

# **PRISM SCHOOL OF EDUCATION**

**MAHKAKHURD, UTAI- GANIYARI ROAD,  
BHILAI, C.G.**



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**Managed and Run by Saroj Gopal Educational Society**

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**(Affiliated to Hemchand Yadav University, Durg C.G.)**

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## **Prospectus (Session: 2021-23)**

**For**

## **Bachelor of Education (B.Ed.)**

**(Two Year Programme)**

**(Recognised by NCTE, New Delhi)**

**DREAM**

**BELIEVE**

**ACHIEVE**

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## **About Society:**

Prism School of Education run under the aegis of **Saroj Gopal Education Society (SGES)**, a registered non-profit society formulated under the Chhattisgarh Society Registration Adhiniyam, 1973. The aims of the society is to build of the institution where individual will be given opportunity to hone their inherent skills, nurture their dreams and contribute towards the making of a better society.

<b>GOVERNING BODY</b>		
<b>S.No</b>	<b>Name Of The Member</b>	<b>Designation</b>
1	Mr. Rupesh Kumar Gupta	President
2	Khyati Sahu	Treasurer
3	Anjani Gupta	Secretary
4	Paramita Mohanti	Member
5	Asim Sahu	Member
6	Sarthak Gupta	Member

## **About College:**

**Prism School of Education, Mahkakurd Utai** was established in the year 2013-14 with 100 seats, which is recognized by the NCTE (Order No-WRC/APP1640/188th / B.Ed 2013/107319-326 date 29/08/2013) and affiliated to Hemchand Yadav University, Durg (C.G) under the state government under act (16/2015).

The college is running smoothly in a single shift from 10 a.m. to 4 p.m. With a team of committed teachers on its faculty, the college presently has all its facilities needed for imparting quality education programmes.

Our Teacher Education program (B.Ed.) has been very seriously focusing on instilling quality and bringing diversity in the scope of its pre-service teacher education programme.

### **Chairman's Message:**

The acquisition of knowledge has always occupied an elevated position in our society. Knowledge is a liberating force today it has metamorphosed into a democratic force that cuts across the barriers of caste, religions gender. In the legendary competitions between beauty, power, knowledge, it was the knowledge that overpowered the other two contenders. We begin academicians, have a lifelong commitment to acquiring knowledge devoting our energies to this endeavour. Today education means much more than acquiring knowledge. It also means building character improving the employability of our young talent. We are indeed proud privileged to be a part of this system.



**Mr. Rupesh Kumar Gupta**

**Chairman**

## **Principal's Message:**

“Education is the key factor that shapes the budding youth”

Prism School of Education is one of the leading academic and dynamic institutions, run under the aegis of Saroj Gopal Educational Society. The college began its journey in 2013. Our institution has been a standing example for reaching success and sustaining it. Our college has made an excellent progress in the field of teacher training in education, games, sports yoga education, and cultural activities. Innovative teaching methods & techniques are the best part of our college. Apart from academic excellence, our students participate in other Co-curricular and social activities. Our college has well-developed infrastructure, well-equipped science laboratories rich library with more than 3000 books on education, research, and other references. From the dawn to dusk we all think for the betterment of the college. Peaceful academic environment and desire to build a harmonious relation among the teachers and other educators, we are looking forward. our institution is located in the heart of village Mahakakhurd, Utai, students studying in the institution come from different places (States). The success of any institution depends on elements like good management sincere and hard-working staff, well administration, and disciplined students. Prism school of education is fortunate to have such experience. Our mission is to transform students into law-abiding citizens, rational thinkers and spiritually enlightened individuals. It is my privilege to thanks Shri Rupesh Kumar Gupta, Chairman of college for this great service towards society. He is a man with a broader outlook and vision. Visit our prism to learn more about it. Best wishes to all aspirants.



Dr. Anjana

Principal, Prism School of Education

## **Vision:**

**To be a leader in Educational services.**

- To provide a unique learning Experience which will enable the students to realize their potential and mould their overall personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To make available globally competitive education infrastructure compatible with the changing challenge of India's nation - building processes.
- To prepare committed, competitive and creative teachers to provide educational leadership and meet upcoming global changes in the teaching learning process.

## **MISSION:**

- To impart qualitative and valuable service in the field of teacher education to the students.
- To inculcate discipline in term of regularity, sincerity and punctuality among students.
- To provide opportunities to student teachers to organize various curricular and co-curricular activities in the institution as a best practice.
- To inculcate values scientific temperament and logically thinking among the students.
- To provide ample opportunity for constructive work and to be a responsible teacher to the society
- To make student teachers aware about new innovations and researches in the field of the teaching learning to face the global challenges.



## **OBJECTIVE:**

### **The objectives of the Institution are:**

- To develop positive attitude among the student-teachers towards teaching profession.
- To establish and develop the skills of teaching among the student teachers.
- To use and promote modern educational technology in the classroom teaching.
- To create societal and national sensitisation among the student teachers through community work.
- To develop a healthy as well as critical attitude towards development of mental, physical and moral upliftment of the student teachers and those connected with the institution.
- To develop the educational leadership quality among student teachers.
- To develop a comprehensive personality.
- To cope up with the society and environment.

## **Admissions and Eligibility Criteria:**

Admission to the B.Ed course in CG starts in the month of March every year with the announcement of Pre B Ed Entrance Exam conducted by CG Vyavasayik Pariksha Mandal (Vyapam). Entrance exam is conducted in the month of April at centres spread over all the districts of CG. After the result of Pre-B Ed exam, eligible candidates get admission in the college by counselling process. The Counselling process is conducted by SCERT (Raipur Shankar Nagar). Online counselling is conducted in 3-4 phases.

A. For C.G Students (OBC, ST, SC, & Female Category) candidates with at least 45% & above either in Bachelor's degree and / or Master degree in Arts/Commerce/Science or any other qualification equivalent thereto, are eligible.

B. For Male (General category) 50% and above either in Bachelor's degree and / or Master degree in Arts/Commerce/Science or any other qualification equivalent thereto, are eligible.

C. Other state (University) candidates with 50% & above in UG/PG is must.

D. All those candidates who have appeared in the final year examination and whose results are awaited may also appear.

E. B.Ed. is a two-year full- time program B.Ed. students are not permitted to take up any employment (full-time or part time). No student of the University shall be permitted to pursue two-degree courses simultaneously either from the same university or any other.

For Details of admission & Eligibility, students are advised to visit

[www.scert.cg.gov.in](http://www.scert.cg.gov.in), [www.cgvyapam.choice.gov.in](http://www.cgvyapam.choice.gov.in)

## **PROGRAMME LEARNING OUTCOME (PLO):**

The program learning outcomes of Two-Year B.Ed. programme are in accordance with the syllabi prescribed by Hemchand Yadav Vishwavidyalaya, Durg, C.G. The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers. On the successful completion of the Two-year B.Ed. programme, the pupil teacher will be able to-

1. Understand nature of education and pedagogic processes through enriched experiences.
2. Build and practice the right attitude, value and ethics needed for teaching profession.
3. Empower themselves with the subject content and pedagogy.
4. Apply teaching skills and methodology to deal with classroom problems.
5. Understand and cater to the needs of the diverse students.
6. Contribute to the community service programme.
7. Sensitize themselves on issues related to environment protection, gender, literacy and other concurrent issues.
8. Develop scientific temperament and ICT knowledge for changing technological challenges and globalisation demands.
9. Attain harmonious development of their personality.
10. Understand basic concepts and ideas of educational theories associated with each subject.

11. Build skills and abilities of communication, effective teaching, problem solving, art and self-expression and ICT.
12. Develop understanding about teaching pedagogy, school management, community involvement.
13. Innovate new methods and process of teaching –learning in education.
14. Develop and support society. They would be efficient enough to solve problems of the society.
15. Contribute to develop the country by using their knowledge in their everyday life.
16. Provide effective teaching to the school students for making their basic concepts clear.

**COURSE LEARNING OUTCOME:**

**PAPER - I:**

**PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

To enable the student-teacher to understand-

- (i) the relationship between philosophy and education and implications of philosophy on education;
- (ii) the importance and role of education in the progress of Indian society;
- (iii) the contribution of great educators to the field of education;
- (iv) the need to study education in a sociological perspective. The process of social change and socialization in order to promote the development of a sense of commitment to the teaching profession and social welfare;
- (v) their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate fully; and
- (vi) the means and measures towards the promotion of national integration and protection of human rights.

## **PAPER - II: LEARNER AND LEARNING PROCESS**

**TOTAL MARKS: 100**

### **COURSE LEARNING OUTCOME:**

To enable teacher trainees to-

(i) acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners;

(ii) develop understanding of process of child learning in the context of various theories of

learning;

(iii) understand intelligence, motivation and various types of exceptional children; and

(iv) develop skills for effective teaching-learning process and use of psychometric assessment.

## **PEDAGOGICAL STUDIES (PART I)**

### **PAPER - III:**

## **PEDAGOGY OF MATHEMATICS (PART I)**

**TOTAL MARKS: 100**

### **COURSE LEARNING OUTCOME:**

After completion of course the students will be able to-

- (i) develop insight into the meaning, nature, scope and objectives of mathematics education;
- (ii) appreciate mathematics as a tool to engage the mind of every student; (iii) appreciate mathematics to strengthen the student's resource;
- (iv) appreciate the process of developing a concept; (v) appreciate the role of mathematics in day-to-day life;
- (vi) learn important mathematics: mathematics is more than formulas and mechanical procedures;
- (vii) channelize, evaluate, explain and reconstruct their thinking;
- (viii) see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- (ix) pose and solve meaningful problems;
- (x) appreciate the importance of mathematics laboratory in learning mathematics;
- (xi) construct appropriate assessment tools for evaluating mathematics learning;
- (xii) develop ability to use the concepts for life skills;

(xiii) stimulate curiosity, creativity and inventiveness in mathematics;

(xiv) develop competencies for teaching-learning mathematics through various measures;

(xv) focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and

(xvi) examine the language of mathematics, engaging with research on children's learning in specific areas.



## **PEDAGOGICAL STUDIES (PART I)**

### **PAPER - III:**

## **PEDAGOGY OF BIOLOGICAL SCIENCE (PART I)**

**TOTAL MARKS: 100**

### **COURSE LEARNING OUTCOME:**

After Completion of Course the Students will be able to-

(i) develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;

(ii) appreciate that science is a dynamic and expanding body of knowledge;

(iii) appreciate the fact that every child possesses curiosity about his/her natural surroundings;

(iv) identify and relate everyday experiences with learning biological science;

(v) appreciate various approaches of teaching-learning of biological science; (vi) explore the process skills in science and role of laboratory in teaching-learning;

(vii) use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science;

(viii) integrate the biological science knowledge with other school subjects;

(ix) analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;

- (x) develop process-oriented objectives based on the content themes/units;
- (xi) identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- (xii) explore different ways of creating learning situations for different concepts of biological science;
- (xiii) formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages, facilitate development of scientific attitudes in learners;
- (xiv) examine different pedagogical issues in learning biological science;
- (xv) construct appropriate assessment tools for evaluating learning of biological science;
- (xvi) stimulate curiosity, inventiveness and creativity in biological science.

**PAPER-III:**

**PEDAGOGICAL STUDIES (PART I)**

**PEDAGOGY OF PHYSICAL SCIENCE (PART I)**

**TOTAL MARKS: 100**

**COURSE OBJECTIVES:**

After completion of course the students will be able to-

- (i) gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- (ii) appreciate that science is a dynamic and expanding body of knowledge;
- (iii) appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- (iv) identify and relate everyday experiences with learning physical science;
- (v) appreciate various approaches of teaching-learning of physical science;
- (vi) understand the process of science and role of laboratory in teaching-learning situations;
- (vii) use effectively different activities/demonstrations/laboratory experiences for teaching- learning of physical science;
- (viii) integrate physical science knowledge with other school subjects;
- (ix) analyse the contents of physical science with respect to its branches, process, skills, knowledge organisation and other critical issues;
- (x) develop process-oriented objectives based on the content themes/units;

(xi) identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;

(xii) explore different ways of creating learning situations in learning different concepts of physical science;

(xiii) formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry;

(xiv) facilitate development of scientific attitudes in learners;

**PAPER - III:**

**PEDAGOGICAL STUDIES (PART I)**

**PEDAGOGY OF SOCIAL SCIENCE (PART I)**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. Student-teachers are encouraged to grasp concepts and to develop thinking skills. That is why, in certain cases, Case Studies for the transaction of topics has been indicated.

**PAPER - III:**

**TOTAL MARKS: 100**

**PEDAGOGICAL STUDIES (PART I) PEDAGOGY OF  
LANGUAGE (ENGLISH) (PART I)**

**COURSE LEARNING OUTCOME:**

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

**PAPER - III:**

**PEDAGOGICAL STUDIES ( PART I )**

**हिंदी भाषा का शिक्षण (भाग 1)**

**कुल अंक : 100**

**पाठ्यक्रम के उद्देश्य**

- (i) भाषा के अलग-अलग भूमिकाओं को जानना;
- (ii) भाषा सीखने की सृजनात्मक प्रक्रिया को जानना;
- (iii) भाषा के स्वरूप और व्यवस्था को समझना; (iv) स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना;
- (v) भाषा के संदर्भ में पढ़ने के अधिकार शांति और पर्यावरण के प्रति सचेत होना;

## **B.ED. SYLLABUS (SEMESTER II)**

### **CORE STUDY**

#### **PAPER - IV: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**TOTAL MARKS: 100**

#### **COURSE LEARNING OUTCOME:**

To enable the student-teacher to understand-

(i) the social diversity in the state and the class room and its implication for teaching;

(ii) and be able to use some key concepts relating to social stratification;

(iii) the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education;

(iv) the problems faced by the tribal communities and the issues in education of tribal children; and

(v) how poverty affects schooling prospects of children with special reference to migrant children.



## **CORE STUDY**

### **PAPER - V: CURRICULUM AND KNOWLEDGE**

**TOTAL MARKS: 100**

#### **COURSE LEARNING OUTCOME:**

To enable the teacher trainees to-

- (i) understand the nature of curriculum and its relation to syllabi, text books and class room practices;
- (ii) understand the nature of knowledge, moral values and skills;
- (iii) examine the place of work in education;
- (iv) understand the implications of constructivism for education; and
- (v) develop and apply a framework for studying curriculum documents.

**PAPER - VI: ELECTIVE GROUP - I**

**TOTAL MARKS: 100**

Note: Any one elective is to be chosen from the options given below:

(A) EDUCATIONAL AND MENTAL MEASUREMENT

(B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT

(C) EDUCATIONAL ADMINISTRATION AND MANAGEMENT

**PAPER - VI: ELECTIVE GROUP – I VI (A)**

**EDUCATIONAL AND MENTAL MEASUREMENT**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

- (i) To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement;
- (ii) To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures;
- (iii) To develop skills and competencies in the student teacher for the use of the techniques in the field;
- (iv) To enable the student teacher to interpret the result of educational measurement; and
- (v) To enable the student understand about various educational and mental measurement tools.

**PAPER - VI: ELECTIVE GROUP - I**

**VI (B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

- (i) To obtain a total perspective of the role of technologies in modern educational practices;
- (ii) To equip the student-teacher with his various technological applications available to him/her for improving instructional practices;
- (iii) To help the teacher to obtain a total gender of his role of scientific management in education;
- (iv) To provide the teacher the skills required for effective instructional and institutional management; and
- (v) To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

**PAPER - VI: ELECTIVE GROUP - I**

**VI (C) EDUCATIONAL ADMINISTRATION & MANAGEMENT**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

(i) To acquaint the student teachers with the concept and concerns of educational administration;

(ii) To develop an understanding of the role of headmaster and the teacher in school management;

(iii) To enable the students to understand to concept of importance of communication and its possible barriers in educational administration;

(iv) To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.

(v) To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

## **PAPER - VII: ARTS EDUCATION**

**TOTAL MARKS: 100**

### **COURSE LEARNING OUTCOME:**

- (i) To work together on small and large projects;
- (ii) To encourage students to free expression and creativity;
- (iii) To acquaint students with basic elements of design;
- (iv) To develop an insight towards sensibility and aesthetic appreciation;
- (v) Joyful experience; and
- (vi) To develop a perspective of artistic and creative expression.

## **B.ED. SYLLABUS (SEMESTER III)**

### **TEACHER ENRICHMENT**

#### **PAPER - IX: ASSESSMENT IN LEARNING**

**TOTAL MARKS: 100**

#### **COURSE LEARNING OUTCOME:**

After completion of course the students will be able to-

(i) gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;

(ii) be exposed to different kinds and forms of assessment that aid student learning;

(iii) become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and

(iv) evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

## **B.ED. SYLLABUS (SEMESTER IV)**

### **CONTEMPORARY STUDIES**

#### **PAPER - X: GENDER, SCHOOL AND SOCIETY**

**TOTAL MARKS: 100**

#### **COURSE LEARNING OUTCOME:**

- (i) Understanding the role of culture (apart from biology) as determinants of gender distinction in social living;
- (ii) Awareness of factors that shape gendered roles in Indian society;
- (iii) Understand the problems of girl child education in our society;
- (iv) Developing a critical perspective on gender-based discrimination and its effects;
- (v) To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender;
- (vi) To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability; and
- (vii) To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

**PAPER - XII: ELECTIVE GROUP - II**

**XII (D) COMPUTER EDUCATION**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

To enable the teacher-trainees:

(i) To appreciate the role of computer education in the context of modern technological society;

(ii) To develop understanding of computers and their application in education;

(iii) To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;

(iv) To use computer-based learning packages and organize effective classroom instructions;

(v) To acquire necessary skills in using of modern word processing software; and

(vi) To develop skills of creating and managing simple databases and handling of computers.



## **PAPER - XII: ELECTIVE GROUP - II**

### **XII (E) INCLUSIVE EDUCATION**

**TOTAL MARKS: 100**

#### **COURSE LEARNING OUTCOME:**

The students will be able to-

- (i) demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- (ii) reformulate attitudes towards children with special needs;
- (iii) identify needs of children with diversities;
- (iv) plan need-based programmes for all children with varied abilities in the classroom;
- (v) use human and material resources in the classroom;
- (vi) use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- (vii) modify appropriate learner-friendly evaluation procedures;
- (viii) incorporate innovative practices to respond to education of children with special needs;
- (ix) contribute to the formulation of policy; and
- (x) implement laws pertaining to education of children with special needs.

**PAPER - XII: ELECTIVE GROUP - II**

**XII (F) TEACHING OF VALUES**

**TOTAL MARKS: 100**

**COURSE LEARNING OUTCOME:**

- (i) To understand the nature and sources of nature, and disvalues.
- (ii) To understand the classification of values under different types.
- (iii) To appreciate educational values like democratic, secular, and socialist.

## PHOTO GALLERY



**ANNUAL FUNCTION**



**DIWALI CELEBRATION**



**OUTREACH ACTIVITY**



**FOOD AND SALAD COMPETITION**





**RANGOLI COMPETITION**  
**ON WOMEN'S DAY**



**CULTURAL EVENT**