minor Project	192
25.	3.1.2	List of Research Topics Undertaken by Faculty	193
26.	3.1.4 (A)	List of Faculty Participation in Conference/ Seminar/Workshops	194-196
27.	3.1.4 (B)	State Level Workshop on 'TLM & ICT'	197
28.	3.1.4 (C)	Seminar on 'Health and Fitness' (UGC Sponsored)	198
29.	3.2.1	List of PPT's and Transparencies	199
30.	3.2.4	List of Material Aids	200
31.	3.2.5	List of Published Papers	201-203
32.	3.2.6	Certificate of Life Time Achievement	204
33.	3.4.2	List of Expert Lecture	205
34.	3.4.4	Analysis of Field Work	206-209
35.	3.5.1	Proposal Letter of National Seminar to UGC	210-211
36.	3.5.3 (A)	Eduset Presentation- Dr. Divya Sharma	212
37.	3.5.3 (B)	SCERT Research Advisory Committee	213
Criterion –IV			
38.	4.1.1	Master Plan of the Building	214-215
39.	4.1.4	List of Exams Conducted	216
40.	4.1.6	List of Amenities	217
41.	4.2.1	Budget Allocation and Utilization	218-219
42.	4.3.2	List of Journals	220
43.	4.3.7	Library Time Table	221
44.	4.6.3	List of Magazines and News Paper	222
Criterion –V			
45.	5.2.1 (A)	Academic Calendar	223-226
46.	5.2.1 (B)	Practice Teaching	227
47.	5.2.1 (C)	Micro Teaching Plan	228
48.	5.2.1 (D)	Result of Inter House Competition	229
49.	5.2.11	Pre practice preparation detail	230-231

Criterion -VI			
50.	6.1.3 (A)	Composition of Board of Management	232
51.	6.1.3 (B)	Bylaws	233-239
52.	6.4.5	Advertisement of Vacancy	240-241
53.	6.5.5	Audit Reports of Last Five Years	242-260
Criterion –VII			
54.	7.1.2 [A]	Self Appraisal by Faculty	261-271
55.	7.1.2 (B)	Directory of Education Department	272
56.	7.1.3	B.Ed. Time Table	273
57.	7.3.1	University Examination Result	274-278

PART-I: Institutional Data

A-Profile of the Institution

B- Criterion-wise Inputs

Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution: **Vipra Arts, Commerce and Physical Education,**

2. Website URL : **www.vipracollege.org**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	09406082000	0771-4281093	Vipracollege1996@gmail.com
Vice-Principal	-	-	-
Self – appraisal Co-coordinator	09826118517	0771-4281093	vipinf@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0771-2533389	09406082000
Vice-Principal	-	-
Self - appraisal Co-ordinator	0771-2437685	09826118517

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any Other (specify and indicate) ☐

5. Campus area in acres:

5.9

6. Is it a recognized minority institution? Yes ☐

No



7. Date of establishment of the institution:

Month & Year

MM

08

YYYY

1996

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

Pt. RAVISHANKAR SHUKLA UNIVERSITY, RAIPUR
(C.G.)

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

Month & Year

2f

MM	YYYY
08	2000

Month & Year

12B

MM	YYYY
08	2000

10. Type of Institution

a. By funding

- i. Government ☐
- ii. Grant-in-aid ☒
- iii. Constituent ☐
- iv. Self-financed ☐
- v. Any other (specify and indicate)

b. By Gender

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

c. By Nature

- i. University Dept. ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of ☐
Composite College ☐
- vii. CTE ☐
- viii. Any other (specify and indicate)

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
ii)	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
iii)	Secondary/ Sr. secondary	B.Ed.	Graduation	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree ✓	One Year	Hindi and English
iv.	Post Graduate	-	-	Diploma	-	-
		-	-	Degree	-	-
v.	Other (specify)	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-

(Additional rows may be inserted as per requirement)

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

Level	Programm	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr.secondary	B.Ed.	WRC/APW03340/723100/ 150th/2011/79177dt.22/6/11	continued	100
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-

(Additional rows may be inserted as per requirement)

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

01

b) Fee charged per programme

B.Ed. = Rs. 29,000/-

3. Are there programmes with semester system

No

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

Yes		No	√
-----	--	----	---

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

NONE

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

D.Ed.

--

B.Ed.

09

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes	√	No	
-----	---	----	--

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

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	01
--------	----

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

○ Heads of practice teaching schools

Yes	√	No	
-----	---	----	--

○ Academic peers

Yes	√	No	
-----	---	----	--

○ Alumni

Yes	√	No	
-----	---	----	--

○ Students

Yes	√	No	
-----	---	----	--

○ Employers

Yes	√	No	
-----	---	----	--

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

Applied for D.Ed. Programme and M.Ed. after NACC Assessment

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

Yes		No	√
-----	--	----	---

Number	NONE
--------	------

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 plans for effective implementation of the curriculum?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution ☐

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

c) Through an interview ☐

d) Entrance test and interview ☐

e) Merit at the qualifying examination f) Any other (specify) ☐

and indicate)

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

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

a) Date of start of the academic year

01 July 2012

b) Date of last admission

20 September 2012

c) Date of closing of the academic year

30 April 2013

d) Total teaching days

188

e) Total working days

287

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.	44	56	100	22	24	46	22	32	54
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

None

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 5081/-

b) Unit cost including salary component 27,718/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	66.66%	39.39%	62%	38.38%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes	√	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

9. **Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
D.Ed	-	-	-
B.Ed.	75%	15%	10%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. **Pre-practice teaching at the institution**

- a) Number of pre-practice teaching days **15**
- b) Minimum number of pre-practice teaching lessons given by each student **21**

11. Practice Teaching at School

- a) Number of schools identified for practice teaching **11**
- b) Total number of practice teaching days **30**
- c) Minimum number of practice teaching lessons given by each student **30**

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

No. of Lessons in Simulation	No. 5	No. of Lessons Pre-practice Teaching	No. 21
------------------------------	-------	--------------------------------------	--------

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

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

16. **Examinations**

a) Number of sessional tests held for each paper 03

b) Number of assignments for each paper 03

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software/ courseware (CDs)	√	
Audio Resources	√	

Video resources	√	
Teaching Aids and other related materials	√	
Any other (Specify and indicate)	√	
Use of Smart Board		

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

Yes √	No
-------	----

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

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

Yes √	No
-------	----

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

Compulsory ☐

Optional ☒

Criterion III: Research, Consultancy and Extension

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

Number	02	25	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes √	No
-------	----

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	Rs. 98000/-	1 Year	-

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

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

Pursuing

**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

[Provide increment of Rs. 1000/-for award of Ph. D.] ☒

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

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

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

a. Ph.D.

01

b. M.Phil.

02

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

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

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

	Yes	No	Number
International Journals	√		04
National Journals- Referred Papers Non referred papers	√		06
Books [Question Bank]	√		08
Any other (specify and indicate) (State Level Journals)	√		18

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

Yes	√	No
-----	---	----

Number	03
--------	----

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

	Faculty	Students
National seminars	06	-
International seminars	04	-
Any other academic forum [State Level]	18	-

**11. What types of instructional materials have been developed by the institution?
(Mark `√' for yes and `X' for No.)**

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	√
Any other (specify and indicate) [Question Bank]	√

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

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

If yes, indicate the nature of the post.

Full-time

☐

Part-time [One faculty is in-charge for the extension activities]

☒

Additional charge

☐

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

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

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

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

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

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

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

16. Does the institution provide consultancy services?

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

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

Free Consultancy

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

Local Level	Yes
State Level	Yes
National Level	Yes
International Level	-

Criterion IV: Infrastructure and Learning Resources

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

3345 sq mt.

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

Methods lab

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

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

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

Number 25

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

Rs. 50,000/-

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

Rs. 56,278/-

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

Rs. 77,200/-

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

Rs. 50,00,000/-

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

Yes	√	No
-----	---	----

9. **Total number of posts sanctioned**

Open Reserved

Teaching

Non-teaching

M	F	M	F
-	8	-	-
2	2	2	1

10. **Total number of posts vacant** Open Reserved

M	F	M	F
-	-	-	-
-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	5	-	-
Readers	-	-	-	-
Professors	-	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	2	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. **Number of teachers from**

Same state	08
Other states	-

12. **Teacher student ratio (program-wise)**

Programme	Teacher Student ratio
D.Ed.	-
B.Ed.	1:13
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. **Non-teaching staff**

	Open		Reserved	
	M	F	M	F
Permanent	1	1	2	1
Temporary	1	-	-	-

14. **Ratio of Teaching- Non Teaching Staff**

8:7

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

20.54 %

16. **Is there an advisory committee for the library?**

Yes ☒ No ☐

17. **Working hours of the Library**

On working days

6.30 hours

On holidays

-

During examinations

6.30 hours

18. **Does the library have an Open access facility**

Yes ☐ No ☒

19. **Total collection of the following in the library**

a. Books

3,295

- Textbooks

3,100

- Reference books

195

b. Magazines

05

e. Journals subscribed

12

- Indian journals

- Foreign journals

-

f. Peer reviewed journals

12

03

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals

Yes

- CDs/ DVDs

55

- Databases

-

- Video Cassettes

6

-Audio Cassettes

5

20. **Mention the**

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

93.28 sq mts

Seating capacity of the Reading room

25

21. **Status of automation of Library**

Yet to intimate

☒

Partially automated

☐

Fully automated

☐

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

Circulation

☒

Clipping

☒

Bibliographic compilation Reference

☒

Information display and notification Book Bank

☒

Photocopying

☒

Computer and Printer

☒

☒

Internet

Online access facility

-

Inter-library borrowing

-

Power back up

√

User orientation /information literacy

-

Any other (please specify and indicate)

-

23. **Are students allowed to retain books for examinations?**

Yes √	No
-------	----

24. **Furnish information on the following**

Average number of books issued/returned per day

25

Maximum number of days books are permitted to be retained

by students

07

by faculty

15

Maximum number of books permitted for issue
for students

02

for faculty

05

Average number of users who visited/consulted per month

70-80

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

33:1

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

0.603%

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	-	-	-	-	-	-
Other books	-	-	-	-	-	-
Journals/ Periodicals	5	2740/-	5	12	3110/-	-
Any others (specify and Indicate) Newspaper	-	-	-	-	7	860
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	-	-	-
B.Ed	06	01	Nil
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	No ✓
-----	---------

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

N.A.

3. **Does the institution offer Remedial instruction?**

Yes ✓	No
----------	----

4. **Does the institution offer Bridge courses?**

Yes	No ✓
-----	---------

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	97.89	100%	96%						
Number of first classes	91	90	91						
Number of distinctions	15	9	7						
Exemplary Performances (Gold Medal and university ranks)	4 th Rank In University Merit List								

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

NET

SLET/SET

Any other (specify and indicate)

I	II	III
-	-	-
-	-	-
-	-	-

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	2	1	0
Loan facilities	31	42	38
Any other specify and indicate (Additional rows may be inserted as per requirement)	1	1	-

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

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

9. Does the institution provide Residential accommodation for:

Faculty

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

Non-teaching staff

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

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

Yes ✓	No
----------	----

If yes, number of students residing in hostels

Men

-

Women

10

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

Sports fields

Yes ✓	No
----------	----

Indoor sports facilities

Yes ✓	No
----------	----

Gymnasium

Yes ✓	No
----------	----

12. **Availability of rest rooms for Women**

Yes ✓	No
----------	----

13. **Availability of rest rooms for men**

Yes ✓	No
----------	----

14. **Is there transport facility available?**

Yes	No ✓
-----	---------

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

Yes ✓	No
----------	----

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	√	-	√	-	1
Inter-university	-	-	-	-	--	-
National	-	-	-	-	-	-
Any other						

(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	05	-
Regional	03	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes √	No
-------	----

Yes

1/12/2012

If yes, give the year of establishment

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

Yes √	No
-------	----

20. Does the institution regularly publish a college magazine?

Yes √	No
-------	----

21. Does the institution publish its updated prospectus annually?

Yes √	No
-------	----

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

	Year 1 (%)	Year 2 (%)	Year (%)
Higher Studies		19 %	35
Employment (Total)		56	59
Teaching Non Teaching		71.43 % 28.57%	62.11 39.28

23. Is there a placement cell in the institution?

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

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

1	2	3
-	5	8

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

Academic guidance and Counseling

☒

Personal Counseling

☒

Career Counseling

☒

Criterion VI: Governance and Leadership

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

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

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

Governing Body/management	04
Staff council	10
IQAC/or any other similar body/committee	-
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Examination Committee	04
Admission committee	03

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

Loan facility	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Medical assistance	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Insurance	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other (specify and indicate)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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

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

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

National

-	-	2
---	---	---

International

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

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

-	1	2
---	---	---

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

-	2	3
---	---	---

e. Research development programmes attended by the faculty

-	1	2
---	---	---

f. Invited/endowment lectures at the institution

-	3	5
---	---	---

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

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

b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Any other (specify and indicate)

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

7. **Are the faculty assigned additional administrative work?**

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

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

--

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

Grant-in-aid

--

Fees

29,000.00

Donation

--

Self-funded courses

--

Any other (specify and indicate)

--

9. **Expenditure statement (for last two years)**

Total sanctioned Budget	Year 1 2008-09 3137500	6635000
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals	Nil	0.68
% spent on developmental activities (expansion of building)	15.15	72.72
% spent on telephone, electricity and water	0.92	0.44
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	Nil	0.21
% spent on maintenance of equipment, transport, etc. and teaching	6.17	0.98

% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	0.44
% spent on travel	0.20	.19
Any other (specify and indicate)	-	-
Total expenditure incurred	2662452	5762982

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

	Surplus in Rs.	Deficit in Rs.
2007-08	-	45879
2008-09	4,75048	-
2011-12	872018	-

11. Is there an internal financial audit mechanism?

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

12. Is there an external financial audit mechanism?

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

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

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

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

Yes ✓	No
----------	----

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

Yes ✓	No
----------	----

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

Yes ✓	No
----------	----

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

Yes ✓	No
----------	----

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

a) for teachers

X

b) for students

✓

c) for non - teaching staff

X

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

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

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

3. What is the percentage of the following student categories in the institution? (2012-13)

	Category	Men	%	Women	%
a	SC	02	02%	01	01%
b	ST	-	-	01	01
c	OBC	20	20	22	22%
d	Physically challenged	-	-	-	-
e	General Category	22	22%	32	32%
f	Rural	10	10%	7	7%
g	Urban	34	34%	49	49%
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	
b	ST	-	-	-	
c	OBC	-	-	-	42.86%
d	Women	8	100	3	42.86%
e	Physically challenged	-	-	-	
f	General Category	8	100	4	57.14%
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
SC	41.37	48.00	50.25	53.88
ST	56.30	52.12	58.88	55.13
OBC	50.8	53.18	59.06	58.18
Physically challenged	54%	-	59.08	-
General Category	57.16	54.12	62.13	60.18
Rural				
Urban				
Any other (specify)				

PART-II: Evaluative Report

1. Executive Summary

2. Criterion-wise Analysis

3. Mapping of Academic Activities of the Institution

4. Declaration by the Head of the Institution

1. EXECUTIVE SUMMARY

Vipra Arts, Commerce and Physical Education college is established in 1996 by Chhattisgarh Yuva Vikas Sangathan Shikshashan Samiti, Raipur with a view to impact quality education to meet the genuine needs of the people of near by areas. The college is located in urban area within the reach of near by rural areas. The committee is financially sound enough to sustain infrastructure. The college is affiliated to Pt. Ravishankar Shukla University Raipur and recognized by NCTE to run the course of B.Ed.

This course is running with permanent recognition from NCTE order no. WWW/APW03340/723100/150th/2011/79177 dt.22/06/11.

Raipur The Capital City:-

Raipur, the capital of Chhattisgarh is the administrative, education, business and industrial centre of the region. In its immediate neighborhood lies the steel city of India – Bhilai, where one of the Asia's largest steel plant is located. The city is located about 300 kms. from Nagpur in the east on the Mumbai – Kolkata trunk line as well as connected with many major cities of India by air, rail and road. The environment of the college is pollution free; it is about half kilometer from the G.E. road. The campus area of institution is 5.9 acre and the built up area is 3,345 sq.m. The Campus is well developed and elegant. It has sprawling campus in the western part of the Chhattisgarh.

Its learning environment ensures the attraction of learners increasingly and quality based technique for producing efficient prospective teachers. The institution is committed to develop outstanding teacher for future, who are passionate about building a more just, equitable and humane society. Our student get vibrant and vivid learning experience and get benefitted from an exciting blend of theory and practice that informs the curriculum teaching learning processes, field work, various SUPW work. It plays a major role in the educational, cultural and social life of the regions.

About the Role of the Institution:-

- The institution offers degree course in education to prepare quality teachers at secondary level in physical sciences, biological science, mathematics, social sciences, Hindi and English language.
- The institution provides innovative experience to prospective teacher which they try in school education.
- The institution ensures upliftment of pupil teachers by imbibing values of life and developing the teaching skills among them.
- The institute augments research aptitude to teacher educators and prospective teacher.
- The institute serves as a linkage between community and pupil teachers.

About Relationship with the practice learning school:-

The relationship with practice teaching is based on principal of mutuality, complementing each other roles and needs.

About Challenge:-

The course is qualitative and comprehensive but it is challenging to complete the course within stipulated time period. But we try our best to complete it efficiently.

2. Criterion-wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

Vipra Arts, Commerce and Physical Education College has a clearly stated and communicated Vision, Mission and Values which are reported under criterion 6.1

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

The University Board of Studies for Education decides the curriculum and the Syllabus prescribed by the University will have to be followed by the affiliated colleges.

The framework of the University Syllabus try to enrich the contents in knowledge, skills, intellectual development and practical aspects in teaching-learning process.

[Enclosure: 1.1.1 Syllabus of University]

Objectives

- To develop competency of teaching on the basis of accepted principles of learning and teaching.
- To develop understandings, teaching skills and attitude in order to foster an all round growth and development of the children.
- To make them familiar with modern methods and innovative techniques to achieve the desired results.
- To develop deep interest and positive attitude towards their learners.
- To inculcate values of community service, National development, environment conservation, aesthetic sense and religious tolerance in pupil teachers.
- To provide suitable educational environment to develop the sense of equity to both the genders.

a. Aims of Intellectual Development-

Ensuring intellectual growth of pupil teachers by providing high quality teacher education and to strengthen cognitive abilities.

b. Academic (Theoretical and Practical Knowledge)

Inculcating knowledge and skill so that to get excel in theoretical and practical aspects of the course and to nurture academic quest among the pupil teachers.

- c. Training-**
Providing best possible facilities and opportunities for developing skills by facilitating interaction in classroom situation.
- d. Access to the Disadvantaged-**
Promoting educational interest of the lower stratum of society by organizing quality education programs.
- e. Equity**
Providing education to all irrespective of considerations of caste, creed, religion, gender and living status to make them equal.
- f. Self Development**
To develop self confidence for solving complexities of life and improve democratic communication skills to express oneself effectively.
- g. Community and National Development**
To inculcate sense of social responsibilities and patriotism and to contribute to the social and National cause.
- h. Issue of Ecology and Environment**
To develop environmental awareness and spread the message of save earth and save life.
- i. Value Orientation**
Improving moral values hidden in curriculum as dutifulness, honesty, accountability and loyalty.
- j. Employment**
To motivate them for competitive examinations and counsel them for better employment opportunities and help them in placement.
- k. Global Trends and Demands**
To train them for innovative practices by providing them latest technologies prevalent in educational fields.

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

Need Assessment

The institution is an affiliated college to the University and therefore there is no scope for framing institutions curriculum on her own.

We take feedback from the pupil teachers, alumni and faculty members. The feedback so obtained is analyzed and conclusions are drawn. Any rationale suggestion which can be implemented at the college level is always applied.

Development of Information Database

a. Database from Faculty

Questionnaire pertaining projects, activities, syllabus, research work etc. Daily diary of teachers is another source of database.

[Encl: 1.1.2 A Feedback Form of Faculty]

b. Database from Pupil Teachers

Pupil Teacher assess curriculum through test, examinations and practice teaching. Evaluation of faculty is also done by Pupil Teachers through questionnaire.

[Encl: 1.1.2 B Feedback Form of Pupil Teachers]

c. Database from Alumni

Feedback form has been filled up by Alumni and their responses are studied for betterment in executing the course.

[Encl: 1.1.2 C Feedback Form of Alumni]

d. Database from Academic Experts

Institution seeks opinions of experts regarding psychology of pupil teachers and practical aspects of the training.

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

The present curriculum prescribed by the University in Teacher Education is based on the global trends and training is (concentrated) focused on child centered education and especially it is covering all foundations of education as Philosophy, Psychology and Technology. The methodology of teaching also focuses on new trends such as models of teaching, latest technologies and interactive mode of teaching. Internship program also develops the practical knowledge and skill of the pupil teachers.

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

A comprehensive curriculum itself develops the awareness towards environment, value education and ICT as it contains choices of subject in B.Ed. syllabus. Apart from this we also organize programs to build values and develop awareness of social issue.

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

The faculty use ICT for transformation of knowledge and help the students to acquire the needed knowledge of ICT.

- Providing lectures through power point presentation.
- Using over head and slide projectors for lectures.
- Developing contents in PPT slides.
- Smart classrooms and multi-media facilities are available.
- Encouraging pupil teachers to prepare lesson plans using ICT in teaching-learning process at school level as well as college level. [*Refer Enclosure: 3.2.1*]

1.2 Academic Flexibility

Vipra Arts, commerce and Physical Education College attempts to provide variety of teaching-learning experiences to pupil teachers to make teaching a reflective experience.

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

The pupil teachers are provided with practical experience in teaching through practice teaching. Before entering into the classroom situation, they are given extensive practice of Micro- teaching program to enrich their teaching skills. There is provision of simulated teaching also.

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

- Vipra Arts, commerce and Physical Education College provides adequate flexibility and scope in the operational curriculum providing varied learning experiences to pupil teachers. They are provided with a schedule of practice teaching to accomplish their in the field, at their own pace. The faculty members supervise them giving feedback and comments time to time. The programme is flexible as theoretical teaching classes are suspended at the time of practice teaching.
- Pupil teachers get varied experiences participating in discussions and debates at college level and Inter college level. The pupil teachers are benefitted by audio-visual aids, reference books, dictionaries and encyclopedia frequently.
- They have the flexibility for selection of the subject prescribed by the University. [There are six theoretical papers/subjects. Three of these are compulsory and two are methodology papers studied by the pupil teachers at the qualifying examination level and fourth paper is elective one.]

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

We emphasize on enhancement of communication skill of pupil teachers by providing them practice experiences in classroom situations (viz. explanations, concepts, illustrations, probing questions, stimulus variation, introduction questions.)

- We also organize the village community interaction programmes like health camp, presentation of documentary films etc.
- ICT is incorporated fully into teacher training programmes which in turn lead to ICT being used more freely in the classroom such as power point presentation, over head projector etc. As ICT is an integral part of modern education, basic knowledge of computer is provided to pupil teachers and good computer laboratory facility is also available. So ICT is accessible for pupil teachers and thus they learn how to integrate ICT in the class. Computer aided instruction is a regular feature of our B.Ed. program. The lectures in the classes are supplemented by technology.
- Every year the college conducts awareness programs in rural areas where pupil teachers come direct contact with the villagers.

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

i. Interdisciplinary/Multidisciplinary

- The curriculum and syllabus of B.Ed. is based on different foundations of education.
- The basic foundations of education are Philosophy, Sociology, Psychology and Technology. Thus subjects of B.Ed. have interdisciplinary nature.
- Approach is interdisciplinary where concepts of Psychology are used in teaching skills and classroom management, mental measurement and evaluation.

ii. Multi-skill development

- The college organized multi skill activities for the all round development of pupil teachers.
- The college organizes the different cultural activities in which the pupil teachers have to participate throughout the academic session.
- Micro-teaching is an important innovation, which is being successfully used in our institution, for developing multi skills of teaching in the pupil teachers.
- To develop the social skills and moral values, pupil teachers prepare posters, banners and slogans etc on different social and moral issues and display in front of community and school children.
- We have conducted co-curricular and extra-curricular activities for multi- skill developments as plays, dance, song, debate, discussions, extempore etc.

- Preparations of project are an important activity in the multi-skill development. Each pupil teacher has to work on one or two projects in academic year. [Herbarium, Rajyotasav]

iii. Inclusive education

- Admission to B.Ed. course is done by C.G. government after Pre-B.Ed. test and the selection of the candidate is done by Pre-B.Ed. test and through counseling. Hence there is no certainty of admission of disabled children.

The pupil teachers are taught about the inclusive education in the subject of Psychology and are prepared for future.

iv. Practice teaching

Practice teaching of pupil teachers is an integral part of the B.Ed. programme, which is arranged in various schools of Raipur. The details of the 40 practice teaching lessons delivered during an academic year are as follows:-

- According to University syllabus every pupil teacher has to select two school subjects for teaching practice. They teach 20 lessons in each school subject. New methods, techniques and innovative practices are being incorporated by the pupil teachers during their practice teaching session.
- Faculty member of college and local school staff supervise and provide substantive guidance and suggestion to pupil teachers personally and in groups.
- Peer evaluation is also encouraged during practice teaching. It helps them a lot in understanding real classroom situation and behavior of pupil teachers. For which we provide them observation proforma to fill up.

[Enclosure: 1.2.4 List of Practice Teaching Schools]

v. School experience / Internship

- Pupil teachers are encouraged to involve themselves in all the school activities like conducting the assembly, celebrating festivals, invigilating the examinations, evaluating the copies, observations of school activities and office work.
- Trainees observe the teaching of School teachers which is helpful in creating interest in teaching and develop self confidence in them.

vi. Work experience /SUPW

- Work experience is a part of practical curriculum in B.Ed. course to enable pupil teachers to gain experience in useful and productive work and to foster their creativity.
- Six periods per week is allocated in the time table for productive work experience.

vii. Any other (specify and give details)

- Two periods per week are allocated for inter-department competitions and co-curricular activities like cultural, literary and sports.
- Pupil teachers practice yoga twice in a week which develops concentration, meditation etc.
- Pupil teachers undertake extension activities such as developing awareness towards social issues.
- They are encouraged to participate in inter-collegiate events.
- Assignments are made compulsory to pupil teachers to ensure preparation of practice of theoretical part of the syllabus.

1.3 Feedback on Curriculum

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

We obtain feedback from the pupil teachers, alumni, employers, community and academic peers and other stakeholders in curriculum development and planning.

a. Students

Feedback on curriculum from the students is obtained at the end of the session through feedback forms. Students are free to give feedback to the Principal and Head of the department on the performance of teacher educators and content covered during the week and they demand re-lecturing on the topic taught, it is arranged accordingly. On the basis of feedback, diagnostic test and remedial teaching are organized.

[Enclosure: 1.3.1 A]

b. Alumni

At the time of Alumni Association meeting, its members are motivated to provide feedback through a feedback form. Some fine teachers share their healthy practices of the respective schools where they work. The alumni of institution held meeting twice a year and makes suggestions to the institution in various matters.

[Enclosure: 1.3.1 B]

c. Employers

Employers are free to express their views on the curriculum and its execution. Their feedback is taken in the form of verbal suggestions frequently.

d. Community

Community is invited for formal and informal talks regarding teaching learning process.

e. Academic Peers

Academic peers provide feedback about the course, co-curricular activities, innovative practices and recent trends about the present scenario.

f. Stakeholders/Parents

Some of the parents are also enquired about the relevance of the curriculum to the needs of society verbally through discussions. Their suggestions are always welcome.

Thus the most of the feedback is focused on the curriculum related with the theoretical and practical aspects of the course. These feedback contribute a lot in achieving the institutional goals. *[Refer Enclosure 1.1.2 A, B, C]*

[Enclosure: 1.3.1 Feedback form Parents]

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

The feedback on the curriculum obtained from various segments is analyzed properly by the members of feedback cell. The suggestions that can be implemented at the departmental level are always followed immediately regarding time management, practice teaching, micro-teaching, conceptual query. And the suggestions for improvements are communicated to and discussed with the Principal, Management and in IQAC (Internal Quality Assurance Cell) on the issues of amenities and the performance of teacher educators. They examine them and guide us how to implement the suggestions and intimate to the respective teachers.

[Enclosure: 1.3.2 Feedback Analysis]

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

Institution takes the feedback on curriculum. The obtained feedback is analyzed. The suggestions are put forward and discussed in Seminar or Workshop and to the member of Annual Curriculum Revision Committee of Pt. Ravishankar Shukla University, Raipur.

1.4 Curriculum Update

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

- During last session, Educational Technology and Management subject of B.Ed. course has undergone a change. Management in Education has been added in fifth unit of the subject. This revision has been done to develop the management skills of pupil teachers and to equip them with effective instructional and institutional management.
- Revision in practicum has been done in Development of Learner and Teaching-Learning Process course. (New- 1. Value test, 2. Reasoning Ability, 3. Aptitude Test, 4. Achievement Test) are added in place of (old- 1. EIR, 2. VIR, 3. VIT, 4. Whole and Part Method of Memorization)

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

[Enclosure:1.4.1 Change in Syllabus]

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

- Curriculum of B.Ed. is prescribed by Parent University Pt. Ravishankar Shukla University and revision and updation is done by the University itself. Dr. Divya Sharma, Smt. Reena Shukla and Smt. Kusum Sahu have attended the seminars on curriculum revision of school education.
- Institution has arranged an expert lecture of Dr. Neelam Arora on National Curriculum Framework 2005.

[Enclosure: 1.4.2 SCERT Certificate on Curriculum Development]

1.5 Best Practices in curricular Aspects

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

The institution is determined to ensure an overall development of trainees imparting education in various domains like health education, aesthetic education, moral and value education.

Quality Sustenance-

The institution follows sustainable curricular practices which lead to academic efficacy and excellence.

- Innovative practices of teaching are adopted for transacting curriculum.
- Feedback is obtained about the curriculum design from the different resources as described in 1.3.1 and the suggestions of modifications are implemented.

Quality Enhancement

- Capacity building of faculties through participation in seminars.
- Performance of the pupil teacher is evaluated through internal assessment, assigned projects and theoretical assignments.
- For promoting ICT in classroom teaching, workshop has been organized in session 2012-13 to empower the faculty and pupil teacher.

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

Our institution prepares action plans to achieve the objectives and effective implementation of the curriculum.

- We ensure five to six guest lectures must be delivered by experts through PPT's every year.
- Group discussions, debate and lectures on various topics are arranged time to time for enhancing their practical knowledge and fostering competitive skill.
- The teacher educator and pupil teachers collect more information from websites to find useful teaching ideas and to seek more academic knowledge.
- They consult good quality literature on education like journals, magazines and surveys to enrich their cognitive aspect.
- To develop the teaching skill among pupil teachers, high quality lesson plans are presented in front of them.
- Teacher educators use Active Learning Method in classroom teaching for keeping students active and participative in class.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission to the colleges of Teacher Education in Chhattisgarh is made in accordance with the policy framework enunciated by the NCTE and the affiliating University of Chhattisgarh. The entire admission process is controlled by the State Government through SCERT.

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

Eligibility-

The eligibility to appear in Pre-B.Ed. test for admission in B.Ed. programme is for all general candidate at least 50% marks in aggregate in their graduation/Post graduation for all general candidates and for OBC/ST/SC/Female candidates of Chhattisgarh is at least 45% aggregate marks in their graduation examination.

Equity-

The reservation policy of State Government is implemented by SCERT.

Advertisement/ Information-

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

[Enclosure: 2.1.1 A Examination Directory- CG VYAPAM]

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

[Enclosure: 2.1.1 B SCERT Counselling Advertisement in Newspapers]

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

The admissions are done by state government bodies such as professional board (CG Vyapam) and SCERT.

Information and Advertisement-

- **CG Vyapam** – It is responsible to advertise the information of the Pre-B.Ed. test for the B.Ed. course. The Vyapam publishes advertisement of Pre-B.Ed. entrance test in all leading newspapers of Chhattisgarh State. It declares results on the basis of merit.
- **SCERT-** SCERT ensures wide publicity to the admission process through its website and leading newspapers of Chhattisgarh State.
- **College Level-** The College strives and makes extra efforts to avail the extra attention of candidates through advertisements in newspapers. Institution issues

a prospectus that contains all the required information regarding the infrastructural facilities like library, E.T. Lab, Psychology Lab etc. The prospectus also provides a brief profile of the college, the courses, college rules, photographs of activities etc.

- **Other Materials-** Education department publishes magazine. It furnishes details on the vision of the department. It provides details of the teaching faculty, photographs, their qualifications, and all the required information regarding ET Lab, Work Experience Lab, Science Lab and Psychology Lab. It contains photographs of major activities like excursion, alumni activity, seminar, workshop etc.

[Refer Enclosure 2.1.1 A and B]

[Enclosure: 2.1.2 College Prospectus- Cover Page and Back Page]

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

Institution compliances the activities of SCERT and affiliated University regarding the admission procedure.

- The management and administration controls the admission process on all aspects. The whole process is made effective to maintain transparency in all stages of admission.
- The Institution admission committee monitors all the criteria of the process. It also follows the rules and regulations laid by the SCERT, University and NCTE about the admission.

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

The institution adopts strategies to satisfy the needs of the pupil teachers from diverse backgrounds. The college provides facility to economically weak pupil teachers regarding payment of fees in installments.

- State government provides scholarship to different categories. The institution communicates the whole procedure to reserved candidates and assists them in the procedure. They are provided all help in getting scholarship from the state government of Chhattisgarh.

Session	Students		
	OBC	ST	SC
2011-12	28	01	03
2012-13	24	01	02

- The institution ensures that any pupil teacher once admitted in the programme does not leave the course midway without completing the course for which we counsel those who have problems in any aspect.
- Remedial classes and counseling are arranged for academically weak pupil teachers collectively as well as individually.
- We provide additional opportunities for practice teaching to weak pupil teachers.
- We provide information about the accommodation in nearby surroundings/ neighboring locality.

Cultural Background-

The institute believes that the multicultural education is essential for pupil teachers for bringing the transformation of the society so we ensure that every pupil teacher must have an equal opportunity to participate intercultural society.

Gender-

We are not biased in the gender related aspects. We give equal opportunity to both male and females to participate in institutional activities.

Linguistic Background-

Bilingual method is followed by the institution using Hindi and English language. Pupil teachers are free to choose the medium of examination either Hindi or English.

Physically Challenged-

Though our institution has not any physically challenged candidate but for those who are suffering from incurable diseases, our institution provide them extra care and attention during teaching learning process and made them comfortable by facilitating to their to their special needs like Gautam in session 2011-12, and Ramsagar in session 2012-13 suffered from Cancer.

We also take the environment Awareness of pupil teachers by administering an Environment test in the beginning of the session.

2.1.5 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.

The institution has provision for assessing the pupil teacher's knowledge, need and skills before the commencement of the teaching programme-

- All aspirant candidates are required to qualify the Pre-B.Ed. entrance examination for admission in B.Ed. course. In which they are assessed for their, general mental ability (30%), general knowledge(20%), teaching interest (30%), general Hindi (10%) and English (10%)
Hence those qualifying the exam are eligible for admission.
- The admitted candidates are oriented with the vision, mission, values and objectives of the institution.
- In the beginning of the session faculty members orient pupil teachers about B.Ed.

programme annual plan, its syllabus, elective subjects, educational and social activities, and internal assessment pattern to be held during the session. We organize seminar on lesson plans and micro-teaching before commencement of practice teaching programme.

- Member of the alumni association share their experiences with the new students.

[Enclosure: 2.1.5 (A) Syllabus of Pre. B.Ed. Examination]

[Enclosure: 2.1.5 (B) Questionnaire on Environmental Awareness]

2.2 Catering to Diverse Needs

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

The institution takes step towards creating an overall environment conducive to learning and development of the students. It has always shown keen interest in catering to the diverse needs of pupil teachers:-

- The institution has also shown favorable attitude to students of diverse socio-economic background. We do not categorize students on the basis of their medium of instruction, cultural background and intelligence. This helps in creating a homogenous environment for all round development and welfare of the pupil teachers.
- Our teacher educators provide a special guidance and counseling regarding personal and professional needs of pupil teachers.
- Teacher educators are experienced in working with pupil teachers and they are always available to them whenever they need extra attention in academic field throughout the session.
- The Institution is providing facilities like ET laboratory, Computer laboratory, Science & Mathematics Resource Centre and library services for the free use by the pupil teachers.
- Organizing extension activities to focus on providing experiences of social issues of community.
- Pupil teachers are motivated to participate in various curricular and co-curricular activities organized by other affiliating Institutions of the University. Inter House/Sadan competitions are arranged to develop healthy competitive spirit among the pupil teachers.
- The various cultural, literary, sports events and other activities organized by the college such as-

[Enclosure: 2.2.1 (A) Schedule of Activities]

[Enclosure: 2.2.1 (B) Result of Inter department Competition]

Cultural Events-

- Solo, duet and group dance.
- Solo, duet and group song.
- Drama.
- Fancy Dress.
- Mono play.

Literary Activity-

- Kavi Sammelan.
- Debate.
- Extempore.
- Speech.
- Quiz.

- Essay Writing.

Sports Events

- Volley-ball
- Cricket
- Kho-kho
- Kabaddi
- Basket- Ball
- Shot put
- Disc Throw.
- Javelin throw

Other Activities-

- Painting, Sketching and Poster making
- Rangoli
- Recipe
- Flower Decoration
- Salad Decoration
- Mehendi

- Celebrating National Festivals and important days to develop the feeling of equal freedom and equal rights for all regardless of religion, sex and socio-economic status.

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

The Institution caters to the diverse learning needs of the pupil teachers by following activities:-

- We develop encouraging learning environment by practicing innovations in teaching like use of LCD, OHP, Smart Board etc.
- The instructional approaches applied by teacher educators are comprehensive and sufficient enough to cater to diverse needs of pupil teachers.
- On the basis of feedback given by pupil teachers, teacher educators bring reform in their teaching practices.
- Question Bank facility developed by teacher educator is available to pupil teachers.
- Remedial classes are arranged for weak learners who face difficulties in teaching-learning process.
- Faculty use various teaching methods and models of teaching etc and encourage the pupil teachers to incorporate various teaching methods, strategies and techniques to enrich the teaching programme in the practicing school.
- Involving alumni in the task of presenting model lessons to the pupil teachers.

[Enclosure: 2.2.2 Cover Page of Question Bank]

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

Our B.Ed. curriculum set by Pt. R.S.S. University envisages balanced curriculum. It also gives training for the role of diversity and equity in teacher training process-

- Pupil teachers participate in co-curricular activities as well as extra-curricular activities. Most of them develop the understanding of concept, meaning and importance of diversity and equity.
- The curriculum provides theoretical and practical insight to the pupil teacher to visualize various educational, social, psychological and philosophical issues.
- Teaching-learning process includes field trips and extension work ensuring equal opportunity to all prospective teachers.
- We encourage the pupil teachers to realize the role of diversity and equity through various activities such as practice teaching, morning assembly prayer and talks on the great leaders such as Mahatma Gandhi, Tagore, Vivekanand Dr. Ambedkar, Mahaveer, Gautam Buddha, Mohammad Saheb, Jesus Christ.
- During the teaching learning process, all the teacher educators practice democracy among pupil teachers and abstain from being biased.

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

The institution has always shown keen interest in catering to the diverse needs of students-

- The teacher educators are updated by ensuring their participation in seminars, workshops, orientation programmes, refresher course, panel discussion, expert lectures etc. to develop their professional proficiency and capacity building.
- In most of the activities, teacher educators are given opportunities to work together with prospective teachers.
- Our institution faculties are sensitive enough to understand the diverse needs of the pupil teachers. They are fully sensitive to the relevant learning needs of pupil teachers.
- Faculty members interact with the pupil teachers. Feedback given by them concerning teaching learning process is analyzed; the outcome is executed for better development and for eradicating the hurdles of teaching learning process and necessary help is provided to the trainees. *[Refer Enclosure:3.1.1 Faculty Biodata] [Refer 1.1.2]*

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

The knowledge and skills related to diversity and inclusion are developed in prospective teachers through various tasks under the guidance of teacher educators who make them able to apply those practices in classroom situations.

- The teacher educators acquaint the pupil teachers with the special needs of

special groups of students.

- The sound interpersonal relationship will be developed among the pupil teachers by the teacher educators in the process of teaching learning.
- The faculty exposes pupil teachers to experiences for acquiring the value of dignity of labor such as community services, craft work, SUPW, projects prescribed in the curriculum.

2.3 Teaching-Learning Process

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

The institution promotes active learning experiences for pupil teachers by encouraging and motivating them during teaching-learning process. We include the following active learning activities such as discussion, role play etc-

- A class discussion encourages the learners to think critically on the subject matter and use logic for evaluating it.
- **ICT-** The pupil teachers generally use computer laboratory and prepare power point presentation and transparencies. ICT oriented teaching improves teaching quality of prospective teachers.
- Debate competition is an active way for student to learn and gather information to support their views and explain it to others.
- **Library-** We persuade pupil teachers to use library as much as possible. There is a provision of library period in the time table. In the which, they are encouraged to refer the reference books, journals and magazines etc. Library is continuously enriched by procuring more and more books in every session. Book Bank facility is available in the library are utilized by the pupil teachers who are entitled to make use of them.
- **Website-** The institution has its own website. www.vipracollege.org. Required information is updated from time to time which gives complete information about management, B.Ed. course and qualification and experience of faculty members and highlight the important programme.
- **Individual Projects-** Most of the projects are assigned individually to pupil teachers to facilitate learning while doing. We usually do Action Research on the teaching learning issues. Pupil teachers are also persuaded to work on the projects on different teaching methods.
- **Role Play-** Role play is a dynamic approach of active learning. Pupil teachers present various topics by role play method like presenting short stories etc. In

language teaching and social science subject mostly we use role play method.

- **Peer Teaching-**
 - Practice of micro teaching in the peer group helps participation, develops confidence and skills.
 - Peer observation and discussions contribute to develop micro skills.
 - Peer teaching empowers them to understand the classroom teaching situation.
 - Simulation classes are organized prior to teaching practice to encourage to face actual classroom situation and help pupil teachers overcome stage fear.
- **Internship-** Every student has to select two school subjects for teaching practice. In our institution, our pupil teachers deliver 40 lessons on each teaching subject, some lessons are delivered in simulation classes and rest are delivered in real classrooms in schools. During the practice teaching period pupil teachers are engaged in other activities of the school as examination duty, engaging free periods and attending assembly.
- **Practicum-** Practicum is a part of the curriculum which carries 600 marks out of which 300 marks is allotted for internal assessment and rest 300 marks for final external assessment.

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

The various learning activities conducted by the institution are:-

- **Project based learning-** It develops analytical skills and provide self confidence among the pupil teachers. While they work on project they learn how to overcome the difficulties, thus problem solving attitude and abilities develops.
- **Practice Teaching-** During the practice teaching in different schools prospective teachers learn more about the school activities and participate in them.
- **Computer Based Learning-** Teacher educators are given computer aided instructions in various subjects frequently. We also provide pupil teachers with the knowledge of using computers during teaching.
- Assignments on different subjects are given to pupil teachers.
- The institution highly promotes participation of students in extension activities which fosters awareness towards social issues such as dowry, child marriage, female foeticide during village community interactions.
- Field trip develops observation skills as well as awareness towards environment.
- Psychology practical inculcates insight in understanding the behavior of children, their abilities and their individual differences.
- **Daily news reading practice-** They know the current affairs of the country and

practicing daily news reading.

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

The various instructional / approaches/ models used in the institution are-

Lecture-cum-demonstration, lecture-cum-discussion, co-operative learning, programmed learning, simulation teaching model, concept-attainment model, role play method, story telling method are widely used by the teacher educators in the daily teaching process which enables the prospective teachers to use the appropriate technique in particular subject.

Active Learning Method is also applied by Teacher Educators while teaching in classroom for seeking active participation of pupil teachers and equip them for effective teaching.

Along with all these, teacher educators use multimedia approach.

Innovative Method- Some significant innovations introduced by Institutions are as under-

1. **Multimedia Approach-** Multimedia approach refers to the uses of appropriate and carefully selected varieties of learning experiences which are persuaded to the pupil teachers through selected teaching strategies. Which reinforce and strengthen the learner's interest and readiness.

We practice Seminar as a form of academic instruction with the function of focusing each time on some particular subject.

2. **Seminar-** Institution organizes seminars relating to all compulsory papers. Pupil teachers present their papers with the help of prepared material, O.H.P. PPT and projector. Questions are invited from the pupil teachers after the presentation and presentation turns into an open forum for raising questions and share their own experiences and views. It is one of the best modes of ensuring effective learning.

3. **Workshop-** Workshops are used by us as learner-centered teaching tool for total engagement of the learners. By workshop, every pupil teacher gets the opportunity to learn and acquire stable knowledge. The aim of workshop is to motivate for attaining theoretical knowledge and they get sufficient opportunity to gain practical knowledge and it offers an opportunity for group interaction.

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

The institution does not provide additional training in models of teaching. Concept attainment model and enquiry training model are used tentatively. Some students practice through simulation in peer group. In future, we are planning to use these models essentially in practice teaching session.

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

Micro-teaching technique is used in the institution for developing desirable skills and competencies in the pupil teachers. In a micro-teaching programme, seminar is organized wherein pupil teachers are acquainted with the concept of micro-teaching. Teacher educators deliver lectures, perform a demonstration lesson on each skill, ask questions and satisfy the queries of pupil teachers. In a micro-teaching procedure a trainee is engaged in a scaled down teaching situation.

The pupil teachers prepare three lesson plans per skill following the micro-teaching cycle. Twenty one lessons of seven skills are prepared by each student. Pupil teachers have to deliver micro teaching lessons on each teaching skill in the peer group before their practice teaching sessions. The following skills are practiced during micro-teaching programme-

- Skill of Introduction
- Skill of Explanation
- Skill of Reinforcement
- Skill of Blackboard Writing
- Skill of Stimulus Variation
- Skill of using Illustrations
- Skill of probing questions

[Enclosure: 2.3.5 Micro Teaching Time Table]

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

A lesson plan is developed for specific school situation and specific class. A good lesson planning is the key of successful teaching. In the process of practice teaching, each pupil teacher has to give a total of 40 lessons during the entire course of practice teaching. Out of these twenty lessons are given on one school subject and twenty on other school subject. Among them five lessons are given under simulated teaching in the presence of teacher educators.

Per Day Lesson- Each pupil teacher gives one or two lessons in a day with more emphasis being placed on effectiveness.

Monitoring Mechanism- Teacher educators check and approve all the lesson plans before hand. The teacher educator observes and monitors classroom proceedings. Time table is prepared 10 days prior to commencement of practice teaching programme.

Feedback Mechanism- Twelve to eighteen pupil teachers are assigned to each practicing school under one or two supervisor. Pupil teachers are also assigned to assist the teaching of peer group. They have to observe at least ten lessons of their peers and feedback is given to the trainee. Teacher educators give their feedback on a criticism book for all lessons. Pupil

teachers bring reform in their teaching practices with the help of this feedback. More feedback comes in the form of discussion with the observer which is done soon after the lesson is finished. Remarks on the feedback are given for improving teaching skill.

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

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

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

The institution conducts the practice teaching programme in two phases. Before the commencement of the practice teaching programme, a meeting of teacher educator is arranged with the Principal. Sole aim is to orient them about the practice teaching to be undertaken by our pupil teacher at their schools. And then the exact programmes are finalized. The pupil teacher consults the school subject teachers for identifying the content to be taught during practice teaching sessions. They prepare lesson plans on the identified content to be delivered during practice teaching. The pupil teachers start preparing lesson plans relevant to the subject. Suggestions given by the subject teachers of the practice teaching school are welcomed. Particularly quantum of the content to be taught and teaching method suitable for their learners are decided with mutual help.

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

Our institutions teaches about the Individual Difference of the children and train them in the way to handle these children and their diverse needs. They are encouraged to participate as much as possible in the school activities:-

- Pupil teacher take the help of Educational Technology such as OHP and other teaching learning material for addressing the diverse learning needs of the students in their respective schools.
- We provide knowledge to pupil teachers to prepare lessons according to the mental status of the students whether intelligent or background for their effective learning by using teaching learning material. Thus the use of teaching aids are more beneficial for diverse need of students.
- Firstly we develop the questioning skill in the pupil teachers. Then they are advised to motivate their students for asking questions on the content being taught.

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

Prior to the commencement of practice teaching programme, model lessons are delivered in each school subject. Where the teacher educators adopt different audio-visual aids and thus develop an interest in the pupil teachers in using teaching aids in their classroom

teaching for effective presentation of their lesson such as using LCD Projector, OHP etc.

We reward those pupil teachers who deliver at least one lesson plan using computers during practice teaching or simulation teaching.

2.4 Teacher Quality

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

During the last academic year 2012-13, total admitted pupil teachers were 100. Usually 15-18 pupil teachers are assigned to each practice teaching school under one supervisor. But it depends in strength and classes available in the school. They divided into different groups for practicing in different schools. The ratio of the pupil teachers and practice school depends on the number of staff and strength of students in the practice school. The availability of teacher educator for observing the lesson minutely is also a concern to be kept in consideration along with the availability of the teaching subject(s). Strength of students in 6th, 7th, 8th, 9th and 11th and 12th and medium of instruction are another criterion for making decision. Thus there may be variance in the ratio of teacher educators and pupil teachers in the practice teaching school.

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

Various sources of getting feedback on practice teaching, micro-teaching and academic performance are:-

- **Practice Teaching-** Teacher educators observe the lessons delivered by the pupil teachers during practice teaching in schools and record their comments on allotted criticism book. It is followed by discussion and required changes are accepted by the pupil teachers and thus the process of giving feedback is helpful for motivation and performance improvement.

The feedback thus covers all the areas effecting teaching learning process, basically it is related to the method, techniques used by the pupil teachers concerning teaching learning material, Black board writing, pronunciation, discipline, interaction, dress-up etc.

Feedback is also given by peer group during observation, on prescribed observation form which is helpful in improving their teaching practices. At the time of checking lesson plans, subject teachers give their feedback to students verbally or in written form so that they may correct their lesson plans.

- **Micro-Teaching-** Skill development is a part of the teaching learning process, so at the time of micro teaching peer group and mentor, after observing their micro lessons, give feedback. It is the best approach to improve the various skills of teaching among prospective teachers and to develop self-confidence.
- **Academic Performance-** We conduct weekly tests on each subject and after evaluation of test copies, we give feedback for improving their academic performance. Our faculty members provide verbal feedback about effective and innovative teaching and motivate them to perform their best.

[Enclosure 2.4.2 Comments on Practice Teaching]

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

Teacher educators provide latest information about the subject, content, class and school to all the pupil teachers. Whenever a directive/order for schools are issued by government authorities, it is thoroughly discussed among pupil teachers and teacher educators. Directions regarding TET are also conveyed to pupil teachers. Any changes in curriculum, examination patterns and teaching methods are communicated to them and are applied within time.

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

The directions and encouragement are given by the institution in using the various methods in the teaching learning process. Teacher educators and pupil teachers are kept informed with the recent development of the school subjects and teaching methodologies.

- Teacher educators attend Seminar conducted by the SCERT on school curriculum as well as teaching methodology.
- Our faculties have undergone training programme and reconstruction of school syllabus conducted by SCERT.
- The faculty members refer journals, news letters, and educational websites time to time to keep pace with the latest trends in teaching.
- Teacher educators also participate in workshop/orientation/refresher courses organized by University or affiliated colleges. [Refer 1.4.2]
- The pupil teachers are motivated to read related literature about the innovative and special talks are also arranged to keep prospective teachers updated with the latest development.

This way faculty keep pace with the relevant developments in the school subjects and teaching methodologies. The pupil teachers are at the same time motivated and encouraged to read related material and latest developments. *[Refer: 1.4.2]*

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

Institution is accomplishing different activities for the personal and professional development of the teaching staff. They are:-

- Incorporating new technology such as smart board, LCD, OHP and computers.
- Conducting workshops and seminars [Micro and macro lesson plans].
- Promoting faculty members to participate in orientation, refresher courses, seminar, conferences etc. There is a provision for granting duty leave and sometime incentive.
- Encouraging teaching faculties to pursue higher educations like M.Phil. ,Ph.D. , NET, SLET etc. *[Refer 3.1.4 A List of Seminars/Workshops/Conferences]*

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

Institution has a mechanism to reward and motivate staff members for good performance.

- Celebrating Teacher's Day.
- Best Teacher Award.
- An incentive of Rs. 1000 provided to the faculty member for participating in conference on NAAC at Bilaspur University.
- There is provision for the increment in salary per year.
- The staff is always appreciated by the Principal and Management for good work at different programmes.
- An increment of one thousand rupees is provided to the faculty member who completed their Doctorate degree in Education as award.

[Enclosure:2.4.6 (A) NAAC Certificate]

[Enclosure:2.4.6 (B) Ph.D. Award]

2.5 Evaluation Process and Reforms.

Evaluation process is comprehensive, objective, reliable, transparent and purposeful. The evaluation outcomes are used in improving the performance of the pupil teachers.

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

- The barriers are identified by the faculty during classroom interaction, weekly test and at the time of micro and macro teaching practices.
- Mostly the identified barriers are weakness in communication skill, teaching tactics, language problems and preparation of PPT's and other teaching learning aids.
- Infrastructure of the institution is excellent to fulfill the requirements of the training course. It has multipurpose Hall with public address system and projector. We have well equipped classrooms, seminar room with smart board and laboratories as ET/ICT lab, Psychology lab, Science and Mathematics Resource Centre and craft room. Institution has a well developed playground.
- Feedback is taken from the pupil teachers frequently.
- Grievances and complaints are listened and suggestions are invited from pupil teachers. Feedback is taken from them frequently and analyzed. Conclusions are drawn.

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

B.Ed. evaluation process is as under-

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

- B.Ed. assessment consists of two parts-
Part I consists theory papers. There are six theory papers; each theory paper carries 100

marks. [Total 600 marks]

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

Part-II (A):-Internal Assessment

The distribution of marks is as follows-

Community Work	-	50 Marks
Co-curricular Activities	-	50 Marks
Tests	-	50 Marks
Micro-Teaching	-	50 Marks
Supervised Teaching	-	100 Marks

Total of Part II (A)	300 Marks
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After the commencement of session, the internal assessment is done by the respective faculty. The marks of internal evaluation are sent to the University within stipulated time.

Part II (B):- External Assessment

Psycho Practical and Viva-voce	-	75 Marks
Viva-voce on teaching	-	75 Marks
University Exam of Teaching	-	100 Marks
Productive Work	-	50 Marks

Total of Part II (B)	300 Marks
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Grand Total of Marks-	1200 Marks
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The institution criterion for internal assessment of pupil teachers is-

- Weekly tests on every Monday on one respectively.
- During micro-teaching, practice teaching and simulated teaching evaluation is done by the pupil teachers and the faculty.
- Pupil teachers are also evaluated through classroom interactions in the form of question answers, extempore, speeches and group discussion on subject matter.
- Assessment through assignments in every paper is also done.
- Pupil teachers are also assessed by their involvement in the teaching learning process and participation in the co-curricular activities.

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

Our institution has an efficient system for assessment / evaluation regarding the performance of the pupil teachers.

- Grades/marks are given in weekly tests, assignments, co-curricular and academic activities in which they participate. Results are communicated within a week of conduction of the tests. Remedial teaching is conducted for weak learners to overcome their problems in learning.
- Practice teaching lessons are evaluated and outcomes are communicated through

remarks given them to improve their teaching skills and make the learning effective.

- The model test examination is conducted before the annual examination and immediately the results are provided to pupil teachers within a week and merit list is also declared so that they are encouraged for the best academic performance and be also considered for remedial teaching. The weak learners are encouraged and extra care taken overcome their problems by improving the curriculum transactions.

2.5.4 How ICT is used in assessment and evaluation processes?

The ICT is not in direct use for the assessment and evaluation of the prospective teachers. However the proforma of evaluation sheet is developed through ICT with the help of computer to assess the different parameters like curricular and co-curricular activities. Online attendance record is also reported to the SCERT through ICT.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Following innovations in teaching/learning/evaluation are listed below-

- Self assessment and peer observation during the practice teaching, micro-teaching and simulated teaching.
- Institution promotes technology based planning of at least one lessons. The teacher educators are using computers for preparing PPT's and using audio-visual aids for presentation of the lessons as transparencies, multimedia etc.
- Pupil teachers are encouraged to learn how to open an email account and to attain basic knowledge of computer so that they may be enabled to work on computer with ease and also search the related subject content.
- Teacher educators select the important questions from each unit in their respective subjects and the institution prints a Question Bank Booklet and distribute it to the pupil teachers. These questions are helpful for preparation of annual examination.
- Education department itself printed and published the first edition of magazine.
- To develop writing skill and creativity, department publishes the annual magazine 'Vipraroh' which reflects the glimpses of all the activities of the institution.
- Exposure is provided to pupil teachers, in every session, they visit 'Rajyotsava' [One week programme – Establishment day of Chhattisgarh State] and collect information regarding all the government departments as school education department, Higher Education, agriculture, irrigation etc. They prepare a file and submit it in the institution.
- Pupil teachers are also shown documentaries on various current social issues.

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

The institution use technology for giving instruction in teaching and learning process. Seminars, Workshop, classroom teaching are led by using LCD projector.

Technology has changed the way teachers teach, offering educators effective way to

reach different types of learners and assess student's grasp of the subject taught multiple means. It has enhanced the relationship between the teacher and students.

- Use of models, other teaching aids, role play etc as part of classroom teaching.
- Besides these, the institution has also created awareness among the faculty and staff regarding the use of ICT resources. Technology helps make teaching and learning more meaningful.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

Institution is providing conducive environment for research in education. We are encouraging faculty members to attend refresher/orientation courses/ Workshop/ Seminars and to publish research papers in State/National/International Journals.

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

There is need to provide operational guidance in areas of research, development and capacity building in the field of education.

- Institution always motivates the faculty to take up research in education. Consequently one Ph.D. has been awarded to a faculty member in the month of September 2013. *[Refer: 2.4.6 (C)]*
- Faculties are also encouraged to attend seminars, workshops to develop potential for research studies.
- Two of the faculty members are pursuing the research work. One faculty has qualified Ph.D. entrance test conducted by the University and one faculty member is eligible to conduct research.
- One faculty member has attended a workshop on use of SPSS for analysis of research data.
- Institution has a rich library with a good collection of research books on research methodologies, research surveys and research journals.
- A minor research project on teacher education is approved by UGC.
- Head of the department is guiding the research work at Ph.D. and M.Phil. Level. *[Refer Appendix 2 of Performance Appraisal
[Enclosure: 3.1.1 (A) Pursuing Research]
[Enclosure: 3.1.1 (B) Certificate of Qualifying Ph.D. Entrance]
[Enclosure 3.1.1 (C) Approval Letter of UGC on Minor Project]*

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

Thrust areas of research are prioritized by the institution. The main aspects are-

- Educational Management.
- Innovative Practices.
- Experimental Studies etc.

[Refer: 3.1.1 (A)]

[Enclosure:3.1.2 List of Research Topics Undertaken by Faculty]

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

We are focusing on action researches comprising the problems of classroom management, absenteeism, language issues, indiscipline, lack of attention etc. The pupil teachers and teacher educators will be able to recognize the problems of the institution and learn what is the importance of action research in teaching-learning process. They will also learn how to solve the problems at their level by implementing the outcomes of action research.

One of the faculty member has conducted Action Research on the topic “To Regularize the Attendance of Absentee Trainee” and its outcome is that 99% absentees attendance become regular and one pupil teacher is being solved.

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

The institution is proud to state that the faculty actively participate in conference/seminars/workshops/refresher course at State and National and Inter National Level. Details about the attended and organized programmes are enclosed below-

Institution organized state level workshops on “ICT and Teaching Learning Material” on 28th and 29th January 2013. UGC sponsored two days seminar was organized by the Physical Education department in which our active participation was there. We also organize every year seminar on lesson plan and micro teaching.

[Enclosure: 3.1.4 (A) List of Faculty Participation in Conference/ Seminar/Workshops]

[Enclosure: 3.1.4 (B) State Level Workshop on ‘TLM & ICT’]

[Enclosure: 3.1.4 (C) Seminar on ‘Health and Fitness’ (UGC Sponsored)]

3.2 Research and Publication Output

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

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

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

- Teaching through Power Point Presentation.
- Pupil teachers and teacher educators have developed materials for delivering demonstration lessons.
- This year onward, pupil teachers are directed to make transparencies, CD's, PPT's etc in their concerned subject and use that in practice teaching and simulated teaching.
- Pupil teachers are also encouraged to prepare and present at least one lesson in their teaching subject by the use of technologies like OHP, Computer, CD's.
- Pupil teachers are also motivated to prepare working and static models in their school subjects as charts, wind mill, volcano, functions of different human organs etc.

[Enclosure: 3.2.1 List of PPT's and Transparencies]

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

- The institution has well equipped E.T. lab, Science and Mathematics Resource Centre and computer lab for developing instructional material.
- Staff room is equipped with the computer and internet facility.
- Teachers are encouraged to download study materials/content through internet to enhance their content knowledge.
- The institution has well maintained library for developing instructional/ teaching learning material.

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

- The workshop of TLM and ICT organized on 28th and 29th January 2013 also enabled the teachers to present their lesson by PPT. The faculty prepare PPT's for their subjects and they deliver their lessons by PPT.
- Pupil teachers are encouraged to make PPT's and OHP transparencies for teaching on any one topic of their choice. *[Refer Enclosure: 3.2.1]*

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

3.2.4.1 Organized by the institution

Workshop-

A workshop on teaching learning material and ICT was organized on 28th and 29th January 2013.

Computer Hardware and Software-

A basic knowledge of computer hardware was given by Jetking on 06/12/2012.

E.T. Week- E.T. Week has been celebrated from 04/02/13 to 07/02/13.

3.2.4.2 Attended by the staff

The faculty regularly attended Conferences/ Seminars/ Workshops pertaining to respective subjects. *[Refer Enclosure: 3.1.4 (A)]*

3.2.4.3 Training provided to the staff

Institution organized a special TLM and ICT Workshop on 28th and 29th January 2013, for faculties and pupil teachers to acquaint them with the basic knowledge of preparation of PPT's, transparencies, use of internet, email etc. Training was also given to prepare working and non-working models in different subjects.

[Enclosure 3.2.4 List of Material Aids]

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

The faculty has presented papers in various State, National and International Seminars and Conferences.

[Enclosure: 3.2.5 List of Journals]

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

- Our Principal Dr. M.K. Tiwari is awarded Life Time Achievement Award by National Fitness and Body Building Federation on **2011**.
- Dr. Francis, HOD [Education] is awarded by Bhartiya Janta Party, Mahila Morcha, Raipur for her excellent work on International Woman's Day. The Award is given by Dr. Raman Singh.
- She is also awarded with Shiksha Ratna by Management Committee of the College.
- The Award of certificate of appreciation is presented to Dr. S. Francis for outstanding performance and commitment in assisting community transformation and social development.
- Our staff member Dr. Divya Sharma is awarded Ph.D. award in Education on 11th September 2013. *[Refer: 3.1.1 (B)]*
- M.Phil. is awarded in Education to Smt. Iti Banerjee in 2011 and in Sociology to Smt. Reena Shukla in 2011.

[Enclosure: 3.2.6 Certificate of Life Time Achievement]

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

- One minor project is selected and approved by the UGC being undertaken by faculty are under process. *[Refer 3.1.1 (C)]*

3.3 Consultancy

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

The Institution as such does not have any consultancy cell but faculty provide consultation

at personal level to various institutions:-

- Dr. Meghesh Tiwari, Principal of the college is Resource Person for.....
- Dr. Francis, Head of the Department, Education is the Resource Person in various areas such as SCERT for research programme, in Pt. Sundra Lal Sharma (open) University Bilaspur for B.Ed. programme, in Pt. RSS University for research and refresher courses.
- Head of the department was approved as research guide by Pt. RSSU and Pt. Sundar Lal Sharma (open) University.
- She is approved as guide in Mats University and C.V. Raman University.
- She is also a member of Board of Studies in Mats University, Pandri, Raipur.
- Dr. Divya Sharma one of the faculty member of our college is approved as subject expert [Zoology] for teaching through 'Eduset' In SCERT time to time.
- Four of the faculty members provided consultancy to the various schools regarding Parenting, Teaching skills and discipline, use of TLM etc.
- Dr. S. Francis is regularly setting University papers of various University such as Pt. RSSU, Bastar University, Pt. Sundar Lal Sharma University, C.V. Raman University Central University, Bilaspur and Sarguja University and also performs evaluation work.

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

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

- Guidance Counseling
- Action Research
- Curriculum Framing
- Skill Development
- Child Psychology etc.

Faculty members provide consultancy on the demand of various schools and colleges. The institution does not advertise or publish the expertise of staff members; however, most of the educational institution of the state know their potential through different resources. A few faculty members are invited by parent University as experts for selection committees of Colleges.

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

Our faculty members provide consultancy on honorary basis. Most of the time all the travelling arrangements are done by the inviting institutions. Therefore revenue generated is nil.

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

Institution provides consultancy services on the honorary basis, therefore revenue generated is nil.

3.4 Extension Activities

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

Benefits of local community through various activities:-\

- The college every year conducts village community camp for our B.Ed. students to interact with villagers/ parents/ guardians directly. Our pupil teachers are confronted with their problems and understand them and develop awareness towards education; they help and guide them to overcome their problems. Pupil teachers also performed cultural activities on different social issues.
- For development of social awareness in people of nearby locality, the institution arranged documentary film showing on social issues such as gender discrimination, dowry and child marriage for them.
- The college also develops guidance and counseling cell for guiding current students.
- Through posters, street plays, slogans etc. the pupil teachers create awareness towards environment, health and hygiene.
- Every year institution celebrate Van-Mahotsav. A programme for tree plantation is carried out in nearby area and awareness is developed for care of the new planted trees.
- Pots, Flower Vase, Painting made by pupil teachers out of waste and natural material are exhibited in front of the community people to emphasis the usage of waste and natural material in productive work.

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

- Seminars, Workshops, Personality Development programme etc. help the institution in its growth and development.
- The people from different strata of community give their expert lectures and contribute for the development of institution and share their valuable experiences.

- Institution has also good association with eleven reputed schools of the town and our pupil teachers are engaged for practice teaching as well as other school activities there.
- People from different service sectors having experience in their respective field visit the institution time to time and provide inputs to the institution like Ajim Premji Foundation, Jetking Hardware Raipur etc.

[Enclosure: 3.4.2 List of Expert Lecture]

[Refer Enclosure: 1.2.4]

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

- The college is planning to organize health and hygiene camp for people residing nearby community.
- Free medical facilities will be provided to pupil teachers.
- Institution is planning to conduct workshop on Use of IT in Classrooms.
- We are planning to conduct documentary film shows for school children.
- Besides these institution is planning to organize intercollegiate teaching aid competition.

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

- The institution completed five projects related to the community development in last five years.
- In Sirpur village on 14th January 2012, awareness towards environment, health and hygiene is developed among children, youth and community people.
- On 24th January 2013, the pupil teachers successfully helped villagers in analyzing their economic and educational status, and motivated them to reduce the dropouts in school by communicating the importance of education. This would ultimately develop their financial condition.
- Social issues are projected to nearby community through documentary films as child marriage, gender discrimination and dowry. In fact, these films really inspired them.
- Pupil teachers presented “Nukkad Natak (Street Play)” in nearby area for arising awareness in community. The theme of the play was importance of selecting right candidate in elections.

[Enclosure: 3.4.4 (A) Analysis of Field Work]

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

- Daily assembly consists of activities-
 - (i) Secular Prayer [Sarvadharm Pratharna].
 - (ii) Thought of the day.
 - (iii) Current News
- We provide equal opportunity to participate In Seminars, Workshops, Debate, Excursion, Cultural, Literary and Sports activities. These activities facilitate

inculcation of responsible citizenship values, social and democratic awareness.

- Productive work experience will develop social relationship among pupil teachers and develop their creativity.
- Celebration of National festivals develops sense of citizenship among pupil teachers.
- Many leading public figures and educationists visit the institution frequently. These visits provide opportunities to pupil teachers for interaction, exchange of views and sharing of their experiences to develop social values.
- Institution organized Voter Awareness Rally and Poster Competition [The theme was Voting Procedure] to motivate community and pupil teachers to use their rights in election.

3.5 Collaborations

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

Institution has established linkage with the other institutions.

- Our minor project entitled “Quality Assessment of Teacher Education Programme” is approved by UGC. We have started work on it. It is developing research attitude among faculty members. *[Refer 3.1.1 (C)]*
- We have submitted proposal for the National Seminar entitled “Perspectives of Teacher Education in Present Scenario” on 31st July 2012 to UGC.
- Our institution is associated with NSS [National Service Scheme]
- We are linked with the NCERT. We are getting benefitted by its journals and we have subscribed six journals.
- We are associated with Bhargava Publication by subscribing Journals and several Psychological tools and apparatus from them. These journals facilitate us to enhance our research attitude and to learn skill of report writing.

[Enclosure: 3.5.1 Proposal Letter of National Seminar to UGC]

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

- Institution has established linkage with Barkatullah University, Bhopal through International Journal of University Education Express. The Journal is useful for teacher educators and pupil teachers. It creates interest and curiosity to develop research skill.
- **Edujourn-** International Journal of Education of Psycholinguistic Association of India (PLAI). It inspires and provides opportunity to publish research papers.

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

- **Curriculum Development**

Institution participates in workshops on the school curriculum development programme. The changes in curriculum of B.Ed. course is implemented timely and new

trends and technologies of teaching learning process are adopted for inculcating curriculum successfully.

- **Teaching**

Enhancement in quality of teaching is done by educationists of different institutions. The experts deliver lectures and interact with the pupil teachers and fulfill their quest such as communication skill development, health & hygiene, mental development and Psychological topics like learning, motivation etc.

- Dr. Divya Sharma regularly participates in Eduset programmes of SCERT and all faculty members participate in Conferences/ Seminars/ Workshops organized by SCERT.

- **Training**

- Curricular, co-curricular activities, ICT based training programme develop the knowledge, teaching practices and classroom behavior.
- Comprehensive evaluation makes the teacher training programme interesting and effective.
- Dr. S. Francis is the member of the State Level Advisory Committee of SCERT and a resource person in various research activities for giving training on action research and research work etc.

- **Practice Teaching**

- The twenty day practice teaching programme enable the pupil teachers to get acquainted with the school activities.
- Pupil teachers learn to establish rapport with the students, to tackle with different situations in classroom and to guide weak students.
- They learn to use teaching aids in classroom and thus they are made more expressive, adjustable and comprehensive.

- **Research**

Faculty of the institution remain linked with eminent educationists as Ph.D. guides, M.Phil. guides, resource persons in Workshop/ Seminar, member of selection committee, visiting team from SCERT, visits institution time to time. They are very beneficial for faculty in research activities.

- **Consultancy**

For consultancy please refer 3.3

- **Extension**

Extension activities help in establishing good communication skills, relationship, imparting social and moral values.

- **Publication**

- The teacher educators have published research papers and articles in various journals. Institution also encourages the faculty to publish the research papers in Seminars, Conferences etc. *[Refer: 3.2.5]*
- Institution also publishes annual magazine 'VIPRAROH' giving platform to both pupil teachers and faculty members to develop their writing skill. It reflects the college activities taking place throughout the session.
- Institution has published its own question bank which is helpful to pupil teachers for preparation of examination.

- **Student Placement**

The institution has a placement cell for placement of pupil teachers. The teacher educators and members of Alumni Association also provide guidance to pupil teachers concerning placement in various institution.

[Enclosure: 3.5.3 (A) Eduset Presentation- Dr. Divya Sharma]

[Enclosure: 3.5.3 (B) SCERT Research Advisory Committee]

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

- Institution after the practice teaching programme distributes the teaching aids to the schools which is helpful to the subject teachers.
- The institution donates bulletin board, stationary etc to the schools where pupil teachers are sent for practice teaching.
- Faculty members of the institution provide consultancy to various schools.

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

- Before the practice teaching programme faculty members along with the trainees interact with the school personnel to chalk out time table and course of practice teaching.
- Faculty members guide to the pupil teachers for selection of suitable methodology keeping individual differences in mind.
- The faculty members during the practice teaching observe and supervise and assess the performance of the pupil teachers and evaluate them.
- For successful delivery of lesson plans by pupil teachers, comments and remarks are always welcomed by the faculty or Principal or school teachers and implemented thereon.

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

- Collaboration with school is mainly related to conduct the practice teaching programme. The faculty and Head of Department contact the schools personally /written letter / phones. During the practice teaching time teacher educator interact with school subject teachers and according to their needs, finalize the programme.*[Refer: 3.4.2 (B)]*
- We invite other college faculty and pupil teachers for Inter-college debate, workshops and seminars. Our faculty regularly attend workshops/seminars/conferences organized by other colleges and present their papers.
- Institution arrange expert lectures of faculty from different colleges and Universities.
- Our faculty also participate in Refresher course and Orientation course organized by the University.

3.6 Best Practices in Research, Consultancy and Extension

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

Institution involves in research activities such as extension activities, action research and outreach programme.

- Faculties are encouraged to do research work.
- The institution has encouraged non-Ph.D. faculty to enroll for the Ph.D. Degree.
- Our institution promotes its faculty to participate in conferences/ seminars/workshops related to education.
- The teacher educators who are pursuing research work are motivated to accomplish their work successfully.
- Head of the Department has research guide ship in research centers of Universities. Research scholars make use of facilities of these centers too.
- Books and journals facilitating research in concerned subjects are available in the institution for study and reference.
- The faculty also acts as a consultant to the students/ scholars who desire to know the systematic procedure of research and analysis.

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

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

Institution has good practices in research, consultancy and extension activities such as-

- All faculty members are encouraged to undertake research work. The institution provides flexibility in teaching schedule to the faculty in collection of data.
- Some of the faculty members provide consultancy to educational institution by using innovative practices.
- At the time of practice teaching in various schools innovative practices are adopted by pupil teachers.
- We arrange guest lectures, for this several eminent guest faculty have visited our institution and delivered their lecture on Curriculum Development, on psychological topic, ICT etc.
[Refer: 3.4.2 (a)]
- Institution organized health checkup camp, health and hygiene rally etc.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

The institution has adequate physical infrastructure facilities to run educational programmes efficiently.

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

The institution has adequate physical infrastructure as per the NCTE norms to run B.Ed. course. The building is situated in a pollution free environment. The total campus area is 5.9 acre. The total built up area of college building is 3345 sq.m. and built up area of Education Department is 1217 sq.m., canteen 90sq.m. and girls hostel 516 sq.m. It has there storied spacious building that accommodates the administrative office and the academic department. There are one multipurpose hall, two smart classrooms, three classrooms, one seminar hall, one psychology lab, one productive work room, one staff room, one library, boys' common room and girls' common room in the building with proper lighting and ventilation.

Classrooms are well equipped with proper furniture, dice and display board. Administrative room / Principal room has adequate space to conduct meetings and discussion with the faculty.

Science and Mathematics resource center is fully equipped with required material to conduct the experiments.

- **Arts and Craft Resource Center-** With adequate material like charts, gardening kits, flannel boards, rangoli colors, water colors, ceramic pots, soft toys etc.
- **ICT Lab/ Computer Resource Center-**With 25 computer system and internet facility and two Smart Boards.
- **Psychology Lab** with more than 65 tests and 65 psychological testing equipments. The Lab is well furnished.
- **Multipurpose hall** with seating capacity of more than 300 people to conduct various academic and cultural activities.
- Well equipped Seminar hall for conducting seminar in various subjects.
- Institution has got separate common rooms for girls and boys.
- There is a sport facility, canteen, store room and medical room provided with first aid facilities available in the college campus.
- Parking facility is also available in the campus.
- There is facility for indoor game such as carom, chess, table tennis and for outdoor games like volleyball, badminton, cricket, basketball shot put, disc throw etc.

The total built up area of Education building is around 1217 sq.m. The total investment done by the institution for developing the infrastructure is Rupees 2,00,24,774.

[Enclosure: 4.1.1 Master Plan of the Building]

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

The institution pays attention towards the needs of pupil teachers and faculty every year by considering the significance of the new technologies in the field of teaching learning process. The institution provides facilities as OHP, LCD, various multimedia, transparencies, power point presentation, digital camera, smart board for the academic growth of pupil teachers. The central aim of introducing technology in a institution is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of interactive methods. Faculty and pupil teachers both are using these technologies for lesson planning, micro-teaching and simulated teaching frequently to keep pace with the academic growth.

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

Co-curricular activities have been a part of B.Ed. curriculum and are subjected to internal assessment.

- Thus institution has a large and well equipped multipurpose hall and a seminar hall with a good sound system. There is an adequate arrangement and enough space for organizing cultural and literary activities and other extra-curricular activities are also performed there like flower decoration, rangoli etc.
- Indoor games facilities are provided for games such as chess, badminton, table tennis, carom etc.
- The institution has auditorium for organizing cultural programmes such as dance competition, song competition, play, mono play, fancy dress competition etc.

- Computer lab is available with twenty five computers to pupil teachers for surfing and getting knowledge of current affairs etc and smart boards are available in classrooms for teacher educators and pupil teachers.

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

- The entire physical infrastructure is shared with other programmes of the institution like for Teacher's Day celebration, cultural and sports activities, celebration of important days etc.
- The multipurpose hall is used for organizing inter department competitions.
- Neighboring practice teaching schools also utilize the college ground for their sport activities. Various tournaments are conducted in our campus by University of the State and regional/divisional level.
- University conducts various examinations in our college building, such as Annual University Examination as B.A., B.Com., PGDCA, M.A. and NET examination, TET , UGC Coaching etc every year.

Our institution believes in sharing of facilities for optimum use of resources so in addition to above, our infrastructure is shared with other department/ sections such as Railway Board, Bank, CGPSC, CGVYAPAM, UPSC, SSC etc.

[Enclosure: 4.1.4 List of Exams Conducted]

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

Institution gives proper importance for health and hygiene. We provide separate arrangement of common room, rest room, wash room for women, men and staff.

- The institution provides acquaguard filtered water cooler facility to the pupil teachers and pupil teachers and faculty.
- Institution has health and hygiene facility/center on the sharing basis with physical department.
- We organize health camp in the college in which blood test, blood pressure and weight of pupil teachers, faculty and other department students and faculty were checked. Those who were diagnosed with any deficiency, Doctor had given advice to them, specially sickle cell anemia students were being guided and advised to consult with concern physician.
- Dr. Harindar Mohan delivered a very impressive and effective lecture on health and hygiene. Queries of the pupil teachers were satisfied by the Doctor.
- We have allotted two periods per week for Yoga class to keep pupil teachers and staff physically fit.
- The institution has permanent staff to look after the daily hygiene, cleanliness of the college building and the class such as sweeper, peon, gardener.
- Institution has canteen facility and the food articles available in the canteen are fresh and healthy. We pay attention for the hygiene environment in the canteen and surrounding.

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

The institution has hostel facility for girls.

- The capacity of girls hostel is 20 seater. All the rooms are well furnished. Indoor games are provided in the hostel just like chess, carom etc.
- The institution is providing various amenities and logistics like home to the girls [List Enclosed]
- The warden is the caretaker and facilitator.
- There are facilities like one dining room, activity hall etc.
- There is sufficient numbers of washroom and toilet available in the hostel.
- The Principal time to time visits the hostel for monitoring the health and hygiene facility of the hostel.
- Two persons are appointed for cleaning and sanitation.
- We suggest rooms to the male pupil teachers of low rent in neighboring locality.

[Enclosure: 4.1.6 List of Amenities]

4.2 Maintenance of Infrastructure

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

[Enclosure: 4.2.1 Budget Allocation and Utilization]

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

Institution has a well planned mechanism to ensure optimum utilization of the infrastructure facilities.

- There is sharing of infrastructure with other departments time to time.
- Many competitive examinations are organized in our institution as railway board exams, bank examination, NET exam, PSC, Teacher Eligibility Test, SSC. *[Refer Enclosure: 4.1.4]*

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

Environmental issues are considered as priority in maintaining our infrastructure. The college campus has adequate open space. The institution has planted trees/plants everywhere. Thus we inculcate the respect and love for trees/plants. We organize poster competition and extempore speech in order to develop awareness towards how to save our environment and to generate positive attitude towards the same. Institution pays attention towards the proper use of electric equipments and water in the college premises. Environment Education is an elective

paper in B.Ed. course which develops a sense of awareness about the environmental pollution, possible hazards and its causes and remedies to pupil teachers.

4.3 Library as a Learning Resource

Institution has adequate learning resources and a well established mechanism to make the various library resources available for the faculty and students. Internet facility is also available in the library.

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

The institution has full time qualified librarian Smt. Swati Tiwari [B.Com. M.Lib. M.Phil (Lib. Science)] and 01 support staff to assist the librarian for material collection.

- Besides this, Library Advisory Committee advises how to upgrade the library and supervises the working of the library. The Library Advisory Committee is formed on October 2012.

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

The library of institution is located at the first floor of the building. There is a reading room attached with seating capacity for thirty pupil teachers. Required details are given below-

S.N.	Name of Item	Numbers
1.	Books	3100
5	Titles of Books	1399
6	Reference Books	195
7	Journals	12
8	Encyclopedia	24
9	Magazines	05
10	Audio-visual teaching learning resources	25
11	Software	-
12	Computers	01
13	Photocopier/Printer/Scanner	01
14	News Papers	08 (3 English, 5 Hindi)

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

The institution has a Library Advisory Committee to systematically review the library resource. The members of the committee meet time to time to make decisions on various issues related to library. The members of the Library Advisory Committee are listed below-

1.	Dr. M.K. Tiwari	Principal, Vipra College	Convener
2.	Shri Girishkant Pandey	Govt. Science College	Member
3.	Dr. Smt. S. Francis	Vipra College	Member
4.	Shri Prakash Baid	Vipra College	Member
5.	Shri Vivek Sharma	Vipra College	Member
6.	Library In-charge	Vipra College	Member
7.	Shri Praveen Sharma,	Librarian, Gvt. Science College, Raipur	Member

Functioning of Library Advisory Committee:-

- To supervise the overall functioning of the library.
- To discuss the problems of the library and give suggestions.
- It examines the needs, requests, proposals and feedback for development of library.
- The library committee time to time meet and take decisions on library issues.
- Education department has its own library committee which advises and assists the librarian. It ensures that the pupil teachers may borrow books timely and whether books from book bank are allotted to needy persons or not.

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

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

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

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

Faculty and pupil teachers frequently use computer and internet for academic purposes such as to access information regarding various subjects and journals, innovative techniques, recent researches, effective use of audio-visual aids. Pupil teachers also use internet for the assignments, project work, workshop, seminars and preparing lesson plans.

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

Institution has Wi-Fi internet connectivity in the college building. We are trying to take inflibnet facility.

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

The library is available throughout the year except on National Holiday and some holidays like Sundays and holidays declared by the state government.

The library remains open for access during the college working days from 9.00 to 3.30 pm.

[Enclosure: 4.3.7 Library Time Table]

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

The list of new arrivals in the library comes to the notice of faculty and pupil teachers through the display in the notice board and announcement during the morning assembly.

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

Yes, from this year the college is going to start Book bank facility in the library for pupil teachers. Around 100-150 Books will be available in Book bank. The needy pupil teachers will be provided books from bank to use throughout the academic year without any terms and conditions. They will be allowed to keep and use till the completion of the University Examinations. No money will be charged from pupil teachers for this facility.

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

Since the inception, no visually and physically challenged student has taken admission in our institution. But if any such case comes up, the college will definitely provide facilities and make special arrangements for these students.

4.4 ICT as learning Resource

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

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

The lab is equipped with audio-visual facilities like-

- One CD player
- One Laptop
- Videocon Television
- Samsung LCD, Television

- Camera
- Video Camera
- VCD Player
- Water Cooler
- Aqua Guard
- Computers
- One television
- 2 OHP
- 2 LCD Projectors
- 2 Smart Boards
- 1 Public Address System with mikes
- One Amplifier
- CD ROMS
- CD's
- CD Writers
- 2 Speakers
- 1 server etc.
- 2/Scanner/Printer/Photocopier
- Printer
- Photocopier

Audio/Visual Facilities

- Black Board/ Green Board
- Real Objects
- Charts
- Slides
- Maps
- Globe
- Photos
- Journals and Magazines
- News Paper
- Recordings
- Photos
- Flannel Board
- Radio cum Tape recorder
- Encyclopedia
- VCD's

The pupil teachers opting Computer education as Paper IV are allowed to perform computer practical in the lab.

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

There is a provision in the curriculum for imparting computer skill to all the pupil

teachers. Every pupil teacher studies about the hardware and software in the compulsory paper of EDUCATIONAL TECHNOLOGY AND MANAGEMNET. Computer Education is included in the B.Ed. course as elective paper. Few students opt this subject. Teacher Educators have sufficient knowledge of handling computer systems. Two of the Teacher Educators have completed the training of computer.

Following skills are developed in pupil teachers-

- Preparing computer assisted instructions or Power Point Presentation.
- Using software skills to design instructional material.
- Using computer to analyze and represent data on charts, to access internet, retrieving information, sharing ideas through emails etc.
- Developing skills of creating and managing simple data base and handling of computers.

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

Institution is always keen to implement new technologies/ ICT in the process of curriculum transactions.

- During model teaching and classroom teaching the Teacher educators deliver their lectures on LCD projector and OHP.
- Trainees also present Power Point Presentation during simulation teaching and final teaching.
- CD's, transparencies/slides are presented by the pupil teachers during this practice teaching programme.

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

Pupil teachers are trained, motivated and encouraged for making use of technology in practice teaching.

- **For Developing Lesson Plans-** In last two years pupil teachers adopted ICT in their final teaching lesson plans. From this year onward, pupil teachers prepare one or two lessons in their respective teaching methodology subjects on Power point during simulated teaching.
- **For Classroom Transaction-** Pupil teachers download images relating to topics from the internet to display in classroom teaching on flannel board, on charts or teaching models.
- **For Preparing teaching Aids-** For preparing power points slides and transparencies other teaching models etc, pupil teachers use internet facility.

4.5 Other Facilities

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

Institution has adequate latest modern instructional infrastructures like OHP, Smart Board etc. All these instructional materials are open for use by the Teacher Educators and trainees.

- Institution also uses these equipments to show the documentaries to school children and people of nearby locality.
- Sometimes the available resources are used by other departments.
- Scholar of Ph.D. in education are allowed to use the library at free of cost during the library hours.

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

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

- Charts
- Maps
- CD's
- CD Player
- Audio-Visual Cassettes
- Transparencies
- CD-ROM
- Power Point Presentation
- Overhead Projectors
- Flannel Boards
- Models
- Smart Board
- LCD Projector
- Computer

The pupil trainees are encouraged to use various kinds of audio-visual material during micro teaching as well as macro teaching. Pupil teachers observe various teaching techniques presented by teacher educators. They try to adopt the teaching learning techniques and methods in their teaching practice.

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

The general and methods laboratories available in our institution are-

1. Psychology lab
2. Science/Mathematics Resource Centre
3. ET Lab/ Resource centre
4. Computer Lab/ Resource Centre (ICT Lab)
5. Work experience Lab

Institution enhances the facilities in laboratory in accordance to the requirement of the B.Ed. curriculum. Institution holds meetings with the Faculty to discuss about maintenance of the equipments and up gradation of the lab. The equipments are maintained with help of electrician and technician. Sometimes for the supervision of the equipments, outside experts, technicians are called for repairing and maintenance.

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

- Institution has a multipurpose hall equipped with Public Address System. It is used for organizing various functions as well as events.
- Institution has big ground for indoor and outdoor sport facilities for ensuring physical development of the pupil teachers.
- Work experience lab/Workshop is available to train the pupil teachers in book binding work, file and envelop making, embroidery, stitching, toy making, preparing teaching aids.
- Institution has music instruments for playing music and perform dance activities.
- For conducting village community interaction programme and social visits, our institution arrange transport facility for faculty and pupil teachers.

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

The classrooms are equipped with the latest technologies for teaching:-

- Two classrooms have smart board for teaching purpose.
- To develop an understanding of how one's ability, interest and aptitude related to subject are transformed.
- OHP- Two classrooms are equipped with Over Head Projectors and screen board for delivering lectures.
- We have two LCD projectors, one in the classroom and the other one in the multipurpose hall for effective presentation of lesson/lectures.
- Institution has a plan to equip the classroom with permanent fixtures of LCD and Bulletin Board.

4.6 Best Practices in Infrastructure and Learning Resources

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

Faculty is motivated to use innovative methods for effective teaching. Classroom environment is made conducive through the use of teaching learning material and 'activity based teaching' applying technology. The faculty as well as pupil teachers use different teaching

methods and techniques like inductive-deductive method, problem-solving method, analysis and synthesis method, demonstration, brain storming, project method, discussion etc.

For making teaching more effective the technologies like power point presentation, transparencies are used by pupil teachers and faculty.

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

Faculty and pupil teachers make the PPT's of content for a very effective communication and demonstration for understanding of the topic. Innovative practices related to the use of ICT that contributed to the quality enhancement are listed below-

- Preparation of lesson plans and PPT presentation.
- Lesson plan delivery through PPT.
- Making and use of transparencies.
- Collecting information's from internet.
- Use of PPT in seminars/Workshops/expert lectures.
- Sharing of information and experiences through email.

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

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

- Institution has a rich and well maintained library. This year we are going to give privilege of Book Bank facility for the benefit of needy pupil teachers.
- Library has reading room with news paper, magazines [English and Hindi] which is provided to pupil teachers.
- Institution has provided gymnasium facility to faculty and pupil teachers.
- Institution has provided basic sport facilities for indoor and outdoor sports for the pupil teachers like Foot ball court, volley ball/badminton court, basket ball court, sports room for table tennis, chess etc.

[Enclosure: 4.6.3 List of Magazines and News Papers]

Criterion V: Student Support and Progression

5.1 Student Progression

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

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

- Student's preparedness for the programme is assessed through the Common Entrance Test/Pre. B.Ed. Test conducted by C.G. Vyapam. Common Entrance Test includes general mental ability, teacher's attitude and aptitude and reasoning. Candidates who qualify in the written examination opt for the college through the counseling programme. *[Refer Enclosure 2.1.5(a)]*
- From this year onward after the process of admission is over, a pre-test of teaching attitude is applied to the pupil teachers. The test examines the pre-requisite, previous knowledge and teaching skills of pupil teachers.
- Orientation cum introduction programme is provided to pupil teachers on the syllabus of B.Ed., compulsory teaching subjects, optional subjects, physical activities, practice teaching, extension services, micro teaching and skill development. Orientation programmes are held time to time for providing practical knowledge of using different methods and techniques.
- The college arranges guidance and counseling session for pupil teachers regarding selection of optional subjects, participation in various cultural, social and physical activities.
- The institution provides qualified and experienced faculty. Each faculty remains in personal touch with the pupil teachers. Pupil teachers are divided into three groups, and two faculties are in charge of each group to look after their problems, their growth, and their all-round development and to identify their qualities and utilize it optimally.

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

The campus environment is so conducive to promote, motivate, develop, and satisfy and to ensure performance improvement of prospective teachers. Those pupil teachers, who come from different corners of the state and from the neighboring states, are given parental attitude in getting the pupil teachers set in the new environment. We provide ample opportunity to pupil teachers for understanding each other. Thus the interpersonal relationship among them and with the faculty members is strengthened. In our college campus there is no place for ragging and discrimination.

- Our institution has guidance and counseling cell. This cell timely and properly provides counseling throughout the year. The guidance and counseling cell is headed by our senior faculty – Smt. Rasika Malviya. HOD and faculty are always

there to give guidance and counseling to all the needy trainees time to time.

- All the expert lectures, seminars are provided regularly to all the pupil teachers. They are issued library cards to borrow books from library time to time.
- The campus is airy and has big playground for outdoor activities. There is a spacious room for indoor activities like table tennis and chess.
- **Cultural Activities-** We have a well equipped multipurpose hall; various cultural and literary activities are organized by the college. Pupil teachers are encouraged to participate in the various activities like debate, extempore, speech, dance, song, fancy dress, flower decoration, salad decoration, poster competition, mono play etc. Inter college competition events are organized by the college. We celebrate National days as Independence Day, republic Day etc. Our college also celebrate Hindi Diwas, Teacher's Day, Annual Day etc. *[Refer Enclosure: 2.2.1 (a)]*
- We have placement cell our staff members provide placement services to the pupil teachers after the completion of B.Ed. course. Many pupil teachers have got good placement in reputed schools.
- **Alumni Association-** Alumni is invited to share their experiences and opinions in order to motivate and generate the interest of trainees towards the teaching learning programme. Interaction between Alumni and fresher's plays an essential role in maintaining a relationship.
- **ICT-** We have well equipped computer lab. The use of ICT in teaching learning process is mandatory for both faculty and pupil teachers. As a result faculty and students have become familiar with the use of ICT which in turn has increased self confidence and facilitated better understanding of the subject taught.
- **Student Council-** Student council is a forum where pupil teachers can put their problems, related with academic, infrastructure, personal needs etc.
- Institution has psychology lab, ICT lab, Science and Mathematics Resource Centre, Work experience Centre, Library with reading room, Girls and Boys common room, airy classrooms, staff room etc.

Grievances brought into notice by the pupil teachers in front of grievance cell. Girls report their personal problems to Anti Harassment Cell. Our institution has Anti Ragging Cell, feedback Cell, Complaint Cell. These are helpful for solving problems of pupil teachers.

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

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

Gender/ Year	2007-08	2008-09	2011-12	2012-13
Male	4	4	01	Nil
Female	1	2	Nil	Nil
Total	5	6	01	Nil

One pupil teacher of session 2011-12 was unable to appear in theory examination due to recruitment in Indian Railway. We have given him advice to appear in the theory examination next year, consequently, he has appeared and qualify the examination successfully.

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

In Chhattisgarh State, the prospective teacher generally gets jobs in private, public/aided schools or government schools. The placement cell of institution helps and encourages students to apply for vacancies with respect to their subjects in different institutions.

Newspapers are made available to pupil teachers for searching various vacancies and get acknowledged with the higher education.

Chart

Session	No. of Students Appeared	No. of Students Qualified	
		NET/ SLET	Central/ State Govt.
2011-12	-	-	-
2012-13	-	-	-

Institution motivates the pupil teachers for pursuing higher education and appearing competitive examinations. The college invites the Alumni in special events such as Annual Day Celebration, Seminars, Model Teaching Presentations etc.

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

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

Session	Percentage of Students opting further studies	Percentage of students opting teaching
2008-2009		
2011-12	19%	40%
2012-13	35%	37%

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

- After graduating from the institution, student teachers may utilize any of the resources facilities available in the institution.
- Any ex-student can make use of the library for reading purpose.
- The alumni have been provided the facility to use the equipments for any presentation in college.

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

As stated earlier, the pupil teachers generally opt government, aided and private school jobs. Institution and placement cell generally helps the students for getting appointment in the local public school. The members of the placement cell are as below-

- | | | |
|---------------------|---|-----------------|
| 1. Dr. S. Francis | - | HOD [Education] |
| 2. Dr. Divya Sharma | - | Faculty Member |
| 3. Smt. Kusum Sahu | - | Faculty Mmember |

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

- Most of the pupil teachers are of Hindi medium which is a difficulty to place them in different English medium schools because Hindi medium public schools are very less in number.
- There is no system of campus recruitment in educational courses.
- Most of female pupil teachers prefer to work close to their living places.
- Placement Cell gives proper advice and suggestions to the pupil teachers whether through personal conduct or telephonically

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

The institution is in constant contact of practice teaching schools. The requirement of the schools is made known by the institution. Sometimes pupil teachers are absorbed by these schools.

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

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

5.2 Student Support

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

The curriculum is framed by the affiliating University i.e. Pt. Ravishankar Shukla University, Raipur. According to the syllabus, we plan the curricular and extra-curricular activities and make the annual calendar in the beginning of the session as per the directions of the University Calendar.

- All the teaching processes are planned prior to the beginning of new session keeping feedback from students and suggestions of the teacher educators in mind while making the plan.
- Meeting is held once in a month to review the completion of co-curricular and extra-curricular activities.
- The practice teaching programmes are planned after the seminar of lesson plan and presentation of model lessons.
- Feedback on curriculum is taken from pupil teachers at the end of the session and after the analysis required action and plans are implemented. *[Refer Enclosure: 1.3.2]*
- Principal also takes informal feedback from the trainees time to time regarding their difficulties and implementation of the curriculum.
- The schedule of the extracurricular and co-curricular activities is finalized and the information of the schedule is displayed on the notice board and on every Saturday activities according to the plan are performed and evaluated by the judges and immediately the result is declared. Prizes are given to winners on annual day with a certificate. *[Refer Enclosure: 2.2.1 (A)]*
- Weekly Unit test, internal examinations, Inter-house competitions are organized by the institution as per schedule and just after the performance, result is declared.

[Enclosure: 5.2.1 (A) Academic Calendar]

[Enclosure: 5.2.1 (B) Practice Teaching Plan]

[Enclosure: 5.2.1 (C) Micro Teaching Plan]

[Enclosure: 5.2.1 (D) Result of Inter House Competition]

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

One physically challenged pupil teacher was admitted in the session 2011-12. As per her needs, faculty co-operated her throughout the session.

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

The institution has an arrangement of mentors for the pupil teachers to guide them. It allots different mentors for various activities, 16-17 students are under the supervision of each mentor. The mentoring aim is to empower the pupil teachers and enhances the pupil teachers to

achieve their goals. An informal environment in which the pupil teachers freely and confidently interact and discuss their needs with mentor is provided to them. Trust, rapport and understanding are established for the development of mentor and pupil teachers' relationship. An effective communication is established to strengthen this relationship. Mentors co-operate the pupil teachers in successfully completing their sessional work and project work. Mentors help the individuals in advancing their career and to know about the possible opportunities of the job. To those students who are admitted after third counseling, our mentors pay special attention in order to bring them to the same stature as the previously admitted students.

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

Institution supports and enhances the effectiveness of the faculty in the teaching and mentoring of students. The positive and distress free campus environment of the institution helpful for the overall development teacher educators as well as the trainees.

- Academic and non-academic staff and pupil teachers are having good understanding and respect for each other.
- Being a mentor, faculty is responsible for best execution of all the practicum programmes, project work and other co-curricular and extra-curricular activities.
- Mentors create supportive classroom environment so as to ensure personal, social, cultural and academic success for all pupil teachers.
- College organizes workshop and seminar for academic growth of both faculty and pupil teachers. Institution adopts a liberal attitude permitting the teacher educators to attend the Orientation, Refresher Course, Workshop, Seminar and Conferences for upgrading themselves in various subjects.
- Head of the department motivates the faculty to publish their research papers and articles in various journal and magazines.
- At the time of community work, educational excursion and celebration and annual day, institution encourages to work as a team and build a interpersonal relationship with each other.
- To make classroom teaching effective, institution provides audio-visual aids like OHP, LCD etc to teacher educator.
- Comfortable teacher-students ratio provides convenient environment to teacher educator for teaching and mentoring.

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

The institution has its own website www.vipracollege.org. Following information are posted on the website;

- Information about the college, location of campus, courses running in the institution and subject option, admission procedure, exam, details of the faculty and the management.
- Overall information about the infrastructure, facilities available at the institution.
- It provides all information about the various activities and their photographs.
- The website is updated as and when needed

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

Institution has a remedial programme for academically low achievers:

- We identify the low achievers by their performance at various tests and through observation of practice teaching.
- We provide counseling on required subjects in which they achieve low.
- Remedial classes are arranged once in a week for clarifying the doubts in the content already taught.
- When we observe lack of confidence in practice teaching, faculty instruct them to observe and learn from effective and efficient teaching of their own subject of other pupil teachers and then give them time for delivering lessons in the peer group.

5.2.7 What specific teaching strategies are adopted for teaching

The specific teaching strategies adopted for teaching.

(a) Advanced learners and

Advanced learners are identified during the first month of the session as per the method mentioned in 5.2.6. The faculty fosters the development of advance learners to complete their studies successfully. Faculty are giving training to advanced learners about the use of advanced techniques and teaching methodology. These advance learners are provided with extra work related to curricular, extra-curricular and co-curricular activities as team leaders. They are made members of student council, eco-club, and editorial board of annual magazine and different committees. They are also assigned extra responsibilities of group of pupil teachers to help them in their areas of weakness like practice teaching, statistical problems, PPT presentation etc.

(b) Slow Learners

- Slow learners are counseled personally or in a group by their mentors. Wherever slow learners found difficulty in the subjects, remedial classes/ extra help is provided accordingly.
- By diagnostic tests, we try to ascertain specific problems of subjects. These problems are rectified by arranging remedial classes. The faculty members monitor the progress of slow learners throughout the year.

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

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

- The matters concerning the course.
- Guidance is given on academic issues as well as on non-academic issues.
- Guidance is also provided for the selection of the teaching method and elective paper.
- Through guidance and counseling pupil teachers come to know about the evaluation procedure of the course.

- Absentee pupil teachers are counseled for coming regularly in the institution.
- Physically weak pupil teachers are guided to take proper care of their health.

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

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

- Grievance Redressal Cell (GRC) consists of five members from each department. [Education, Physical Education, Computer Science and Commerce]
- Pupil teachers inform the student council about their grievances, complaints and suggestions orally. From this year onwards they are provided 'suggestion box' to drop their written complaints and suggestions.
- In every week, GRC members from Education Department opens the suggestion box and attends the complaints with the help of staff members and most of the suggestions were implemented.
- If the complaints need large scale discussions or solutions then that is done by including the Principal, Head of Department and faculty.

The details of some of the major grievances redressed in last two years are – 2011-12, 2012-13

- The non availability of the facility of the photocopier in the library.
- In the year 2011-12, the pupil teachers were enrolled to borrow one book at a time but on their demand, they can now borrow two books at a time.
- More apparatus are provided in the Psychology lab.
- Non availability of the English News Paper.
- We extended the date by 15 days for submission of assignments.

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

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

- **Attendance-** The pupil teachers attendance record are strictly maintained. In case of absence without report, we send the notice and contact personally.
- **Weekly Test-** The progress is checked through weekly tests in all subjects. In case, Pupil teachers are not giving test due to some problem, they are allowed to give it in zero periods.
- **Practice Teaching-** Supervisor of the practice teaching monitors the skills of the trainees and suggests measure for the improvement both orally and written in terms of remarks related to personality, body language, pronunciation, methodology, blackboard writing, confidence, classroom management, methodologies, techniques TLM etc.
- **Diagnostic Evaluation-** The problems faced by the pupil teachers during teaching learning process are solved with the help of faculty.
- **Summative Evaluation-** Summative Evaluation technique is also used by the teacher educators to monitor the progress of the pupil teachers through Model Test.

Their weaknesses are solved by giving extra attention. The better performance is encouraged to secure better marks in theory paper examination.

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

The pupil teachers undertake practice teaching programme in following steps-

- (I) Pre-Practice Teaching Preparation
- (II) Actual Practice Teaching
- (III) Post Practice Teaching

(I) Pre-Practice Teaching Preparation-

- **Seminar-** First step is organizing three days seminar on 'Lesson Plan'. The faculty of the institution clarify the concept of lesson plan. The focal points of the seminar are Herbertarian Steps i.e. Aims, Introduction, Audio-Visual Aids, Methods, techniques, Maxims of Teaching, Questioning, Presentation, Recapitulation, Application etc. they are taught how to prepare a workable and effective lesson plan for effective and efficient teaching in particular subject.
- **Model Lesson-** Model lesson is presented in various subjects by faculty and alumni.
- **Simulation Teaching-** The faculty deliver demo lesson through power point presentation to the pupil teachers for how various skills can be incorporated in a single lesson plan. Pupil Teachers observe the lesson plans and they are also encouraged and asked to deliver lessons in their peer group by using teaching material. If they face any problem, they are solved by the teacher educators.
- **Micro-teaching-** Micro-teaching seminar is organized for teaching skill development. Pupil teachers understand the concept of micro-teaching, different teaching skills and techniques to be practiced like blackboard writing, stimulus variation, explanation, introduction questions, probing questions, reinforcement and illustration. Pupil teachers are taught how to make micro- lessons plan and transact it to peer group. Micro-teaching skills are practiced under the guidance of respective teachers.

(II) Actual Practice Teaching-

Before sending the students to practice teaching, it is ensured that they are competent to teach lesson plan in real classroom situation. Institution assigns different schools for practice teaching. The convenience of the pupil teachers is also considered while allotting the schools for the practice teaching like, distance of school from the residence of the pupil teachers, suitable medium of instruction and availability of subjects of the pupil teachers. 15- 20 lessons in each teaching subject are delivered by the pupil teachers. After the teaching of lesson plan supervisor / teacher educator give feedback and comment about the lesson for the improvement of teaching skill, use of innovative techniques,

teaching aids and interactive teaching learning process. During the deliverance of lesson plan evaluation is done by the supervisor and school teacher of concerned subject in peer group.

Pupil teachers are always welcome to clear their doubt regarding content and its deliverance.

(III) Post Practice Teaching Follow Up-

Institution obtain detailed performance of pupil teachers from the faculty and practice teaching schools to ensure for taking corrective measures and making future planning. This is included in evaluation part of the pupil teachers. Necessary guidelines are provided to pupil teachers at corrective measures. An extensive discussion on practice teaching programme and evaluation of pupil teachers provide a deep understanding to both faculty and pupil teachers and guide them accordingly.

[Enclosure 5.2.11 Pre practice preparation detail]

5.3 Student Activities

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

Yes institution has an alumni association.

(i) List the current office bearers

Following is the list of office bearers-

S.N.	Name of Office Bearer	Position
1.	Smt. Reena Shukla	President
2.	Smt. Pratiksha Rotkar	Vice-President
3.	Shri Ajeet Shukla	Secretary
4.	Shri Khemchand	Deputy secretary
5.	Smt. Mridula Wadekar	Treasurer

(ii) Give the year of the last election

Election of Alumni Association was held on 1/12/2012. Its tenure is two years.

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

The Alumni Association performed following activities since its establishment-

- Regular meetings take place and the record is maintained.
- Active participation in orientation programme for freshers.
- Alumni co-operate in placement services.
- Active participation in presenting Model Lessons by the expert Alumni.
- Actively assisted in cultural activities and field trips.

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

The top ten alumni occupying prominent positions-

S.N.	Name	Post	Address
1.	Vaibhavi Hishikar	Principal Hr. Sec. School	Agrasen Chowk, Ganesh Mandir, Raipur
2.	Naresh Yadav	Vice Principal	Ward No. 5, Block -04, Near Shiv Mandir, Mana Camp (C.G.)
3.	Ashok Roul	Clerk in High School	Moh. Dolgram, Post-Dolgram, Tah- Nayagram, West Medinipur
4.	Sunil Kumar Sharma	Railway Employ	Moh. Pandriya, Post-Barkagaon, Dist.- Hajaribag, Pin- 825311

5.	Reena Tiari	Hostel Warden (College)	Vipra College Parisar, NearPt. RSU Campus Raipur (C.G.)
6.	Vidyadhar Sahu	Editor (Press)	Moh.- Gabod, Post-Memra, Tah.- Pithora, Dist.- Mahasamund
7.	Pratiksha Rotkar	Shiksha Karmi (Grade I)	Lokmanya Society, Rohinipuram, Gol Chowk, Raipur (C.G.)
8.	Meghdut Sao	Teacher (Private School)	Singh Chowk, Maharajpur Medinipur, West Bengal
9.	Vipin Choubey	Railway Employ	Moh.- Dadgaon, Post.- Dahunawada, Dist.- Chatra, Pin-829202
10.	Popy Ghosh	Teacher in High School	Moh.-Kamargeria, Post- Haringagar, Dist. West Medinipur

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

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

- III. Actively participation in presenting model lesson by the expert alumni.
- IV. Alumni's valuable cooperation in educational excursion and cultural activities.
- V. Alumni guide the pupil teachers time to time for placement services.
- VI. The members of alumni association actively participate in other activities arranged for trainees like health camp, seminar etc.

Many programmes are conducted and managed completely by pupil teachers. These activities are assessed by the judges / faculty.

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

Institution is giving due importance to extra-curricular activities as well as sports and games for the all round development of the pupil teachers. The Principal and the teacher educators motivate and encourage the pupil teachers to participate in various extra-curricular activities.

- Interdepartmental cultural and games and sports competition organized weekly specially on Saturday as mentioned in 2.2.1 (a)
- Everyday each pupil teacher individually or in a group has to take part in different activities of the institution like morning assembly, reading news, thought of the day etc.
- Institution has indoor and outdoor games facilities in the campus. It has also linkage with parent University- Pt. Ravishankar Shukla University, Raipur.

- Institution also encourage students to participate in intercollegiate level competitions like Basket Ball, Kabbaddi, Debate etc. Pupil teachers Sudhamaya Tripathi of college attended the intercollegiate debate competition conducted by Kalyan College, Bhilai on .././2013 and secured 1st position.
- Institution also organized an intercollegiate debate competition on 05/12/2013. The topic was “Privatization of Education is Rationale”. One student of our institution Sudhamaya Tripathi secured first position by delivering speech in oppose of the topic.
- Outreach programmes are conducted by the institution such as field trips, community work etc.

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

Pupil teachers are given opportunity to do creative writing

- The pupil teachers have submitted ‘Rajyotsav Report’ every year.
- At the time of educational excursion, each pupil teachers has to submit report in given proforma.
- The articles are invited from the pupil teachers for the college magazine.
- Pupil teachers are guided to compose slogans and distribute in the community during field trips and extension work.
- Pupil teachers prepare flex of inspiring quotations of eminent persons.
- This year, brief reporting on various activities are invited from pupil teachers to publish in half yearly Bulletin of the education Department.

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

The institution has a student council. The council has specified the election/ selection for different posts continues to be unanimous. In this year, there are posts –(1) President, (2) Vice-President, (3) Secretary, (4) Literary Secretary, (5) Cultural Secretary, (6) Games and Sports Secretary, (7) Two discipline In-charge one for male pupil teachers & one for female pupil teachers.]

- Student council is responsible for the various activities organized in the institution during the academic session. They plan and do the preparation time to time and they conduct the activities also.
- The college provide fund for selected activities such as rent of costumes, banners, refreshment, decoration etc.
- Pupil teachers perform various tasks like Maintenance of discipline, organizing the morning assembly, reporting of activities, representing the problems faced by the pupil teachers.

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

Some of the committee in which pupil teachers' representation has been provided are:-
[Refer the detail of committees in 6.3.1]

- Sports and Co-curricular Committee
- Eco-Club
- Grievance Redressal Cell
- Library Committee
- Editorial Board of Magazine
- Students Council
- Alumni Association
- Discipline Committee
- Feedback Cell
- Women Cell
- ICT Cell

Sports and Co-curricular Committee-

There are five members in the committee in which two members are from the pupil teachers. The committee looks after the matters related to sports and co-curricular activities.

Eco-Club-

It is composed of one convener and four pupil teachers as members. Environment conservation is the greatest urge of today and the club is moving on the same path to prepare the pupil teachers for practical, social and scientific thoughtfulness.

Grievance Redressal Cell-

The grievances of the pupil teachers are obtained through various mechanism and is brought in notice by representatives in the meeting for necessary action.

Library Committee-

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

Editorial Board of Magazine-

Three representatives of pupil teachers in editorial board of magazine are required to collect the articles /poems written by pupil teachers. They have to edit the articles before submitting to the editor. Efforts are made by pupil teachers in improving and designing the magazine. They are:-

2011-12

1. Ajeet Shukla
2. Prachi Pandey
3. Khemchand Sahu

2012-13

1. Sachal Kumar
2. Naseer Ahmad
3. Rachna Jha

Students Council- As mentioned in 5.3.4

Alumni Association-

The constitution and functioning of Alumni Association has been discussed in detail in 5.3.1. Alumni feedback plays a vital role in enhancement of quality in the academic and non-academic activities.

Discipline Committee-

The representatives of pupil teachers in discipline committee make sure that routine activities are running in proper way.

Feedback Cell-

Pupil teachers are always aware to collect the feedback from the peer group indirectly or in written form and convey that to convener of the feedback cell.

Women Cell-

The cell consists of two pupil teacher representative. They pass the needs, problems and any other issue of girl candidates to the faculty in-charge who takes action and informs Principal for implementation.

ICT Cell-

Pupil teacher representative in ICT cell is required to know the needs of pupil teachers in the field of educational technology and to help the pupil teachers for the selection of appropriate teaching aids.

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

The institution has a formal feedback system which seeks feedback from the pupil teachers, alumni, guardian and employers. After the final University examination, every pupil teacher has to fill the feedback form, data is collected, analyzed and interpreted. On the basis of feedback we communicate to the management of the college and department and convey the suggestions. Feedback form seeks feedback regarding the curriculum, teacher educator and training programme. The information and suggestions are collected by the institution and all relevant suggestions and necessary actions are taken into consideration while making future for the development of the training programme. Employers give feedback time to time verbally. Their encouragement and motivation fill us with enthusiasm to perform more efficiently. *[Refer Enclosure: 1.1.2]*

5.4 Best Practices in Student Support and Progression

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

The institution promotes best practices in teaching learning process as well as extra-curricular activities for the pupil teachers' progression. Some of the best practices that institution has adopted for pupil teachers are given below-

- Institution provides modern infrastructure facilities and timely effectively support needed to undertake and complete the B.Ed. training programme.
- From the very beginning of the session, care is taken of every candidate on general and personal basis.
- The management and the administration ensure that no student is deprive of any facility due to financial constraints. The college provides installment facilities to the candidates.
- Teacher educators prepared question bank which is provided to the pupil teachers free of cost.
- Weekly test questions are displayed one week prior to the date of test. Evaluation of the weekly test is done within a week and report is given. Trainees are motivated to prepare and submit the articles for college magazine.
- Books are provided to the needy students from the Book Bank facility.
- Institution arranges guest lectures, group discussion, seminars, workshop and remedial classes from time to time.
- Teacher educators have introduced use of technology in their classroom teaching and there is provision for ICT based teaching for both faculty and pupil teachers.
- Institution maintains a well equipped library. It has text books, reference books, journals, encyclopedia, magazines, newspapers,. Photocopier facility is also available in library. Library hours are mentioned in the time table of the department.
- During various multiple activities, the relationship between pupil teachers and faculty strengthens and there develops a co-operative feeling among them.
- Time to time we provide counseling and placement services.
- Mentoring services are provided to the pupil teachers whenever they need it. Details are mentioned in 5.2.8.
- From the current year, we are publishing college bulletin for development of creative and writing skill among pupil teachers.
- Institution seeks to promote multi cultural value and democratic ways of thinking and in order to promote peace and respect for a peaceful co-existence.
- Institution encourage participation of the pupil teachers in the various curricular, co-curricular and extra-curricular activities organized by the institution.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Purpose-

Quality Assurance in Teacher Education is necessary to prepare teachers for which the purpose of the institution are stated as follows:-

1. Providing quality education and training to upcoming teachers.
2. Fostering and nurturing good character and high morale persona.
3. Inculcating values of community service, national development, environment conservation, aesthetic sense and religious tolerance in pupil teachers.
4. Developing competencies such as technological awareness, leadership qualities, communication quality, decision making and required professional skill.

Vision-

The vision of the Institution is-

To generate dedication, commitment and responsibility and to shape interest, attitude and ideals of teacher for enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes, aptitudes and values.

Mission-

The mission of the institution intense to provide fully qualified and competent teacher to meet the global demands which is to prepare outstanding individuals to be highly qualified professionals and to sufficiently equip them with art of teaching and learning process and the effective uses of technology to advance the profession of education and to develop the theoretical knowledge and its integration into practice in order to support the transformation of society.

Values-

Institution's responsibility is to imbibe values in the personality of trainees. They are:-

- Commitment of Faculty, Staff and Trainees.
- Academic Excellence.
- Upholding Integrity.
- Significance of the scholarly research and professional leadership.
- Development of Collaborative and professional relationship with other institutions.

The institution makes its purpose, vision, mission and values known to the stakeholders in the following ways:-

- They are mentioned in the website of the institution.
- They are highlighted in the meeting of Alumni Association.
- The society running the institution of Education works to keep the

stakeholders informed about the purpose, vision, mission and values of the department through personal interaction, formal-informal meetings etc.

- They are displayed in the multipurpose Hall of the department.
- Vision is mentioned in the magazine “VIPRAROH” of the Education Department.
- Values are reflected through various academic and non-academic activities and set as an example for the pupil teachers.

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

Yes Mission includes the institutional goals and objectives in terms of addressing the needs of the society. It seeks to serve the school sector, educational institutions and value orientation. Institution is accountable to promote the need of principle of equity and building integrated value system among pupil teachers. The objectives are achieved through the various activities performed by faculty and trainees.

Institution promotes quality education among all sectors of the society-

- Pupil teachers of the college participate in community services as a part of curriculum.
- Institution is in the path of producing socially useful human resources which is the chief aim of the college.
- Our institution promotes the values through its co-curricular and extra-curricular activities which have an inbuilt social message like democratic values, secularism, empathy, aesthetic values etc.
- Institution gives emphasis on enabling the pupil teachers to understand the process of monetary development vis-à-vis their cognitive and social development.

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

The Chhattisgarh Yuva Vikas Shikshan Samiti has a governing body [Board of Management, BOM]. It is a registered body having its own constitution and contains own norms for effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has to be designed so as to co-ordinate at each level of management. Various committees are formed for smooth functioning of the college. The powers are developed downwards and the set up is decentralized.

- The management board review meeting are held four times every year wherein all the activities are scrutinized.
- **Board of Management-** The Institution’s society has a Board of Management [BOM] /Governing body. BOM makes policy decisions and has all the powers required to frame the rules for functioning the institution. [Enclosure- Society]
- Shri Gyanesh Sharma, the Chairman have his permanent office in the college campus as the representative of BOM. He acts as a coordinator between the management and college.
- The BOM has also formulated the code of conduct of the committees and exercises

its powers through them.

- The auditing of account is done by Chartered Accountant approved by the BOM who approves the budget of the institution.

Principal- The head of the institution is Principal. The Chairman runs the institution through Principal.

- The Principal is made regular coordination between Management and College as a connecting link.
- Principal plays the leadership role and provides required guidance and direction for institutional development.
- He is responsible for day to day working of the college and all the activities which are organized by the department for the progression of Institution.
- The Principal interacts with the pupil teachers and the teacher educator so as to locate the trouble areas and give suggestions and guide them to how to eliminate them.
- He ensures coverage of the course content, attendance, discipline and other activities of the department.
- Sometimes, he makes surprise visits to library, teaching classes, staff room etc.

Examination Committee-

It is composed of a convener and two faculty members. The functions of this committee is to take decision on internal examination and sessional assessment. It consists of the following-

S. N.	Name	Designation
1.	Dr. Smt. S. Francis [HOD]	Convener
2.	Dr. Divya Sharma [AP]	Member
3.	Smt. Akanksha Pandey [AP]	Member

Sports and Co-curricular Committee-

It is composed of a convener, one member from the Education Department and one from Physical education Department and two from the pupil teachers. The function of this committee is to organize co-curricular activities and sports competition. It consists of the following-

2012-2013

S. N.	Name	Designation
1.	Smt. Iti Banerjee [A.P., Education]	Convener
2.	Smt. Reena Shukla[A.P., Education]	Member
3.	Smt. Ambika Mandai [A.P., Physical Education]	Member
4.	Smt. Lata Vaidya [Trainee]	Member
5.	Gajanand Sahu [Trainee]	Member

Library Committee-

The committee is composed of a convener, two members from faculty and two pupil

teachers. This committee is to take care of entire library related need and functioning of the library. It consists of

S. N.	Name	Office Bearers
1.	Smt. Rasika Malviya [A.P.]	Convener
2.	Smt. Swati Tiwari [Librarian]	Member
3.	Smt. Reena Shukla [A.P.]	Member
4.	Reeta Sharma [Trainee]	Member
5.	Debvrat Mandal [Trainee]	Member

Eco-Club-

To develop a sense of responsibility towards awareness and conservation of environment, bio-diversity, environmental pollution, its causes and remedies and for sustainable development, the eco-club is composed. The existing office bearers are given below:-

Eco - Club : 2012-2013

S. N.	Name	Office Bearers
1.	Smt. Reena Shukla [A.P.]	Convener
2.	Smt. Rukhmani Tripathi [Trainee]	President
3.	Ishwar Malakar [Trainee]	Vice-President
4.	Vidyadhar Sahu [Trainee]	Secretary cum Treasurer
5.	Vinod Chandrakar [Trainee]	Deputy Secretary

Eco- Club: 2013-14

S. N.	Name	Office Bearers
1.	Smt. Reena Shukla [A.P.]	Convener
2.	Sanjesh yadav [Trainee]	President
3.	Prashant Pandey [Trainee]	Vice-President
4.	Yadram Yadav [Trainee]	Secretary
5.	Pinty Pausharya [Trainee]	Deputy Secretary
6.	Deepti Rekha Panda	Member

Admission Committee-

The admission committee is composed of Principal, H.O.D., and three other members of the staff. The function of the committee is to facilitate and admit those candidates who are selected in counseling. First meeting of the admission committee is held before the commencement of the session. Second meeting is held before the admission process for ascertaining the function of each member. The details of pupil teachers are kept in hard and soft copy. It consists of the following:-

S. N.	Name	Designation
1.	Dr. Meghesh Tiwari [Principal]	Convener
2.	Dr. Smt. S. Francis [H.O.D.]	Member
3.	Smt. Suman Pandey [A.P.]	Member
4.	Smt. Reena Shukla [A.P.]	Member
5.	Smt. Akanksha Pandey [A.P.]	Member

Discipline Committee-

The committee consists of one convener and three members for maintaining the discipline in the institution.

S. N.	Name	Designation
1.	Dr. Smt. S. Francis	Convener
2.	Dr. divya Sharma	Member
3.	Rukhmani Tripathi	Member

Anti ragging Cell-

In our institution ragging has been banned. Recently Anti ragging Cell is composed in our institution for students' awareness. Its purpose is to check the ragging and if any complaint related to it arises, it is reported to the Anti-Ragging Cell. In our department complaint of ragging is nil.

S. N.	Name	Designation
1.	Smt. Akanksha Pandey	Convener
2.	Smt. Suman Pandey	Member
3.	Smt. Iti Banerjee	Member

This cell is composed to take feedback which further take decisions for quality enhancement.

Feedback Cell-

This cell collects the feedback from students, faculty, management (verbally) and community. On the basis of feedback, we implement the relevant suggestions and we find out the possible solution

S. N.	Name	Designation
1.	Dr. Divya Sharma [A.P.]	Convener
2.	Smt. Kusum Sahu [A.P.]	Member
3.	Smt. Archana Bhadani [Trainee]	Member
4.	Sudhamaya Tripathi [A.P.]	Member

Grievances and Redressal cell-

During the session any grievances and complaints from the pupil teachers, academic non-academic staff arise, this cell makes effort to settle the grievances of the pupil teachers in proper manner with the consent of the Principal.

S. N.	Name	Designation
1.	Smt. Akanksha Pandey [A.P.]	Convener
2.	Smt suman Pandey [A.P.]	Member
3.	Rukhamani Tripathi [Trainee]	Member
4.	Soumen Jana [Tr]	Member

Anti Harassment Cell/ Women Cell-

In our institution, female students are also studying. Therefore women cell / Anti Harassment Cell is composed. It organizes awareness programme for female pupil teachers such as gender discrimination, equal opportunities, legal rights of woman, empowerment etc. In last four years of the history of our department not even a single incident of sexual harassment has surfaced.

S. N.	Name	Designation
1.	Smt. Rasika Malviya [A.P.]	Convener
2.	Smt. Kusum Sahu [A.P.]	Member
3.	Popy Ghosh [Trainee]	Member
4.	Jyoti Sahu [Trainee]	Member

IOAC-

This cell is composed of convener and three of members from the faculty and three members from other department. Function of this cell is for enhancing the academic and non-academic activities.

- The function of this cell is to discuss the measures for enhancing the quality of academic activities of the institution. The cell meets thrice a year. First meeting of the cell is held to discuss the shortcomings of the previous years and suggestions received from Board of Management for new measures. Second meeting is held to monitor the progress and assess the quality of curricular, co-curricular activities according to academic calendar. It also monitors the quality during practice teaching session. Third meeting is held before the annual examination for assessing the sessional activities held in terms of quality and evaluating the preparation of pupil teachers for final examination through faculty.

S. N.	Name	Designation
1.	Dr. Shri Meghesh Tiwari [Principal]	Convener
2.	Dr. Smt. S. Francis [HOD, Education]	Member
3.	Shri Prakash Baid [A.P., Physical Education]	Member
4.	Shri Kailash Sharma [A.P. Physical Education]	Member
5.	Shri Vivek Sharma [HOD, Commerce]	Member
6.	Dr. Divya Sharam [A.P., Education]	Member
7.	Smt. Kusum Sahu [A.P., Education]	Member

Staff Council-

Staff council is composed of the convener and all teacher educators as well as all faculty of other department. The council meets monthly to discuss and evaluate teaching learning process, coverage of syllabus. Teacher diary, professional growth, innovative methods, discipline, attendance and overall functioning of each department.

S. N.	Name	Designation
1.	Dr. Meghesh Tiwari	Convener
2.	All faculty	Mmeber

Students' council-

The student council is mentioned in point The function of this council is to work for the welfare of the pupil teachers. Its composition is-

S. N.	Name	Designation
1.	Smt. Rcahna Jha	President
2.	Smt. Archana Archana Bhadani	Vice-President
3.	Sachal Kumar	Secretary
4.	Vidyadhar Sahu	Literary Secretary
5.	Smt. Lata Viadya	Cultural Secretary
6.	Gajanand Sahu	Sports Secretary
7.	Smt. Rukhmani Tripathi	Discipline In-charge

Editorial Board-

It is composed of a chief editor, all faculty and three pupil teachers as members. Editorial board meeting is held in the beginning of the session for discussing rules, responsibilities and duties with regard to the magazine publication. After that, meeting is held whenever it is required.

S. N.	Name	Designation
1.	Dr. Smt. S. Francis [HOD]	Chief Editor
2.	Dr. Smt. Divya Sharma [A.P.]	Member of Editorial Board
3.	Smt. Rasika Malviya [A.P.]	--
4.	Smt. Iti Banerjee [A.P.]	--
5.	Smt. Suman Pandey [A.P.]	--
6.	Smt. Reena Shukla [A.P.]	--
7.	Smt. Kusum Sahu [A.P.]	--
8.	Smt. Akanksha Pandey [A.P.]	--
9.	Sachal Kumar [Trainee]	--
10.	Naseer Ahmed [Trainee]	--
11.	Rachna Jha [Trainee]	--

Alumni Association-

Its composition and functioning is mentioned in 5.1. Meeting of Alumni Committee is held twice a year in the beginning of the session and in the month of January.

S. N.	Name	Designation
1.	Smt. Reena Shukla	President
2.	Smt. Pratiksha Rotekar	Vice-President
3.	Ajeet Shukla	Secretary
4.	Khemchand Sahu	Deputy Secretary
5.	Smt. Mridula Wadekar	Treasurer

Placement Cell-

The function of this cell is to provide the placement services through counseling and maintain the record of pupil teachers getting placement in various areas.

S. N.	Name	Designation
1.	Dr. Smt. S. Francis [HOD]	Convener
2.	Dr. Smt. Divya Sharma [A.P.]	Member
3.	Smt. Kusum Sahu [A.P.]	Member
4.	Ajeet shukla [Alumni]	Member

Guidance and Counseling Cell-

This cell is responsible for providing counseling for pupil teachers related to educational and personal problems. The committee is also expected to play an important role in impressing upon all-round growth of pupil teachers. It consists of

S. N.	Name	Designation
1.	Smt. Rasika Malviya	Convener
2.	Smt. Iti Banerjee	Member
3.	Smt. Kusum Sahu	Member

Research Committee-

The research committee is composed of the convener and two other faculty members. The function of this committee is to encourage the faculty and Pupil Teachers for research work in different dimension of education i.e. participation/ organization of seminar, workshop, action research and projects and to promote research attitude and aptitude in them. It motivates faculty members also to publish their research papers.

S. N.	Name	Designation
1.	Dr. Smt. S. Francis	Convener
2.	Dr. Smt. Divya Sharma	Member
3.	Smt. Kusum Sahu	Member

ICT Cell-

ICT cell is composed of a convener and one member from the faculty and one pupil teacher. The function of the cell is to enhancing the pupil teachers with modern technology and its uses in the field of teaching learning process.

S. N.	Name	Designation
1.	Dr. Divya Sharma	Convener
2.	Smt. Akanksha Pandey	Member
3.	Sudhamaya Tripathi [Trainee]	Member

[Enclosure: 6.1.3 (A) Composition of Board of Management]

[Enclosure: 6.1.3 (B) Bylaws]

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

The Management has given freedom to the Principal to take decisions regarding the structuring of the programme. The Principal distributes work load to each member of the staff

keeping in view their strength and weaknesses in the beginning of the academic session. Principal ensures that all the faculty work as a team and maintain harmonious relationship between them and with the pupil teachers providing conducive environment for effective functioning of the institution.

- The allocation of the work is clearly recorded and duly signed by the respective teacher educator.
- Each faculty is assigned in charge ship of various labs to conduct the various activities of the labs as psychology lab, ICT lab, Work Experience cell, Science and Mathematics Resource centre.
- Communication with the staff is established by issuing circular, notices, orders and by conducting formal and informal meetings from time to time. Minutes of the meetings are recorded.
- Daily problems are sorted out by informal interaction between principal and staff members.

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

- Management ensures receiving of valid information or feedback to assess the activities of the college from the pupil teachers, parents, faculty and also direct personal observation by the management / Head of the institution. *[Refer Enclosure: 1.1.2]*
- The feedback is compiled, analyzed and a report is prepared and presented in front of the management for necessary action. The management issues necessary directives and suggestions. *[Refer Enclosure: 1.3.2]*
- Faculty meetings are the other sources of feedback. The Principal convenes faculty meetings once in a month. The meetings are held so that the faculty discuss and express their views in a free atmosphere. The Principal considers the views suggested by the faculty and to take decisions accordingly.

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

The Principal, the teacher educators and the office staff work as a team keeping in mind the goals of the institution. If any hindrance comes in achieving the goals, it is addressed immediately and corrective actions are taken. In fact our institution hardly faces any barrier in its functioning due to teacher educators, administrative staff and office staff works harmoniously to achieve the goals.

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

Management encourages active involvement of its staff for improvement of institutional processes. Management is also very passionate to improve the effectiveness and efficiency of institutional processes.

- The teacher educators are encouraged to develop their academic qualification and to participate in Workshops, Seminars and Conferences.
- Teacher educators are given paid leave for attending the Workshops, Seminars, Conferences and Refresher course.
- The management provides them democratic environment to express their views and apply innovative ideas.
- Awards are given and all the teachers are honored on Teacher's Day. Appreciation letter awarded on successful completion of any degree.
- The head and teacher educators meet time to time to discuss and make activities more effective and efficient. As and when required they seek guidance from the management.
- Teacher educators active participation is in all the committees of the Institution.
- There is a commendable rapport among Management, Principal and staff.
- In preparing Annual Calendar, active participation of the faculty is taken.

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

Principal of the Institution closely governs the curriculum, administration, allocation and utilization of resources for the preparation of students.

- Under the qualified leadership of the Principal, the constitutions of various committees form. He assigns academic and other responsibilities to the staff and makes all the decisions regarding the allotment of the work.
- The Principal plans the academic calendar of institution with the constitution and with effective involvement of the faculty.
- The Head of the Institution provides suitable guidance and suggestions for smooth conduction of internal examination, organization of co-curricular activities and syllabus coverage.
- Principal takes meetings regularly and monitor the programmes of the work and all the activities are executed properly.
- Principal plays a role of link between Management and the Staff.
- The principal allocates the resources according to the need of department and direction for optimum utilization of resources.
- The Principal encourages, guides and motivates the faculty for achieving the goals of the institution.
- He is always available for discussion of any issue rising in the institution.
- In a way the Principal provides leadership to the staff and acts as a facilitator among Management, University & Institution with a clear understanding.

6.2 Organizational Arrangements

The institution has a established functional organizational structures for planning, implementing, monitoring, evaluating and reforming the administrative and academic provisions of the institution.

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

Institution has constituted committees for the smooth functioning of all the college activities. The committee members are staff members with a convener. They are responsible to co-ordinate, manage and organize different activities. College has 14 Committees. The complete details about the committees are discussed in Enclosures 6.1.3- (Composition of Committees).

Academic Management-

- Before the session started Management and Staff council discuss the status of syllabus, course content, finalize academic calendar, time-table, sports, co-curricular activities and extra curricular activities and the guidelines for further improvement be carried out in the functioning of the college.
- The academic management takes decision on the election / nomination of the members of the various committees for the functioning of the Institution.
- In the mid of the session meetings held and takes decision and see the progress of the coverage of the course to which extent the objectives and goals are achieved and an open discussion on the outcomes of the various activities as well as internal examination. Meeting held once in a month to monitor the achievement of the functioning.

Finance-

- The institution Management made a standing provision regarding the requirements of both the present and future of the institution. Every genuine requirement of the pupil teachers and faculties, infrastructure and empowerment of the faculty was decided by this committee. For updating the library, IT facilities, furniture, infrastructure etc the amount is sanctioned according to the requirement. *[Refer Enclosure 4.2.1]*

Infrastructure-

- Committee takes decision to update the infrastructure and bring it at par according to the norms of NCTE.
- Academic and non-academic staff given suggestions for the maintenance of the infrastructure. These suggestions are duly channelized according to the need.
- Institution has ICT lab, Psychology lab, Science and Mathematics resource center, Craft room etc for performing the different activities.

Faculty-

- The institution has always taken steps for regular quality improvement of the faculty. They are encouraged to undertake research work and publish papers.
- Research committees are also organized ICT oriented teaching learning programme. An updating of knowledge through orientation programme, seminars etc.
- All faculty members have participated in workshops, conferences, National and International programmes, refresher courses etc. Principal and Head of the Department motivated the faculty for their career advancement.
- The HOD is involved in guiding M. Phil and Ph.D. scholars and she is the member of research committee of SCERT. The faculty is involved in the activity of different

academic forums.

- Faculty training programmes are also organized by the institution to empower and enable the use of various tools and technologies for improvement of teaching-learning process.

Research-

- Institution gives the importance for the development of research. For the development of research it has a research committee which is functioning since 2012, augmenting the promotion and development of research activities.
- The committee comprises HOD as the convener and two members of the faculty. The meeting of the committee held twice a year.
- The research committee encourages and motivates the faculty for publishing the research papers. The pupil teachers and faculties are suggested for doing action research, case study and social service.
- Pupil teachers and faculty are also encouraged to participate in National and International Conferences organized by the other institutes. We have some sort of research linkage and academic collaboration with other institution.
- In our institution state Level Seminar is organized on 5th & 6th January by Physical Education Department sponsored by UGC. The topic of the Seminar was 'Health & Fitness. All the faculty of the Education department involved and participated in the Seminar.

Extension and Linkages-

- Education department has cordial linkage with other department of the institution as Commerce Department, Computer Department and Physical Education Department.
- Our institution has felt to undertake extension programmes and establish new linkages in community.
- Our college has established linkage with the various State, National level organizations to develop the sense of social responsibilities.

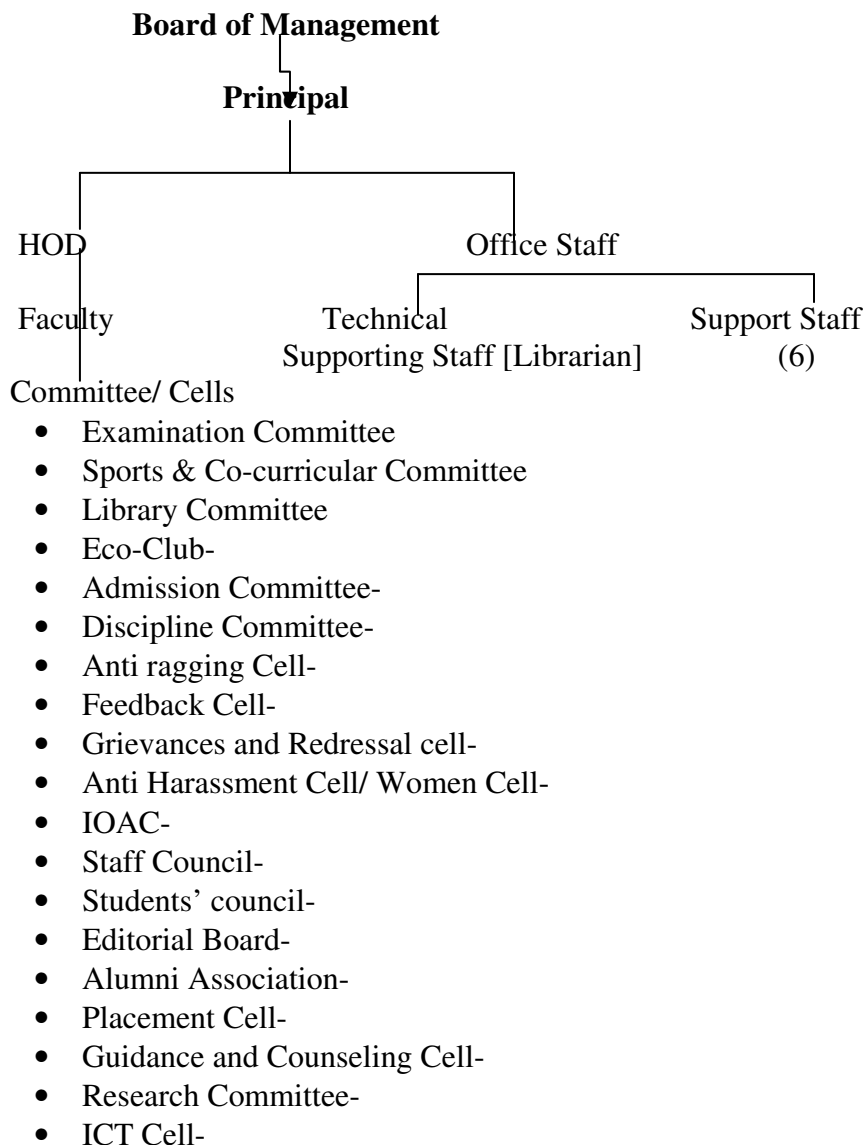
Examination-

- The entire process of the evaluation made by the University in all, its detail which mainly comprises internal and external examinations is made known to all pupil teachers in the beginning of the session.
- Proper records of internal evaluation are maintained and analyze on the basis of tests and for internal assessment 600 marks are allotted. This helps to evaluate the students in different aspects as- assignments, internal exams, micro-teaching, practice teaching and active participation in the community work. Written examination of the University is allotted 600 marks.
- Other than the university examination, weekly class test, practice teaching and micro-teaching are also evaluated time to time.
- In addition to these pupil teachers have to appear for a model examination designed by the institution also just before the University examination. The whole process is transparent and well managed.

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

The organization has an organizational hierarchy. The organizational structure starts with the Chairperson of Board of Management / management committee followed by the Secretary, Directors and Principal, HOD, Teaching staff, office staff and non-teaching staff. College has systematic organization of committees which helps in imparting quality education and make teaching process effective.

Organizational Structure



[Refer Enclosure: 6.1.3]

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

The Administration has considerably decentralized system. In every part it enjoys the power assigned by the competent authority. There is downward devolution of power. Its flowing from management down to the committees and functionaries. Overall college work is supervised by the society through its Chairman. He has own office in the college premise.

- The day to day college functioning is managed by the Principal of the institution. The Chairman is the link between the Principal and Board of Management for co-ordination.
- Various committees exercising their authority within specialized jurisdiction for supporting Principal. Committee working is independent and none interferes in their functioning.
- All faculty members hold two or three academic administration position. They enjoy autonomy within the area of their operation. Co-curricular and academic responsibilities are distributed among all committees and faculty.
- The administrative staff assists the Principal, faculty and other functionaries.

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

The institution collaborates with other section/ departments and school personnel to improve and plan the quality of educational provisions. The details are given below:-

- The institution maintains a cordial relationship with the society.
- The institution collaborates with the practice teaching schools during teaching practice programme and encourages them to make suggestions for quality improvement and for effective teaching. We also support by giving charts, models etc.
- Institution collaborates with Chhattisgarh SCERT, Government College of Education, Raipur, DIET and affiliating university, Pt. Ravishankar Shukla University, Raipur for academic support and improvement of the quality of teaching learning process through guest lectures, research work, projects etc.
- Our department collaborates to other institution affiliated to Pt. R. S. University for different programmes as Workshop, Seminar, Debate competition, sports etc.
- Extension lectures are organized wherein subject experts are invited to deliver the lecture by using technology from different sectors.
- Our education department collaborates with the other departments like Physical Education Department, Computer Science Department and Commerce Department in formal and supportive relationship for development of feeling of healthy competition which enhances the co-operation co-ordination between departments.

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

Yes the institution collects the various data and information obtained from the feedback from students, alumni, parents, teacher educators and management in decision making to bring improvement. The feedback is analyzed and a report is prepared and placed before the Principal and decision making functionaries. Suggestions regarding individual staff members are discussed with particular staff by the Principal on one to one basis. Discussions are held on certain points and necessary action is taken to reform the existing system and bring the improvement and more efficiency. Sometimes budgetary provision enhances on the basis of the feedback like ICT material, requirement of sports.

[Refer Enclosure: 1.1.2 and 1.3.2]

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

Institution promotes co-operation and sharing of knowledge among the faculty and across the institutions. It is mentioned in 6.2.4. Teacher educators are given full freedom to discuss and to express their views. Before commencement of practice teaching teacher educators presents model lessons by using an innovative method which is attended by all pupil teachers and faculty members. After the presentation, frequent discussion takes place among the faculty members for sharing of knowledge and for

enhancement of skills. Institution always endeavors to provide that the faculty gets conducive environment and opportunities for their empowerment. Institution motivates its teacher educators to attend higher degree in education particularly in the field of research. Institution provides facility to its faculty to participate in workshop/ seminar/ conference etc for knowledge skill enhancement and to prepare presentation in the seminars. Staff enrichment programme like workshop on “ICT and TLM” , SEMIANR ON Lesson Planning, intercollegiate debate competition and other co-curricular activities are conducted in promoting co-operation, sharing of knowledge and experience and to get aware with the innovative practices.

6.3 Strategy Development and Deployment

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

Institution maintains an efficient management system to collect, design and integrate information on academic and administrative aspects of the college. The information about the vision and mission of the institution and details of the staff are mentioned in the website of the college. The college has good practice of meeting, the various teacher in-charges reporting the matter to the Head. The data regarding minutes of meetings, anecdotal records of the pupil teachers, bio-data of faculty and other staff, the details of co-curricular activities, calendar activities, community works, practice teaching, infrastructural facilities available, time table, test schedule etc are updated regularly.

All activities are maintained in separate files like Admission record, Attendance record of Pupil Teachers, Examination, Alumni, Social Work etc, particularly the following activities fall under the purview of the issue in hand, as syllabus coverage, use of audio-visual aids, attendance records of trainees, internal assessment and evaluation, laboratory work use of ICT etc. All these aspects are handled efficiently by the department and data is collected and suggestions are given as required and then forwarded to BOM. Prospective plan is developed at the beginning of the academic session and accordingly excursion of program is implemented throughout the session.

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

The institution allocates resources for accomplishment and sustaining the changes on the basis of past experiences, duly felt (present and emerging) needs proposals and suggestions received from different committee in-charges. The BOM considerate enough to honor such recommendations, proposals etc for making extra resources available as and when needed. In this, the department approaches the Management through Principal, which accordingly considers the requests and needs and allocates necessary resources.

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

Need justifies the support. Work is divided equally among faculty keeping in view the mission and goals. Various functionaries, teacher in-charges, Principal and Chairman [BOM] examine the need and make proposals for supporting the implementation of the mission and goals as planned. Frequent evaluation is a common practice. Action plans are evaluated and necessary changes are made for accomplishment of objectives and resources are accordingly allocated.

Our College is a self financed institution. The work force is recruited as the norms of the University and the NCTE. The Management provides the staff as mandated and allocates the required funds. The further requirement for human and financial resources to accomplish the mission and goals is managed by the institution which provides a good infrastructure, well equipped laboratory for quality teaching and ICT facilities.

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

Academic plans are developed by examining the need of the curriculum prescribed by the affiliating University. Academic calendar is prepared by the Head of the Department in co-ordination with all the teacher educators for existing academic year. It is observed by the Principal and changes are made according to his suggestion.

Practice teaching schools' teachers are involved in the practice teaching with reference to the subjects in which they have specialization. Their observation about the performance of the pupil teachers during the practice teaching are taken into consideration. Their feedback is duly communicated through teaching practice in-charge and HOD. In the light of feedback and experience of the college, some corrective measures are taken for the ongoing academic year. The detailed school based activity is planned in consultation with the concerned school Principal and staff.

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

The objectives are communicated and deployed at all the levels through various activities, circulars, meetings, by displaying them on the notice board and through announcement. Institution academic plan is done at the start of academic year. Different committees of staff are formed well in advance for the proper execution of planned activities. Every staff member of college takes her responsibility sincerely and performs the allotted work efficiently. At that time, the objectives of the institution are instilled in the minds of the people carrying out the responsibility.

It is made sure that almost every employee is involved in the process of planning because of which they get identified with the task and working itself. Further, involvement and contribution of the individual employee is assured through motivation and inspiration.

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

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

In the beginning of the academic year all departments of the institution along with Management [Chairman] conduct a self retrospection and takes into account the feedback and suggestions welcomed from all stakeholders. Any change in scenario and emerging needs are given due consideration.

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

Institution is keen to utilize new technology and skill for augmenting its teaching learning process. Management lays emphasis to the deployment of new technology like

LCD, Smart Board etc. The faculty and trainees are encouraged to use OHP, LCD for delivering lessons in classroom teaching, facilities are provided to them for using ICT in the teaching learning process and official work alike.

In this regard, we organized workshop on the use of ICT and TLM in teaching learning process. We invited experts for demonstration, motivating faculty and pupil teachers and they help for seeking guidance and quality inputs. Teacher educators train and encourage pupil teachers to prepare power point presentation and CD's for effective presentation.

6.4 Human Resource Management

Institution maintains a human resource management system which is effective enough to lead to decisions on manpower utilization. The institution follows the manpower requirement criteria and procedure for appointment as mandated by the affiliating University and NCTE.

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

All faculty members fulfill the minimum eligibility criteria as mandated. Institution identifies the gap between what faculties have already been exposed to and what the wider curricular requirements demand. Thus the college identifies those who do not possess degree in research programme or training in research methodology, the institution continuously encourages the teacher educators to join research refresher course or orientation courses for career profession. The teacher educators are inspired to publish their research papers in journals, write articles for different magazines. Action research is done in the institution for finding immediate solution of the problems. They are also encouraged to pursue research and qualify NET Examination. Initially few faculties felt difficulty in preparing power point presentation; they were trained to make it in workshop organized by the college.

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

Institution has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the faculty and other staff. In this the faculty appraise the selves through the questionnaire for self appraisal and performance. Non-teaching staff performance assessment is done by the Principal and Head of the department.

- Pupil teachers' feedback is a regular practice and they are free to communicate to the Principal.
- Institution organizes different academic and co-curricular activities in which pupil teachers are given opportunity to express their views.
- Comprehensive evaluation by pupil teachers and peers are also incorporated for assessment. Institution obtains written feedback from pupil teachers at the end of the academic session. The feedback form has points dealing with the performance of the faculty and other staff. On the basis of the feedback given by the pupil teachers on performance, the management selects the best teacher and after analysis, further suggestions are given. Management honored Dr. S. Francis, HOD Education by giving Shiksha Ratna Award on Teachers' Day.
- On the basis of assessment of Pupil teachers through weekly tests, teacher educators evaluates her teaching herself and makes effective by using teaching learning materials.
- The Principal and teacher-in-charges of the relevant committees present their overall assessment.
- The analysis report is implemented for the betterment of the faculty and other staff. If required, service of some experts are also requisitioned for seeking necessary guidance.
- Institution awards those teachers who have completed their Ph.D. degree [Research] by giving an increment of Rs. 1000/-. Also there is a provision of duty leaves for attending research oriented activities.

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

The institution has adopted various measures for the well being, satisfaction and motivation of the staff and faculty. They are;-

- Yearly increments are given to the teacher educators and other staff.
- Teacher Educator is awarded with an additional increment of Rs. 1000/- for Ph.D.
- The management provides uniform to fourth class staff.
- Teacher educators are honored on Teachers' Day Celebration.
- Institution provides LCD, OHP, Smart Board etc for teaching effectively.
- There is loan facility available to teaching and non teaching staff on requirement.
- BOM distributed Bonus on the festival of Deepawali for staff wellbeing.

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

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

- Workshop on 28th and 29th January 2013 on 'ICT & TLM'.
- Seminar on Lesson Plan and Micro-teaching.
- Training on use of smart classrooms.
- The institution has conducted series of expert lecture on various aspects of teaching learning process.
- Inter college Debate competition on "Privatization of Education is Rationale".
- Effective use of ICT.

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

The teacher educators are recruited by advertising the vacancies in prominent dailies for wider circulation and publicity. Appointment of faculty having research and teaching experience along with the minimum eligibility criteria set by the NCTE. UGC and affiliating university.

All application received for various posts were short listed by a duly constituted screening committee. The short listed candidates were called for personal interview on 20th April 2011.

Composition of selection Committee:

- Two nominee of the Vice Chancellor of University .
- Two subject experts nominated by the Vice Chancellor of the University.

- Principal of the college.
- One nominee of the management of the college.

All the appointed staff are regular and the management pays consolidated salary and also increments every year.

[Enclosure: 6.4.5 Advertisement of Vacancy]

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

All the appointed staff are permanent and the management pays consolidated salary and also increments every year. Institution appoints part time staff for games and sports from the Physical Department of the Institution.

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

Institution always encourages its faculty members to do professional augmentation. The teacher educators are sponsored to attend seminars, workshops, refresher course and conferences and institution has a provision of duty leave for attending them.

- Institution also provides part time study leave to faculty for pursuing higher studies and research work.
- Dr. S. Francis is the member of Board of Studies of Mats University, Raipur and she was the member of RDC for last three years there. She is the member of State Level Research Advisory Committee of CGSCERT , Raipur. *[Refer Enclosure: 3.5.3(B) and...]*
- She also delivers lectures as Resource Person in refresher courses organized by parent University.
- Dr. Divya Sharma is the member of SHAKTI, Women wing of a National Level Organization Mahila Vigyan Bharti Samiti, Raipur.
- Our faculty members are associated with the CGSCERT, Raipur as Resource Person, teacher educators, and for delivering expert lecture through EDUSAT.
- The institution sponsored two members of the faculty to attend the conference of NAAC held on 25th & 26th Feb 2013 at Bilaspur. *[Refer Enclosure 2.4.6 (B)]*

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

Our Institution is proud to mention that it has large campus which is well equipped with infrastructure facilities. The faculty members are provided separate staff

room with all essential facilities. One well furnished cabin is available for HOD, with a separate computer system having internet facility, printer, scanner and photocopier. Our institution has Public Address System, well furnished laboratories like Psychology Lab, ET Lab, and Work Experience room, Science and Mathematics Lab and ICT Lab are provided to faculty members smooth functioning. Any faculty member can use the large space in the library of college for carrying out their professional work. All rooms are well ventilated and lightened.

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

Faculty members of the institution can make verbal and written complaint to the Principal. Every week, meeting is held at department level with Principal, the faculty are free to share their suggestions and to discuss the problems faced by them. Maximum issues are solved at this level and sometimes if needed, faculty are free to contact higher functionaries for lodging complaints and suggestions. Any stakeholder can seek information from the office and by contacting faculty members. The institution possesses its own website having detailed information about the infrastructure, functionaries and all other aspects.

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

The Principal ensures proper distribution of work keeping in view the skills of every teacher educator and workload policy is grounded in the principles of equity and judiciousness. The workload is also assigned by taking into consideration the capability, potentiality, tastes and preference of individual faculty member with reference to functional needs of the institution. In this democratic approach is practiced. Responsibilities are also changed time to time so as each one may acquire grounding in all activities and indispensability may be avoided.

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

- Monetary incentives in form of increment is given on completion of Ph.D.
- Best Teacher Award is also given on Teachers' Day Celebration.
- Teacher educators are motivated to publish articles and research papers in Journals.
- Every year institution provides increment to its staff members.
- Every year the peons of the college are provided Uniform.

6.5 Financial Management and Resource Mobilization

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

[Refer Enclosure: 4.1.2]

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

“Chhattisgarh Yuva Vikas Sngathan Shikshan Samiti” fulfills all the requirements regarding finance itself. So the total amount of donations received by the college from outside resources in last three years is nil.

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

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

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

The required details are furnished on enclosures 6.5.4 [*Refer the Enclosure 4.2.1*]

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

The accounts are regularly audited annually by the Chartered Accountant duly approved by the Board of Management. The account is audited at the end of every financial year. Annual audit reports are available with the college. There has been no audit objection

[Enclosure: 6.5.5 Audit Reports of Last Five Years]

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

The institution has computerized few of its daily working records.

6. 6 Best practices in Governance and Leadership

The institution believes in adopting and developing best practices so that good governance and leadership might be established to accomplish its noble goals.

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

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

- Feedback is procured from the pupil teachers and given due weightage in decision making.
- The Management of the institution has given the Principal liberty to work for the excellence and the freedom to take decisions in the academics and other activities of the institution.
- The Management has provided the best infrastructure, invest possible amenities to the staff as well as students in environment of freedom of expression.
- Different committees of the faculty are formed at the commencement of the academic year for the regular and efficient working of the institution. The Principal and the management never interfere in the working of the committees.
- A very close networking is existing among the management, administration and staff of the college.
- The institution has developed annual calendar in which it deploys to achieve the objectives and effective implementation of the curriculum.
- Almost all teachers have improved their educational qualification with motivation of the Management.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

Institution has adopted quality management strategies in all academic and administrative aspects. It is geared to promote an environment of creativity and capacity building of pupil teachers and faculty.

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

The institution has established IQAC on.....in the year 2013. The composition of Internal Quality Assurance Cell or Quality Enhancement Assurance Cell for the year 2013-14:-

Dr. Meghesh Tiwari	-	Principal (Head)
Dr. S. Francis, HOD, [Education]	-	Member
Shri Prakash Baid [Assistant Professor]	-	Member
Shri Kailash Sharma [Assistant Professor]-	-	Member
Shri Vivek Sharma, HOD [Commerce]	-	Member
Dr. Divya Sharma [Assistant Professor]	-	Member
Smt Kusum Sahu [Assistant Professor]	-	Member

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

- IQAC is the main decision making body for all academic matters which decides and designs the academic activities of college.
- It also examines and addresses the suggestions received through pupil teachers, academic and other means.

The major activities are-

- Plans for curricular and co-curricular activities to ensure all round development of pupil teachers.
- Promotes the quality of teaching learning process.
- Monitors and assesses the pupil teachers and faculty and administrative staff throughout the session so that the goals of the B.Ed. programme can be achieved successfully.
- Encourages the faculty for higher education and research work.
- It also helps to organize seminar, workshops for pupil teachers and faculty, inter-college debate competition etc.
- Time management for curricular and co-curricular activities.
- Promotes the use of ICT.

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

Institution has a mechanism to evaluate the achievement of goals and objectives. The implementation process is carried through the feedbacks of pupil teachers, faculty, management and stakeholders in verbal and written form. It examines and evaluate the following to see the extent to which the goals are achieved:-

- Feedback from pupil teachers about curriculum, faculty and the teaching learning process. *[Refer Enclosure 1.1.2 A]*
- Preparation of Annual report of pupil teachers.
- Self appraisal by faculty.
- Dealing with the problems by the pupil teachers and suggestions made by the pupil teachers through students' council.
- Monitoring the activities of various committees and cells. [Mentioned in 5 6.3.1]
- Co-curricular activities develop a feeling of co-operation, mutual existence and sense of emotional integrity in pupil teachers through the various programmes which lead the way to National integration.
- Maintaining congenial environment and organizing activities pertaining to women issues in the society.
- Enabling the pupil teachers to follow the rules and the code of conduct as laid by the institution.
- Scholastic evaluation is done through weekly tests, assignments, practice teaching, micro-teaching and model examination and annual examination.
- Spot evaluation is done on community activities and co-curricular activities etc. for development of values and sense of responsibilities.
- Feedback of Pupil Teacher on Teacher Educator. *[Refer Enclosure: 1.1.2 B]*
[Enclosure: 7.1.2 [A] Self Appraisal by Faculty]
[Enclosure: 7.1.2 (B) Directory of Education Department]

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

Institution ensures the quality of its academic programmes. It is done through continuous and comprehensive evaluation. Also the college has implementing bodies as IQAC cell, Women Harassment cell, Grievance Redressal cell, Anti-ragging cell, feedback cell, Student Council, Research cell etc. These bodies conduct meetings twice or thrice a year to assess the performance of the programmes. Institution plan the academic programmes and implement them to achieve the goals determined.

To sustain the quality of the academic programme, institution gives prime focus to scholastic achievements.

- Ensures adherence to academic calendar with the help of time table through various co-curricular and curricular activities. These activities are the part of sessional assessment.
- Faculty content delivery is supervised by the Principal and head of the department.
- Trainees teaching techniques and skills are evaluated through feedback by different personnel concerned.
- Ensures high performance of pupil teachers in internal examination and other academic activities.
- Ensures frequent use of OHP, LCD projectors, digital camera, television, audio-video CDs', ICT based teaching material etc by faculty and pupil teachers.

- Team work and social responsibilities are inculcated through community work, excursion, workshop etc.
- For the enrichment of faculty and pupil teachers, institution makes sure the conduction of seminars, workshops, exhibition, debate, drama, extempore etc.
- Monitors attendance of the trainees and also keeps the trainees informed on monthly basis. Regular Absentees in the beginning of session are counseled by us and it ensures their regularity.
- Arranges remedial classes for low achievers.

[Enclosure: 7.1.3 B.Ed. Time Table]

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

The Principal of the institution monitors the quality of the administrative staff in a meticulous manner. He checks and supervises the working of the non-teaching staff. It is ensured through-

- Annual auditing through Chartered Accountant.
- Feedback from the faculty and pupil teachers and its analysis.
- Through alumni association.
- Through grievance redressal cell and complaint and suggestion box, if any complaint regarding non-teaching staff is discussed in the cell, suggestions are passed to the Principal for the implementation.

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

Institution sustains some of the good practices throughout the year and share it with various consultants of the institution.

- Best practices are invited from the faculty, pupil teachers, alumni and other constitutes of the institution.
- Best practices are also identified through internet searching of different colleges and their practices.
- Some good practices are also identified by frequent mutual interaction occur in the staff council meetings.

Some of such good practices which are also shared time to time with the various constituents of the institution are as follows:-

- Organizing state Level Workshop on 'ICT & TLM' for the enrichment of the teacher educator and pupil teachers.
- Institution organizes seminar, series of guest/expert lectures for benefitting faculty and pupil teachers with their knowledge and experience.
- Inter-college debate competition has been organized on "Privatization of Education is Rationale".
- Cultural events, sports/games, and literary events are organized in order to bring all round development.
- In the prayer session, a pupil teacher gives a thought of the day and expresses his/her views at the time of morning assembly which inculcate values in them.
- In morning assembly, Sarva Dharma Prayer is organized to show respect to all religions.

- National Days are celebrated to develop the feeling of National Integration among pupil teachers and faculty.
- For enhancing dignity of labour and human outlook institution has arranged different activities at regular interval as tree plantation, health checkup, campus cleaning etc.
- Uses of ICT in teaching learning practices for qualitative and effective teaching.
- Promotion of research Activities.
- Inculcation of Yoga activities for developing discipline and ethics.
- Outreach and extension programme provide an opportunity to serve community.
- Laboratory facilities develop the skills abilities, scientific attitude in pupil teachers.
- Department celebrated ET week in week in which pupil teachers and teacher educators participated with enthusiasm.

7.2 Inclusive Practices

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

Institution sensitizes teachers to the issues of inclusion and the focus given to these in the national policies and the school curriculum.

- Two case studies regarding the children with special needs were prepared in detail by the pupil teachers.
- The B.Ed. curriculum has provision to understand child psychology, individual differences, physical disabilities and personality of the child. The prospective teachers has to study these contents to qualify the examinations. The practice teaching programme give them direct experiences to deal with individual differences in the classroom. *[Refer Enclosure: 1.1.1 (Psychology Syllabus)]*
- Classroom teaching of this curriculum gives pupil teachers insight to deal with a disabled child.

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

- The faculty who teaches the subject ‘Development of Learner and Teaching Learning process’, gives lecture on inclusive education to the pupil teachers, which focused on the need as envisaged in the National Policy. Pupil teachers are also sensitized towards these special children by teaching of the National Policy of Education.
- Pupil teachers learn how they will help them in their routine work and present cultural programme, play sports and games.
- Gender differences are addressed through group activities, cultural programmes like one act play titled ‘Samaj ko Badal Dalo’ [समाज को बदल डालो], and social activities like showing documentary films to nearby community on gender disparity, dowry problem and child marriage for promoting the message of equity.
- Pupil teachers are sensitized on the issues relating to gender based disparities and prevailing misconceptions and their impact on society. Counseling is provided on gender issues by the faculty and the Women Cell.
- The institution provides equal opportunities to all pupil teachers without discrimination of sex and caste.

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

The institution seeks to promote various activities for creating learning environment that may foster positive social interaction, active engagement in learning and self-motivation among the pupil teachers:-

- Morning assembly- Sarva Dharma Prarthana, News reading and Thought of the day.
- Practice teaching programme provides opportunities to pupil teachers for interaction to social community.
- Seminars and workshops provide ample opportunities for self expression as well as self motivation.
- Assignments, weekly tests, model tests, internal assessment create a learning environment in which pupil teachers are engaged and self-motivated.
- Outreach activities projects, group discussion, other co-curricular activities and computer assisted learning foster motivation among pupil teachers.
- Participation in Inter-Sadan competitions inculcates healthy competitive spirit.

Apart from such activities institution conducts Health camp, educational tour, craft exhibition, environment awareness programme etc which broaden the social expression of pupil teachers.

- Pupil teachers take part in these activities throughout the year individually and in group.
- Pupil teachers are given opportunity to contribute for the college magazine in the terms of writing poems, articles etc.
- Each pupil teacher has to prepare and present PPT's on lesson plan and content in their two methodology subjects.
- Pupil teachers are also encouraged to refer the e-journals, internet, email and to seek websites of University, our institution and other institutions.

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

Institution has diverse ways and practices for ensuring that the pupil teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities as under:

- Pupil teachers are engaged in several curricular and co-curricular activities to inculcate value education, equity and equality.
- Celebration of annual day and National day, Teacher's Day, multi-religious activities and equal opportunities for students in social activities provide exposure to the real society as they have to face in future.
- Exposure to different types of schools such as govt. schools, municipal corporation school and private schools during practice teaching.
- Pupil teachers are trained to keep in mind of accepting the challenges to come forth from diversities in views and socio-economic status and provided the opportunity to participate in various activities.
- Pupil teachers are encouraged to participate in the trans community festivals and discussions on prominent personality/ experts belonging from different socio-economic-cultural backgrounds.
- During the extension activities and educational tour, pupil teachers individually or

in group are free to interact with the village community free from the differences of caste, status and religion.

- During the presentation of micro-teaching and simulated teaching pupil teachers are required to practice competencies for creating cordial atmosphere between the peer group.
- Attempts are made to inculcate interpersonal relationship between pupil teachers and students, peer group and community.

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

Admission of the students is done through Pre. B.Ed. test and counseling, so there is no physically challenged student enrolled in this institution in any session. Though institution provide knowledge of addressing to the special needs of physically challenged and differently abled students to build the required capacity among pupil teachers and teacher educators.

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

Institution maintains a Women Cell headed by a senior female faculty and contains one female faculty and two female prospective teachers. Functions of the cell are:-

- Women Cell arranges programmes for the development of women. It awares and educates the woman about their rights and privileges.
- Cell organized community programme on the issues related to the women empowerment and gender equity etc.
- There is a provision for separate common rooms for girls and also the facility of well furnished girl's hostel.
- The cells solve the genuine problems related to girls and try to bring on amicable solutions.
- There were not any gender sensitive issues in past three years.

7.3 Stakeholder Relationships

Institution continues to have interaction with the institutions, the alumni and those persons who have an interest in the activities of the college and the ability to contribute to its actions, decisions, policies, practices or goals of the organization.

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

The following are the some of the access routes to the information of the institution.

- Institution maintains the year wise internal assessment record of both curricular and co-curricular activities of the pupil teachers.
- Stakeholders can obtain information from website i.e. www.vipracollege.org.
- Local as well as State newspaper and magazines also serve as a source of information to be accessed by stakeholders.
- The college magazine named 'Vipraroh' is an open portfolio of the department.
- Any stakeholder can seek information on academic and administrative performance from the administrative office of the institution.
- Institution prospectus gives basic information about the courses and campus.
- The college result of the University of final examination are source of academic performance of students.

[Enclosure: 7.3.1 University Examination Result]

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

The Board of Management and other committees of the institution evaluate performance of the preceding years of all the characters involved and the improvements that take place. The college learns from its past experiences and on the basis of that college takes corrective measures and improves herself.

- Institution takes feedback from the students, alumni, parents and teachers of practice teaching school and analyze them. These feedback received on the scales of service quality rendered by us and the level of satisfaction developed in the respective stakeholders. Follow-up work and remedial actions are arranged according to the analysis report. While preparing the next year academic plans the preceding years' suggestions and feedback analysis and results are taken into consideration. To sustain and reinforce the performance of the institution, following measures are taken
 - Successful acts and effects of the faculty and pupil teachers are appreciated and rewarded.
 - Trophies, merit certificates and monetary rewards are given to meritorious pupil teachers for the success of their qualitative efforts in curricular and co-curricular activities.
 - Smt. Pushpa Nayak secured fourth position in merit list of University in session 2008-09 and awarded on 16th November 2011 with cash prize of Rs. **11000/-**. Ku. Ruby Nasha secured first position at college level and obtained 77.83% marks and got Dr. Balkrishna Sharma Award on 21.12.12.

- Faculties are briefed about the corrective steps and the reinforcement to be provided.

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

The college creates an ambience to promote creativity, innovations and improving quality. For this purpose, feedback is procured from the following channels:-

- Feedback from pupil teachers and faculty collected by using various formats developed by NAAC. *[Refer Enclosure: 1.1.2 and 1.3.2]*
- Various tools are developed by institution in order to collect feedback from Principal/Head Mistress/Teachers of the practice teaching schools, parents of pupil teachers and Alumni.
- Formative evaluation of pupil teachers by the faculty is done by weekly tests, model examination and assessment of practice teaching, micro-teaching, simulated teaching and lab skills. The internal is based on predetermined transparent system.
- Grading of files, assignments at the end of academic session.
- Record of participation/performance of pupil teachers in Inter-department activities.
- Complaints/suggestions as dropped in the suggestion/complaint box.

Analytical report is prepared on the basis of feedback collected by above mentioned mechanisms. The analytical feedback report is given to the concerned committees for further action to lay laid some improvement and teachers' quality.

Other Features of Significance

- Pupil teachers have good relations with faculty.
- Value Added courses on skill and personality development are in pace.
- It has excellent rapport with Alumni and parents.
- The institution caters to the need of the rural folk.
- Efforts are made to enhance community skills among the pupil teachers.
- System of Institutional Quality Assessment.
- We diagnose the difficulties of pupil teachers and provide remedial teaching in zero group.
- Organized Intercollegiate speech competition on "Significant Possibilities of Inclusive Education"

3. VIPRA ARTS, COMMERCE AND PHYSICAL EDUCATION COLLEGE RAIPUR(C.G.)
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION- 2012-13

PARTICULARS	August	September	October	November	December	January	February	March	April
ADMISSION									
PRAYER									
ORIENTATION									
THEORY CLASSES									
SEMINARS									
WORKSHOP									
EXPERT LECTURE									
WEEKLY TEST									
PSYCHOLOGY PRACTICAL									
PRODUCTIVE WORK									
MICRO/SIMULATED TEACHING									
PRACTICE TEACHING									
WEEKLY ACTIVITIES									
COMMUNITY WORK									
ET WEEK									
LIBRARY									
PROJECT									
YOGA / SPORTS									
ASSIGNMENTS & FEEDBACK									
REVISION									
FINAL PRACTICAL EXAM									
MODEL EXAM									
END-TERM EXAMINATION									

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 Raipur (C. G.)



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)
विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय

विश्वविद्यालय परिसर के बाजू, डूमर तालाब, रायपुर (छ.ग.)

E-Mail vipracollege1996@gmail.com

Visit on - www.vipracollege.org

पंजीयन क्रमांक -17951

Phone No.9406082000

4. 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.

Signature of the Head of the Institution

With Seal:

PRINCIPAL

Vipra Arts Commerce & Physical
Education College, G. E. Road
Raipur (C. G.)

Place: Raipur

Date: 03.12.13

TEACHER IN EMERGING INDIAN SOCIETY

UNIT I

- Education Nature and Meaning its objectives in relation to the time and place.
- Education in the Western context: with specific reference to Russell, Dewey. Their impact on educational thought and classroom practices, in term of progressive trends in education.
- Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.
- Major Philosophical systems- their salient features and their impact on education.
 - a) Realism with reference to Aristotle and Jainism
 - b) Naturalism with reference to the view of Rousseau and Rabindra Nath Tagore.
 - c) Idealism with reference to Plato, Socretes and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey "Instrumentalism & Experimentalism"
 - e) Humanism, Historical, Scientific and Buddhists.

UNIT II

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi Basic tenets of Basic Education.
- Gijju Bhai The World of the child.
- Swami Vivekanand: Man Making Education.
- Sri Aurobindo Integral education, its basic premises; stages of development.
- Frobel: The play way method.

UNIT III

- Meaning of the term "National integration and Emotional integration" its need, role of teacher & educational institution in achieving National integration through democratic interaction, explanation of cultural heritage, contributions of different religious (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT IV

- Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development.
- Meaning of new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes.

Disabled, Gender and Minorities

Achieving a learning society in terms of distance education, green and clean society & poverty less society through planning the population and available resources, State's new programmes and Nation's programmes like NCC, NSS etc.

Social Stratification and Social Mobility:

Modernization definition, concept, demands and attributes.

UNIT V

- Knowledge about the Indian constitution and its directive principles; various articles mentioned in the constitution that are related to education; meaning of secularism social goals: democracy and socialistic; pattern of society.
- Professional ethics.
- University Education Commission (1948-49)
- Secondary Education Commission Report (1952-53)
- Education Commission (1964-66)
- National Policy of Education (1986)
- Revised National Policy (1992)



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PAPER II

DEVELOPMENT OF LEARNER AND TEACHING-LEARNING PROCESS COURSE

UNIT I

Nature of Psychology and Learners

- Psychology: Its meaning, nature, methods and scope; functions of educational psychology.
- Stages of human development; stages specific characteristics and developmental tasks.
- Adolescence in Indian context- characteristics and problems of adolescents; their needs and aspirations.
- Guidance and Counselling for adolescents.

UNIT II

Learning and Motivation

- Nature of learning: learning theories- Behaviorists (Skinner's), Information Processing (Roger's) and Humanistic (Maslow's) Gestalt, Kurt Lewin field theory, Piaget (Cognitive Theory)
- Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
- Motivation- nature, types: techniques of enhancing learner's motivation.

UNIT III

Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence; two factor theory- Multifactor theory (PMA) and SI Model.
- Measuring Intelligence- Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each.)
- Creativity- definition, measurement, Memory- Short term and Long term memory.

UNIT IV

Exceptional Children

- Concept of exceptional children- types and characteristics of each type including children with learning disabilities.
- Individual differences- nature; accommodating individual differences in the classroom, learner centered techniques for teaching exceptional children.
- Personality- definition, meaning and nature; development of personality; type and trait theories of personality.


UNIT V

- Types of Test, Standardization of Test.
- Measures of central tendency, Variability.
- Correlation-Rank difference & product moment method, Normal probability curve & problems on it.

PRACTICUM

At least 8 practical have to be conducted.

1. Span of Attention by Tachistoscope.
2. Mental fatigue.
3. Personality 4 PF.
4. Mirror Drawing.
5. Case Study to measure the problematic behaviour of the child.
6. Value test.
7. Bhatia Battery.
8. Reasoning Ability.
9. Aptitude Test.
10. Achievement Test.


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EDUCATIONAL TECHNOLOGY AND MANAGEMENT

UNIT I Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need of Educational technology in the schools of Chhattisgarh.

UNIT II Communication Technology

- Concept
- Nature
- Process
- Principles
- Components
- Types
- Barriers
- Modes.
- Models of Teaching
- Concept
- Criteria
- Tools of Evaluation

UNIT III System Approach

- Concept and characteristics.
- System Approach, System analysis.
- System Design and its Implications for Teaching-Learning Activities, PLM

Physical Resources of an Instructional System

- Concept
- Classification (Projected/Non Projected/ Hardware/ Software)
- Hardware- Chalkboard, Tape Recorder, educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive Video, Computers, Reprographic Equipment.
- Software- scripts, (Audio and Video) Slides, Programs, Learning Materials, Film strips, transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.

UNIT IV Innovations In Educational Technology

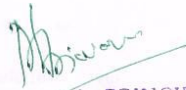
- Video Lesson and talk Back, CAI
- Interactive Video
- Language Laboratory
- Teleconferencing
- Tele-text and Video Text
- Telephone Conferencing
- Computer Networking

Individualized Instruction and Multimedia Packaging

- Components of Alternative Multimedia Packages
- The Steps of Development with a System Design
- Using Multimedia Packages in Classroom

UNIT V Human resources of an Educational System & Management

- Identification of the Human resources, resources within and outside the school system
- Strategies for developing the following: Expertise. Competencies and Teaching. Allied Skills Required (Microteaching and other Skill-Based Techniques).
- Strategies- Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference, Workshop.
- Meaning of Management in education.
- Managing curriculum, managing school discipline and managing physical resources.
- Developing performance profiles of Institutions.



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(4)

PAPER IV
ELECTIVE SUBJECT
ENVIRONMENTAL EDUCATION

UNIT I

- Environment Education: Meaning, scope and nature.
- Types of environmental pollution

UNIT II

- Types of Pollution- Cause and effects of environmental hazard, global and environmental pollution and its remedies.
- Green House Effect- an implementing catastrophe.
- Ozone layer depletion-environmental threat, acid rain, pillar melting, rise of sea, level and their implications.

UNIT III

- Role of the teacher, orientation programmes for teacher trainees and students.
- Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT IV

- Biodiversity: Meaning scope & levels. Indian & Global biodiversity live in harmony with nature. Type, importance & national legal framework.

UNIT V

- Role of school in environmental conservation and sustainable development, Echo-club, Contribution of media in conservation, Environmental programme by state Govt. & Private organization.

ELECTIVE COURSE

PAPER IV

EDUCATIONAL AND MENTAL MEASUREMENT

UNIT I

- Concept of measurement: testing and evaluation.
- Scales of measurement: nominal, ordinal, interval and ratio scales.
- Discrete and continuous variables.
- Qualities of a test- reliability, validity and usability of a test: item analysis, 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.
- Graphical Representation of Data.

UNIT III


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

UNIT IV

- Interpreting measurement: normal probability curve, skweness and kurtosis.
- Percentile and percentile ranks.
- Standard Scores.
- Co-efficient of correlation by Spearman's method and its interpretation.

UNIT V

- Achievement tests: construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence: Concept of Intelligence, Binet Tes, concept of I.Q.
- Individual and group test of intelligence.
- Aptitude and personality tests : use of aptitude tests- overview.
- Use of interest inventories.


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Assessment of personality: Interview, self report inventories, rating scale, projective techniques. (Note- Some basic concepts and items covered , under compulsory core courses have been dropped here to avoid repetition although these are relevant).

5

ELECTIVE COURSE

PAPER IV

COMPUTER EDUCATION

UNIT I

- Importance of Information Technology.
- Classification of Computers by Technology, type and Size.
- Uses and Scope of Computers.
- Input/ Output Devices.
- Storage Devices.
- Operating systems\
- Application Software

UNIT II Overview of Modern Operating System:

- Files and Folders
- Use of Pointing devices.
- Cut and Paste.
- Shortcuts to Application
- Use of and Exploring the contents of storage devices- Floppy Disk, Drives, Hard Disk, CD ROM etc.
- Running Application and Exiting Applications.

UNIT III


- Importance of Word Processing in Education.
- Characteristics of Modern Word Processing Applications.
- Toolbars and Menu.
- Text and Objects.
- Text entry- Running and Paragraphs.
- Formatting Text- Bold, Italics, Underlined. Left, Centre and Right, Justification, Changing Font and Font size.
- Bullets and Numbering.
- Editing Text- Select Text. Find and Replace, Cut, Copy and Paste.
- Editing Document- Applying Styles, Spell Check, Header and Footers, Footnotes. Pagination, Subscript and Superscript.
- Insertion of Objects, Pictures, Symbols, Fields, Page Break and Section.
- Page Setup- Margins, Paper size and layout. Printing and saving Documents.

UNIT IV Modern Data Base Management Application

- Importance of Data Base Management in Education.
- Characteristics of Modern Data base Management Applications
- Concept of Relational Data Base Management System.
- Filed name, Type, Width.
- Databases
- Forms
- Reports.

UNIT V Computers for Joy full learning

- Need for Joyful learning.
- Computers as an Aid for Joyful learning.
- Computer Games.
- Multimedia Capabilities of Modern Desktop Computers.
- Internet- importance and need.


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**METHOD OF TEACHING
PAPER V (A)
PHYSICAL SCIENCES**

UNIT I

- Nature of Modern sciences- Thrust areas in particular sciences- Impact of science on modern communities, globalization and science; Path tracking discoveries and land mark development in science; Professions in the area of sciences.
- Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Physical Sciences. Taxonomy of educational objectives. Other taxonomies and approaches- Process outcomes, product outcomes, Concept attainments. Behavioural developers of education concept of entering and terminal behaviour-organizing learning experiences for achieving specified behavioural outcomes.

UNIT II

- Major methods used for science instruction.
- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education.
- Co-curricular and non-formal approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, projects-organizing science fairs and excursions to be taken up.

UNIT III

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical, Brunerian, Gagne's principles in developing lesson plan; preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

UNIT IV

- Curriculum and resource utilization; Interior for designing a Physical science curriculum, approaches to curriculum organization using procedures like concentric, topical, process and Integrated approaches, Assignments which accepted curricular material like PCCS, Chemistry, etc. and their assumptions; Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; record writing for science projects.
- Curricular accessories and support material- Textbooks Journals, Handbooks, Student's workbooks, display slides, laboratory materials, audio-visual support etc., evaluating entire taught the above.

UNIT V

- Evaluating outcomes of science teaching- Text assumptions about evaluation- text assumptions, item formats; try out; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes- cognitive outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.
- Designing lesson plans- ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

METHOD OF TEACHING

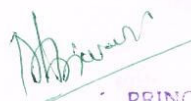
**PAPER V (B)
HINDI**

UNIT I

- माध्यमिक स्तर पर शिक्षण के उद्देश्य
- हिन्दी भाषा का सामान्य परिचय विकास एवं मूल्यांकन
- हिन्दी की बोलियाँ या मानक हिन्दी
- भारत में मातृभाषा राष्ट्र भाषा संपर्क भाषा के रूप में हिन्दी की भूमिका
- प्रथम एवं द्वितीय भाषा के रूप में माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य

UNIT II

- हिन्दी शिक्षण की विधियाँ एवं उपागम
- भाषा अधिगम में स्वाभाविक एवं आध्यात्मिक शक्तियाँ
- हिन्दी शिक्षण के प्रयोग एवं अभ्यास का महत्व
- हिन्दी शिक्षण के गुण एवं भूमिका
- भाषा के विभिन्न अंगों का सापेक्षित समन्वय
- विभिन्न शिक्षण सूत्रों का उपयोग



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UNIT III

- भाषायी कौशल का अध्यापन – श्रवण वाचन लेखन एवं पठन कौशल
- शब्दावली की वर्तनी एवं उच्चारण शिक्षण
- गद्य शिक्षण—उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण
- पद्य शिक्षण—उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण
- व्याकरण शिक्षण—उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण
- निबंध शिक्षण—उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण
- दृश्य—श्रव्य सामग्री – महत्व प्रकार निर्माण व उपयोग
- पाठयोजना— गद्य पद्य व्याकरण एवं निबंध
- दृश्य—श्रव्य उपकरण – महत्व प्रकार निर्माण एवं उपयोग

UNIT IV

- अध्ययन आदतों का आत्मीकरण—(भाषा व्यवहार)
- श्रवण अवबोध – सुनने व समझने का अभ्यास बोली जाने वाली हिन्दी की शैलियाँ व प्रकार बालाघात एवं अनुतान का महत्व सुनते हुए मूल्यांकन करना।
- संग्रहण आदतें— वार्तालाप कथोपकथन सस्वरवाचन अभिनयन एवं पद्य वाचन में भाषा के मौखिक रूपों का उपयोग बालाघात में आरोह अवरोह का उपयोग
- अध्ययन की अच्छी आदतें—विभिन्न उद्देश्यों यथा—अध्ययन सूचना प्राप्त करने तथा सरसरी निगाह से देखने आदि के लिए उपयुक्त गति से वाचन।
- मूल्यांकन के लिए वाचन
- लेखन के व्यक्तित्व कृतित्व एवं शैली के मूल्यांकन आरेखों को समझने के लिए वचन।
- लक्ष्यों तर्क तार्किक संबंध परिभाषकों सामाजीकरण आरेखों को समझने के लिए वचन।
- मैनुअल (आचार संहिता) चार्ट अनुसूची एवं नियम पुस्तकों का वाचन।

अच्छी लेखन आदतें –

लेखन की उन्नत यांत्रिकी यथावर्तनी विराम हाशिया छोड़ना अनुभागों का शीर्षक एवं उपशीर्षक रेखांकन उद्धरण कोष्ठकों का प्रयोग(पत्र) का गठन विषय वस्तु का गठन।

UNIT V

- मूल्यांकन
- मूल्यांकन की नई दिशाएँ
- सतत व्यापक मूल्यांकन
- निदानात्मक परीक्षण एवं उपचारात्मक प्रशिक्षण एवं उपचारात्मक तकनीक स्वमूल्यांकन एवं स्वसंशोधन अभ्यास।
- ज्ञानात्मक भावात्मक एवं मन शारीरिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परीक्षण बिन्दुओं का लेखन।
- अभ्यास के विभिन्न प्रकार परीक्षण सूची मूल्यांकन एवं प्रगति अभिलेख।

METHOD OF TEACHING

PAPER V (C)

TEACHING OF ENGLISH

UNIT I Objectives of Teaching and Learning of English at Secondary Level

- Second language learning and mother tongue learning.
- The function of a second language in Multilingual society.
- Role of English in India, its place in the school curriculum.
- The curriculum of English in the secondary School.
- Qualities and role of the English Teacher.

UNIT II Methods and Approaches

- Grammar cum Translation method.
- Direct Method.
- Bilingual Method.
- Structural Approach.
- Communication Approach.

UNIT III Teaching of Skills

- Teaching alphabets and spelling.
- Teaching Prose.
- Teaching Grammar.
- Teaching Composition.

Lesson Planning

- Prose
- Poetry
- Grammar

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Composition

- Audio-visual Aids- Importance. Types. Production and Usage

UNIT IV Inculcation of Habits

- Listening Comprehension.
- Practice in Listening and Comprehension.
- Types and Modes of Spoken English.
- Implications of Stress and Intonation.
- Making Notes While Listening.
- Communication Habits.
- Use of Spoken Forms in Dialogue. Stories. Reading Aloud, Dramatization and Poetry Reading.
- Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word- Group.

Good Reading Habits.

- Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.
- Reading for overall comprehension, Practice of analyzing a text for organization.
- Reading for evaluation.
- Reading for appreciation of forms, styles and author's personality.
- Reading for facts, Reasoning, Logical relationship, definitions, generalizations, understanding diagrams.
- Reading manuals, Charts, schedule and rule book.

Good Writing Books

- Advanced Mechanism of writing i.e. spelling, punctuation, indenting, title and sub title of sections, underlining, quotations, use of parentheses, use of abbreviations etc. Capital letters and correct forms of address in letters, applications etc.
- Organization of a Paragraph. An essay or a paper i.e. organization of matter.

Language Games

UNIT V Evaluation

- New Direction in evaluation
- Continuous and comprehensive Evaluation.
- Diagnostic Tests and Remedial Tests and Remedial Techniques.
- Self Evaluation and Self Correcting Exercise.
- Writing objective type test items under the cognitive, affective and psychomotor domains.
- Different kinds of exercises, probes and progress records.

METHODOLOGY OF II SCJHOOOL SUBJECT

METHODS OF TEACHING

PAPER- VI (A)

SOCIAL SCIENCES

UNIT I

- The need for teaching the subjects under Social sciences/ social studies(History, Geography, Civics, Sociology and Economics) in school; concept of social studies and how it differs from other social sciences: present perception about social studies/social sciences. Rationale for including these areas in school curriculum. The integrated section of the specialized approach in social science teaching.
- Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline- oriented teaching of social studies and social reconstruction approach.

UNIT II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organizing social studies curriculum in terms of co-operation, integration, concentric, spiral, unit and chronological approaches.

UNIT III

- Instructional strategies, methods and models, importance of instructional strategies, strategies for teaching- social studies in terms of specific methods like lecture, lecture cum discussion, projects and source methods, socialized recitation and supervised study.
- Models of teaching appropriate for teaching social studies.

UNIT IV

- Objectives of teaching social studies-specifications to clarify planning viz., lesson, unit and year plans, micro teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.
- Arranging and organizing field trips to places of cultural importance through planning for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs, social studies laboratories and through provoking programmes like quizzes, word searches etc.

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UNIT V

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product, preparation model construction, enhancement of role play etc.

METHODOLOGY OF II SCJHOOOL SUBJECT METHODS OF TEACHING PAPER- VI (B) MATHEMATICS

UNIT I

- Meaning of mathematics; History of Mathematics; Ramanujam. Mathematics with reference to Bhaskaracharya, Aryabhatta and contributions of Euclid. Pythagoras Rene-descarte.

UNIT II

- Objectives of teaching mathematics in terms of Instruction and behavior, approaches teaching of mathematics viz, inductive, deductive, analysis-synthesis, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral , written, drill assignment; supervised study and programmed learning.

UNIT III

- Meaning and importance/purpose of a lesson plan and its rationality, meaning and purpose of a unit and unit plan; meaning and purpose of an yearly plan; developing/preparing low cost improvised teaching aids relevant to local ethos: skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT IV

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

UNIT V

- Using Mathematics as a game for recreation; organizing quiz programmes, skill development in answering Puzzles, riddles, magic squares, word search etc., developing a maths laboratory; learning about the short cuts mentioned in vedic mathematics. Bloom's taxonomy in Relation to knowledge and fact.
- Textbooks in mathematics – qualities of a good textbook in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective to knowledge and facts and psychomotor behavioural developments.

METHODOLOGY OF II SCJHOOOL SUBJECT METHODS OF TEACHING PAPER- VI (C) BIOLOGICAL SCIENCE

UNIT I Biological Science-Nature and scope:

- The philosophy and nature of science, Emergency and development of Biology, Biology as Inquiry
- Objective of Teaching, Taxonomy of Educational Objectives as Given by Bloom and Associates

UNIT II Biology Curriculum

- Strategies and Principles of curriculum construction for Secondary schools, modern trends in Biology Curriculum.
- Unit and Lesson Planning

UNIT III Methods of Teaching Biology

- Lecture Method, Discovery Method, Demonstration Method, Project Method, Problem Solving Method, Programmed Learning, Team Teaching

UNIT IV Teaching Aids

- Biological Laboratory – Its design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Fern House, Glass House, Forgery, Zoological and Botanical Garden, Uses of resources for Biology teaching- excursion, Filed trips, Lectures, radio, broadcast, television; organization of science club and science fairs, use of audio-visual aids, charts, models, film strips, film projector

UNIT V Evaluation

- Comprehensive and continuous evaluation.
- Types of tests, Objective, essay type and short answer type.
- Diagnostic test, achievement test, criterion referenced test and blue print.
- Developing Questions for tests of different types in Biology.
- Evaluation in Biology in terms of cognitive, affective to knowledge and facts and psychomotor behavioural developments.



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End 1.1.2 A

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर

शिक्षक प्रशिक्षण कार्यक्रम मापनी

शिक्षक प्रशिक्षकों द्वारा फीडबैक

शिक्षक प्रशिक्षक का नाम Shantilata Francisसत्र 2012-13अध्यापन विषय Edu. Technology and Management

निर्देश:-

प्रस्तुत मापनी में प्रशिक्षार्थियों के अभ्यास शिक्षण के निष्पादन से संबंधित कुछ कथन दिये गये हैं। प्रत्येक कथन के सामने पूर्ण सहमत/सहमत/ अनिश्चित/असहमत/पूर्ण असहमत का विकल्प दिया गया है। आप इनमें से किसी एक पर सही (✓) का चिन्ह अंकित कीजिए। कृपया प्रत्येक कथन का उत्तर दीजिए।

प्रस्तुत मापनी 11 कथन दिये गये हैं, प्रशिक्षार्थियों के अभ्यास शिक्षण निष्पादन के संबंध में -

आपकी दृष्टि में	पूर्ण सहमत	सहमत	अनिश्चित	असहमत	पूर्ण असहमत
1. शिक्षण प्रशिक्षण द्वारा छात्राध्यापक में आत्मविश्वास का विकास होता है।	✓				
2. शिक्षण प्रशिक्षण कार्यक्रम में योग्य एवं कुशल अध्यापकों का निर्माण होता है।		✓			
3. शिक्षण प्रशिक्षण पाठ्यवस्तु के गहन अध्ययन पर बल नहीं दिया जाता है।					✓
4. प्रशिक्षण कार्यक्रम हेतु विभाग में योग्य प्रशिक्षकों का अभाव है।				✓	
5. प्रशिक्षण कार्यक्रम के पाठ्यक्रम की विषयवस्तु उपयुक्त अध्यापकीय गुणों का विकास करती है।	✓				
6. शिक्षण प्रशिक्षण कार्यक्रम की आन्तरिक परीक्षा की विधि से आप संतुष्ट हैं।				✓	
7. छात्राध्यापकों द्वारा अभ्यास शिक्षण विभिन्न में विभिन्न विधियों का उपयोग किया जाता है।		✓			
8. अभ्यास शिक्षण के समय छात्राध्यापकों द्वारा अधिगम शिक्षण सामग्री का उपयोग किया जाता है।		✓			
9. महाविद्यालय का वातावरण शिक्षण प्रशिक्षण के लिए पूर्णतः उपयुक्त है।		✓			
10. आपको महाविद्यालय से अध्यापन के लिए उपयुक्त अधिगम शिक्षण सामग्री प्राप्त होती है।		✓			
11. शिक्षण कार्यक्रम अपने उद्देश्यों में सफल है।	✓				
12. महाविद्यालय की प्रशासनिक कार्य प्रणाली संतोषप्रद है।		✓			

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (उ.प्र.)

प्रश्नावली 1

विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय
विद्यार्थियों द्वारा फीड बैक फार्म पाठ्यक्रम आधारित

सत्र -2012-13

आपके पाठ्यक्रम से संबंधित कुछ कथन दिए गए हैं। आप जिस कथन से सबसे अधिक सहमत हैं उस पर सही (✓) का निशान लगाएं। आपके उत्तर गुप्त रखे जाएंगे अतः आप उत्तर निःसंकोच रूप से दें।

आपकी दृष्टि में	(अ) बहुत अच्छा	(ब) अच्छा	(स) संतोषप्रद	(द) असंतोषप्रद
1. प्रयोजना कार्य को सम्मिलित करते हुए विषय वस्तु की गहनता	✓			
2. पाठ्य वस्तु का विस्तारीकरण		✓		
3. जीवन की वास्तविक परिस्थितियों में इसकी उपयोगिता/प्रासंगिकता	✓			
4. अधिगम मूल्य (ज्ञान, संकल्पना, श्रम/शारीरिक कौशल, विश्लेषणात्मक योग्यता और व्यापक परिप्रेक्ष्य में)	✓			
5. मूलपाठ, पठन सामग्री की स्पष्टता एवं प्रासंगिकता	✓			
6. अतिरिक्त स्रोत/संदर्भ सामग्री की संबद्धता (पुस्तकालयों से प्राप्त)		✓		
7. विद्यार्थियों की आवश्यकतानुसार किए गए प्रयास	✓			
8. कुल मिलाकर श्रेणी दीजिए	9			

हस्ताक्षर -

नाम - डॉ. अरिम चौधरी

(संविधान सहायक पाठ्यापक)

इतिहास अध्ययन शाला

पं. रविशंकर अग्रवाल वि. वि. संयुक्त,

द्वारा

प्रचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय

विद्यार्थियों द्वारा शिक्षकों का फीडबैक प्रपत्र सत्र - 2012-13

नीचे शिक्षकों के कुछ गुण दिए गए हैं, इसके सामने जिस मत से आप सबसे अधिक सहमत हैं उस पर सही (✓) का चिन्ह अंकित कीजिये।

शिक्षक का नाम :- विष्णु भैया

आपकी दृष्टि में	(अ) बहुत अच्छा	(ब) अच्छा	(स) संतोषप्रद	(द) असंतोषप्रद
1. आपकी दृष्टि में शिक्षक के ज्ञान का स्तर	✓			
2. संप्रेषण कौशल (अभिव्यक्ति एवं बोधगम्यता के परिपेक्ष्य में)	✓			
3. शिक्षक की नियमितता एवं वचनबद्धता	✓			
4. शिक्षक रुचि उत्पन्न करता है	✓			
5. पाठ्य सामग्री को पर्यावरण/ अन्य मृद्दों से जोड़कर पढ़ाने की क्षमता		✓		
6. विषय वस्तु को अन्य पाठ्यक्रम से समन्वित करने की योग्यता		✓		
7. कक्षा में तथा कक्षा के बाहर शिक्षक की पहुंच (आगामी अध्ययन हेतु प्रेरित करने और कक्षा के बाहर चर्चा करने में शिक्षक की उपलब्धता)		✓		
8. विद्यार्थियों में पाठ्य वस्तु की समझ का मूल्यांकन करने के लिए प्रश्नमंच/ टेस्ट/ दत्तकार्य/ परीक्षा और प्रयोजना के प्रारूप तैयार करने की योग्यता	✓			
9. पृष्ठ पोषण के लिए पर्याप्त समय का प्रावधान होता है		✓		
10. कुल मिलाकर श्रेणी दीजिए	✓			

- बी.एड. प्रशिक्षण प्राप्त करने के बाद आप.....कर रहे हैं

(अ.) अध्यापन कार्य (ब.) उच्च शिक्षा प्राप्त (स.) अन्य व्यवसाय (द.) कुछ नहीं

हस्ताक्षर - VK B D H

नाम - Vipin Babudh

Questionnaire No. 3
Vipra Arts, Commerce And physical Education College, Raipur (C.G.)

Student s' overall Evaluation of Programme and Teaching
 (To be filled only after the course results are declared)

Department

Course

Teacher

Year

Your responses will be seen only after your course results have been finalized 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 ☒ Challenging D) Dull
2. Background for benefiting from the course was
 a) more than adequate ☒ Adequate c) inadequate d) cannot say
3. Was the course easy or difficult to understand?
☒ easy b) manageable c) difficult d) very difficult
4. How much of the syllabus was covered in the class?
☒ 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 ☒ adequate c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
 a) Easily ☒ with some difficulty c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
 a) thoroughly ☒ satisfactorily c) poorly d) indifferently
8. How well was the teacher able to communicate?
☒ Always effective b) sometimes effective c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
 a) mostly yes b) sometimes ☒ not at all d) always


 प्राचार्य

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Name - Anil Panya
 Panya

10. If yes, which of the following methods were used?
- a) Encouraged to raise ☒ get involved in discussion in class questions
c) encourage discussion d) did not encourage outside class
11. How helpful was the teacher in advising?
- ☒ Very helpful b) sometimes helpful c) not at all helpful d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous ☒ sometimes rude c) always indifferent d) can't say
13. Internal assessment was
- ☒ Always fair b) sometimes unfair c) Usually unfair d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- ☒ Helps to improve b) discouraging c) no special effect d) sometimes effective
15. How often did the teacher provide feedback on your performance?
- a) Regularly/in time ☒ with helpful comment c) often/ late d) without any comments
16. Were your assignments discussed with you?
- a) Yes, fully b) yes, partly c) not discussed at all ☒ sometimes discussed
17. Were you provided with a course contributory lecture to at the beginning?
- ☒ Yes b) no
- If yes, was it helpful?
- ☒ Yes b) no
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

The College was very good. All
the staff was very good. They
thought the topic clearly easily.

Feedback Form for Alumni

Name : Miss. Chetna Sharma

Year of Study : 2012 - 2013

Present Occupation : M. Ed. Students

Residential Address : Aulazi Bhawan '707' Sundar Nagar Raipur (C.G.)

Given below are a number of statements relating to the college. Against each statement you may tick (✓) your response in the space provided. You may strongly agree (SA), agree (A), no opinion (NO), disagree (D), or strongly disagree (SD). Your response will be kept strictly confidential.

1. I am proud of having studied in this college.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

2. There existed cordial relation between the staff and students.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

3. The institution helped me to fulfill my ambition of becoming a teacher.

SA ☐ A ☐ NO ☒ D ☐ SD ☐

4. The course helped me in improving my professional competency.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

5. The internal assessment of this college is balanced and objective.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

6. The library facilities are adequate.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

7. The teachers made a comprehensive evaluation of the teaching competencies of the students.

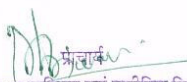
SA ☒ A ☐ NO ☐ D ☐ SD ☐

8. The teachers devoted extra time to render guidance.

SA ☐ A ☒ NO ☐ D ☐ SD ☐

9. Teacher adopted several innovative practices while teaching.

SA ☐ A ☐ NO ☐ D ☒ SD ☐


विद्यया कस्मै चाग्निज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

10. The though for the day programmes and seminars were very helpful in developing independent and critical thinking
SA ☒ A ☐ NO ☐ D ☐ SD ☐
11. The infrastructure facilities were adequate.
SA ☐ A ☐ NO ☒ D ☐ SD ☐
12. The educational tour proved to be informative.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
13. There was ample opportunity to take part in extra-curricular activities.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
14. Healthy competition was ensured by the grouping of the students into three houses.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
15. There are adequate facilities for physical trainings and games.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
16. The college organized various extension programmes.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
17. The organization of various clubs in the college encouraged me to develop my intellectual and social skill.
SA ☐ A ☒ NO ☐ D ☐ SD ☐
18. Top scores in the University examination are felicitated.
SA ☐ A ☐ NO ☐ D ☒ SD ☐
19. Discipline was properly maintained in the college campus.
SA ☒ A ☐ NO ☐ D ☐ SD ☐
20. I often cherished glorious moments of my life in the college.
SA ☒ A ☐ NO ☐ D ☐ SD ☐


Signature 22/10/13



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)
विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय

विश्वविद्यालय परिसर के बाजू, डूबर तालाब, रायपुर (छ.ग.)

E-Mail vipracollege1996@gmail.com

Visit on - www.vipracollege.org

पंजीयन क्रमांक -17951

Phone No.9406082000

List of Practice Teaching Schools

S. N.	Name of School
1.	Govt. Higher Secondary School, Pt. RSU Campus, Raipur
2.	Govt. Middle School, Pt. RSU Campus, Raipur
3.	Mayaram Surjan Govt. Higher Secondary Girls School, Choubey Colony, Raipur
4.	Municipal Corporation Higher Secondary Schools, Mohba Bazar, Raipur
5.	Pt. Ramsahay Mishra Middle School, Mohba Bazar, Raipur
6.	R.D. Tiwari Higher Secondary School, Amapara, Raipur
7.	Binda Sonkar Higher Secondary School, Ashwani Nagar, Raipur
8.	Pt. Sunder Lal Sharma Higher Secondary School, Sunder Nagar, Raipur
9.	Kusumtai Dabke Higher Secondary School, Raipur
10.	Ma Sharda Vidya Mandir Vivekanand Ashram, Raipur
11.	Vardhaman Higher Secondary School, Tatyapara, Raipur

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जौ. ई. रोड रायपुर (छ.ग.)

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छ.ग.)

अभिभावकों द्वारा शिक्षण प्रशिक्षण का मूल्यांकन

शालेय अभ्यास शिक्षण शालाओं की शिक्षक/शिक्षिकाओं द्वारा

अभिभावक का नाम -

श्री बिबु कुमार साहू

पुत्र/पुत्री -

अजय कुमार साहू

लिंग (माता/पिता) -

पिता

दिनांक -

19/09/13

निर्देश

शिक्षण-प्रशिक्षण का अभिभावकों द्वारा मूल्यांकन से संबंधित कुछ कथन दिये गये हैं। प्रत्येक कथन के सामने 'हाँ/नहीं' का विकल्प दिया गया है। आप उत्तर में से किसी एक पर सही (✓) का चिन्ह अंकित कीजिए। कृपया प्रत्येक कथन का उत्तर दीजिए।

1. आपको महाविद्यालय की शिक्षा व्यवस्था ठीक लगती है। ☒ हाँ/नहीं
2. आप महाविद्यालय की पाठ्य सहगामी क्रियाओं से पूर्णतः संतुष्ट हैं। ☒ हाँ/नहीं
3. महाविद्यालय का वातावरण अच्छा है। ☒ हाँ/नहीं
4. महाविद्यालय अनुसासन व्यवस्था से आप संतुष्ट हैं। ☒ हाँ/नहीं
5. महाविद्यालय द्वारा निर्धारित शुल्क से आप संतुष्ट हैं। ☒ हाँ/नहीं
6. सभी प्रशिक्षकों का व्यवहारसहयोग पूर्ण है। ☒ हाँ/नहीं
7. क्या निर्धारित पाठ्यक्रम को सुव्यवस्थित तरीके से पढ़ाया जाता है। ☒ हाँ/नहीं
8. क्या आपके पाल्यों को पुस्तकालय का लाभ प्राप्त हुआ है ☒ हाँ/नहीं
9. प्रशिक्षण के दौरान आने वाली समस्याओं का समाधान किया जाता है। ☒ हाँ/नहीं
10. क्या महाविद्यालय में छात्राध्यापक के सर्वांगीण विकास पर पूर्ण ध्यान दिया जाता है। ☒ हाँ/नहीं
11. रैगिंग संबंधी समस्या से बालक-बालिका परेशान हैं। ☒ हाँ/नहीं
12. बालिकाओं को विभिन्न समाजोपयोगी कार्य द्वारा आत्मनिर्भर बनाने का प्रयास किया जा रहा है। ☒ हाँ/नहीं
13. महाविद्यालय में समयबद्धता को लेकर लचीलापन पाया जाता है। ☒ हाँ/नहीं
14. छात्र-छात्राओं की प्रतिभाओं को प्रोत्साहन देने पर्याप्त अवसर प्रदान किये जाते हैं। ☒ हाँ/नहीं
15. प्रथम स्थान प्राप्त करने वाले प्रशिक्षार्थियों को पुरस्कृत किया जाता है। ☒ हाँ/नहीं
16. कक्षा में बैठने की व्यवस्था से आप पूर्णतः संतुष्ट हैं। ☒ हाँ/नहीं
17. महाविद्यालय में पीने के पानी की समुचित व्यवस्था है। ☒ हाँ/नहीं
18. खेलकूद के लिए मैदान पर्याप्त है। ☒ हाँ/नहीं
19. खेलकूद के अवसर पर्याप्त हैं। ☒ हाँ/नहीं
20. महाविद्यालय आने के लिए आवागमन के साधन आसानी से उपलब्ध हैं। ☒ हाँ/नहीं
21. अनुपस्थित रहने वाले प्रशिक्षार्थियों पर आवश्यक कार्यवाही की जाती है। ☒ हाँ/नहीं

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[Signature]
हस्ताक्षर

Vipra Arts, Commerce And Physical Education College, Raipur, C.G.

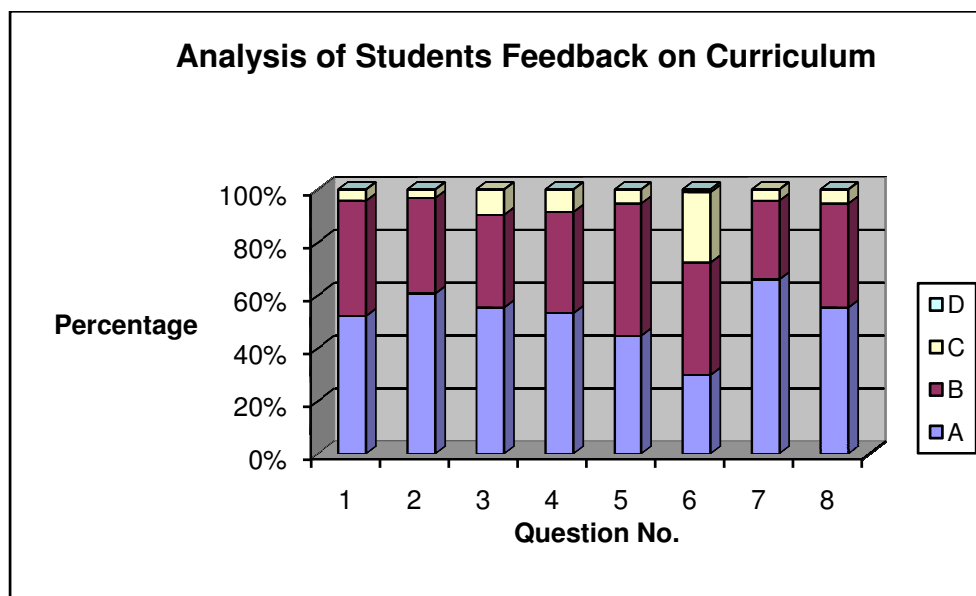
1. Analysis of Students Feedback on Curriculum

B.Ed. Session 2012-13

1. Total Student Participants - 94
2. Source –Questionnaire (NCE)

Item wise Analysis

Question No	1	2	3	4	5	6	7	8
A	52.13	60.64	55.32	53.19	44.68	29.79	65.96	55.32
B	43.62	36.17	35.11	38.3	50	42.55	29.78	39.36
C	4.25	3.19	9.57	8.51	5.32	26.6	4.26	5.32
D	0	0	0	0	0	1.06	0	0
Total Percentage	100	100	100	100	100	100	100	100



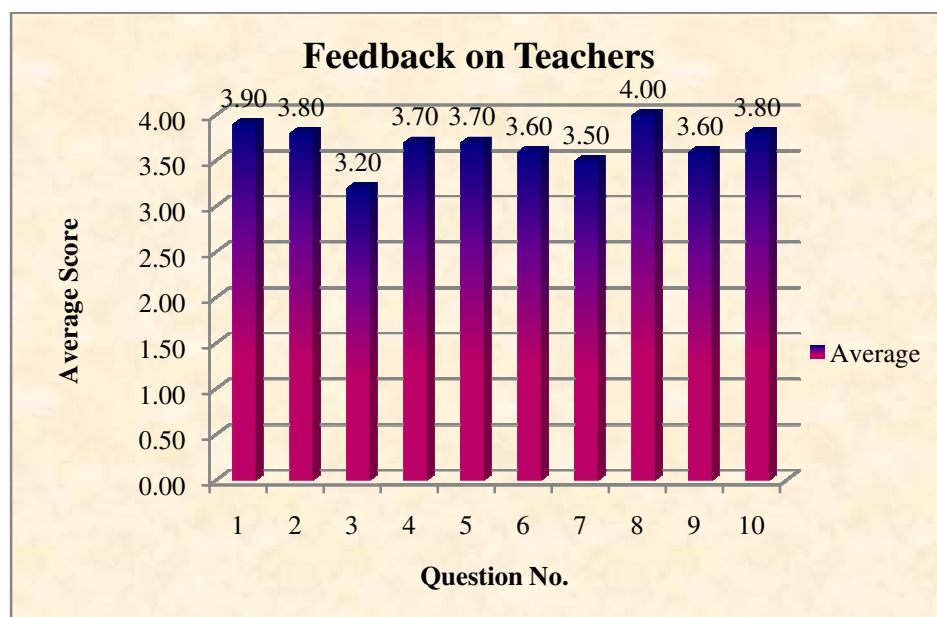
2. Analysis of Student's Feedback on Teacher Educators

B.Ed. Session 2012-13

1. Total Student Participants - 20
2. Source –Questionnaire (NCE)
3. Name of Teacher Educator- Dr. Smt S. Francis

Item wise Analysis

Q.No.	1	2	3	4	5	6	7	8	9	10
Score	39	38	32	37	37	36	35	40	36	38
Average	3.90	3.80	3.20	3.70	3.70	3.60	3.50	4.00	3.60	3.80



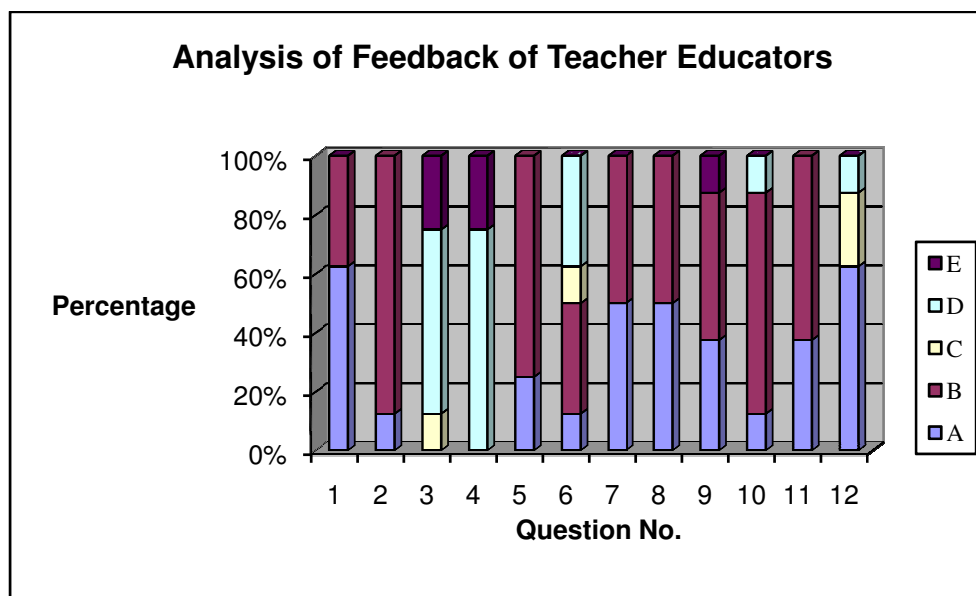
Vipra Arts, Commerce And Physical Education College, Raipur, C.G.

3. Analysis of Feedback of Teacher Educators B.Ed. Session 2012-13

1. Total Number of Teacher Educators - 08

Item wise Analysis

Question No	1	2	3	4	5	6	7	8	9	10	11	12
A	62.5	12.5	0	0	25	12.5	50	50	37.5	12.5	37.5	62.5
B	37.5	87.5	0	0	75	37.5	50	50	50	75	62.5	0
C	0	0	12.5	0	0	12.5	0	0	0	0	0	25
D	0	0	62.5	75	0	37.5	0	0	0	12.5	0	12.5
E	0	0	25	25	0	0	0	0	12.5	0	0	0
Total Percentage	100	100	100	100	100	100	100	100	100	100	100	100



PRACTICUM – PSYCHOLOGY

SESSION 2011-12

1. - Observing the behaviour of an early, mid adolescent and describing her/his characteristics and problems.
2. - Administering and interpreting the results of two tests of intelligence- Verbal, nonverbal of performance.
3. - A case study of an exceptional child and suggesting how to provide for this particular child education.
4. - Transfer of learning by Mirror Drawing Apparatus.
5. - Bhatia Battery test of Intelligence.
6. - Span of Attention by Tachistoscope.
7. - Educational and Vocational Interest Test.
8. - Mental Fatigue.
9. - Whole and Part method and memorization.
10. - Creativity test.
11. - Achievement test or Diagnostic test.

*Refer Syllabus. Encl. 1.4.1, P. 2
In the session 2012-13 No. 1, 2
7 and 9 practicals are replaced
by 4 practicals -
• Personality 4 PF • Value Test
• Reasoning Ability • Aptitude Test*

Session 2012-13 PAPER III

EDUCATIONAL TECHNOLOGY AND MANAGEMENT

UNIT I Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need of Educational technology in the schools of Chhattisgarh.

UNIT II Communication Technology

- Concept
- Nature
- Process
- Principles
- Components
- Types
- Barriers
- Modes.
- Models of Teaching
- Concept
- Criteria
- Tools of Evaluation

UNIT III System Approach

*महाराष्ट्र शासन
विश्वविद्यालय, पुणे
महाराष्ट्र शासन, पुणे*

- Concept and characteristics.
- System Approach, System analysis.
- System Design and its Implications for Teaching-Learning Activities, PLM
- Physical Resources of an Instructional System**
- Concept
- Classification (Projected/Non Projected/ Hardware/ Software)
- Hardware- Chalkboard, Tape Recorder, educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive Video, Computers, Reprographic Equipment.
- Software- scripts, (Audio and Video) Slides, Programs, Learning Materials, Film strips, transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.
- UNIT IV Innovations In Educational Technology**
- Video Lesson and talk Back, CAI
- Interactive Video
- Language Laboratory
- Teleconferencing
- Tele-text and Video Text
- Telephone Conferencing
- Computer Networking
- Individualized Instruction and Multimedia Packaging**
- Components of Alternative Multimedia Packages
- The Steps of Development with a System Design
- Using Multimedia Packages in Classroom
- UNIT V Human resources of an Educational System & Management**
- Identification of the Human resources, resources within and outside the school system
- Strategies for developing the following: Expertise. Competencies and Teaching. Allied Skills Required (Microteaching and other Skill-Based Techniques).
- Strategies- Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference, Workshop.
- ✓ Meaning of Management in education.
- ✓ Managing curriculum, managing school discipline and managing physical resources.
- ✓ Developing performance profiles of Institutions.

Note : Ticked items are added in session 2012-13.

Abhinav
 Principal, St. Xavier's School (C.A.)
 15/11/2012



State Council of Educational Research and Training, Chhattisgarh

Shankar Nagar, Raipur, Chhattisgarh PIN: 492007



National Seminar on Curriculum Revision February, 21 – 23, 2013

This is to certify that Mr./Ms./Mrs. KUSUM SAMU

from VIPRA COLLEGE, RAIPUR participated in National Seminar
on Curriculum Revision.

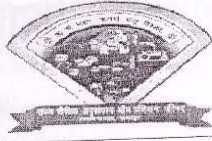
Programme Coordinator

विद्यया कुरुता कामगन्धर्व एवं सार्वभौमिक शिक्षा
महानिधयः, जी. ई. रोड रायपुर (छ.ग.)

Director
SCERT Chhattisgarh

Encl - 1.4.2 B

State Council of Educational
Research & Training, Chhattisgarh
Shankar Nagar, Raipur



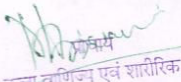
राज्य शैक्षिक अनुसंधान एवं
प्रशिक्षण परिषद्, छत्तीसगढ़,
शंकर नगर, रायपुर


Telephone-0771-2443596 Fax-0771-2443496 Website: www.scert.cg.gov.in Email: scertcg@gmail.com

कार्यमुक्ति प्रमाण पत्र

प्रमाणित किया जाता है कि श्री/श्रीमती/कुमारी Reena Shukla पद Asst. Prof.
..... संस्था/शाला/डाइट/महाविद्यालय Vipra College Raipur दिनांक 20.09.2012
से 22.09.2012 तक परिषद् में राज्य की पाठ्यचर्या 2007 का नवीनीकरण कार्यक्रम में सहभागिता
दी। इन्हें अपरान्ह पश्चात् कार्यमुक्त किया जाता है।

इन्हें शासकीय नियमानुसार यात्रा भत्ता/मानदेय का भुगतान कर दिया गया है।


विप्र कला-व्यागिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जो. ई. रोड रायपुर (छ.ग.)

प्रकोष्ठ प्रभारी

पाठ्यचर्या
एस.सी.ई.आर.टी., छ.ग.



छत्तीसगढ़

प्री.बी.एड./प्री.डी.एड. परीक्षा — 2013

परीक्षा निर्देशिका

आवेदन पत्र का विक्रय

जिला मुख्यालय के प्रधान/मुख्य डाकघरों से	: 28 मार्च 2013 to 05 अप्रैल 2013
संभागीय मुख्यालय के प्रधान/मुख्य डाकघरों से	: 06 अप्रैल 2013 to 08 अप्रैल 2013
भरे हुये आवेदन पत्र डाकघर में जमा करने की अंतिम तिथि	: 09 अप्रैल 2013

आवेदन पत्र क्रय करते समय निम्नलिखित सामग्री उपलब्ध कराई जावेगी :-

- परीक्षा निर्देशिका - 2013
- ओ.एम.आर. आवेदन पत्र
- भरा हुआ ओ.एम.आर. आवेदन पत्र नमूना
- ओ.एम.आर. रखने हेतु लिफाफा

Signature

प्रार्थनादिनांक 09 अप्रैल 2013 तक भरे हुए आवेदन पत्र निर्धारित डाक घरों में बिना डाक शुल्क के जमा कर सकते हैं।
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जौ. ई. रोड रायपुर (छ.ग.)

छत्तीसगढ़ व्यावसायिक परीक्षा मण्डल
छत्तीसगढ़ माध्यमिक शिक्षा मण्डल परिसर
पेशनबाड़ा, रायपुर (छ.ग.)

परीक्षा प्रवेश पत्र/परिणाम हेतु वेबसाइट -
cgvyapam.choice.gov.in,
www.cgvyapam.gov.in

दूरभाष - 0771-4019274, 4019285,
फैक्स - 0771-4019287

राज्य शैक्षिक प्रशिक्षण एवं अनुसंधान परिषद्
शंकर नगर, (एस.सी.ई.आर.टी.)
रायपुर (छ.ग.)

प्रवेश नियम एवं काउंसिलिंग की जानकारी हेतु वेबसाइट
<http://scert.cg.gov.in>

दूरभाष - 0771-2443596, 2442241
फैक्स - 0771-2443496

राज्य शासक अनुसंधान एवं प्रशिक्षण
परिषद, छत्तीसगढ़, शंकर नगर, रायपुर
Telephone- 0771-2443596 Fax- 0771-2443496
Website: www.scert.cg.gov.in Email: scertcg@gmail.com

पत्र क्र./बी.एड./डी.एड./ऑनलाइन आबंटन/2013-14/ 2102

रायपुर दिनांक 03.06.13

डी.एड. व बी.एड. पाठ्यक्रम में प्रवेश हेतु ऑनलाइन आबंटन कार्यक्रम 2013 की सूचना

राज्य के शासकीय शिक्षा महाविद्यालयों, अनुदान प्राप्त निजी शिक्षा महाविद्यालयों/गैर अनुदान प्राप्त एवं अल्पसंख्यक का दर्जा प्राप्त अशासकीय शिक्षा महाविद्यालयों में संचालित बी.एड. पाठ्यक्रम 2013-14 में प्रवेश प्री बी.एड. परीक्षा 2013 की प्रावीण्यता सूची के आधार पर तथा डाइट, बी.टी.आई., अनुदान प्राप्त बी.टी.आई., अल्पसंख्यक का दर्जा प्राप्त निजी महाविद्यालयों एवं गैर अनुदान प्राप्त निजी महाविद्यालयों में संचालित डी.एड. पाठ्यक्रम में प्रवेश प्री डी.एड. परीक्षा 2013 की प्रावीण्यता एवं महाविद्यालयों में उपलब्ध सीटों के आधार पर ऑनलाइन आबंटन संचालक राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद द्वारा किया जाना है।

प्री बी.एड./प्री डी.एड. परीक्षा 2013 के प्रावीण्यता सूची में शामिल बी.एड. प्रवेश नियम 2006/डी.एड. प्रवेश नियम 2007 के अनुसार क्रमशः बी.एड. व डी.एड. के लिए योग्यता रखने वाले अभ्यर्थी MKCL के निर्धारित केन्द्रों में जाकर ऑनलाइन आबंटन कार्यक्रम में वृत्तित अवधि में प्रातः 9.30 बजे से संध्या 5.30 बजे तक आवेदनपत्र दस्तावेजों के साथ उपस्थित होकर विकल्प फार्म भर सकते हैं-

आबंटन कार्यक्रम निम्नानुसार है-


ऑनलाइन आबंटन कार्यक्रम (डी.एड.)

क्र.	विवरण	दिनांक से	दिनांक तक
1	प्रथम चरण विकल्प फार्म ऑनलाइन जमा करने की तिथि	17.06.2013	24.06.2013
2	दावा आपत्ति के लिए प्रथम चरण के आबंटन सूची जारी करना	26.06.2013	28.06.2013
3	प्रथम चरण की आबंटन सूची जारी करना	01.07.2013	
4	प्रथम चरण में आबंटित छात्रों द्वारा महावि. में प्रवेश के लिए निर्धारित तिथि	02.07.2013	08.07.2013
5	द्वितीय चरण के लिए विकल्प फार्म ऑनलाइन जमा करने के लिए तिथि (इन तिथियों में प्रथम चरण में सम्मिलित छात्र विकल्प परिवर्तन शुल्क जमा करके कर सकते हैं।)	10.07.2013	12.07.2013
6	दावा आपत्ति के लिए दूसरे चरण की आबंटन सूची जारी करना	15.07.2013	17.07.2013
7	दूसरे चरण की आबंटन सूची जारी करना	20.07.2013	
8	द्वितीय चरण में आबंटित छात्रों द्वारा महाविद्यालय में प्रवेश के लिये निर्धारित तिथि	22.07.2013	29.07.2013
9	डी.एड. के लिए तीसरे चरण की आबंटन प्रक्रिया	आबंटन प्रक्रिया एवं तिथि पृथक से घोषित की जायेगी.	

ऑनलाइन आबंटन कार्यक्रम (बी.एड.)

क्र.	विवरण	दिनांक से	दिनांक तक
1	प्रथम चरण विकल्प फार्म ऑनलाइन जमा करने की तिथि	01.07.2013	10.07.2013
2	दावा आपत्ति के लिए प्रथम चरण के आबंटन सूची जारी करना	13.07.2013	16.07.2013
3	प्रथम चरण की आबंटन सूची जारी करना	19.07.2013	
4	प्रथम चरण में आबंटित छात्रों द्वारा महावि. में प्रवेश के लिए निर्धारित तिथि	20.07.2013	26.07.2013
5	द्वितीय चरण के लिए विकल्प फार्म ऑनलाइन जमा करने के लिए तिथि (इन तिथियों में प्रथम चरण में सम्मिलित छात्र विकल्प परिवर्तन शुल्क जमा करके कर सकते हैं।)	29.07.2013	01.08.2013
6	दावा आपत्ति के लिए दूसरे चरण की आबंटन सूची जारी करना	05.08.2013	06.08.2013
7	दूसरे चरण की आबंटन सूची जारी करना	08.08.2013	
8	द्वितीय चरण में आबंटित छात्रों द्वारा महाविद्यालय में प्रवेश के लिये निर्धारित तिथि	10.08.2013	16.08.2013
9	बी.एड. के लिए तीसरे चरण की आबंटन प्रक्रिया	आबंटन प्रक्रिया एवं तिथि पृथक से घोषित की जायेगी.	

- दावा आपत्ति एस.सी.ई.आर.टी. में दस्तावेजों एवं प्रमाण के साथ उपस्थित होकर ही करने पर स्वीकार किये जायेंगे।
- प्रथम चरण में जिन अभ्यर्थियों को महाविद्यालय आबंटित हुआ है और यदि वे अपने आबंटित महाविद्यालय या MKCL केन्द्र में निःशुल्क आबंटन निरस्त करा सकते हैं और यदि विकल्प परिवर्तन करना चाहते हैं तो पुनः शुल्क चालान से जमा कर पुनः विकल्प फार्म भर सकते हैं। यह सुविधा केवल एक बार के लिए होगी।
- किसी अभ्यर्थी द्वारा निर्धारित अवधि में प्रवेश न लेने पर उनका आबंटन स्वयमेव निरस्त हो जायेगा।
- किसी महाविद्यालय द्वारा प्रवेशित अभ्यर्थियों को ऑनलाइन प्रवेश प्रविष्टि नहीं करने से रिक्त रहने वाली सीट्स के लिए संबंधित महाविद्यालय स्वयं उत्तरदायी होगा। इन सीटों को एस.सी.ई.आर.टी. रायपुर द्वारा अगले चरण की आबंटन प्रक्रिया में सम्मिलित नहीं किया जायेगा।
- आरक्षित वर्ग के सीटें यदि रिक्त रहती हैं तो छ.ग. डी.एड. प्रवेश नियम 2007 छ.ग. बी.एड. प्रवेश नियम 2006 में उल्लेखित प्रावधानों के अनुसार परस्पर सीटों में परिवर्तन प्रथम चरण के आबंटन प्रक्रिया के पश्चात दूसरे चरण के आबंटन प्रक्रिया के समय किया जायेगा।
- अभ्यर्थियों को सलाह दी जाती है कि ऑनलाइन आबंटन प्रक्रिया की विस्तृत नियमों, निर्देशों शुल्क के संबंध में जानकारी, MKCL केन्द्रों की सूची तथा महाविद्यालयों की सूची को जानकारी प्री बी.एड./प्री डी.एड. विवरणिका 2013 में तथा एस.सी.ई.आर.टी. के वेबसाइट <http://scert.cg.gov.in> में दिया गया है। कृपया इसका ध्यानपूर्वक अध्ययन करें।


प्राचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
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Encl. - 2.1.2

Cover Page



VIPRA ARTS COMMERCE & PHYSICAL EDUCATION COLLEGE

PROSPECTUS



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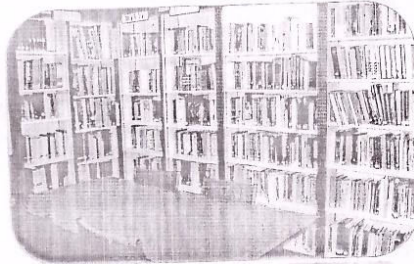
Amapara, G.E. Road, Raipur (C.G.) Ph. : 0771-2533389 E-mail : vipracollege1996@gmail.com
New Building - Near Pt. Ravishankar University (Dumartalab) Raipur (C.G.)



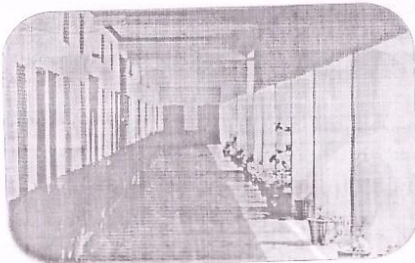
VIPRA ARTS COMMERCE & PHYSICAL EDUCATION COLLEGE



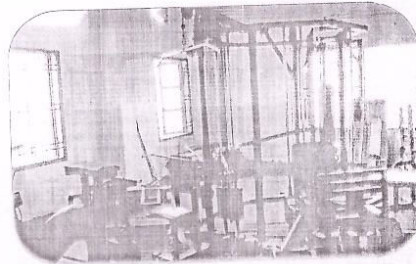
Art & Craft



Library



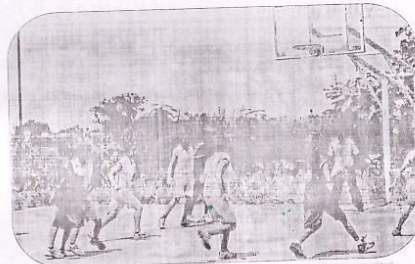
Corridor



GYM



Computer Lab



Sports

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प्राचार्य

आधार - प्रवेश मार्गदर्शिका, छ.ग. शासन (उच्च शिक्षा विभाग) रायपुर के नियमों, विनियमों, पाठ्यक्रम के आधार पर प्रवेश एवं समस्त विवाद-रायपुर न्यायालय के क्षेत्राधिकार के अंतर्गत मान्य होंगे ।

प्री.बी.एड. 2013 के लिए पाठ्यक्रम

भाग - 1

सामान्य मानसिक योग्यता

30 अंक

इसमें मानसिक योग्यता में निहित निम्नांकित कार्य आते हैं:-
तर्क करना, संबंध देखना, एनालॉजी, अंकिक योग्यता, आकाशीय संबंध आदि।
इन कारकों का परीक्षण करने के लिए सामान्यतः इस प्रकार के प्रश्न पूछे जाते हैं - विषमता को पहचानना, आंकिक श्रेणी, अक्षर श्रेणी, अक्षर अंक और चित्रों द्वारा संबंध देखना, सांकेतिक भाषा, छुपे हुए चित्र, वर्ग एवं अंक, गणितीय संकियाएँ चित्रों का मिलान, धन संबंधी विभिन्न प्रकार के पैटर्न आदि-आदि।

भाग - 2

सामान्य चेतना

20 अंक

इस प्रश्न पत्र में निम्नांकित विषय रहेंगे। केवल सामान्य विज्ञान विषय को छोड़कर शेष अन्य सभी विषय भारत एवं छत्तीसगढ़ तक सीमित रहेंगे।

1. भारतीय इतिहास : भारतीय सांस्कृतिक विकास, ऐतिहासिक घटनाएँ, भारतीय स्वतंत्रता का इतिहास 1857 से 1945 तक, 1947 के बाद का घटनाक्रम, सुधार आंदोलन, राष्ट्रीय एकता
2. नागरिक शास्त्र/राजनीति विज्ञान मौलिक कर्तव्य एवं अधिकार, शिक्षा, भाषा, सांस्कृतिक, राष्ट्रीय प्रतीक, राष्ट्रीय व्यक्तित्व, लोकसभा राज्य सभा, मुख्य संवैधानिक प्रावधान।
3. अर्थशास्त्र सामाजिक एवं आर्थिक विकास, जनसंख्या परिप्रेक्ष्य, सकल राष्ट्रीय उत्पादन और प्रति व्यक्ति आय, शिक्षा का बजट, राष्ट्र एवं राज्य, नियोजन प्रक्रिया, कृषि ग्रामीण विकास, औद्योगिक एवं व्यापारिक विकास, भारतीय अर्थव्यवस्था, बैंक प्रणाली, रोजगार समस्या, वर्तमान आर्थिक घटनाक्रम।
4. भूगोल प्राकृतिक संसाधन, पर्यावरण चेतना, वनस्पति एवं प्रणाली समूह, मिट्टी और उसके प्रकार, खनिज, भारत के राज्य, उसकी भौगोलिक स्थिति।
5. सामान्य विज्ञान मुख्य आविष्कार एवं आविष्कार एवं जन विज्ञान आंदोलन, स्वास्थ्य, स्वास्थ्य विज्ञान एवं जनसंख्या, चेतना जीवन की गुणवत्ता।
6. खेल और शिक्षा, योग, शिक्षा, मूल्य, भारत के विभिन्न आयोग, शिक्षा नीतियों, शिक्षा-नीति, समीक्षा, औपचारिक-तराई-शैक्षिक तकनीक शिक्षा/पूर्ण साक्षरता अभियान/सतत शिक्षा संबंधी रिपोर्ट्स विभिन्न नवाचार, प्रोजेक्ट और शिक्षा में प्रयोग, शिक्षा का लोक व्यापीकरण/प्रारंभिक शिक्षा का लोकव्यापीकरण/सबके लिए शिक्षा/जिला, प्राथमिक शिक्षा कार्यकम/निःशुल्क एवं अनिवार्य शिक्षा का

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

अधिकार कानून 2009 राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद/दूर शिक्षा/संचार माध्यम, खेलकूद, योग एवं उपलब्धि शाला, स्वच्छता एवं शाला प्रबंधन।

भाग-3

शैक्षणिक अभिरूचि

30 अंक

शैक्षणिक अभिरूचि में निम्नलिखित कार्य सम्मिलित हैं: बच्चों के प्रति अभिवृत्ति, अनुकूलन की योग्यता, व्यवसाय संबंधी सूचनाएं, व्यवसाय में रुचि इनका परीक्षण कथनों की सहायता से किया जाएगा।

भाग-4

सामान्य हिन्दी

10 अंक

अ. व्याकरण

- मानक भाषा : स्वरूप और लक्षण,
- संज्ञापद, सर्वनाम, क्रिया विशेषण का व्यावहारिक प्रयोग
- समास-रचना एवं प्रकार,
- संधि नियम एवं प्रकार,
- अवधारणात्मक व्याकरण, व्यवहार, एवं प्रयोग
- विनम्रता सूचक, विधि निषेध,
- काल बोध, स्थान एवं दिशा बोध
- कारक-कार्य संबंध, अनुक्रम,
- व्याकरणिक अशुद्धियां

ब. शब्द बोध

- शब्द-रचना उपसर्ग प्रत्यय एवं इनके अर्थ मूलक प्रभाव
- शब्द-प्रकार तत्सम, तद्भव, देशज विदेशी, संकर, नवनिर्मित,
- शब्दार्थ-पर्यायवाची, विलोमार्थी, अनेकार्थी, युग्म
- अशुद्धि संशोधन, -उच्चारणगत, शब्द व शब्दार्थगत
- हिन्दी के पारिभाषिक एवं तकनीकी शब्द पारिभाषिक शब्द निर्माण के आधार
- पारिभाषिक शब्द-प्रशासनिक, मानविकीय, वाणिज्यिक

(11)

PART - V
Communication Ability in General English

10 Marks

UNIT - I: GRAMMAR -

- 1.1 Simple, Complex and Compound sentences.
- 1.2 Subordinate and co-ordinate clauses
- 1.3 Transformation of sentences.
- 2 TENCE
- 2.1 Simple, present, progressive and present perfect
- 2.2 Simple past, progressive and past perfect.
- 2.3 Indication of futurity
- 3 CHANGE VOICE
- 4 Change of Narration
- 5 Modals (will, shall, should, ought to, must, have to, can-could, may-might and need)
- 6 Verb structures (Infinitive and gerundials)
- 7 Tag Questions
- 8 Preposition, I count and non-count nouns

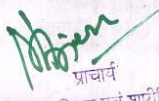
UNIT - II: VOCABULARY

1. Prefixes and Suffixes
2. One word substitution
3. Synonyms and Antonyms
4. Spellings
5. Derivations

(अनिल राय)

संचालक

एस.सी.ई.आर.टी, छ.ग. रायपुर


प्राचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

End - 2.1.58

Consumable Booklet of E A A M

कथन	विकल्प		प्राप्ति
	सही	गलत	
मिश्रित कृषि और जल-वायु भूमि को उर्वरता बनाए रखने की अतिम विधि है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
अत्यंत प्रदूषण हमारे स्वास्थ्य के लिए हानिकारक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
वायवी तथा कारखानों से निकला धुआं अम्लीय वर्षा के लिए उत्तरदायी है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
वायवी से अम्लीय वर्षा का उपयोग आवश्यक रूप से होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
वैकल्पिक गैरहाल ईंधन के लिए अलकोहल उत्पादक पौधों ईंध, आलू, इत्यादि की खेती गरी होनी चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
अल्प देश के लोगों की तुलना में औसत भारतीय के शरीर में लोहे की प्रतिशत मात्रा सबसे अधिक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
सुशोधन की समस्या के समाधान में श्वेत-क्रान्ति की महत्वपूर्ण भूमिका है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
भारत के क्षेत्रफल के एक-तिहाई भाग में वनों का होना आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
प्रदूषण मुक्त जल जीवन के लिए आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
सक्रामक रोगों से मुक्ति के लिए सामुदायिक टीकाकरण कार्यक्रम चलाया जाना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
ओजोन-परत को बचावे के लिए रेफ्रिजरेटर और जेट विमानों के निर्माण बन्द कर देना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
धूम्रपान में कमी तथा औसत आयु में वृद्धि मानव-जनसंख्या वृद्धि का प्रमुख कारण है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
प्रदूषण की उपराधता पर बल दिया जाना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
अंतरिक्ष प्रदूषण से बचने के लिए कृत्रिम उपग्रहों, रॉकेटों का क्षेपण बन्द कर देना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
ग्रीन हाउस गैस को वृद्धि सम्पूर्ण विश्व-समुदाय के लिए खतरा है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
			प्राप्ति 27

* Negative Items

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U.P. College

Consumable Booklet

OF

E A A M

(Hindi Version)

Praveen Kumar Jha (Madhepura, Bihar)

कृपया निम्न सूचनाएं भरियें:-

दिनांक 06/11/2018

नाम कमिनी ताम्रकार

कक्षा 12-ए

विषय आधुनिक आय

विद्यालय का नाम विप्र महाविद्यालय रायपुर

निर्देश

आने के पृष्ठों पर पर्यावरण से सम्बन्धित 51 कथन दिये गए हैं। आप इन कथनों को ध्यानपूर्वक पढ़ें और जिस कथन से आप "सहमत" हों उसके नीचे वाले खाने में सही का निशान ☒ या जिससे "असहमत" हों वहाँ असहमत पर सही का निशान ☐ लगायें। ऐसा प्रत्येक कथन को पढ़कर करें। मैं सिर्फ यह जानना चाहता हूँ कि आप अपने पर्यावरण के बारे में कितने सजग हैं और विषय में क्या सोचते हैं। आपका निष्ठापूर्ण सहयोग बहुत ही महत्वपूर्ण है। यथासाध्य शीघ्र उत्तर दें।

फलांकन तालिका

Page	2	3	4	Level of Environmental Awareness
Score	33	34	27	
Total	94			

Estd. 1971

(C): (0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Consumable Booklet of E A A M

क्र.	कथन	विकल्प		प्राप्तांक
		सबुद्ध	असबुद्ध	
1.	पर्यावरण प्रदूषण के लिए मूलतः मनुष्य ही जिम्मेदार है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
2.	विकसित देशों की अपेक्षा विकासशील देशों में प्रदूषण अधिक है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
3.	बृहत् पैमाने पर औद्योगीकरण प्रदूषण का प्रमुख कारण है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
4.	पर्यावरण-सुरक्षा के लिए जन-आन्दोलन की आवश्यकता है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
5.	पनबिजली पैदा करने के लिए बड़े बांध आवश्यक हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
6.	गैर-परम्परागत ऊर्जा-स्रोतों (पवन-ऊर्जा, सौर ऊर्जा इत्यादि) पर ध्यान देना आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
7.	पर्यावरण के प्रति जागरूकता लाने में संचार-माध्यम की भूमिका प्रमुख है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
8.	ऊर्जा के वैकल्पिक तथा नवीकरणीय स्रोतों पर योजनाबद्ध कार्यक्रम होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
9.	विद्युत उत्पादन के लिए पवन-ऊर्जा का उपयोग प्रदूषण बढ़ाता है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
10.	प्रदूषण को दृष्टि से नाभिकीय रिएक्टरों का उपयोग वांछनीय नहीं है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
11.	कृत्रिम वर्षा को तथा कीटनाशकों का छिड़काव बन्द होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
12.	सीसा (Lead) युक्त पेट्रोल का उपयोग होना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
3.	सार्वजनिक स्थानों पर धूम्रपान प्रतिबन्धित होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
4.	बढ़ती हुई जनसंख्या पर्यावरण-प्रदूषण का प्रमुख कारण है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
5.	उपलब्ध ऊर्जा-स्रोतों तथा उसके उपयोग के बीच सन्तुलन होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
6.	कोयला, पेट्रोल आदि ऊर्जा स्रोतों का अतिरिक्त उपयोग होना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
7.	पीछे रहित प्रभाव (ग्रैन हाउस इफेक्ट) वायुमण्डल के तापमान-वृद्धि के लिए उत्तरदायी है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
8.	घमड़ा और उर्वरक उद्योग जल-प्रदूषण के लिए जिम्मेदार हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
9.	वातावरण के तापमान सन्तुलन के लिए वृक्षारोपण आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2

प्राप्तांक: [22]

Consumable Booklet of E A A M

क्रमांक	कथन	विकल्प		प्राप्तांक
		सबुद्ध	असबुद्ध	
20.	वायुमण्डल का ओजोन-सतह हमारे अस्तित्व के लिए आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
21.	पर्यावरण-प्रदूषण से बचने के लिए नाभिकीय परीक्षणों पर प्रतिबन्ध होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
22.	सामुदायिक भण्डाई कार्यक्रम में सभी को सक्रिय भाग लेना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
23.	उर्वरक-उत्पादन कारखाने आबादी वाले इलाकों के निकट होना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
24.	वायु-प्रदूषण से बचने के लिए समय-समय पर वाहनों की जाँच करानी चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
25.	नाभिकीय कचरे को निरोक्षण सावधानी से लेना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
26.	परिवार-कल्याण कार्यक्रम का पालन प्रायिक व्यक्ति का कर्तव्य है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
27.	खाद्यान्न-उत्पादन बढ़ाने के लिए पर्वतों को साफ कर खेतों की जाती चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	2
28.	सौर-ऊर्जा का उपयोग प्रदूषण मुक्त है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
29.	तेजी से वनों की कटाई वर्षा-चक्र को असन्तुलित करती है।	<input type="checkbox"/>	<input type="checkbox"/>	2
30.	भूमि की उर्वराशक्ति बनाए रखने के लिए जैव-ऊर्जा का प्रयोग किया जाना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
31.	धुएँ के प्रदूषण से बचने के लिए वाहनों में कैटेलिटिक कन्वर्टर का उपयोग होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
32.	वनों की कटाई भूमि-अपघटन तथा बाढ़ का मुख्य कारण है।	<input type="checkbox"/>	<input type="checkbox"/>	2
33.	नशीली चीजों (अपमॉम, परम, कोकोन आदि) का सेवन बन्द होना चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	2
34.	प्रत्येक वर्ष 1 से 7 अक्टूबर तक वन-संरक्षण सप्ताह मनाया जाना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
35.	दुग्धप्राय जन्तुओं (चाँता, पाण्डा, कश्मीरी शिरण इत्यादि) का संरक्षण आवश्यक है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
36.	वन-संरक्षण के लिए कागज का समुचित उपयोग होना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2

प्राप्तांक: [20]

शिक्षा विभाग

विप्र महाविद्यालय, रायपुर

सत्र 2012-13

सांस्कृतिक, साहित्यिक एवं क्रीडा प्रतियोगिताएँ

S.N.	Date	Events
①	25-08-12	एकल गीत
2	1-09-12	भाषण
③	8-09-12	समूह गीत
4	15-09-12	वाद-विवाद
5	22-09-12	तात्कालिक भाषण
6	29-09-12	फैंसी ड्रेस
⑦	6-10-12	व्यंजन प्रतियोगिता
8	13-10-12	पुष्प सज्जा / चित्रकला
9	20-10-12	सलाद सज्जा / मेंहदी
10	27-10-12	क्रिकेट (महिला / पुरुष)
11	3-11-12	कबड्डी / खो-खो
12	10-11-12	एथलेटिक्स (भाला, तवा, गोला फेंक)
13	01-12-12	एकल नृत्य
14	08-12-12	समूह नृत्य
⑮	15-12-12	रंगोली

Principal

Vipra College, Raipur

दिये गये क्रमांक की प्रतियोगिता लिखित रूप में करायें

① शिक्षा विभाग 1, 2, 7, 15

(2) शा. शिक्षा विभाग - 10, 11, 12

(3) कम्प्यूटर विभाग - 8, 9, 13, 14

(4) कामर्षी विभाग - 3, 4, 5, 6

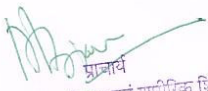
विप्र कला वाणिज्य एवं सांस्कृतिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय रायपुर

सत्र 2012-2013

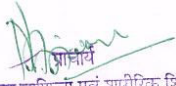
अंतरमहाविद्यालयीन सांस्कृतिक एवं साहित्यिक प्रतियोगिताओं के परिणाम

क्रमांक	सांस्कृतिक कार्यक्रम	दिनांक	परिणाम
1.	एकलगान	25-8-12	1.सचल कुमार (बी.एड) 2.अल्पना कुम्बलकर (बी.एड)
2.	समूहगान	01-09-12	1.लता वैद्य (बी.एड) 2.अविनाश (बी.पी.एड)
3.	फैन्सी ड्रेस	29-09-12	1.ममता वर्मा (बी.एड) 2.रीता शर्मा (बी.एड)
4.	व्यंजन प्रतियोगिता	06-10-12	1.अर्चना भदानीय (बी.एड) 2.अजितेश (पीजीडीसीए)
5.	पोस्टर प्रतियोगिता	06-10-12	1.विजय आनंद (बी.एड) 2.निवेदिता जाना (बी.एड)
6.	पुष्प सज्जा	13-10-12	1.नेहा महोबिया (बी.एड) 2.ममता वर्मा (बी.एड)
7.	चित्रकला	13-10-12	1.विजय आनंद (बी.एड) 2.लता वैद्य (बी.एड)
8.	सलाद प्रतियोगिता	20-10-12	1.संध्या तिवारी (बी.एड)
9.	मेहन्दी	20-10-12	1.ममता वर्मा (बी.एड) 2.पूनम शर्मा (पीजीडीसीए)
10.	एकलनृत्य	01-11-12	1.संजु राठौर (बी.एड) 2.लता वैद्य (बी.एड)
11.	समूहनृत्य	08-12-12	1.लता वैद्य (बी.एड) 2.चेतना शर्मा (बी.एड)
12.	रंगोली	15-12-12	1.रुषा मिश्रा (बी.एड) 2.विजय आनंद (बी.एड)
13.	भाषण प्रतियोगिता	15-09-12	1. अविनाश शर्मा (पीजीडीसीए) 2.श्रुति दुबे (बी.एड)
14.	वाद-विवाद	22-09-12	1.सुधामय त्रिपाठी (बी.एड) 2.रचना झा (बी.एड)

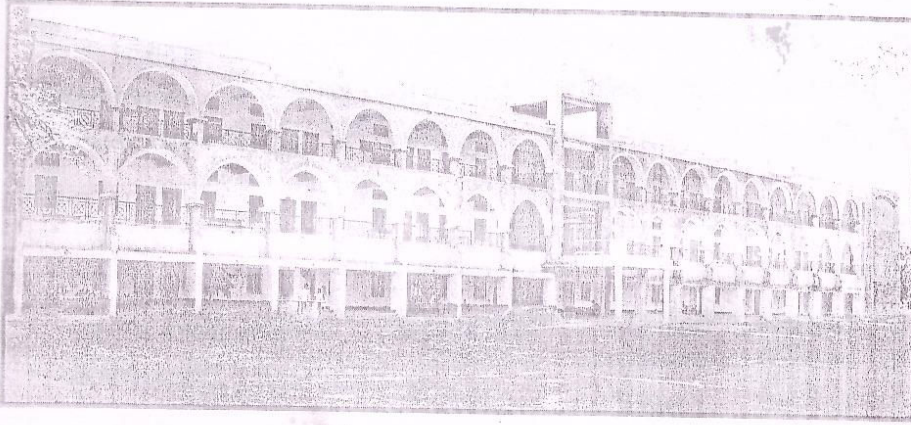

 विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

(ii)

क्रीड़ा प्रतियोगिता			
15.	बॉलीबाल प्रतियोगिता	18.10.12	1. भानुप्रताप (बी.पी.एड) 2. नोमेश शर्मा (पीजीडीसीए)
16.	भाला फेंक (लड़कियां)	22.1.13	1. रेशमा बानो (बी.पी.एड) 2. पूनम शर्मा (पीजीडीसीए)
17.	तवा फेंक	22.1.13	1. सरिता कुसुम (बी.पी.एड) 2. पूनम शर्मा (पीजीडीसीए)
18.	गोला फेंक	22.1.13	1. प्रतिमा कुमारी (बी.पी.एड) 2. गुणेश्वरी क्षत्रिय (पीजीडीसीए)
19.	भाला फेंक (लड़कें)	22.1.13	1. भानुप्रताप (बी.पी.एड) 2. नोमेश शर्मा (पीजीडीसीए)
20.	तवा फेंक	22.1.13	1. नीलकंठ साहू (बी.पी.एड) 2. टीकेन्द्र कुमार (पीजीडीसीए)
21.	गोला फेंक	22.1.13	1. भानुप्रताप (बी.पी.एड) 2. नोमेश शर्मा (पीजीडीसीए)


 विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

**विप्र कला, वाणिज्य एवं शारीरिक
शिक्षा महाविद्यालय
रायपुर (छत्तीसगढ़)**



**बी. एड.
प्रश्न बैंक**

पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर
आधारित पाठ्यक्रमानुसार

शिक्षा विभाग द्वारा प्रकाशित

प्रथम संस्करण - जुलाई 2012

(Signature)
प्रो. राय
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

जाति 5 व 10 वं शास्त्रिक शिक्षा महाविद्यालय रायपुर 2012-13 Encl-2:3:5
शिक्षा विभाग सेमिनार सूक्ष्म शिक्षण एवं पाठ योजना

दिनांक	1st	2nd	3rd	4th	5th	6th
	9:20-10:00	10:00-10:40	10:40-11:20	11:00-11:40	11:40-12:20	12:20-1:00
24/08/12 सोमवार	पाठ योजना सामान्य व की रूपरेखा (डॉ.एस.फ्रांसिस)	विश्लेषण उद्देश्य विशिष्ट सामग्री (रश्मिका मालवी हति बैनजी)	सहायक शिक्षण सामग्री	पूर्वज्ञान व परस्तावना (रीना शुक्ला)	प्रस्तुतीकरण (दिल्या शर्मा)	पुनरावलोकन (कुसुम साहू)
25/08/12 मंगलवार	अवलोकन (डॉ.एस.फ्रांसिस)	हिन्दी पाठ आदर्श पाठ (रश्मिका)	भौतिक वि. आदर्श पाठ (दिल्या)	गणित बि. आदर्श पाठ (नेहा)	बांग्रेजी बि. आदर्श पाठ (कुसुम)	समीक्षा विज्ञान (डॉ.एस.फ्रांसिस)
26/08/12 बुधवार	जीव विज्ञान आदर्श पाठ (डॉ.एस.फ्रांसिस)	हिन्दी गद्य आदर्श पाठ (हति)	सा. विज्ञान आदर्श पाठ (रीना)	समीक्षा हिन्दी बांग्रेजी (हति)	समीक्षा जीव विज्ञान (दिल्या)	समीक्षा हिन्दी सा. विज्ञान (रश्मिका)
सूक्ष्म शिक्षण						
30/08/12	सूक्ष्म शिक्षण व्याख्यान (डॉ.एस.फ्रांसिस)	व्याख्यान कोशाल (रीना)	उद्घोषन परिक्षण कोशाल (रश्मिका)	अनुवादन प्रश्न कोशाल (कुसुम)	व्याख्यान कोशाल (हति)	पुनर्बल (रश्मिका)
31/08/12	दृष्टान्त कोशाल (दिल्या)	परस्तावना कोशाल (आंफाशं)		होत्रो कर सूक्ष्म पाठ का प्रस्तुतीकरण		

हस्ताक्षर
1. दिल्या शर्मा

2. रश्मिका मालवीय

3. हति बैनजी

4. रीना शुक्ला

5. कुसुम साहू

विप्रा कला माधन्य एवं सार्विक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Dr. Smt. Shantilata Francis
HOD (Education)
Vipra Kala, Vanija Evam Sha Shiksha
Mahavidyalaya, Raipur (C.G.)

Comment on Practise Teaching End- 2.4.2

Lesson No. पाठ क्रमांक - 6 Date दिनांक - 18/9/12
 Subject विषय - Social Science Title प्रकरण - Buxar War
 Class & Sec. कक्षा एवं वर्ग - 12th School पाठशाला - R.D. Tiwari School
 Name of Supervisor निरीक्षक का नाम - Smt. Kusum Bahu
 Criticism of Lesson & Suggestion पाठ की समीक्षा एवं सुझाव

- The scene of war is explained clearly with the help of teaching aid.
- Black board work is good.
- Developing questions asked.
- Don't take group answers.
- Class Discipline satisfactory.

Progress of Student
 परीक्षार्थी की प्रगति - Effective Teaching.

Soumen Jena
 Signature of Students Teacher
 छात्राध्यापक के हस्ताक्षर

Kundali
 Signature of Observer
 निरीक्षक के हस्ताक्षर

प्रचार
 विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

4. The P.S. to Kulapati PSSOU Bilaspur for information.
5. the secretary, Higher-Education, Govt. of Chhattisgarh, D.K.S. Bhawan Mantralaya, Raipur (C.G.)
6. the commissioner, Higher Education Directorate, Govt. Science College Campus, Raipur (C.G.)
7. The Secretary, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg New Delhi - 110002.
8. The Secretary, Council of Scientific and Industrial Research (CSIR), Anusandhan Bhawan, 2 Rafi Marg N.- Delhi - 110001.
9. The Secretary, University Grant Commission (UGC), Bahadur shah Zafar Marg, New Delhi - 110002.
10. The Indian Science Abstract Section, Indian National Scientific Documentation Center, Hill Side Road, New Delhi.
11. The Director, Distance Education Council (DEC) IGNOU Campus, Maidan Garhi, New Delhi - 110068.
12. The Librarian, Pt. Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur
13. The Registrar of all the statutory Universities in India.
14. The Director, Chhattisgarh Council of Science and Technology, Lokash Plaza, Bottle House, Shankar Nagar, Raipur (C.G.)
15. The Editors of all reputed News papers for publication as news item.
16. The Department of Academic Pt. Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur for information.
17. Office Copy.

Registrar



BILASPUR UNIVERSITY, BILASPUR (C.G.)

SEMINAR On

"QUALITY ASSESSMENT, ACCREDITATION AND ASSURANCE IN HIGHER EDUCATION"

Certificate

②

This is to certify that Prof. / Dr. / Mr. / Ms. Kusum Sahar, Assistant Prof. of Vidya Arts, Commerce & physical Education College, Raipur. has participated as Resource Expert / attended the NAAC Sponsored two days Seminar on "Quality Assessment, Accreditation and Assurance in Higher Education" Organised by Bilaspur University, Bilaspur (C.G.) held on February 26th & 27th, 2013.

Dr. ARUN SINGH
Registrar

विश्व कला वाणिज्य एवं सामाजिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छग.)

Dr. B. S. MADHUKAR
Deputy Adviser
NAAC, Bangalore

G. D. Sharma
Dr. G. D. SHARMA
Vice Chancellor

2.4.6(b)

Encl. - 2.4.6 (B)



PT. SUNDARLAL SHARMA (OPEN) UNIVERSITY CHHATTISGARH, BILASPUR

कोनी - बिरकोना मार्ग, ग्राम पो. - बिरकोना, विलासपुर छ.ग. पिन - 495005 फोन - 07752-643644, 645346 फैक्स - 07752- 213073

S. No. 1877 /Acade./Ph.D./2013

Bilaspur, Dated 25/9/2013

NOTIFICATION

It is notify that the University has accepted the thesis submitted by **Smt. Divya Sharma Nee Pandey** and after receiving the report of examiners declared him/her eligible for award of **Doctor of Philosophy** of Pt. Sundarlal Sharma (open) University Chhattisgarh, Bilaspur on the date of the Viva-Voce examination held on 11/09/2013

- | | |
|-----------------------------------|--|
| 1. Name of the Candidate : | Smt. Divya Sharma |
| 2. Name of Supervisor : | Dr. (Smt.) Ranjana Chaturvedi |
| 3. Enrolment No : | Edu/08/24 |
| 4. Subject : | Education |
| 5. Faculty : | Education |
| 6. Title of the thesis : | ATTITUDE TOWARDS TEACHING & PERSONALITY TRAITS OF SECONDARY SCHOOL TEACHERS WITH SPECIAL REFERENCE TO LOCALITY, LEVELS OF TEACHERS, CASTE & SEX |
| 7. Date of Registration : | 20/10/2008 |
| 8. Date of Submission of thesis : | 10/05/2012 |

BY ORDER

Registrar

Bilaspur, Dated 25/9/2013

Endt. No. 1878 Acade./Ph.D./ 2013

Copy to

1. श्रीमती दिव्या शर्मा, ईश्वरी निकेतन ब्राह्मणपारा आजाद चौक म. न. 47/151 रायपुर, छ.ग.
2. Dr. (Smt.) Ranjana Chaturvedi, Asstt. Prof. Govt. P.G.B.T. College Bilaspur.
3. the secretary to Honourable Kuladhipati, Rajbhawan, Raipur for information.
4. The P.S. to Kulapati PSSOU Bilaspur for information.
5. the secretary, Higher Education, Govt. of Chhattisgarh, D.K.S. Bhawan Mantralaya, Raipur (C.G.)
6. the commissioner, Higher Education Directorate, Govt. Science College Campus, Raipur (C.G.)
7. The Secretary, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg New Delhi - 110002.
8. The Secretary, Council of Scientific and Industrial Research (CSIR), Anusandhan Bhawan, 2 Rafi Marg N.- Delhi - 110001.
9. The Secretary, University Grant Commission (UGC), Bahadur shah Zafar Marg, New Delhi - 110002.
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12. The Librarian, Pt. Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur
13. The Registrar of all the statutory Universities in India.
14. The Director, Chhattisgarh Council of Science and Technology, Lokash Plaza, Bottle House, Shankar Nagar, Raipur (C.G.)
15. The Editors of all reputed News papers for publication as news item.
16. The Department of Academic Pt. Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur for information.
17. Office Copy.

विश्व कला धर्मिण्य एवं सांस्कृतिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Registrar

Encl. - 3-1-1 (A)



Dr. C. V. RAMAN UNIVERSITY
KARGI-ROAD, KOTA, BILASPUR (C.G.)
Phone: 07753 - 253736, 253737, Fax : 07753 - 253728,
Website: www.cvrur.ac.in, Email: cvrurapur@yahoo.co.in

Ref.No/CVRU Ph.D./Approved/Out/ 167 /2012

Date: 22/09/12

To,

Sh. Lata Banerjee
W/O Amit Banerje 12,
New panchsheel Nager Civil Lines Raipur(C.G.)

Subject: Pursuance of Ph.D. work in Education .

Reference: - Your file No. 2011/Education/Education /09

With reference to above it is to inform you that the Research Degree Committee has found your synopsis suitable for Pursuance of Ph.D. work in the University. The details are as follows:

Faculty	Subject	Topic registered for Ph.D. Degree	Date of Registration	Enrolment No.	Name of Supervisor/Co-Supervisor
Education	Education	किशोरों के सांवेगिक परिपक्वता का उनके समायोजन एवं आत्म-सम्प्रत्यय पर पड़ने वाले प्रभाव का अध्ययन	10/01/12	CV/410/1249	Dr Shanti Lata Fransis

It is to inform you further that as per the ordinance, the University will monitor your progress of work for which you will be required to submit six monthly progress report on the work done, duly forwarded by guide (format enclosed).

If the progress of work is not found satisfactory in two subsequent progress reports, your name may be removed from the list of Research Scholars for Ph.D. degree, at your own risk.

You will also be required to deposit your dues as per University rules, failing which your registration will be automatically cancelled.

Assistant Registrar (Academic)

Copy to:-

- Principal/HOD of the Education, Govt. PGBT College Raipur (C.G.)
- Dr Shanti Lata Fransis, Asso. Prof., Govt. PGBT College Raipur (C.G.) Supervisor
- A/C officer
- PA to Honorable VC Sir
- Master File

Assistant Registrar (Academic)



(ii)

Let.No./MU/Ph.D.Cell/2013/RS- 294

Date: -16/04/2013

To,

Akanksha Pandey
Raipur

Subject: - DRC Interview.

With reference to your Pre- Ph.D. Entrance Examination 2013, it is hereby informed that your DRC interview for the subject Education is scheduled on 06/05/13 at 11 am in the respective department.

In this regard the candidate is expected to submit the required documents on or before the DRC interview and to report on time for the same.

प्राचार्य
विश्व कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

O.S.D.

Ph.D. Cell

Pandri, Raipur(C.G.)

T: +91 771 4078994/95/96/98

www.matsuniversity.ac.in



3.1. 1A
(iii)

Let No. : - MU/Ph.D. Cell/2013/RS- 217

Date:-18/03/2013

To,


Akanksha Pandey

It is our pleasure to inform you that you have qualified the Pre- Ph.D entrance test held on 24th February in Education Subject and there by declared eligible to undergo Ph.D programme from the university. In this regard the candidate is further instructed to fill the admission form that would be available in Ph.D. cell from 25th March between 2:00 p.m. to 4 pm . The duly filled admission form should reach the university by 15th April, 2013

The duly filled admission form should be supported by the following document during submission.

- 1) Attested copy of mark sheets and degree certificate.
- 2) List of documents of the supervisor.
 - a) Consent letter to act as a supervisor in MATS University
 - b) Copy of appointment letter as a regular teacher
 - c) Reprint of 5 papers published in reputed Journals
 - d) Updated resume

O.S.D.
(Ph.D. Cell)
MATS University,
City Information Center,
Pandri, Raipur (C.G.)
T: +91 771 4078994/95/96/98(EXT 139)
www.matsuniversity.ac.in


प्रचारिणी
विश्व कला वाणिज्य एवं सामाजिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

S. No. - 639Book No. - 26

**Pt. Ravishankar Shukla University,
RAIPUR-492010 (C. G.)**

Ph.D. ELIGIBILITY CERTIFICATE

Ref. - Pre Ph.D./Apr. 2012

ROLL No. - 271Certified that Ku |Smt.|Shri - Kusum SahuFather's | Husband's Name - Mr. Tahal Ram SahuMother's Name - Smt. Shakun Sahuhas qualified the Per - Ph.D. Entrance Examination 2012 held on 22 April 2012 in the Subject - Education.This certificate is valid for a period of two years w. e. f. the date of declaration of the result (Date 27.4.12)

permitting the candidate to under take the Ph.D. Program of the university in above subject as per the provisions laid down in the Ordinance 45 of Pt. Ravishankar Shukla University; Raipur (C. G.)

In-charge

Entrance Examination 2012

SoS in Phy. Education

(Seal)

Head
S.O.S. in Physical Education
Pt. Ravishankar Shukla University
Raipur (C.G.) 492010

Deputy Registrar (Acad.)

Registrar
Pt. Ravishankar Shukla University
Raipur (C. G.) 492010

Minor Project-

Encl. - 3.1.1 (C) 8.05.12



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.:MH-178/202071/XII/12-13/CRO

Date : _____

To
The Principal,
Vipra Arts, Commerce and Physical Education College
Raipur (C.G.)

Code 202071

31 MAR 2013

Sub. : Financial Assistance for undertaking Minor Research Project by Dr. Smt. Shantilata Francis H.O.D. (Education) Vipra Arts, Commerce and Physical Education College, Raipur (C.G.) in "Quality Assessment of Teacher Education Programme"

Sir,

The Commission on the recommendations of the Selection Committee has approved the research project entitled in "Quality Assessment of Teacher Education Programme" of by Dr. Smt. Shantilata Francis H.O.D. (Education) Vipra Arts, Commerce and Physical Education College, Raipur (C.G.) in "Quality Assessment of Teacher Education Programme" and has agreed to provide a grant of Rs.98000/-.

Particular	Allocation	Grant being released
NON RECURRING		
1. Books & Journals	Rs. 20000.00	Rs. 20000.00
2. Equipments	Rs. 0.00	Rs. 0.00
RECURRING		
3. Travels, Field work	Rs. 50000.00	Rs. 25000.00
4. Contingency	Rs. 18000.00	Rs. 9000.00
5. Chemical & Glassware	Rs. 0.00	Rs. 0.00
6. Special Needs	Rs. 10000.00	Rs. 5000.00
TOTAL	Rs. 98000.00	Rs. 59000.00

I am directed to convey the sanction of the Commission for Payment of Rs. 59000/- as first instalment to The Principal, Vipra Arts, Commerce and Physical Education College, Raipur (C.G.) under following terms and condition.


111

1. The effective date of implementation of the Project will be the date of receipt of fund by the institution.
2. The tenure for the Minor Research Project will be 18 months with 3 months of extension, which would be permissible only under special circumstances and will be without any Financial Assistance.
3. On receipt of this letter the Principal Investigator must sign and return the Acceptance Certificate as enclosed duly countersigned by the Principal within 3 month of issue of this letter, failing which the approval should stand withdrawn.
4. In case, the grant is not settled within six months from the date of completion of the project, the same will lapse and no representation will be entertained on this behalf and Principal Investigator has to refund the whole grant.
5. Principal Investigator may undertake only one project at a time under UGC funding either by the UGC, H.O., New Delhi or by the C.R.O., Bhopal. The letter of undertaking enclosed may be sent to this office immediately after receiving this sanction. Failure to the submission of this and also in running two parallel projects funded by the UGC (Regional Office/Main Office at New Delhi), the Principal Investigator will be held solely responsible and have to refund the amount as and when it comes to the notice, of the authorities.
6. The College shall maintain proper accounts of the expenditure out of the Grants which shall be utilised only on approved item of expenditure as per details in XI Plan Guidelines.

महानिदेशक, बी. ई. पेट रापुर (उ.प्र.)

Vipra Arts Commerce and Physical Education College Raipur (Cg)
List of Research Topics Undertaken By Faculty

S. N.	Name of Faculty	Research Topic	Status
1.	Dr. Divya Sharma	Attitude Towards Teaching & Personality Traits of Secondary School Teachers with Special Reference to Locality, level of Teachers, Caste & Sex	Awarded
2.	Smt. Iti Banerjee	किशोरों के सांवेगिक परिपक्वता का उनके समायोजन एवं आत्मसम्प्रत्यय पर पड़ने वाले प्रभाव का अध्ययन	Pursuing
3.	Smt. Akanksha Pandey	किशोरों की चिंता व पालक अभिप्रेरणा का उनके सांवेगिक बुद्धि के संदर्भ में अध्ययन	Pursuing


विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Vipra Arts, Commerce and Physical Education College Raipur (C.G.)
List of Seminars/Workshops/Conferences Attended by the Faculty Members

Name of Teacher	Date	Refresher Course/Conference/Seminar/Workshop	Topic
Dr. Divya Sharma	27 & 28 Jan 2009	National Seminar- Mansa College of Physical Education & Education	New Perspectives of Teaching and Learning
	22 to 26 September 2009	National Workshop- Centre of Advanced Studies in Education and Psychology, M.S. University of Baroda, in Collaboration with NCERT, New Delhi	Research Writing
	3 rd to 5 th November 2009	National Seminar- In Association with NAAC, Bangalore and Organized by Bhiali Maitri College	Technical Intervention in Cognitive and Social Methodology of Teaching
	9 January, 2010	State Level Seminar- Organized by Agrasen College, Raipur	Subject wise Teaching Aids for Teaching
	13 to 18 September	Workshop- Organized by School of Studies in Psychology	Test Construction
	22 to 24 October 2010	National Conference- Organized at SOS in Psychology, Pt. RSU, Raipur	Managing Interpersonal Communication in Global World
	28 October to 02 November 2010	UGC Workshop- Organized by SOS in Psychology, Pt. RSU, Raipur	Data And Analysis : Use of SPSS
	20-21 November 2010	Inter National Conference- Organized by CG Vigyan Bharti Akhil Bhartiya Peeth Parishad, Puri	Vaidic Science and its Application
	19-20 November 2010	National Seminar- UGC Sponsored	Education of Teachers for Meeting Challenges of 21 st Century
	25-26 November 2010	National Seminar- स्वामी स्वरूपानन्द इन्स्टीट्यूट आफ एजुकेशन, हुडको, गिलाई द्वारा आयोजित	उच्च शिक्षा में शिक्षण - अद्यतन मूल्यांकन
	7-9 March 2011	National Seminar-SOS Psychology, Pt. RSU, Raipur in Collaboration with Rajiv Gandhi Shiksha Mission Raipur	Examination System: Present Scenario and Future Reforms
	19-20 Dec 2012	Inter national Seminar- Sponsored by Public Relation Department of C.G. Organized by Swami Swaroopanand Saraswati Mahavidyalaya	Dynamics of 21 st Century Communication
	10-12 January 2013	National Conference-University Grants Commission, New Delhi and C.G. Council of Science and Technology, Raipur	Role of Women in National Development in the New Millennium
	21-23 Feb 2013	National Seminar- SCERT	Curriculum Revision

प्रमाणित
विप्रा कला, वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, श्री. ई. पी. वसुदेव (रा.प्र.)

Thanking You

24/ISSN 0377-1113


	26-27 Feb 2013	Seminar- Bilaspur University (C.G.)	Quality Assessment Accreditation and Assurance in Higher Education
	January 2013	CG-EduSAT Network- SCERT (C.G.)	Tele Lessons for Improving Educational Standards in the State
	August 3-4 2013	Workshop- SCERT (C.G.) (पाठ्यक्रम मूल्यांकन योजना निर्धारण विषयक)	जीव विज्ञान विषय के कार्य संपादन हेतु
Smt. Iti Banerjee	07/02/07	Workshop- SCERT New Delhi	पाठ्यक्रमों की रूपरेखा 2005 हेतु टेलीकॉन्फ्रेंसिंग द्वारा उन्मुखीकरण
	04/11/11 to 24/11/11	Refresher Course- UGC द्वारा आयोजित	हिन्दी साहित्य आधुनिक परिदृश्य
	03/03/12	Seminar: नगरी लिपि परिषद नई दिल्ली द्वारा आयोजित	भारतीय भाषाओं की संपत्ति लिपि: देवनागरी
	28/09/12 to 29/09/12	Workshop- SCERT द्वारा आयोजित	ALM पर आधारित प्रशिक्षण कार्यक्रम
	19 th , 20 th Dec. 2012	Inter National Seminar- Public Relation Department C.G. & Swami Swaroopanand Sarswati Mahavidyalaya	Dynamics of 21 st Century Communication
	10 th to 12 th Jan 2013	National Conference- University Grants Commission, New Delhi and Chhattisgarh Council of Science and Technology, Raipur	Role of Women in National Development in the New Millennium
	23 & 24 March 2013	National Seminar- छ.ग. शासन, संस्कृति विभाग, रामकृष्ण मिशन, विवेकानन्द आश्रम, रायपुर एवं विवेकानन्द विद्यापीठ, रायपुर के संयुक्त तत्वावधान में आयोजित	विवेकानन्द एवं विश्व संस्कृति
Smt. Rasika Malviya	21 Jan 2008	State Level Seminar- Organized by Agrasen College	अविगम प्रक्रिया में नवाचार
	30/07/12 to 01/08/12	Workshop- SCERT Raipur (C.G.)	ALM कार्यक्रम का आयोजन व प्रशिक्षण देने की पात्रता
	19 th , 20 th Dec. 2012	Inter National Seminar- Public Relation Department C.G. & Swami Swaroopanand Sarswati Mahavidyalaya	Dynamics of 21 st Century Communication
	10 th to 12 th Jan 2013	National Conference- University Grants Commission, New Delhi and Chhattisgarh Council of Science and Technology, Raipur	Role of Women in National Development in the New Millennium
	20/09/13 to 26/09/13	National Workshop- साहित्य एवं भाषा अध्ययन शाला, चं. र.वि.वि. रायपुर द्वारा आयोजित	छत्तीसगढ़ी का मानकीकरण

प्रमुख
विश्व कला विश्वविद्यालय, चं. र. वि. वि. रायपुर (छ.ग.)
महानिदेशक, चं. र. वि. वि. रायपुर (छ.ग.)

24, ISSN 0377-3131

Thanking You

Smt. Reena Shukla	20/09/2012 to 22/09/12	Workshop- SCERT (C.G.) Raipur	राज्य की पाठ्यचर्या 2007 का नवीनीकरण कार्यक्रम
	19 th , 20 th Dec. 2012	Inter National Seminar- Public Relation Department C.G. & Swami Swaroopanand Sarswati Mahavidyalaya	Dynamics of 21 st Century Communication
	10 th to 12 th Jan 2013	National Conference- University Grants Commission, New Delhi and Chhattisgarh Council of Science and Technology, Raipur	Role of Women in National Development in the New Millennium
	20/09/13 to 26/09/13	National Workshop- साहित्य एवं भाषा अध्ययन शाला, पं. र.वि.वि. रायपुर द्वारा आयोजित	छत्तीसगढ़ी का मानकीकरण
Akanksha Pandey	19 th , 20 th Dec. 2012	Inter National Seminar- Public Relation Department C.G. & Swami Swaroopanand Sarswati Mahavidyalaya	Dynamics of 21 st Century Communication
	10 th to 12 th Jan 2013	National Conference- University Grants Commission, New Delhi and Chhattisgarh Council of Science and Technology, Raipur	Role of Women in National Development in the New Millennium
	20/09/13 to 26/09/13	National Workshop- साहित्य एवं भाषा अध्ययन शाला, पं. र.वि.वि. रायपुर द्वारा आयोजित	छत्तीसगढ़ी का मानकीकरण
Suman Pandey	20/09/13 to 26/09/13	National Workshop- साहित्य एवं भाषा अध्ययन शाला, पं. र.वि.वि. रायपुर द्वारा आयोजित	छत्तीसगढ़ी का मानकीकरण
Kusum Sahu	25-26 Feb 2011	State Level Seminar- Pioneering Trends in Teacher Education and Teaching Learning Process Organized by Govt. College of Education, Raipur	A Study of Learning Environment and Attitude Towards Education of Urban and Rural Students
	31 August to 1 September 2012	National Conference- Sponsored by UGC, Bhopal & ICSSR New Delhi, Organized by Department of Education St. Aloysius College, Jabalpur	Right to Education: Challenges & Opportunities
	21-23 Feb 2013	National Seminar- SCERT C.G., Raipur	Curriculum Revision
	26-27 Feb 2013	Seminar- Bilaspur University, Bilaspur	Quality Assessment, Accreditation and Assurance in Higher Education


 निदेशक
 विद्या कला पाणिन्य एवं सांस्कृतिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.प्र.)

Thanking You

24, ISSN 0377-3112

3.1.4 (b)

Encl. - 3.1.4 (B)



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)
विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय
विश्वविद्यालय परिसर के बाजू, झुमर तालाब, रायपुर (छ.ग.)
E-Mail pramegman@yahoo.co.in
Visit on- www.vipracollege.org

Phone No. 9406082000

पंजीयन क्र. - 17951

क्रमांक : / वि.म. / शिक्षा /

दिनांक :

To,

The Principal

Govt. College of Education
Raipur C.G.

Subject : Invitation for Participation in Workshop on ICT & TLM

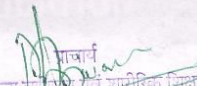
Respected Sir/Madam

It is our pleasure to inform you that Vipra Arts, Commerce and Physical Education College, Raipur is going to organize a **Workshop on Information and Communication Technology (ICT) & Teaching Learning Material (TLM)**.

Our objective is to develop the power of creative thinking and innovation among Pupil Teachers. This program is only meant for B.Ed. students and Faculty of Education in Chhattisgarh State. They are invited with their innovative TLM's on school subjects. It has been scheduled in the College on 18th and 19th January 2013 at 11am onwards. Please bring your filled up registration form with you.

We shall be obliged if you kindly accept our invitation and sent two trainees and two faculties to participate in the workshop.

Thanking You


Principal
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जे. ई. सड़ रोड रायपुर (छ.ग.)

Dr. M.K. Tiwari

Vipra Arts, Commerce and
Phy. Edu. College, Raipur (C.G.)



VIPRA KALA VANIJYA AVAM SHARIRIK SHIKSHA MAHAVIDYALAY



[Handwritten signature]
विप्रा कला वाणिज्य अवम शारीरिक शिक्षा
महाविद्यालय, नवी दिल्ली (दिल्ली)

STATE SEMINAR ON PHYSICAL EDUCATION

"Health and Fitness"

(Need of the 21st Century)

5th, 6th January 2012

Sponsored by : University Grants Commission, New Delhi

Encl. - 3.1.4 (C)



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)

विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय

विश्वविद्यालय परिसर के बाजू, दुमर तालाब, रायपुर (छ.ग.)

E-Mail vipracollege1996@gmail.com

Visit on - www.vipracollege.org

पंजीयन क्रमांक - 17951

Phone No. 9406082000

List of PPT's and Transparencies

Transparency

Name of Student	Topic
1. Rishi Raj Dubey	Magnetism
2. Kamlesh Sahu	तत्व एवं यौगिक
3. Sanju Singh Rathore	Structure of Flower
4. Mamta Verma	Types of Inflorescence
5. Garima Patel	Animal Cell
6. Ajeet Kumar Bhoi	Cell Division
7. Rajni Patel	Structure of Heart
8. Shalini Verma	Types of Roots

PPT

Name of Student	Topic
1. Nasir Ahmed	Structure of DNA
2. Sudhamaya Tripathy	The Portrait of Lady
3. Sanjay Kumar Patel	समसूत्री कोशिका विभाजन
4. Nilima Sahu	Micro-Organisms
5. Chetna Sharma	Photosynthesis (प्रकाश संश्लेषण)
6. Swapna Sharma	ऊर्जा के स्रोत
7. Anadi Kumar Sao	Prism (प्रिज्म)
8. Rachna Jha	मुगल साम्राज्य
9. Kaushik Bishi	Kosa udyog (कोसा उद्योग)
10. Rakesh Kumar Chandrakar	भारत में स्वतंत्रतापूर्व राष्ट्रीय आंदोलन

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, पं. रं. के. रायपुर (छ.ग.)

अधिगम शिक्षण सामग्री की सूची

1. मॉडल

वर्किंग मॉडल — ज्वालामुखी, सौर मंडल, विद्युत धारा,
पवन चक्की, दिन-रात,

स्टैटिक मॉडल — पृथ्वी का परिमंडल, आवागमन के साधन, कंबल तंत्र,
उत्सर्जन तंत्र, जल प्रदूषण, यात्रा का व्यवस्थापन,
जल चक्र, खाद्य जाल, हड़प्पा सभ्यता, हृदय की
संरचना, केन्द्र सरकार, सार्वजनिक संपत्ति, संसद भवन

2. चार्ट

— भौतिक अधिकार, कृषि क्षेत्र के पर्यटन स्थल,
प्रदूषण के प्रकार, कृषि की बाल बीजा,
कृषि क्षेत्र के नये जिले, आग्नीष मण्डलीय, संधि,
रस के प्रकार, असहयोग आंदोलन, चरित्रों के प्रकार

3. पारस्त्विक वस्तुएँ

— लैस, पिज्जा, चुम्बक, मिट्टी के प्रकार, खेलन,
शर्मा मीटर, ग्लोब, फसलों के प्रकार, पुष्प के भाग,
जड़ के प्रकार, प्रिंट मीडिया


4. छाकृतियाँ

(प्रलेनल बोर्ड हेतु)

— चतुर्भुज, त्रिकोणमितीय फलन, चुनावचिह्न
Proposition, कौष के प्रकार, धन, धनाम


5. प्रयोग

— प्रकाश का अपवर्तन, प्रकाश संवर्धन में 0.2
का निष्कर्ष, पानी, कोनिकल प्रकाश, बीकर,
टेस्ट ट्यूब, हाइड्रिल का पौधा आदि, मिश्रण,
शौणिक


विद्यया ऽ मृतमश्नुते
सत्यमेव जयते

Sr. No.	Name of the Teacher	Department	Title of the Published Paper	Name of Journal
1.	Dr. Smt. Shantilata Francis	Education	1. Attitude towards Environmental Hazards in Education	Psycholinguia, vol. 31 (31 July 2001), Pg. 01-08, ISSN 0377-3132
			2. Environmental Hazards in Education	Shodh upkram, vol. 10, 11, 13, 2000-2001, pg. 6-7, ISSN 0976-7894
			3. A Study of the Scientific Attitude and Reasoning Ability of Computer Literate and Computer Illiterate	Psycholinguia, vol. 32 (31 July 2003), ISSN 0377-3132
			4. किशोरावस्था के आत्मसम्प्रत्यय का अध्ययन	Shodh upkram, 2003, ISSN: 0976-7894
			5. Status, Role and function of DIET'S in Chhattisgarh	Shodh Prakash, vol. 39 Oct.-Dec. 2004, ISSN 097-6459
			6. A study of Awareness towards Health among Middle School s student	Primary Shikshak, NCERT Delhi, Oct.-Dec. 2005, ISSN 0970-9412
			7. The Scientific Attitude and Achievement of science students under Different Education Pattern at +2 level	Shodh Prakash, vol. 39 Oct.-Dec. 2004, ISSN 097-6459
			8. A study Academic Achievement of Secondary, school students in Relation to their sex, Intelligence and Academic Motivation	Modern Educational Research in India vol. 11 (4), Dec. 2010, ISSN 0974-0334
			9. Development of a Programmed text in History and civics for High school students	Shodh Prakash, vol. XXXX No. 1 Jan-Mar 2010, ISSN 097-6459
			10. शोध-पत्र संक्षेपिका :- शिक्षा में सम्प्रेषण विषयांतर्गत	Paper presented in UGC sponsored National Conference on "Managing Interpersonal Communication in Global World", 23-24.34 Oct. 2010.
			11. पर्यावरण शिक्षण उपागम से शिक्षकों में पर्यावरण के प्रति जागरूकता के विकास एवं इसके द्वारा उनके कक्षाध्यापन पर पड़ने वाले प्रभाव का अध्ययन	Paper presented in UGC sponsored National Seminar on "Future Challenges for Teachers in the Present Scenario", Nov. 19, 20 2010.
			12. Creativity in Relation to Mental Health	Psycholinguia, 2010, vol. 40 (43) pg. 33-24, ISSN 0377-3132

प्रतिनिधि
 निम्न कक्षा अधिपति एवं प्राथमिक शिक्षा
 महाविद्यालय, पी. ई. रोड, भोपाल (M.P.)

<p>Dr. Smt. Divya Sharma</p> <p>Education</p> <p>  शिक्षण विभाग, रा. वि</p>

Smt. Iti Banarjee	Education	6. Teaching Learning & Assessment of Teachers & Pupils	National Seminar on "Teaching Learning & Assessment of Teachers & Pupils" Swaroopanand College Bhilai	(iv)
		7. Examination System : Present Scenario & fture Reform	National Seminar on Examination Reform at Pt. RSU Raipur	(iii)
		8. स्वामी विवेकानंद का सामाजिक एवं सांस्कृतिक चिन्तन	National Seminar on Swami Vivekanand & BharatRatna	
Smt. Rasika Malviya	Education	9. Enhancement of Haelth Awareness among school giving Children - Role of Teacher	Paper Presented in State level Seminar "Health & fitness" at Vipra College	
		1. पर्यावरण के प्रति विद्यार्थियों की सजगता का अध्ययन।	Shodh Prkalp Vol.LXII No Jan-Mar.2013 ISSN 2278-3911	
		2. नारी शिक्षा और आर्थिक आत्मनिर्भरता।	Paper present in UGC & CCST sponsored National Conference on Role of Women in National Development to the New Millenium	
Smt. Reena Shukla	Education	1. महाविद्यालयीन छात्राओं की संवेगात्मक परिपक्वता का अध्ययन।	Shodh Prkalp Vol.LXII No Jan-Mar.2013 ISSN 2278-3911	
		2. नारी शिक्षा और आर्थिक आत्मनिर्भरता।	Paper present in UGC & CCST sponsored National Conference on Role of Women in National Development to the New Millenium	
		1. विद्यार्थियों की अध्ययन आदत का उनकी शैक्षिक उपलब्धियों पर प्रभाव का अध्ययन।	Shodh Prkalp Vol.LXII No Jan-Mar.2013 ISSN 2278-3911	
Kusum Sahu	Education	2. Womens Contribution in National Development.	Paper present in UGC & CCST sponsored National Conference on Role of Women in National Development to the New Millenium	
		1. A Study of Learning Enviornment and Attitude towards Education of Urban and Rural Students.	Paper presented State Level Seminar on "Pioneerity Trends in Teacher Education & Teaching Learning Process." at Govt. College of Education Ripur Feb. 25-26, 2011	

Smt. Akanksha Pandey	Education	<p>1. पिछड़ी बस्तियों में निवासरत् पालक एवं पाल्यों की शिक्षा के प्रति अनिवृत्ति का अध्ययन ।</p> <p>2. Womens Contribution in National Development.</p>	<p>:Challenges & opportunities at St.Aloysias” College Jabalpur, On Aug.31-Sep-1 2012</p> <p>Shodh Prakalp Vol.LXII No Jan-Mar.2013 ISSN 2278-3911</p> <p>Paper present in UGC & CCST sponsored National Conference on Role of Women in National Development to the New Millenium.</p>
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Shruti
प्रधान
विश्व प्रकाश प्रतिष्ठान एवं राष्ट्रीय शिक्षा
महाविद्यालय, बी. ई. रोड जालपुर (छ.प्र.)



DIAMOND JUBILEE YEAR 1951 - 2011

राष्ट्रीय स्वास्थ्य एवं शरीर सौष्ठव महासंघ
INDIAN FITNESS & Body BUILDERS FEDERATION

Certificate of **ACHIEVEMENT**

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Dr. Magesh Tiwari, Chattisgarh

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16th & 17th at Bangalore



Magesh
प्रधान
विजय कल्याण योगनन्दन एवं राष्ट्रीय शिक्षा
महानिदेशक, पी. ई. चैक कानपुर (उ.प्र.)

Brijmohan
Brijmohan Agrawal
President - IFBF

P.S.B.
P.S.B. Naidu
Secretary - General - IFBF

विद्य कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय

विषय विशेषज्ञ व्याख्यान की सूची

दिनांक	विषय	विषय विशेषज्ञ
08-09-2012	गांधीजी एवं विवेकानंद का शिक्षा दर्शन	डॉ. सौम्या नीयर विभागाध्यक्ष (शिक्षा) प्रज्ञाति महाविद्यालय
11-10-2012	आधिगम	डॉ. प्रभावती शुक्ला मनोविज्ञान विभाग पं. उ. वि. विद्यालय, रायपुर
18-10-2012	स्वास्थ्य के प्रति जागरूकता	डॉ. हरिंद्र मोहन शुक्ला शास्त्र. आधुनिक महाविद्यालय
06-12-2012	कम्प्यूटर हार्डवेयर	अंतोष कुमार (मैनेजर) जेटकिंग इंसिस्ट्र्यूट
10-01-2015	प्रभावशाली व्याख्यान कैसे दें?	डॉ. गिरिशकांत पांडेय उड़ीसा अध्ययन विभाग विज्ञान महाविद्यालय

विद्य कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

विप्रारोह

सामुदायिक कार्य - एक दृष्टि

श्रीमती कुसुम साहू
सहायक प्राध्यापक

शिक्षण एक सामाजिक गतिशील एवं सुनियोजित प्रक्रिया है। शिक्षण कौशल का निर्माण शिक्षक के ज्ञान अनुभव तथा उसकी कार्यकुशलता पर निर्भर करता है। उक्त लक्ष्य को दृष्टिगत करते हुए विश्वविद्यालयीन पाठ्यक्रम में सामुदायिक कार्य को भी सम्मिलित किया गया है। इस हेतु महाविद्यालय ने समुदाय की जानकारी प्राप्त करने हेतु शैक्षिक भ्रमण का आयोजन किया तथा दिनांक 24 जनवरी 2013 को बी.एड. प्रशिक्षार्थियों को धमतरी जिले के गंगरेल ग्राम ले जाया गया।



प्रशिक्षार्थियों ने ग्रामीण परिवारों से उनकी आर्थिक तथा शैक्षिक स्थिति का विवरण प्राप्त किया कुल 52 परिवारों से प्रदत्त संकलित किए गए। प्रदत्तों का सांख्यिकीय विश्लेषण कर शैक्षिक तथा आर्थिक स्थिति का आंकलन किया गया।

शैक्षिक स्थिति का विश्लेषण : गंगरेल ग्राम की शैक्षिक स्थिति ज्ञात करने हेतु परिवारों के 135 बालक-बालिकाओं के अध्ययनरत होने तथा बारहवीं कक्षा तक पहुँचने से पूर्व शाला त्यागने का विवरण विश्लेषित किया गया है जो इस प्रकार है :

सारिणी 1. अध्ययनरत एवं शाला त्यागी बालक बालिका

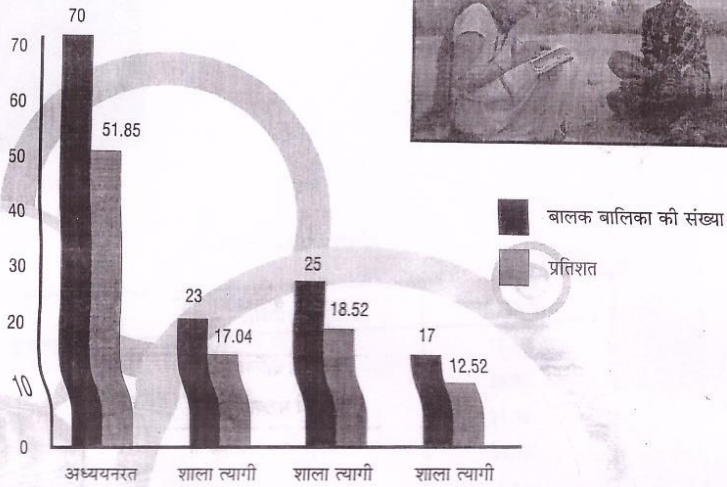
स. क्र.	स्थिति	कक्षा	बालक बालिका की संख्या	प्रतिशत %
1	अध्ययनरत	1-12	70	51.85
2	शाला त्यागी	2-5	23	17.04
3	शाला त्यागी	6-8	25	18.52
4	शाला त्यागी	9-12	17	12.59
		कुल	135	100

प्रस्तुत सारिणी में कुल 135 बालक-बालिकाओं की स्थिति प्रदर्शित है। जिनमें से 70 बालक-बालिका अध्ययनरत हैं जो कि कुल संख्या का 51.85 प्रतिशत है। दूसरी से पाँचवी कक्षा के मध्य शाला त्यागने वाले छात्रों की संख्या 23 थी जो कि 17.04 प्रतिशत है। इसी प्रकार छठवीं से आठवीं के मध्य 18.52 प्रतिशत अर्थात 25 विद्यार्थियों

विप्रारोह
विप्रारोह अभियान एवं सांस्कृतिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

विप्रारोह

ने शाला त्याग दिया। तथा नवीं से बारहवीं के मध्य 17 अर्थात् 12.59 प्रतिशत विद्यार्थियों ने अध्ययन छोड़ दिया। निष्कर्षतः यह कहा जा सकता है कि शिक्षा के प्रति ग्रामवासियों का दृष्टिकोण मिला जुला है। आधे से अधिक अध्ययनरत हैं तथा छठवीं से आठवीं के मध्य शाला त्यागी छात्रों की संख्या अधिक है। बी.एड. प्रशिक्षार्थियों ने ग्रामवासियों को शिक्षा की महत्ता तथा आवश्यकता से अवगत कराया तथा बालकों के शाला त्यागने की प्रवृत्ति को रोकने हेतु प्रेरणा प्रदान की।



शैक्षिक स्थिति का रेखाचित्र

आर्थिक स्थिति का विश्लेषण :

आर्थिक विश्लेषण हेतु 52 परिवारों की वार्षिक आय ज्ञात किया गया तथा निम्नानुसार सारणीयन किया गया -

विप्रारोह



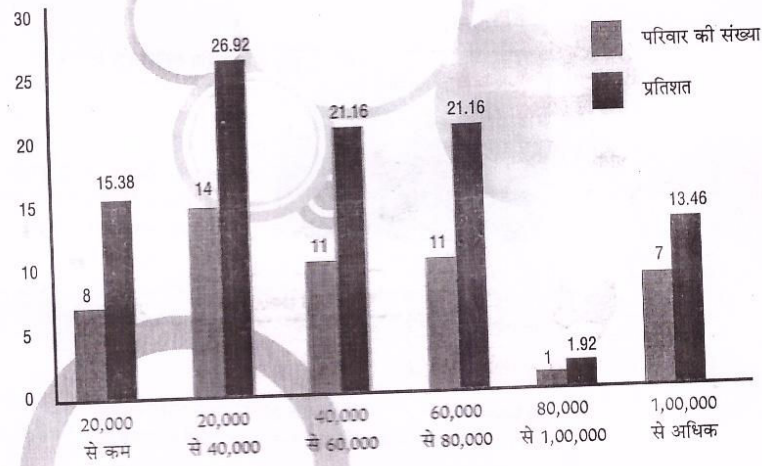
2. आर्थिक स्थिति :

सारिणी 2 - परिवारों की आर्थिक स्थिति

स. क्र.	आय	परिवार की संख्या	प्रतिशत %
1	20000 से कम	8	15.38
2	20000 - 40000	14	26.92
3	40000 - 60000	11	21.16
4	60000 - 80000	11	21.16
5.	80000 - 100000	1	1.92
6.	100000 से अधिक	7	13.46
	कुल	52	100

प्रस्तुत सारिणी में वार्षिक आय की विभिन्न श्रेणियों को दर्शाया गया है। 20,000 से कम आय वाले कुल 8 परिवार हैं जो 52 परिवार का 15.38 प्रतिशत है। इसी प्रकार 20,000 से 40,000 की श्रेणी में 26.92 प्रतिशत अर्थात् 14 परिवार आते हैं। 40,000 से 60,000 तथा 60,000 से 80,000 की श्रेणी में 11-11 परिवार अर्थात् 21.16 प्रतिशत हैं रु. 80,000 से 1,00,000 में मात्र 1 परिवार है अर्थात् 1.92 प्रतिशत है। तथा अंत में 1,00,000 से अधिक वार्षिक आय प्राप्त करने वाले कुल 7 परिवार थे जो कुल प्रदत्त का 13.46 प्रतिशत था। निष्कर्ष स्वरूप यह कहा जा सकता है कि 20,000 से 40,000 वार्षिक आय प्राप्त करने वाले परिवार अधिक हैं। गाँव की आर्थिक स्थिति साधारण है तथा ग्रामीण अपने व्यवसाय विस्तार के प्रति उदासीन हैं। अतएव प्रशिक्षार्थियों ने उन्हें इसके प्रति जागरूक किया तथा रोजगार के नवीन अवसरों से अवगत कराया।

विप्रारोह



आर्थिक स्थिति का रेखाचित्र

इस प्रकार प्रशिक्षार्थियों को शैक्षिक भ्रमण के दौरान सामुदायिक कार्य का अनुभव प्राप्त हुआ। ग्रामवासियों में शैक्षिक जागरूकता एवं आर्थिक आत्मनिर्भरता की भावना विकसित की गई।



17

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, डॉ. डी. राजेंद्र प्रसाद (छ.ग.)

Encl. - 3.5.1



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)
विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय
विश्वविद्यालय परिसर के बाजू, डूमर तालाब, रायपुर (छ.ग.)
E-Mail pramegman@yahoo.co.in
Visit on- www.vipracollege.org

पंजीयन क्र.-17951

Phone No. 9406082000

क्रमांक : 3176 / वि म / शिक्षा /

दिनांक :

To

The Joint Secretary

University Grants Commission

Central Regional Office, Bhopal (M.P.)

Through- Director College Development Council, Pt. Ravishankar Shukla University Raipur,
(C.G.)

Subject:- To know about the status of submitted proposal for National Seminar.

Reference:- No.2971/VipraCollege/Education/Date-31.07.12

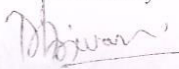
Dear Sir,

Greetings from the Vipra Arts, Commerce and Physical Education College, Raipur. In accordance to the above subject and reference we have submitted the proposal for National Seminar entitled "PERSPECTIVES OF TEACHER EDUCATION IN PRESENT SCENARIO" in three copies to be organized by the Department of Education on 31/07/2012.

We are waiting to know the status of the submitted proposal. You are kindly requested to accept the proposal in favour of students and teachers and obliged. And we are requesting to treat this application for the session 2012-14.


Thanking You

Yours sincerely


Principal

Enclosure: 1 Copy of Proposal

Vipra Arts, Commerec and
Phy. Edu. College, Raipur


प्रचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

3.5.1

PROPOSAL
FOR
NATIONAL SEMINAR
ON
"PERSPECTIVES OF TEACHER EDUCATION
IN PRESENT SCENARIO"

PROPOSAL
FOR
NATIONAL SEMINAR
ON
"PERSPECTIVES OF TEACHER EDUCATION
IN PRESENT SCENARIO"

प्रतिपाद्य
विश्वविद्यालय एवं राष्ट्रीय शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

State Council of Educational Research & Training, Chhattisgarh, Raipur



Certificate

*Chhattisgarh EDUSAT Network appreciates the Contribution of
Dr. Divya Sharma of Vipra Arts, Commerce & Physical Education College, Raipur
as Resource Person for conducting
the Tele Lessons for improving educational standards in the state.*

With best compliments

Anil Rai I.E.S.
Director, SCERT, Raipur, C.G.

SCERT

State Council of Educational
Research & Training, Chhattisgarh
Shankar Nagar, Raipur (C.G.)



राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण
परिषद्, छत्तीसगढ़,
शंकर नगर, रायपुर

Telephone-0771-2443596 Fax-0771-2443496 Website: www.scert.cg.gov.in Email: scertcg@gmail.com


क. / एस.सी.ई.आर.टी. / शोध एवं नवाचार / 2013-14 / 27/5 रायपुर दिनांक- 11/07/2013

आदेश

राज्य में शोध संबंधी गतिविधियों को बढ़ावा देने के उद्देश्य से सत्र 2013-14 के लिए राज्य स्तरीय शोध सलाहकार समिति का गठन किया गया है। निम्नलिखित सदस्यों को इस समिति में सदस्य के रूप में मनोनीत किया जाता है-

1. डॉ. योगेश शिवहरे, उप संचालक, एस.सी.ई.आर.टी., छ.ग रायपुर
2. श्री हरे राम शर्मा सहायक संचालक, सर्व शिक्षा अभियान, राजीव गांधी शिक्षा मिशन, रायपुर
3. श्री यू.के. चक्रवर्ती, सहायक प्राध्यापक, एस.सी.ई.आर.टी., रायपुर
4. श्रीमती अनुपमा नलगुंडवार, सहायक प्राध्यापक, एस.सी.ई.आर.टी., रायपुर
5. श्रीमती ज्योति चक्रवर्ती, सहायक प्राध्यापक, एस.सी.ई.आर.टी., रायपुर
6. डॉ. श्रीमती निशी भामरी, प्राध्यापक, उन्नत शिक्षा संस्थान बिलासपुर
7. श्रीमती जे.ए.ए.का, प्राध्यापक, शासकीय शिक्षा महाविद्यालय रायपुर
8. डॉ. श्रीमती एस.फांसिस, सहायक प्राध्यापक, विप्र शिक्षा महाविद्यालय रायपुर
9. डॉ. स्टेनली जॉन, व्याख्याता, डाइट बस्तर
10. श्रीमती यू.एल. त्रिपाठी, व्याख्याता, डाइट रायपुर

समिति के सदस्यों से यह अपेक्षा की जाती है कि वे शोध कार्यों हेतु क्षेत्रों/व्यक्तियों की पहचान करने, परिषद द्वारा संचालित शोध कार्यों में मार्गदर्शन प्रदान करने, शोध कार्यों की समीक्षा करने तथा शोध एवं नवाचार प्रकोष्ठ के अन्य कार्यों में सहयोग प्रदान कर राज्य में शोध कार्यों को एक नई दिशा प्रदान करेंगे।

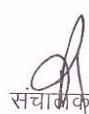

संचालक
एस.सी.ई.आर.टी. (छ.ग.) रायपुर


(अनिता राय)
संचालक

पृष्ठां. क्र. / परिषद / शोध एवं नवाचार / 2012-13 / 27/16 रायपुर, दिनांक 11 / 05 / 12

प्रतिलिपि :-

1. मिशन संचालक, राजीव गांधी शिक्षा मिशन छ.ग., रायपुर को सूचनार्थ।
2. प्राचार्य शा.शि.महा.वि.बिलासपुर / रायपुर, डाइट रायपुर / बस्तर को सूचनार्थ।
3. प्राचार्य, विप्र शिक्षा महाविद्यालय रायपुर, को सूचनार्थ।

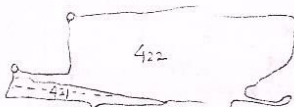

संचालक
विप्र कला विश्वविद्यालय एवं शासकीय शिक्षा
महाविद्यालय, जौ. ई. रोड रायपुर (छ.ग.)

Encl. - 4.1.1

EDUCATION COLLEGE, RAIPUR



संशोधित अभिलेख अंक 422



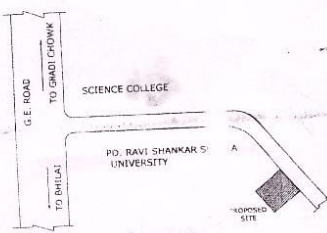
KHASRA MA

OTHER'S PLOT

134.10

PARKING

ROAD WIDTH



LOCATION PLAN (NTS)

GROUND FLOOR AREA	
FLOOR AREA :-	876.00 Sq.M
PASSAGE AREA	170.00 Sq.M
TOTAL BUILT UP AREA	1046.00 Sq.M
LEGEND	
BORE WELL	OS
RAIN WATER HARVESTING	RG
TELEPHONE LINE	
ELECTRICITY LINE	
PLOT BOUNDARY	
COVERAGE AREA BO	ARY
SEWERAGE LINE	
INSPECTION CHAMBER	
SEPTIC TANK	

विप्रा कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

**PROPOSED INDOOR STADIUM
FOR VIPRA KALA-VANIJYA
AVAM SHARIRIK SHIKSHA
MAHAVIDYALAYA, RAIPUR,
MANAGED(OWNED) BY
CHHATTISGARH YUVA VIKAS
AT KH. NO. 422/1, 422/24,
422/7, 422/8 P.H.NO.- 104 AT
DUMAR TALAB, BEHIND
RAVISHANKAR UNIVERSITY
RAIPUR (C.G.)**

STATEMENT OF AREA

TOTAL PLOT AREA :-	2.276 Hect. 2,44,870 Sq.Ft. 22,760 Sq.M.
AREA LEFT FOR ROAD WIDTH 157M X 8M :-	1,256 Sq.M.
AREA LEFT UNDER ROAD WIDTH 144.80M X 30M :-	4,344 Sq.M.
	5,600 Sq.M.
NET AREA AVAILABLE:-	17,160 Sq.M.
EXISTING PHYSICAL EDU. COLLEGE:-	715 Sq.M.(4.16%)
EXISTING GIRLS HOSTEL :-	258 Sq.M.(1.50%)
EXISTING GYMNASIUM HALL :-	876 Sq.M.(5.10%)
B.ED COLLEGE AREA :-	530 Sq.M.(3.08%)
PROPOSED INDOOR STADIUM AREA :-	876 Sq.M.(5.10%)
TOTAL GROUND COVERAGE :-	3255Sq.M.(18.94%)

OWNER

ARCHITECT

विप्रा कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Ar. Navin Sharma

DRAWN BY

RISHABH

NORTH

DATE 18.01.2011

SCALE - 1:400

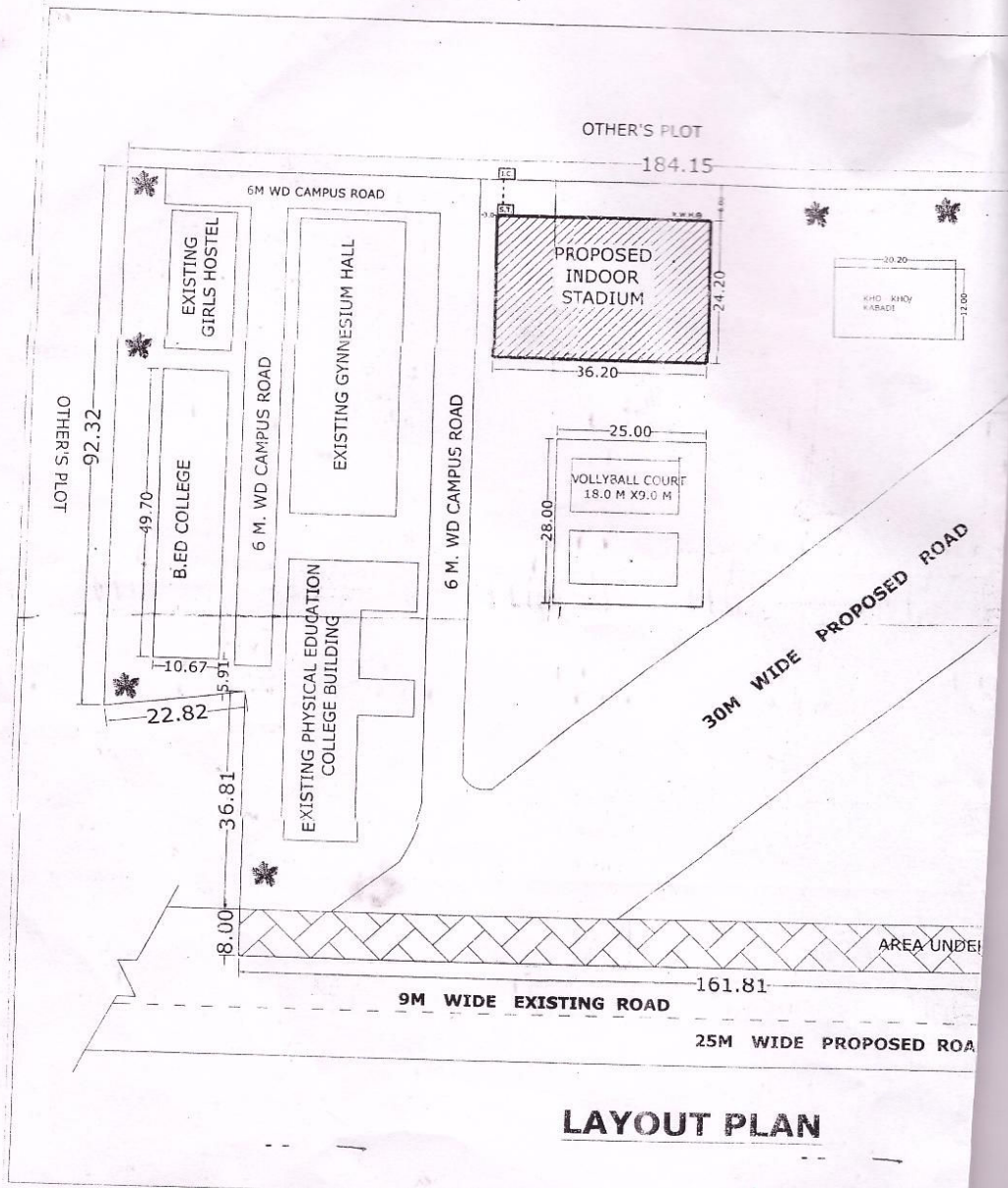
Ar. NAVIN SHARMA



ARCHITECT, VALUER
LANDSCAPE & INTERIOR
DESIGNER.

OPP. BAL SAMAJ LIBRARY, BRAHMAN PARA, RAIPUR (C.G.)
Ph. 0771-4046479 (O), 0771-4059743 (R), Cell : 98264-22633

VIPRA ARTS, COMMERCE AND PHYSICAL



विप्रा कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

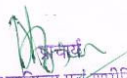
List of Exams Conducted

Sharing of Physical Infrastructure with other Institutions

1. UPSC Examinations
2. South East Central Railway
3. AMIE Examinations
4. CSEB (Chhattisgarh State Electricity Board)
5. CGPSC
6. CG VYAPAM
7. SSC
8. CSPDCL
9. Collectorate Civil Judge

Sharing of Physical Infrastructure with the Parent University

1. UGC Coaching Centre (Pt. RSSU)
2. CSIR NET
3. UGC NET
4. Peon (Pt. RSSU)
5. Lab technician (Chhattisgarh College)
6. Pt Sundar Lal Sharma Counseling & Guidance class of PGDCA/DCA
7. TET Exam


विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

HOSTEL AMENITIES

Encl. - 4.1.6

20 Seater

Each Room & Dining Room have facilities of
light and fan's

BED	— 20
BED SHEET	— 20
PILLOW WITH COVER	— 20
WASHING MACHINE	— 01
REFRIGERATOR	— 01
LCD	— 01
MATTRESSES	— 20


प्रचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

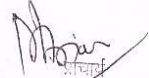
Encl. - 4.2.1
(i)

Vipra Arts Commerce & Physical education college

Utilization allocation for last five years

SNO	TITLE OF EXPENDITURE	2007-08	2008-09	2011-12
1	Salary to staff	590540/-	687404/-	1183750/-
2	office	15216/-	22559/-	45591/-
3	library	137131/-	39502/-
4	annual function festival	33814/-	12670/-	18770/-
5	printing & stationary	45631/-	38343/-	22300/-
6	repairing & maintainance	1089/-	2235/-	56278/-
7	sport equipment tournament	16150/-	66613/-	11935/-
8	building	3091822/-	1616133/-	4191100/-
9	furniture	150169/-
10	laboratory equipment	15580/-	193692/-	77200/-
11	affiliation & registration	27704/-	9040/-	47368/-
12	misc	1033/-	13763/-	69188/-
	total	4125879/-	2662452/-	5762982/-

Note - B.Ed. Course was not running in session
2009-10 and 2010-11.


विप्रा कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

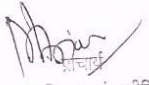
4.2.1

Encl - 4.2.1 (ii)

Vipra Arts, Commerce & Physical Education college
RAIPUR
Budget allocation for last five years

SNO	TITLE OF EXPENDITURE	2007-08	2008-09	2011-12
1	Salary to staff	600000/-	700000/-	1200000/-
2	office	15000/-	25000/-	50000/-
3	library	150000/-	10000/-	40000/-
4	annual function festival	35000/-	40000/-	25000/-
5	printing & stationary	50000/-	50000/-	25000/-
6	reppiring & maintanance	5000/-	7500/-	75000/-
7	sport equipment	20000/-	70000/-	20000/-
8	tournment	3000000/-	2000000/-	5000000/-
9	building	150000/-	10000/-
10	furniture	20000/-	200000/-	100000/-
11	laboratory equipment	30000/-	10000/-	50000/-
12	affiliation & registration	5000/-	15000/-	50000/-
	misc.			
	total	4080000/-	3137500/-	6635000/-

Note - B.Ed. Course was not running in session
 2009-10 and 2010-11


 विप्र कला धर्मिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)



छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित
(उच्च शिक्षा विभाग से मान्यता प्राप्त एवं पं. रविशंकर शुक्ल विश्वविद्यालय से स्थायी संबद्ध)
विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय
विश्वविद्यालय परिसर के बाजू, दुमर तालाब, रायपुर (छ.ग.)

E-Mail vipracollege1996@gmail.com
Visit on - www.vipracollege.org


पंजीयन क्रमांक - 17951

Phone No. 9406082000

List of Journals

Name

1. International Journal of University Education Express, Bhopal
2. Psycho Lingua, A Half Yearly Research Journal, Agra
3. Journal of Education & Psychological Research, Bhopal
4. Edujourn – International Journal of Educational, Bhopal
5. Bhartiya Adhunik Shiksha, NCERT Delhi
6. Indian Educational Abstracts, NCERT Delhi
7. Indian Educational Review, NCERT Delhi
8. Journal of Indian Education, NCERT Delhi
9. Primary Shiksha, NCERT Delhi
10. School Science, NCERT Delhi
11. Shodh Prakalp. A Quarterly Research Journal, Raipur
12. Edu Serach (Biannual) Journal of Educational Research, Bilaspur


विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, पी. ई. रोड, रायपुर (छ.ग.)

Encl. - 4.3.7

Vipra Arts, Commerce and Physical Education College, Raipur

Library Time Table

Session 2012-13

Class/ Days	B.Ed.	B.PEd.	M.PEd.	B.C.A	PGDCA
Monday	11.30-12.00 am	1.00-2.00 pm	11.00-11.30 am	10.40-11.20 am	10.00-11.00 am
Tuesday	11.30-12.00 am	1.00-2.00 pm	11.00-11.30 am	10.40-11.20 am	10.00-11.00 am
Wednesday	11.30-12.00 am	1.00-2.00 pm	11.00-11.30 am	10.40-11.20am	10.00-11.00 am
Thursday	12.40-2.00 pm	1.00-2.00 pm	11.00-11.30 am	10.40-11.20 am	10.00-11.00 am
Friday	12.40-2.00 pm	1.00-2.00 pm	11.00-11.30 am	10.40-11.20 am	10.00-11.00 am
Saturday	-	1.00-2.00 pm	11.00-11.30 am	10.40-11.20 am	10.00-11.00 am


PRINCIPAL

Vipra Arts Commerce & Physical
Education College, G. E. Road
Raipur (C. G.)

Vipra Arts, Commerce and Physical Education College, Raj
List of Magazine

1. प्रतियोगिता दर्पण
2. कादंबिनी
3. कम्प्यूटर संचार सूचना
4. वागध
5. India Today

List of News Papers

In Hindi

1. दैनिक भास्कर
2. हरिभूमि
3. पत्रिका
4. नई दुनिया
5. नव भारत

In English

1. Hitavada
2. The Times of India
3. Hindustan Times


प्रचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

वार्षिक कैलेंडर 2013-14
विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छ.ग.)
शिक्षा विभाग

(i)

क्र.	माह	प्रस्तावित गतिविधियां	प्रस्तावित तिथि	प्रभारी
1.	जुलाई	<ul style="list-style-type: none"> मनोविज्ञान प्रयोगशाला, शैक्षिक तकनीकी प्रयोगशाला एवं उत्पादकीय कार्य आगामी सत्र 2013-14 के लिए व्यवस्थित किया जाना विप्ररोह पत्रिका के लेखों की प्रूफ रीडिंग व पत्रिका संबंधी कार्य पाठ योजना पुस्तिका, मनोविज्ञान प्रयोगशाला पुस्तिका, सात्रिक कार्य पुस्तिका, साप्ताहिक जांच पुस्तिका, समीक्षा पुस्तिका, सूक्ष्म शिक्षण कौशल पुस्तिका, हेतु सामग्री तैयार करना व मुद्रित कराना महाविद्यालय गणवेश की व्यवस्था व समय सारणी अनुसार विषयवार अध्यापन हेतु पूर्व तैयारी। पावर पॉइंट बनाना। एल्युमनी एसोसिएशन की बैठक पाठ योजना व सूक्ष्म शिक्षण पर सेमीनार की तैयारी, 	<p>प्रथम सप्ताह</p> <p>प्रथम व द्वितीय सप्ताह</p> <p>प्रथम व द्वितीय सप्ताह</p> <p>प्रथम सप्ताह</p> <p>तृतीय सप्ताह</p>	<p>आर. मालवीय एस. पाण्डेय</p> <p>डॉ. एस. फ्रांसिस के. साहू आई. बैनर्जी ए. पाण्डेय</p> <p>डॉ. एस. फ्रांसिस डी. शर्मा</p> <p>आर. शुक्ला समस्त प्राध्यापकगण</p>
2.	अगस्त	<ul style="list-style-type: none"> कार्डसिलिंग एवं प्रवेश प्रक्रिया प्रारंभ कार्डसिलिंग एवं प्रवेश प्रक्रिया व नामांकन कार्य पाठ योजना व सूक्ष्म शिक्षण पर दो दिवसीय सेमीनार शिक्षा संकाय के छात्र पदाधिकारियों का मनोनयन विभिन्न विषयों के आदर्श पाठों की प्रस्तुती द्वितीय सप्ताह के शनिवार को कैरियर गाइडेंस का आयोजन तृतीय सप्ताह के शनिवार को विषय विशेषज्ञ व्याख्यान छात्राध्यापकों द्वारा सूक्ष्म शिक्षण की प्रस्तुती 	<p>प्रथम सप्ताह</p> <p>द्वितीय सप्ताह</p> <p>तृतीय सप्ताह</p>	<p>समस्त प्राध्यापकगण</p> <p>डॉ. एस. फ्रांसिस समस्त प्राध्यापकगण</p> <p>आर. मालवीय के. साहू</p>

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जो. ई. रायपुर (छ.ग.)

3.	सितम्बर	<ul style="list-style-type: none"> विस्तार सेवा कार्यक्रम के अंतर्गत सामुदायिक जागरूकता हेतु प्रदर्शन- Documentary on child marriage, Dowry अध्यापन कार्य अध्यापन अभ्यास कार्यक्रम व प्रवेश प्रक्रिया शिक्षक दिवस साक्षरता दिवस हिन्दी दिवस स्वास्थ्य के प्रति जागरूकता हेतु शिविर द्वितीय सप्ताह के शनिवार को कैरियर गाइडेंस का आयोजन तृतीय सप्ताह के शनिवार को विषय विशेषज्ञ व्याख्यान एल्युमनी एसोसिएशन का आयोजन फीडबैक एनालिसिस शीट तैयार करना 	अंतिम सप्ताह	समस्त प्राध्यापकगण
4.	अक्टूबर	<ul style="list-style-type: none"> अध्यापन कार्य अध्यापन अभ्यास कार्यक्रम गांधी जयंती तृतीय सप्ताह के शनिवार को विषय विशेषज्ञ व्याख्यान मनोविज्ञान प्रयोग एंटीरेगिंग पर व्याख्यान 	1 से 30 सितंबर प्रथम सप्ताह द्वितीय सप्ताह 05.09.13 08.09.13 14.09.13 तृतीय सप्ताह तृतीय सप्ताह	समस्त प्राध्यापकगण आई. बैनर्जी ए. पाण्डेय समस्त प्राध्यापकगण एस. पाण्डेय आर. मालवीय के. साहू आर. शुक्ला डी. शर्मा ए. पाण्डेय
5.	नवम्बर	<ul style="list-style-type: none"> अध्यापन कार्य मनोविज्ञान प्रयोग सांस्कृतिक एवं साहित्यिक कार्यक्रम द्वितीय सप्ताह के शनिवार को कैरियर गाइडेंस का आयोजन तृतीय सप्ताह के शनिवार को विषय विशेषज्ञ व्याख्यान राज्यस्तरीय सेमीनार स्वास्थ्य परीक्षण शिविर 	1 से 31 अक्टूबर 2 अक्टूबर तृतीय सप्ताह 1 से 30 नवंबर द्वितीय सप्ताह तृतीय सप्ताह तृतीय सप्ताह	समस्त प्राध्यापकगण डॉ. एस. फ्रांसिस के. साहू आर. मालवीय ए. पाण्डेय समस्त प्राध्यापकगण डॉ. एस. फ्रांसिस आर. मालवीय के. साहू डी. शर्मा एस. पाण्डेय

विश्व कल्याण विश्व कालेज प्राथमिक विद्या
 महाविद्यालय, पी. ई. रोड रायपुर (छ.ग.)


6.	दिसम्बर	<ul style="list-style-type: none"> वि.वि. परीक्षा फार्म एवं शुल्क जमा करना अध्यापन कार्य मनोविज्ञान प्रयोग राज्यस्तरीय कार्यशाला अंतर महाविद्यालयीन क्रीड़ा एवं सांस्कृतिक प्रतियोगिता वार्षिकोत्सव का आयोजन तृतीय सप्ताह के शनिवार को विषय विशेषज्ञ व्याख्यान कार्यशाला - समाजोपयोगी उत्पादक कार्य 	1 से 31 दिसंबर	आई. बैनर्जी, ए. पाण्डेय, आर. शुक्ला
7.	जनवरी	<ul style="list-style-type: none"> अध्यापन कार्य, सत्रगत कार्य शैक्षणिक भ्रमण का मूल्यांकन पाठयोजना का मूल्यांकन प्रायोगिक परीक्षा की तैयारी अंतर महाविद्यालयीन अधिगम शिक्षण सामग्री प्रतियोगिता 	प्रथम सप्ताह द्वितीय सप्ताह तृतीय सप्ताह	समस्त प्राध्यापकगण आर. मालवीय समस्त प्राध्यापकगण समस्त प्राध्यापकगण के. साहू आर. शुक्ला
8.	फरवरी	<ul style="list-style-type: none"> अध्यापन कार्य, मूल्यांकन कार्य सत्रगत कार्य, पाठ योजना प्रायोगिक परीक्षा अंतिम अम्यास शिक्षण परीक्षा 	प्रथम सप्ताह द्वितीय सप्ताह तृतीय सप्ताह	समस्त प्राध्यापकगण डॉ. एस. फ्रांसिस समस्त प्राध्यापकगण आई. बैनर्जी, ए. पाण्डेय, आर. मालवीय, आर. शुक्ला डॉ. शर्मा, एस. पाण्डेय
9.	मार्च	<ul style="list-style-type: none"> जांच परीक्षा उत्पादकीय कार्य परीक्षा सत्रांत कार्यक्रम 	प्रथम सप्ताह द्वितीय सप्ताह	समस्त प्राध्यापकगण आर. मालवीय आई. बैनर्जी
10.	अप्रैल, मई	<ul style="list-style-type: none"> विश्वविद्यालय वार्षिक परीक्षा पर्यवेक्षक कार्य (विश्वविद्यालय वार्षिक परीक्षा) लेखन कार्य व संपादन 	01 अप्रैल से 15 मई 2014 तक द्वितीय सप्ताह	समस्त प्राध्यापकगण समस्त प्राध्यापकगण

महविद्यालय, पी. ई. रोड रायपुर (छ.प्र.)

11.	जून	<ul style="list-style-type: none"> आगामी सत्र 2014-15 का वार्षिक कैलेंडर सत्र 2014-15 की समय सारणी पत्रिका संबंधित कार्य व प्रूफ सेडिंग 	01 जून से 30 जुलाई 2014	डॉ. एस. फ्रांसिस समस्त प्राध्यापकगण
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(iv)

विभागाध्यक्ष


 विप्र कला साहित्य एवं शोधिका विभाग
 महाविद्यालय, बी. ई. रोड रायपुर (छ.प्र.)

स्कूल का नाम - मां शारदा विद्या मांदेर विवेकानंद आश्रम, रायपुर

Encl: - 5.2.1 (B)

समय सारणी - 2012-13

पर्यवेक्षक का नाम - श्रीमती आकांक्षा चण्डिय

10/09/12 से 23/09/12

क्र.	कक्षा	7.55-8.35	8.35-9.10	9.10-9.45	9.45-10.20	10.20-10.45	10.45-11.20	11.20-11.55
1	6 th	1 st अंग्रेजी शिप्रा बैनर्जी	2 nd सा.विज्ञान जयश्री	3 rd विज्ञान देवव्रत मण्डल	4 th हिन्दी ज्योति साहू	दी र्घ अ व का श	गणित सुमित अग्रवाल	संस्कृत/हिन्दी कविता
2	7 th	विज्ञान/अंग्रेजी	अंग्रेजी/विज्ञान कमलेश	हिन्दी गोविंदराम	संस्कृत/सा.वि. कविता		गणित/हिन्दी टिकाराम	सा.विज्ञान ज्योति साहू
3	8 th	संस्कृत/हिन्दी श्रुति दुबे	विज्ञान देवव्रत मण्डल	हिन्दी जयश्री	सा.विज्ञान टिकाराम		सा.विज्ञान कु. ममता वर्मा	गणित/सा.वि. सुव्रत कर
4	9 th	विज्ञान/बायो. कमलेश	गणित/बायो. संजय कुमार	हिन्दी गीतांजली बंधोर	सा.विज्ञान गोविंदराम		अंग्रेजी/बायो संजु	संस्कृत/सा.वि. शिप्रा बैनर्जी
5	10 th	गणित/भौतिक संजय कुमार	सा.विज्ञान रश्मि चौबे	अंग्रेजी/सा.वि. श्रुतिनाथ	हिन्दी कु. ममता वर्मा		संस्कृत/सा.वि. कल्पना भोई	विज्ञान नीलिमा साहू
6	11 th	हिन्दी रश्मि चौबे	अंग्रेजी श्रुतिनाथ	अर्थशास्त्र श्रुति दुबे भौतिक संजु	लेखाकार्य गणित		प्रबंध रसायन नीलिमा साहू	
7	12 th	अंग्रेजी सुव्रत कर	हिन्दी कल्पना भोई	लेखाकार्य गणित	अर्थशास्त्र गीतांजली बंधोर भौतिक सुमित अग्रवाल		प्रबंध रसायन	

प्रचार्य
विश्व कला कॉलेज एवं शारीरिक शिक्षा
निगम, जी. ई. रोड रायपुर (छ.ग.)

प्रचार्य
विश्व कला कॉलेज
जी. ई. रोड, रायपुर (छ.ग.)

सूक्ष्म शिक्षण

Encl. - 5.2.1 (C)

क्रं.	समूह	दिनांक 3/09/12			दिनांक - 4/09/12			दिनांक - 6/09/12
		9:10 - 10:30	10:30 - 11:45	12:15 - 2:00	9:10 - 10:30	10:30 - 11:45	12:15 - 2:00	9:10 - 10:30
1.	1 से 13 (A)	प्रस्तावना	श्यामपट्ट	पुनर्विलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत कौशल
2.	14 से 26 (B)	श्यामपट्ट	पुनर्विलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना कौशल
3.	27 से 39 (C)	पुनर्विलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट्ट कौशल
4.	40 से 52 (D)	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट्ट	पुनर्विलन कौशल
5.	53 से 65 (E)	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट्ट	पुनर्विलन	उद्दीपन कौशल
6.	66 से 79 (F)	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट्ट	पुनर्विलन	उद्दीपन	व्याख्या कौशल
7.	80 से 92 (G)	दृष्टांत	प्रस्तावना	श्यामपट्ट	पुनर्विलन	उद्दीपन	व्याख्या	अनुशीलन कौशल

नोट :- अवकाश दिनांक 3/09/12 व 4/09/12 को 11:45 से 12:15 तक होगा।

(Signature)
प्रधान
शिक्षण अधिकारी (प.न.)
श्री. को. वि. सं. (प.न.)

(Signature)
30/08/12
H.O.D.
(Education)

Education Department

Inter House Competition - 2012-13

- | | |
|--|----------|
| 1) Solo Song - First - Sachal Kumar | Shivam |
| Second - Naseer Ahamed | Sundaram |
| Third - Anamika Yadav | Satyam |
| 2) Group Song - First - Soumen group | Sundaram |
| Second - Sachal group | Shivam |
| Third - Chetna group | Satyam |
| 3) Duet Song - First - Naseer group | Sundaram |
| Second - Sachal and Rachna | Shivam |
| Third - Anadi and Anamika | Satyam |
| 4) Solo Dance - First - Sanju Rathore | Sundaram |
| Second - Lata Vaidya | Shivam |
| Third - Anamika Yadav | Satyam |
| 5) Group Dance - First - Shalini Verma | Sundaram |
| Second - Jyoti Sahu | Satyam |
| 6) Fancy Dress - First - Daneshwari Sahu | Satyam |
| Second - Reeta Sharma | Shivam |
| Third - Usha Mishra | Sundaram |
| 7) Monoplay - First - Naseer Ahamed | Sundaram |
| Second - Ajeet Bhoi | Satyam |
| Third - Sandhy Tiwari | Shivam |

Satyam - 11

Shivam - 12

Sundaram - 18

Best House - Sundaram

Shivam
 Signature
 Date: 11/12/12

Encl. - 5.2.11

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छ.ग.)
पाठ योजना की पूर्ण तैयारी का कार्यक्रम (i)

दिनांक	I st	II nd	III rd	IV th	V th	VI th
	9:20-10:00	10:00-10:40	10:40-11:20	12:00-12:40	12:40-1:20	1:20-2:00
24/08/12 शुक्रवार	अच्छे शिक्षक के गुण	शिक्षा का अर्थ, परिभाषा	शिक्षा के कार्य	शिक्षण-विधियाँ	सहायक-शिक्षण सामग्री	शिक्षण-सूत्र
25/08/12 शनिवार	प्रश्नों के प्रकार (आर.मालवीय)	शिक्षा के उद्देश्य (आर.शुक्ला)	शिक्षा का महत्व (आर्क.बैनर्जी)	शिक्षण-प्रविधियाँ (डी. शर्मा)	सहायक शिक्षण सामग्री (कि. साहू)	शिक्षण-सूत्र (ए. पाण्डेय)

तीन दिवसीय सेमिनार - समय-सारणी
पाठ-योजना निर्माण एवं आदर्श पाठों की प्रस्तुती

दिनांक	I st	II nd	III rd	IV th	V th	VI th
	9:20-10:00	10:00-10:40	10:40-11:20	12:00-12:40	12:40-1:20	1:20-2:00
27/8/12 सोमवार	पाठ योजना की रूपरेखा (डॉ. एस. फ्रांसिस)	सामान्य व विशिष्ट उद्देश्य (आर.मालवीय)	सहायक शिक्षण सामग्री (आर्क. बैनर्जी)	पूर्व ज्ञान व प्रस्तावना (आर. शुक्ला)	प्रस्तुतीकरण (डी. शर्मा)	पुनरावलोकन गृह व कक्षा कार्य (कि. साहू)
28/8/12 मंगलवार	अवलोकन (डॉ. एस. फ्रांसिस)	हिन्दी पद्य आदर्श पाठ (आर.मालवीय)	भौतिक विज्ञान आदर्श पाठ (डी. शर्मा)	गणित शिक्षण आदर्श पाठ (सी. रोडेकर)	अंग्रेजी शिक्षण आदर्श पाठ (कि. साहू)	समीक्षा विज्ञान, गणित (डॉ. एस. फ्रांसिस)
29/8/12 बुधवार	जीव विज्ञान आदर्श पाठ (डॉ. एस. फ्रांसिस)	हिन्दी पद्य आदर्श पाठ (आर्क. बैनर्जी)	सा. विज्ञान आदर्श पाठ (आर. शुक्ला)	समीक्षा हिन्दी, अंग्रेजी (आर्क. बैनर्जी)	समीक्षा जीव विज्ञान (डी. शर्मा)	समीक्षा हिन्दी, सा. वि (आर.मालवीय)

नोट :- 1. 9:00 - 9:20 प्राथमिक
2. 11:20 - 12:00 अन्तराल

Dr. Shantilata Francis
HOD (Education)
Vinra Kala, Vanija Evam Sha. Shiksha

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रामपुर (छ.ग.) (ii)
सूक्ष्म शिक्षण सेमिनार

दिनांक	I श	II श	III श	IV श	V श	VI श
	9:20-10:00	10:00-10:40	10:40-11:20	12:00-12:40	12:40-1:20	1:20-2:00
30/8/12 गुरुवार	सूक्ष्म शिक्षण की अवधारणा (डॉ. एस. फ्रांसिस)	श्यामपट कौशल (डॉ. शुक्ला)	उद्दीपन-परिचय कौशल (डॉ. भास्करिणी)	अनुशीलन प्रश्न कौशल (डॉ. साहू)	व्याख्या कौशल (डॉ. बैनजी)	पुनर्बलन कौशल (डॉ. मालवीय)
30/8/12 शुक्रवार	दृष्टांत कौशल (डॉ. शर्मा)	प्रस्तावना कौशल (डॉ. पाण्डेय)	छात्रों द्वारा सूक्ष्म पाठ का प्रस्तुतीकरण			

सप्ताह-वार सूक्ष्म शिक्षण कार्यक्रम


क्र.	समूह		दिनांक - 3.9.12			दिनांक - 4.9.12			6.9.12
			9:10-10:30	10:30-11:45	12:15-2:00	9:10-10:30	10:30-11:45	12:15-2:00	9:00-10:30
1 से 13	(A)	प्रस्तावना	श्यामपट	पुनर्बलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	
14 से 26	(B)	श्यामपट	पुनर्बलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	
27 से 39	(C)	पुनर्बलन	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट	
40 से 52	(D)	उद्दीपन	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट	पुनर्बलन	
53 से 65	(E)	व्याख्या	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट	पुनर्बलन	उद्दीपन	
66 से 78	(F)	अनुशीलन	दृष्टांत	प्रस्तावना	श्यामपट	पुनर्बलन	उद्दीपन	व्याख्या	
80 से 92	(G)	दृष्टांत	प्रस्तावना	श्यामपट	पुनर्बलन	उद्दीपन	व्याख्या	अनुशीलन	

Dr. Smt. Chantilata Francis
HOD (Education)
Vipra Kala, Vanijya Evam Sha. Shiksha

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, रामपुर (छ.ग.)

वर्तमान नियुक्त प्रबंधकारिणी के सदस्य व पूर्व कार्यरत्सदस्यों की अलग-अलग सूची निम्न जानकारी सहित भेजी जाये

क्र.	नाम सदस्य	पद जिस पर नियुक्त हुए	व्यवसाय	पद	पद पर किस दिनांक से किस दिनांक तक कार्यरत् रहेंगे
01	02	03	04	05	06
1.	श्री ज्ञानेश शर्मा	अध्यक्ष	कृषि	सत्यभामा परिसर डंगनिया रायपुर	18/06/2011 से 18/06/2016
2.	श्री अविनाश शुक्ला	उपाध्यक्ष	कृषि	आजाद चौक, ब्राह्मणपारा, रायपुर	18/06/2011 से 18/06/2016
3.	डॉ. ध्रुव पाण्डेय	कोषाध्यक्ष	नौकरी	श्री राम हॉस्पिटल के पास, डंगनिया रायपुर	18/06/2011 से 18/06/2016
4.	श्री उमाकांत तिवारी	कार्यकारिणी सदस्य	नौकरी	आनंद समाज लाइब्ररी परिसर, ब्राह्मणपारा, रायपुर	18/06/2011 से 18/06/2016
5.	श्री दिनेश मिश्रा	कार्यकारिणी सदस्य	नौकरी	अमेरी बाड़ा ब्राह्मणपारा, रायपुर	18/06/2011 से 18/06/2016
6.	श्री प्रकाश तिवारी	कार्यकारिणी सदस्य	नौकरी	गोल चौक, रोहिणीपुरम्, रायपुर	18/06/2011 से 18/06/2016
7.	श्री सुबीर तिवारी	कार्यकारिणी सदस्य	प्रा. नौकरी	सुन्दर नगर, रायपुर	18/06/2011 से 18/06/2016
8.	श्री प्रमोद शर्मा	कार्यकारिणी सदस्य	नौकरी	गोल चौक, रोहिणीपुरम्, रायपुर	18/06/2011 से 18/06/2016
9.	श्री भूपेन्द्र शर्मा	कार्यकारिणी सदस्य	व्यवसाय	न्वीन मार्केट के सामने तात्यापारा, रायपुर	18/06/2011 से 18/06/2016
10.	श्री आनंद पाण्डेय	कार्यकारिणी सदस्य	नौकरी	महाराष्ट्र मंडल के पास चौबे कॉलोनी, रायपुर	18/06/2011 से 18/06/2016
11.	श्री अनुराग पाण्डेय	कार्यकारिणी सदस्य	व्यवसाय	101/कंचन अश्व परिसर डी.डी. नगर, रायपुर	18/06/2011 से 18/06/2016


 प्रची
 विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

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पंजीयन क्रमांक
पंजीयन दिनांक
प्रशिक्षण दिनांक

17951-2
13/3/82
29/4/09
(108)
सं. 108/पंजीयन

नियमावली

1. संस्था का नाम — छत्तीसगढ़ युवा विकास संगठन
2. संस्था का कार्यालय — विप्र महाविद्यालय, पं.आर.डी.तिवारी स्कूल व्यावसायिक परिसर, जी.ई.रोड, आमापारा, रायपुर (छ.ग.)
3. संस्था का कार्यक्षेत्र — संपूर्ण छत्तीसगढ़ राज्य होगा
4. संस्था का उद्देश्य — शैक्षणिक एवं सामाजिक संस्थाओं का संवाहन, सांस्कृतिक सामाजिक एवं रचनात्मक कार्य को बढ़ावा देना।
5. संस्था का वित्तीय वर्ष — 1 अप्रैल से प्रारंभ होकर 31 मार्च तक होगा।
6. सदस्यता — संस्था के निम्नलिखित श्रेणी के सदस्य होंगे
 - (अ) संरक्षण सदस्य— संस्था को जो व्यक्ति दान के रूप में रुपये 1001/- या अधिक एक मुश्त या एक साल में बारह किश्तों में देगा वह समिति का संरक्षक सदस्य होगा।
 - (ब) आजीवन सदस्य—जो संस्था को दान के रूप में रुपये 501/- या अधिक देकर वह आजीवन सदस्य बन सकेगा। कोई भी आजीवन सदस्य रुपये 501/- या अधिक देकर संरक्षक सदस्य बन सकता है।
 - (स) साधारण सदस्य— जो व्यक्ति रुपये 5/- माह रुपये 60/- प्रतिवर्ष संस्था को चंदे के रूप में देगा वह साधारण सदस्य होगा। साधारण सदस्य केवल उसी अवधि के लिए सदस्य होगा जिसके लिए उसने चंदा दिया है जो साधारण सदस्य बिना संतोषजनक कारणों के छः माह तक देय चंदा नहीं देगा उसकी सदस्यता समाप्त हो जायेगी। ऐसे सदस्य द्वारा संस्था के लिये नया आवेदन पत्र देने तथा बकाया चंदे की राशि देने पर पुनः सदस्य बनाया जा सकता है।
 - (द) सम्माननीय सदस्य— संस्था की प्रबंधकारिणी किसी व्यक्ति या व्यक्तियों को उस समय के लिए जो भी वह उचित समझे सम्माननीय सदस्य बना सकती है। ऐसे सदस्य साधारण राशियों की बैठक में भाग ले सकते हैं परन्तु उनको मत देने का अधिकार न होगा।

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

सचिव
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

कोषाध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

प्राचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

12.9.2012
13/3/12
29/4/12

7. सदस्यता की प्राप्ति— प्रत्येक व्यक्ति जो कि समिति का सदस्य बनने का इच्छुक हो लिखित रूप में प्रबंधकारिणी बैठक के समक्ष आवेदन करना होगा जिसके आवेदन पत्र को स्वीकार करने या अमान्य करने का अधिकार प्रबंधकारिणी समिति को होगा।
8. सदस्यों की योग्यता— संस्था का सदस्य बनने के लिए किसी व्यक्ति में निम्नलिखित योग्यता होना आवश्यक है—
 1. कम से कम 18 वर्ष, अधिकतम कोई सीमा नहीं
 2. भारतीय नागरिक हो
 3. समिति के नियमों के पालन की प्रतिज्ञा की हो।
 4. सदाचरित्र हो तथा मद्यपान न करता हो।
9. सदस्यता की समाप्ति— संस्था से कोई भी सदस्य की सदस्यता निम्नलिखित स्थिति में समाप्त हो जावेगी—
 1. मृत्यु हो जाने पर
 2. पागल हो जाने पर
 3. संस्था को देय चंदे की रकम नियम 5 में बताये अनुसार न जमा करने पर
 4. त्याग पत्र देने पर और वह स्वीकार होने पर
 5. चारित्रिक दोष होने पर और कार्यकारिणी समिति के निर्णयानुसार निकाल दिये जाने पर जिसके निर्णय पारित होने की सूचना सदस्य को लिखित रूप में देना होगा।
10. संस्था कार्यालय में सदस्य पंजी रखी जावेगी जिसमें निम्न व्यौरे दर्ज किये जावेंगे—
 1. प्रत्येक सदस्य का नाम पता तथा व्यवसाय
 2. वह तारीख जिसको सदस्यों को प्रवेश दिया गया हो व रसीद नंबर
 3. वह तारीख जिसमें सदस्यता समाप्त हुई हो।
11. अ— साधारण सभा— साधारण सभा में नियम 5 में दर्शाये श्रेणी के सदस्य समावेशित होंगे। साधारण सभा की बैठक आवश्यकतानुसार हुआ करेगी। परंतु वर्ष में एक बार बैठक अनिवार्य होगी। बैठक का माह तथा बैठक का स्थान व समय कार्यकारिणी समिति निश्चित कर 15 दिवस पूर्व प्रत्येक सदस्य को दी जावेगी। बैठक का कोरम 1/3 सदस्यों का होगा।

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ.ग.)

प्राचार्य
Page 12
छत्तीसगढ़ वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

17.9.51
13/3/57
27/4/09

संस्था की प्रथम आम सभा पंजीयन दिनांक से 3 माह के भीतर बुलाई जावेगी। उसमें संस्था के पदाधिकारियों का विधिवत् निर्वाचन किया जावेगा। यदि संबंधित आमसभा का आयोजन किसी समय नहीं किया जाता तो पंजीयक को अधिकार होगा कि वह संस्था की आमसभा का आयोजन किसी जिम्मेदार कर्मचारी के मार्गदर्शन में एवं पदाधिकारियों का विधिवत् चुनाव कराया जावेगा।

ब- प्रबंधकारिणी सभा- प्रबंधकारिणी सभा बैठक प्रत्येक वर्ष में तीन बार होगी तथा बैठक का एजेण्डा तथा सूचना बैठक दिनांक से सात दिन पूर्व कार्यकारिणी के प्रत्येक सदस्य को भेजी जाना आवश्यक होगी। बैठक में कोरम 1/2 सदस्यों की होगी। यदि बैठक का कोरम पूर्ण नहीं होता है तो बैठक एक घण्टे के लिये स्थगित कर उसी स्थान पर कम से कम 4 सदस्यों की उपस्थिति में पुनः की जा सकेगी। जिसके लिये कोरम की कोई शर्त न होगी।

स- विशेष - यदि कम से कम कुल संख्या (कुल सदस्यों का) के 2/3 सदस्यों द्वारा लिखित रूप से बैठक बुलाने हेतु आवेदन करें तो उनके दर्शाये विषय पर विचार करने के लिये साधारण सभा की बैठक बुलाई जावेगी। विशेष संकल्प पारित हो जाने पर संकल्प की प्रति बैठक पंजीयन को संकल्प पारित हो जाने के दिनांक से 14 दिन के भीतर भेजा जावेगा। पंजीयन को इस संबंध में आवश्यक निर्देश जारी करने तथा समिति को परामर्श देने का अधिकार होगा।

12. साधारण सभा के अधिकार व कर्तव्य -

- संस्था के पिछले वर्ष का वार्षिक विवरण प्रगति प्रतिवेदन स्वीकृत करना।
- संस्था की स्थाई निधि व संपत्ति की ठीक व्यवस्था करना।
- आगामी वर्ष के लिये लेखा परीक्षकों को नियुक्त करना।
- अन्य ऐसे विषयों पर विचार करना जो प्रबंधकारिणी द्वारा प्रस्तुत हो।
- संस्था द्वारा संचालित संस्थाओं के आय-व्यय पत्रकों को स्वीकृत करना।
- बजट का अनुमोदन करना।

13. प्रबंधकारिणी का गठन - ट्रस्टी यदि कोई हो तो समिति के पदेन सदस्य रहेंगे। नियम 5 (अ, ब, स) में दर्शाये गये सदस्यों जिनके नाम पंजी रजिस्टर में दर्ज हो बैठक में बहुमत के आधार पर निर्मांकित पदाधिकारियों तथा प्रबंधकारिणी समिति के सदस्यों का निर्वाचन होगा।

14. प्रबंध समिति का कार्यकाल- प्रबंध समिति का कार्यकाल पाँच वर्ष का होगा। समिति का यथेष्ट कारण होने पर उस समय तक जब तक कि नई प्रबंधकारिणी

अध्यक्ष
छत्तीसगढ़ युवा विकास संघ
रायपुर (छ.ग.)

संस्था (छ.ग.)

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
Page 3 of 6
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

17/9/87
18/3/87

समिति का निर्माण नियमानुसार या अन्य कारणों से नहीं हो जाता, करती रहेगी किन्तु उक्त अवधि 6 माह से अधिक नहीं होगी, जिसका अनुमोदन साधारण सभा से कराना अनिवार्य होगा।

15. प्रबंधकारिणी के अधिकार व कर्तव्य -

- अ/ जिन उद्देश्यों की प्राप्ति हेतु समिति का गठन हुआ है उसकी पूर्ति करना और इस आशय की पूर्ति हेतु व्यवस्था करना।
- ब/ पिछले वर्ष का आय-व्यय का लेखा पूर्णतः परीक्षित किया हुआ प्रगति प्रतिवेदन के साथ प्रतिवर्ष साधारण सभा की बैठक में प्रस्तुत करना।
- स/ समिति एवं उसके अधीन संचालित संस्थाओं के देखरेख हेतु उपसमिति का गठन व कर्मचारियों के वेतन तथा भत्ते आदि का भुगतान करना संस्था की चल-अचल संपत्ति पर लगने वाले कर आदि का भुगतान करना।
- द/ कर्मचारियों, शिक्षकों आदि की नियुक्ति करना। तथा अन्य आवश्यक कार्य करना, जो साधारण सभा द्वारा समय-समय पर सौंपे जायें।
- छ/ संस्था द्वारा कोई भी स्थावर संपत्ति रजिस्ट्रार की लिखित अनुमति के बिना विक्रय द्वारा या आंतरित नहीं की जायेगी।
- ज/ विशेष बैठक आमंत्रित कर संस्था के विश्वास में संशोधन किये जाने के प्रस्ताव पर विचार विमर्श कर साधारण सभा की विशेष बैठक में उसकी स्वीकृति हेतु प्रस्तुत करेंगी। साधारण सभा में कुल सदस्यों 2/3 मत से संशोधित पारित होने तक उक्त प्रस्ताव पारित कर पंजीयक को अनुमोदन हेतु भेजा जावेगा।
- झ/ प्रबंधकारिणी को अपनी बैठकों में साधारण सदस्यों में से 4 सदस्यों को विशेष आमंत्रित सदस्यों के रूप में आमंत्रित कर सकता है। आमंत्रित सदस्यों को मताधिकार प्राप्त नहीं होगा।

16. अध्यक्ष के अधिकार- अध्यक्ष साधारण सभा तथा प्रबंधकारिणी समिति की समस्त बैठकों की अध्यक्षता करेगा तथा सचिव द्वारा साधारण सभा में प्रबंधकारिणी की बैठकों का आयोजन करवायेगा। अध्यक्ष का मत विचारार्थ विषयों में निर्णयात्मक होगा।

17. उपाध्यक्ष के अधिकार- अध्यक्ष की अनुपस्थिति में उपाध्यक्ष द्वारा साधारण सभा एवं प्रबंधकारिणी की समस्त बैठकों की अध्यक्षता करेगा। अध्यक्ष के समस्त अधिकारों का उपयोग करेगा।

18. सचिव के अधिकार -

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

सचिव
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

कोषाध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

प्राचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ. ग.)
Page 4 of 6

पंजीयक कार्यालय 17/4/87
पंजीयक कार्यालय 13/3/87
पंजीयक कार्यालय 29/4/87

1. साधारण सभा व प्रबंधकारिणी की बैठक समय-समय पर बुलाना होगा और समस्त आवेदन पत्र तथा सुझाव जो प्राप्त हो प्रस्तुत करना।
2. समिति की आय-व्यय का लेखा परीक्षण से प्रतिवेदन तैयार करके साधारण सभा के सम्मुख प्रस्तुत करना।
3. सचिव को किसी कार्य के लिये एक समय में रुपये 1000/- खर्च करने का अधिकार होगा।
4. समिति के सारे कागजातों को तैयार करवाना। उनका निरीक्षण करना व अनियमितता पाये जाने पर उसकी सूचना प्रबंधकारिणी को देना।
19. कोषाध्यक्ष के अधिकार - समिति की धनराशि का पूर्ण हिसाब रखना तथा सचिव या कार्यकारिणी द्वारा स्वीकृत व्यय करना।
20. बैंक खाता- संस्था की समस्त निधि किसी अनुसूचित बैंक या पोस्ट आफिस में रहेंगी। धन का आहरण अध्यक्ष या सचिव तथा कोषाध्यक्ष के संयुक्त हस्ताक्षरों से होगा। दैनिक व्यय हेतु कोषाध्यक्ष के पास अधिकतम रुपये 500/- रहेंगे।
21. पंजीयक को भेजी जाने वाली जानकारी - अधिनियम की धारा 27 के अंतर्गत संस्था की वार्षिक आमसभा होने के दिनांक से 14 दिन के भीतर निर्धारित प्रारूप पर कार्यकारिणी समिति की सूची फाईल की जावेगी तथा धारा 28 के अंतर्गत संस्था की परीक्षित लेखा भेजेगी।
22. संशोधन - संस्था के विधान में संशोधन साधारण सभा की बैठक में कुल सदस्यों के 2/3 मतों से पारित होगी। यदि आवश्यक हुआ तो संस्था के हित में उसके पंजीकृत विधान से संशोधन करने के अधिकार पंजीयक फर्म्स एवं संस्थाएं को होगा जो प्रत्येक सदस्य को मान्य होगा।
23. विघटन- संस्था का विघटन साधारण सभा में कुल सदस्यों के 3/5 मत से पारित किया जावेगा। विघटन के पश्चात् संस्था की चल या अचल सम्पत्ति किसी समान उद्देश्यों वाली संस्था को सौंप दी जावेगी। उक्त समस्त कार्यवाही अधिनियम के प्रावधानों के अनुसार की जावेगी।
24. सम्पत्ति- संस्था की चल या अचल सम्पत्ति संस्था के नाम से रहेगी। संस्था की अचल सम्पत्ति स्थावर रजिस्ट्रार फर्म्स एवं संस्थायें की लिखित आज्ञा के बिना विक्रय द्वारा, दान द्वारा या अन्यथा प्रकार से अंतरित नहीं की जा सकेगी।
25. बैंक खाता- संस्था की समस्त निधि किसी अनुसूचित बैंक या पोस्ट आफिस में खोला जावेगा एवं समय-समय पर धन जमा करने व निकालने की प्रक्रिया जारी रहेगी।
26. पंजीयक द्वारा बैठक बुलाना संस्था की पंजीयित नियमावली के अनुसार पदाधिकारियों द्वारा वार्षिक बैठक न बुलाये जाने पर या अन्य प्रकार से

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

सचिव
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

कादि-यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

प्राचार्य
विष्णु कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ. ग.)

आवश्यक होने पर पंजीयक फर्मा एवं संस्थायें की बैठक बुलाने का अधिकार होगा। साथ ही यह बैठक में विचारार्थ विषय निश्चित कर सकेगा।

27. विवाद -संस्था में किसी प्रकार का विवाद उत्पन्न होने पर अध्यक्ष को साधारण सभा के अनुमति से सुलझाने का अधिकार होगा। यदि इस निश्चित या निर्णय से पक्षों को संतोष न हो तो वह रजिस्ट्रार की ओर से विवाद के निर्णय के लिये भेज सकेंगे। रजिस्ट्रार का निर्णय अंतिम व सर्वमान्य होगा। संचालित सभाओं के विवाद अथवा प्रबंध समिति के विवाद उत्पन्न होने पर अंतिम निर्णय देने का अधिकार रजिस्ट्रार को होगा।

पंजीयक फर्मा 17.9.51
पंजीयक फर्मा 13/3/57
संस्थापक फर्मा 29/4/59
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1001-4766761 27/4/59
दिनांक 13/3/1957
पंजीयक फर्मा 13.3.57
संस्थापक फर्मा 29/4/59

T. K.
(Dy. Secy)
By
Films & Photo
Chhattoogun

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

सचिव
छत्तीसगढ़ युवा विकास संगठन
रायपुर (छ. ग.)

अध्यक्ष
छत्तीसगढ़ युवा विकास संगठन विप्र कला वाणिज्य एवं शारीरिक शिक्षा
रायपुर (छ. ग.)
महाविद्यालय, जे. ई. रोड रायपुर (छ. ग.)
Page 6 of 8

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१. धन्तरिगढ कुव। विमान
 २. गढन रागपू (६)
 ३. संशोधित विधान दिनांक
 २०/४/२००९ छी नमस्कार
 ४. सिद्ध संलग्न।


प्राचार्य

प्राचार्य
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

End
6.4.5 (i)

आवश्यकता है

उत्तीर्ण युवा विकास संगठन शिक्षण समिति द्वारा संचालित विप्र महाविद्यालय में पुर्णकालीन नियमित शैक्षणिक स्टाफ की वी. एड. आवश्यकता है।

क्र.	पद नाम	पद संख्या	अर्हता	ईतन मान
1	प्राचार्य	01	स्नातकोत्तर स्नातक प्राध्यापक 55% पी.एच.डी. एवं 10 वर्ष का महाविद्यालय शैक्षणिक अनुभव	12000+375=18300
2	विभागाध्यक्ष	01	एम.एड. शिक्षण अनुभव 7 वर्ष, पी.एच. अध्यापन का 5 वर्ष का अनुभव	10500+300=15000
3	सहायक प्राध्यापक	05	एम.एड. 55% स्नातक स्तर/विज्ञान/शास्त्र/गणित/संस्कृत/अंग्रेजी/हिन्दी में स्नातकोत्तर 55% स्नातक	8000+275=13500
4	उपप्राचार्य	01	एम. एड., एम.एस.सी./एम. फिलॉसोफी/पी.एच.डी.	8000+275=13500
5	लेखापाल	01	स्नातक, कम्प्यूटर एकाउंटिंग का अनुभव	श्रीगुरुमुख भवन
6	सहायक प्राध्यापक	03	एम.सी.ए./बी.ई. (कम्प्यू.)/एम. एड.सी. (कम्प्यू.)/पी.एड. स्नेह आर्य	इस नियमित वेतनमान 8000+275=13500

टीप : 1. विप्रविद्यालय अधिनियम की धारा 28 के अंतर्गत बनन किया जायेगा।
2. विज्ञापन प्रकाशन से पन्द्रह दिनों के अन्दर निर्धारित आवेदन पत्र पर पूर्ण बीरा तथा आवेदन शुल्क 100/- रुपये के साथ आवेदन करें।
समय : प्रविदिन प्रातः 9 बजे से 1 बजे तक, स्थान : विप्र कला दक्षिण, विज्ञान, शिक्षा, कम्प्यूटर एवं सार्वजनिक शिक्षा महाविद्यालय कम्प्यूटर अध्ययनशाला भवन के पीछे, बुधवारवाला, रायपुर, जिन: 0771-4281093
अध्यापक, उत्तीर्ण युवा विकास संगठन शिक्षण समिति, रायपुर

नवभारत

29.3.2008

आवश्यकता है

उत्तीर्ण युवा विकास संगठन शिक्षण समिति द्वारा संचालित विप्र महाविद्यालय में पुर्णकालीन नियमित शैक्षणिक स्टाफ की वी. एड. आवश्यकता है।

क्र.	पद नाम	पद संख्या	अर्हता	ईतन मान
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2	विभागाध्यक्ष	01	एम.एड. शिक्षण अनुभव 7 वर्ष, पी.एच. अध्यापन का 5 वर्ष का अनुभव	10500+300=15000
3	सहायक प्राध्यापक	05	एम.एड. 55% स्नातक स्तर/विज्ञान/शास्त्र/गणित/संस्कृत/अंग्रेजी/हिन्दी में स्नातकोत्तर 55% स्नातक	8000+275=13500
4	उपप्राचार्य	01	एम. एड., एम.एस.सी./एम. फिलॉसोफी/पी.एच.डी.	8000+275=13500
5	लेखापाल	01	स्नातक, कम्प्यूटर एकाउंटिंग का अनुभव	श्रीगुरुमुख भवन
6	सहायक प्राध्यापक	03	एम.सी.ए./बी.ई. (कम्प्यू.)/एम. एड.सी. (कम्प्यू.)/पी.एड. स्नेह आर्य	इस नियमित वेतनमान 8000+275=13500

टीप : 1. विप्रविद्यालय अधिनियम की धारा 28 के अंतर्गत बनन किया जायेगा।
2. विज्ञापन प्रकाशन से पन्द्रह दिनों के अन्दर निर्धारित आवेदन पत्र पर पूर्ण बीरा तथा आवेदन शुल्क 100/- रुपये के साथ आवेदन करें।
समय : प्रविदिन प्रातः 9 बजे से 1 बजे तक, स्थान : विप्र कला दक्षिण, विज्ञान, शिक्षा, कम्प्यूटर एवं सार्वजनिक शिक्षा महाविद्यालय कम्प्यूटर अध्ययनशाला भवन के पीछे, बुधवारवाला, रायपुर, जिन: 0771-4281093
अध्यापक, उत्तीर्ण युवा विकास संगठन शिक्षण समिति, रायपुर

विप्र कला दक्षिण एवं सार्वजनिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, झिखविद्यालय परिसर के नज्द इमरतानाव संयुक्त (म.म.)		
आवश्यकता		
छात्राधिकार एवं विप्र कला संगठन समिति द्वारा संगठित विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय में विप्र परीक्षा 28 के अंतर्गत विभिन्न शिक्षा तंत्रों में अध्ययन कार्य हेतु एन.सी.टी.डी., यू.जी.सी. एवं वि.प्र. मायवड एवं वेबसाइट के अनुसार नियमित शैक्षणिक / शैक्षणिक तदर्थी की आवश्यकता है।		
पदनाम	संख्या	योग्यता
1. सहा. प्राध्यापक (वाणिज्य) (Gen-01, SC-01)	02	संबंधित विषय में स्नातकोत्तर स्तर पर 85% प्राप्ति एवं नेट / स्लेट / पी.एच.डी.
2. सहा. प्राध्यापक (कम्प्यूटर) (Gen-01, SC-01, ST-01)	03	PG-55% NET/SET/Ph.D. OR BE/B Tech and ME/M Tech in relevant subject with First Classes or equivalent either in B.E. / B. Tech or ME/M Tech OR BE/B Tech and MCA with First Class or Equivalent in either BE/B Tech or MCA OR MCA with first class or equivalent with two years relevant experience.
3. सहा. प्राध्यापक (शिक्षा) गणित (Gen-01)	01	1. Master Degree 55% in Arts / Humanities / Science / Commerce & M.Ed. with a minimum of 55% OR MA (Education) with 55% & B.Ed. with a minimum of 55%.
4. सहा. प्राध्यापक (शिक्षा) अंग्रेजी (Gen-01)	01	1. Master Degree 55% in Arts / Humanities / Science / Commerce & M.Ed. with a minimum of 55% OR MA (Education) with 55% & B.Ed. with a minimum of 55%.
5. सहा. प्राध्यापक (प्रबंधन) (Gen-01)	01	1. Essential - 1. First Class Master Degree in Business Management / Administration in a relevant management related discipline First Class in 2 years full time PGDM declared equivalent by AIU / accredited by the AICTE / UGC OR First Class Graduate and professionally qualified Chartered Accountant / Cost & Works Accountant / Company Secretary of the concerned statutory bodies.
शैक्षणिक सदस्य		
6. सहा. प्राध्यापक (Gen-01)	01	वी.कॉम. एवं / एवं का डिप्लोमा इन कम्प्यूटर
7. सहा. प्राध्यापक (Gen-01)	01	वी.कॉम. एवं / एवं का डिप्लोमा इन कम्प्यूटर
8. सहा. प्राध्यापक (Gen-01)	01	एच.एल. 55% प्रतिशत से उतीर्ण / नेट / स्लेट / पी.एच.डी.
9. सहा. प्राध्यापक (Gen-02)	02	हायर सेकेंडरी एवं / एवं का डिप्लोमा इन कम्प्यूटर
10. सहा. प्राध्यापक (Gen-02)	02	एल.टी. उतीर्ण
11. सहा. प्राध्यापक (Gen-02)	03	संबंधित विषय में स्नातक (Gen-01, SC-01, ST-01)
12. सहा. प्राध्यापक (Gen-02)	02	हायर सेकेंडरी एवं / एवं का डिप्लोमा इन कम्प्यूटर
13. सहा. प्राध्यापक (Gen-01)	01	हायर सेकेंडरी
14. सहा. प्राध्यापक (Gen-01)	01	आतमी उतीर्ण
<p>विशेष - प्रकाशन से 21 दिनों के भीतर 100 रु. के निर्धारित आवेदन पत्र में संपूर्ण शैक्षणिक संपूर्ण अंकगणित के प्राप्ति की सत्यापित प्रमाण पत्र एवं प्रति कुलसभा के वि.प्र. के नमूने एवं प्रति प्राचार्य के नमूने महाविद्यालय को प्रेषित करें। 2. शैक्षणिक अनुभव वाले उम्मीदवार को प्राथमिकता दी जायेगी। 3. आवेदन पत्र कार्यालय दिनांक में प्राप्त 9.00 बजे से 3.00 बजे तक विप्र महाविद्यालय, कम्प्यूटर अध्ययन कक्षा, भवन, वि.प्र. के पीछे इमरतानाव स्थित कार्यालय से प्राप्त की जा सकती है।</p> <p>प्राचार्य विप्र महाविद्यालय, रायपुर (म.म.)</p>		

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

2008-09

परि. क्र. (5)

AGRAWAL GUPTA & ASSOCIATES

I.M. Gupta, FCA
Chartered Accountants222, 2nd Floor Lalganga Mansion
Bhagta Di Hotel Gali
M. G. Road, Raipur (C.G.)

Ref. No.

Date

AUDITORS REPORTTHE PRESIDENT
CHHATTISGARH YUVA VIKAS SANGATHAN [VIPRA COLLEGE]
RAIPUR
(CHHATTISGARH) 492001

We have audited the attached BALANCE SHEET of CHHATTISGARH YUVA VIKAS SANGATHAN [VIPRA COLLEGE], RAIPUR, for the year ended on 31-03-2009 and Income-Exps. A/c for the period ending on 03-2009. These financial statements are the responsibility of CHHATTISGARH YUVA VIKAS SANGATHAN [VIPRA COLLEGE] Raipur. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the auditing Standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In the case of BALANCE SHEET, THE STATE OF AFFAIRS AS ON 31-03-2009

In the case of INCOME & EXPS. A/C, of the Income from the year from 01.04.2008 to 31.03.09


We report the following observations /discrepancies, if any : Nil


Further to our comment in the Annexure referred to in paragraph - 2 above, we report that :

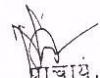
- We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit.
- In our opinion, proper books of account as required have been kept by the Association, so far as appears from our examination of those books.
- In our opinion and to the best of our information and according to the explanations given to us, the said account read with notes thereon, give a true and fair view :-

PLACE :- RAIPUR (C.G.)
DATED :- 27/7/09

FOR, AGRAWAL GUPTA & ASSOCIATES


(M.M. GUPTA)
CHARTERED ACCOUNTANT
M. NO. 074090


विप्रा महाविद्यालय, ज्यो. ई. रोड रायपुर (छ.ग.)


प्राचार्य,
विप्रा महाविद्यालय
रायपुर (छ.ग.)


(ii)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERSITY CAMPUS, RAIPUR

Balance Sheet
1-Apr-2008 to 31-Mar-2009

Sources of Funds :

as at 31-Mar-2009

Capital Account		
General Fund A/c		
	2,17,27,814.63	2,17,27,814.63
Loans (Liability)		
Advance Deposit		
YUVA VIKAS SAMITI	2,50,000.00	1,00,000.00
Earnest Money Deposit	8,29,335.00	
VIPRA BHAWAN	4,250.00	
	1,25,000.00	
Current Liabilities		
R.S.S. University		
Security Deposit A/c	53,930.00	36,70,038.00
IGC GRANT	11,000.00	
	36,05,108.00	
Profit & Loss A/c		
Opening Balance		
Current Period		
Loss: Transferred	44,17,293.00	
	44,17,293.00	
Total		2,66,06,437.63

Application of Funds :

Fixed Assets		
SKET BALL BOARD		
COLLEGE BUILDING CONSTRUCTION	48,970.00	1,75,41,732.00
COMPUTER LAB	80,80,668.00	
ELECTRICAL INSTALLATION	14,62,425.00	
WATER SUPPLY A/C	1,500.00	
STRUCTURE A/C	1,59,075.00	
FURNITURE & FIXTURES	11,800.00	
LOSS CUTTER MACHINE	3,75,421.00	
ESTMENT IN GIRLS HOSTEL [U.G.C.] UNCOMPLETE	1,36,779.00	
ROAD DEVELOPMENT A/C	32,000.00	
SE HOLD HAND	23,67,637.00	
LIBRARY A/C	29,39,275.00	
GAS EQUIPMENT	1,51,000.00	
CE EQUIPMENT	6,01,755.00	
BIOLOGY LAB MATERIALS	1,040.00	
SICAL EDUCATION LAB	75,633.00	
SPORTS GOODS	15,580.00	
LIBRARY ALMIRAH	1,48,125.00	
BASKET BALL CONSTRUCTION	1,40,189.00	
LAB EQUIPMENTS	18,300.00	
	2,90,330.00	
	4,84,230.00	

प्रतिपाद्य,
विप्रा महाविद्यालय
रायपुर (छ. ग.)



विप्रा महाविद्यालय रायपुर (छ. ग.)
महाविद्यालय, डॉ. ई. रेड रायपुर (छ. ग.)

continues

(iii)

COLLEGE, RAIPUR [C.G.]

Sheet : 1-Apr-2008 to 31-Mar-2009

as at 31-Mar-2009

Current Assets	90,64,705.6
Deposits (Asset)	76,16,818.00
Loans & Advances (Asset)	1,36,659.00
Sundry Debtors	23,476.00
Cash-in-hand	9,268.00
Bank Accounts	12,78,484.63
Total	2,66,06,437.6

For, AGRAWAL, GUPTA & ASSOCIATES



Signature
विप्रेन्द्र कुमार शर्मा, प्रिंसिपल,
महाविद्यालय, जो. ई. रोड रायपुर (छ. प्र.)

Signature
प्राचार्य,
विप्रेन्द्र महाविद्यालय
रायपुर (छ. प्र.)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERCITY CAMPUS, RAIPUR

Profit & Loss A/c
1-Apr-2008 to 31-Mar-2009

Particulars	1-Apr-2008 to 31-Mar-2009	Particulars	1-Apr-2008 to 31-Mar-2009
Indirect Expenses	31,81,110.00	Direct Incomes	74,79,998.0
Net Profit	44,17,293.00	Indirect Incomes	1,18,405.0
Total	75,98,403.00	Total	75,98,403.0



[Signature]
विप्रा कला वाणिज्य एवं शिक्षण संस्थान
मुख्यालय, जी.ई. रोड रायपुर (छ.ग.)

[Signature]
प्रधान,
विप्रा कला वाणिज्य एवं शिक्षण संस्थान
रायपुर (छ. ग.)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERSITY CAMPUS, RAIPUR

Profit & Loss A/c
1-Apr-2008 to 31-Mar-2009

Particulars	1-Apr-2008 to 31-Mar-2009	Particulars	1-Apr-2008 to 31-Mar-2009
Indirect Expenses	31,81,110.00	Direct Incomes	74,79,998.00
ADVERTISEMENT EXP.	19,003.00	AD. FEE P.G.DIPLOMA IN YOGA	4,500.00
ANNUAL FUNCTION EXP.	37,121.00	ADMISSION FEE BCA-1, 2, 3	9,62,430.00
AUDIT FEE PAID	16,500.00	ADMISSION FEE B.COM (HONORARY)	2,22,340.00
BANK CHARGES	2,200.00	ADMISSION FEE B.COM-2 & 3	90,110.00
B.D. UNIFORM & STATIONARY EXP.	3,430.00	ADMISSION FEE -B.ED	24,36,690.00
BOOKS & PERIODICALS	75.00	ADMISSION FEE B.P.ED. A/C	9,10,400.00
BUILDING PAINTING & REPAIRING EXP.	6,000.00	ADMISSION FEE IN PG IN YOGA	3,000.00
CARTING & HANDLING EXP.	5,415.00	ADMISSION FEE M.P.ED -I & II	12,42,725.00
CAUTION MONEY REFUND	600.00	ADMISSION FEE P.G.D.CA-I	3,25,050.00
CONVEYANCE & FUEL EXP.	762.00	ADMISSION FEE -PGDCA-II	73,390.00
ELECTRIC BILL EXP.	54,501.00	ADMISSION FORM INCOME	56,050.00
EXAM & INROLLMENT FORM [R.S.U.] EXP.	4,42,745.00	APPLICATION FORM A/C	4,900.00
GIFT, MOMENTO & MISC. EXP.	15,871.00	DONATION RECVD. A/C	2,94,250.00
GROUND MAINTANANCE	3,33,800.00	ENROLLMENT INCOME	16,060.00
INTERVIEW EXP.	18,300.00	EXAM FEE	4,70,020.00
LEGAL FEE EXP.	12,000.00	EXAMME FORM	17,100.00
LOCKER RENT	1,000.00	EX-STUDENT FEE	60,000.00
M.ED. A/C EXPENSES	45,000.00	GRANT [ANUDAN A/C]	35,000.00
MEETING & TEA EXP.	31,676.00	INTREST FROM BANK	85,583.00
MISC. EXP.	34,408.00	NO DUES INCOME	1,69,715.00
OFFICE EXP.	56,397.00	T.C.FORM INCOME	685.00
PLANTATION EXP.	32,088.00		
POSTAGE & TELEGRAPH EXP.	1,345.00	Indirect Incomes	1,18,405.00
PRACTICAL EXP.	53,511.00	OTHER INCOME	1,18,405.00
PRINTING & STATIONARY EXP.	95,857.00		
REGISTRATION, AFFILIATION, RENEWAL FEE	22,600.00		
REPAIRING & MAINTANANCE	5,586.00		
SPORTS TOURNAMENT EXP.	42,736.00		
TELEPHONE & MOBILES EXP.	17,557.00		
TRAVELLING EXP.	15,515.00		
TRAVEL ALLOWANCE [NON-TECHING STAFF] ALL	4,22,557.00		
TRAVEL ALLOWANCE [TECHING STAFF] ALL	12,95,954.00		
Net Profit	44,17,293.00		
Total	75,98,403.00	Total	75,98,403.00

For, AGRAWAL, GUPTA & ASSOCIATES
 Chartered Accountants
 RAIPUR

For, AGRAWAL, GUPTA & ASSOCIATES

PARTNER
 CHARTERED ACCOUNTANT
 M No 074030



दिनांक 27/7/09
 रायपुर (छ. प्र.)

A COLLEGE, RAIPUR [C.G.]

Balance : 1-Apr-2008 to 31-Mar-2009

Page

Particulars	Closing Balance	
	Debit	Credit
Brought Forward	2,97,87,547.63	3,42,04,840.6
TELEPHONE & MOBILES EXP.	17,557.00	
TRAVELLING EXP.	15,515.00	
VEHICLE ALLOWANCE [NON-TECHING STAFF] ALL	4,22,557.00	
VEHICLE ALLOWANCE [TECHING STAFF] ALL	12,95,954.00	
Profit & Loss A/c	44,17,293.00	
Grand Total	3,42,04,840.63	3,42,04,840.6



Signature
 नि. प्र. महाविद्यालय रायपुर (छ. रा.)
 महाविद्यालय, नो. ३, गेट रायपुर (छ. रा.)

Signature
 प्राचार्य,
 वि. प्र. महाविद्यालय
 रायपुर (छ. रा.)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERSITY CAMPUS, RAIPUR

Current Liabilities

Group Summary

1-Apr-2008 to 31-Mar-2009

Particulars	Closing Balance		Page
	Debit	Credit	
R.S.S. University		53,930.00	
Security Deposit A/c		11,000.00	
UGC GRANT		36,05,108.00	
Grand Total		36,70,038.00	



[Signature]
प्रधान,
विप्र महाविद्यालय रायपुर (छ.स.)
महविभाग, प. ३, पंडापुर (छ.स.)

[Signature]
प्रधान,
विप्र महाविद्यालय
रायपुर (छ.स.)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERCITY CAMPUS RAIPUR

Current Liabilities
Group Summary
1-Apr-2008 to 31-Mar-2009

Particulars	Closing Balance		Page
	Debit	Credit	
R.S.S.University		53,930.00	
Security Deposit A/c		11,000.00	
UGC GRANT		36,05,108.00	
Grand Total		36,70,038.00	



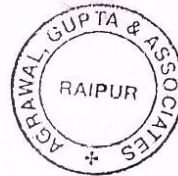
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विप्र महाविद्यालय
रायपुर (छ.स.)

[Handwritten Signature]
प्राचार्य,
विप्र महाविद्यालय
रायपुर (छ.स.)

VIPRA COLLEGE, RAIPUR [C.G.]
R.S. UNIVERSITY CAMPUS, RAIPUR

Loans (Liability)
Group Summary
1-Apr-2008 to 31-Mar-2009

Particulars	Closing Balance		Page
	Debit	Credit	
Advance Deposit		2,50,000.00	
C.G. YUVA VIKAS SAMITI		8,29,335.00	
Earnest Money Deposit		4,250.00	
VIPRA BHAWAN		1,25,000.00	
Grand Total		11,08,585.00	



Handwritten signature
विप्रा कला विकास समिति - रायपुर विभाग
महानिवासी, जौ. ई. रोड रायपुर (उ.प्र.)

Handwritten signature
प्रो. राय,
विप्रा महाविद्यालय
रायपुर (छ. ग.)

(X)

VIPRA COLLEGE ,RAIPUR [C.G.]
R.S.UNIVERCITY CAMPUS,RAIPUR

Current Assets
Group Summary

1-Apr-2008 to 31-Mar-2009

Particulars	Closing Balance		Page
	Debit	Credit	
Deposits (Asset)			
FD - A/C SBI RSU		76,16,818.00	
FDR -N.C.T.E.		26,13,221.00	
FIX DEPOSIT A/C		8,00,000.00	
FIX DEPOSIT WITH BANK		25,00,000.00	
LOAN & ADVANCE		16,79,900.00	
TDS STATE BANK OF PUNJAB		15,448.00	
		4,221.00	
Loans & Advances (Asset)		1,36,659.00	
ADVANCE [PERSONAL]		11,659.00	
BAL. SAMAJ SOCIETY		1,25,000.00	
Sundry Debtors		23,476.00	
Cash-in-hand		9,268.00	
Cash		9,268.00	
Bank Accounts		12,78,484.63	
C.B.I-UGC GRANT A/C NO.-1385165525		4,64,454.00	
icici Bank Ltd.		10,000.00	
Jila Sah. Bank -9589		1,808.00	
ILIA SAHKARI BANK-10033		3,532.00	
VAGRIK BANK A/C NO.1445		61,779.00	
ORIENTAL BANK OF COMMERCE		48,433.00	
S.B.I.- RSU -A/C NO.30216853554		1,22,385.00	
BI-[GEC] A/C NO.-30221725127		3,83,689.00	
TATE BANK OF SOURASTRA		1,82,404.63	
Grand Total		90,64,705.63	



विप्र
रायपुर (उ.प्र.)

2011 - 2012

(ix)

AGRAWAL GUPTA & ASSOCIATES

222, 2nd Floor Lalganga Mansion
Bhagta Di Hotel Gali
M. G. Road, Raipur (C.G.)

M.M. Gupta, FCA
Chartered Accountants

Date

Ref. No.

AUDITORS REPORT

TO,

THE MEMBERS
Chhattisgarh Yuva Vikas Sanghthan
[A/c Vipra College, Raipur]
RAIPUR, (CHHATTISGARH) 492001

We have audited the attached BALANCE SHEET of CHHATTISGARH YUVA VIKAS SANGHATHAN, RAIPUR (VIPRA COLLEGE, RAIPUR), for the year ended on 31-03-2012 and Income-Exps. A/c for the period ending on 31-03-2012. These financial statements are the responsibility of CHHATTISGARH YUVA VIKAS SANGHATHAN (VIPRA COLLEGE), RAIPUR. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the auditing Standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining on a test basis, evidence supporting the amounts and disclosures in financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

1. In the case of BALANCE SHEET, THE STATE OF AFFAIRS AS ON 31-03-2012.
2. In the case of INCOME & EXPS. A/C, of the Income from the year from 01.04.2011 to 31.03.2012.
3. We report the following observations / discrepancies, if any: Nil
4. Further to our comment in the Annexure referred to in paragraph - 2 above, we report that:

- a. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit.
- b. In our opinion, proper books of account as required have been kept by the Association, so far as appears from our examination of those books.
- c. In our opinion and to the best of our information and according to the explanations given to us, the said account read with notes thereon, give a true and fair view :-

PLACE :- RAIPUR (C.G.)

DATED :- 10/07/2012

FOR, AGRAWAL GUPTA & ASSOCIATES

(M.M. GUPTA)
CHARTERED ACCOUNTANT
M. NO. 074090



VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

Income & Expenditure Statement
1-Apr-2011 to 31-Mar-2012

Particulars	1-Apr-2011 to 31-Mar-2012	Particulars	1-Apr-2011 to 31-Mar-2012
Direct Expenses	46,78,919.00	Direct Incomes	1,04,88,764.00
ADVERTISEMENT EXP.	1,04,245.00	AD. FEES BCA-2	2,79,557.00
AFFILIATION FEE [RSU]	1,18,420.00	AD. FEES BCA-3	4,52,754.00
ANNUAL FUNCTION	57,643.00	AD. FEES B.COM -3	1,27,915.00
BANK CHARGES	1,860.00	AD. FEES B.ED.	30,95,000.00
CARTING & FREIGHT CHARGES	3,140.00	AD. FEES -BPED-2	4,500.00
COMPUTER LAB EXP.	15,333.00	AD. FEES - B.P.E.-I	12,120.00
ELECTRICITY EXP.	53,375.00	ADMISSION FEE-B.C.A.-1	5,99,983.00
ENROLLMENT FEE	40,440.00	ADMISSION FEE B.COM-1 [COMPUTER]	7,81,650.00
EXAM FORM A/C	48,446.00	ADMISSION FEE- BPED-1	12,35,000.00
FESTIVAL & CELEBRATION & PRIZES	46,926.00	ADMISSION FEED-PGDCA-1	7,41,883.00
INSURANCE EXP.	13,291.00	ADMISSION FEE IN PG IN YOGA-1	20,300.00
LEASE RENT EXP.	14,344.00	ADMISSION FEE IN PG IN YOGA-2	14,900.00
LEGAL EXP.	25,250.00	ADMISSION FEES B.COM -2	2,63,830.00
M.ED. & B.ED. EXP.	1,38,245.00	ADMISSION FEES MPED-I	6,05,000.00
MEETING & SEMINAR EXP.	73,775.00	ADMISSION FEES -MPED-II	11,79,760.00
MISC. EXP./RSU EXP.	1,72,971.00	ADMISSION FEES -PGDCA-2	3,27,571.00
NEWSPAPER & PRIODICALS	7,325.00	ADMISSION FORM	74,060.00
OFFICE EXP.	1,13,978.00	AD. PG IN YOGA-1	1,800.00
PLANTATION & GROUND MAINT.	8,940.00	EXAM FEE	1,37,520.00
POSTAGE & TELEGRAM	5,761.00	EX- STUDENT FEE INCOME	2,85,104.00
PRACTICAL EXAMM EXP.	65,457.00	NO DUES INCOME/NOC INCOME	1,96,407.00
PRINTING & STATIONARY	55,752.00	NOMINATION FEES /FORM INCOME	27,350.00
REMUNERATION EXP.	15,000.00	T.C.FORM	800.00
REPAIRING & RENEWALS	1,40,697.00	UGC SPORT GRANT	24,000.00
SALARY TO STAFF-NON-TEACHING	6,83,606.00		
SALARY TO STAFF -TEACHING	22,75,771.00		
SPORTS TOURNAMENT EXP.	59,673.00		
TEA & SNACKS EXP.	36,633.00		
TELEPHONE BILL EXP.	19,028.00		
TRAVELLING EXP.	31,794.00		
UGC EXP.	2,31,800.00		
	58,09,845.00		
Gross Profit c/o	1,04,88,764.00		1,04,88,764.00
Indirect Expenses		Gross Profit b/f	58,09,845
Excess of Income over Expenditure	60,99,854.00	Indirect Incomes	2,90,009
		DONATION	1,00,000.00
		EXAMM CENTER FEES	36,277.00
		EXAMM FORWARDING FEES	11,563.00
		INTREST RECVD. FROM JILA SAHKARI BANK	197.00
		INTREST RECVD. FROM NAGRIK BANK	30,734.00
		INTREST RECVD. FROM SBI GECT	2,107.00
		INTT. RECVD. FROM CBI BANK	18,632.00
		INTT. RECVD. FROM OBC BANK	578.00

अध्यक्ष/सचिव
श्रीमान् श्री विमल गुप्ता
(शिक्षण समिति)



contin

Income Expenditure Statement : 1-Apr-2011 to 31-Mar-2012

Expenditure Statement - 1-Apr-2011 to 31-Mar-2012		1-Apr-2011 to 31-Mar-2012	
Particulars		Particulars	
		INT. REC'D FROM SB OF SOURAST	39,651.00
		OTHER INCOME	26,270.00
		USC BUILDING CONST. TENDER FORM INCOME	24,000.00
Total	60,99,854.00	Total	60,99,854.00

For, Agrawal Gupta & Associates

C.A.M.M. Gupta, PARTNER
M.No. 0740

10/07/2012

अध्यक्ष/साचिव
स्त्रीसंगठ युवा विकास संगठन
(शिक्षण समिति)



विभा कला जोगिना एवं औद्योगिक शिक्षा
महानिवासी, जी. ई. रोड लखनपुर (उ.प्र.)

VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

(ivx)

Loans (Liability)

Group Summary

1-Apr-2011 to 31-Mar-2012

Page 1

Particulars	Closing Balance	
	Debit	Credit
Secured Loans		10,00,000.00
Advance Deposit		2,50,000.00
C.G.Yuva Vikas Sangathan		6,07,329.00
Emd Deposit		4,250.00
Grand Total		18,61,579.00

अध्यक्ष/सायब
तीसगद युवा विकास संगठन
(शिक्षण समिति)



[Signature]
मित्र कलश विद्यापीठ शिक्षण समिति
महानगर, जी.ई. रोड रायपुर (छ.ग.)

(vx)

VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

Current Liabilities
Group Summary
1-Apr-2011 to 31-Mar-2012

Page 1

Particulars	Closing Balance	
	Debit	Credit
R.S.S. Univercity		53,930.00
Security Deposit		11,000.00
UGC GRANT-		50,72,542.00
UGC GRANT-FOR INDOOR STADIUM 10X11		35,00,000.00
UGC GRANT FOR ST/SC/OBC SCHOLARSHIP		3,20,000.00
UGC MISC. GRANT.		18,31,632.00
Grand Total		1,07,89,104.00

अध्यक्ष/साचिव
उत्तीसगढ़ युवा विकास संगठन
(शिक्षण सन्निधि)



[Signature]
विप्र कालिका विश्वविद्यालय
महाविद्यालय, राँची-८३१००५ (जम.)

(vix)

VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

Direct Expenses
Group Summary
1-Apr-2011 to 31-Mar-2012

Page 1

Particulars	Closing Balance	
	Debit	Credit
	1,04,245.00	
	1,18,420.00	
ADVERTISEMENT EXP.	57,643.00	
AFFILIATION FEE [RSU]	1,860.00	
ANNUAL FUNCTION	3,140.00	
BANK CHARGES	15,333.00	
CARTING & FREIGHT CHARGES	53,375.00	
COMPUTER LAB EXP.	40,440.00	
ELECTRICITY EXP.	48,446.00	
ENROLLMENT FEE	46,926.00	
EXAM FORM A/C	13,291.00	
FESTIVAL & CELEBRATION & PRIZES	14,344.00	
INSURANCE EXP.	25,250.00	
LEASE RENT EXP.	1,38,245.00	
LEGAL EXP.	73,775.00	
MED. & B.ED. EXP.	1,72,971.00	
MEETING & SEMINAR EXP.	7,325.00	
MISC. EXP./RSU EXP.	1,13,978.00	
NEWSPAPER & PRIODICALS	8,940.00	
OFFICE EXP.	5,761.00	
PLANTATION & GROUND MAINT.	65,457.00	
POSTAGE & TELEGRAM	55,752.00	
PRACTICAL EXAMM EXP.	15,000.00	
PRINTING & STATIONARY	1,40,697.00	
REMUNERATION EXP.	6,83,606.00	
REPAIRING & RENEWALS	22,75,771.00	
SALARY TO STAFF -NON-TEACHING	59,673.00	
SALARY TO STAFF -TEACHING	36,633.00	
SPORTS TOURNAMENT EXP.	19,028.00	
TEA & SNACKS EXP.	31,794.00	
TELEPHONE BILL EXP.	2,31,800.00	
TRAVELLING EXP.		
UGC EXP.		
	46,78,919.00	
Grand Total		

अध्यक्ष/सांचब
स्तीसगद युबा विकास संगठन
(शिक्षण समिति)



VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

(viiX)

Direct Incomes

Group Summary

1-Apr-2011 to 31-Mar-2012

Page 1

Particulars	Closing Balance	
	Debit	Credit
		2,79,557.00
AD. FEES BCA-2		4,52,754.00
AD. FEES BCA-3		1,27,915.00
AD. FEES B.COM -3		30,95,000.00
AD. FEES B.ED.		4,500.00
AD. FEES -BPED-2		12,120.00
AD. FEES - B.P.E.-I		5,99,983.00
ADMISSION FEE-B.C.A.-1		7,81,650.00
ADMISSION FEE B.COM -1 [COMPUTER]		12,35,000.00
ADMISSION FEE- BPED-1		7,41,883.00
ADMISSION FEED-PGDCA-1		20,300.00
ADMISSION FEE IN PG IN YOGA-1		14,900.00
ADMISSION FEE IN PG IN YOGA-2		2,63,830.00
ADMISSION FEES B.COM -2		6,05,000.00
ADMISSION FEES MPED-I		11,79,760.00
ADMISSION FEES -MPED-II		3,27,571.00
ADMISSION FEES -PGDCA-2		74,060.00
ADMISSION FORM		1,800.00
AD. PG IN YOGA-1		1,37,520.00
EXAM FEE		2,85,104.00
EX- STUDENT FEE INCOME		1,96,407.00
NO DUES INCOME/NOC INCOME		27,350.00
NOMINATION FEES /FORM INCOME		800.00
T.C.FORM		24,000.00
UGC SPORT GRANT		1,04,88,764.00
Grand Total		

अध्यक्ष/साचिव
श्रीसगद युवा विकास समिति
(शिक्षण समिति)

श्रीसगद युवा विकास समिति
(शिक्षण समिति)



Group Summary

1-Apr-2011 to 31-Mar-2012

Particulars	Closing Balance	
	Debit	Credit
ATTENDANCE MACHINE		14,022.00
BASKET BALL BOARD		49,370.00
COLLEGE BUILDING CONST.		88,23,699.00
COMPUTER LAB		18,98,925.00
COMPUTER & PRINTER		1,93,000.00
COOLER		13,200.00
CYCLE		1,500.00
DIGITAL CEMERA PROJECTOR		14,700.00
ELECTRICAL FITTINGS		18,130.00
ELECTRIC INSTALLATION		1,63,055.00
EQUIPMENT		1,688.00
Fan A/c		11,800.00
FURNITURE & FIXTURES		8,82,957.00
Grass Cutter Machine		32,000.00
INVESTMENT -B.ED. BUILDING CONST.		29,20,000.00
INVESTMENT FOR UGC INDOOR HALL		11,50,700.00
INVESTMENT IN U.G.C. GIRLS HOSTEL LABOUR PAYMENT		41,91,100.00
Land Development		29,39,275.00
Lease Hold Land		1,51,000.00
LIBRARY		8,88,448.00
New Land Purchase at Dumartalab		25,50,255.00
Office Equipment		79,433.00
Office Equipment - Heater		1,200.00
Office Equipment - Lpg Gas System		1,040.00
Physical Education Materials		1,48,125.00
Physicology Lab Equipment		15,580.00
SPORTS ITEM		83,368.00
Sports Materials		1,88,621.00
Steel Almirah		18,300.00
Ugc Basket Ball		3,08,820.00
UGC LAB EQUIPMENT		5,78,370.00
UGC LIBRARY		1,65,282.00
Grand Total		2,84,96,963.00

18/03/2020

अध्यक्ष/सचिव
प्रतीसगढ़ युवा विकास संस्थान
(शिलाया गाँव)



VIPRA COLLEGE-2011*12
R.S.U.CAMPUS,DUMARTALAB
RAIPUR [C.G.]

(xix)

Current Assets

Group Summary

1-Apr-2011 to 31-Mar-2012

Page

Particulars	Closing Balance	
	Debit	Credit
	1,53,52,476.00	
Deposits (Asset)		
AUTO SWEEP -SBI GECT FDR & SBI RSU	27,98,007.00	
Director - Ncte Wrc -Fdr	8,00,000.00	
Fd-NagriK Sahkari Bank	80,000.00	
Fd-Oriental Bank of Commerce	6,16,000.00	
Fdr -Central Bank of India	44,44,872.00	
FDR IN BANK	16,03,788.00	
FDR-NAGRIK SAH. BANK LTD.	6,00,000.00	
Fdr - NCTE	8,00,000.00	
FDR-SBI GECT BR.,RYP	15,00,000.00	
FDR -SBI RSU	10,00,000.00	
FDR- STATE BANK OF SOURAST	85,000.00	
FD WITH SB OF SOURAST	1,00,000.00	
LOAN & ADVANCES	19,448.00	
NAGRIK BANK FD 1 LACSX5	5,00,000.00	
NAGRIK BANK FDR-1+1+1.25 LACS	3,25,000.00	
RSU A/C ENDOWMENT FUND	76,140.00	
TDS OF SB OF SOURAST	4,221.00	
	88,331.00	
Loans & Advances (Asset)		
ADVANCE FOR EXP.	24,248.00	
ADVANCES	7,897.00	
SUNDRY DEBTORS	23,476.00	
SUNDRY DEBTORS OLD	32,710.00	
	11,706.00	
Cash-in-hand		
Cash	5,928.00	
Cash in Hand Amapara	5,778.00	
	31,00,372.63	
Bank Accounts		
CENTRAL BANK OF INDIA	4,06,093.00	
ICICI BANK	13,288.00	
JILA SAH. BANK A/C 9589	1,911.00	
Jila Sahkari Bank A/C10033	3,790.00	
NAGRIK SAHKARI BANK A/C 1445	31,684.00	
OBC BANK A/C NO.09182010035000	12,999.00	
SBI -GECT-A/C	55,384.00	
SBI-RSU A/C30216853554	7,39,294.00	
STATE BANK OF SOURAST	18,35,929.63	
SCHOLARSHIP FUND A/C		24,000.00
Grand Total	1,85,52,885.63	24,000.00

अध्यक्ष/सचिव
राजीवगढ़ युवा विकास संगठन
(शिक्षण समिति)
प्रतिष्ठापक अध्यक्ष/सचिव
राजीवगढ़ युवा विकास संगठन
(शिक्षण समिति)



Appendix : 2

Sample formats for Teacher Appraisal Report

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name : *Smt. SHANTILATA FRANCIS*b) Address (Residential) : *SAMARPAN,*Ph. No. : *0771-2487685**SECTOR-1, Shankar Nagar**Near Mesnet-52, Raipur 492-007 C.G.*c) Designation : *Head of the Department*d) Department : *Education Department*e) Date of Birth : *25 January 1949*

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/ Grade/Merit etc.
High School	<i>U.P. Board</i>	<i>Physics, Chem. Bio; Hindi - Eng</i>	<i>1965</i>	<i>Second</i>
Higher Secondary or Pre-degree	<i>M.P. Board BHO PAL</i>	<i>Physics, Chemis- try, Biology Hindi English</i>	<i>1966</i>	<i>First 64%</i>
Bachelor's Degree (s)	<i>Sagar University SAHARANPUR</i>	<i>Chemistry, Botany, Zoology, German</i>	<i>1969</i>	<i>Second 55%</i>
Master's Degree (s)	<i>A.P.S. University Rewari</i>	<i>Zoology</i>	<i>1971</i>	<i>Second 59.1%</i>
Research Degree (s)	<i>Dr. Ravishankar Shukla University, Raipur</i>	<i>Education</i>	<i>1997</i>	<i>-</i>
Other Diploma / M.Ed. Certificates etc.	<i>Dr. R.S.S. Raipur C.G.</i>	<i>All compulsory subjects Experimental Ed.</i>	<i>1987</i>	<i>78.1, 6th position I</i>
	<i>A.P.S. University Rewari</i>	<i>All compulsory subjects Methodology - Biology</i>	<i>1977</i>	<i>76.1, 2nd position I & C</i>

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

ii) Research Experience & Training - A List is attached.

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	An Investigation Hazards to Education	PT R.S.S. University Raipur
Post-Doctoral		
Publications (give a list separately)	ANNEXURE - 1	
Research Guidance (give names of students guided successfully)	ANNEXURE - 2	
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
अभियान लक्ष्मी के संरक्षण में हत्याकाण्डों की वैैधिक उपलब्धि एवं शिक्षण अभिवृत्ति का अध्ययन	C.G. SCERT RAIPUR C.G.	one year	

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
	ANNEXURE - 3	

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.) <i>BEd</i>	<i>PT. R.S.S. University Raipur</i>	<i>21 years</i>
v) P.G. (M.A./ M.Sc., etc.) <i>MEd</i>	<i>PT. R.S.S. University Raipur</i>	<i>20 years</i>
vi) M.Phil		
vii) Any other <i>As Secondary School</i>	<i>M.P. Board and C.G. Board.</i>	<i>20 years</i>

Total Teaching Experience : _____

a) Under-graduate (Pass) : *21 years*

b) Under-graduate (Hons): _____

c) Post-graduate : *20 years*

viii) Innovations/Contributions in Teaching

- Design of Curriculum- *Participated in Design of Curriculum workshop arranged by SCERT*
 - Teaching methods - *Project method, Problem solving method, Inquiry Training*
 - Laboratory experiments *Model, Remedial Teaching*
 - Evaluation methods - *Procer Pout Presentation, various teaching learning material*
 - Preparation of resource material - *Weekly Test, Practice developed, Teaching evaluation Pre annual Exam, micro teaching Evaluation*
- Including books, reading materials, *प्रश्नोत्तर, अनुसंधान, संदर्भ सामग्री निर्माण SCERT*
Laboratory manuals etc. *② Feed back Test developed for Alumni, guardians*
Books - Class 6, 7, 8, Science & Technology C.G. Slab, Questionnaire for B.Ed. etc.
- Remedial Teaching / Student Counseling (academic)
 - Any Other *Programme scheduled to be undertaken in last week of every month. Received Innovative Science Teacher Award, 1991*

ix) Extension Work/Community Service

- Please give a short account of your contribution to: *Contribution in community service organized by college*
 - Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
- arranged Documentary film show on Gender discrimination, child marriage, female Feticide*

- ii) National Literacy Mission *Attended workshop, One Research work done the topic was A study of Implication of Literacy Programme of Chhattisgarh.*
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity *Delivered lectures in various High school schools as a Resource Person on Population Education.*

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution - *Govt College Experience of Teaching B. Ed & M. Ed classes for 20 years.*
- b) Co-curricular Activities - *Resource person of Action Research in Co-SCERT Editor of various magazines, Paper setting of University examination (Hostels, sports, games, cultural activities) and C.G. competitive examinations.*
- d) Students Welfare and Discipline - *Carrom, Badminton, Basket ball, Table Tennis, chess, Development of communication skills & Discipline among students.*
- e) Membership/Participation in Bodies/Committees - *Appointed as an expert of the Research Degree committee of Education, MTS University Raipur 2009-2012*
- f) Professional Organization of Teachers. *(2) C.G. Research Advisory Committee, SCERT Raipur (3) Member of Board of Studies, MATS, University Raipur C.G.*
- E. (a) Membership of Professional Bodies, Societies etc. *Raipur C.G.*
- (b) Editorship of Journals *(a) State Research Advisory committee.*

- F. Any other information *Institution level member of ICAC cell and Library Advisory Committee*

- (1) *Nominee of Vice-Chancellor for conducting Interview (U/S 28) as a subject Expert for the post of HOD and Asst. Prof.*
- (2) *member of Inspection Team of (State) Co-SCERT, Raipur*
- (3) *Resource Person of Refresher Course organised by Pt. RSSU, Raipur*
- (4) *Broadcasting Educational Programmes, All India Radio Raipur C.G.*

(Signature of the Teacher)

Dr. Smt. Shantilata Francis

HOD (Education)

Vipra Kala, Vanija Evam Sha. Shiksha Mahavidyalaya, Raipur (C.G.)

विप्रा कला वाणिज्य एवं सांस्कृतिक शिक्षा
महाविद्यालय, वी. ई. रोड रायपुर (छ.ग.)


List of Published Papers

Annexure -1

Sr. No.	Name of the Teacher	Department	Tital of the Published Papers	Name of Journal
1.	Dr. Smt. Shantilata Francis	Education	1. Attitude towards Environmental Hazards in Education 2. Environmental Hazards in Education 3. A Study of the Scientific Attitude and Reasoning Ability of Computer Literate and Computer Inliterate 4. किशोरावस्था के आत्मसम्प्रत्यय का अध्ययन 5. Status, Role and function of DIET'S in Chhattisgarh 6. A study of Awareness towards Health among Middle School s student 7. The Scientific Attitude and Achievement of science students under Different Education Pattern at +2 level 8. A study Academic Achievement of Secondary, school students in Relation to their sex, Intelligence and Academic Motivation 9. Development of a Programmed text in History and civics for High school students 10. शोध-पत्र संक्षेपिका :- शिक्षा में सम्प्रषण विषयांतरगत 11. पर्यावरण शिक्षण उपागम से शिक्षकों में पर्यावरण के प्रति जागरुकता के विकास एवं इसके द्वारा उनके कक्षाध्यापन पर पड़ने वाले प्रभाव का अध्ययन 12. Creativity in Relation to Mental Health	Psycholingua, vol.31 (2)July 2001, Pg.93-98, ISSN 0377-3132 Shodh upkram, vol.10,11,12, 2000-2001, pg.6-7, ISSN 0976-7894 Psycholingua, vol.32 (2)July 2003, ISSN 0377-3132 Shodh upkram, 2003, ISSN- 0976-7894 Shodh Prakalp, vol. 29 Oct.-Dec. 2004, ISSN 097-6459 Primary Shikshak, NCERT Delhi, Oct.-Dec. 2005, ISSN 0970-9312 Shodh Prakalp, vol. 29 Oct.-Dec. 2004, ISSN 097-6459 Modern Educational Research in India vol.11 (4), Dec. 2010, ISSN 0974-0554 Shodh Prakalp, vol. xxxxx No.1, Jan-Mar 2010, ISSN 097-6459 Paper presented in UGC sponsored National Conference on "Managing Interpersonal Communication in Global World", 22,23,24 Oct. 2010. Paper presented in UGC sponsored National Seminar on "Futur Challenges for Teachers in the Present Scenario", Nov.19,20 2010. Psycholingua, 2010, vol.40(1&2) ,pg.22-24, ISSN 0377-3132

विश्व कला विश्वविद्यालय, नवी दिल्ली
महाविद्यालय, नवी दिल्ली (उत्तर)

13. Impact of Social- Economic Status on Academic Achievement of Different categories of students	Edussearch, vol. 2 no.1, April 2011, ISSN 1160
14. A Study Academic Achievement and Teaching Attitude of Pupil-Teacher in Reference to Instructional Technology	Presented in State level Seminar, SCEP Raipur Jan. 2011
15. Social Maturity of Disabled Children	Shodh Prakalp, vol. LXI No.4, Oct.-Dec ISSN 2278-3911
16. Current Status of Women in India	Paper presented in UGC & CCST sponsored National Conference on "Role of Women in National Development in the New Millennium" Jan. 10-12, 2013
17. Impact of Incentives on Personality of Scheduled Caste Post-Matric Hostel students	Paper presented in National Seminar on "Right to Education" at Pt.RSU, Raipur, 2-4-Feb
18. Right to Education : A Remarkable step to bring equality in Educational Opportunity	Paper presented in UGC & ICSSSR sponsored National Conference on "Right to Education: Challenges & opportunities at St.Aloysia College Jabalpur, On Aug.31-Sep-1 2012


 विप्र कला पाणिपत्र एवं प्रायोगिक शिक्षा
 महाविद्यालय, पी. ई. रोड रायपुर (छ.प्र.)

Annexure-2

Dr. Smt. Shantilata Francis
HOD. (Education)


General Data

(a) My Achievements —

After rendering my services to government college of Education for twenty years, I have joined this college with a view to attain an objective of providing quality education to our prospective teachers. During this journey, I have learned to use technology in the field of teacher education and in classroom interaction. I have motivated teacher educators for attending seminars, workshops and conferences and guided them how to publish research papers in journals. I have a keen interest in serving community and have participated in various extension work. For school going children, my educational programme is broadcasted in All India Radio. My experiences are used in various areas as I play role of a resource person of several programmes, member of inspection team of CGSCERT, Dominie of Vice-Chancellor as a subject expert in Selection Committee of University, trainer, guest speaker etc. Various curricular and co-curricular activities are conducted under my guidance.

(b) Difficulties faced —

In my life, I have learned that difficulties are not a note of problem but a step of ladder to raise up. They taught me how to come up it and get stronger. In this perspective, I have faced these difficulties —


विश्व भारती विश्वविद्यालय, को. ई. शिक्षा विभाग (एन.ए.)
भारतवर्ष, को. ई. शिक्षा विभाग (एन.ए.)

- In the field of teacher education, the prevalent difficulty faced is to maintain the attendance of Pupil teachers.
- To keep pace with the new technology is another challenge in this field.
- Most of the faculty are not comfortable to use power point presentations etc.

(C) Suggestions for improvement -

Everything needs perfectness for which improvement is must. A training programme for faculty member should be arranged in which training preparation of power point presentations, use of computer and SPSS should be included. As well as non-teaching staff should be provided proper training for their capacity building time to time. Institution as well as NCTE should also arrange regular seminars, conferences and workshop for the upliftment of teacher educators.

SL

Dr. Smt. Shantilata Francis
HOD (Education)
Vipra Kala, Vanija Evam Sha. Shiksha
Mahavidyalaya Raipur (C.G.)

Dr. Smt. Shantilata Francis
प्रमुख
विप्रा कला, वणिजा एवं शा. शिक्षा
महाविद्यालय, रा. ई. व. रा. रा. (उ.प्र.)

Guidence of Research Work

Sr. No.	University	Year	Name of Scholar	Topic
1.	Pt. Ravishankar Shukla University	2005 <i>Awarded</i>	सौम्या नायर	छत्तीसगढ़ के साक्षरता अभियान के क्रियान्वयन का अध्ययन।
2.	Pt. Ravishankar Shukla University	2011 <i>Awarded</i>	लक्ष्मी राव	Impact of Incentives on Vocational Interest Personality and Achievement of Post Matric Hostel Students
3.	Pt. Ravishankar Shukla University	2013 <i>Awarded</i>	सुमिता सिंह	Impact of the Study Habit and Adjustment on Achievement of Physically Handicapped Students
4.	Pt. Ravishankar Shukla University	2013 <i>Submitted</i>	गरिमा सिरसाज	A Study of Learning Environment and Attitude towards Education of the Tribal & NonTribal Secoundry School Students
5.	Pt. Ravishankar Shukla University	2013 <i>Submitted</i>	वंदना अग्रवाल	छत्तीसगढ़ में संचालित शिक्षा में डिप्लोमा पाठ्यक्रम के प्रभावशीलता का अध्ययन।
6.	Pt. Ravishankar Shukla University	2009 (Pursuing)	राम कुमार बघेल	विद्यार्थियों की अध्ययन आदतों एवं व्यक्तित्व का उनकी शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन।
7.	Pt. Sunderlal Sharma open University	2012 <i>Awarded</i>	बिजि बहादुर	A Comparative Study of Value Envolved in Hindi & oriya Children Litrature
8.	Pt. Sunderlal Sharma open University	2012 <i>Awarded</i>	देवकरण बोदले	छत्तीसगढ़ राज्य में निवासरत् गोड़, हल्बा एवं कमार जनजाति के प्रथम पीढ़ी के विद्यार्थियों के अधिगम व्यवहार एवं शैक्षिक उपलब्धि का तुलनात्मक अध्ययन।
9.	Pt. Sunderlal Sharma open University	2013 <i>Awarded</i>	देवेन्द्र नाथ पाणिग्रही	A Study of Teachers Interest and Attitude towards English.
10.	Pt. Sunderlal Sharma open University	2013 (Submitted)	पॉल जोसेफ तैमुटिल	A Comparative Study of Anxiety, Adjustment and the Achievement of students belonging to different areas of Bastar.

विप्र कला पाणिज्य एवं सांस्कृतिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

	Dr. C.V. Raman University	2012 (Pursuing)	इति बैनर्जी	किशोरों के सांवेगिक परिपक्वता का उनके समायोजन एवं आत्मसम्प्रत्यय पर पड़ने वाले प्रभाव का अध्ययन।
13.	MATS University	2013 (Pursuing)	आकांक्षा पाण्डेय	किशोरों की चिंता व पालक अभिप्रेरणा का उनके सांवेगिक बुद्धि के संदर्भ में अध्ययन।
14.	IGNOU, New Delhi m. A. Education Dissertation	2010 Awarded	फातिमा नगिन	A Study of Dignostic Approach To Common Errors in English at High School Level.
15.	Dr. C.V. Raman University m. Phil Education	2013 Awarded	दीपिका चटर्जी	रविन्द्रनाथ टैगोर के शिक्षा दर्शन का वर्तमान शिक्षा प्रणाली के संदर्भ में अध्ययन।

Dr. Smt. Shantilata Francis

Vipra College Raipur (C.G.)

विप्रा कला कॉलेज रायपुर शांतिस्थल शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Seminar, Conferences, Workshop

Sr. No.	Name of the Seminar/Conference/Symposia/Workshop	Name of the Sponsoring Agency	Place and Date
1.	Workshop on policy and planning for elementary Education in C.G. (Resource Person)	Rajive Gandhi Siksha Mission (Higher Secoundry Board Raipur (C.G.))	Workshop on policy and planning for elementary Education 31 st Aug.-01 Sep. 2004
2.	"Futur Challenges for Teachers in the Present Scenario", (Presented)	UGC New Delhi	Kalyan college. Bhilai Nov. 19, 20 2010
3.	"Pioneering Trends in Teacher Education & Teaching Learning Process. (Guest Speakers/ Resource Person)	Govt. College of Education	Govt. College of Education. 25 th - 26 th Feb. 2011
4.	Research Methodology Workshop (Resource Person)	NCERT, Raipur	NCERT, Raipur 10 th - 14 th Dec. 2012
5.	Health and Fitness. (Attend)	UGC, New Delhi	Vipra college, Raipur 5 th - 6 th Jan. 2012
6.	Impact of Incentives on Personality of Scheduled Cast Post Maric Hostel students (Presented)	Pt.RSU, Raipur (C.G.),	Pt.RSU, Raipur , 2-4-Feb. 2013.

विद्यया कलाया विभिननं पुत्रं सतातमिक विद्या
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

7.	Right to Education : A Remarkable step to bring equality in Educational Opportunity (Presented)	UGC & ICSSSR	St.Aloysias, College Jabalpur, 31 Aug.-01 Sep. 2012
8.	Current Status of Women in India. (Presented)	UGC & CCST	Pt.RSU, Raipur , 10 th -12 th Jan. 2013
9.	Workshop on Research Methodology for ICT in Education (Video Conferencing using EDUSAT)	NCERT	Central Institute of Education Technology, NCERT
10.	लघुशोध संकलन निर्माण हेतु कार्यशाला (स्त्रोत पुरुष)	SCERT Raipur (C.G.)	SCERT Raipur (C.G.)

विद्यया कलाया विभिननं पुत्रं सतातमिक विद्या
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Dr. Shantilata Francis

Vipra College, Raipur

Encl - 7.1.2 (B)

**विप्र कला, वाणिज्य एवं शारीरिक
शिक्षा महाविद्यालय**

जी.ई. रोड, रायपुर (छ.ग.)
नवीन परिसर, पं. रविशंकर वि.वि. (कम्प्यूटर विभाग के पास)
डुमरतालाब, रायपुर (छ.ग.)

शिक्षा संकाय

सत्र - 2013 - 2014



निर्देश पुस्तिका



**विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)**

VIPRA KALA, VANIJYA AVAM SHARIRIK SHIKSHA MAHAVIDYALAYA, RAIPUR (C.G.)
B.Ed. TIME TABLE 2013-14

Encl. - 7.1.

8.30-9.10 a.m.	Period Time	First	Second	Third		Fourth	Fifth	1.00 to 1.10 RECESS	Sixth	Seventh	
		9.10-9.50 a.m.	9.50-10.30 a.m.	10.30-11.10 a.m.		11.50-12.20 a.m.	12.20-1.00 a.m.		1.10-1.50 a.m.	1.50-2.30 a.m.	
PRAYER, THOUGHT, NEWS & ATTENDANCE	Section A	Paper I Mon-Wed I. Banerjee	Paper II Mon-Wed D. Sharma	Paper III Mon-Wed S. Pandey	RECESS 11.10-11.40	Mon Test Sec. A-S.Pandey Sec. B- R.Malviya	Paper V Mon-Wed Hindi-R.Malviya S.Pandey	Paper VI Mon-Wed Bio- Dr. Francis Maths-D.Sharma So.Sc.-R.Shukla A.Pandey	Mon-Tues. Craft R.Shukla Wed-Thur Yoga D.Sharma R.Malviya Friday Games S.Pandey, R.Malviya Attendance R. Shukla A. Pandey		
		Thurs-Fri A.Pandey	Thurs-Fri R.Malviya	Thurs-Fri Dr. Francis		Paper IV Tue-Fri Env.- R.Shukla D.Sharma Comp.Edu.- A. Pandey	English- K.Sahu Phy. Sci.-D.Sharma				
	Section B	Mon-Wed A.Pandey	Mon-Wed R.Malviya	Mon-Wed Dr. Francis		Edu.&Mental Measurement- K.Sahu	Thurs-Fri CRAFT/LIBRARY R.Shukla, A. Pandey S. Pandey				
		Thurs-Fri I. Banerjee	Thurs-Fri D. Sharma	Thurs-Fri S. Pandey							
Saturday- Psychology Practical R. Malviya, R.Shukla, S. Pandey						Cultural And Literary Activities D. Sharma, I. Banerjee, K. Sahu & A. Pandey					

H.O.D Education

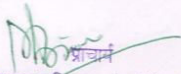
विप्र कला, वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, बी. ई. रोड-रायपुर (छ.ग.)

PRINCIPAL


**VIPRA ARTS, COMMERCE AND PHYSICAL EDUCATION COLLEGE
RAIPUR,**

Results -B.Ed. Session 2012-13, Maximum Marks-1200


S. No.	Name of Student	Obtained	Percentage
1.	AARTI DUBEY	834	69.5%
2.	AJAY KUMAR SAHU	766	63.83%
3.	AJEET KUMAR BHOI	809	67.42%
4.	ALPANA KUMBALKAR	868	72.33%
5.	AMIT PANJA	827	68.92%
6.	ANADI KUMAR SAO	832	69.33%
7.	ANAMIKA YADAV	745	62.08%
8.	ARCHANA BHADANI	876	73%
9.	ARIJIT MANNA	815	67.92%
10.	ASHOK ROUL	814	67.83%
11.	BAKYA SANHATI MAHATO	730	60.83%
12.	BHARAT PATEL	841	70.08%
13.	BISAHAT RAM NISHAD	816	68%
14.	CHETNA SHARMA	915	76.25%
15.	DANESHWARI SAHU	832	69.33%
16.	DEBBRATA MANDAL	830	69.17%
17.	DIMPLE SAHU	711	59.25%
18.	GAJANAND SAHU	820	68.33%


 विप्र कला, वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)


19.	GAJENDRA PRASAD	801	66.75%
20.	GARIMA PATEL	835	69.58%
21.	GEETA SHARMA	745	62.08%
22.	GEETANJALI BANCHHOR	799	66.58%
23.	GOVIND RAM NIRMALKAR	754	62.83%
24.	HINGESHWARI DEWANGAN	796	66.33%
25.	HOMESHWARI SAHU	844	70.33%
26.	ISHWAR PRASAD MALAKAR	866	72.17%
27.	JAISHREE DEVI KANOUJE	796	66.33%
28.	JYOTI SAHU	830	69.17%
29.	KALPANA BHOI	764	63.67%
30.	KAMINI TAMRAKAR	890	74.17%
31.	KAMLESH SAHU	812	67.67%
32.	KAUSHIK LAL BISHI	840	70%
33.	KAUSHILYA CHANDEL	836	69.67%
34.	KAVITA THAKUR	658	54.83%
35.	KUMAR SAHU	793	66.08%
36.	KUSUMLATA SAHU	719	59.92%
37.	LATA VAIDYA	805	67.08%
38.	MALAPATI NEELIMA	918	76.5%
39.	MAMTA VERMA(Ku.)	806	67.17%


 विप्र कला वाणिज्य एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

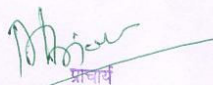
40.	MAMTA VERMA(Smt.)	773	64.42%
41.	MAYA TIWARI	823	68.58%
42.	NASIR AHMED	848	70.67%
43.	NAVASHEELA NAYAK	803	66.92%
44.	NEHA MAHOBIA	795	66.25%
45.	NIBEDITA JANA	834	69.5%
46.	NILIMA SAHU	888	74%
47.	NIRANJAN KUMAR CHOUDHARY	743	61.92%
48.	PANMESHVAR PRASAD YADU	769	64.08%
49.	POPY GHOSH	929	77.42%
50.	PUKESHWAR SINGH	724	60.33%
51.	RACHNA JHA	859	71.58%
52.	RAJESH KUMAR	737	61.42%
53.	RAJESHVARI NAIK	681	56.75%
54.	RAJLAXMI CHAUBE	777	64.75%
55.	RAKESH KUMAR CHANDRAKER	777	64.75%
56.	RAM SAGAR PRASAD	726	60.5%
57.	RANU VAISHNAW	732	61%
58.	RASHMI CHOUBEY	762	63.5%
59.	REKHA TIWARI	805	67.08%
60.	RISHIRAJ DUBEY	803	66.92%


 विप्र कला चित्रित्व एवं शारीरिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

61.	RITA SHARMA	830	69.17%
62.	ROSHNI DHIWER	815	67.92%
63.	RUKHAMANI TRIPATHI	879	73.25%
64.	SACHAL KUMAR	902	75.17%
65.	SANDHYA PAWAR	776	64.67%
66.	SANDHYA TIWARI	866	72.17%
67.	SANJAY KUMAR PATEL	830	69.17%
68.	SANJU	857	71.42%
69.	SARITA VERMA	831	69.25%
70.	SARLA SHARMA	720	60%
71.	SATARUPA PRADHAN	889	74.08%
72.	SEEMA SHARMA	751	62.58%
73.	SHALINI VERMA	800	66.67%
74.	SHIPRA BANERJEE	846	70.5%
75.	SHRUTI DUBEY	755	62.92%
76.	SHWETA KURRE	827	68.92%
77.	SIYARAM VERMA	822	68.5%
78.	SOUMEN JANA	924	77%
79.	SOURAV BEWRA	896	74.67%
80.	SRUTINATH DEY	879	73.25%
81.	SUBHADIP SAMANTA	885	73.75%


 विप्र कला अभिज्ञ एवं सार्वजनिक शिक्षा
 महाविद्यालय, ज्यो. ई. रोड, रायपुर (छ.ग.)

82.	SUBRATA KAR	924	77%
83.	SUDHAMAYA TRIPATHY	862	71.83%
84.	SUMAN GIRI	904	75.33%
85.	SUMAN SINGH	804	67%
86.	SUMIT AGRAWAL	835	69.58%
87.	SUNIL KUMAR SHARMA	786	65.5%
88.	SUSHMA SAHU	810	67.5%
89.	SWAPNA SHARMA	734	61.17%
90.	SWETA MISHRA	866	72.17%
91.	TARKESHWARI BAI SINHA	760	63.33%
92.	TIKA RAM	760	63.33%
93.	TRIPTI SAMSON	753	62.75%
94.	UMAKANT DIWAN	750	62.5%
95.	USHA MISHRA	771	64.25%
96.	VIDYADHAR SAHU	718	59.83%
97.	VIJAY ANAND YADAV	718	59.83%
98.	VINOD CHANDRAVANSI	812	67.67%
99.	VIPIN BARBUDHE	830	69.17%
100.	VIPIN KUMAR CHOUBEY	839	69.9%


 प्रमुख
 विप्र कला पाणिपत एवं शादीतिक शिक्षा
 महाविद्यालय, जी. ई. रोड रायपुर (उ.प्र.)

PRE ANNUAL EXAM			
No.	Subject	Total	Marks obtained
1.	—	१०	16
2.	—	१०	18
3.	—	१०	15
4.	—	१०	16
5.	—	१०	15
6.	—	१०	14
7.	—	—	—
8.	—	—	—
9.	—	—	—
Total		120	94

Result — उत्तीर्ण — Percentage — 75% — %

Grade — B — Attendance — 88% —

Other activities — सांस्कृतिक एवं साहित्यिक —

Remarks — मेहनत करे व वार्षिक परीक्षा कि तैयारी उत्तम करे। —

Class teacher — *[Signature]* — Parents — *Premchand* —

Principal — *[Signature]* —

Vipra College, Raipur (C.G.)



70

Progress - Report

Class - बी.एड.

Year - 20 - 11 - 20 - 12

Name of Student — रबी नाथा —

Name of father/guardian — स्व. श्री प्रेमचंद नाथा —

Class — बी.एड. — Section —

Date of Birth — 01/12/86 —

Admission No. — 7579 —

Name of Class teacher —

Address — बड़े गंज मंत्री कालोनी के

— सामंत कांपा लोधीपरा रायपुर —

Tele Phone No. — Mobile No. 990 1265688 —

Specimen Signature of Parent's/Guardians *Premchand*

FIRST TERM			
No.	Subject	Total	Marks obtained
1.	उद्दीयमान भारत	२०	०२
2.	आधुनिकता का विकास	२०	०७
3.	सांस्कृतिक तकनीकी	२०	१२
4.	पर्यावरण शिक्षण	२०	१६
5.	मौखिक शिक्षण	२०	१५
6.	जीव विज्ञान शिक्षण	२०	१२
7.			
8.			
9.			
Total		१२०	७१

Result ----- उत्तीर्ण ----- Percentage ----- 59.16%

Grade ----- C ----- Attendance ----- 85%

Other activities ----- सांस्कृतिक एवं साहित्यिक

Remarks ----- उपरि उल्लेखित करें

Class teacher

Parents

Principal

विद्यार्थी शिक्षण
महाविद्यालय, जॉ. ई. रोड रायपुर (छ.ग.)

SECOND TERM			
No.	Subject	Total	Marks obtained
1.		२०	१४
2.		२०	१४
3.		२०	१७
4.		२०	१४
5.		२०	१४
6.		२०	१५
7.			
8.			
9.			
Total			८८

Result ----- उत्तीर्ण ----- Percentage ----- 83.14%

Grade ----- A ----- Attendance ----- 86%

Other activities ----- सांस्कृतिक एवं साहित्यिक

Remarks ----- मेलनत करें

Class teacher




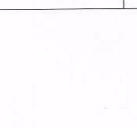
Parents

Principal

विद्यार्थी शिक्षण
महाविद्यालय, जॉ. ई. रोड रायपुर (छ.ग.)






Vipra Arts, Commerce and Physical Education College, Raipur C.G.

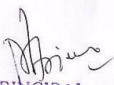
Staff Profile 2012 - 13

S. No.	Name & Designation	Date of Birth	Qualification with Specialization and % of marks obtained	Years of experience in recognized Secondary/ Senior Secondary School	Teaching Experience in a Secondary Teacher Education Institution From-To	Date of Appointment in the present position	Photo
			General/ U.G., Ph.D. Professional U.G., P.G., Ph.D.				
1	Dr. Shanti Lata Francis, Sector 1, Shankar Nagar, Raipur 9826118517	25.01.49	M.Sc. (Zoology) M.Ed. Ph.D. (Education)	20 Years	21 Years	29.04.11	
2	Dr. Mrs. Divya Sharma 47/151, Brahmanpara Azad Chowk, Raipur 9977703004	19.06.81	M.Sc. (Zoology) M.Ed. M.Phil.(Edu.) Ph.D. (Education)	2 Years	7 Years	11/06/2008 16/07/2008	
3	Mrs. Rasika Malviya, D-11, Dev nagari Residency, Mahadev Ghat Road, Amleshwar 9977211680	30.04.72	M.A. (Hindi), M.Com M.Ed.	2 Years	7 Years	01.07.11	

[Signature]
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Vipra Arts Commerce & Physical
Education College, Mahadev Ghat Road
Raipur (C. G.)

4	Mrs. Suman Pandey, MIG 2165, Veer Sawarkar nagar, Heerapur, Tatibandh, Raipur 8962867499	09.05.83	M.A. (Sociology), M.Ed.	Nil	5 Years	01.07.11		
5	Mrs. Iti Bannerjee New Panchsheel Nagar, Civil Line Raipur (C.G.) 9827901303	24.09.68	M.A. (Sociology), M.A. (Hindi), M.Ed., M.Phil. (Hindi), M.Phil. (Sociology)	-	7 Years	01.07.11		
6	Mrs. Reena Shukla B-6, Devnagari Residency, Amleshwer, Durg (C.G.) 9977298889	08.09.76	M.A. (Sociology), M.A. (Pol. Sci), M.Ed., M.Phil. (Sociology)	2 Years	3 Year			
7	Mrs. Kusum Sahu Shri Kanha 2, Krishna Nagar Colony, Tilda, Raipur (C.G.) 9752518010	10.12.80	M.Com, M.Ed., M.A.(Psychology)	Nil	3 Years	23.08.11		
8	Mrs. Akanksha Pandey C-254, Rohinipuram Raipur (C.G.) 9617768000	06.02.80	M.A.(Sociology), M.A.(History), M.Ed.	1 Year	2 Year	13.08.12		


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 Vipra Arts Commerce & Physical
 Education College, G. E. Road
 Raipur (C. G.)

Appendix: 3

Value Framework for Assessment of Higher Education Institution and Suggested Parameters

Value/Goals- Suggested Parameters/ Activities

1. Contribution to National Development-

➤ More access with equity

- Our institution focuses on drawing attention of pupil teachers towards National and social issue by organizing debate, survey, poster competition, speech competition etc.
- The college fosters democratic values by practicing fair elections for student council.

➤ Developmental thrust in identification of research areas and academic programs.

- The institution promotes research activities among faculty members.
- Organization of seminars/conferences/workshop in order to inculcate an aptitude for research work among faculty.
- One minor project sponsored by UGC is pursued by faculty members.

➤ Community Engagement

- Institution conducts various extension programs like street play, survey, presentation of documentary films on social issues like gender discrimination, dowry, female foeticide etc to seek pupil teacher's interaction with the community.
- Pupil teachers are registered in NSS and getting training of community work.

2. Fostering Global Competencies among students.

➤ Development of generic skills.

- Teaching training itself serves in fostering various teaching skills among pupil teachers like explanation, questioning, reinforcing, blackboard writing etc.
- Apart from teaching skills, other skills as communication expression, writing etc are encouraged by organizing various co-curricular and extra-curricular activities.

➤ Development of application skills

- The institution undertakes such programs that develop the specific skills in pupil teachers so that they emerge as an ideal teacher for society. This includes microteaching, simulated teaching, practice teaching, seminars, workshops, debates, various projects, assignments, power point presentation etc. Apart from all these, various programs like awareness rallies, street play, plantation etc are conducted in the institution in order to instill the spirit of concern among them.

➤ Development of life skills

- Activities like morning assembly, thought of the day, working in collaboration with community, working with peer group as a team and participating in various curricular, co-curricular and extra curricular competition inculcate moral, social and professional values among pupil teachers.

3. Inculcating Value System in Students

➤ Value integration in academic programs



PRINCIPAL

Vipra Arts Commerce & Physical
Education College, G. E. Road
Raipur (C. G.)

- Building high moral values among pupil teachers by teaching the achievements of eminent educationists and their educational philosophy.
 - Encouraging pupil teachers to opt environment as an optional subject to generate a concern towards environment conservation.
 - **Value integration in management practices**
 - Appreciation and award is given to faculty member for their good performance in their fields.
 - Providing duty leave to all those who pursue research work or participate in seminar, workshop or conference etc.
 - Distribution of work according to potential/ability and interest of the faculty.
 - **Value inculcation through co-curricular and extra-curricular activities.**
 - Inculcation of moral, social and professional values through programs like morning assembly, sarva dharma prarthana, thought of the day, news reading, outreach programs, survey, inter-department as well as intercollegiate cultural, literary and sports and various activities are also conducted in the institution with a view to foster professional values and sportsmanship.
- 4. Promoting the Use of Technology**
- **For enrichment of learning**
 - Use of technology by faculty in classroom teaching learning process and by pupil teachers before practice teaching and in simulation teaching enrich the learning process.
 - Use of power point presentation and transparencies is prevalent in workshops, seminar and in classroom teaching.
 - The institution provides a rich source of information through library, CD's, Internet facilities, Newspapers, Magazines, journals etc.
 - Pupil teachers are taught in well equipped classrooms having smart boards. Technology helps to make teaching and learning more meaningful.
 - **For increasing the access online programs**
 - Provision of downloading the information from internet.
 - Institution remains in constant touch with NCTE, Parent University, CG SCERT Raipur and other institutions by accessing their websites.
 - **For system management**
 - Information of faculty and pupil teachers are maintained in the form of database.
 - The detailed internal evaluation record of pupil teachers is maintained properly.
 - The institution provides training to pupil teachers for conducting various programs with a view to foster self-management and discipline which is a base of system management.
- 5. Quest for Excellence**
- **Development of benchmarks of excellence**
 - Institution provides a platform to pupil teachers as well as to faculty to present their best in all the fields and activities. [Intra/Intercollegiate level]


PRINCIPAL

Vipra Arts Commerce & Physical
Education College, G. F. Road
Raipur (C. G.)

- Teacher Educators contribute in activities related to educational development and organize intercollegiate debate competition, workshop, interdepartmental competition and on co-curricular activities.

➤ **Best Practices application**

- Reflective Teaching
- Role of Technology in Teacher's Training
- Simulated Teaching

➤ **Institutionalization of continuous improvement systems**

- The institution has continuous comprehensive assessment system of achievement of pupil teachers and the results are communicated to the students.
- Multilayered internal evaluation system is practiced to update and keep pace with growth and excellence. Thus the internal assessment depicts an excellent teaching learning atmosphere.
- The system has been beneficial for teacher educators as an effective feedback of students, alumni, practicing school teachers on which they could take timely and appropriate action.
- The institution has various committees which are functioning the whole session for the development of the teaching learning process effectively.



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Kapurthala

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN CHHATTISGARH:-

Chhattisgarh is one of the newly formed states in central India. It came into existence on 1st November 2000 as a state of India. It covers an area of 135,194 sq km. with a population of 25.5 million. Chhattisgarh is the 16th most populated state of the nation. It is a source of electricity and steel for India. Chhattisgarh accounts for the 15% of the total steel produced in the country. Raipur was made its capital city. Chhattisgarh borders the state of M.P. in the North West, A.P. in the south, Orissa in the east, Maharashtra in the south west, Jharkhand in the north east & Uttarpradesh in the north. Currently the state comprises 27 districts. In ancient times the region was called Dakshin Kosala (south). The name Chhattisgarh was popularized during the Maratha period & was first used in an official document in 1795. It is widely believed that Chhattisgarh takes from the 36 pillars of Chhattisgarhi Devi Temple (chattis means 36 & garh means fort).

EDUCATION SCENARIO: -

The education scenario in Chhattisgarh is not very remarkable as it looks proper educational infrastructure. However the state government has launched several programmes for enhancing the academic scenario of the state. The overall growth in the literacy rate is possible due to the persistent efforts of the state government. According to the 2001 census report, C.G. had a literacy rate of 65.18% which included male & female literacy rate of 77.86% & 52.40% respectively. According to the 2011 census report literacy rate raised upto 70.28% in which literacy rate of male is 82.27% & female is 59.28%. Special importance is given to the education of women & students belonging to the underprivileged section of the society. The capital city Raipur is the main center of higher education to Chhattisgarh. The schools in C.G. follow the same 10+2 pattern of education. There are number of different government/aided schools in the state, there are many public schools with a national reputation.

SCENARIO OF TEACHER EDUCATION: -

In Chhattisgarh, pre service teacher education & in-service teacher education programmes are run by the universities, colleges of education, DIET & SCERT. After the state of Chhattisgarh came into existence, an enormous number of B.Ed. colleges came into function. In the session 2013-14, the annual intake capacity of D.Ed. & B.Ed. is 2670 & 12,588 respectively. It's a one year course. With this teacher training capacity, the state still has around 34,000 untrained teachers waiting to be trained. Along with this, the state is facing massive challenges of reforming existing teacher education institutions, expanding its capacity for teacher education & finding ways to deal with the strong diversity within the state.

Admissions are made through D.Ed. & B.Ed. pre-entrance test for all admission seekers. The state government decides the fee structure in self financed colleges & it is revised time to time. The state university follows UGC norms in the selection of the teachers. The B.Ed. colleges being run under self-finance scheme recruit teachers as per the NCTE norms. The NCTE regulates the status of infrastructural resources, both physical & human in the Colleges/Departments of Education. The state


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government NCTE & affiliated university are the regulating bodies likewise DIET is also governed by the rules of NCTE & SCERT. The SCERT is an affiliating body of DIET in the state. The state bodies maintain a watch & ensure strict adherence to the norms. Violation of relevant rules invites intervention & might result in de-regulation/de-affiliation of the course/college.

There are 13 universities of which five have a department of education. The universities are responsible for the syllabus & assessment of students appearing for M.Ed. & B.Ed. For D.Ed. programme course, design & material development are done by the SCERT while assessment & certification are handed by the C.G. Board of Secondary Education. The Pt. Sunderlal Sharma University offers a two years B.Ed. programme in distance mode whereas IGNOU also runs a two year B.Ed. course for the inservice teachers through its study centre in the state. In the academic session 2013-14, 12 colleges are running in the state.

Admissions are made through D.Ed. & B.Ed. pre-entrance test for all admission seekers. The state government decides the fee structure in self financed colleges & its revised time to time. The state university follow UGC norms in the selection of the teachers. The B.Ed. colleges being run under self-finance scheme recruit teachers as per the NCTE norms. The NCTE regulates the status of infrastructural resources, both physical & human in the colleges/Departments of education. The state government NCTE & affiliated university are the regulating bodies likewise DIET is also governed by the rules of NCTE & SCERT. The SCERT is an affiliating body of DIET in the state. The state bodies maintain a watch & ensure strict adherence to the norms. Violation of relevant rules invites intervention & might result in de-regulation/de-affiliation of the course/college.



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राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III, SECTION-4

No. WRC/ APW03340/723100/150th/2011/ 7.4/77

Date: 22/6/2011

Recognition Order

Whereas, in terms of Section 14(1) of the NCTE Act, 1993 Vipra Arts, Commerce and Physical Education College, Behind Pt. Ravishankar Shukla University, Amapara, Raipur-492001, Chhattisgarh has submitted an application (Code No. APW03340/723100) to the Western Regional Committee of NCTE for grant of recognition/permission for B.ED. course with an annual intake of 100 students on 13.07.2010 as per Court direction in Writ Petition No.22 of 2010 before the Hon'ble High Court of Chhattisgarh at Bilaspur and the court has passed an order dtd. 23.11.2009 after refusal of recognition order No. WRC/ APW03340/723100/224010/WRC/1160709/56446 dt.10.06.2009.

And whereas, on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the secondary teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

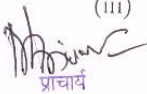
And whereas, the case of the said institution, in compliance of the Court order was considered by the WRC, in its 150th meeting held on 2nd to 4th, June, 2011 and in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993 the Western Regional Committee hereby grants recognition to Vipra Arts, Commerce and Physical Education College, Behind Pt. Ravishankar Shukla University, Amapara, Raipur-492001, Chhattisgarh for conducting B.ED. course of Secondary Level of 1 year duration with an annual intake of additional 100 Hundred seats from academic session 2011-2012 under clause 7(11) of the NCTE (Recognition Norms & Procedure) Regulations 2009.

The admission of students shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic session 2011-2012.

The recognition will operate for 2011-2012 only if the requirement of 200 teaching days in the session is fulfilled as per calendar of the University/Affiliating Body.

Post recognition conditions are as under :-

- (i) The institution shall comply with various other Norms and Standards prescribed in the NCTE Regulations, as amended from time to time.
- (ii) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2009.
- (iii) Further, the institution should fulfill all such other requirements as may be prescribed under relevant norms and standards of NCTE or other regulatory bodies like UGC, the State Government etc, wherever applicable.


प्रार्थी

विप्र कला वाणिज्य एवं शारीरिक शिक्षा

महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

मानस भवन, श्यामला हिल्स, भोपाल - 462002



Manas Bhawan, Shyamla Hills, Bhopal - 462002

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

E-mail : wrc@ncte-india.org Website : www.nctewrc.co.in

NCTE HQrs. Website : www.ncte-india.org

---Cont---

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



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

-----2-----

- (iv) The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff. A copy of the format is enclosed with the order.
- (v) If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as stipulated under the provisions of Section 17(1) of the NCTE Act.
- (vi) The institution shall ensure that the required number of academic staff for conducting the course is always in position.
- (vii) The society sponsoring the institution shall be required to transfer the title of the land and building in the name of the institution within a period of six months from the date of issue of this order under sub regulation (11) of Regulation 7. However, in case, the society fails to do so due to local laws or rules or bye-laws, it shall intimate in writing with documentary evidence, of its inability to do so.
- (viii) The institution shall maintain & update its Web-site as per provisions of the NCTE Regulations and always display following as mandatory disclosure:
 - (a) Copy of the Application Form
 - (b) Land and Building Particulars.
 - (c) Staff Profile.
 - (d) Recognition letter.
 - (e) Information for having fulfilled the norms & standards and other required conditions.

Regional Director

The Manager, Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054

Copy to:-

1. The Principal, Vipra Arts, Commerce and Physical Education College, Behind Pt. Ravishankar Shukla University, Amapara, Raipur-492001, Chhattisgarh.
2. The Secretary, (Higher Education), Government of Chhattisgarh, Mantralaya, Raipur, Chattisgarh
3. The Registrar, Pt. Ravi Shankar Shukla University, Raipur Chattisgarh.
4. The Director, Chattisgarh State Council of Education Research & Training, Shankar Nagar, Raipur-492006
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar, Marg, New Delhi-110 002.

Guard file. APW03340/723100

विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

Regional Director

मानस भवन, श्यामला हिल्स, भोपाल - 462002

Manas Bhawan, Shyamla Hills, Bhopal - 462002

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

E-mail : wrc@ncte-india.org Website : www.nctewrc.co.in



पं. रविशंकर शुक्ल विश्वविद्यालय रायपुर, (छ. ग.)

दूरभाष: 0771-2262802 (अकादमिक), 0771-2262540 (कुलसचिव), फ़ैक्स-0771-2262818, 2262607



क्रमांक 11417/अका./सम्ब.वृद्धि/2013

रायपुर, दिनांक 30/07/2013

॥ आदेश ॥

विश्वविद्यालय विद्या परिषद् की स्थायी समिति की बैठक, दिनांक 22.06.2013 में की गई अनुशंसा को कार्यपरिषद् की बैठक दिनांक 26.06.2013 में अनुमोदन प्रदान किया गया है, तदनुसार निम्नलिखित महाविद्यालय को दर्शित कक्षा/विषय के साथ शुल्क जमा करने के पश्चात् विश्वविद्यालय परिनियम 27 एवं 28 की शर्तों के अधीन सम्बद्धता सत्र 2013-14 के लिए बढ़ाई जाती है।

क्र.	महाविद्यालय का नाम	कक्षा/विषय
1	विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, डूमरतालाब, रायपुर vipracollege@gmail.co.in Mobile No.- 9406082000	Permanent Affiliation B. Com., B.P.Ed. Non-Permanent Affiliation B.Sc. - Physics. Chemistry, F.C., Maths Computer Sc., Diff. Stud. B.C.A. (30), 1-60 Seat B.Com. Comp. Appl. Addl. Sub. B.P.E.I.II B.Ed. (100) B.B.A. - 1 - 40 PGDCA (45) M.P. Ed. P.G.Diploma in Yoga Education & Philosophy

M. S. S.
प्रमुख
विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.ग.)

आदेशानुसार,

[Signature]
उप कुलसचिव (अका.)

पृ. क्रमांक 11418/अका./सम्ब.वृद्धि/2013

रायपुर, दिनांक 30/07/2013

प्रतिलिपि :-

1. आयुक्त, उच्च शिक्षा संचालनालय, शास. विज्ञान महाविद्यालय परिसर, रायपुर।
2. प्राचार्य, सम्बन्धित महाविद्यालय को,
3. सहायक कुलसचिव (परीक्षा)/ उप कुलसचिव गोपनीय, नामांकन विभाग,
4. कुलपति के सचिव/ कुलसचिव के निजी सहायक,
पं. रविशंकर शुक्ल विश्वविद्यालय, रायपुर को सूचनार्थ एवं आवश्यक कार्यवाही हेतु अग्रेषित।

[Signature]
उप कुलसचिव (अका.)

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002.

F.8-27/99 (CPP-I)

August, 2000

The Registrar,
Pt. Ravishankar Shukla University,
Raipur-492 010 (M.P.)

25 AUG 2000

Sub:- List of Colleges prepared under Section 2(f) and 12-(B) of the UGC Act, 1956-
Inclusion of New Colleges.


Sir,

I am directed to refer to your letter No. 299/DCDC/2000 dated 22nd May, 2000 on the above subject and to say that the name of the following College has been included in the above list under Non-Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Vipra Kala Vanijya Avam Sharirik Shiksha Mahavidyalaya, G.E. Road, Raipur (M.P.)	1996	The College is eligible to receive Central assistance in terms of the rules framed under Section 12-B of the UGC Act, 1956.

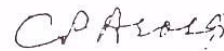
The Indemnity Bond and other documents in respects of the above College have been accepted by the Commission.

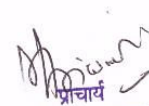
Yours faithfully,


(D.D. Mehta)
Under Secretary

Copy forwarded to:-

1. The Principal, Vipra Kala Vanijya Avam Sharirik Shiksha Mahavidyalaya, Raipur-492 010 (M.P.).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Education, T-14 Section Shastri Bhavan, New Delhi-110 001.
3. The Joint Secretary, UGC, Central Regional Office, Tawa Complex, (Bittan Market), E-5, Arera Colony, Bhopal-462 016 (M.P.).
4. All Sections, UGC.
5. Section Officer (FD-III Section) UGC, New Delhi.
6. D.T.P. Cell, UGC, New Delhi.
7. Guard file.


(C.P. Arora)
Section Officer


विप्र कला वाणिज्य एवं शारीरिक शिक्षा
महाविद्यालय, जी. ई. रोड रायपुर (छ.प्र.)

BEST PRACTICE I : REFLECTIVE TEACHING

INTRODUCTION:

Reflective teaching means exploring our own classroom practice. It is an innovative approach of reviewing of teaching learning- process and classroom interaction which includes looking about at what is being done in the classroom, think about why it is being done and evaluating whether it is working or not ;can be termed as a process of self observation and self evaluation by faculty herself, evaluation of faculty by colleagues and pupil teacher by supervisor. Faculty identifies and explores her own practices by collecting information regarding her teaching and analyzing it. This contributes to bring changes and improvisation of teaching.

OBJECTIVES:

This practice is adopted keeping in view these objectives-

- To improve teaching learning process.
- To enhance the faculty –pupil teachers' interaction.
- To evaluate the teaching methodology.
- To develop congenial environment in classroom.
- To develop proper teaching attitude.

PRACTICE:

For implementing this practice, the institution follows different ways-

- **TEACHER'S DAILY DIARY-** Before each lesson, teacher educator writes their own diary. At the end of the day, they discuss there own reaction, feelings, difficulties and observation on the parts of pupil teachers through evaluation of pupil teachers also teacher educators assess herself and improve her teaching.
- **PEER OBSERVATION-** Teacher educators are evaluated by there colleagues, who come to their class to collect information about there lessons. They discuss and suggest each other and appreciate the good presentation and some time they suggest on their shortcomings.
- **STUDENT FEEDBACK-** Teacher educators are also evaluated by the pupil teachers' feedback form. Institution believes that the opinions and perception of pupil teachers and a different and valuable perspective to there entire system. Therefore pupil teachers are asked about there views on individual teacher performance. This is done through simple feedback form (source-NAAC feedback).

OBSTACLE:

Following obstacles are faced in the way of implementing of best practice-

- Pupil teacher belongs to different states speaking different languages .So the teacher educators face difficulty in the beginning of the session.
- It is seen that the actual evaluation of teacher educators is not done by the pupil teacher due to hesitation.

The above obstacles are eradicated by giving notes, solving language problems and better communication between faculties and pupil teachers. They are counseled by HOD to give freely without hesitation.

IMPACT OF PRACTICE:-

Faculty was convinced that it is a practice of improvement in teaching learning process. The above mentioned information brings forth the patterns occurring in teaching through observation. All


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Vipra Arts Commerce & Physical
Education College, G. E. Road

this provides insight for thinking planning and execution of ideas for changes and implementation. Formation of congenial environment through this practice is made possible where better class room interaction and pupil teachers and faculty relationship develops.

RESOURCES REQUIRED :-

All the teaching learning resources as new equipments, LCD, projector, OHP, computer, transparencies etc. are provided by the institution.

BEST PRACTICE II : ROLE OF TECHNOLOGY IN TEACHER'S TRAINING

Introduction: - The institution provides training course with a commitment to impart the theoretical knowledge with the use of technology. In modern age all aspects of human life is affected by scientific researches & invention. The increasing use of tape recorder, TV, overhead projector, computer and filmstrips are bringing education nearer to technology. Educational technology is an extensive aspect which makes the process of teacher training more impressive. This practice introduces different methods of teaching pupil teachers and contributes in making training process effective. It is becoming increasingly important for educators in school as well as higher education to infuse technology into their class rooms in order to prepare students for today's technical workplace as the main goal of education is to prepare the students for success in the world outside the class room.

OBJECTIVES: - The main objectives of this practice are as follows-

- To generate situation for presenting the subject matter systematically.
- To select and use appropriate teaching and tactics for desired leaning structures.
- To employ appropriate technology based teaching aids for desired behavioral change.

PRACTICES: - We follow following practice in order to apply technology in teaching – learning process.

- **Orientation Programmed & Seminar:-** In the beginning of the session, an orientation programmed is organized by institution for three days in which teacher educators presented the design of lesson plan and model lesson pupil teachers through power point presentation & by using and transparencies. In micro teaching, all the seven skills are discussed .Each skill is presented in detail by teacher educators through LCD projector.
- **Expert lectures:** - Institution arranges series of expert lectures. Subject experts are from different field and they use modern source techniques in delivering effectively like computer, LCD, etc.
- **Workshop on ICT & TLM:-**A workshop on ITC & TLM has arranged on 28th & 29th of January 2013. The resource persons were from CG SCERT. They presented the technique of using the technology in classroom teaching in very effective & interesting way.
- **ET Week:-** We celebrated education technology week from 4th February to 8th February 2013.where teacher is educator's as well as student teacher's presented lessons through power point.

OBSTACLES: -

- Most of the faculty is not computer friendly .So they were not ready to present power point presentation.


PRINCIPAL

Vipra Arts Commerce & Physical
Education College, G. E. Road
Raipur (C. G.)

- Building high moral values among pupil teachers by teaching the achievements of eminent educationists and their educational philosophy.
 - Encouraging pupil teachers to opt environment as an optional subject to generate a concern towards environment conservation.
 - **Value integration in management practices**
 - Appreciation and award is given to faculty member for their good performance in their fields.
 - Providing duty leave to all those who pursue research work or participate in seminar, workshop or conference etc.
 - Distribution of work according to potential/ability and interest of the faculty.
 - **Value inculcation through co-curricular and extra-curricular activities.**
 - Inculcation of moral, social and professional values through programs like morning assembly, sarva dharma prarthana, thought of the day, news reading, outreach programs, survey, inter-department as well as intercollegiate cultural, literary and sports and various activities are also conducted in the institution with a view to foster professional values and sportsmanship.
- 4. Promoting the Use of Technology**
- **For enrichment of learning**
 - Use of technology by faculty in classroom teaching learning process and by pupil teachers before practice teaching and in simulation teaching enrich the learning process.
 - Use of power point presentation and transparencies is prevalent in workshops, seminar and in classroom teaching.
 - The institution provides a rich source of information through library, CD's, Internet facilities, Newspapers, Magazines, journals etc.
 - Pupil teachers are taught in well equipped classrooms having smart boards. Technology helps to make teaching and learning more meaningful.
 - **For increasing the access online programs**
 - Provision of downloading the information from internet.
 - Institution remains in constant touch with NCTE, Parent University, CG SCERT Raipur and other institutions by accessing their websites.
 - **For system management**
 - Information of faculty and pupil teachers are maintained in the form of database.
 - The detailed internal evaluation record of pupil teachers is maintained properly.
 - The institution provides training to pupil teachers for conducting various programs with a view to foster self-management and discipline which is a base of system management.
- 5. Quest for Excellence**
- **Development of benchmarks of excellence**
 - Institution provides a platform to pupil teachers as well as to faculty to present their best in all the fields and activities. [Intra/Intercollegiate level]


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Vipra Arts Commerce & Physical
Education College, G. F. Road
Raipur (C. G.)

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर

शिक्षा संकाय

जी.ई. रोड, रायपुर (छ.ग.)

नवीन परिसर, पं. रविशंकर वि.वि. (कम्प्यूटर विभाग के पास) डूमरतालाब, रायपुर (छ.ग.)

अवलोकन प्रपत्र

(OBSERVATION FORM)

प्रशिक्षार्थी का नाम

Name of trainee

Aarti Dubey

दिनांक

Date

10.9.12

शाला का नाम

Name of the School

R. D. Tiwari

कुल प्राप्तांक

Total Marks obtained

120

अवलोकन कर्ता का नाम

Name of observer

Soumen Jana

दिनांक

Date

नोट - स्तर के अनुसार संबंधित खण्ड में (✓) का चिन्ह लगाइये

Note - Put (✓) in the concerned column as per the standard

क्रम संख्या

Serial No.

कक्षा

Class

10th

कालखण्ड

Period

III

क्रम संख्या

Serial No.

अवलोकन कर्ता के हस्ताक्षर

Signature of observer

Jana

		उत्तम	अच्छा	सामान्य	खराब	बहुत खराब
1. प्रस्तावना	अ) पूर्व ज्ञान पर आधारित	✓				
Introduction	Based on previous knowledge					
	ब) जिज्ञासा		✓			
	Curiosity					
	स) समय अवधि	✓				
	Duration					
	द) प्रेरणा		✓			
	Motivation					
2. उद्देश्य कथन	अ) स्पष्टता	✓				
Statement of the Aim	Clarity					
	ब) प्रकरण से संबद्धता	✓				
	Relation with topic					
3. प्रस्तुतीकरण	अ) पाठ्य सामग्री की पूर्णता	✓				
Presentation	Sufficiency of subject matter					
	ब) आवाज की आरोह/अवरोह		✓			
	Modulation of voice					
	स) शिक्षण विधियों का उपयोग		✓			
	Use of Teaching methods					
	द) शिक्षण सूत्र का चयन		✓			
	Selection of Teaching Maxims					
	इ) शिक्षण सूत्र का उपयोग		✓			
	Use of Teaching Maxims					

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		5	4	3	2	1
	ई) शिक्षण युक्ति का प्रयोग Application of Teaching Device	✓				
	प) श्यामपट पर लिखावट Handwriting on B.B.		✓			
	फ) श्यामपट विवरण Black Board Summary		✓			
	ब) श्यामपट कार्य की गुणवत्ता Quality of Black Board Summary	✓				
	भ) चित्र/मॉडल उपकरण का उपयोग Use of Diagram/Model/Apparatus		✓			
	म) चित्र/मॉडल/उपकरण का स्तर Standard of Diagram/Model/ Apparatus		✓			
	त) प्रश्नों का चयन Selection of Questions		✓			
	थ) प्रश्नों की भाषा एवं संरचना Language and framing of Queations		✓			
	द) कक्षा में प्रश्नों का वितरण Distribution of Questions in Class		✓			
	ध) छात्रों में रुचि का बढ़ना Arousal of interest in pupils					
	न) कक्षा में छात्रों द्वारा प्रश्न पूछने का अवसर/कक्ष नियंत्रण योग्यता Opportunity to ask questions by students/Class Control ability			✓		
4. पुनरावलोकन Recapitulation	I) प्रश्नों की संरचना Framing of questions			✓		
	II) विद्यार्थियों की प्रतिक्रिया Response of the pupils		✓			
5. प्रयोग Application	II) शिक्षण की सफलता Performance of teaching		✓			
	अ) कक्षा कार्य का स्तर Standard of class work	✓				
	ब) गृह कार्य में विषय वस्तु की पर्याप्त मात्रा Sufficient Subject-matter in the home work	✓				
6. पूर्ण मूल्यांकन Assessment	अ) शिक्षक का विषय में तैयारी Preparation of subject by Teacher	✓				
	ब) शिक्षक का व्यक्तित्व Pesonality of the Teacher		✓			
	स) स्पष्टता एवं अनुकूलता Clarity and adaptability		✓			
	कुल योग					

कुल प्राप्तांक

120/150

निरीक्षक की हस्ताक्षर

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विप्र कला वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छ.ग.)

शिक्षण अभ्यास कार्यक्रम फीडबैक

शालेय अभ्यास शिक्षण शालाओं के शिक्षक-शिक्षिकाओं द्वारा

नाम शिक्षक/शिक्षिका

- Mukesh Kumar Mehra

कार्यक्रम -

शाला का नाम

- Pt. Ram Sahay Mishra U.S.S.
Mahabha Barar (Raipur)

दिनांक -

अध्यापन कक्षा

- 10th, 12th

निर्देश

प्रस्तुत मापनी में प्रशिक्षार्थियों के अभ्यास शिक्षण के निष्पादन से संबंधित कुछ कथन दिये गये हैं। प्रत्येक कथन के सामने सहमत/असहमत/आंशिक सहमत/आंशिक असहमत का विकल्प दिया गया है। आप इनमें से किसी एक पर सही (✓) का चिन्ह अंकित कीजिए। कृपया प्रत्येक कथन का उत्तर दीजिए।
प्रस्तुत मापनी.....कथन दिये गये हैं, प्रशिक्षार्थियों के अभ्यास शिक्षण निष्पादन के संबंध में -

आपकी दृष्टि में	सहमत	असहमत	आंशिक सहमत
1. छात्र अध्यापक का व्यक्तित्व संतोषप्रद था।	✓		
2. छात्र अध्यापक का कक्षागत व्यवहार उत्तम था।	✓		
3. कक्षा अध्यापन में छात्र अध्यापक कि तैयारी संतोषप्रद नहीं थी।		✓	
4. अध्यापन प्रभावपूर्ण व रुचिकर था।		✓	
5. उपयुक्त अध्यापन विधियों का प्रकरण के अनुरूप प्रयोग किया गया।			✓
6. विद्यार्थियों कि शंका का समाधान किया गया।	✓		
7. शिक्षण अधिगम सामग्री का प्रयोग किया गया।	✓		
8. छात्र अध्यापक के शिक्षण कार्य में समयबद्धता बनी रही।	✓		
9. छात्र अध्यापक और छात्रों के मध्य पर्याप्त अंतःक्रिया हुई।	✓		
10. छात्र अध्यापक द्वारा आत्मविश्वास से अध्यापन किया गया।	✓		
11. अध्यापन के दौरान अनुशासन बना रहा।			✓
12. कक्षा अध्यापन में पीछे बैठे छात्रों पर उचित ध्यान नहीं दिया गया।	✓	✓	

Mukesh
हस्ताक्षर

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Photographs



Faculty Members with Principal



B.Ed. Trainees

Community Survey



Craft Exhibition



Function of Honoring Meritorious Students



Practice Teaching



Cultural Activities



Productive Work



Annual Function



Extension Activity



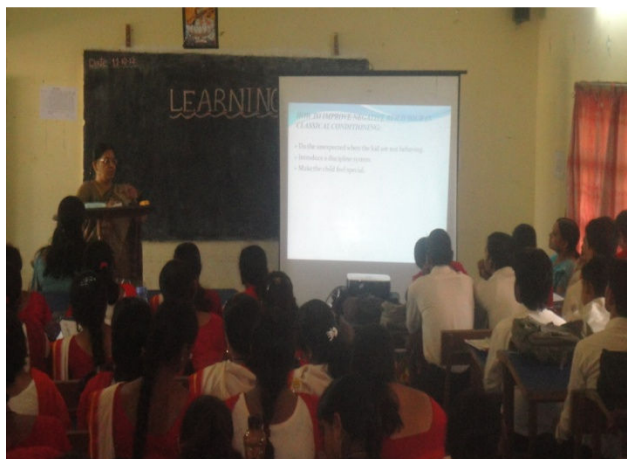
Health Check Up



Inter College Debate Competition



Sports Day



Workshop on ICT and TLM



State Level Speech Competition



Prize Distribution



State Level Workshop on ICT and TLM



Alumni Association



NSS – AIDS Awareness Seminar



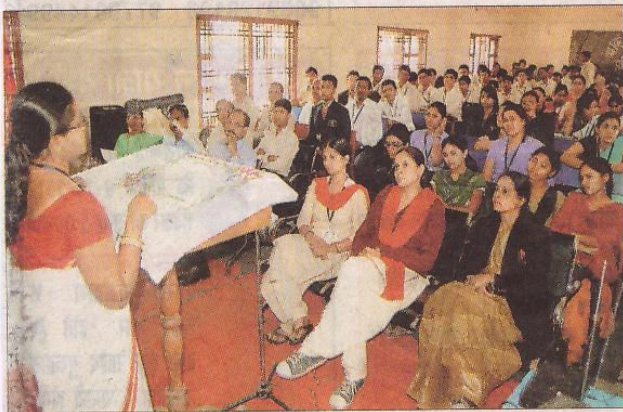
Inauguration of College Magazine

Newspaper Coverage

हरिद्वार युथ लाइव 6 दिसम्बर 2012

निजी संस्थाओं में हो सार्वजनिक शिक्षा

शिक्षा जीवन को संवारने का एक महत्वपूर्ण साधन है। यह जीवन को विकास और विनाश दोनों ही दिशाओं की ओर ले जा सकती है। उचित शिक्षा से जीवन स्तर सुधरता है, वहीं यदि इसका अभाव रहे तो जीवन को नर्क बनाने में भी देर नहीं लगती।



रायपुर। शिक्षा का मतलब तो ज्ञान देने से है। फिर चाहे वह निजी संस्थाओं के द्वारा दी जाए या सरकारी संस्थाओं के द्वारा। जरूरी यह है कि शिक्षा देने वालों की नीति किस प्रकार की है, उनकी विचार धारा किस प्रकार की है। हमें शिक्षकों के ज्ञान स्तर को ध्यान में रखना चाहिए, ताकि वे विद्यार्थियों को बेहतर ज्ञान देकर देश, समाज एवं व्यक्ति के व्यक्तित्व का निर्माण कर सकें। कुछ इस प्रकार के विचार विप्र कॉलेज में वाद-विवाद प्रतियोगिता में छात्रों के द्वारा रखे गए। 'शिक्षा का निजीकरण औचित्यपूर्ण' विषय पर आधारित इस डिवेट में 24 महाविद्यालयों के छात्र-छात्राओं ने हिस्सा लिया।

व्यापार बन जाएगा

रविव. की छात्रा प्रतिमा साहू ने विषय के विपक्ष में अपने विचार प्रस्तुत

करते हुए कहा कि शिक्षा के निजीकरण से वह पूरी तरह व्यापार बन जाएगा। बड़े-बड़े स्कूल अपने यहां होटल की तरह सुविधाएं तो देंगे, लेकिन शिक्षा नहीं जबकि जीवन को सुधारने के लिए शिक्षा और विकसित सोच की आवश्यकता है।

ये रहे जजेस

प्रतियोगिता में डिवेट पर निर्णय करने का कार्य डॉ. लक्ष्मी राव, विभागाध्यक्ष टाइटल वेलफेयर, डॉ. देवकरण बोधले, प्राचार्य शासकीय उच्च माध्यमिक महाविद्यालय टेकोर, डॉ. देवेन्द्र नाथ

जरूरी है निजीकरण

सरकारी संस्थाओं की लापरवाही और शिक्षा के गिरते स्तर के कारण ही लोगों ने प्राइवेट शिक्षा की ओर रुख किया है। वर्तमान में जिस तरह से जनसंख्या बढ़ी है उससे सरकारी शिक्षण संस्थाओं पर दबाव बढ़ा है। यदि निजी संस्थाएं बंद कर दी जाए तो सरकारी स्कूलों में खड़े होने के लिए भी जगह नहीं बचेगी। इसीलिए निजीकरण आवश्यक है ताकि सभी को सुलभ शिक्षा मिल सके। यह बात आकांक्षा वैष्णव ने पक्ष में विचार प्रस्तुत करते हुए कही।

गुही, प्राचार्य अ. ५. १. १। काम्पटीशन का आयोजन विप्र कॉलेज के शिक्षा संकाय के द्वारा विभागाध्यक्ष डॉ. शांतिलता फ्रांसिस के निर्देशन में किया गया।

वाद-विवाद आज

रायपुर। विप्र महाविद्यालय में शिक्षा संकाय द्वारा अंतरमहाविद्यालयीन वाद-विवाद प्रतियोगिता का आयोजन किया जा रहा है। प्रतियोगिता 5 दिसंबर को सुबह 11 बजे से होगी। प्रतियोगिता का विषय 'शिक्षा का निजीकरण औचित्यपूर्ण है?' दिया गया है।

दैनिक भास्कर, रायपुर

गुरुवार, 6 दिसंबर 2012

गुणवत्ता पूर्ण शिक्षा प्राप्त करना सबका अधिकार

सिटी रिपोर्टर. छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति की ओर से संचालित एक महाविद्यालय में बुधवार को शिक्षा विभाग द्वारा अंतर महाविद्यालयीन वाद-विवाद प्रतियोगिता आयोजित की गई। शिक्षा का निजीकरण औचित्यपूर्ण है? विषय पर प्रतिभागियों ने अपनी बात रखी। प्रतिभागियों ने शिक्षा में सुधार और गुणवत्ता पूर्ण शिक्षा पर जोर दिया। प्रतिभागी सी. विजेता ने कहा कि कंप्यूटर, प्रबंध और तकनीकी क्षेत्र में निजी संस्थानों ने अच्छा कार्य किया है। संगीता वर्मा ने कहा कि लोग गुणवत्ता पूर्ण शिक्षा चाहते हैं, इसके लिए मूल्य ज्यादा महत्व नहीं रखता और शिक्षा में गुणवत्ता निजी संस्थानों के विकास से संभव है।

गुणवत्ता पूर्ण शिक्षा प्राप्त करना सबका अधिकार

सिटी रिपोर्टर. छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति की ओर से संचालित एक महाविद्यालय में बुधवार को शिक्षा विभाग द्वारा अंतर महाविद्यालयीन वाद-विवाद प्रतियोगिता आयोजित की गई। शिक्षा का निजीकरण औचित्यपूर्ण है? विषय पर प्रतिभागियों ने अपनी बात रखी। प्रतिभागियों ने शिक्षा में सुधार और गुणवत्ता पूर्ण शिक्षा पर जोर दिया। प्रतिभागी सी. विजेता ने कहा कि कंप्यूटर, प्रबंध और तकनीकी क्षेत्र में निजी संस्थानों ने अच्छा कार्य किया है। संगीता वर्मा ने कहा कि लोग गुणवत्ता पूर्ण शिक्षा चाहते हैं, इसके लिए मूल्य ज्यादा महत्व नहीं रखता और शिक्षा में गुणवत्ता निजी संस्थानों के विकास से संभव है।

6 दिसम्बर 2012

फूल, पत्तियों से बनाए चित्र 13/10/12



रायपुर. विप्र कॉलेज में वार्षिक सांस्कृतिक प्रतियोगिता के अंतर्गत चित्रकला प्रतियोगिता हुई। चित्रकला के साथ ही पुष्प सज्जा स्पर्धा भी आयोजित की गई। इसमें शामिल प्रतिभागियों ने रंगों और फूलों के जरिए एक से बढ़कर एक आकृतियां बनाई। चित्रकला में प्राकृतिक चित्रों के साथ ही वास्तविक दुनिया के भी कई दृश्यों को प्रतिभागियों ने कैमवास पर उकेरा। फूलों के शानदार गुलदस्ते तैयार करने में भी प्रतिभागी पीछे नहीं रहे। प्रतियोगिता के विजेताओं को प्राचार्य डॉ. मेघेश तिवारी ने बधाई दी।

स्वास्थ्य शिविर

पढ़ाई के साथ रखें हेल्थ का ख्याल

सिटी रिपोर्टर. रायपुर

विप्र कॉलेज में आयोजित स्वास्थ्य शिविर में आयुर्वेदिक कॉलेज के डॉक्टर हरींद्र मोहन शुक्ला ने छात्र-छात्राओं को स्वास्थ्य से जुड़ी आवश्यक जानकारियों के साथ उचित आहार लेने और दिनचर्या व्यवस्थित करने की सलाह दी।

कैप में डॉ. मनीष खरे, डॉ. हीराचंद पटेल, डॉ. जीवन साहू, डॉ. सुधांशु सिंह, डॉ. शोभना, डॉ. निधि और डॉ. पूजा ने स्टूडेंट्स के ब्लड प्रेशर, शुगर, हीमोग्लोबिन, हाइट वेट रेशो और ब्लड ग्रुप की जांच की। सेहत संबंधी तकलीफ पाए जाने वाले विद्यार्थियों को मुफ्त परामर्श भी कैप में दिया गया।

भास्कर 19 अक्टूबर 2012

साहू स

रायपुर। नव
अपरान्ह 3 ब
सुमेरू मठ के

रायपुर, रविवार, 2 दिसंबर 2012

आस-पास

हरिभूमि 18

चंद,
शव

मिलन समारोह | विप्र महाविद्यालय में एल्युमिनी एसोसिएशन व डांस प्रतियोगिता का हुआ आयोजन

सीनियरों ने जूनियरों को बांटा अनुभव

हरिभूमि न्यूज. रायपुर

शिक्षा सत्र शुरू होते ही पाठ योजना बनाने की परेशानी, रोज-रोज कॉलेज आना, वर्षभर मौज मस्ती करना आदि बातें सीनियरों ने जूनियरों को बताए। मौका था विप्र महाविद्यालय शिक्षा संकाय विभाग के भूतपूर्व छात्रों के मिलन समारोह का। इस अवसर पर एल्युमिनी एसोसिएशन का गठन भी किया गया।

कार्यक्रम की शुरुआत स्वागत गीत से हुआ। शिक्षा विभाग की छात्रा नेहा महोबिया और रुकमणी त्रिपाठी ने स्वागतम्, स्वागतम्, स्वागतम्..., अल्पना ने इतनी मन की शक्ति देना... आदि गीतों से सीनियरों का स्वागत किया।

इसके बाद पिछले तीन वर्ष के शिक्षा संकाय के प्रशिक्षार्थियों ने अपने-अपने अनुभव और उपलब्धियों को सबको अवगत कराते हुए वर्तमान सत्र के प्रशिक्षार्थियों को अच्छे अध्यापक बनने के लिए प्रेरित किया। कार्यक्रम को संबोधित करते हुए प्राचार्य डॉ. मेघेश तिवारी ने कहा कि इस मिलन समारोह का उद्देश्य महाविद्यालय के पूर्व छात्रों के उपलब्धियों व अनुभवों का लाभ वर्तमान विद्यार्थियों को प्रदान करना है।



एल्युमिनी एसोसिएशन का गठन

महाविद्यालय के शैक्षणिक गतिविधियों में सुधाने लाने के लिए कार्यक्रम के दौरान एल्युमिनी एसोसिएशन का गठन किया गया। जिसमें अध्यक्ष सहायक प्राध्यापिका रीना शुक्ला, उपाध्यक्ष प्रतीक्षा रोटेकर, सचिव अजीत शुक्ला, सहसचिव खेमचन्द्र और कोषाध्यक्ष मृदुला को चुना गया है।

छात्रों ने मचाया धमाल

कार्यक्रम के अंत में सोलो डांस प्रतियोगिता का आयोजन किया गया। इसमें शिक्षा संकाय की प्रशिक्षार्थियों फिल्मी गानों पर डांस कर खूब धमाल मचाया। इसके बाद डांस प्रतियोगिता के पुरस्कारों का वितरण किया गया, जिसमें रीता शर्मा प्रथम, लता वैद्य द्वितीय और संध्या तिवारी ने तृतीय स्थान प्राप्त किया।

आयो रे मारो ढोलना...



विप्रा कॉलेज का वार्षिक उत्सव

रायपुर। राजस्थानी वेशभूषा में श्वेता एंड ग्रुप ने ज्यों ही आयो रे मारो ढोलना... गीत पर घूमर नृत्य पेश किया तो सम्पूर्ण वातावरण राजस्थानी रंग से सरबोर हो उठा। विप्रा कॉलेज के एनुअल फंक्शन में यह नजारा देखने को मिला। स्टूडेंट्स ने अपने नृत्य संगीत से समां बांध दिया। कार्यक्रम की शुरुआत

सरस्वती वंदना और स्वागत गीत से हुई। कार्यक्रम की कड़ी में स्टूडेंट कवेलजीत ने तेरे वास्ते मेरा ईशक सुफियाना... गीत गाकर माहौल को मदहोश कर दिया। गीत की मिठास और कलाकार की गायकी हर किसी को बेहद पसंद आई। इसके बाद बीएड डीपार्ट के स्वाति एंड ग्रुप ने करमा नृत्य कर छत्तीसगढ़ी संस्कृति को प्रस्तुत किया। इसी बीच गणतंत्र दिवस की नजदीकी को ध्यान रखते हुए छात्रों ने

देशभक्ति प्रस्तुतियाँ भी दी। इसमें नेहा एंड ग्रुप ने देश रंगीला सीला पर डांस किया और प्राची एंड ग्रुप ने ऐ मेरे वतन के लोगों... गीत गाकर सभी की आँखें नम कर दी। डांस की इन्हीं प्रस्तुतियों के बीच संदेशपूर्ण नाटक भी हुए, जिसमें वैभव एंड ग्रुप ने दादाजी पेड़ बन गए... नाटक पेश किया। कार्यक्रम के मुख्य अतिथि संस्कृति मंत्री बुजमोहन अग्रवाल व विशिष्ट अतिथि महापौर किरणमयी नायक थीं।

25/01/2

हरिभूमि

विद्यार्थियों का शैक्षणिक भ्रमण

रायपुर। शैक्षणिक भ्रमण के दौरान विप्रा कॉलेज के विद्यार्थियों ने महासमुंद जिले के ऐतिहासिक स्थल सिरपुर गए। गाइड ने उन्हें वहाँ की प्राचीन सभ्यता से भलीभांति परिचित कराया। इसके अलावा अन्य शिक्षाप्रद जानकारीयों उन्हें प्रदान की गई। इसे विद्यार्थियों ने सर्वेक्षण तालिका में नोट किया। महाविद्यालय के प्राचार्य डॉ. मेघेश तिवारी ने बताया कि शैक्षणिक भ्रमण शिक्षा विभाग की विभागाध्यक्ष डॉ. एस. फ्रांसिस के मार्गदर्शन में ले जाया गया था। विद्यार्थियों ने वहाँ कोडार बांध, लक्ष्मण मंदिर एवं पुरातत्व मूर्तियों का अवलोकन किया। सिरपुर में खुदाई से भवन व नगरीय संरचना के प्राप्त अवशेष दिखाकर गाइड ने विद्यार्थियों को वहाँ की प्राचीन सभ्यता से अवगत कराया। इसके बाद शैक्षणिक सामुदायिक कार्य के लिए बीएड प्रशिक्षणार्थियों ने आचार्य दिव्या शर्मा, रसिका मालवीय इति बैनजी, सुमन पांडे, रीना शुक्ला, कुसुम साहू के निर्देशन में विभिन्न गांवों में जाकर शैक्षणिक, सामाजिक एवं आर्थिक स्थितियों से संबंधित जानकारी एकत्र की।

हरिभूमि 09 फरवरी

नई छवि 09 फरवरी 2012

स्टूडेंट्स ने किया शैक्षणिक भ्रमण

रायपुर। विप्रा कॉलेज के स्टूडेंट्स ने शैक्षणिक भ्रमण के अंतर्गत ऐतिहासिक स्थल सिरपुर का दौरा किया। शिक्षा विभाग की विभागाध्यक्ष डॉ. एस. फ्रांसिस के मार्गदर्शन में बीएड प्रशिक्षार्थियों ने कोडार बांध, लक्ष्मण मंदिर एवं पुरातत्व मूर्तियों का अवलोकन किया। सिरपुर में खुदाई में मिले भवन व नगरीय संरचना के प्राचीन अवशेषों की गाइड से जानकारी ली। स्टूडेंट्स ने शैक्षणिक सामुदायिक कार्य के लिए दिव्या शर्मा, रसिका मालवीय, इति बैनजी, सुमन पांडेय, रीना शुक्ला एवं कुसुम साहू के मार्गदर्शन में गांव के विभिन्न परिवारों के शैक्षणिक, सामाजिक एवं आर्थिक स्थितियों की जानकारी ली और



सर्वेक्षण प्रपत्र में भरा। वहीं शासकीय प्राथमिक शाला के छात्रों को सांस्कृतिक गतिविधियों के माध्यम से नशामुक्ति,

शिक्षा का महत्व एवं स्वास्थ्य सजगता की जानकारी दी गई। इस मौके पर प्राचार्य डॉ. मेघेश तिवारी भी मौजूद थे।

'गुणवत्तापूर्ण शिक्षा पाना सबका अधिकार'

विप्र कालेज में अंतर महाविद्यालयीन वाद-विवाद

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रायपुर. छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति द्वारा संचालित विप्र कालेज में शिक्षा संकाय द्वारा आज इंटर कालेज डिबेट स्पर्धा का आयोजन किया गया जिसमें वक्ताओं ने गुणवत्तापूर्ण शिक्षा को सबका मौलिक अधिकार निरूपित किया। साथ ही शिक्षा के स्तर में सुधार पर भी जोर दिया गया।

एक बयान में कालेज के प्राचार्य डा. मेघेश तिवारी ने बताया कि स्पर्धा में राजधानी के 12 कालेजों के विद्यार्थियों ने शिरकत की। स्पर्धा में विषय के पक्ष में विजेता वक्ता का पुरस्कार हासिल करने वाली रविचंद्रिका शिक्षा संकाय की छात्रा सी. विजेता ने कहा कि भारत में उच्च शिक्षा प्राप्त लोग पूरे विश्व में डंका बजा रहे हैं। कम्प्यूटर,



प्रबंधन, तकनीकी क्षेत्र में सफलता का अधिकतर श्रेय निजी संस्थानों को है। सरकारी संस्थान केवल बेसिक शिक्षा को प्राथमिकता देता

है। जबकि 21वीं सदी में तकनीकी युग की चुनौतियों का सामना निजी संस्थान करना सिखा रहे हैं। पक्ष में उपविजेता, संगीता वर्मा रहीं

जिन्होंने लोगों की सोच को परिभाषित किया कि लोग गुणवत्ता चाहते हैं, इसके लिए मूल्य ज्यादा महत्व नहीं रखता। शिक्षा में गुणवत्ता निजी संस्थानों के विकास से ही संभव है। विपक्ष से विजेता विप्र कालेज की छात्रा सुधामय त्रिपाठी ने इस बात का खंडन किया कि शिक्षा में गुणवत्ता सिर्फ निजी संस्थानों में ही होती है। आंकड़ों के जरिए उन्होंने समझाया कि मानक पर खरा नहीं उतरने के कारण कितने ही निजी शैक्षणिक संस्थानों की मान्यताएं खत्म हो चुकी हैं। तकनीकी शिक्षा के क्षेत्र में उन्होंने साख हासिल करने वाले कई संस्थानों के नाम बताए। विपक्ष में दूसरा स्थान संध्या चौधरी ने हासिल किया। डिबेट में विप्र कालेज से रचना झा, प्रगति कालेज

से राजेश मिश्रा, रावतपुरा सरका कालेज की राधिका एवं विनीत पांडेय, मैक के विश्लेषण साहू दुर्गा कालेज के आनंद एवं सर्वेश कुमार साहू, शा. शिक्षा कालेज के राजेश वर्मा एवं रोशनी चंद्राकर कालिन्दी कालेज के लालबिहार पांडेय, विवेकानंद कालेज के ऋचा अवस्थी के विचार भी सराहनीय रहे। अंतिम वक्ता प्राचार्य डा. मेघेश तिवारी रहे जिन्होंने शिक्षा विभाग के इन विद्यार्थियों के शिक्षा के प्रति चिंतन की मुक्त कंठ से प्रशंसा की। विभागाध्यक्ष डा. एस. फ्रांसिस ने शिक्षा के क्षेत्र में सामूहिक प्रयास पर जोर दिया। निर्णायक डा. देवकरण बोधले, डा. लक्ष्मी राव देवकरण नाथ पाणिग्राही थे संचालन दिव्या शर्मा ने किया।

लोकनृत्य ने बटोरी तालियां

रायपुर (निप्र)। विप्र महाविद्यालय में वार्षिक सांस्कृतिक प्रतियोगिता के अंतर्गत शनिवार को एकल व समूह नृत्य का आयोजन किया गया। प्रतिभागियों ने आकर्षक प्रस्तुति व नृत्य मुद्राओं से पेश की दर्शकों का मन मोह लिया। वन्स मोर

विप्र महाविद्यालय में
डांस प्रतियोगिता

वन्स मोर और तालियों की गूंज के बीच फिल्म डांस के साथ ही लोकनृत्यों की

भी छटा बिखरी।

एकल नृत्य में जूनियर ग्रुप से छात्र रेमन ने वेस्टर्न डांस ने सबको थिरकने पर मजबूर किया और प्रथम स्थान प्राप्त किया। वहीं दूसरे नंबर पर रहे अर्चना ने रिमिक्स गानों पर झूमकर तालियां बटोरी। तीसरे स्थान पर मनीषा रहीं। इसके साथ समूह नृत्य में बीसीए से उमेश एंड ग्रुप ने प्रथम, बीकॉम से नाजिया एंड ग्रुप ने द्वितीय स्थान प्राप्त किया। समूह नृत्य में सीनियर ग्रुप में प्रथम स्थान पर सन्जु एंड ग्रुप रंगीलो मारो डोलना... पर जमकर थिरके। दूसरे स्थान पर छत्तीसगढ़ी लोकनृत्य की प्रस्तुति देकर शालिनी एंड ग्रुप रहा। चेतना एंड ग्रुप ने ये जो अलबेला कृष्णा... पर थिरककर तृतीय स्थान प्राप्त किया। इस दौरान निर्णायक के रूप में पूजा तिवारी व रसिका मालवीय उपस्थित थे।



कॉलेज में वार्षिक सांस्कृतिक प्रतियोगिता में डांस करती छात्राएं।

नई दिल्ली 9 दिसम्बर 2012

विप्र कालेज में डांस प्रतियोगिता

रायपुर। विप्र महाविद्यालय में वार्षिक सांस्कृतिक प्रतियोगिता के अंतर्गत आयोजित एकल एवं समूह नृत्य प्रतियोगिता में विद्यार्थियों ने आकर्षक प्रस्तुति से दर्शकों का मन मोह लिया। प्राचार्य ने बताया कि एकल नृत्य प्रतियोगिता के जूनियर ग्रुप में वाणिज्य संकाय के छात्र रेमन ने क्रेजी नृत्य से सबको थिरकने पर मजबूर कर दिया और प्रथम पुरस्कार जीता। बीबीए के अर्चना को रिमिक्स गानों पर डांस के लिए द्वितीय पुरस्कार दिया गया और रिमिक्स डांस के लिए ही बीकॉम की मनीषा को तृतीय पुरस्कार दिया गया। सीनियर वर्ग में सन्जु एंड ग्रुप ने रंगीलो मारो डोलना पर जोरदार डांस कर प्रथम पुरस्कार जीता तथा शालिनी एंड ग्रुप ने ये जो अलबेला, वो कृष्णा है के लिए द्वितीय पुरस्कार पर कब्जा किया। प्रतियोगिता का संचालन सहायक प्राध्यापक और छत्तीसगढ़ी हास्य कवि राजेश तिवारी ने किया।



नई दिल्ली 9 दिसम्बर 2012

समूह नृत्य ने बटोरी तालियां

एकल डांस, प्ले और विविध स्पर्धाओं में छात्रों ने दिखाया दम



कॉलेज के कार्यक्रम में रंगारंग प्रस्तुतियों के साथ ही एकल नृत्य और सोशल मैसेज के लिए किया गया प्ले खास रहा।

रंग तरंग वार्षिक स्नेह

सिटी रिपोर्टर रायपुर

धमकेदार नृत्य और गायन के साथ रंग तरंग वार्षिक स्नेह सम्मेलन की शुरुआत शुक्रवार को हुई। विप्र कॉलेज की ओर से आयोजित यह कार्यक्रम विप्र सांस्कृतिक भवन में किया गया। इसमें मुख्य अतिथि कुशाभाऊ ठाकरे पत्रकारिता विवि के कुलपति

सच्चिदानंद जोशी और विशिष्ट अतिथि के रूप में विप्र शिक्षण समिति के ज्ञानेश शर्मा मौजूद रहे। इस दौरान महाविद्यालय के सर्वश्रेष्ठ विद्यार्थियों को सम्मान भी दिया गया। इन सम्मानों में डॉ. बालकृष्ण शर्मा स्मृति सम्मान रूबी नासा, शहीद राजीव पंडे स्मृति सम्मान संध्या पटेल, शहीद भास्कर दीवान स्मृति सम्मान कृति शर्मा और अभिषेक तिवारी स्मृति सम्मान युवराज राव को दिया गया।

समूह नृत्य की हुई प्रस्तुति

रंगारंग कार्यक्रम के तहत समूह नृत्य तथा एकल नृत्य की शानदार प्रस्तुति छात्रों द्वारा दी गई। सामाजिक संदेश देने छोटे-छोटे नाट्य का मंचन भी किया गया। गायन के जरिए भी देशभक्ति, फिल्मी तथा छत्तीसगढ़ गीत सुनने का मौका मिला। कार्यक्रम का रंग इतना चढ़ा कि दर्शक अपनी जगह से खड़े होकर थिरकने लगे।

मंच पर गुजरात और महाराष्ट्र की छटा



लोकनृत्य की प्रस्तुति देते छात्र-छात्राएं।

फोटो : नईदुनिया

रायपुर (निप्र)। एक ही मंच पर छत्तीसगढ़ सहित गुजरात, राजस्थान, महाराष्ट्र और बंगाल की संस्कृति नजर आई। मौका था विप्र कॉलेज में आयोजित 'रंग तरंग- 2012' का। इस दौरान मुख्य अतिथि के रूप में कुशाभाऊ ठाकरे पत्रकारिता एवं जनसंचार विश्वविद्यालय के कुलपति डॉ. सच्चिदानंद जोशी उपस्थित हुए।

कार्यक्रम में सबसे पहली प्रस्तुति चेतना एंड ग्रुप की रही। उन्होंने रासलीला प्रसंग पर मोहक नृत्य की प्रस्तुति देकर वृंदावन और मथुरा का माहौल बना दिया। वहीं बीएड की रीता शर्मा ने 'झमका गिरा रे...' पर नृत्य ने

विप्र कॉलेज में 'रंग तरंग- 2012' का आयोजन

ने तुझे सोचता हूँ...मधुर गीत की प्रस्तुति देकर सबका मन मोह लिया। खुशबू देवांगन ने कहता है मेरा ये दिल पिया... पर भरतनाट्यम पेश किया। संजू एंड ग्रुप ने आये रे मारी डोलना...पर झूमता हुआ नृत्य पेश किया। लवा वैध की लावणी ने खूब तालियां बटोरीं।

इसी बीच लता एंड ग्रुप ने एक दिन बिक जाया माटी के मोल...गीत पेश कर सबको गुनगुनाने पर मजबूर किया। कार्यक्रम में

युवाओं के थिरके कदम



पत्रकारिता 22 दिसंबर 2012

रायपुर। झुमका गिरा रे बरेली के बाजार में.... गीत पर जैसे ही रीता शर्मा ने ड्रांस प्रस्तुत किया, वैसे ही लोगों ने जमकर तालियां बजाईं। युवा गाने के इस बोल में झूम उठे। इसके बाद एक से बढ़कर एक गीत प्रस्तुत किए गए। मौका था विप्र महाविद्यालय में आयोजित वार्षिक उत्सव 'रंग-तरंग 2012' का। छत्तीसगढ़ युवा विकास संगठन शिक्षण समिति की ओर से संचालित विप्र महाविद्यालय के वार्षिक उत्सव में मुख्य अतिथि कुशाभाऊ ठाकरे पत्रकारिता एवं जनसंचार विवि के

कुलपति डॉ. सच्चिदानंद जोशी पहुंचे थे। कार्यक्रम का शुभारंभ मां सरस्वती के पूजन के साथ किया गया।

गुनगुनाते रहे युवा

कार्यक्रम के दौरान छात्र देश मेरा रंगीला, मेरा अस्सी कली का लहंगा, एक दिन बिक जाया हिंदी गीतों के साथ छत्तीसगढ़ी ददरिया और सुआ गीतों ने युवाओं को गीत गुनगुनाने पर मजबूर कर दिया। कार्यक्रम में वीकॉम की छात्रा ने बहुत सुंदर भरतनाट्यम की प्रस्तुति दी।

प्रभावशाली व्याख्यान कैसे दें?

हरिभूमि न्यूज, रायपुर

विप्र महाविद्यालय शिक्षा संस्थान के तत्वावधान में गुरुवार को विप्र महाविद्यालय में अतिथि व्याख्यान का आयोजन किया गया। अतिथि व्याख्यान का विषय 'प्रभावशाली व्याख्यान कैसे दें' था।



व्याख्यान शाला को संबोधित करते हुए मुख्य अतिथि साईस कालेज के प्रो. डॉ. गिरीश पांडे ने कहा कि भारत एक लोकतांत्रिक देश है। यहां पर नेताओं का बोलबाला है, एक नेता अच्छा नेता कोई तभी बन सकता है जब व्याख्यान या भाषण कला पर उसकी पकड़ मजबूत हो। डॉ. पांडे जी ने कहा कि एक अच्छे व्याख्यानकर्ता में विषय सामग्री का परिचय, विषय सामग्री का चयन, प्रस्तुतिकरण, व्याख्यान देते समय जनता पर नियंत्रण, भाषा व शब्दों की प्रभावशीलता, वर्णों की स्पष्टता, शरीर के हाव-भाव और आवाज बुलंद होना चाहिए। इसके बिना व्याख्यानकर्ता अपनी बातों को सशक्त तरीके से प्रस्तुत नहीं कर सकता है। इसके अलावा भी एक अच्छे व्याख्यानकर्ता में कार्य करने की इच्छा, एक अच्छा लेखक और

वक्ता का गुण होना आवश्यक है। डॉ. पांडे जी ने कहा कि व्याख्यान के समापन के बाद व्याख्यानकर्ता को श्रोताओं से प्रश्न लेना चाहिए। यदि श्रोता अच्छे से प्रश्न करते हैं तो व्याख्यान सफल माना जाएगा अथवा नहीं। विषय का पूर्ण ज्ञान ही व्याख्यानकर्ता का गुण है। इसके बाद विप्र महाविद्यालय शिक्षा संस्थान के प्रशिक्षार्थियों ने अपने जिज्ञासु प्रश्न डॉ. पांडे जी से किया, जिसका डॉ. पांडे जी ने समाधान किया। कार्यक्रम में अध्यक्षता कर रहे विप्र महाविद्यालय के प्राचार्य डॉ. मेघेश तिवारी, शिक्षा विभाग की विभागाध्यक्ष डॉ. एस. फ्रांसिस, सहायक प्राध्यापक गण रसिक मालवीय, दिव्या शर्मा, कुसुम साहू, रीना शुक्ला, आकांक्षा पांडे सहित महाविद्यालय के विद्यार्थी उपस्थित थे।

नॉलेज के लिए जरूरी है कम्प्यूटर को जानना



रायपुर। कम्प्यूटर और इंटरनेट ने एजुकेशन सिस्टम में सहायक शिक्षण सामग्री के रूप में अपनी जगह बना ली है। आज बाजार में ऐसी कई सीडी, डीवीडी, पेन ड्राइव मौजूद हैं, जिससे छोटे बच्चों को पढ़ाने में काफी मदद मिलती है। एससीईआरटी के शोध शिक्षक दीपांकर भौमिक ने यह बातें कही। विप्र कॉलेज में आयोजित राज्य स्तरीय कार्यशाला का मंगलवार को समापन हुआ। कॉलेज में कम्प्यूटर व इंटरनेट के जरिए शिक्षण को प्रभावशाली बनाने के लिए इस कार्यशाला का आयोजन किया गया

था। शोध शिक्षक ने कहा कि कम्प्यूटर, नॉलेज हासिल करने का एक बहुत अच्छा माध्यम है। उन्होंने कहा कि कम्प्यूटर में दिए गए कोरल ड्रा, फोटो शॉप, वर्ड पैड, क्वार्क एक्सप्रेस जैसे सॉफ्टवेयर के जरिए बच्चों को आसानी से चीजें समझाई जा सकती हैं। कॉलेज के कम्प्यूटर विभाग के विभागाध्यक्ष प्रकाशचंद साहू ने वेबसाइट व ई-मेल आईडी बनाने के विषय में बताया। उन्होंने कहा कि हर स्टूडेंट का एक ई-मेल आईडी होना चाहिए। इससे हमें दुनिया के किसी भी कोने में संपर्क करने में सहायता मिलेगी।

30/01/13

रायपुर, बुधवार, 30 जनवरी 2013

आस-पास | हरिभूमि

बच्चों को बच्चे बनकर सिखाएं



हरिभूमि न्यूज, रायपुर

छग युवा संगठन शिक्षण समिति द्वारा संचालित विप्र कॉलेज में शिक्षा विभाग द्वारा सहायक शिक्षण सामग्री एवं सूचना प्रौद्योगिकी विषय पर दो दिवसीय राज्यस्तरीय कार्यशाला हुई।

उद्घाटन सत्र के मुख्य अतिथि डीपी विप्र कॉलेज बिलासपुर के प्राचार्य डा. सिद्धांत जैन रोचक जानकारी दी। उन्होंने सूचना प्रौद्योगिकी पर कहा कि इंटरनेट समय की मांग है। किसी भी वस्तु की जानकारी के लिए हम इंटरनेट का सहारा लेते हैं।

■ विप्र कॉलेज में सहायक शिक्षण सामग्री पर कार्यशाला हुई

पानी पिलाकर बताएं स्वाद



कार्यशाला में बताया कि बच्चों को पानी की जानकारी उन्हें पिलाकर, स्पर्श कराके, दिखाकर दे तो वह पानी के गुणों को कभी भूलेगा नहीं। शिक्षा देने की सरलतम अपनाने से शिक्षा कभी बोझिल नहीं बनती है। शोध शिक्षक के रूप में आमंत्रित बनीराम वर्मा ने भी महत्वपूर्ण जानकारी दी। प्राचार्य डा. मेघेश तिवारी ने कार्यशाला के विषय का प्रतिपादन किया। संचालन विभागाध्यक्ष डा. एस. फ्रांसिस के नेतृत्व में प्राध्यापिका दिव्या शर्मा, इति बैनर्जी, रीना शुक्ला, रसिका मालवीय और आकांक्षा पांडेय ने किया।
