



GOVERNMENT COLLEGE OF EDUCATION (IASE) CLUSTER UNIVERSITY, SRINAGAR



M.A Road Srinagar,
(NAAC RE-ACCREDITED GRADE "A" (CGPA 3.52)
Telephone No: - 2475368, Fax: 0194 2679807
gcoe.sgr@gmail.com / www.gcoekmr.org

The Dean School of Education,
Cluster University, Srinagar.

No:- GCOE/IASE/18/1195

Dated: - 24/10/2018

Sub:- Proposal for Three Year B.Ed/M.Ed Integrated Programme.

Teacher Education is going through significant changes since last many years. There has been a growing demand of transforming education so that it serves the needs and requirements of knowledge economy. In response to this, significant modifications were made in Teacher Education Curriculum across the country in tune with NCFTE-09 and Justice Verma Committee Report calling for an overhaul in Teacher Education Curriculum, in its content and duration of the course.

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of High-Powered commission on Teacher Education constituted by the Hon'ble Supreme court of India, Justice Verma Commission (ministry of Human Resource Development, MHRD, 2012, Volume 1) observed that school experience, based on the model of practice of teaching provides piece-meal experiences of functioning as a teacher, mainly because teaching is practiced as a mechanical delivery of a given number of lessons, rather than reflective practice. The Commission made several recommendations to revamp the system of Teacher Education in the Country, such as to introduce integrated education programmes of longer duration.

To reorient the system of Teacher Education with the vision of JVC, the National Council of Teacher Education (NCTE) revised the regulations and norms and standards for various Teacher Education Programmes and notified new regulations on 1 December 2014, whereby it introduced B.Ed-M.Ed integrated Programme of three years duration and envisaged that the curriculum for Teacher Education programmes should be along three axes: Perspectives in Education, Pedagogic Studies & engagement with field & Enhancing Professional Competencies. The aim is to develop educational professionals who can work as Teacher Educator for Middle, Secondary and Senior Secondary Schools and Teacher Training Institutes.

Duration:

The course structure is an integration of content & pedagogy, which aims to develop professional competencies, knowledge of curriculum, pedagogical skills, understanding of assessment and diverse use of technology by proactively engaging students over the

six semesters. The duration of the B.Ed/M.Ed integrated is three years. The programme will have six semesters comprising of 148 credits.

Eligibility: Criteria for admission in Three Year B.Ed/M.Ed integrated shall be:

- Graduate
- Post Graduate

Students with undergraduates degrees only at the time of application will become qualified as Trained Graduate Teacher (TGT's) students with post graduate degrees at the time of application will become qualified as Post Graduate Teacher (PGT's).

Intake: Capacity will be two units of 50 students each (total 100).

Consultation for Curriculum Framework: The course work adopts the recommendations of NCFTE-2009 in general and the course structure of TISS-Mumbai in particular. A Two-day Workshop on 11th & 12th April, 2018 was organised in School of Education, Cluster University Srinagar in collaboration with the faculty of TATA Institute of Social Sciences-Mumbai to discuss and deliberate different issues of course structure for the integrated B.Ed/M.Ed. The below mentioned faculty members of TISS Mumbai were present in the workshop.

- Dr. Ajay Singh, Associate Professor
- Dr. Mythili Ramchand, Associate Professor
- Prof. Farida Khan, Guest Faculty
- Prof. Ruchi, Associate Professor
- Dr. Disha Nawani, Assistant Professor
- Dr. Arindam Bose, Assistant Professor
- Dr. Amina Chranī, Assistant Professor
- Prof. (Dr.) Parveen Pandit, Former Principal IASE

Prof. (Dr.) Yashin Kawoosa, Dean School of Education, Cluster University, Srinagar and 30 faculty members of IASE, and 04 faculty members from Education Department of Constituent colleges of Cluster University, Srinagar were present in the workshop and gave inputs & suggestions for designing of curriculum.

After examination of various alternatives and approaches available the following members prepared the course structure of three year B.Ed/M.Ed integrated programme.

1. Dr. Seema Naz, Associate Professor, IASE (Coordinator)
2. Mr. Fazl Illahi, IASE (Co-coordinator)
3. Faculty of IASE (Members)

A meeting of the Board of Studies was held on 19th October, 2018 under the chairmanship of Prof.(Dr.)Yasmin Kawoosa, Dean, School of Education at Govt. College of Education (IASE) Srinagar to discuss the course structure and syllabus.

The following members attended the meeting:

1. Prof. N.A. Nadeem Dean & Head, School of Education, CUK
2. Prof. Mohammad Iqbal Mattoo Dean & Head, School of Education & Behavioural Sciences, Kashmir University, Srinagar
3. Dr. Habibullah Assistant Professor, Directorate of Distance Education, Kashmir University, Srinagar
4. Dr. Seema Naz Principal/ Course Coordinator
5. Prof. Munwar Sayeed Faculty, GCOE, Srinagar
6. Dr. Afshana Mujhoo Associate Professor, GDC, Bemina
7. Prof. B.A. Bhat Faculty, GCOE (IASE), Srinagar
8. Prof. Gurmeet Kour Faculty, GCOE (IASE), Srinagar
9. Prof. L.S. Sodhi Faculty, GCOE (IASE), Srinagar
10. Prof. S.D. Ahanger Faculty, GCOE (IASE), Srinagar
11. Dr. M.S. Allie Guest Faculty, GCOE (IASE), Srinagar
12. Dr. Rais Ahmad Andrabi Faculty, GCOE (IASE), Srinagar

It was decided to frame the course in two phase; Phase-I (B.Ed and Phase-II (M.Ed) each having 2 semesters (total 06 semesters) with the intent to offer students exit option after completion of Phase-I B.Ed programme and also lateral entry (eligibility criteria B.Ed) for Phase-II M.Ed. For this a proposal has been submitted to UGC by Central University of Kashmir for approval can be implemented as and when the approval from UGC comes. The course structure finalised in the Board of Studies is submitted herewith for approval in Academic council.

Note: Submitted for Discussion

Yours Sincerely

Dr. Seema Naz
Principal

24.10.18

Internal Quality Assurance Cell (IQAC)
GOVERNMENT COLLEGE OF EDUCATION

Institute of Advanced Studies in Education

CLUSTER UNIVERSITY, SRINAGAR

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Transaction Plan

The IQAC of the College met on February, 05, 2020 to discuss the Course Transaction Plan to be followed by all teachers teaching the Teacher Education Courses offered by the College. The following members were present in the meeting:

- | | |
|-------------------------|--------------------|
| • Prof. I. S Sodhi | IQAC coordinator |
| • Fazl illahi | Co-coordinator |
| • Dr. Malik Roshan | Member |
| • Dr. Nowsheen Qureshi | Member |
| • Prof. Sadaf Sanaullah | Member |
| • Prof. Sniebani | Member |
| • Dr. Arif Basir | Member |
| • Rayees Andrabi | Member |
| • Shazia Majeed | Member |
| • Mukhtar Ahmad | Computer Assistant |

The committee expressed satisfaction on the performance of the college particularly in terms of curricular reforms brought about by the faculty of the institution. The members felt pride in having introduced 3 year integrated B.Ed./M.Ed course in consultation with TISS Mumbai, and line with curricular recommendations of NCERT-09. It was resolved that since NCERT-09 recommends modification in Teacher Education curriculum keeping in view the modern trends, it, at the same time, also highlights shift of teaching methodology within the institution from one-way traditional lecture method to participatory and multimode teaching.

After through discussions the committee resolved to recommend the following in terms of teaching learning process in the institution:

1. All the staff members must be encouraged to update the transactional plan in each course of B.Ed./M.Ed./IG B.Ed. M.Ed/MA Education programs conducted in the institution.
2. The earlier classroom transaction happened to be unidirectional/one way with little scope for participatory classroom engagement.
3. The transactional plan must give due credence to the use of ICT. Since the theoretical part in Teacher Education does not lend itself to the continuous usage of PPT, therefore, many

classes, in any case, would require e-learning resources, which the faculty members must rely on, in addition to encouragement of library work.

The transactional plan must keep in mind the following:

- In each course teachers must begin and orientate the students in course learning outcomes. Students must get some beginning classes that give them a bird's eye view on the course.
- As much as possible teachers must keep in mind the students' diversity and their learning needs, and take appropriate measures to address them as per the requirement. In this regard the beginning portions of syllabus must be discussed in greater detail because students from different streams take more time to adjust to the Teacher Education courseware.
- As much as possible teacher should be multilingual using English, Hindi, Urdu, Kashmiri language as per the students learning needs.
- Each class/session if in lecture mode must have ten minutes of discussion time/Q A Session in the end to make the session participative.
- Each course must incorporate at least two seminars ensuring involvement of all students.
- Each course must incorporate portions of self study where the pupil teachers will be provided learning resources by the faculty in addition to library time. The committee recommends the Program coordinators to identify portions for guided self-study
- Each course, including pedagogy courses, assessment and evaluation, instructional technology, guidance and counselling, ICT in education and the like require involvement of towards developing some skills and practical abilities. Therefore, transactional plan in all such and other courses must take care of development of skills and competencies.
- Each course must move away from traditional lecture based classroom transaction and try as much as possible involve and engage student-teachers in multimodal teaching/participatory mode of learning, blended learning, flipped classroom, free and focused discussions, critical thinking, reflection on learning, problem posing/solving, minds-on and hands-on learning etc.
- Each course must have a comprehensive internal assessment on the basis of above components and other assignments.

Principal

IQAC Coordinator

No: 2106/20/2198

Date: 20/2/2020



Office of the Principal
GOVERNMENT COLLEGE OF EDUCATION
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Dean,
School of Education.
Cluster University Srinagar.

No.GCOE/18/1620

Dated: 19/12/2018

Sub: B.Ed programme duration and course content as per NCTE Norms.

Madam,

The institution runs B.Ed programme of 2 years duration spread across 4 semesters from 2016 as per the NCTE norms & regulation. With a change in duration from 1 year to 2 year, there has been a greater emphasis on practicum. The practicum work is spread across the four semesters for 20 weeks as per NCTE norms, which states that there should be a sustained involvement of students for a longer duration. The activities which are recommended by the NCTE form a part of practicum and are carried out strictly which include:- Micro Teaching, Community Service, Visit to various schools especially special school, DIET's, SIE's, Action Research, SWOC Analysis , Each one teach one etc.

Also the core papers like Environmental Education, Communication Skills, Peace Education, Value Education, Computer (ICT), Gender Education, Inclusive Education which are recommended by NCTE are all taught as core papers. Also as per NCTE norms, it's desired that the faculty should be having professional qualification like B.Ed & M.Ed for teaching in teacher training college. Further, the student teachers are allowed to appear in the semester end examination after completing the practicum part. For maintaining punctuality and regularity, it is mandatory on the part of students to have 75% attendance in theory component and 90% attendance in the practicum component as per the norms of NCTE. To follow NCTE norms further there has been a paradigm shift in practice of teaching programme from behaviourism to constructivism.

With Regards


Dr. Seema Naaz
Principal

V/S



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Dean, School of Education,
Cluster University Srinagar,

No:-GCOE/19/2013

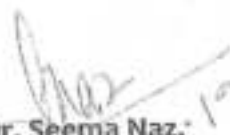
Dated:- 01/3/2019

Sub: - Sub mission of proposal for starting Ph.D in Education.

Madam,

Kindly find enclosed proposal regarding the above cited subject for your kind perusal and necessary action at your end.

With regards... |


Dr. Seema Naz,
Principal | 2/19

Office of the Principal
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Hon'ble Vice Chancellor,
Cluster University of Srinagar,

Through: Dean, School of Education,
Cluster University Srinagar

PROPOSAL FOR STARTING Ph.D. IN EDUCATION

"The primary mission of the Institution is to enhance educational research at Jammu & Kashmir by:

- 1) Helping to train researchers in advanced and innovative research methods,
- 2) Encouraging high-quality interdisciplinary research across disciplines,
- 3) Supporting grant proposals that effectively promote scientific research in the field of education, and
- 4) Disseminating research findings that address significant educational challenges in the state and the rest of the country."

Historical Background/ Profile of the Institution:

Govt. College of Education a premier Teacher Training Institution has a glorious past and has been a trend setter in Teacher Education both. It has played a pivotal role in the educational advancement and human resource development in the state by way of providing quality training to the teachers both pre-service & In-service.

For the first time in the history of Education in the state of J&K, Teacher Education Institute was established in the year 1937 by the then Director of Education, Mr. K G. Saiyidain. This institution for teachers was named as Teacher Training School (TTS) meant for the training of under graduate teachers and was located at Magarmal Bagh Srinagar. The same institution was upgraded in the year 1948 by the then popular Government. The main objective of this institution was to offer two courses; B.T and D.T, and to

trained the graduate teachers for secondary schools and undergraduate trained teachers for elementary schools respectively up-to 1956. In the same year, college was shifted to the present campus. In the year 1964-65 the nomenclature of T.T. College was changed and it was designated as Govt. College of Education, Srinagar. This institution started its enrolment with 35 students only that too with meagre number of females. The college has right from its inception been a hub of academic, socio-cultural and intellectual activities. Great luminaries like Abul Kalam Azad, Pandit Jawaharlal Nehru, Dr. Radha Krishnan, Sh.V.V.Giri, Sh. Vinoba Bhave, Dr. Zakir Hussain and eminent Teacher Educators from United States, U.K, China, Australia and Sri Lanka have visited the institution. Educationists of high repute have administered the college with quality training which has been the hallmark of this great seat of learning.

- The college is affiliated to Cluster University Srinagar and to UGC under section 2(f) and section 12(b) of UGC act of 1956.
- A land-mark achievement of the college was to introduce PG course in Education (M. Ed) in the year 2004.
- In 2004, National Assessment and Accreditation Council Bangalore has accredited the College with Grade "A" (score of 87%) with a recommendation that the college be given status of an Autonomous College.
- In 2006 the college has the distinction of setting up UGC Sponsored Women's Studies Centre which has been upgraded to phase-II in 2010.
- In 2011, the college was re-accredited by NAAC and got Grade "A" with CGPA 3.52 on 4 point scale. The NAAC team placed on record that
 - ‡ The College may write to Govt. to allot some land for new campus to cater to the needs of the growing demand.
 - ‡ The college may take necessary steps and write to the UGC for the confirmation of Autonomous status.
 - ‡ The college may also pursue/write to UGC with regard to women's hostels.
 - ‡ The college may plan to introduce the integrated programme.
 - ‡ "Centre for research studies" in education may be planned.
 - ‡ **Financial and infrastructural facilities may be provided to strengthen the research activities on the campus. M.A. Education/M.Phil and Ph.D programmes may be started on the campus.**
 - ‡ Psychology consultative centre may be planned in the college.

- ↳ The college may write to the Govt. to provide the facilities to start a "History Museum on the Campus" to preserve the Kashmiri culture.
- ↳ Dissertation may be made compulsory in M.Ed programme.
- ↳ The college may write to Govt. to consider that the teachers with required qualification may be considered for transfer from the colleges to professional teacher education colleges.
- ↳ "Clinical psychology" course may be started as an Add on course.
- The College has been member of APQN (**Asia Pacific Quality Network**), since 2011
- On 2nd April, 2013 MHRD Team visited college and made recommendation that the institution should be upgraded as **Institute of Advance Studies** in Education (IASE)
- The institution is upgraded to **Institute of Advanced Studies in Education** on 4th August, 2016.
- The institution has the Institutional Membership of Indian Association of Teacher Education from 2016.
- The Institution started another PG programme, M.A. Education in 2017 under School of Education, Cluster University Srinagar.
- During the Academic session college offered B.Ed, M. Ed & M.A. Education programme with an intake capacity of 300 for B.Ed. (100 in-service and 200 pre-service students) 104 for M.Ed (80 for open merit and 24 for payment) and for 52 for M.A. Education (40 for open merit & 12 for payment) with semesterised system for every programme.
- To keep itself in tune with the changes at the National level, the institution has taken lead by way of starting admission for 3 year B.Ed, M.Ed integrated programme from 2019 onwards. The curriculum of the six semesters has been designated by the faculty of the institution under able guidance of Dr. Yasmin Kawoosa, Dean of School Education, Cluster University Srinagar.
- The institution also offers certificate courses in
 - ↳ Certificate course in Clinical Psychology
 - ↳ Certificate course in Elementary Computer Education
 - ↳ Certificate course in Art
 - ↳ Certificate course in Special Education
 - ↳ Certificate course in Boutique Technology

However from 2019 certificate course in Elementary Childhood Care Education will also be started. These courses are offered to B.Ed, M.Ed & M.A. Education students as, "ADD ON" courses. This initiative has been started following the recommendations of NAAC peer team.

- The institution has a dedicated well qualified faculty.

VISION

Excellence In Teacher Education

MISSION

- Organize Pre-Service and In-service Teacher education programmes for their capacity building
- Provide extension and resource support service to school teachers
- Conduct experimentation and innovation in School education
- Provide training and resource support for new areas of educational concerns like value -oriented education, Population Education, Educational Technology, computer literacy, vocationalisation, women, and Gender Studies, Science Education, and Guidance & Counselling.
- Provide support to and collaborate with professional bodies.
- Prepare teacher educators for nursery, elementary, secondary teacher education institutions
- Encourage community and private partnership in teacher preparation programs
- Conduct pilot programs in teacher education
- Prepare teachers with creative thinking receptive to new idea, innovative and advanced skills, capabilities to initiate innovative teaching learning techniques; problem-solving skills and enhance personal and professional competencies of student teachers.
- Prepare teachers with positive and healthy attitudes towards teaching profession with a deep sense of equity social and gender justice and sensitiveness to weaker, down trodden and underprivileged sections of the society.
- Conduct advanced level fundamental, applied, and experimental research in educational inter-disciplinary nature.

Objectives

- To understand the purpose and philosophy of secondary education.

- Develop among teachers an understanding of the psyche of the pupils.
- Understand the process of socialization.
- Develop skills for guidance and counseling.
- To foster creative thinking for reconstruction of knowledge.
- Utilize community resources as educational inputs.
- Develop communication skills and aesthetic sensibilities.
- Acquaint them with research in education including action research.
- Understanding of the nature, purpose and philosophy of the academic.
- Communicate difficult concepts and complex ideas.
- Inspire students for higher and independent study and promote library and laboratory skills and habits.
- Develop abstract, creative and critical thinking among students.
- Enable them to reconstruct and use different kinds of tests and
- Foster academic interest and values.
- Promote decision making ability.

NAAC ACCREDITATION

- College has been accredited by NAAC in 2004, awarded with Grade A (87% Score)
- College has been re-accredited by NAAC in 2011, awarded with Grade A++ (CGPA 3.52 on 4 point scale)

STATUS OF THE IASE

To fulfil the need of carrying out Research, Development and Innovation work, Govt. College of Education has been granted IASE Status in 2016. Its immediate goal is to encourage faculty members and students at the Bachelor's and Master's levels to consciously engage in research and innovative elements in their Project work. IASE does this by organizing various events like national and international conferences, workshops on research methodology, guest lecturers delivered by eminent researchers who come across the globe. IASE aims at doing research in fundamental areas of Education Human values, Value based science, Peace and Harmony and ICT & Education, Consciousness, and Human conduct, Human Behaviour, Gender, Special Children, Curriculum, Teacher Behaviour, Teacher effectiveness, etc.

The IASE also aims to train the students to enhance soft-skills, group discussion and aptitude test capabilities as well as interview techniques.

The Institute aims at free and creative enquiry into the fundamental themes and problems of life and thought. It will be developed as a centre for research and shall encourage promotion of creative thought in areas which have deep human significance, and will also provide an environment suitable for academic research, particularly in selected subjects in the Humanities and education.

PROGRAMMES OFFERED BY IASE

- **Integrated 3 year B.Ed.- M.Ed. Programme: 2019 onwards**

IASE has stated Integrated 3 year B.Ed.- M.Ed. Programme from the ensuing academic session. The programme consists of 06 semesters. The total number of courses/papers in the programme are **44** with **150** credits. The details of the programme are given here:

Duration: 3 years

Intake: 52 (40 open +12 Payments)

Syllabus: The syllabus is uploaded on the website:
www.gcoekmr.org

Eligibility: A Postgraduate degree in Sciences/Social Sciences/Humanities from a recognized institution with a minimum of 55% marks or equivalent grade.

- **M.Ed**

IASE also offers M.Ed programme since 2004. The programme consists of 04 semesters. The total number of courses/papers offered in the programme are **38**. Students have to complete **96** credits of the programme. The details of the programme are given here:

Duration: 2 Years

Intake: 104 (80 Open+ 24 Payments)

Syllabus: The syllabus is uploaded on the website:
www.gcoekmr.org

Eligibility: B.Ed

- **M.A. Education**

IASE also offers M.A. Education programme since 2017 onwards. The programme consists of 04 semesters. The total number of courses/papers offered in the programme are **33**. Students have to complete **96** credits of the programme. The details of the programme are given here:

Duration: 2 Years

Intake: 52 (40 open merit + 12 Payment)

Syllabus: The syllabus is uploaded on the website:
www.gcoekmr.org

Eligibility: Graduate.

- B.Ed

- IASE also offers B.ED programme since 1948. Earlier of the duration of B.Ed was one year, However after the recommendations of NCTE of 2014 the duration of programme is 2years. The programme consists of 04 semesters. The total number of courses/papers in the programme are **25** with completion of 96 credits. The details of the programme are given here:

Duration: 2 Years

Intake: 300 (200 pre-service + 100 In-service)

Syllabus: The syllabus is uploaded on the website:
www.gcoekmr.org

Eligibility: Graduate.

The Institution besides teaching and training focuses on Research and encourages both its faculty and students to be engaged them in Research.

The Institute also organizes several National level seminars, Conferences, Workshops every year on themes of pressing contemporary relevance as well as of fundamental theoretical significance. Frequently, distinguished scholars from across the country are also invited to these seminars. The faculty to this institution acts as Resource person in Academic Staff College, University of Kashmir, DIET's, SIE's and many other Centres of Learning.

INTER-INSTITUTIONAL COLLABORATION

The Institute also aims to start Inter-Institutional Collaboration with other Institutions like Department of Distance Education University of Kashmir, School of Education Central University of Kashmir, Directorate of School Education (DSEK), CRC Bemina.

WELL QUALIFIED FACULTY

The faculty of the College is competent, experienced and well qualified enough to conduct and guide research in the area of education. The details of the faculty are given below:

1. **Name of the teacher: Dr. Seema Naz**
 Qualification: M.A. Psychology, M.ED & Ph.D in Education
 Experience in teaching: 20 Years
 Research Publications: CV attached.
2. **Name of the teacher: Dr. Sabeena Rasool,**
 Qualification: M.A., Education, M.Ed, SLET, Ph.D
 Experience in teaching: 09 years
 Research Publications: CV attached.
3. **Name of the teacher: Dr. Nuzhat Nasreen**
 Qualification: M.A. Education, M.Phill, B.Ed, DECCE, Ph.D
 Experience in teaching: 18 Years
 Research Publications: CV Attached
4. **Name of the teacher: Dr. Nuzhat Qazi,**
 Qualification: M.A. Education, M.Ed, M.Phill, Ph.D, NET
 Experience in teaching: 09 Years
 Research Publications: CV Attached
5. **Name of the teacher: Dr. Shazia Siraj**
 Qualification: M.A. Education, M.Ed, M.Phill, Ph.D
 Experience in teaching: 08 Years
 Research Publications: CV Attached
6. **Name of the teacher: Dr. Shaheena Akhter,**
 Qualification: M.Ed, Ph.D
 Experience in teaching: 11 Years
 Research Publications: CV attached.

The detailed CV of faculty having Ph.D in Education and more than 5 Years of Teaching Experience and can work as Research Supervisor is enclosed for your perusal.

BOARD OF STUDIES

In the Statutes of Cluster University Srinagar the Board of Studies in the discipline of Education is already in place comprising the following members:

1. Board of Studies for B.Ed- Enclosed (Annexure I)
2. Board of Studies for M.Ed- Enclosed (Annexure II)
3. Board of Studies for M.A. Education- Enclosed (Annexure III)
4. Board of Studies for Integrated B.Ed & M.ED- Enclosed (Annexure IV)

SCHOOL BOARD

The school board in the discipline of Education is also been in place comprising the following members:

- | | |
|-----------------------------|------------------|
| 1. Dr. Seema Naz | Principal/Patron |
| 2. Prof. Munawar Sayeed | Members |
| 3. Prof. Bashir Ahmad Bhat, | -do- |
| 4. Prof. Gurmeet Kour | -do- |
| 5. Dr. Nuzhat Nasreen | -do- |
| 6. Dr. Sabeena Rasool | -do- |

7. Prof. Shams Ud Din Ainagar	-do-
8. Prof. Ulfat Jan	-do-
9. Dr. Nuzhat Qazi	-do-
10. Prof. Mustafa Majid	-do-
11. Dr. Malik Roshan Ara	-do-
12. Prof. Sadaf Sonullah	-do-
13. Dr. Shazia Siraj	-do-
14. Dr. Shaheena Akhter	-do-
15. Prof. Sana Bashir	-do-
16. Mr. Fazl Illahi	-do-

PROPOSAL TO START Ph.D PROGRAMME

The IASE in our country is empowered to start any research programme if certain above conditions are fulfilled. Our IASE fulfils all the requirements to start the Ph.D programme in "Education".

The programme aims to conduct research and award research degree (Ph.D.) in the discipline of Education which in-turn help to develop and improve the quality of education in the state of Jammu and Kashmir. The proposal may be approved and accordingly research statutes will be formulated.

OBJECTIVES OF PROPOSED RESEARCH PROGRAMME

1. To equip teachers with the competencies requisite for dealing with the 21st century issues of the choices and challenges of students.
2. To evolve and implement a new programs of education that would provide education and training to prospective teachers that aim at development of new integral development of teachers.
3. To foster the highest purposes of education of the body, life and mind as also of the human spirit in its integrity.
4. To impart training in research which enables the prospective educators to see the obtaining world in the new light of universal human values.
5. To introduce and nurture innovations in the education system so as to reflect India's spiritual knowledge, robust intellectuality and inexhaustible creativity.
6. To promote national and international cooperation in education as also in the development of teaching-learning material through online programs, documentaries, musical and dramatic programs and films.
7. To promote the indigenous tradition of teacher-student relationship in various fields of humanities, arts, crafts, sciences and technologies.

8. To publish and disseminate results of advanced research relating to education for purposes of advancement of capacities to teach and learn among professional teachers as also among parents, social educators and social workers.
9. To train prospective teachers based on globally benchmarked curriculum with ideas gleaned from the fusion of the intellectual traditions of India and the West.
10. To undertake, conduct and promote any program that will enhance the highest aims of pedagogy and synthesis of knowledge-systems and internationalism.

Eligibility:	As per UGC
Admission:	As per the guidelines of UGC
Duration:	03 years to 06 years (Six months Course work in 02 spells of 03 month each)
Fee Structure:	To be fixed by the Cluster University Srinagar; Registrar.
Supervisors:	CV Enclosed.
Other conditions:	To be adopted from the Cluster University Srinagar Statutes.
Status:	Both Full Time and Part Time
No. of Research Scholars	Full time 3-5 part time 3-5(Faculty of Constituent Colleges)

The proposal to start the programme is submitted for the kind approval and consideration.

Prof. Seema Naz
Principal,
IASE, M.A. Road Srinagar
Cluster University Srinagar



140

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V/S

Minutes of Meeting:

Madam Principal Prof (Dr.) Seema Naz constituted a committee of faculty members to design curriculum for the 4 year integrated B.Sc-B.Ed & B.A -B.Ed courses, which the institute is starting from the session 2020 onwards .The committee was constituted on June 21, 2019 and meeting was held in the office chamber of the Madam Principal on the same day at 2:30.p.m The meeting was attended by the following members of the committee.

1. Prof. Munawar. Sayeed
2. Prof .B.A.Bhat
3. Prof .Gurmeet Kour
4. Prof. Ulfat Jan
5. Prof. Shamas-ud -Din Ahanger
6. Prof .Nuzhat Qazi
7. Prof. AbWahid Wali
8. Prof.Sadaf Sonaullah
9. Prof. Malik Roshan Ara
- 10, Prof. Nousheen Qureshi
- 11 Prof. Raies Andrabi
12. Mr. Mukhtar Ahmad

Agenda: Designing course structure for B. A.B.Ed /B.Sc B.Ed :

The meeting started with address by the Madam Principal to the members in which she highlighted the status of B.Ed Course in vogue in relation to the Draft National policy on education 2019, she impressed upon the Committee members that the B.Ed course comprising of 2 years duration will become inoperative soon according to the new Policy of Education. There is greater emphasis on integrated programmes. In order to keep the institution in tune and pace with the change at national level, she proposed to started 4 year integrated course of B.A.B.Ed /B.Sc B.Ed from the next academic session. In the meeting the following decisions were taken.

- o To develop broad framework of course structure.
- o To study relevant material from NCTE 2014 .Document about 4 year integrated B.A.B.Ed /B.Sc B.Ed
- o To go through the course structures of the universities which offer the integrated course.


The members were directed to meet on June 28, 2019, and to share inputs and experience for the designing well planned course structure

In addition the decisions were taken on the following related issue

- o To make available instructional material on Teacher Education on the college website. Prof Shamas-ud -Din, Prof Ulfat Jan, Prof Nuzhat Qazi, & Prof Raies Andrabi have taken the responsibility of preparing one unit each.
- o To arrange Lectures on various subjects for B.Ed Ist Semester during the examination days
- o To purchase relevant books for various subjects especially Gender Education , Teacher Education and Development of Education System in India
- o To enrolle students in add on courses/ skill based course and conduct examinations of the student teachers who have already completed these courses immediately after the completion of examinations in the month of July.
- o To update and bridge the gaps in the learning materials available in the college website. The task of verification of the instructional materials was assigned to Prof Mustafa Majid and Raies Andrabi.
- o The Coordinators of different departments were impressed upon to prepare a list of books needed for different course so that they are immediately purchased for the smooth conduct of these courses.

The meeting come to conclusion by proposing vote of thanks to the chair and the members of the committee by the staff secretary.

Eashir Ahamad Bhat
Staff Secretary


26.6.19
Prof. (Dr.) Seema Naz
Principal

No: GCOE/ASE/19/646

Dated: 26/6/2019



Office of the Principal
GOVERNMENT COLLEGE OF EDUCATION

**Institute of Advanced Studies in Education
CLUSTER UNIVERSITY, SRINAGAR**

Maulana Azad Road Srinagar (J&K)
(NAAC RE-ACCREDITED GRADE "A" (CGPA 3.52))

Telephone No:- 2475368; Fax:- 0194-2479807; Email: gcoe.sjr@gmail.com / <http://www.gcoekmr.org>



**The Dean,
School of Education,
Cluster University Srinagar.**

No:- GCOE/IASE/19/1006

Dated:- 05/9/2019.

Sub:- **Proposal for Introduction of 4 year Integrated B.Sc-B.Ed Course and Programme Structure thereof.**

Madam,

The Draft National Policy on Education, 2019 strongly recommends to replace 2 year B.Ed Course by 4 year Integrated B.A-B.Ed/B.Sc-B.Ed course for preparing professionally trained teachers who are highly motivated and committed to teaching profession. In order to keep in tune with the changes at National Level the institution proposed to start 4 year Integrated B.Sc-B.Ed Course from the next academic session. The institution has prepared course structure for all 8 semesters. The copy of the course structure is enclosed for your persual. Your suggestion and inputs in this regard are solicited such that we are able to prepare a standard course design.

With regards,

Dr. Seema Naz
Principal 5/9/19.

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Honourable Vice Chancellor
Cluster University, Srinagar

Through: Dean, School of Education

Sub: Proposal for 4 year integrated B.Sc.B.Ed.

Esteemed Sir,

The proposal for 4 year integrated B.Sc.B.Ed. is provided hereunder for your kind perusal and action at your end:

Rationale of the Programme:

From last many years teacher education is witnessing a lot of churning following the Justice Verma Committee Report on many of its important facets. It unequivocally highlighted the need to bring greater rigour and quality in teacher preparation. Everything, from teacher education departments and institutions across the country to the curriculum, pedagogy and evaluation, were brought into critical focus. NCTE and NCERT and other leading teacher Education institutions came out with renewed guidelines to recast the teacher education courses making key assertions towards multidisciplinary perspectives on society, aims of education, nature of knowledge and inclusion, and knowledge of cutting-edge pedagogy, research and school based experiences. The Draft National Policy on Education 2019 begins with the objective of teacher education thus: "ensure that teachers are given the highest quality training in content, pedagogy, and practice, by introducing the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers." The policy furthermore explicitly states, "The four-year integrated B.Ed. will, by 2030, become the minimal degree qualification for school teachers. All pre-service teacher education programmes will henceforth be offered only in multidisciplinary higher educational institutions to satisfy the modern requirements of the teacher profession, and to give the teachers the multi-disciplinary exposure and education necessary to become outstanding teachers." It is in this backdrop, to bring the adequate depth and breadth in the teacher

preparation courses, our institution proposes to start four year integrated B.Sc.B.Ed. programme.

The program shall aim at incorporating general sciences, and professional studies comprising perspective courses, pedagogy of school subjects and robust school engagement activities.

Norms and Standards for 4-year integrated programme leading to B.Sc.B.Ed Degree as per NCTE norms.

Duration and Working Days

Duration

The B.Sc.B.Ed programme shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

Working Days

In a year, there shall be at least two hundred and forty working days per year including the period of examination and admission.

A working day will be of a minimum of 5-6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring- providing group or individual guidance.

The minimum attendance of student-teachers shall have to be 75% for all course work and practicum, and 90% for school internship.

Equivalence:

The programme contents related to Physics/Chemistry/Mathematics/Botany/Zoology offered in B.Sc.B.Ed Programme will be equivalent to that of (PCM/CBZ) of Cluster University Srinagar. The programme content related to education components in B.Sc.B.Ed will be at par with B.Ed of Cluster University Srinagar. The students who will pass this programme will be eligible to pursue Masters in both the programmes.

Scheme of Instruction

The course of study for B.Sc.B.Ed. will comprise of:

- 1.Theory Courses.
2. Practicum/Field engagement.

12

Theory courses:

- Physics, Chemistry, Zoology, Botany, Mathematics
- Perspectives in Education:
- Ability Enhancing Compulsory Courses.
- Curriculum &Pedagogic studies.
- Electives courses will comprise of Health &Physical Education, Value Education, Peace Education, Creativity & Education, Comparative Education, Elementary Computer Education, Art Education, ECCE. Students will have to opt for any one.

Practicum/Field engagement:

- Visit to Anganwari/KG/Elementary/Middle/High schools.
- Visit to Special schools
- School Internship & SWOC analysis.
- Micro Teaching
- Visit to SIE/DIET/TEs
- Practice of Teaching in schools
- Community service/Project Work/Dissertation/Action Research.

Intake, Eligibility, Admission Procedure and Fees

There shall be a basic unit of fifty (50) students; initially two units may be permitted. The distribution of students in PCM & PCB shall be upon the merit with the maximum intake as per the number of units permitted.

Eligibility

- a) Candidates with at least 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.
- b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules.

Admission Procedure

- a) Admission shall be made on merit on the basis of marks obtained in the qualifying examination or any other selection process as per the policy of the Cluster University.
- b) At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

Fee

The institution shall charge only such fee as is prescribed by the Cluster University Srinagar in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time. However, the cumulative fee charged for B.Sc. and B.Ed. programs of cluster University Srinagar may be taken into consideration.

Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the concerned state government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the following members

1. Vice Chancellor Cluster University Srinagar.
2. Dean Academic Affairs Cluster University Srinagar.
3. Dean Education Cluster University Srinagar.
4. Principal IASE M.A Road Srinagar.
5. Senior Faculty Members IASE Srinagar.
6. Subject Experts from each of the constituent colleges of Cluster University Srinagar.
7. Representatives from School Education Department.

Staff

Faculty

For an intake of one basic unit of 50 students, faculty shall be recruited for the following Curricular Areas, with the specified essential and desirable qualifications and specialisations. The number of full time faculty shall increase proportionately as per the norms indicated above. Additional faculty shall be appointed by the Institute subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of the faculty across different curricular areas shall be as under:

- | | |
|------------------------------|---|
| 1. H.O.D | 1 |
| 2. Perspectives in Education | 4 |
| 3. Pedagogy subjects | 9 |

(Maths, zoology, Botany, Physics, Chemistry,
English, Urdu, Kashmiri & Hindi).

- | | |
|----------------------------------|---|
| 4. Health and Physical Education | 1 |
| 5. Fine Arts | 1 |

14

The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s).

Faculty can be utilised for teaching a B.Sc.B.Ed programme in flexible manner so as to optimize academic expertise available.

Qualifications

The faculty shall possess the following qualifications:

A. H.O.D

- i. Postgraduate degree in Arts/Sciences/Social Sciences/ Humanities/ with minimum 55% marks and
- ii. M.Ed. with minimum 55% marks; and
- iii. Ph.D. in Education or in any pedagogic subject offered in the institution; &
- iv. Eight years of teaching experience in a secondary Teacher Education Institution.

Desirable: Diploma/Degree in Educational Administration/Leadership.

B. Perspectives in Education or Foundation Courses

- i. Postgraduate degree in Social Sciences with minimum 55% marks and
- ii. M.Ed. degree from a recognised university with minimum 55% marks.
Or
- iii. Postgraduate (MA) degree in Education with minimum 55% marks; and B.Ed. degree with minimum 55% marks+ NET/ SLET.

C. Curriculum and Pedagogic Courses

- i. Postgraduate degree in Sciences/ Mathematics/ Social Sciences' Languages with minimum 55% marks, an
- ii. M.Ed. degree with minimum 55% marks with NET/SLET
- iii. Desirable: PhD. in Education with pedagogic specialization.

Notice: In case of B and C put together, for two faculty positions, a postgraduate degree Sociology/ Psychology/Philosophy/Education with 55% marks and B.Ed. with 55 % marks and three years of teaching experience.

D. Specialized Courses Physical Education

Master of Physical Education (M.P.Ed.) with minimum 55% marks.

Visual Arts

Postgraduate degree in Fine Arts (MFA) with minimum 55% marks.

Administrative & Professional Staff.

- | | |
|--|-----|
| a) Librarian (B.Lib with 55% marks withNET/SLET) | One |
| b) Computer Lab Asstt. (BCA with 55% marks) | One |
| c) Office Manager | One |
| d) Office Assistant cum Data Entry Operator | One |
| e) Curriculum Lab Co-coordinator | One |
| f) Accounts Assistant | One |
| g) Helpers/ Lab Attendant | Two |

The qualifications shall be as prescribed by the Cluster University and Affiliated College for equivalent posts.

Terms and Conditions of Service of Staff

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the Cluster University.

Facilities

Infrastructure

(a) The minimum essential space for an Institute offering BSc, B.Ed a programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.

(a) Classrooms: The Institute shall have one classroom for every 50 students with an area of 500 sq. ft for each classroom.

Instructional

(a) Library

The library caters to the requirements of the programme and shall have a seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books. These include reference books related to all courses of study, readings and literature related with the approach delineated in the programme, educational encyclopedias, Electronic publications (CD ROMs) and digital online resource and minimum five refereed professional research journals of which at least one shall an international publication.

Library resources will include books and journals Published and recommended by NCTE, NCERT and other, statutory bodies, Education Commission Reports and Policy document. There shall also be provision of space for reading and reference in the library that can accommodate at least sixty persons at a time. At least a hundred quality books will be added

to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.

(b) Resource Centre

Teacher Education Institute shall provide an integrated Resource Centre for language, science, mathematics, arts, psychology, ICT health and physical education and special education. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports; reports of surveys- national and state level, district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports, research seminars undertaken by students, Audio-visual equipment - Interactive boards, TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices and adequate number of internet facilities/nodes. It shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus. The resource centre will also have equipment to undertake making TLMs etc.

(c) Health and Physical Education Centre

Adequate games and sports equipment for common indoor and outdoor games shall be available.

(d) Multipurpose Hall

Institute shall have one seminar hall with seating capacity of two hundred and minimum total area of 2000 sq.ft. (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops.

(e) Faculty

A faculty room, with individual workspaces, functioning computers and storage spaces shall also be provided.

(f) Administrative Office Space

Institute shall provide an adequate working space for the office staff, with furniture, storage and computer facilities.

(g) Common room(s)

Institute shall provide at least two separate common rooms, for women and men.

(h) Toilets & drinking water facility:

A minimum number of six toilets shall be provided by the Institute, two for students (one each for women and men) and two for faculty members and two for PWD. Two water purifiers/coolers may be provided for clean drinking water for staff and students.

(i) Development of laboratories

The institution requires liberal funding for development of laboratories for science courses. A lumpsum amount of rupees 20 lac may be provided for science laboratory equipment.

Other Amenities

a) Creation of post for Teaching Science Subjects:

Physics	01	Chemistry	01	Botany	01
Zoology	01	Mathematics	01	English	01

- b) Functional and appropriate furniture in required number for instructional and other purposes.
- c) Smart Classrooms.
- d) Access to safe drinking water be provided in the institution.

Board of Studies:

The institution shall have Board of Studies (BoS) constituted as per the rules of the Cluster University, Srinagar:

- Dean School of Education, Cluster University, Srinagar
- Dean, Faculty of Education, University of Kashmir
- Dean, School of Education, Central University, Kashmir
- Principal IASE, Srinagar
- Dean Sciences, Cluster University, Srinagar
- Senior Faculty of Physics/Chemistry/Botany /Zoology/Mathematics/English/Urdu/Kashmiri/Hindi / Education.
- Senior Faculty of IASE, Srinagar

Semester-wise credit summary:

Semester	Theory	Practical	Total
1	20	06	26
2	20	06	26
3	20	08	28
4	20	08	28
5	20	08	28
6	20	08	28
7	20	08	28
8	12	12	24
Total	152	64	216

Course structure: (Overleaf)

Programme Structure for Four Year Integrated B.Sc. B.Ed Programme

Sem	PCM/PCB	Core Paper	Perspectives in Education	Ability Enhancing compulsory courses	Practicum/Field Engagement	Theo	Prac	Total Credits
	1. Physics (6 Cr) 2. Mathematics (6 Cr) OR 1. Botany (6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical	Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical	Conceptual Basis of Education (4 Credits)	Communicative English (4 Credits)	--	20	6	26
2 nd	1. Physics (6 Cr) 2. Mathematics (6 Cr) OR 1. Botany (6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical	Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical	Understanding Learner and Learning (4 Credits)	Environmental Education (4 Credits)	--	20	6	26
3 rd	1. Physics (6 Cr) 2. Mathematics (6 Cr) OR 1. Botany (6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical	Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical	Historical Perspectives of Indian Education (4 Credits)	General English (4 Credits)	• Visit to Anganwadi/ K.G Preparatory Schools Elementary, Middle & High Schools-preparation of reflective journal (2 weeks) (2 Credits)	20	8	28
4 th	1. Physics (6 Cr) 2. Mathematics (6 Cr) OR 1. Botany (6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical	Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical	Inclusive Education (4 Credits)	General English (4 Credits)	• Visit to Special Schools-preparation of reflective journal (2 Credits)	20	8	28
5 th	1. Physics (6 Cr) 2. Mathematics OR 1. Botany (6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical	Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical	Gender School & Society (4 Credits)	General English (4 Credits)	• School Internship comprising of study of school records & accounts/SWOC Analysis of schools. (2 Credits)	20	8	28

6 th	<p>1. Physics(6 Cr) 2. Mathematics (6Cr) OR 1. Botany(6 Cr) 2. Zoology (6 Cr) 6 Credits = 4 Theory + 2 Practical</p>	<p>Chemistry (6 Credits) 6 Credits = 4 Theory + 2 Practical</p>		<p>Pedagogy Courses</p> <ul style="list-style-type: none"> • Languages: T.O. English, T.O. Urdu, T.O. Kashmiri, T.O. Hindi(4 Credits) • School Subjects: T.O. History, T.O. Geography, T.O. Mathematics, T.O. Bio-Science, T.O. Physical Science (4 Credits) 	<p>Sessions/workshop on self/personality development- (2 credits)</p>	20	8	28	
7 th			<p>1. ICT in Education (4 Cr) 2. Teacher Education (4 Cr) 3. Assessment & Evaluation of Learning (4 Cr) 4. Instructional Technology(4 Cr)</p>	<p>Pedagogy Courses</p> <ul style="list-style-type: none"> • Languages: T.O. English, T.O. Urdu, T.O. Kashmiri, T.O. Hindi (2 Credits) • School Subjects: T.O. History, T.O. Geography, T.O. Mathematics, T.O. Bio-Science, T.O. Physical Science (2Credits) 	<ul style="list-style-type: none"> • Microteaching (2 Credits) • POT-I (in simulation) 4 weeks 20 lessons in each subject (4 Credits) • Visit to SIE/DIETs/TEIs(2 credits) 	20	8	28	
8 th			<ul style="list-style-type: none"> • School organisation &Management (4 Cr) • Guidance &Counselling (4 Cr) • Optional Papers (Any One) (4 Cr) <p>Health & Physical Education, Creativity & Education, Comparative Education, Elementary Computer Education, Peace Education, Value Education, ECCE, Art Education</p> <ul style="list-style-type: none"> • Project work/Action Research shall be taken up in either science or education. (4 Credits) 		<ul style="list-style-type: none"> • POT-II in Practicing school 8 weeks30 lessons in each subject (6 Credits) • Community Service/intervention in schools/areas (the issues and concerns in community service/intervention shall be notified separately. (2 Credits) <p>(8 weeks)</p>	12	12	24	
						Total Credits	216		



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Dr. Yasmeen Kawoosa,
Dean, School of Education,
Cluster University Srinagar

No: GCOE/IASE/20/1936

Dated: 16/01/2020

Sub: Two Day consultative workshop on "Curriculum Review & Revision" - for the B.Ed Programme.

Madam,

Govt. College of Education a premier Teacher Training Institution has a glorious past and has been a trend setter in Teacher Education. It has played a pivotal role in the educational advancement and human resource development in the state by way of providing quality training to the teachers both pre-service & In-service. As continuing the previous activities the college intends to organise a Two Day Consultative workshop on "Curriculum Review & Revision"- for the B.Ed Programme. The curriculum of B.Ed programme has been framed in past without objectives and learning outcomes, to incorporate the objectives as well as learning outcomes, the college proposes for the same.

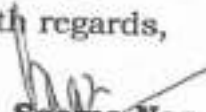
The below mentioned faculty members/Guests will be directed to prepare the objectives, learning outcomes and revision wherever required as per their expertise in different subjects.

Venue: Conference Hall, Govt. College of Education (IASE)		
S. No	Subject	Faculty Member/Guest
1.	Foundation of Education	Mr. Fazi Illahi
2.	Learning & Development	Dr. Seema Naz
3.	Population and Gender Education	Prof. B.A. Bhat/ Prof. Gurmeet Kour
4.	Inclusive Education	Dr. Shaheena Rasool
5.	Environmental Education	Dr. Nousheen Qureshi Mr. Sami Ullah
6.	Development of Education in India	Dr. Nuzhat Nasreen
7.	Educational Guidance and Counselling	Dr. Malik Roshan Ara

8.	Educational Technology and ICT	Prof. S.D. Ahangar
9.	Teacher Education	Prof. S.D. Ahangar/ Dr. M.S. Allaie
10.	School Management	Dr. Shaheena Akhter
11.	Educational Measurement & Evaluation	Dr. Sabahat Dr. Shabnam Qureshi
12.	Language Competency & communication Skills	Prof. Gurmeet Kour
13.	Peace and Value Education	Mr. Fazl Illahi/ Dr. Shazia
Teaching of Languages		
14.	Teaching of English	Prof. Gurmeet Kour
15.	Teaching of Urdu	Prof. Showkat Afza
16.	Teaching of Hindi	Prof. Shabana Shabir
Teaching of School Subjects		
17.	Teaching of History	Prof. L.S. Sodhi Prof. Sadaf Sonullah
18.	Teaching of Geography	Prof. B.A. Bhat
19.	Teaching of Math	Prof. Bashir Ahmad Zargar Ms. Nousheen
20.	Teaching of Sciences	Prof. Manzoor Wazir Dr. Arif Bashir
Optional Papers		
21.	Essentials of Instructional Technology	Prof. B.A. Bhat
22.	Physical & Health Education	Mohd Ayoub
23.	Experiential Learning	Prof. S.D. Ahangar
24.	Elementary Computer Education	Prof. Abdul Wahid Wali
25.	Project Work	Dr. Seema Naz
26.	Curriculum Development	Prof. Sana Bashir
27.	Comparative Education	Dr. Shaheena Akhter
28.	POT/School Internship/Community Service	Prof. B.A. Bhat Mr. Fazl Illahi

In this regard we seek your guidance and approval for organising the workshop. The proposed dates of the workshop shall depend upon your approval.

With regards,


Dr. Seema Naz
Principal

Proposal for ECCE (Skill Course).

PROPOSAL/BRIEF OVERVIEW OF SKILL COURSE (ECCE)

Introduction to the Programme

The Higher Education Department of J & K aims to offer skill enhancement courses to enhance employability of students in colleges and accordingly various skill and vocational courses under hub and spoke model were finalized.

Institute of Advanced Studies in Education (IASE) formerly Government College of Education, has been identified as hub college for skill enhancement Course to run Human Development/ Early Child Care & Education by the Department of Higher Education, J&K UT. We intend to offer the DECCE (Diploma in Early Childhood Care & Education) Programme in the 1st phase & degree course in the 2nd phase, keeping in mind the heterogeneous nature and varied needs of that section of our society which for some reason or the other has missed or has not had the opportunity for further studies in conventional colleges or universities, or belong to far flung areas or to the deprived sections of the society. The aim of this programme will be to prepare and train practicing early childcare workers to manage and run Early Child Care and Education (ECCE) Centres effectively. It will also help to develop understanding and competencies required to work with young children (i.e. children below 6 years) in various childcare centres like crèches, preschools and balwadis.

ECCE experience is crucial for a young child. Its importance has been reiterated in National Education Policy-2020. Therefore, there is a need to train people and develop knowledge, skills and attitudes towards ECCE. The programme will be of special relevance for nursery teachers, managers and supervisors, as it will enable them to work in or to set up and run their own childcare centres, thereby furthering employment opportunities.

Early Childhood Care and Education: The Foundation of Learning

Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives.

Objectives of the course

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens. The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE Centre is important for the well-being of the child.

- To impart understanding of child development & psychology

PROPOSAL/BRIEF OVERVIEW OF SKILL COURSE (ECCE)

- To help teacher pupil understand the importance of play-way and activity-based approach to learning
- To sensitize teachers about the significance of health care and nutrition for children
- To give an overview about the functioning and management of a child care set-up
- To train teachers in teaching methodology
- To provide teachers with practical-skill training

Relevance of the Programme

This Programme will ensure the professional improvement and career advancement of the student- teachers and others working in an ECCE Centre by enhancing not only their knowledge regarding the growth and development of the children but also by developing their skills and competencies to manage and run an ECCE Centre effectively.

The National Education Policy 2020, specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate. Recognizing the holistic nature of the child development viz. nutrition, health & social, mental, physical, moral & emotional development, Early childhood care has been given high priority & would be suitably integrated with the integrated Child Development Services Programme, wherever possible. This would also be provided as a support service for universalization of primary education & the local community will be fully involved in these programmes. It has been rightly said, "A full integration of child care & pre-primary education will be brought about both as a feeder & strengthening factor for primary education & for human resource development in general".

"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the fountain of life. Many of the things we need can wait. The child cannot. Right now is the time his bones are being formed, his blood is being made and his sense being developed. To him, we cannot answer, 'Tomorrow'. His name is 'Today'." Quoted by V.R. krishnalyer in law & life on importance of early child care.

Both at the national level and international level great interest is being shown in the matter of welfare of children. Children need special protection because of their tender age, physique and mental facilities. They are a "supremely important national asset", and the future wellbeing of the nation depends as to how children grow and develop. They need law to protect them from exploitation and fraud, to save them from certain liabilities and to develop their personality in view of their weak position. The importance of child welfare services lies in the consideration that the personality of man is built up in the formative years, and the physical and mental health of the nation is determined largely by the manner in which it is shaped in the early stages.

Duration of the Programme:

1. Add on Course : 04 Credits in one semester (02 theory & 02 Practical)
2. Internship: 18 Credits(during winter vacations)
3. Certificate Course: - 06 Months
4. Diploma Course: - 01 Year

PROPOSAL/BRIEF OVERVIEW OF SKILL COURSE (ECCE)

5. Degree Course: - 02 Years

Proposed Programme Structure:

1. M.A/M.ed: 12 Credits (04 Credits each for 2nd, 3rd, & 4th. Semesters.
2. B.ed IG (3RD, -06TH. semester)
3. B.ED. (2ND. TO 04TH. semester)

Eligibility: 10 +2 for Spoke Colleges comprising of 32 Credits

Hub College: we intend to run it as a separate course.

Diploma: Consisting of two semesters of 64 Credits

Medium of Instruction: English

Programme Fee Per Annum (It is to be decided by higher authorities)

Project Work:

In IASE this programme will involve the activities for which the student-teacher will be placed in a nursery school / preschool for 30 days. The student-teacher will be required to carry out activities with the children in the nursery school/preschool and prepare Activity Plans and Reports. These Activity plans and Reports will then be compiled as a Project File and submitted to the Learner Support Centre for evaluation. The student will be assigned a guide supervisor who will be a teacher from the nursery school / preschool in which the student is placed for the Project Work.

Workshops:

Workshops will be a part of the DECCE Programme in IASE. The aim of organising workshop is to help the students understand and undertake the Project Work in an organized and systematic manner, enabling them to learn more and participate in the Project Work activities with greater insight and command. Some sessions will have group participation & group discussions while some activities will be carried out individually. The session will be interactive where the students will share their observations and experiences with the fellow students and the facilitator.

COUNSELLING SESSIONS:

Counselling sessions will be held on weekends within the general academic scheduled of the Programme. It may be noted that the counselling sessions are not conventional classroom teaching. Lectures will be largely based on discussions.

ACADEMIC CALENDAR:

The academic calendar will be prepared which will provide important dates and other relevant information corresponding to activities such as Counseling, Assignments, and Examinations etc.

EVALUATION SYSTEM: Theory & Practicum, assignments etc.

PROPOSAL/BRIEF OVERVIEW OF SKILL COURSE (ECCE)

Annual Examinations: will be conducted by the affiliated University / Mentor Institution

Certificate: will be given to qualifying students at the culmination of the course by the affiliated University/ Mentor Institution

Our Mission

In order to run the skill, course more effectively, Institute of Advanced Studies in Education organized two-day workshop on 17th. & 18th. september,2020 in which resource persons from school of Education Department were invited, followed by two-day orientation programme in which resource persons from Ambedker university Dehli, Pune university& NCERT were invited for deliberations on ECCE.Also we held a panel discussion with panelists like Prof.Prema Mohite, Dr.VenitaKaul, AmitaTondon& Dr.Prema Sharma from reputed universities on course Structure/ Course Modules.

Our Vision: we will not confine it to diploma course only, we will start P.G. Course for which a proposal has already been sent to Cluster University

Memorandum of Understanding (MoU):already stands signed with Mentor Institution i.e University of Kashmir,

Equipments to be purchased for Establishment of ECCE Labs:

In connection with purchasing equipments/items necessary for establishment of ECCE Labs, a meeting of Ecce Committee, College Advisory Committee, & ICT Committee was convened under the chairpersonship of Principal in her office chamber. Minutes of the meeting enclosed along with equipment list recommended by the both committees for purchasing the same.

Submitted for approval & technical vetting


Coordinator ECCE


Convener Advisory Committee


Convener ICT Committee


Principal


Head Mentor Institution for Skill Enhancement Course

Minutes of the Meeting of ECCE Committee & College Advisory Committee regarding Purchasing of Items/Equipments for Establishing ECCE Lab.in the College

Subject: *Minutes of the Meeting/Record Note of the decisions taken in meeting held on 16-12-2020 regarding the Purchasing of Items/equipments for establishing of ECCE Lab allocation of funds received from Higher Education Department under various object heads.*

Venue: *Principal Chamber*

Date: *16-12-2020*

Principal

In Chair

Present: The following members of Advisory Committee & ECCE Committee were present in the meeting.

S.No.	Name	Signature
01	Dr.L.S.Sodhi	
02	Mr.Mohd Ayoub	
03.	Dr.Nazir Ahmad Bhat	
04.	Dr.Mohd Yaseen Pir	
05.	Dr.Shamus ud din Ahanger	
06.	Dr.Mohd Ashraf Wagi	
07.	Dr.Nuzhat Nasreen	
08	Dr.Shaheen Rasool	
09	Dr.Shaheen Akhter	

A Meeting of ECCE Committee & College Advisory Committee under the Chairpersonship of Madam Principal was convened in the office chamber of Principal on 16-12-2020. The Meeting was convened for purchasing items/equipments & other necessary items for establishment of ECCE Lab.

While welcoming the members of both the committees, the Principal Prof.(Dr.) Ruhi Jan Kanth stressed upon the need of Skill Courses& deliberated upon its importance in modern era. She added that the NEP2020 aims to incorporate the teaching of vocational skills within the National curriculum to augment innovation, adaptability, & productivity would help in solving the problem of unemployment to a large extent. The Coordinator ECCE presented a detailed roadmap about running ECCE Course & establishment of Lab.

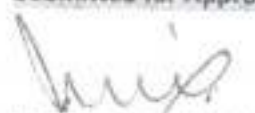
After detailed deliberations the following decisions were taken:

1. It was unanimously resolved that the items/equipments should be procured through Gem Portal & the order should be placed to the lowest tenderee in cumulative.
2. All Codal formalities shall be fulfilled for procurement of material/items under Material & Supplies funds.
3. All the Purchases/Procurements of Equipment and Machinery shall be made following proper Codal formalities.
4. It was unanimously resolved that the items/equipments should be purchased in less number in the first phase as the course is very much new in J&K ,as no college or university is running ECCE as a full-fledged course. Then number of quantity should be increased accordingly to the tune of allocated funds.
5. The list of items/equipments prepared & finalised by ECCE Committee was thoroughly discussed & was found genuine for establishment of ECCE Lab. (List enclosed)
6. Further it was resolved that the items/equipments should be purchased/supplied FOR college.

The ECCE committee & College Advisory committee recommended the purchase of the items (List Enclosed) for the Establishment of ECCE Lab for running Skill course in the college subject to budget provisions and other legal and codal formalities to be taken due care of.

The meeting ended with a vote of thanks to the Chair.

Submitted for Approval


Dr Nazir Ahmad Bhat



Internal Quality Assurance Cell (IQAC) GOVERNMENT COLLEGE OF EDUCATION

Institute of Advanced Studies in Education
CLUSTER UNIVERSITY, SRINAGAR

Maulana Azad Road Srinagar (J&K)

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Email: gcoe.sgr@gmail.com

Website: www.gcoekmr.org

Transaction plan/Internship guidelines during COVID-19

In order to discuss the curriculum transaction during the pandemic the IQAC of the college convened a meeting under its coordinator on January, 16, 2021 to discuss the challenges in the wake of raging pandemic throughout the world.

The following members were present in the meeting:

Dr. Nazir Ahamd	Coordinator IQAC/MA Education
Prof. L.S. Sodhi	Coordinator (IG-B.Ed.M.Ed./B.Ed.)
Dr. Shamsuddin	Coordinator (M.Ed.)
Dr. Ashraf	Member
Fazl illahi	Member
Dr Roshan Ara	Member
Dr. Mohammad Yasin	Member

The committee acknowledged the fact that the educational institutions had been caught unawares in the March, 2020 when the whole world came to the grinding halt. The following observations were made in the discussion:

The new reality started dawning and all of us were caught in the state of emergency. We confined ourselves to homes and yet we could not come out of fear either. Education too suffered as did all other fields. However, the technology enabled us to not let everything go waste. Universities, schools and colleges shifted gears but this violent shift did have its accompanied pangs. The faculty began to wholly use LMS in the form of Zoom, google meet, google classroom, Wise App etc. to name the few. It took some time until things began to settle down yet the whole year of 2020 went by trying to figure out and bring things in order. The theory and practicum component suffered because what had struck us was no less than a catastrophe.

Now in the beginning of 2021, we have the experience of the past as we can look back for what we have learned. Our hindsight must provide us wherewithal to plan our future. Therefore, IQAC of the

institution feels it its duty to plan and streamline curricular and pedagogic transaction in light of the programme outcomes and situational compulsions. Therefore, IQAC suggests compliance of transactional plan already circulated by previous IQAC Committee in the first quarter of 2020 for the offline transaction. However, due to prevailing Covid-19 pandemic the online classes in the times of lockdown must be conducted keeping in mind the following:

- a. All the staff members must preferably use wise-app for teaching and google classroom for the assignments submission. If the teacher is comfortable through Wiseapp only for teaching as well as assessments the Coordinator of the particular program will have no problem as long as the apps are used to facilitate greater learning.
- b. In addition to this the earlier normal-time transactional plan notified by IQAC in the first quarter of 2020 for each course in B.Ed./M.Ed./MA Education/IG B.Ed.M.Ed programs shall be in place.
- c. Since the most of the learning in this pandemic has been taking place through LMS (ZOOM/Wiseapp etc) therefore the teachers will adhere to the transaction plan whereby maximum participation from students can be achieved and the teaching does not become one-sided and sterile.
- d. We know that all teachers and students do not find it easy to navigate their teaching and learning using technology but we are sure that with the hard work of our faculty and students we will be able to make the most of it.

The teachers will try to follow the 'normal time' transactional plan, however, we are all aware that Teacher Education courses are practicum loaded, therefore, the teachers must keep in mind the following:

Transaction plan during Covid-19

1. In each course teachers must begin and orientate the students in course learning outcomes. Students must get some beginning classes that give them a bird's eye view of the course.
2. As much as possible teachers must keep in mind the students' diversity and their learning needs, and take appropriate measures to address them as per the requirement. In this regard the beginning portions of syllabus must be discussed in greater detail because students from different streams take more time to adjust to the Teacher Education courseware.
3. As much as possible teacher should be multilingual using English, Hindi, Urdu, Kashmiri language as per the students learning needs.
4. Each Wiseapp class/session if in lecture mode must have ten minutes of discussion time/Q-A Session in the end to make the session participative.
5. Each course must incorporate at least one/two seminars ensuring involvement of all students.

6. Each course must incorporate portions of self-study where the pupil teachers will be provided e-learning resources by the faculty followed by question answer session.
7. Each course, including pedagogy courses, assessment and evaluation, instructional technology, guidance and counselling, ICT in education and the courses like these which require developing practical skills and abilities, the transactional plan in all such and during the pandemic must take care of development of skills and competencies as much as possible.
8. Each course, including pedagogy courses, must allow good time for students to access e-learning resources for effective understanding and practice in pedagogy and lesson planning/internship, compensating as much as possible the practical part that is done in practicing schools.
9. The teachers must keep in mind that many student teachers find it difficult to connect and LMS for their learning. It is therefore impressed upon the faculty to give appropriate learning time to the student teachers until they develop required capabilities to handle devices for learning.
10. Each course must have, as much as possible, a comprehensive online internal assessment on the basis of above components.

Guidelines for internship/Microteaching during COVID-19

11. For the conduct of internship/microteaching during COVID-19 the guidelines from IQAC will be issued for time to time for guidance of the faculty and the students.


Principal


Coordinator


IQAC

No: GCDE/IASB/21/737

Date: 16-01-2021



Government College of Education

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Dean, School of Education
Cluster University Srinagar

No: *SCOE/21/569*

Date: *10/09/21*

Sub: Reminder for Review of curriculum for 2 year B.Ed. and M.Ed. programs

Madam,

This has reference to the letter no: GCOE/IASE/20/1936 dated 16/01/2020 regarding "Curriculum Review & Revision".

After series of meetings in our curriculum review committee we are intending to take up curriculum review and revision of 2-year B.Ed., M.Ed. and Integrated B.Ed.M.Ed programs. In this regard we want to initiate series of consultative meetings and workshops to review and revise our programs according to the NCTE guidelines.

We request you to approve the proposal regarding the revision of:

SN	Programme	Duration	Overall need for review	Urgent need
1	B.Ed.	2 year	1: Revisiting PLOs and CLOs. 2. Revision of courses according to NCTE norms. 3. Inclusion of practicum for each course. 4. Revision of Internship/POT/School engagement	1. Inclusion of practicum for each course. 2. Revision of Internship/POT/School engagement
2	M.Ed.	2 year	1: Revisiting PLOs and CLOs. 2. Revision of courses according to NCTE norms. 3. Inclusion of practicum for each course. 4. Revision of Internship/POT/School engagement	1. Inclusion of practicum for each course. 2. Revision of Internship/POT/School engagement

Integrated B.Ed.M.Ed.	3-year	1: Revision of pedagogy courses in practicum portion 2. Revision of course: Conceptual basis of education	Nil
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Thanking you in anticipation

Yours faithfully

Principal

Copy to:

1. Coordinator Curriculum Review Committee
2. Coordinator IQAC
3. All Programme coordinators
4. Record file



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Notice

The meeting of Curriculum review committee is going to be held on 12-02-2021 at 12.00 pm in the innovation Cell of the College. The following members are requested to be present in the meeting:

- Prof. Gurmeet kaur Coordinator B.Ed.
- Prof. Bashir Ahmad Bhat IG B.Ed.M.Ed.
- Dr. Nazir Ahmad Bhat Coordinator IQAC
- Dr. Shamsuddin Coordinator M.Ed.
- Dr. Roshan Ara Member CRC

Fazl illahi
Coordinator
Curriculum Review Committee (CRC)

Date: 10-2-2021



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A meeting of Curriculum Review Committee (CRC) met on 12-02-2021 to review the curriculum of different degree programs.

The following members were present in the meeting:

- | | |
|--------------------------|---------------------------|
| • Prof. Gurmeet kaur | Coordinator B.Ed. |
| • Prof. Bahir Ahmad Bhat | Coordinator IG B.Ed.M.Ed. |
| • Dr. Nazir Ahamd Bhat | Coordinator IQAC |
| • Dr. Shamsuddin | Coordinator M.Ed. |
| • Fazl illahi | Coordinator (CRC) |
| • Dr. Roshan Ara | Member CRC |

The committee discussed the following points:

- Need for curriculum review in teacher education programs of the college.
- Conduct of practicum/assignments/project work etc in different programs of teacher education.

Discussion:

The meeting was held in the follow-up of the letter vide No:GCOE/IASE/20/1938 dated: 16-01-2020 addressed by the Principal to Dean School of Education Cluster University, Srinagar for the conduct of the Curriculum Review Workshop regarding PLOs/CLOs (learning outcomes) of B.Ed. programme the committee discussed various issues threadbare regarding all the degree programs. The committee agreed that due the pandemic many of the important workshops/seminars were suspended. Despite the pandemic and the approval of the workshop still awaited the institution has already framed PLOs and CLOs of both the programs which is available on the website. It was agreed by all members that the

current 2-year B.Ed. and M.Ed. programs require to be revamped in line with NCTE norms. The practicum component at the end of each course in these programmes has not been included like in IG B.Ed.M.Ed. This makes the courseware too theoretical by not prodding students to extrapolate, contextualize, and critique what has been learned in the classroom. The practicum must enable students go beyond classroom by reflecting on the theoretical knowledge, work hands-on and minds-on, learn from field trips, assignments and projects. This enables prospective teachers to connect knowledge from different courses and develop a holistic view of theory and practice of education. The members also highlighted to take up the review of whole courseware of 2-year B.Ed. and M.Ed. programs because the basic framework of these programmes has been primarily developed by University of Kashmir. These courses need revision and require to be brought in line with the IG B.Ed. M.Ed. programme. In this regard the matter needs to be taken up again with the Dean, Cluster University, Srinagar.

It was also brought to the notice of members that IG B.Ed. M.Ed. programme requires some tweaking in practicum portion pedagogy courses particularly in Physical Science/Biological sciences pedagogy courses.

The members also said that some important projects on /instructional objectives (learning outcomes)/assessment and evaluation/ paradigms in teaching learning/ integrating ICT in teaching and learning/NPE-2020/ need to be recommended to students so that they develop deeper understanding in theory and practice of education.

The following decisions were taken:

Need for curriculum review in teacher education programs:

- The committee decided to remind and write to the Dean Cluster University, Srinagar for revision of School engagement for 2 year B.Ed. and M.Ed programmes. A thorough revamp of the programs could also be suggested.
- Review of Practicum portion in IG B.Ed.M.Ed. for pedagogy subjects will be taken up by the committee in due course of time.

Practicum/assignments/project work in the syllabi of different programmes:

In addition to the already the committee decided that following important projects be also considered in addition to the already existing:

- Hands-on/minds-on projects on formulation of instructional objectives for different subjects/levels(learning outcomes)
- Hands-on/minds-on projects on formulation of assessment tests/summative and formative assessments/performance tests/rating scales/dynamic assessments.
- Hands-on projects on leveraging ICT in teaching learning.
- NCFTE vis-à-vis Teacher Education in India and other countries.
- NEP-2020 (recommendations and implementation requirements)

- Working of Boards of School Education in India (BOSE, CBSE, ICSE, NIOS, CIE and others: functions/differences/curricular, pedagogic and assessment of different Boards.
- School Education system in different countries (similarities/differences/curriculum, pedagogy and assessment systems)

Submitted to principal for further necessary action

Fazl illahi
Coordinator
Curriculum Review Committee

No:- DRLOB/21/1664

Date 15/2/2021 




Minutes of the meeting

An important meeting of the below mentioned faculty members convened by the Madam Principal in her office chamber today on 28-10-2021 at 1:00 PM in connection with the syllabus revision of M. Ed. The meeting ended with the following decisions.

1. The changes in the syllabus shall be in consultation with Board of Studies members nominated for of the course.
2. Replacement of any paper/s if any, will keeping in view the appropriate level of semesters.
3. Dissertation work may be given a compulsory status to orient the students for unde|going higher order research.
4. Change of course code may be ensured to identify the courses/programmes easily.

1. Dr. Kounsar Bhat
2. Prof. Rubeena Jabeen
3. Prof. L. S. Sodhi
4. Dr. Nazir Ahmad Bhat
5. Dr. Mohd Ashraf Waji
6. Prof A. G. Kumar
7. Dr. Nousheen Qureshi
8. Dr. Roshan Ara
9. Dr. Tawheed Rasool
10. Dr. Shabana Shabir
11. Prof. Gousia Nisar
12. Prof. Sana Bashir


Prof. (Dr) Ruhi Jan Kanth
Principal

No: 5008/21/12/10
Date 01/11/2021



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NO: GCOE/IASE/21/

DATED: -2021

NOTICE

Govt. College of Education (IASE) Srinagar is going to conduct Board of Studies Meeting (for M. Ed) for introduction of Practicum and internship in all semesters of the programme on 01- 11-2021 at 11:30 AM in the Conference Hall of the college. In this regard the below mentioned faculty members are directed ensure your presence in the meeting.

1. Dr. Shamas UdDin Ahangar
2. Dr. Shaheen Rasool
3. Dr. Shaheena Akhter
4. Dr. Nuzhat Nasreen
5. Mr. Fazl Illahi

Prof (Dr) Ruhi Kanth
Principal




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NOTICE

In view of the Board of Studies Meeting (for M. Ed) to be held on 01- 11-2021 all the faculty members of the college are directed to remain present in the college on the said date without any fail.


Prof (Dr) Ruhi Kanth
Principal

No: GCOE/IASE/21/

Date: 30-10 2021

As per the Cluster University Statutes the Board of Studies for UG and PG Programmes were constituted in the year 2017-18. These Boards need re-constitution because of elevations / superannuation and transfers of faculties from one College to another. The curriculum and syllabi of the courses running in the Constituent Colleges is reviewed and recommended by these Boards of Studies for further implementation by the faculties of the Colleges for teaching of students. These existing Boards have been reconstituted for each Course, the composition of which is proposed as under:-

PG Board of Studies for M.Ed

S.No	Name of the Officer	Designation
1.	Prof. (Dr.) Ruhi Kanth	Principal, GCOE, IASE
2.	Prof. (Dr.) Tasleem Jan	Head, School of Education & Behavioural Sciences, University of Kashmir
3.	Prof. (Dr.) Mohd. Iqbal Mattoo	Former, Dean & Head, School of Education & Behavioural Sciences, University of Kashmir
4.	Dr. Shamas Ud Din Ahanger	IASE, Srinagar
5.	Dr. Rifat Aman	Govt. College for Women, MA Road, Srinagar
6.	Dr. Shaheen Akhter	IASE, Srinagar
7.	Dr. Shaheen Rasool	IASE, Srinagar
8.	Dr. Nuzhat Qazi	GDC, Sopore

PG Board of Studies for M.A. Education

S.No	Name of the Officer	Designation
1.	Prof. (Dr.) Ruhi Kanth	Principal, GCOE, IASE
2.	Prof. (Dr.) Mehmood Ahmad Khan	Former Dean & Head, University of Kashmir
3.	Dr. Nazir Ahmad Bhat	IASE, Srinagar
4.	Dr. Mohd Ashraf Wagi	IASE, Srinagar
5.	Prof. Tehseen	GDC, Boys, Baramulla
6.	Prof. Kaisara Yousuf	Amar Singh College, Srinagar
7.	Prof. Waseema Hameed	Govt. Women College, MA Road, Srinagar
8.	Dr. Mehraj ud Din	GDC, Bijbehara

PG Board of Studies for Integrated B.Ed-M.Ed

S.No	Name of the Officer-	Designation
1.	Prof. (Dr.) Ruhi Kanth	Principal, GCOE, IASE
2.	Prof. Showkat Ahmad	Dean, University of Kashmir
3.	Prof. I. S. Sodhi	IASE, Srinagar
4.	Dr. Malik Roshan Ara	IASE, Srinagar
5.	Dr. Ulfat Jan	GDC, Budgam
6.	Dr. Shamas ud Din Ahanger	IASE, Srinagar
7.	Prof. A.G. Kumar	IASE, Srinagar
8.	Mr. Fazl Illahi	IASE, Srinagar

PG Board of Studies for B.Ed

S.No	Name of the Officer	Designation
1.	Prof. (Dr.) Ruhi Kanth	Principal, GCOE, IASE
2.	Prof. (Dr.) Tasleem Jan	Head Deptt. of Education Kashmir University
3.	Dr. Zahoor Ahmad Gillani	Central University, Ganderbal
4.	Dr. Nuzhat Nasreen	IASE, Srinagar
5.	Prof. Goussia Nissar	IASE, Srinagar
6.	Prof. Sana Bashir	IASE, Srinagar
7.	Prof. Aijaz Ahmad Dar	IASE, Srinagar
8.	Dr. Tawheeda Rasool	IASE, Srinagar
9.	Dr. Shaheen Rasool	IASE, Srinagar

Urgent