

SELF-APPRAISAL REPORT



SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(**N A A C**)
BANGALORE



Madhyamgram B.Ed. College

NCTE Recognized and Affiliated to West Bengal State University

20/3/A, Nadibhag, Badu Road, Madhyamgram, Kolkata - 700128.

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Email : madhyamgrambedcollege@rediffmail.com

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Re construction of College Building (Main)



Cultural Programme on College Building Opening Ceremony



Principal Dr. U. Bhattacharya start annual programme 2010

OUR INSTITUTION

The college was established on 27th February, 2008 by the Satyam Educational and Social Welfare Trust in reorganization to second memory of Late Rekha Ckaraborty (1943 - 2007), a social reformer and protagonist of Education. It came into existence from the academic session 2008 - 2009.

This institution is the brain-child of her son Mr. Saibal Chakraborty, the founder secretary as well as Eminent Director of this Institution. It is recognized by the N.C.T.E , New Delhi, a statutory body.

Mr. Saibal Chakraborty, M.A., B.Ed., M.Mus. is the founder Secretary of this institution . This institution is recognized by N.C.T.E. and affiliated to West Bengal State University. The Govt. of West Bengal has also extended their permission in support of this institution.

Within a short time, the institution has made its mark in the field of teacher education programme by imparting right type of training to the student teachers with an objective of making them value-oriented teachers of the state as well as the country.

The college is located in Madhyamgram Police Station, Under Madhyamgram Municipality, District North 24 Parganas. It stands on a plot measuring about 0.96 acres including a separate space which is utilized for sports and other recreational activities.

The College is situated near to Kolkata and is easily accessible by train or bus from Kolkata and nearest Railway station is Madhyamgram which is only 6 km from the Institution. It is only 6 kms away from "Netaji Subhas Chandra Bose Internaltional Airport", Kolkata. The college can be approached from Barasat, which is the district town of North 24 Parganas and Sodepur railway stations also. Regular bus services can also be availed from Saltlake-Newtown, Dumdum, Barasat, (Jessore Road) and Sodepur, Shyambazar. The college is also close to NH-34, Jessore Road, Sodepur Road, Belghoria Express way. It gets student from the different district of West Bengal. From Madhyamgram Railway Station area regular auto service are also available.

The college sends its student for Practice Teaching to the neighboring Schools which are located within 5 kms from the College.

The institution is located in the midst of a peaceful, pollution free, natural and elevated environment.

There is an excellent student's support system, like college canteen, ICT room and photocopying, scan facilities are also available. There is also an excellent facility of Psychological Lab & Work Experience Room. The College also has well equipped library and internet facilities. Laboratory facilities of Physical Science, Life Science & Geography as well as Computer are up to the mark.

The Candidates in the B.Ed. final Examination who secure highest marks among the trainees of this college are felicitated by "STUDENT OF THE YEAR" prize. Also the trainee, who will stand 1st position on the basis of daily attendance, is be felicitated by college prize.

Also various prizes are distributed among the trainee who achieve top three positions in sports, and other Co-Curricular activities.

The main aim of the college has been to provide quality teacher education to students of the area who want to enter the teaching profession. From this point of view, the college management and the faculty have been taking special care to develop serene and healthy learning environment and an excellent academic ambience, where the new generation teachers along with their professional orientation would get trained in disciplined social life. This college also offers the prospective teachers on environment where they can unfold their creative talent and professional teaching skills with special attention paid to their overall development of social, moral, ethical and aesthetic values. Special importance is given for inducting the would-be teachers into the theory and practice of education through varied experiences like micro teaching, exhibition and extension programme.

The institution has always steadfastly pursued the main objectives of teachers' education where the institution gives equal importance to teaching and learning as well as educational extension.

The mission of this institution is to develop an outstanding high quality teacher education system according to the various needs of the modern society.

The Faculties and stakeholders try their best to provide suitable environment for all-round development of the society.



Bratachary Camp



Center Visit



Hosting Flag on College Foundation Day



MADHYAMGRAM B.ED COLLEGE

NCTE Recognized and Affiliated to West Bengal State University

20/3/A Nadibhag, Badu, Madhyamgram, Kolkata - 128, West Bengal

PART - I

INSTITUTIONAL DATA

A – Profile of the Institution

B. – Criterion – Wise Inputs

A. Profile of the Institution

1. Name and address of the institution : Madhyamgram B. Ed. College
20/3/A, Nadibhag, Badu Road,

PO- Badu, Madhyamgram,

Kol- 128
2. Website URL : www.madhyamgrambedcollege.org
3. For communication:

Office

Name	Telephone Number with STD code	Fax No.	E-Mail Address
Head/ Principal Dr. Udayaditya Bhattacharya	09331532872		Madhyamgrambedcollege@rediffmail.com
Self - Appraisal Co-ordinator Prof. Sourav Mondal	09433393180 3 033-25262009		Sourav_803@rediffmail.com

Residence

Name	Telephone Number with STD code	Mobile Number
Head/ Principal Dr. Udayaditya Bhattacharya	-----	09331532872
Self - Appraisal Co-ordinator Prof. Sourav Mondal	-----	094333931803

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

1. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
02	2008

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

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

Month & Year

MM	YYYY
N.A.	N.A.

2f

Month & Year

MM	YYYY
N.A.	N.A.

12B

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education

- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/Elementary			Certificate		
		D.El.Ed.	Higher Secondary	Diploma	2 Years	Bengali & English
				Degree		
iii)	Secondary/Sr. secondary			Certificate		
				Diploma		
				Degree		
iv)	Under Graduate			Diploma		
		B.Ed.	Graduation	Degree	2 Year	Bengali & English
v)	Post Graduate			Diploma		
				Degree		
vi)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary	D.El.Ed.	ERC/7- 167.6.31/NCTE/D.E l.Ed.-Additional Course/2014/2333 6 Date - 20.01.2014	Permanent	50
Secondary/ Sr.secondary				
Under Graduate	B.Ed.	F.ERC/NCTE/APE00 785/B.Ed./Revised Order/2015/32484 Date - 30.05.2015	Permanent	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
- | | | | | |
|------------|-----|-------------------------------------|----|--------------------------|
| Vision | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Mission | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Values | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Objectives | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

If yes,

- a) How many programmes?

Two

- b) Fee charged per programme

B.Ed. 75000/- per annum

D.El.Ed. 60000/- per annum

3. Are there programmes with semester system

Yes

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

Yes No

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

Two

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

D.El.Ed. Nil

B.Ed. 11 methods/ 6 Elective

M.Ed. (Full-time) Nil

M.Ed.(Part-time) Nil

Any other (specify and indicate) ---

6. Are there Programmes offered in modular form

Yes No

Number ---

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes No

Number	3
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

Number	2
--------	---

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

- Heads of practice teaching schools Yes No
- Academic peers Yes No
- Alumni Yes No
- Students Yes No
- Employers Yes No

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

1 Year

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

Yes No

Number

1

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

Yes No

Number

2

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D.Ed.	17	33	50	11	18	29	6	15	21
B.Ed.	22	78	100	13	17	30	9	61	70
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students? Yes No

If yes, how many?

NA

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

a) Unit cost excluding salary component

38544.54

b) Unit cost including salary component

14928.50

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	75.2	45.4	54.20	46.20
B.Ed.	68.29	21.34	56.44	30.35
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes

No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	50	10	40
B.Ed.	50	10	40
M.Ed. (Full Time)	—	—	—
M.Ed. (Part Time)	—	—	—

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching

b) Total number of practice teaching days

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

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

No. of Lessons In simulation

No. 06

No. of Lessons Pre-practice teaching

No. 05

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.	45%	55%
B.Ed.	40%	60%
M.Ed. (Full Time)	—	—
M.Ed. (Part Time)	—	—

16. Examinations

a) Number of seasonal tests held for each paper

b) Number of assignments for each paper

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

	Yes	No
Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intranet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Software / courseware (CDs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audio resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Self Appraisal Report for NAAC

Any other (specify and indicate)	OHP & LCD Projector	
----------------------------------	------------------------	--

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

Yes No

Number

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

Yes No

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	2	16	12.5%
--------	---	----	-------

2. Does the Institution have ongoing research projects?

Yes No

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
--	--	--	--
--	--	--	--
--	--	--	--
--	--	--	--

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

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

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

Self Appraisal Report for NAAC

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

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	---	---	
National journals – referred papers	---	---	
Non referred papers			
Academic articles in reputed magazines/news papers	---	---	
Books	<input checked="" type="checkbox"/>		14
Any other (specify and indicate)			

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

Yes No

Number

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

	Faculty	Students
National seminars	<input type="text"/>	<input type="text"/>
International seminars	<input type="text"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

Self Appraisal Report for NAAC

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

05

16. Does the institution provide consultancy services?

Yes

No

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

N.A.

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

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

4205.87sq. mts.

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

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

Self Appraisal Report for NAAC

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

30

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

15000

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

41000

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

10000

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

2600000

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

Yes

No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching	7	7	1	1
	6	3	0	0

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching	0	0	0	0
	0	0	0	0

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

	Open		Reserved	
Asst.	M	F	M	F

Self Appraisal Report for NAAC

Professor	6	7	1	1
Associate	M	F	M	F
Professor	1	--	--	--
	M	F	M	F
Professors	--	--	--	--

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

	Open		Reserved	
Lecturers	M	F	M	F
Readers	M	F	M	F
Professors	M	F	M	F

c. Number of teachers from

same state

16

Other states

--

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:16
B.Ed.	1:15
M.Ed. (Full Time)	--
M.Ed. (Part Time)	--

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F

	6	1	0	0
	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

	Open		Reserved	
Permanent	M	F	M	F
	0	2	0	0
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

16 : 9

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

44.20

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

10:00 a.m. – 05:00 p.m.

On holidays

During examinations

09:00 a.m. – 06:00 p.m.

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books	5456
- Textbooks	4429
- Reference books	1027
b. Magazines	10
e. Journals subscribed	15
- Indian journals	15
- Foreign journals	Nil
f. Peer reviewed journals	Nil
g. Back volumes of journals	Nil
h. E-information resources	Nil
- Online journals/e-journals	Nil
- CDs/ DVDs	10
- Databases	Nil
- Video Cassettes	2
- Audio Cassettes	1

20. Mention the

Total carpet area of the Library (in sq. mts.)	142.03
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

Fully automated

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

Circulation	✓
Clipping	✓
Bibliographic compilation	X
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	X
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	X
Power back up	✓
User orientation /information literacy	X
Any other (please specify and indicate)	

Are students allowed to retain books for examinations?

Yes No

23. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students by faculty

Maximum number of books permitted for issue

for students for faculty

Average number of users who visited/consulted per month

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

36.37 : 1

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

0.21 %

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

	I(2011-12)		II(2012-13)		III(2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	120	110500	340	103823	240	75000
Other books	18	10014	22	20175	9	3475
Journals/ Periodicals	10	3000	5	1500	5	1200
Any others specify and indicate (e-journal)						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)
D.Ed.	N.A.	N.A.	N.A.

B.Ed.	Nil	1	Nil
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes No

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

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

	UG			PG			M. Phil		
	I (2012-13)	II (2013-14)	III (2014-15)	I	II	III	I	II	III
Pass percentage	100	100	96						
Number of first classes	99	98	96						
Number of distinctions	2	1	Nil						
Exemplary performances (Gold Medal and university ranks)	—	—	—						

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

	I (2012-13)	II (2013-14)	III (2014-15)
--	-------------	--------------	---------------

NET	1	Nil	1
SLET / SET	2	2	1
Any other (Specify & Indicate) TET/CTET	14	10	7
SSC	15	4	NIL
Primary	7	3	NIL

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

Financial Aid	I (2012-13)	II (2013-14)	III (2014-15)
Merit Scholarship	---	---	---
Merit-cum-means scholarship	---	---	---
Fee concession	---	---	---
Loan facilities	---	---	---
SC, ST, OBC Scholarship	22	19	21

(Additional rows may be inserted as per requirement)

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

Yes

No

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	<input checked="" type="checkbox"/>
Non-Teaching Staff	Yes		No	<input checked="" type="checkbox"/>

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

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

If yes, number of students residing in hostels

Men

Women

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

Sport fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sport facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

12. Availability of rest rooms for Women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

Self Appraisal Report for NAAC

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

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

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	5	3
Regional	---	---
National	---	---
International	---	---

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2011

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	I (2012-13) %	II (2013-14) %	III (2014-15) %
Higher studies	20	16	Nil
Employment (Total)	38	31	23
Teaching	31	22	19
Non teaching	7	9	4

23. Is there a placement cell in the institution?

Yes No

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

(2012-13)	(2013-14)	(2014-15)
4	2	1

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

Yes No

Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

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

Yes

No

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

Governing Body/management	Four
Staff council	Monthly
IQAC/or any other similar body/committee	Four
Finance Committee	Four
Examination Committee	Six
Academic Committee	Six

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other(Specify& Indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized organisation

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

Self Appraisal Report for NAAC

National

International

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

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

(2012-13)	(2013-14)	(2014-15)
8	9	14

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution

(2012-13)	(2013-14)	(2014-15)
4	6	4

Any other areas (specify the programme and indicate)

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

Self-appraisal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student assessment to faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Expert assessment of faculty performance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Combination of one or more of the above	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

7. Are the faculty assigned additional administrative work?

Yes No

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

7

Self Appraisal Report for NAAC

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

Grant-in-aid	Nil
Fees	Rs. 75,000/- + Rs. 30,000/-
Donation	81,800/-
Self-funded courses	Nil
Any other (specify and indicate)	Nil

9. Expenditure statement (for last two years)

	Year 1	Year2
	2014	2015
Total sanctioned Budget	100	100
% spent on the salary of faculty	34.85	44.20
% spent on the salary of non-teaching employees	23.97	17.06
% spent on books and journals	2.56	0.21
% spent on developmental activities (expansion of building)	32.10	33.40
% spent on telephone, electricity and water	1.83	2.48
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.81	1.14
% spent on maintenance of equipment, teaching aids, contingency etc.	2.57	1.37
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.31	0.14
% spent on travel	---	---
Any other (specify and indicate)		
Total expenditure incurred	100	100

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

Year	Surplus in Rs.	Deficit in Rs.
2012 - 2013	83,423.44	---
2013 - 2014	14,63,697.60	---
2014 - 2015	---	-1,65,776.12

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

for teachers	<input checked="" type="checkbox"/>
for students	<input checked="" type="checkbox"/>
for non - teaching staff	<input checked="" type="checkbox"/>

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes

No

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

	Category	Men	%	Women	%
a	SC	10	%	11	%
b	ST	2	%	1	%
c	OBC	1	%	6	%
d	Physically challenged	0	%	1	%
e	General Category	10	%	58	%
f	Rural	9	%	7	%
g	Urban	14	%	70	%
h	Any other (specify)	---	---	---	---

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	%	0	%
b	ST	0	%	0	%
c	OBC	0	%	0	%
d	Women	8	%	3	%
e	Physically challenged	0	%	0	%
f	General Category	14	%	9	%
g	Any other (specify)	---	---	---	---

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

Category	At Admission		On completion of the course	
	Batch I (2014 - 15)	Batch II (2015 - 17)	Batch I (2014 - 15)	Batch II (2015 - 17)
SC	25	21	25	21
ST	1	3	1	3
OBC	8	7	8	7
Physically challenged	---	1	---	1
General Category	63	68	63	68
Rural	17	17	17	17
Urban	83	83	83	83
Any other (specify)	---	---	---	---



MADHYAMGRAM B.ED COLLEGE

NCTE Recognized and Affiliated to West Bengal State University

20/3/A Nadibhag, Badu Road, Madhyamgram, Kolkata - 128, West Bengal

PART - II

EVALUATIVE REPORT

EXECUTIVE SUMMARY

Introduction:

Madhyamgram B.Ed college was established on 27th February 2008 by the Satyam Educational and Social Welfare Trust

With the increasing demand for employment, a career as a school teacher became an important target of collegiate education. To fulfill the need of a Teachers' Training Institute in Madhyamgram Area, this B.Ed. College came into existence from the academic session 2008-2009.

In North 24 Parganas district, at the time of the establishment of this Institute only Teacher Education College was functioning. Thus, the intense desire and utmost need for nurturing the career, Sri Saibal Chakraborty, son of Sri Laxmi Narayan Chakraborty, eminent poet, took the initiative and constructed the college building on a piece of land inherited by him. The college was established with the permission of State Government and affiliated to West Bengal State University, Barasat. It was recognized by National Council for Teacher Education (N.C.T.E.), a statutory body in 2007, established by Govt. of India. At present, it is functioning with the intake capacity of 100 students for B.Ed. Programme. .

Location and Communication:

The college is located in Madhyamgram Police Station, Under Madhyamgram Municipality, District North 24 Parganas. It stands on a plot measuring about 0.96 acres including a separate space which is utilized for sports and other recreational activities.

The College is situated near to Kolkata and is easily accessible by train or bus from Kolkata and from nearest Madhyamgram Railway station which is only 6 km from the Institution. It is only 6 kms away from "Netaji Subhas Chandra Bose International Airport", Kolkata. The college can be approached from Barasat, which is the district town of North 24 Parganas and Sodepur railway stations also. Regular bus services can also be availed from Saltlake-Newtown, Dumdum, Barasat, (Jessore Road) and Sodepur, Shyambazar. The college is also close to NH-34, Jessore Road, Sodepur Road, Belghoria Express way. It gets student from the different district of West Bengal. From Madhyamgram Railway Station area regular auto services are also available.

The college sends its students for Practice Teaching to the neighboring Schools which are located within 5 kms from the College.

Mission:

- ❖ To impart appropriate training to would be school teachers who will enrich school education in and outside the state with their knowledge and expertise.
- ❖ To provide sufficient flexibility in Teacher Education Programme for students who have studied in language, humanities and science streams.
- ❖ To provide opportunities to the pupil teachers. To learn through pedagogy through theory classes, Practical teaching in schools of varying profiles.
- ❖ To provide exposure to computer applications use of language lab, use of laboratory techniques in the science and Psychology lab.
- ❖ To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.

Vision:

To develop an Institution of Teachers Education that will stand in future as an effective instrument for enriching school education and society as a whole.

Objectives:

The Objectives of our Institution are to –

- ❖ Provide quality education to each student.
- ❖ Empower students to achieve their goals by providing access to high quality and affordable higher education.
- ❖ Impart teacher training which enables the prospective teachers to visualize the world in the new light of universal values.
- ❖ Introduce and nurture innovative technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching process.

Values:

In all the activities of the Institutions following values are nurtured –

- ❖ Developing value based education.
- ❖ Emphasis on emotional values.
- ❖ Including professional attitude and commitments.
- ❖ Developing environmental sensitivity.
- ❖ Developing traditional, Cultural and Social Values.
- ❖ Inculcating democratic ideas.



MADHYAMGRAM B.ED COLLEGE

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CRITERION-I

CURRICULAR ASPECTS



Community Outreach Programme



Visit to a Center



B.Ed. ODL Examination

1.1 Curricular Design and Development

1) State the objectives of the institution and the major considerations addressed by them. (Intellectual, Academic, Training, access to the Disadvantaged , Equity, Self- development, Community and National Development, Issues of ecology and environment, Value orientation, Employment, Global trends and demands etc.)

The objectives of our institution are to:

- ★ Provide quality education to each student.
- ★ Practice a skill oriented and technology- centered teacher education to develop efficient teachers who can practice the profession.
- ★ Empower students to achieve their goals by providing access to high quality and affordable higher education.
- ★ Develop new strategies of teaching for better interaction with students.
- ★ Foster the student's desire to learn, the ability to think clearly and express them effectively.
- ★ Introduce & nurture innovative technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching process.
- ★ Impart teacher training which enables the prospective teachers to visualize the world in the new light of universal values.
- ★ Develop various skills like communication and computer skills.
- ★ Encourage teacher educators for maintaining a holistic approach in teaching & learning process.
- ★ Raise an empowered generation of teachers who will bring about a change in the school of West Bengal.
- ★ Provide Remedial teaching and follow up programme.
- ★ Maintain of a rich library with sufficient collection of books and journal.
- ★ Provide feedback note book and demonstration classes before the practice teaching (school internship) programme.
- ★ Improve competencies in the use of various teaching skill.

For betterment of the students various other activities are organized which enhance their personalities and necessary skills required to be an excellent teacher.

Various programmes are conducted throughout a session like national level seminars, expert talks related to stress management, value education communication skill etc, workshops, doing extensive activities etc.

In order to keep pace with upcoming technology, students are facilitated with well equipped computer lab so that they can get

hands on experience in computer techniques. Students are also motivated to present certain content using CAI method.

To generate awareness on environmental issues, an eco-club has been formed. Seminars, interactive session with experts, special talks on preserving our environment, pollution problems, planting trees, poster competitions, plastic free campus etc. are also organized .

To enhance and promote students engagement by indulging them as an active learner in various scholastic and co-scholastic events. They are also provided a broad range of educational experiences both inside and outside the classroom. For this our college undertakes several community outreach programmes. Students also conduct an action research in school. They share the outcome of their research with the school authorities and present a reflective opinion to us.

By participating in various community outreach programmes student develop a fellow feeling for the different classes of the society and develop a social attitude. Such programme aims at awakening a sense of respect for hard work and labour. Certain sensitive matters related to the social welfare and awareness on national issues is highlighted through seminars, workshops, debates & awareness rallies.

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

Although nearly all the curriculum developmental processes are done by the West Bengal State University (2008-09 to 2014-15) still the college maintains a regular feedback mechanism. At the end of every academic year, we collect feedback about syllabus and teaching-learning process, college atmosphere and campus experiences from the students. Feedback is also collected from the heads of practice teaching schools and the external examiners. These opinions are recorded systematically and proper actions are taken accordingly for the betterment of educational issues.

Parent- teacher meetings (PTMs) are conducted where parents also present their feedback or any suggestion on various educational issues. The obtained view points are periodically discussed in the staff council meetings. We organize monthly staff meetings on fourth Saturday of each month. Based on the discussion, we take necessary steps for further improvement in curricular development processes. Further, we convey our suggestions if required to the university in this regard.

3) How are the global trends in teacher education reflected in the curricular and existing course modified to meet the emerging needs?

To meet the emerging needs of the society the curriculum is designed in such a way so that it gets reflected in it. As our college is an affiliated one, the syllabus is prescribed by the university and it is manipulated to give exposure of global trends through Information Communication Technology. We organize various programmes and activities that are not confined within four walls of the college. It goes beyond and gives exposure on global issues.

Several activities such as environmental awareness, programmes related to health, women empowerment, expert talks on various topics, interaction sessions for developing communication skills are organized. Our faculty members organize certain debates or discussions on prevalent issues of our modern society highlighting the education, employment and cultural aspect. Students also eagerly participate to discuss on various current issues.

Examples:

Sl. No.	Events organized	Topics	Speakers	Date
1	Special talk	Language Across the Curriculum	Dr. Subir Nag	25.07.2015
2	Special talk	Reading and Reflection on Text	Prof. Malayendu Dinda	01.08.2015
3	Special talk	Leadership role of a teacher	Sri. Amit Habishyasi	26.09.2015
4	Debate, Quiz, Role play, Brain Storm	—	Prof. Sourav Mondal	19.11.2015
5	Sit & Draw Competition	Stop water pollution, Go Green, Swachha Bharat, Sarbo Siksha Abhijan	Prof. Prasenjit Pal	27.11.2015
6	Poster competition on environmental awareness	Swacha Bharat, Go Green, Social Life and Aids (HIV) or Stop Aids	Prof. Prasenjit Pal	26.11.2015

7	Special Talk	Drama & Art Education	Dr. Kaushik Chatterjee	12.12.2015
8	Special Talk	Swami Vivekananda	Dr. Udayaditya Bhattacharya	11.01.2016

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

The students are given chances to participate in various seminars related to environmental issues. Eco club "**Sabujayan - an initiative for Greening**" actively functions in our institution serve the motto of "**Make the Globe Green & Clean for Bambino**".

Students voluntarily and enthusiastically participate in the following programmes undertaken by the concerned eco-club:

- i) Planting trees.
- ii) Gardening.
- iii) Campus cleaning.
- iv) Plastic free campus.
- v) Community service orientation.
- vi) Various health and public awareness programmes.

Sl. No.	Events	Date	Time
1.	Campus Cleaning	18/03/2015	11:30 A.M.
2.	Health Programme	10/10/2014	11:00 A.M.
3.	Blood Donation Camp	21/02/2015	10:00 A.M.
4.	First Aid workshop	13/11/2014	11:30 A.M.
5.	Plating Trees	16/07/2014	2:00 P.M.
6.	Community Service	28/02/2015	12:00 noon

"Sabujayan - An initiative for Greening" club educate students to create awareness amongst public and sanitary workers and motivate students to imbibe habits and life style for minimum waste generation. Every student teacher is urged to practice integrity, morality, honesty and virtuousness.

For that various activities are organized by our institution:

- i. Regular attendance and punctuality in every kind of work and assemble for Morning Prayer every day.
- ii. Our institution encourages all the students to participate in various national and state level seminars on different agendas.
- iii. Observation of almost all the National days by inviting renowned personalities.
- iv. Organizing cultural programmes related to the traditions and customs of India.
- v. Moral values are imparted through various programmes and through special value education sessions.
- vi. Special concern is given in the personality development of the students.
- vii. Preparation of various improvised craft items.
- viii. Yoga and meditation classes are held.
- ix. Physical education classes are assigned for the development of good health of the students.
- x. Emphasize are given to develop healthy emotional, moral and educational values.

In order to equip the student teachers with the skill needed in the age of globalization, we provide ample training by using modern technology in classroom teaching. In this advanced era, where life without technology becomes crippled, our college trains our students to accustom with the various ICT enabled techniques in education. Different measures are taken to blend the education with modern techniques, like:

- Web based instruction
- Net browsing assignments
- Computer education
- OHP or LCD presentations
- Internet access in the library
- Internet facility in the computer lab

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

Yes, the institution definitely makes use of ICT for curricular planning.

Our syllabus is framed by the West Bengal State University, and it is given in the university website. All the documents either any instructions about curriculum or updates are recorded and maintained through ICT. We, in the college, keep and maintain computerized documents related to curriculum. In case of any curriculum update or some official announcements are done by using ICT.

1.2. Academic Flexibility

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

The faculty members of our college through demonstration classes train every student to gather a wide range of teaching experiences at the onset of the course. To furnish student teachers with necessary teaching skills we carry out micro teaching sessions in the beginning of the academic year. They find this very effective during their practice teaching which is conducted in Semester-II. Necessary guidance and feedbacks are provided by the faculty systematically. The individual differences, talents and aptitude of the students are duly recognized and they are assisted accordingly. Before going to practice teaching we provide varied teaching experience to them in the form of demonstration classes and criticism classes. Students are also prepared to use teaching aids while teaching at proper time and space. In order to give valuable insight about the teaching outcomes of student teachers after each lesson is over; they recall the lesson and thereby get trained to be self-reflective and self-evaluation about their lessons. For this a *reflection diary* is maintained by the students where reflection and feedback are written. The following learning techniques are adopted in the institution to make teaching a reflective one:

- i. Department-wise Group Discussion
- ii. Seminars and workshop

For Example :

Sl. No.	Subject	Topic
1.	English	Jana Austen
2.	Bengali	Baisnab Padabali
3.	Sanskrit	Sandhi in Sanskrit
4.	Education	Teachers main thrust for teaching depends on their motivation for teaching.
5.	Life Science	Parasite causing diseases
6.	Physical Science	CO ₂ dumpling a step to stop global warming
7.	Mathematics	Ethno mathematics and its relation with Teacher Education
8.	History	Prachin Dakshin Bharatio Stthapattya-O-Bhaskarya

9.	Geography	Solar Energy
10.	Physical Education	Pusti in Physical Education

- i. Debates
- ii. Assignments
- iii. Peer teaching
- iv. Educational tours
- v. Field trips/Centre visits
- vi. Critical analysis of the method subject(s) syllabi of Class- IX-X (WBBSE) and Class XI-XII (WBCHSE)

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

Our institution provides adequate flexibility and scope in the students. For the smooth curriculum transaction our institution offers necessary facilities so that students can be benefited in every aspect. To develop personality and service mind of the students various in and out campus programmes are conducted. Students are allowed to write the examination either in Bengali or in English.

Examples-

- i) Personality development session
- ii) Awareness rallies
- iii) Community outreach programmes

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

The following programmes are organized by the college to develop ICT skills, communication skills, life skills, community orientation, social responsibility, health awareness, moral development etc.

- Computer training
- Craft materials
- SUPW activities
- Special Talks on First aid training
- Value education
- Yoga classes
- Awareness programmes.
- Lectures and seminars on life skills

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

- ★ **Interdisciplinary / multidisciplinary**
- ★ **Multi-skill development**
- ★ **Practice teaching**
- ★ **School experience/ internship**
- ★ **Work experience/SUPW**

i) Interdisciplinary / multidisciplinary :

In our college there is provision of teaching in an inter-disciplinary way simulated teaching classes are conducted in this approach. As 'Education' is itself is a mixed disciplinary subject so, it is intermingled with various subjects. The method papers share certain commonalities. Thus, to some extent subjects are inter related with each other. All the students are exposed to topic and subject related to other than the once they are familiarly with. Team teaching is done which help the students to be acquainted with multi dimensional skills.

Examples- i) Topics such as 'Environmental Pollution' and 'Sustainable Development' in Population & Environmental Education (Optional Paper) are taught by Life Science Teacher & Geography Teacher.

ii) Topics such as "Relation of Education with others school subjects" in Education method are taught by Geography & History method teacher with Education method teacher.

ii) Multi-skill development :

Our students actively participate in various events. They organize all the programmes that are held in our college campus such as workshops, national & state level seminars, sports day, annual programmes and other celebrations etc. Their enthusiasm and vibrant energy are reflected from to the various activities conducted. Their participation certainly provides them a right platform in molding their leadership, management and creative skills. We encourage our students to incorporate computer technology in practice teaching sessions. They are been asked to prepare lesson plans using power point presentation and use them in real classroom situations. Students are motivated to participate in community outreach activities and other awareness programmes to nourish their social and moral skills. They are been supported in every aspects so that they can grow their ethical and adjustment skills further. They are also encouraged to present their reflections in front of the peer members and faculty so that they can enhance their skill of presenting their view points in an organized and systematic way.

iii) Practice teaching:

Practice teaching session is conducted generally in the month of January to February for the session 2012-13, 2013-14 & 2014-15. For this new session 2015-17 practice teaching session(school internship) will be held on 3rd Semester (July-Decemeber). In selected neighboring schools

(around 10) under West Bengal board, CBSE & ICSE for 40 working days this session is being carried out. Students have to prepare 20 lessons for each method paper for the session 2012-13, 2013-14 & 2014-15. For this new session 2015-17 students have to prepare 60 lessons for one method paper for 120 working days. In the practice teaching session certain aspects of internship functions such as classroom management, taking attendance, setting question papers, evaluating examination papers, maintaining school records, engaging extra classes, organizing sports activities, engaging or participating in cultural events, remedial teaching (if needed) and correction work are incorporated. The students prepare report about their school experiences during their practice teaching days and present it to the college after the completion of practice teaching. They prepare a note book for each method paper which includes 20 lesson plans of conventional pattern.

iv) School Experience / Internship :

In spite of the regular school works like teaching, supervising, evaluating and organizing or participating in certain school based activities, our student teachers expand their experiences in doing the various activities which are enlisted below:

- Conducting morning assembly.
- Participation in celebration of festivals and days of national importance.
- Participation in school co-curricular activities.
- Doing Action Research.
- Organizing Exhibitions(if held).
- Organizing sports and games.
- Encouraging students in preparing art and craft works.
- Observing classes conducted by the experienced teachers.
- Meeting teachers to know more about the concerned practice teaching schools and its pupils.
- Doing school survey of the respective practice teaching schools.

v) Work experience /SUPW:

The institution conducts the following SUPW activities which fosters their creative skills and team work spirit.

- Preparation of wide range of craft items
- Preparation of improvised aids
- Arts and various types of painting
- Needle work
- Interior decoration goods

- Making cover files, envelopes, bags and other paper craft materials.
- Gardening
- Preparation of soap and phenyl

vi) Any other (specify and give details):

1> Cultural activities

Sl. No.	Events	Date & Day
1	College day celebration	27th February, 2015
2	Celebration of festivals	Mentioned in academic calendar
3	Cultural functions	Mentioned in academic calendar
4	Alumni meets	28th June, 2015
5	Sports competition	29th & 30th January, 2106
6	College social	5th July, 2015

2> Department -wise club activities:

- Special talks
- Seminars
- Debates and quiz competitions
- Slogan and Essay writing competition
- Elocution competitions
- Poster making and drawing competitions
- Preparation of craft items
- Wall magazines
- Bulletin boards
- Extempore speech

3> Eco club:

- Special talk on preserving our environment
- Environment day celebration
- Tree plantation
- Plastic free campus
- Campus cleaning
- Gardening

4> Community outreach :

- Awareness rallies
- Societal service orientation
- Slogan writing
- Health camp
- Public sanitation awareness programmes

1.3. Feedback on curriculum

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

Our college has developed provision for seeking formal and informal feedback from students, alumni, employers, community, academic peers and other stakeholders on various issues like academic matters, classroom and campus environment, teachers' performance and other infrastructural facilities.

At the end of every academic year opinions are collected from all the students regarding curricular and co- curricular activities and performance of the teaching and non-teaching staffs.

Feedbacks from the alumni are obtained through annual alumni meetings. Also feedback forms can be downloaded from the college website and can be sent to the college.

Responses are also collected from the employers.

Feedback from the community and other stakeholders are also obtained through interaction with the community and heads of the practice teaching schools.

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

IQAC and staff council pay heed to every feedback and mainly four things are taken into consideration i.e., strengths, opportunities, challenges and weaknesses. All the aspects are discussed with positive attitude and analyzed with a rational outlook. If needed the suggestions are made and conveyed to all the faculty members.

Areas improved are:

- Bilingual approach in classroom
- Teaching with the support of technology
- Adopting various methods of teaching learning transactions
- Systematic evaluation of teaching and learning process
- Enhancement of teaching learning environment
- Emphasizing more on students' participation

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

The curriculum revision and updates are done by the board of studies of the West Bengal State University. However, the viewpoints of the faculty and students communicated to the university according to the need. Feedbacks are taken from various sources like faculty members, students, educators etc. and meetings are held to discuss on different issues regarding curriculum update.

Self Appraisal Report for NAAC

Faculty members join the workshops conducted by the university and various notions are exchanged and then a final sorting of the meetings are done. These are then forwarded for the consent to the Head of the Education Department, under West Bengal State University.

Information regarding Workshop conducted by the West Bengal State University and other colleges :

Sl. No.	Name of the Workshop	Name of the participants	Date
1	Inclusive Education to RTEA State Level Seminar- West Bengal State University	All teachers	8 th August, 2012
2	Evaluation of Lab Based and Non-Lab Based subject and Question Pattern of different Subjects of B.Ed Curriculum of W.B.S.U G.C.M College of Education	All teachers	29 th January, 2009
3	B.Ed Syllabus modification U.G.C sponsored National Level workshop	All teachers	18 th & 19 th November, 2011
4	B.Ed Syllabus and Practicum on 2Years B.Ed Course Workshop West Bengal State University and Adamas Institute of Teacher Education	All teachers	14 th Oct, 2015

1.4 Curriculum Update

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

The institution offers B.Ed. course under West Bengal State University. The B.Ed. curricular has undergone a drastic change. The entire syllabus have been changed in such a way that inclusion of new concept and papers will enhance student's knowledge.

In the year 2011 - 2012 the entire syllabus is dived into two semester (I & II)

Theoretical & Practical structure of Semester-I:

The course comprised three compulsory papers each divide into two half of 50 marks each as mentioned below.

Paper I : DEIC - Foundation and development of education in independent India.

Paper II : PLIC - Psychology of learning and instruction.

Paper IV & V : Pedagogical study of school subjects. Each candidate shall choose two school subjects from the following one for pedagogical studies.

a) Bengali, b) English, c) Sanskrit, d) Hindi, e) Computer Science f) Economics & Civics, g) Education, h) Fine arts, i) Geography, j) History, k) Home Science, l) Logic, m) Life Science, n) Physical Science, o) Mathematics, p) Music, q) Psychology, r) Physical Education, s) Work Education, t) Accountancy & Book Keeping, u) Urdu, v) Arabic

Paper VII : Simulation & Laboratory Practical.

*** Each theoretical & practical paper contains 100 marks , total - 500 marks

Theoretical & Practical structure of Semester-II:

Paper III : EDMC - Educational Management.

Paper VI : Compulsory Elective Papers

- a) AMBE - Ancient Medieval & British Indian Education
- b) GUCE - Guidance & Counselling
- c) ERTE - Evaluation of Education and Recent Trends
- d) ETEE - Educational Technology
- e) PENE - Population and Environmental Education
- f) NEDE - Non Formal Education and Distance Education
- g) WEDE - Women Education in India
- h) ECSE - Education of children with special needs

Paper VIII : Teaching Practical

Paper IX : Sessional Activities related to pedagogical studies.

- a) Pedagogical Analysis of contents as in paper IV & V

b) Achievement test paper IV & V

Paper X : Sessional activities related to teaching & community out-reach activities.

*** Each theoretical & practical paper contains 100 marks , total - 500 marks

In the year 2012-2013 the entire syllabus is divided into two semesters (I & II).

Theoretical structure of Semester-I:

I) Compulsory Papers-

- 1) Paper - I : DEIC - Foundation of education & Evolutionary Perspectives of Education.
- 2) Paper - II : PLIC - Psychology of Learning & Learning and Psychology of Instruction.
- 3) Paper - III : EDMC - Assessment Measurement and Evaluation of Learning and Planning and Management of School Education.

Each compulsory paper consists of 100 marks i.e. total 300 marks.

II) Pedagogy of School Subjects -

- 1) Paper - IV : Method Paper - I
- 2) Paper - V : Method Paper - II

Each school subject consist of 100 marks i.e. total 200 marks.

III) Practical Papers :

- 1) Paper - VI : TPSP - Term Paper & Seminar Presentation.
- 2) Paper - VII : CATP - Construction of Achievement Test.

Each Practical Paper consist of 100 marks i.e. total 200 marks.

In practical course, Simulated Teaching is included in the following non-lab based method papers :

- i) Bengali
- i) English
- ii) Hindi
- iii) Sanskrit
- iv) Mathematics
- v) Economics & Civics
- vi) Commerce
- vii) History
- viii) Education
- ix) Philosophy & Logic
- x) Arabic
- xi) Urdu

In Simulated Teaching, students are about to asked on 6 skills (Introduction, Explaining, Questioning, use of Black board, Closure and

Self Appraisal Report for NAAC

Reinforcement) as assigned by the university. Among 6 skills, any 1 skill is to be chosen by the External Examiner. The syllabus also included Integrated Lesson Plan where the learned (practiced) components of all the skills are again integrated as per as the need of the content to be taught. For Lab-based subjects such as Geography, Work Education, Life Science and Physical Science students have to conduct practical classes.

Marks Distribution is as follows :

Papers	Half/ Group	Subject	Full Marks
Theoretical			
I	A	DEIC	50+50 = 100
	B	DEIC	
II	A	PLIC	50+50 = 100
	B	PLIC	
III	A	EDMC	50+50 = 100
	B	EDMC	
IV		Method Paper - I	100
V		Method Paper - II	100
Practical			
VI		Term Paper	25 x 2 = 50
		Seminar	25 x 2 = 50
VII		Construction of Achievement test and Pedagogical Analysis (CAPT)	50 x 2 = 100
Total			700

Preparing teaching learning materials are included in the syllabus. Although it was there from the onset of the B.Ed. syllabus under W.B.S.U., still certain modifications are done. Instead of preparing 6 pedagogical analysis from 6 units constricted to 6 subunits 3 pedagogical analysis from 3 units constricted to 3 subunits. Pedagogical analysis are to be done on each sub units and learning objectives are framed on the basis of Bloom's Taxonomy, 1956.

Theoretical structure of Semester-II:

1) Compulsory papers –

- i) Paper - VIII : LEAR - Life Skill Education & Action Research
- ii) Paper - IX : ESCA - Education of Children with Special Needs & Computer Application in Class Room.

- iii) Paper - X (Compulsory Optional Paper) : Any one from the following papers
- AMBE - Ancient Medieval & British Indian Education
 - GUCE - Guidance & Counselling
 - ERTE - Evaluation of Education and Recent Trends
 - ETEE - Educational Techology
 - PENE - Population and Environmental Education
 - NEDE - Non Formal Education and Distance Education
 - WEDE - Women Education in India
- iv) Paper - XI : LPTA - Practice Teaching
- v) Paper - XII : TCPR - Final Teaching
- vi) Paper - XIII : SIMP - Simulation (Non-Lab Based) + Practical Demionstration
- vii) Paper - XIV : CSPT - Community Service Psychology Practical and Term Paper

Papers	Half/ Group	Subject	Full Marks
VIII	A (Theory)	LEAR	50+50 = 100
	B (Practical)		
IX	A (Theory)	ESCA	50+50 = 100
	B (Practical)		
X	Compulsory Optional Paper	AMBE/ GUCE/ ERTE/ ETEE/ PENE/ NEDE/ WEDE	100
XI	Practical Papers	LPTA	100
XII		TCPR	100
XIII		SIMP	100
XIV		CSPT	100
Total			700

Marks allotted for –

1. Community Outreach Activities - 25 marks
2. Psychology Practical - 50 marks
3. Term Paper -25 marks
4. Action Research -50 marks
5. Computer Application in Class Room - 50 marks

Teaching Internship in schools –

- i) Preparing a note book constituting 40 lesson plans on conventional method.

Students have to attend classes in the allotted secondary schools as a trainee teacher for at least 40 days (as per as NCTE norms). In the chosen school for the practice teaching, our students are divided into small groups and each group is lead by two group leaders. They take classes which are directed by the school administration and along with it they also participate in various school based activities. Then the students have to prepare a report along with the following documents.

- i) Peer group evaluation sheet
- ii) Teacher Educator evaluation sheet
- iii) Headmaster evaluation sheet

GROUP ACTIVITY

Certain activities are engrossed for various group works –

- 1) Community outreach activity
- 2) Co- curricular activities.
- 3) Action Research.

Community outreach Activity will commence from semester I and continued upto semester II. Following areas are mentioned from which community outreach programme are to be organized:

- ★ Campaign against superstitions
- ★ Awareness programme on environment
- ★ Blood donation camp
- ★ Campus Cleaning

From the above areas Principal chooses any two and assigns the students in to group to continue the program on pre-determined dates of concerned semester.

Co-curricular activities shall also begin from semester I and continued in semester II. Any one of the following activities is to be selected –

- Art and culture activities.
- Educational Tour/ Excursion.
- Educational Exhibition.

For both the activities students prepare separate reports on each event they have participated.

Action Research includes either case study or school based research as an internal practical. Each student is given a topic and they are guided by their respective teachers (mentors). Students are given certain time period for collection of data from the sample they have chosen purposively or randomly. This is to be done in 2nd semester only.

Total marks for **theory** (Semester-I & Semester-II) =500+200 i.e. 700 marks.

Total marks for **practicum** (Semester- I & Semester -II) = 200 +500 i.e. 700 marks.

Total marks for B.Ed. Final Examination = 1400

Comparison of syllabus for session 2012-13 and 2013-14 & 2014 -15

Session : 2012 - 2013			Session : 2013-14 & 2014-15		
Papers	Subject	Full Marks	Papers	Subject	Full Marks
Paper - I	DEIC	50+50=100	Paper - I	DEIC	50+50=100
Paper - II	PLIC	50+50=100	Paper - II	PLIC	50+50=100
Paper - III	EDMC	50+50=100	Paper - III	EDMC	50+50=100
Paper - IV	Method - I	100	Paper - IV	ESCA	50+50=100
Paper - V	Method - II	100	Paper - V	SIMP	100
Paper VI	Term Paper & Seminar	50+50=100	Paper VI	Term Paper & Seminar (TPSP)	50+50=100
Paper - VII	Constructi on of Achieveme nt Test and Pedagogic al Analysis	50X2=100	Paper - VII	Construction of Achievement Test and Pedagogical Analysis (CATP)	50X2=100
Paper - VIII	LEAR	50+50=100	Paper - VIII	LPTA	100
Paper - IX	ESCA	50+50=100	Paper - IX	TCPR	100
Paper - X	AMBE/ GUCE/ ERTE/ ETEE/ PENE/ NEDE/ WEDE	100	Paper - X	LEAR	50+50=100

Self Appraisal Report for NAAC

Paper - XI	LPTA	100	Paper - XI	AMBE/ GUCE/ ERTE/ ETEE/ PENE/ NEDE/ WEDE	100
Paper - XII	TCPR	100	Paper - XII	Method - I	100
Paper - XIII	SIMP	100	Paper - XIII	Method - II	100
Paper - XIV	CSPT	100	Paper - XIV	CSPT	100
Total		1400	Total		1400

Revised Curriculum for Two Years B.Ed. Course Session : 2015 - 2017**SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:****1st Year****Semester- I: Full Marks 500 (Credit - 20)**

Course	Course Name	Marks	Credit	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	30	70
1.1.2	Contemporary India and Education	50+50	4	30	70
1.1.4	Language across the Curriculum	50	2	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	30	70

1.1 EPC - I	Reading and Reflecting on Text	25	1	60	40
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Engagement with the Field (Credit-7) (Marks = 175) (224 Hours)

Childhood and Growing Up (Credit-1= 25 Marks)

Contemporary India and Education (Credit-1=25 marks)

Language across the Curriculum (Credit-2=50 marks)

Understanding Disciplines and Subjects (Credit-2=50 Marks)

Reading and Reflecting on Text (Credit1 =25 Marks)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Paper 1.1.1 -Childhood and Growing Up :

- i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- iv. Development of Question Box activities (can be carried out by student trainees during practice teaching).
 - (a)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
 - (b)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)
- v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- vi. Observe some successful individuals and list down the behavioural characteristics which impress you.
- vii. Take interview of five low achievers and five high achievers and find out their ways of learning.

- viii. List down few (classroom) learning situations involving insightful learning.

Paper 1.1.2 - Contemporary India and Education

Any one of the following :-

- i. Study the impact of Right to Education Act on schools.
- ii. Critical Analysis of Different Committees and Commissions on Education.
- iii. Study of Educational Process in Private Schools .
- iv. Planning and Implementation of Activities.
- v. Eco-Club.
- vi. Instructional material to inculcate values.
- vii. field visit to vocational institutes to make reports.
- viii. awareness development about population explosion in rural / slum areas.
- ix. creating awareness among SC/ST students about various schemes and scholarships available to them.
- x. survey of schools to see the implementation of various incentives of government to equalize educational opportunities.
- xi. Preparing a presentation on rich cultural heritage of India.

Paper 1.1.4 - Language across the Curriculum

Any two of the following :-

- i. School Visit to Find out Communication Problem/Apprehension in Students.
- ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills.
- iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech.
- iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming.
- v. Assignments on Developing Listening Skills – Listening to speech, directions.

Paper 1.1.5 - Understanding Disciplines and Subjects

Any two of the following :-

- i. Policy analysis National curriculum frame works.
- ii. Identification of core, hidden, null and latent curriculum in textbooks.

- iii. Review of the books for constructing an activity curriculum.

Paper 1.1 EPC - I : Reading and Reflecting on Text

Any one of the following :-

- i. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text.
- ii. Divide the group and provide one text and suggest students to make different interpretations.
- iii. Design vocabulary games to enhance your vocabulary.
- iv. Read the text and provide a five words summary to each paragraph.
- v. Reading and comprehension exercises.
- vi. Skim through the text and give suitable title to the text.
- vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Semester- II :Full Marks: 500 (Credit - 20)

Course	Course Name	Marks	Credit	Internal Assesment Weightage (in%)	External Assesment Weightage (in%)
1.2.3	Learning and Teaching	50+50	4	30	70
1.2 .7a	Pedagogy of a School Subject- I	50	2	30	70
1.2.8a	Knowledge and Curriculum- I	50	2	30	70
1.2.9	Assessment for Learning	50+50	4	30	70
1.2. EPC - 2	Drama and Art in Education	25	1	60	40

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with Field (Credit-7) (Marks = 175) (224Hours)

Learning and Teaching (Credit -1 = Marks 25)
 Pedagogy of a School Subject- I (Credit-2 =Marks 50)
 Knowledge and Curriculum- I (Credit-1 =Marks 25)
 Assessment for Learning (Credit-2 =Marks 50)
 Drama and Art in Education (Credit-1= Marks 25)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Paper 1.2.3 - Learning and Teaching :

- Simulated Teaching Practical (5 lessons)
- Presentation of Innovative Teaching

Paper 1.2.7a - Pedagogy of a School Subject- I

Pedagogy of Language Teaching : Bengali English, Sanskrit, Hindi, Urdu & Arabic
 Any two of the following :-

- Word Formation
- Syntax
- Phonetic Transcription
- Identifying General and Specific Objectives with Learning Outcome
- Task analysis and Content Analysis
- Developing Instructional (Teaching Learning) Material
- Planning Instructions
- Speech and Speech Mechanism

Pedagogy of Social Science Teaching : History, Geography, Pol. Sc., Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology

Any two of the following :-

- Visit to
 - Historical Places
 - Ecological Places
 - Commercial Places
 - Political Places
 - Organization of Programmes
 - Environment Awareness
 - Social Awareness
 - Election Awareness
 - Blood donation
 - Exhibition
 - Demonstration of Lab-based activities wherever applicable

Pedagogy of Science Teaching : Physical Science, Life Science, Computer Science & Application

Any two of the following :-

- Preparation of lesson/unit plan by following different methods of teaching
- Preparation of materials & programmes to inculcate scientific attitude
- Script writing for Radio/TV/Video on science topics
- Demonstration of Science Experiments

Pedagogy of Mathematics Teaching:

Any two of the following :

- Write an essay on nature of Mathematics and contribution of Indian Mathematicians.
- Preparation of various teaching aids.
- Preparation of programmed learning material for selected Units in Mathematics.
- Evaluation of Mathematics text book.
- Construction of various types of test items.
- Construction of achievement and diagnostic tests.
- Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)
- Conducting of Action Research for selected problems.
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics activities for recreation.
- Development and use of Mathematics laboratory.
- Prepare mathematical activities in the context of socio-cultural aspects.

Paper 1.2.8a - Knowledge and Curriculum- I

Any one of the following :-

- Policy analysis National Curriculum Frame works.
- Identification of core, hidden, null and latent curriculum in textbooks.
- Designing an activity based curriculum.

Analysis of School Curriculum at different stages

Paper 1.2.9 - Assessment for Learning

Any of the following :

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives.
- Framing measurable and non-measurable learning outcomes.
- Determining the objectivity given an answer key.
- Determining the objectivity of a tool.
- Finding out the content validity of the given question

- paper.
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
 - Framing Different types of questions.
 - Preparation of Blue Print and a question paper.
 - Prepare graphs and use statistics for analysis of test result.

Paper 1.2. EPC - 2 - Drama and Art in Education

Any one of the following :-

- Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
- Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
- Prepare a script of *Bhavai* based on some Socio-political issues.
- Prepare a pictorial monograph on “Various folk dance of Gujarat”.
- Prepare a pictorial monograph on “Various Dance forms in India”.
- Prepare a calendar chart on “Various Musical Instruments in India”.
- Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
- Prepare some useful, productive and decorative models out of the waste materials.
- Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- Develop a creative design based on your choice for CD Cover or Book cover.
- Develop a design or picture based on collage work.

2nd Year

Semester- III: Full Marks: 500 (Credit: 20)

Course	Course Name	Marks	Credit	Class Teaching Hours		Internship	
						Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.3.7b	Pedagogy of School Subject - II	50	2	32		30	70
	School Internship	350	14	--	448	50	50

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)

Pedagogy of a school Subject (Credit-1 = Marks 25)

Community-based Activities (Credit-3 = Marks 75)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Paper 1.3.7b - Pedagogy of School Subject - II

Pedagogy of Language Teaching : Bengali English, Sanskrit, Hindi, Urdu & Arabic

Any one of the following :-

- Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study).
- Conducting of Action Research for selected problems.
- Development and tryout of Teaching-learning strategy for teaching of particular Language concepts.
- Development and use of Language laboratory.

Pedagogy of Social Science Teaching : History, Geography, Pol. Sc., Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology

Any one of the following :-

- Preparation of Learning Design.
- Preparation of Achievement Test.
- Development of skill of map.
- Development of skill of time line.
- Project.
- Case Study.

Pedagogy of Science Teaching : Physical Science, Life Science, Computer Science & Application

Any one of the following :-

- Analysis of Science Textbook.
- Survey of Science Laboratory in a school.
- Evolving suitable technique(s) to evaluate laboratory work.
- Visit to Community Science Centre, Nature Park and Science City.

Pedagogy of Mathematics Teaching:

Any one of the following :-

- Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study).
- Conducting of Action Research for selected problems.
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics activities for recreation.
- Development and use of Mathematics laboratory.
- Prepare mathematical activities in the context of socio-cultural aspects.

School Internship

- At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators).
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.
- Student teachers will be able to recognize the needs of In-Service Programme.
- Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

School Internship

(*Community –based activities shall consist of the following)

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes

- SUPW
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities- decoration of classroom etc.

Semester- IV: Full Marks: 500 (Credit: 20)

Course	Course Name	Marks	Credit	Internal Assesment Weightage (in %)	External Assesment Weightage (in %)
1.4.6	Gender School and Society	50	2	30	70
1.4.8b	Knowledge and Curriculum –II	50	2	30	70
1.4.10	Creating an Inclusive School	50	2	30	70
1.4.11	Optional Course	50	2	30	70
1.4. EPC 3	Critical Understanding of ICT	50	2	30	70
1.4. EPC 4	Understanding the Self	50	2	30	70

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with Field (Credit8) (Marks = 200) (256 Hours)

Gender School and Society (Credit 1= Marks 25)

Knowledge and Curriculum –II (Credit 1 = Marks 25)

Creating an Inclusive School (Credit 1= Marks 25)

Optional Course* (Credit 1 = Marks 25)

Critical Understanding of ICT (Credit 2 = Marks 50)

Understanding the Self (Credit 2= Marks 50)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Paper 1.4.6 - Gender School and Society :

Any one of the following:

- Visit schools and study the sexual abuse and sexual harassment cases
- Textbook analysis for identifying gender issues, gender biases reflected in it.
- To undertake study of sex ratio and analysis of it state-wise
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation
- Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill.
- Group activities on domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc

Paper 1.4. 8b - Knowledge and Curriculum –II :

Any one of the following :-

- Textbook analysis
- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level

Paper 1.4.10 - Creating an Inclusive School :

Any one of the following :-

- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.
- Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- Preparation of learning design, instruction material for teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the school
- Case Study of one main streamed (Inclusive) student w.r.to
 - A) Role of a parent
 - B) Role of a teacher: Special School Teacher, General School Teacher
 - C) Role of Counsellor
- Visits to different institutions dealing with different disabilities and their classroom observation

*** The Optional Courses are :**

- Vocational/Work Education

- Health and Physical Education
- Peace Education
- Guidance and Counselling
- Environmental and Population Education
- Yoga Education

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

The curriculum revision and updates are done by the West Bengal State University. Various viewpoints of the faculty and students are communicated to the university.

For any curriculum revision several meeting are conducted where new trends of teaching producer and recent or demanding issues related to educational field are discussed. Then, a final report is prepared which is passed from the Board of Syndicate and then it is implemented.

1.5 Best Practice in Curricular Aspects

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

Our institution has taken certain positive action to initiate and promote quality teacher education. An IQAC has been functioning in the college to ensure quality sustenance and entrancement measures in curricular aspects.

- Self appraisal method to evaluate the faculty members
- Feedback from students is analyzed and conveyed to the faculty members concerned.
- Academic association function effectively
- Parent teachers association function well
- Remedial teaching
- Computer Assisted Instruction
- Mentor system.
- Community outreach programme
- Cultural activities
- Well equipped library and laboratories
- Continuous student evaluation
- Art and craft class
- Yoga and meditation class
- Personality development class.

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

Various innovative practices implemented by the college are:

- Team learning
- Debates
- Seminars
- Constructivism learning approach
- Activity based learning
- Computer assisted instruction



MADHYAMGRAM B.ED COLLEGE

NCTE Recognized and Affiliated to West Bengal State University

20/3/A Nadibhag, Badu Road, Madhyamgram, Kolkata - 128, West Bengal

CRITERION-II

TEACHING LEARNING & EVALUATION



Teaching, Learning and Evaluation



Agomoni Programme Celebration



Inaguration of Wall Magazine

2.1 Admission Process and student Profile

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

The Institution Madhyamgram B.Ed College is affiliated to “ WEST BENGAL STATE UNIVERSITY” and for regulating B.ED course strictly adheres to the norms given by the NCTE regarding admission. Course and programme wise admission processes and admission policy of the institution are as follows.

B.Ed course:

Eligibility:

A candidate for B.Ed. course must have passed UG degree examination of the UGC approved universities in any one of the school subjects offered by the West Bengal Board of Education or any other recognized board in the Secondary / Higher Secondary Education level.

Marks for Admission:

As per W.B.S.U rules, marks criteria for General students is minimum 50% and for SC, ST, OBC are minimum 45%.

Admission process for B.Ed:

The students are being selected by the West Bengal State University on merit basis. The selected candidates' lists are enlisted in the notice board and college website.

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

The programmes are advertised through:

- Regional news papers
- The institutional website

The information provided about the programmes through the advertisement:

- Eligibility criteria.
- Duration of the course.
- Total number of seats.
- Nature of the Institution.
- Subjects offered.
- Last date for submission of application forms.

The information provided about the programmes through the prospectus:

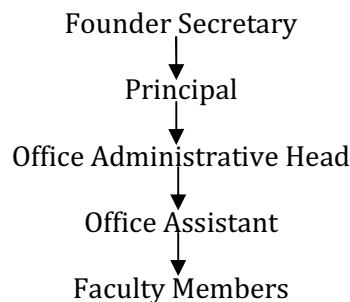
- Introduction about the institution

- Vision, Mission, Objectives and Goals of the Institution.
- Advisory Board.
- List of Faculty Members.
- Areas of Major Focus.
- Resource Centres.
- Co-Curricular Activities.
- Rules and Regulations of the college.
- Admission Procedure and Admission Criteria.
- Academic Calendar
- List of Holidays.

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

For monitoring admission procedures and to take efficient decisions the institution possesses an Admission Committee. This committee projects fair justice to the students for admission and also guides them if required in selection of second method paper.

Structure Of Admission Committee



In admission committee senior faculty members are included and the committee ensures transparency in the admission procedure. The admission criteria are equally applied to all the applicants.

Admission forms are thoroughly scrutinized by the admission committee and merit list is prepared accordingly, which is then send to the West Bengal State University for future approval.

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

In order to retain the diverse student population that are admitted to the institution various strategies are undertaken. To satisfy the need of the students', our college adopts certain measures like :

- i. College strictly adheres to the Reservation Policy of the Government of West Bengal and norms of the University.
- ii. Bilingual class room.
- iii. Option of two languages (English and Bengali) for practice teaching.
- iv. Encouraging general reading of books, newspapers and Journals for enhancing proper language development of the student.
- v. Observing Religious festival or celebration of special days or declaring Holidays on such days.
- vi. Organizing various cultural programme and encouraging students to participate in such activities.
- vii. Providing varied opportunities to the students through seminars, workshops and discussions.
- viii. Encouraging students to participate in Educational Excursion, Exhibition, Debate and Quiz for their self development.
- ix. Interaction of student teachers through student council.
- x. Forming tutorial groups and also provide remedial classes.
- xi. Personality development classes
- xii. Implementation of Women cell.
- xiii. Arranging the classes in the ground floor for physically challenged students.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution puts an effort to creating an overall environment conducive to learning through the following activities:

- i. Organizing morning assembly.
- ii. Arranging interactive sessions wherein maximum participations of student teachers are ensured through discussion.
- iii. Yoga classes are conducted which help in continuous development of an individual's mind, body and soul.
- iv. Encouraging library reading by providing library hours.
- v. Encouraging the students to use internet facilities in extended hours.
- vi. Continuous evaluation through regular tests and feedbacks.
- vii. Enabling the student teacher's to interact freely in classroom activities using bilingual approach.
- viii. Organizing various co-curricular activities, and extension activities
- ix. Fostering values like empathy, co-operation, punctuality, cleanliness, etc. through community programmes and to generate awareness among common mass.
- x. Providing learning resources.

- xi. Organizing various intra college competitions like debates, poster making, quiz etc.
- xii. Organizing exhibitions where students can show their creativity
- xiii. Forming remedial classes to enable the student teachers to be responsive to other needs and contribute towards their improvement
- xiv. Conducting spoken English classes for better fluency.
- xv. Developing personality of the students through personality development sessions.
- xvi. Eco-club activities are done which enables the student teachers to be aware of the environmental conservation programmes.
- xvii. Various extension activities are conducted to develop social values among students.
- xviii. Organizing department wise workshops on preparation of lesson plan, improvised teaching aids, etc. and seminars to encourage student teachers participation which provide scope for working together and thereby helping them to understand each other.
- xix. Organizing teaching of Life skill and promoting good learning habits among the students.
- xx. Involvement of students in the teaching learning process.
- xxi. Using proper teaching aids during teaching.
- xxii. Creation of a Physical environment.
- xxiii. Maintaining proper teacher behavior while presenting the lesson.
- xxiv. Promoting Parents teacher collaboration.
- xxv. Positive reinforcement given to students for drawing positive attention of the students.
- xxvi. Maintaining good teacher-student relationship.

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

The institution caters to the diverse learning needs of the students through the following ways:

- Providing a pleasant and stress free learning environment.
- Cooperative teaching technique, brain storming, by adopting modern teaching learning strategies etc. to empower the student teachers as active learners.
- Giving constant exposure to new teaching methods. Initiating group discussions to help to keep abreast with the latest trends in the field of education.
- Encouraging high achievers to take up the task of being mentors in group activities.
- Conducting lectures and classes in two languages to cater to the needs of students who are weak in English.
- Conducting remedial teaching for academically backward students.
- Exhibitions are conducted to show their creative skills.
- Implementation of Work education to promote psychomotor domain of the students.

- Providing computer classes for enhancing computer literacy among the students.
- Arrangement of special talk on first aid.
- Special talk arrangement on preserving our environment.

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

Ventures made in the curriculum for student teachers to understand the role of diversity and equity in teaching learning processes are as follows:

The two years B.Ed Curriculum includes the following papers which highlights the role of diversity and equity in the process of education:

- A. Course I- Child and Growing up
It consists of the unit “ Individual differences” which acquaint the trainees to grasp the concept of diversity and equity.
- B. Course II-Contemporary India and Education
It consists of the unit “Educational provision in the constitution of India”, “Equalization and Universalization of Elementary and Secondary Education”, Inequality Discrimination and Marginalization in Education”.
- C. Course-IX- Assessment for learning.
It consists of the unit “School Community Relationship” which is a symbiotic relationship which gives the idea of equity in education.
- D. Course-EPC-2 “Drama and Arts in Education”
This paper consists of the following units such as Drama, Music, Art, Dance, Draining, Painting, Creative Art. The knowledge of all these units satisfy the diverse needs of the learner. Thus this unit help the trainees to acquire the concept of diversity in education.
- E. Course-X- Creating an Inclusive School
This paper enables the trainees to
 - Define inclusive education
 - Explain the policy legislation and provisions with regards to special needs
 - Identify the characteristics of special children
 - Discuss the different educational provisions for special children
- F. Course-XI- Guidance and Counselling
This paper reflects the idea of different types of maladjusted behaviour present in the students and how to provide counselling to those students in order to overcome those behaviour.
- G. Old syllabus paper VIII- Action Research and new 2years B.Ed syllabus consisting of various field work provide the students to have a firsthand experience for conducting research and preparing a report related to various problem at school level.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students' needs?

Our institution has students from various backgrounds like racial, ethnic, cultural backgrounds; family types, parent's education level, different income strata and language backgrounds. Thus, the institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs by the following ways:

- i. Interactions during classroom teaching are done. Various co-curricular activities are conducted which gives an insight to the teacher educators to be aware of the needs of student teachers.
- ii. Grievance cell is actively functioning which collects the grievances of the student and takes necessary actions if required.
- iii. Staff council discusses the needs and problems of student teachers and necessary steps are taken for solving the problems.
- iv. Regular communications are done to sense the diverse learning needs of the students at different stages of their academic course.
- v. Teacher educators are given opportunities to attend workshop, seminars etc.
- vi. Interaction of the principal with the student teachers individually helps to have an insight into their problems.
- vii. Interaction with Students Council is done to have are regular knowledge about the problems of the students.
- viii. Excursions are conducted and various cultural programmes are organized to sense the diverse needs.
- ix. Exhibition and various competition like debates, drawing etc. are organized.

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

The various practices that help student teachers to develop knowledge and skills related to diversity and inclusion are:

- i. Lectures on inclusion impairment, behavioural characteristics etc.
- ii. Seminars on inclusive education, learning disabilities, etc.
- iii. Group discussion on diversity and inclusion.
- iv. Interaction with the first generation learners.
- v. Visiting special school.

2.3 Teaching-Learning Process

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

Institution employs various techniques so that students can indulge themselves in active learning. The activities are enlisted below:

I. Teaching strategies :

- i. Lecture- cum- demonstration method.
- ii. Use of ICT.
- iii. CAI method
- iv. Peer Teaching
- v. Simulation
- vi. Assignment

II. Programme Organized:

- i. Seminars.
- ii. Debates.
- iii. Group discussions.
- iv. Exhibitions
- v. Various Competitions like drawing poster making etc are done.

III. Activities conducted:

- i. Action Research on problems related to school and its environment
- ii. Preparation of lesson plans, Teaching Aids etc.
- iii. Practice Teaching
- iv. Practical Classes are conducted for practical based school subject
- v. Community outreach activities
- vi. Engagement with field work

IV. Library Work :

- i. Active learning among the students through study of reference books, journals and accessing internet facility

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

To make learning ‘Student-Centered’ various techniques are employed. A list of the participatory learning activities adopted by the Institutions are given below:

A. Contribution to the self-management of knowledge:-

- Pedagogical analysis of contents and methods of teaching in classroom participated by all trainees.
- Practice of simulated teaching in method papers by the peers.
- Computer application as compulsory activity for preparing TLM.

- Development of tools for data collection in school study project and action research.
- Framing of achievement test and administering it during practice teaching.
- Reporting of activities regarding community participation.
- Psychology Practical.
- Assignment preparation.
- Engagement with the fieldwork and preparation of reports.

B. Contribution to the skill development:-

Several activities are conducted to develop skill includes-

- Conduction of Morning Assembly.
- Conduction of sports competition
- Conduction of simulation classes for developing teaching skills.
- Organizing Cultural programmes.
- Personality Development.
- Preparation of craft works.
- Through group discussion, seminars, debates on current relevant issues related to societal issue, education, philosophy, health awareness etc.
- Organizing educational trips, centre visits to inculcate leadership, teamwork, Co-operation etc.
- Assignments on developing listening skills, like listening to speech.
- Assignments on developing writing skills like letter and essay writing.
- Organizing drawing and painting competition.

i. Organizing seminars in every method papers of B.Ed Syllabus

Sl. No.	Subject	Topic
1.	English	Jane Austen The Bronte Sisters
2.	Bengali	Baisnab Padabali
3.	Sanskrit	Sandhi in Sanskrit
4.	Education	Teachers main thrust for teaching depends on their motivation for teaching.
5.	Life Science	Parasite causing diseases Drug Addiction in Life Science Microbes in Human Welfare Apiculture in India
6.	Physical Science	CO ₂ dumping a step to stop global warming
7.	Mathematics	Golden Ratio in Nature

8.	History	Prachin Dakshin Bharatio Sthapattya-O-Bhaskarya
9.	Geography	Solar Energy Deforestation through-causes effects and control strategies' on Doorars forest belt in WB. A comparative study of the old culottes and the present channel of Bhagirathi river near Bharampore Murshidabad West Bengal.
10.	Physical Education	Pusti in Physical Education Yogasana

ii. Organizing Cultural programmes:

- Swaraswati Puja
- Agomoni celebration
- Baisey Srabon (Death Anniversary of Tagore)
- Freshers' welcome
- Teachers' Day
- Celebration of special Days (15th August, 23rd January, 26th January).
- College foundation day & University Foundation day.

iii. Educational tours :-

Study tours are conducted almost every year where student teachers are supposed to take part.

List of Excursions:-

Session	Places	No. of students
2008-09	Digha	90
2009-10	Rajgir	86
2010-11	Puri	77
2011-12	Vizak	97
2012-13	Dooars	92
2013-14	Lava Rishav	90
2014-15	Rachi	78

List of Centre Visits-

Sessions	Place	No. of students
2011-2012	Science City	100
	Snake Garden	

2012-2013	Alipore Zoo	100
	Birla Tara Mandal	
2013-2014	Victoria Memorial Hall	100
	Birla Tara Mandal	
2014-2015	Science City	100
	Eco-Park	

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

For effective learning different instructional approaches are needed when classroom transactions are done.

I. Teaching Strategies Followed:

- i. Lecture cum demonstration method.
- ii. Problem solving approach.
- iii. Computer Aided Instruction

II. Models of teaching used are:

- i. Icon Model.

Innovative Approach followed- CONSTRUCTIVISM APPROACH

- Teachers provide a learning environment where students can make use of their past experiences.
- Teaching-learning process is aided by social interaction with peers and teachers and via real world experiences.
- Students are exposed to new concepts where they develop new experiences.
- Students and teachers seek to assimilate the experience into an existing schema.

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

Yes, the institution provides additional training in models of teaching. The method subject teachers arrange lecturers on the preparation of lesson plans and teaching based on various models of teaching.

- Icon Model

Following list is given which is showing that the method subjects follow respective teaching models:

Teaching Models	Method subjects
ICON Model	Bengali, English, Sanskrit, History, Geography, Political Science, Education, Life science, Physical Science, Mathematics, Work Education

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

Yes, our student-teachers use micro teaching techniques for developing teaching skills, while practising the simulated lesson. The following skills are practised by the students:

- a. Skill of introducing lesson.
- b. Skill of explaining.
- c. Skill of questioning.
- d. Skill of using blackboard.
- e. Skill of reinforcement.
- f. Skill of closure.

Six lessons are given by the student teachers (one on each skill) in simulation and these are considered as the pre practice teaching lessons.

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

The process adopted for practice teaching is given under the following heads:

➤ **Preparation of lesson plans:**

The student teachers who are allotted to different schools for practice teaching are asked to get the school time table and the topics well in advance for both their method subjects. Lessons plans and teaching aids are also prepared in advance by the student teachers under the supervision of the teacher educators for a minimum of 20 lessons for each method subject. They undertake intensive practice teaching for 40 working days.

➤ **Observation of lessons:**

The teacher educators observe 2 to 3 lessons of the student teacher during practice teaching. Peer observation is done for every student teacher in 4 to 5 lessons.

The Headmaster or Headmistress or any senior teacher of the practice teaching school also observe 1 or 2 lessons of the students.

➤ **Monitoring mechanism:**

Lesson plans and teaching aids are checked by the teacher educators before the students take the lessons in the school. The teacher educators correct the lesson plans and individual guidance is given to the students. Ample opportunities are provided to student teachers to exhibit their creativity.

➤ **Feedback mechanism:**

Teacher educators give individual feedback to the student after observing the classes on the same day.

Feedbacks from the mentors and the head of the institution are collected through feedbacks forms. Teacher educators provide grades while evaluating the lesson of the students (A+ - Excellent, A- Very good, B- Good)

7. Describe the process of Block Teaching / Internship of student in vogue.

Block teaching is yet to be introduced in the B.Ed Programme from the II semester of new syllabus. The practice teaching itself includes internship and covers the activities of trainees in the participation of all school based activities like annual sports, annual exhibition, cultural programmes etc, besides regular teaching. According to previous years B.Ed Programme the practice teaching consist of 40days. According to new syllabus the tenure of the total practice teaching in two years B.Ed Programme includes 4 months.

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

Yes, the practice teaching sessions / plans are developed by involving the school staff and mentor teachers (method subject teachers).

- Lesson plan prepared by the students are checked by the mentor teachers.
- Mentor teacher observes the classes of the students and necessary feedbacks are provided to them.
- Classes allotted during practice teaching to the student teachers are consulted with the school staffs.

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

- The faculty members of this institution teach the student teachers to follow a democratic spirit through which they try to form a relationship with the students and to impart teaching by knowing their various learning needs. They are specially instructed about the provisions of

RTE Act,2009 so that they can be more acquainted with the classroom needs.

- The papers like Child and Growing up, Contemporary India and Education, Understanding Discipline and Subjects, Drama and Arts in Education, Creating and Inclusive School (In two years B.Ed Programme) orient the student teachers about the learning needs of diversified students in schools.

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

The major initiatives adopted by the institutions for encouraging student teachers to use/ adopt technology in practice teaching are:

- i) Training is given to download necessary materials related to their course work and practice teaching lessons from the internet.
- ii) Guidance is given for preparing power point presentation.
- iii) Computer education is provided to all students.
- iv) Student teachers are encouraged to teach at least one lesson through power point presentation using self prepared CDs or pen drives.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes, give Details.

Yes, the practice teaching sessions / plans are developed by involving the school staff and mentor teachers.

The practice teaching plans are developed with the collaboration of school staff and subject teachers. The lesson plans prepared by the students are first checked by the mentor teachers then they take the classes accordingly. Both mentor teachers and school staff observes the classes of the students and necessary feedback are provided to them. With the consultation of the school staff respective classes are allotted during practice teaching.

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

The ratio of the student teachers is based on the advice of the head and the availability of the guide teachers of the practice teaching schools.

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

- i. Feedback mechanism is adopted by the institution to inform the student teachers about their performance. After observing the classes, the strength and weaknesses are analyzed and communicate to the student teachers. Teacher educators give

- individual feedback to the student teachers on the same day in which they observe the classes.
- ii. The teachers concerned give feedback to the students after each class.
 - iii. Feedback from the teachers and heads of the institutions are collected by giving feedback forms. The teacher educators review the feedbacks given by the mentors and discuss the same with the student teachers for further improvement.
 - iv. Student teachers are asked to maintain a '*Reflection diary*' in which they record their reflections about their lessons and their day-to-day school experiences. This helps them in getting insight into their lessons.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational need of the schools?

The institution ensures that the student teachers are updated on policy directions and educational needs of the schools by:

- i. Discussion with the heads of the practice teaching schools concerned.
- ii. Discussion with the subject teachers of the practice teaching school concerned.
- iii. Notifications about changes in policy of Govt., University concerned.

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

Students and faculty keep pace with the recent developments in school subjects and teaching methodologies through the following ways:

- Through reading journals, academic magazines, internet.
- Regular interactions between the teacher educators and school personnel are carried out and it gives an understanding of the requirements of the school. The teachers' educators guide the student teachers accordingly.
- Attending seminars/ workshops related to school subjects and teaching methodologies help to keep pace with the recent development.

6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training)

The institution support professional as well as personal development of teacher educators through:

- Conducting seminars and workshops.
- Attending seminars, workshops.
- Encouragement to acquire additional / higher education.
- Writing journals.
- Giving information on any topic in college magazine.

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

No, the institution does not have such provision.

2.5 Evaluation Process and Reforms

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

The barriers of student learning are properly identified, communicated and also addressed in a systematic approach through various ways. Our institution targets to provide conducive environment, adequate infrastructure, easy access to technology and efficient teachers.

Identified through:

- Examination results
- Discussion with students.
- Suggestion box
- Performance at practice teaching.
- Informal Tasks.

Communicated through:

- Notice boards.
- Feedback sessions.
- Informal discussions.

Addressed through:

- Providing lectures and notes.
- Tutorial teaching
- Guest lectures.

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

Assessment/evaluation is done for the academic growth of the students. Proper feedbacks are also provided so that they can develop themselves. Our B.Ed course has the provision of both internal and external evaluation. Internal evaluations are done by the teacher educators which are informed duly before hand through the notice board. The tentative dates of the examination schedules are mentioned in the academic calendar. External assessment is done by the external examiner selected by the West Bengal State University.

Internal evaluation includes-

- Class tests.
- Assignments.

Self Appraisal Report for NAAC

- Seminars.
- Practice teaching.
- Subject practical
- Psychology experiments.
- Verbal tests.

External evaluation includes-

- Theoretical papers(both Compulsory and Method subjects)
- Practical exam.

Marking System for B.Ed Examination Session 2015-17**Semester- I: Full Marks 500 (Credit - 20)**

Course	Course Name	Marks	Credit	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	30	70
1.1.2	Contemporary India and Education	50+50	4	30	70
1.1.4	Language across the Curriculum	50	2	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	30	70
1.1 EPC - I	Reading and Reflecting on Text	25	1	60	40

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with the Field (Credit-7) (Marks = 175) (224 Hours)

Childhood and Growing Up (Credit-1= 25 Marks)

Contemporary India and Education (Credit-1=25 marks)

Language across the Curriculum (Credit-2=50 marks)

Understanding Disciplines and Subjects (Credit-2=50 Marks)

Reading and Reflecting on Text (Credit1 =25 Marks)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- II :Full Marks: 500 (Credit - 20)

Course	Course Name	Marks	Credit	Internal Assessment Weightage (in%)	External Assessment Weightage (in%)
1.2.3	Learning and Teaching	50+50	4	30	70
1.2.7a	Pedagogy of a School Subject- I	50	2	30	70
1.2.8a	Knowledge and Curriculum- I	50	2	30	70
1.2.9	Assessment for Learning	50+50	4	30	70
1.2. EPC - 2	Drama and Art in Education	25	1	60	40

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with Field (Credit-7) (Marks = 175) (224Hours)

Learning and Teaching (Credit -1 = Marks 25)

Pedagogy of a School Subject- I (Credit-2 =Marks 50)

Knowledge and Curriculum- I (Credit-1 =Marks 25)

Assessment for Learning (Credit-2 =Marks 50)

Drama and Art in Education (Credit-1= Marks 25)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- III: Full Marks: 500 (Credit: 20)

Course	Course Name	Marks	Credit	Class Teaching	Intern ship	Internal Assessment	Internal Assessment
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Self Appraisal Report for NAAC

				Hours			Weightage (in %)	Weightage (in %)
1.3.7b	Pedagogy of School Subject - II	50	2	32			30	70
	School Internship	350	14	--	48		50	50

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)

Pedagogy of a school Subject (Credit-1 = Marks 25)

Community-based Activities (Credit-3 = Marks 75)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- IV: Full Marks: 500 (Credit: 20)

Course	Course Name	Marks	Credit	Internal Assesment Weightage (in %)	External Assesment Weightage (in %)
1.4.6	Gender School and Society	50	2	30	70
1.4.8b	Knowledge and Curriculum -II	50	2	30	70
1.4.10	Creating an Inclusive School	50	2	30	70
1.4.11	Optional Course	50	2	30	70
1.4. EPC 3	Critical Understanding of ICT	50	2	30	70
1.4. EPC 4	Understanding the Self	50	2	30	70

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.

Engagement with Field (Credit8) (Marks = 200) (256 Hours)

Gender School and Society (Credit 1= Marks 25)

Knowledge and Curriculum -II (Credit 1 = Marks 25)

Creating an Inclusive School (Credit 1= Marks 25)

Optional Course* (Credit 1 = Marks 25)

Critical Understanding of ICT (Credit 2 = Marks 50)

Understanding the Self (Credit 2= Marks 50)

All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Marking System for B.Ed Examination Session 2014-15

Total Marks 1400

1st Semester -700 Marks

- Theory-350 marks (University Exam)
- Practical 350marks(Internal-200, External-150)

2nd Semester- 700 Marks

Same as the 1st semester

Papers	Subject	Full Marks
Paper - I	DEIC	50+50=100
Paper - II	PLIC	50+50=100
Paper - III	EDMC	50+50=100
Paper - IV	ESCA	50+50=100
Paper - V	SIMP	100
Paper VI	Term Paper & Seminar (TPSP)	50+50=100
Paper - VII	Construction of Achievement Test and Pedagogical Analysis (CATP)	50X2=100
Paper - VIII	LPTA	100
Paper - IX	TCPR	100
Paper - X	LEAR	50+50=100
Paper - XI	AMBE/ GUCE/ ERTE/ ETEE/ PENE/ NEDE/ WEDE	100
Paper - XII	Method - I	100
Paper - XIII	Method - II	100

Paper - XIV	CSPT	100
Total		1400

Marking System for B.Ed Examination Session 2013-14

Total Marks 1400

1st Semester -700 Marks

- Theory-500 marks (University Exam)
- Practical 200marks(Internal-100, External-100)

2nd Semester-700 Marks

- Theory-200 marks (University Exam)
- Practical 500marks(Internal-275, External-225)

Papers	Subject	Full Marks
Paper - I	DEIC	50+50=100
Paper - II	PLIC	50+50=100
Paper - III	EDMC	50+50=100
Paper - IV	ESCA	50+50=100
Paper - V	SIMP	100
Paper VI	Term Paper & Seminar (TPSP)	50+50=100
Paper - VII	Construction of Achievement Test and Pedagogical Analysis (CATP)	50X2=100
Paper - VIII	LPTA	100
Paper - IX	TCPR	100
Paper - X	LEAR	50+50=100
Paper - XI	AMBE/ GUCE/ ERTE/ ETEE/ PENE/ NEDE/ WEDE	100
Paper - XII	Method - I	100
Paper - XIII	Method - II	100

Paper - XIV	CSPT	100
Total		1400

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

- The student's performance in tests, assignments, examinations and other activities are assessed and individual feedback is provided. The evaluation outcomes are communicated to all the students through college notice board. This feedback is also communicated to the teacher and remedial measures are adopted if necessary.
- Parent- Teacher meetings are conducted to inform them about student's progress.

4. How ICT is used in assessment and evaluation processes?

- The process of internal assessment is computerized.
- Computer is used for data entry, mainly for the preparation of question papers and documentation of the internal and external marks for theory and practical.

2.6 Best Practices in Teaching –Learning and Evaluation Process

1. Give detail on any significant innovation in teaching/ learning/ evaluation Introduced by the Institution?

Teaching

- Classroom transaction with power point presentation.
- Team teaching.
- Constructivist approach.
- Group discussion
- Brainstorming

Learning

- Problem solving method.
- Hands on experience
- Field experience.
- Seminar presentation through Power Point.

Evaluation

- Continuous evaluation by self, peers and teachers educators.
- Formative Evaluation conducted by the teachers.

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

The teacher educators and the student update themselves with the latest developments in the field of education. The technological resources of the institutions help the teacher educators to implement the innovative practices in a better way.

- The staff and students are provided with internet facilities to refer to the required materials from the internet.
- The staff and students follow internet access for further assistance in case of collecting ideas to prepare teaching aids and other instructional materials which are required for the teaching learning activities.
- Power Point Presentation is used both by the faculty and students.
- Both students and staff use bulletin board as one of the offline mode of communication and facebook page, college website as an online mode of communication where they share various updates including recent discoveries.



MADHYAMGRAM B.ED COLLEGE

NCTE Recognized and Affiliated to West Bengal State University

20/3/A Nadibhag, Badu Road, Madhyamgram, Kolkata - 128, West Bengal

CRITERION-III

RESEARCH, CONSULTANCY & EXTENSION



Cloth Distribution Programme



Blood Donation Camp organized by Alumni Members



Sit and Draw Competition

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promoting of Research

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

The institution motivates its teacher educators to pursue research in education in the following ways:

- i) Faculty members are encouraged to register for Ph.D. Two faculty members have secured Ph.D.
- ii) Teacher educators are encouraged to take up action research on current issues or on different problems faced in schools of West Bengal.
- iii) Continuous encouragement is given to faculty members for research projects, consultancy work.

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

The institution gives importance to the issues mostly based on the school centric problems.

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

Students of B.Ed. programmes conduct Action Research and teacher educators guide them so that they can prepare necessary tools for collecting data. Firstly, topics are given to the students like:

- i. Problems related to inadequate physical infrastructure of school.
- ii. Deficiency of students' attention.
- iii. Excessive learners in the classroom.
- iv. Effect of family influence on students.
- v. Problems related to school atmosphere.
- vi. Problems related to delinquency & drop out issues.
- vii. Lack of discipline.
- viii. Lack of motivation for participating in co-curricular activities.
- ix. Lack of required Teaching-Learning materials in school.

Students prepare necessary tools and techniques for collecting data from the sample schools. Students collect data from different sources through observation, interview and question schedules.

Major Outcomes:

- i) Causes for lack of concentration among children due to improper diet, unhealthy eating habits, inability of teachers and interest in the subject.

- ii) Lacks of motivation in participating in co-curricular activities are mainly due to inadequate infrastructure and self-interest.
- iii) In some schools it was seen that teachers are also less enthusiastic in organizing different curricular events.
- iv) Due to lack of teachers and also classrooms certain schools are bound to accommodate an excessive student which makes the classroom. Congested.

Impact:

- i. Related to mid-day-meal issue; few schools have decided to change their menu in order to break the monotony of the same food items
- ii. As some school students and teachers visit our college and also participate or exhibit different programme conducted, they get certain ideas and incorporate it to organize curricular activities in their school.
- iii. Related with Problems to school atmosphere; certain schools decided to introduce modern ways of teaching methods and frame committees to properly guide the students.

4. Give Detail of the Conference / Seminar / Workshop attended and / Organized by the faculty members in last five Years.

The details of workshop and seminar attended by the faculty members in last five years are given below-

Dr. Udayaditya Bhattacharya (Principal)

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	Local Seminar	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Sourav Mondal

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Value Education – an important component of education system	Local Seminar	05.03.2012	G.C.M. College of Education
2.	Seminar	Mathematical Self Efficacy	National Seminar	14.03.2012	UGC & Ramkrishna Mission Sikshanmandira
3.	Workshop	B.Ed. Syllabus Modification	National workshop	26.03.2012 & 27.03.2012	West Bengal State University
4.	Orientati on Programme/ Workshop	Newly Framed B.Ed. Syllabus	State Level Workshop	26.03.2012 & 27.03.2012	Govt. College of Education, Banipur (W.B.)
5.	Orientati on Programme/ Workshop	Certificate in Teaching with Technology	State Level Workshop	02.04.2012 to 17.04.2012	IIIM & West Bengal State University
6.	Seminar	Inclusive Education to RTEA	State level seminar	08.08.2012	Dept. of Education, West Bengal State University

Self Appraisal Report for NAAC

7.	Oriental Program me/ Worksho p	Orientation Programme for Councillors of B.Ed. ODL course of NSOU	State Level Workshop	31.05.2013	Netaji Subhas Open University (W.B.)
8.	Seminar	Quality Assurance in Teacher Education Institutions through NAAC Assesment and Accreditation	National seminar	10.09.2013	West Bengal State Council of Higher Education
9.	Worksho p	Ensuring Quality in B.Ed. Programme through ODL Mode in West Bengal	State Level Workshop	23.10.2013	Netaji Subhas Open University
10.	Worksho p	State level uniform B.Ed. Curriculum (2015-2017)	State Level Workshop	26.08.2015	West Bengal State University & Satyapriyo Roy College of Education in collaboration with the West Bengal Univeristy of Teachers' Training , Education, Planing & Administration
11.	Worksho p	B.Ed. Syllabus and practicum on Two Years B.Ed. Course (2015-2017)	State Level Workshop	14.10.2015	West Bengal State University, Barasat & Adamas Institute of Teachers Education

Prof. Keya Samanta

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Constructivist Approach in School learning	National Seminar	6 th & 7 th March, 2012	UGC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah in collaboration with Satyapriyo Roy College of Education
2.	Workshop	Methodology of Research in Education Qualitative and Quantitative	National Workshop	19 th to 25 th March, 2012	UGC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah in collaboration with Satyapriyo Roy College of Education
3.	Seminar	Community Out Reach Activities: Concept, Types & Application	National Seminar	10 th & 11 th September, 2013	UGC & Ramkrishna Mission Brahma Nanda College of Education in collaboration with Dept. of Adult Continuing Education & Extension, Kalyani University
4.	Workshop	B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017)	University Level Workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanda College of Education
5.	Workshop	In-Service Training & Sensitization of Key Functionaries of Central	State Level Workshop	26 th -28 th November, 2015	School of Education, Netaji Subhas Open University & Rehabilitation Council of India

Self Appraisal Report for NAAC

		and State Government s, Local Bodies and other Service Providers			
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Prof. Madhurima Sen

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Workshop	Community outreach Activities; Concept, Types & Activities Application.	University level workshop	10 th - 11 th Sep, 2013	Ramakrishna Mission Bramhananda College of Education.
2.	Seminar	State Level Uniform B.Ed Curriculum(2015-17)	State level seminar	26 th August 2015	W.B.S.U and Satyapriya Roy College of Education

Prof. Rumpa Mukherjee

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	workshop	B.Ed Syllabus modification	National Level workshop	18 th & 19 th November, 2011	U.G.C & Govt. college of Education, Banipur
2.	Seminar	Inclusive Education to	State Level Seminar	8 th August,	Department of Education, W.B.S.U

		RTEA		2012	
3.	Workshop	Community outreach Activities; Concept, Types & Activities Application	University level workshop	10 th - 11 th Sep, 2013	Ramakrishna Mission Bramhananda College of Education
4.	Workshop	B.Ed Syllabus and Practicum on 2Years B.Ed Course	University level workshop	14 th Oct, 2015	West Bengal State University and Adamas Institute of Teacher Education

Prof. Ratna Biswas

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	State Level Uniform B.Ed Curriculum(2015-17)	State Level Seminar	26 th August 2015	W.B.S.U and Satyapriya Roy College of Education
2.	Workshop	B.Ed Syllabus and Practicum on 2Years B.Ed Course 2015-17	State Level Workshop	14 th Oct, 2015	West Bengal State University and Adamas Institute of Teacher Education
3.	Seminar	Education for Sustainable Development in 21 st century	National Seminar	4 -5 October, 2012	UGC & Union Christian Training College and Krishnagar B.Ed College
4.	Seminar	Professional	National	21 & 22	UGC & Department of

Self Appraisal Report for NAAC

		ism in Teacher Education	Seminar	February, 2011	Education St Xavier's College,Kolkata
5.	Seminar	The Learning Community	International Seminar	18 & 19 June, 2011	Heeralal Yadav Balika Degree College,Lucknou,UP,India
6.	Seminar	Rabindranath Tagore Nationalism and Internationalism	National Seminar	19-20 August, 2011	UGC & Simurali Sachidananda College of Education,Simurali and Haringhata Mahavidyalaya
7.	Seminar	Reality and Practices of NCTE Curriculum Framework - 2009in the light of National Curriculum Framework- 2005	National Seminar	22-23 September, 2011	Department of Education University of Kalyani,Nadia,India

Prof. Sagufta Sahin

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Sufism & Indian Spiritual Tradition	National Seminar	23 rd & 24 th March, 2015	Visva Bharati
2.	Seminar	Modern trends in Education : Issues & Challenges	National Seminar	15 th – 16 th November, 2014	Jakkir Hossein B.Ed. College

3.	Seminar	Perspectives on the British romantic poetry	Univeristy level seminar	8 th Decembe r, 2011	Aliah University(English Dept.)
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Prof. Tinni Parial

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Uniform B.Ed. Curriculum State Level (2015 - 2017)	University level Seminar	26 th August, 2015	Satyapriyo Roy of Education in collaboration with WBSU
2.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level Workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Dr. Anuja Mukherjee

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Teacher & Education in the Emerging Indian Society	National Seminar	28 th & 29 th March, 2015	Aurangabad B.Ed. College

Prof. Moumita Roy

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Workshop	B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017)	University level seminar	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanada College of Education

Prof. Barun Mishra

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Saradindu Das

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Prasenjit Pal

Sl. No	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Recent trends in heritage conservation	National Seminar	28 th – 29 th march, 2012	Indian Museum, Kolkata

3.2 Research and Publication Output

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

Our Institution has developed instructional and other materials. These instructional materials include:

Slides on various topics at B.Ed. which can be used in Power Point Presentations.
 Proceedings of the Seminars/ Workshops.
 National Standard Journals on Education
 Modules on Computer Studies .

2. Give Details on facilities available with the institution for developing Instructional Materials?

The Institution provides various lectures for developing Instructional materials.

- ✓ A full-fledge computer lab with Internet facility is available.
- ✓ Student teachers are encouraged to make use of the Internet facility for presenting papers in seminars.
- ✓ Spoken English class develops the communication skills of the students.
- ✓ Teacher educators and student teachers can access internet free of cost.
- ✓ Our Library is also equipped with computers so that student teachers can make use them during Library hours.
- ✓ Photocopying facility is available.
- ✓ The language lab helps the student teachers in developing their language as they listen to different programmes.
- ✓ A fully equipped Arts and craft room is available in the Institution to help the student teachers to develop instructional materials.

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

- ❖ Slides on various topics in each paper have been prepared by our faculties which are often used in classrooms.
- ❖ In this institution teachers teach how to use PPT. As a result all students applied the technology during seminar presentation. Some of the details are given below

- **Give details of the seminar**

Sl. No.	Subject	Topic
1.	English	Jana Austen
2.	Bengali	Baisnab Padabali
3.	Sanskrit	Sandhi in Sanskrit
4.	Education	Teachers thrust for teaching depends on their motivation for teaching.
5.	Life Science	Parasite causing diseases
6.	Physical Science	CO ₂ dumpling a step to stop global warming
7.	Mathematics	
8.	History	Prachin Dakshin Bharatio Sthapatya-O-Bhaskarya
9.	Geography	Solar Energy
10.	Physical Education	Pusti in Physical Education

4. Give Details on various training programmes and / or workshops on material development (both instructional and other materials)

a. Organized by the Institution

b. Attended by the Staff

c. Training provided to the Staff

a. Organised by The Institution

- A workshop on '*Preparation of CAI materials*' was organized for student teachers at B.Ed. Level.

- Department wise workshop on preparation of teaching aids, chart writing and other teaching aids required for micro-teaching and practice teaching.
 - National Level Seminar cum Workshop on Body language of teacher,s in classroom activities.
 - *Workshop conducted for Science Exhibition.*
- b. Attended by the Staff
- Almost all the faculty members have participated in some sort of workshop.
 - Conducted on the preparation of TLM.
- c. Training provided to the Staff:
- No such training is being provided.

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

No such papers have been published by the faculty members.

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

No such awards have been completed by the faculty members.

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

- 1) Sourav Mondal (on going research for Ph.D programme)
- 2) Madhurima Sen
- 3) Keya Samanta

3.3 Consultancy

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

Yes, institution provides consultancy services from last five years.

Faculties from our college are exchanged with the Gopal Chandra Memorial College of Education.

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

Yes, our faculties are competent enough to undertake consultancy. Areas of competency of the faculty members are:

- ❖ Environmental Awareness
- ❖ Co-Curricular Activities
- ❖ Women Cell

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

Free Service to the community is our revenue.

4. How does the Institute use the revenue generated through consultancy?

No such revenue is being collected.

3.4 Extension Activities

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

Community service helps people to gain an understanding about each other. To make the student teachers aware that the greatest need of a broken world is not compassion, our Institution has taken up various community related activities with the motto '*Connecting people, Healthy Mental Foundation, Social Welfare and Awareness*. Various outreach programmes of the Institutions are given below.

- A survey was conducted in Nadibhag, Badu Areas to promote public awareness about Health and Hygiene.
- Students conducted awareness rallies and visit neighbouring houses to make them understand the implication of maintaining sanitation.
- 'Swach Bharat Aviyar' was done in localities to promote the need of cleanliness in the surrounding areas.
- Health camp has been organized for free health service to the community members.
- Students are encouraged to plant tree and aware common people about the importance of education of female child.

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

The Institute has benefitted from the community in the following ways:

- Regular contact with the community via schools.
- The first hand experiences during these activities and the interaction with less privileged sections of society helped the student teachers in bringing awareness and sensitization thereby including human values in them.
- Experts from diverse fields are invited to initiate and orient student teachers as well as teacher educators on various topics like environmental awareness, inclusive education, value education.

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

Our student teacher provide tutorial classes to the students of neighbouring schools.

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

The Project student teacher activities in social work. is successfully going on. Tree plantation, water conservation, public health awareness, free donation of books and clothes are done. Special guidance is provided to the students' if necessary.

5. How do the Institutions develop social and citizenship values and skills among its students?

- ❖ The Morning Assembly is conducted every day for the student teachers. Students give a brief report of the events in the newspapers which help them to be up to date in day-by-day happenings and issues around the world.
- ❖ Our Students celebrated festivals like Saraswati puja, Aagomoni with the neighbouring people which helped them to cultivate compassion.
- ❖ Curricular and Co-curricular activities provide scope for collaborative learning and Co-operative learning which help the student teachers to develop social and citizenship values and skills like tolerance care for one another, helping each other etc.
- ❖ Extempore speech and Debate are organized where students present their opinions on social, issues, prevalent issues etc.
- ❖ Institution conducts awareness programmes which develop social prosperity among the students.

3.5 Collaborations

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

- Our college is the centre for NSOU (ODL mode B.Ed. course) programmes.
- Our College is the centre for Indira Gandhi National Open University (ODL mode B.Ed. course) programmes.
- In both programmes our teacher educators are actively involved in various activities like arranging Lectures, Seminars, Workshops, Micro teaching & Assessment.

Benefits:

- i. It develops creativity among the teachers.
- ii. It motivates teachers.
- iii. It helps teachers to indulge themselves in intensive study from different resources.
- iv. It helps to extend the knowledge in a diverse aspect and develops a better prospect towards teaching-learning process.

2. Name the International organizations, with which the institution has established linkages in the last five years. Details the benefits resulted out of such linkages.

Not such linkages established with inter national organizations.

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

No

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

- Collaborating with DIET, North 24 Parganas, West Bengal.
- Our student teachers undertake remedial teaching for students who are weak in studies and teaching aids are also provided to neighboring schools.
- Through practice teaching, our students try to fulfill the requirements requested by the various schools like conducting competitions, school assembly, physical training, sports, quiz programmes and supervising examinations.
- Cultural activities were organized where school students participated.
- The regional school are motivated to take action research.

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

Faculty members visit schools and consult with the teachers to know about the syllabi of various subjects of different classes. Then student – trainees were instructed to plan and develop instructional materials for teaching. Regular supervision is held by the faculty and teacher of practice teaching schools. For evaluation, School teacher are also requested to evaluate the teaching of trainees according to a prescribed format.

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

Our Institute has collaboration with

- 1) IGNOU
- 2) WEST BENGAL STATE UNIVERSITY
- 3) CALCUTTA UNIVERSITY
- 4) DIET, 24 PARGANAS(N).
- 5) NSOU

The teacher educators collaborate with school and other college or university when they are:

- Invited as judges for various exhibitions and other competitions both curricular and Co-curricular.
- Hold meetings for college development.
- Academic counselors for DIET, NSOU programme at our College.
- Internal and External examiners for B.Ed.
- Invited to take special classes.

3.6 Best Practice in Research, Consultancy and Extension

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

Our Institution provides Consultancy services from the last five years. Faculties from our college are exchanged with the Gopal Chandra Memorial College of Education. Our faculties are competent enough to undertake consultancy areas that are -

- Environmental Awareness
- Co- Curricular Activities
- Women Cell

Major research projects completed by staff members of the Institution in the last five years –

- Sourav Mondal (Ongoing research for Ph D Programme)
- Madhurima Sen
- Keya Samanta

Our revenue is Free Service to the Community.

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

Our Institution through various extension activities outreach programmes with NGO'S and GO'S as partner. Our Institution has taken up various community related activities with the motto Connecting people, Healthy Mental Foundation, Social Welfare and Awareness. Various outreach extension activities programmes of the Institution are given below:-

- ❖ A survey was conducted in Nadibhag, Badu Areas to promote public awareness about Health and Hygiene.
- ❖ Students conducted awareness rallies and visit neighbouring houses to make them understand the implication of maintaining sanitation.
- ❖ Swaach Bharat Aviyan was done in localities to promote the need of cleanliness in the surrounding areas.
- ❖ Health Camp has been organized for free health service to the Community members.
- ❖ Students are encouraged to plant tree and aware common people about the importance of education of female child.



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CRITERION-IV

INFRASTRUCTURE & LEARNING RESOURCES



College Building



College Library



College Play Ground

4.1 Physical Facilities

1. Does the Institution have the physical Infrastructure as per NCTE norms? If Yes, specify the facilities and the amount invested for developing the infrastructure Enclose the master plan of the building.

Yes, our Institution has been set up as per NCTE norms.

Our institution consists of two buildings in its premises. These are main building and annex building. The main building of the institution has three floors, i.e. ground floor, first floor and second floor. It includes classrooms and method rooms. The administrative work is also conducted from this building. Definitely, our college is equipped with various facilities which are required for better prospect in teaching learning process.

Structural details of the main building are mentioned underneath:

Ground floor includes a multipurpose hall, faculty room, principal's room, administrative office room, secretary cum visitors room, room for HOD (B.Ed.), room for HOD (D.El.Ed) room, Bengali method room, History method room and separate wash room for both boys and girls.

The 1st floor consists of seminar cum workshop room, D.El.ED class room -I, D.El.ED class room -II, library cum reading room, psychology room ,ICT room, Geography method room and separate wash room for girls and boys.

On the 2nd floor, there are mainly laboratories i.e Physical Science Lab, Life Science Lab and also three method rooms are there. There are Mathematics Method room, Education Method room, and Sanskrit method room. The floor also consists two smart classrooms for B.Ed students i.e B.Ed smart classroom I and Smart classroom II. An extra facility cum examination hall is also there. Two separate washroom for girls and boys available in this floor.

Structural Details of Annex building:

Ground floor of Annex Building consists of a Health and Physical Education room, a language learning lab, a performing art room, canteen, sports store room, a girl's common room, a boy's common room cum indoor games room and also two separate wash room for both girls and boys.

The Amount invested for developing the infrastructure is given below.

Sl. No.	Particulars	Amount
1	Land	65,18,597
2	Building	99,61,097
3	Furniture	4,44,122
4	Teaching Aids	52,450
5	Books	6,17,072
6	Laboratory expenses.	4,40,044
7	Computer , Projectors & Sound System.	7,70,501
8	Electrical Installation, Generator and Electric Charge.	9,21,043
9	Transport	23,827

The Master plan is enclosed as Annexure II

2. How does plan the Institution plan to meet the need for augmenting the Infrastructure to keep pace with the academic growth?

As the activities of B.Ed. course have been increasing day by day the institution is also gradually developing. To keep pace with the growing demands, infrastructural developments were done. Expansion of Second floor of the main building was done in the year 2008. The Library resources and augmentation of the existing infrastructure are added every year to cope with the upcoming needs. Library was shifted to first floor so that the large space can be used as a reading arena. In library facilitates free browsing centre where three computers are present with internet facilities. All classrooms were provided with adequate facilities.

3. List the Infrastructure facilities available for Co-Curricular activities and extracurricular activities including games and sports.

The infrastructure facilities available for Co-curricular and extracurricular activities are given below:

- Well furnished Multi-purpose hall.

- Arts and Craft room.
- Playground for sports activities.

4. Give details on the Physical infrastructure shared with other programmes of the Institution or other Institutions of the parent society or university.

The infrastructure facilities shared with other Institution are:

- Our multi purpose hall is utilized for conducting various programmes of our Institutions.
- Our classrooms and seminar halls are utilized by NSOU and IGNOU for conducting ODL B.ED course.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room for women washroom facilities for men and women, canteen, health centre etc.)

- Canteen provides traditional and nutritious food items.
- Possesses a health centre.
- Common rooms are available for students.
- Our campus is green, clean and pollution free.
- Waste and Water management is done properly.
- Separate washroom facilities for men and women.
- Provisions are made for indoor and outdoor games.

6. Is there any hostel facility for students? If yes, give details on capacity number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

No, such facilities are not yet available in our library. We are trying to adapt this facility.

4.2 Maintenance of Infrastructure

1. What is the Budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and

Unspent balance if any

Building

Laboratories

Furniture

Transport & Vehicles

Equipments

Computers

		Building	Laboratories	Furniture	Equipments	Computer
2010-11	Allocation	25000	4000	2000	20000	15000
	Utilization	NIL	3697	2550	NIL	18391
2011-12	Allocation	350000	140000	150000	18000	200000
	Utilization	322849	130000	145000	15000	204110
2012-13	Allocation	2000000	75000	65000	15000	105000
	Utilization	2052688	80000	60000	15000	100000
2013-14	Allocation	3500000	120000	50000	50000	300000
	Utilization	3825006	125847	55632	48512	305000
2014-15	Allocation	2500000	10000	50000	75000	15000
	Utilization	2526360	NIL	NIL	79531	NIL

Transport & Vehicle- No Such facilities have been provided.

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

Our institution projects various plans to avail the infrastructure maximally, like-

- The buildings are used for administration, teaching and learning and accommodating students.
- Library is used well by our students and staff members.
- The computer lab is used by students to prepare power point presentation, browsing and doing ICT related works.
- Science labs are utilized by our students for developing skills in doing experiments, demonstration, improvisation, and problem solving.
- Audio visual aids are utilized fully by our students in the preparation of lesson plans and other practical work.
- Playground is used for the development of physical abilities and skills of the students.
- Art and craft rooms are utilized for preparing various items.
- Multipurpose hall is used fully for presentations, conducting seminars and to organize cultural events.

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

- A friendly atmosphere has been created wherever possible.
- Gardening is being done and the plants and flowers are watered and maintained regularly.
- The college campus is always kept clean and all the measures have been taken to avoid non degradable materials inside the campus.
- The college campus has been plastic free.
- Paper cups and bags are allowed to use instead of polythene substances.

4.3 Library as a Learning Resource

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

Yes, we have a qualified librarian. Our library is enriched with various books of diverse range and computer facility is present in the library.

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

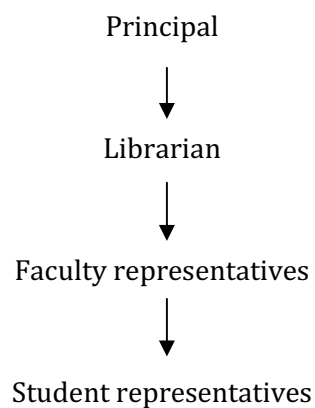
The library resources are available to staff and students are as follows:

- | | |
|--|--------|
| • Number of Books | - 5456 |
| • Encyclopedias | - 25 |
| • Journals (National) | - 52 |
| • Journals (International) | - NIL |
| • Journals (Foreign) | - NIL |
| • News Papers | - 02 |
| • Magazines | - 10 |
| • E-journals | - NIL |
| • Periodical Bound Volumes | - NIL |
| • Theses Collection | - NIL |
| • E-Resources (CD/DVD, audio cassettes, video cassettes) | - 03 |
| • Internet facilities for all the stake holders. | -Yes |
| • Software - Info library software for library needs and other basic software. | -Yes |

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

Yes, The institution has a mechanism to systematically review the various library resources for adequate access and relevance. There is a library committee which holds meetings every quarter to discuss latest acquisitions and to decide on further requirements. A suggestion box is kept in the library to get the feedback from the users, which are also taken into consideration for improvement in the system.

Composition of library committee



Major recommendations undertaken-

- Books and journals are to be purchased
- More books, journals and magazines are replaced and added to the available stock.
- Students are motivated by the teachers to read books.
- Student teachers are facilitated to issue other books on feminism, value education etc. among with text and reference books.
- Further reviews are made for easy access and other improvements.

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

Our library is computerized with up to date software system. All the books in the library have been properly coded and numbered for use and easy accessibility.

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

In our library there are 3 computers with internet facilities. It enables the staff and the students to browse various learning resources. Students and staff have full access to the library and they have the freedom to use the library liberally.

6. Does the Institution make use of inflibnet/ Delnet/ IUC facilities? If yes, give Details.

No, the Institution do not use of inflibnet/ Delnet/ IUC facilities.

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

All the working days mentioned in the college calendar are working day for the library. The college library is open from 10 am to 5 pm on all working days. It works for extended hours when needed. During examination (study leave), library works from 9.00 am to 6.00 pm.

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

The staffs and students become well acquainted about the new arrivals in the following ways:-

- List of new arrivals are displayed on the notice board.
- Staff members make announcement in the classrooms.
- Announcements are made in the library.

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

No, such facilities are not yet available in our library. We are trying to adapt this facility.

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

As from last five years no such students have taken admission so there was no special facilities offered by the library. In this year a student under physically handicapped category has taken admission in our institution. So, we are trying to afford lift facility for such candidates.

4.4 ICT as Learning Resources

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

The institution has a fully equipped computer laboratory, with a qualified staff member to meet the ICT needs of the students and staff.

Hardware facilities provided are:

- Computers - 20
- Laptop - 02
- Speakers - 02
- Printers - 02
- CD Rom - 20
- CD writers - 20
- Software: Library Automation, MIS, SMS, MS Office.

In addition to the ICT facilities provided in the computer lab, the college has three LCD projectors.

Internet facility is available in all systems in the computer lab. Internet facility is also provided in the office room, staff room, library and computer room.

The college provides training in ICT to teacher educators and students. Orientation is given in preparing power-point presentations, multimedia packages and the use of Microsoft Excel and surfing the internet to get a vast pool of information. The students are trained in the basic uses of the MS-office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis for their action researches. Equipments like OHP, audio recorder, handy cam, televisions, LCD projectors and slide projectors are also available in the institution.

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

Yes, there is a provision in the curriculum for imparting computer skills to students. The major skills that the students acquire are:

- System operating skill.
- Browsing skill.
- Downloading text and images.
- Use of e-mail and chat.
- Drawing skill.
- Power Point presentation skill.
- Data manipulation skill.

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

The maximum use of innovative technologies is ensured in our college. The use of computers and LCD projectors is very helpful for our teacher educators as well as the student-teachers during seminar presentations, lectures, workshops etc. Our students use power point presentations to give lessons in schools during practice teaching programme. Students collect various information through these facilities.

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

The following are the major areas in which the student-teachers adopt technologies in B.Ed course.

Preparation of Teaching Aids:

Student-teachers use technology to download pictures, information, to make their respective teaching aids.

Classroom Interaction:

Our student-teachers use power point presentation to make classroom teaching more effective. They use this technology through laptop during their practice teaching.

Preparation of Lesson Plan :

Our student teachers use technology through the use of different websites, browsers to make their information more compact and effective.

4.5 Other Facilities

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

Our institution shares its facilities with other teacher education institutions and local community whenever needed by the authorities concerned. Infrastructure facilities are utilized well by local bodies and other organizations. Sometimes Universities or government use our facilities for conducting various programmes (i.e. study centre, examination centre etc.)

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

The various audio, visual, audio – visual materials available with the institution are

- Teaching Aids
- Charts
- Maps
- Audio recorders / CD players
- OHP & Transparencies
- Educational CDs, Audio, Video CDs
- Computers
- LCD projectors
- Movie camera
- Slide projector
- Still Cameras
- DVD players
- Public addressing system

Our student-teachers use these accessories for their utmost utilization during simulated and practice teaching lessons. Our student-teachers basically use chart, maps, models, Laptop, CDs, pen-drive etc. while they teach.

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

The various general and methods laboratories available with the institution are mentioned below:

General labs-

- Psychology lab
- Computer lab

Method Labs-

- Mathematics lab
- Physical Science lab
- Life Science lab
- Geography lab
- Art & Craft lab

A qualified candidate has been appointed for the computer laboratory. Budgetary allocation is also made for upgrading the facilities of the lab. ICT resource center is equipped with enough computers. All these equipments are maintained by expert technicians.

4. Give details on the facilities like multi-purpose hall, workshop, music and sports, transports, etc. available with the institution.

In our institution there is a big multi-purpose hall which is used for conducting seminars, cultural programme, workshop, celebrating festivals and other college activities. An art and craft room is also available in our institution. There is a common room where student- teachers used for playing some of indoor games. Playground is present where outdoor games are organized. No transport facility is given by the college. College has its own personal vehicle, if needed then it is used for transportation.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the classrooms.

Yes, Classrooms are equipped with green board, white board, OHP, LCD Projector, computer and public addressing system.

4.6 Best Practices in infrastructure and Learning Resources

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

The teacher educators seek to model the best practices, by video graphing the micro teaching lessons and demonstration lessons given by them. The laptops and LCD projectors can be used in the class rooms for teaching learning process. The different methodologies used in the teaching learning process helps to reflect on the performances of the teacher educators. Sometime theory based lectures are conducted through power point.

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

The innovative practices related to the use of ICT which contribute to quality enhancement in the institution are given below;

- Power point supported presentation of lectures by the faculty.
- Integrating ICT in assignments / Seminars / projects.
- Manipulating internet to enhance the quality of curricular contents.
- Website analysis by the students.

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

The following innovations / best practices are adopted in our college.

- Green campus programme: Our campus is made green by planting and protecting trees with care.
- Free browsing centre: Majority of our students comes from rural areas and they don't have any internet access in their homes. Hence in our laboratory has a browsing center is setup with 10 computers having internet facilities.
- Using low cost materials for teaching.
- Classroom transaction; while delivering content teachers can use power point presentation whenever needed. Students are also encouraged to use the same.



MADHYAMGRAM B.ED COLLEGE

NCTE Recognized and Affiliated to West Bengal State University

20/3/A Nadibhag, Badu Road, Madhyamgram, Kolkata - 128, West Bengal

CRITERION-V

STUDENT SUPPORT & PROGRESSION



Re-Union Programme organized by Alumni Association



Social Awareness Programme



Prize Distribution

5.1 Student Progression

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

The college follows a strict and well defines admission procedure so as to ensure the quality and preparedness of the students who enrolled in the course of the institution.

The future career plans of the candidates and their academic performance in the last few years (academic score) are also verified thoroughly before granting admission. Every year after admission an entry level test done by the institution.

The students' preparedness for the B.Ed. programme is assessed and appropriate academic and professional advice is provided to them since the commencement of the programme to its successful completion. Teaching skills are assessed by asking the student teachers to teach a topic for five minutes. Activities like debate competition & Quiz competition are conducted to check their communication abilities.

The time table copy is also distributed along with a copy of syllabus. An idea about the various activities about the college is provided to the students. Details regarding class rooms, Library, Books, Newspapers, rules of the college, Computer lab, methods lab and our all other practices are shared with the students

Regular feedback sessions are conducted to help the student teachers to restructure, refine and enhance their teaching styles and abilities. Spoken English classes are provided to the student to improve English language fluency and efficiency.

Informal discussions by the subject teachers are given whenever it is required. Linkage with schools for practice teaching are also discussed with the students during the period.

In order to ensure that the student teachers receive appropriate academic & professional advice through the commencement of their professional educational programme up to its completion, the college provides qualified & experience faculty that remains in personal touch with student teacher. Each faculty is equired to be a Friend, Philosopher & Guide to them

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

The campus environment is so geared as to promote, motivate, develop and ensure satisfactory performance and improvement of student teachers. Generally the student teachers belong to diverse backgrounds. In such case, institution guides student teachers in all respect.

The campus climate offers learner centric, learner friendly, pleasant, and comfortable environment appropriate for effective and beneficial learning. Our campus is clean, green and pollution free.

College ensures a learner friendly environment. The campus offers a very congenial and comfortable environment appropriate for effective and beneficial learning. Our campus is clean, green and pollution free and also plastic free. In the college premises smoking is strictly prohibited.

Cultural activities-

The college organizes convocation every year on 27th February (since it is the foundation day of the college) and during the convocation the toppers in all courses are awarded with medals, and the first five rank holders are given away memento and certificates. The practices of this publicly highlighting the achievements of individual students are some of means of ensuring the students' motivation.

The student teachers are encouraged to participate in various cultural activities. They are motivated and given varied scope to show their potentialities. Some of the activities are as follows-

- Debate
- Quiz
- Drawing
- Dance
- Collage making & Glass painting
- Singing

Library Services-

We have excellent library facilities which always help our students to refer the required contents and grow knowledgeably. Our Computer Laboratory is provided with free internet facility. Remedial classes are often conducted for the benefit of the academically needy students. The Institution provides feedback on a regular basis to make them aware of their performance improvement and conceptual development.

I.C.T.-

Use of ICT is a mandatory feature of the teaching learning process and student teachers are encouraged to do so during their practice teaching session.

Alumni Association-

In order to maintain relationship with students the Institutions established the Alumni Association which looks after the developmental activities of the college.

Grievance Cell-

This cell has been formed by the Institution. Students can report all their grievances to this cell in case they encounter any problem in the Teaching learning process, Evaluation, Infrastructure Problems, issues related to Canteen etc.

3. Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the Institute for Controlling the Drop out.

In the year, 2012-13 only one female student did not continue the course due to family problems. In the year 2013-2014, out of 100 students, only one student did not continue the course. She left the course before sem-I, due to suddenly transfer to other state.

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

The Institute provides necessary guidance for enabling the students to progress in higher education.

The Institute provides necessary guidance to the students to face interviews, preparing curriculum vitae and practice to face competitive examinations. They are also encouraged to appear for various entrance examinations for higher education.

Students are highly motivated and directed by the faculty and experts to join higher education courses like M.Ed. & M.Phil course.

5. What percentage of students on an average go for further studies / chose teaching as a carrer? Give details for the last three years.

Among the 100 B.Ed. students who are admitted in the college every year at least 20-25% of them (approx) get selected in the R.L.S.T/ conducted by the West Bengal school service commission and also selecting for teaching job via School Service Commission.

A few more students are selected as assistant master in the Govt. school via West Bengal public Service Commission. Some students are also selected as teacher in various private schools.

Sl. No.	Year	Percentage of students who opted for further studies	Percentage of students who chose teaching as a career.
1	2014-15	Nil	19
2	2013-14	16	22
3	2012-13	20	31

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

General introduction to the library facilities is given during the initial part of the course started; during programme students are guided to use various hardware, software and available resources to prepare their lesson plan. Micro and Macro teaching both the classes are conducted for the students through power point projector.

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

No, we don't have such type of placement services.

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

No, we don't have such type of placement services.

9. Does the Institution have arrangements with practice teaching schools for placement of the students' teachers?

No, we don't have such type of placement services.

10. What are the resources (financial, human and ICT) provided by the Institution to the Placement Cell?

No such resources are provided.

5.2 Student Support

1 How are the Curriculum (teaching-learning processes), Co-curricular and extracurricular programmers planned, (developing Academic Calendar, Communication across the Institution, Feedback) evaluated and revised to achieve the objectives and effective implementation of the Curriculum?

The institution has to follow the curriculum designed by the affiliating University, that is the West Bengal State Univeristy and within the given framework it has to accommodate the curricular and co-curricular activities of the college. For the same, the academic calendar is developed by the Principal and a few senior faculty members.

The Academic activities, co-curricular and extracurricular activities are planned at the beginning of the session within the suggested calendar of the University.

Similarly, Teaching-Learning process is also planned at the beginning of the academic session as per University calendar. The practice teaching sessions are planned after taking into account the availability of accessibility to the concern practice teaching school.

Once the schedules of the curricular, extracurricular and such activities are finalized the formal academic calendar is developed and the student teachers' are also notified of the same. Details of the academic calendar are displayed in the principal room, Staff room as well as general notice board.

The tentative dates of Pre test and Test exam of all semester are also mentioned in the Academic Calendar.

The feedback obtained from the teachers and the students at the end of the year help to make the necessary revision of the curricular and extra curricular programmes in the subsequent session.

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

We don't have any physically Challenged Students.

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

Meantime B.Ed. syllabus has changed a lot. At present as per NCTE guideline method subject are absent in SEM-I. In same to there are only one method to be study by the student. Accordingly we have following method papers from this academic session 2015-17.

They are –

- Bengali
- English
- Sanskrit
- Life Science
- Physical Science
- Mathematics
- History
- Geography
- Education
- Work Education
- Physical Education

In SEM-I all the faculty members of this institute as mentor in all the general papers guiding the project work.

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

The teacher educators are encouraged to assist students with positive attitude and motivate them by equipping themselves with study skills for better performances. The various micro seminars, workshop and orientation classes for personality development and de-stressing are conducted to boost the morale of the students.

Students are encouraged to publish articles in magazine. The quality and content of the right ups are suggested upon by teachers.

Faculty members have open access to computers, Library, Books, Refreshment facilities encouragement to introduce innovative methods of teaching, permission to attend seminars and workshop and put in request for all other assistance. The management fulfills almost all demands put in by the faculty members for effective teaching learning process.

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

Yes, The institution has own website which is www.madhyamgrambedcollege.org , update from time to time. A short history about Institute is given with the date of establishment. A write up on the vision and mission of establishing this Institute is offered on the website.

A complete profile of the faculty members with their qualifications is also posted on the website.

The website displays to publish latest news, details of major achievements, academic calendar, Sports, games and activities of Alumni, notification of seminar, workshop and exhibitions to be conducted in the college.

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

Yes, the institute does have a remedial programme for the academically low achievers. The 'low achievers', as are primarily identified after the 1st Semester examination, are provided special instruction for the supplementary exam.

7. What specific teaching strategies are adopted for teaching?

(a) Advanced learners and (b) Slow learners

(a) Advanced learners

The following teaching techniques are implemented for advanced learners.

- **Seminar Presentation:** Advanced learners are given opportunity to present seminars/ workshop.
- **Discussion method:** Topic is assigned for the advanced learners to discuss within the group so that they can present the views on the topic.
- **Debates:** Critical learning takes place when the learners argue for and against the content debates.
- **Model of teaching:** Models of teaching help the learners to learn systematically the content and the facts thoroughly. Models like concept attainment model, icon model, Asubel Advanced Organizer model are extensively used by the advanced learners for better learning.
- **Self-Study:** Advanced learners are given units for self-study which are evaluated by the teacher educators in the Library.
- **Brainstorming:** Brainstorming technique is adopted to enrich their learning style.
- **Assignments:** Assignments are provided frequently to the students.

(b) Slow Learner

The students with academic backwardness are specially tutored through:

- **Remedial coaching:** It is provided to academically low achievers.
- **Tutorial groups:** Such groups are formed to improve the study skills of low achievers..
- **Spoken English classes:** Spoken English classes are conducted for the benefit of the Bengali medium students.

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

The following are the various guidance and counseling service available to the students:

- **Grievance cell:** The cell attends to the Grievance of the students on their personal and academic issues. Solutions are also sought out.
- **Women's cell:** The women teacher educator's in-charge takes up the issues raised by the women students and take initiatives to solve their problems.

- **Tutorial groups:** These groups are formed to improve the study skills of the students especially the low achievers.

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

Following are the Grievance redressal mechanism adopted by the institution.

- Grievance Cell. (Complain Box)
- Women's cell
- Students' council.
- Direct interaction to the Principal.

The students' are free to come and meet the Principal or the faculty members at any time for any kind of grievances that they have. Their problems are solved amicably and immediately. The college has the Grievances redressal cell as well.

Composition of Grievance Cell

- Dr. Udayaditya Bhattachary - Principal
- Prof. Sourav Mondal - Faculty member
- Prof. Keya Samanta
- Prof. Rumpa Mukherjee
- Prof. Barun Mishra

Major Grievances redressed in the last two years are following-

- Bengali medium students found it difficult to attend the classes handled in English language. To rectify it, special spoken English classes were conducted.
- Power cut is a major current problem. To overcome those difficulties a generator has been installed.
- Quality of the canteen has been improved.
- Extension of Library hours.

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

The students teachers of this institute are continuously monitor throughout the academic year at different stages of B.Ed. Programme. They are monitor on the basis of internal exam, external exam and semester. And appropriate out line of monitory and advising system are given below :

- Students teachers properly assisted during class room teaching learning process. The students ask their queries to the teachers and the teachers help the students and fulfill their needs related to teaching learning process.
- Student teachers often face problems related to teaching learning process which process hindrance in the progress of candidates. The teacher help them to solve these problems and help the student teachers.
- Again the progress of the students is monitor through of continuous assessment programmes including class test assignment, quiz, seminar, group work. Regular attendance is also check by the authority. If necessary irregularities in attendance and academic performance are informed to the parents.

- Besides this academic progress co-curriculum activities are also performed through several cultural programmes such as Sit & Draw, Poster Competition, Dance & drama activities.

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

Practice teaching is very essential for the student teachers. It helps them to acquire the teaching learning skills very minutely.

This institute ensure the competency of the students to begin practice teaching in the following way :

- Orientation on microteaching skills by the faculty members and by experts from the outside.
- Demo classes on micro-teaching skills by the faculty members.
- Practicing of each micro-teaching skill separately by the students.
- Discussion and preparation of lesson plans.
- Systematic correction of lesson plans by the teacher educators.
- Practice in preparing teaching aids and use it in proper way.
- Practice in diagnostic and achievement test constructions.

The Student teacher undertakes practice teaching exercise in the following steps.

- Micro teaching preparation- They learn to attain mastery in 5 skills through practice and simulations. Student teachers are familiarized with the concept of micro teaching, different teaching skills and techniques to be practiced like Selection of lesson, Introduction, Explaining, Questioning, Black board work and closure. This part is conducted to ensure the students' competency to begin practice teaching .In the micro teaching, the student teachers' are taught how to make micro plans and transact it to the peer groups. In simulation, the student teachers have to give demonstration of micro lesson plan (based on different teaching skills and techniques) before the peers.
- Lesson planning- Student teachers are familiarized with the concept, purpose and ways of developing lesson plans. They are taught how to prepare workable and effective lesson plan for effective and efficient teaching in particular subject/ content area. Problems faced by the student teachers why preparing lessons are solved by concerned faculty members by discussing and explaining the weakness in the lesson plans. Student teachers may be asked to rewrite the lesson plan. A format of lesson plan and evaluation is also provided for the convenience of the student teachers.
- Simulation of Teaching- The faculty members deliver demo classes to the student teachers for realizing how skills are used in single lesson plan. Student teachers are also encouraged and asked to deliver their lessons in their peer

groups in the presence of their subject teachers. Problems, if any faced by the student teachers are solved by the faculty members mostly on the spot. Student teachers have to deliver at least three lessons each in both the method subjects during simulation of teaching.

The role of faculty members in simulations is as follows-

- Help in preparing flexible lesson plan to be taught during practice teaching.
 - Train in relevant skills in micro and simulated situation.
 - Provide necessary information and develop skills for doing related practical work. An intensive, systematic and scientific simulated training in each method subject is arranged for the trainees
- Follow-up Support- The follow up support provided to the students during practice teaching is as follows:
 - Teaching sessions of the students are regularly observed by the teacher educators, mentor teachers and peers and necessary guidance is given by the teacher educators and mentor teachers.
 - Reflective practice records are maintained by all the students and they are made to reflect their lessons and write down their strengths and weaknesses.

5.3 Student Activities

1. Does the institution have an alumni association? If yes

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

"Yes" The institution has an alumni associations

- i. List the current office bearers:

Designation	Member name
President:	Shubhasis Ghosh
Vice President:	Santu Sanbui
Secretary:	Barun Mishra
Co-Secretary	Md. Mizanur Rahaman
Treasurer:	Rathindra Nath Biswas
Student Representative	Sk. Piraj Ali
	Monlisa Chakraborty
	Sudipta Dutta

- ii. We have no such type of Election formation.
- iii. Alumni Association Activities of the last two years
- Regular meeting takes place of the members. Record of the same are placed on record book.
 - Helping the college in conducting various extension activities .
 - Felicitation of Student teachers for their good performances during the academic year.
- iv. Details of the top ten alumni occupying prominent positions.

No.	Name of students	Designation	Address
1	Sukanta Mallick	<u>Asst. Prof.</u>	Simuliapur, Gaighata, 24 Pgs (N)
2	Anowar Hossein Gazi	Asst. Prof	Swarupnagar, 24 Pgs (N)
3	Anupama Chakraborty	Asst. Prof.	Jhilpara, Bally, Howrah
4	Sabina Yasmin	School Teacher	Deganga, 24 Pgs (N)
5	Biswajit Mondal	School Teacher	Kaipul, Badu, 24 Pgs (N)
6	Tamojit Chowdhury	School Teacher	Bankimpally, Madhyamgram, 24 Pgs (N)
7	Koel Laha	School Teacher	Basunagar, Madhyamgram, 24 Pgs (N)
8	Koyel Kar	School Teacher	Sodepur, Amarabati, 24 Pgs (N)

- v. Contribution of alumni to the growth and development of the institutions.

Year	Sub	Name of the Guests/ member
2012-13	Tree Plantation	Prof. Dr. Subir Nag
	Blood Donation Camp	Prof. Ranjit Basu
2013-14	Re-Union & Cultural Programme	Rupankar Bagchi (Singer, National Award Winner)
2014-15	Free Book Distribution	Dr. Debashis Dhar
	Health Camp	Dr. Surita Som

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

The Institute encourage students to participate in extracurricular activities by celebrating special days such as Independence Day, Republic Day, Teachers Day, Saraswati puja, Youth Day etc. Further the college celebrates all important cultural and religious festivals so as to enhance the spirit of secularism and to grasp the significance of cultural pluralism. Participation in inter and intra college level competitions is encouraged. Awareness rallies are arranged by our students. Field trips are arranged for our students to get first-hand experience on areas related to their subjects. Activities like planting of saplings, clean and green campus, plastic free zone and community works etc. are done through the clubs of the college.

Students are encouraged to participate and demonstrate their talents during sport day, arts day and college day. There is ample provision for indoor games like carom, chess etc. and outdoor games like, badminton , volley ball, football, throw ball, etc. The Professor of Physical Education encourages the students to participate in various sports and games.

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

The Student teachers are encouraged to bring out their creativity in varied ways. As a part of their syllabus requirement, they are supposed to submit reports on Action Researches and content review. The Institution motivates students in developing their creative talents. Apart from these, the departmental magazines or wall magazines are also published. Students are encouraged to write features and articles, poems etc in magazine. Poster presentation and wall papers on different themes and subjects are prepared and displayed on theme related to current social, cultural and environmental issues.

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

Yes, the institution has got a student council.

Constitution of the student council:

- Chairman.
- Secretary.
- Arts Club Secretary.
- Magazine Editor.
- Departmental representatives.

Major activities:

- Conducting student association meetings.
- Organizing extra-curricular activities.
- Celebrating national and other festivals.
- Organizing Cultural Programme.
- Participating in discipline committee.

- Conducting Centre visit.
- Organizing community work.
- Organizing college day.
- Identifying and finding possible solutions to campus problem.

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

The students have representation in the following academic and administrative bodies.

i. Academic committee

Composition:

- Principal
- Faculty representative
- Student representative

Activities:

- Organizing workshops and seminars.
- Organizing tutorial groups.
- Systematically organizing all academic activities.

ii. Library Committee

Composition:

- Principal
- Librarian
- Faculty representative
- Student representative

Activities:

- Informing students about the arrival of new books.
- Encouraging students to read books.
- Motivating students for the maximum use of the library.

iii. Co-Curricular Committee

Composition:

- Principal
- Faculty representative
- Student representative

Activities:

- Organizing various cultural events and competitions.
- Celebrating important days like Independence Day, Republic day, Teachers day etc.
- Celebrating festivals.

iv. Extension committee

Composition:

- Principal
- Faculty representative
- Student representative

Activities

- Organizing awareness programmes.
- Contributing cloths to old age homes.
- Arranging field trip.
- Community work.

- Provide free books to the neighboring school students.

v. Sport Committee

Composition:

Principal
Director of Physical Education
Faculty representative
Student representative

Activities:

- Making students participate in various sports and games activities inside and outside the college.

vi. Literacy Club

Composition:

Principal
Faculty representative
Student representative

Activities:

- Encouraging students to contribute in college magazine.
- Encouraging students to deliver speech during the conduct of various programmes.

vii. Eco Club

Composition:

Principal
Faculty representative
Student representative

Activities:

- Declaring the campus as green campus plastic free zone.
- Organizing talks on environment themes.
- Conducting Poster making.

viii. Women's Cell

Composition:

Principal
Faculty representative
Student representative

Activities:

- Installing a suggestion box for women students to make their suggestions and complains.
- Addressing the grievance made by women students.
- Conducting Seminars.
- Conducting debates on Women empowerment.

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

Yes, the Institution collects feedback from its graduates and employers through the feedback forms. Feedback collected from the graduates and the Employers are used for the modification and improvement of the system.

5.4 Best Practice in Student Support and Progression.

1. Give Details of institutional best practices in student support and progression?

Institution provides its student teachers with modern infrastructure and timely effective support needed to complete the B.Ed. programme. From the beginning of the academic session, care is taken of every student teacher towards his / her overall development and progress.

Some of the best practices followed by the Institution are as under.

- The management and the administration ensure that no student teachers' deprived of any facility due to financial constraints.
- Institution arranges remedial classes, group discussion, seminars, workshops & extensive activities on a frequent basis.
- Institute maintains a well equipped library. It has text books, reference materials, news papers, encyclopedia, magazines, and journals, computers with internet.
- The relationship of the faculty members and the student teachers are very healthy. They work together as a team to achieve the best possible result

Some important title of the Practice:

- **Counseling services:** It provides various counseling services to the student teachers in terms of social adjustment, classroom management and such other challenging areas. The faculty members, principal and management make all efforts to guide the student in every possible manner.
- **Constitutional values:** Institution seeks to promote multicultural values, inclusive learning and democratic ways of thinking and living. The college takes pains not only to instill academic values in the student teachers but also to put a thrust on their overall development. The students of the college are encouraged to remain busy through all kinds of physical activities.

Simultaneously, it promotes healthy competitive spirit of constructive nature among its student teachers through a host of activities.

- **Remedial Activities:** The College arranges remedial classes both the weak and advanced learners. These classes are looked upon by the students as an excellent opportunity to revise all the curriculum based topics.
- **Curricular, Co-curricular and extra-curricular activities:** Institutional body encourages participation of student teachers in all activities – extension, cultural, academic as well as curricular activities.



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CRITERION-VI

Governance & Leadership



An Excursion



Freshers' Welcome



Cleanliness Programme

6.1 Institutional Vision and Leadership:

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

Purpose – The true motivation behind of our development and the entire object of our Institution is to produce batches of fruitful and creative educationists in the field of quality education.

Vision:

To develop an Institution of Teachers Education that will stand in future as an effective instrument for enriching school education and society as a whole.

Mission:

- ❖ To impart appropriate training to would be school teachers who will enrich school education in and outside the state with their knowledge and expertise.
- ❖ To provide sufficient flexibility in Teacher Education Programme for students who have studied in language, humanities and science streams.
- ❖ To provide opportunities to the pupil teachers. To learn through pedagogy through theory classes, Practical teaching in schools of varying profiles.
- ❖ To provide exposure to computer applications use of language lab, use of laboratory techniques in the science and Psychology lab.
- ❖ To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.

Values:

In all the activities of the Institutions following values are nurtured –

- ❖ Developing value based education.
- ❖ Emphasis on emotional values.
- ❖ Including professional attitude and commitments.
- ❖ Developing environmental sensitivity.
- ❖ Developing traditional, Cultural and Social Values.
- ❖ Inculcating democratic ideas.

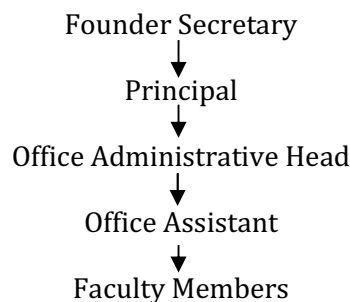
2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, our mission includes the institution's goals and objectives in terms of addressing the needs of the society, students, the school sector and the institution's traditions and values.

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

Our college is run by Satyam Educational and Social Welfare Trust. The trust has formed with an executive committee as governing body of the college.

Admission Committee / Governing body



Functions – This Governing body looks into the function like staff Appointment, preparation of overall budget, implementation, general administration, and service condition of the staff, monitoring and evaluation. It also deals with general discipline and the day to day affairs of the college.

Other Committee-

- Eco Club
- Women Cell
- Literary Club
- Library Committee
- IQAC Committee

Moreover, the management of the college provides –

- ♦ High quality of education.
- ♦ Freedom to the faculty.
- ♦ Generous Financial support.
- ♦ Adequate of lab facilities.

- ◆ Well equipped classroom.
- ◆ Library facilities for all students.

4. How does the management and head of the Institution ensure that responsibilities are defined and Communicated to the staff of the Institution?

The management and head of the Institution discuss all over the activities and the new resolutions are made in the staff council. These resolutions are conveyed to the all staff through oral and written instruction.

5. How does the Management / Head of the Institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the Institutions?

The Head of the Institution ensures through the feedback from principal, Staff representatives, students and Parents. The Principal compiles the feedback from the students, parents, alumni. All these help the management to review the activities of the Institutions.

6. How does the Institute identify and address the barriers (if any) in achieving the vision / mission and goals?

After collecting the feedback, the head of the Institution, the Principal and staff identify the barriers and take necessary steps to remove the barriers. The barriers are identified through-

- Frequent review meetings.
- Suggestion Box.
- Feedbacks.

Barriers are addressed through:

- College Governing Body.
- IQAC
- Staff Council Meetings.
- Student Council.
- Parent – Teacher Interaction.

7. How does the Management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the Institutional Processes?

The Management encourages and supports the involvement of the staff for improvement of the effectiveness and efficiency of the Institutional process in the following ways –

- ◆ Encouraging the staff to attend seminars, workshops, and training programmes.
- ◆ Encouraging the staff members to quality themselves and update their knowledge and also to complete their doctoral degrees.
- ◆ Conducting periodical meeting.

8. Describe the Leadership role of the Head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of Students.

The Principal as the Head of the Institution governs and manages the curriculum, administration and utilization of resources for the students through the following ways-

- ◆ Planning and preparing the Academic Programmes of the year well in advance.
- ◆ Improving the Infrastructure facilities.
- ◆ Defining the roles and responsibilities of the Staff.
- ◆ Monitoring the overall activities.
- ◆ Planning seminars and workshops.
- ◆ Celebrating special events.
- ◆ Conducting Action research Programmes.
- ◆ Improving the innovating ideas of Teaching Learning Process.
- ◆ Conducting extension work.

6.2 Organizational Arrangements

1. List the different committees constituted by the Institution for management of different Institutional Activities? (Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.)

A list of Committees has been constituted by the Institution for the management of Different Institutional Activities –

- Admission Committee.
- Academic Committee.
- Library Committee.
- IQAC Committee.
- Co-Curricular Committee.
- Discipline Committee.
- Examination Committee.
- Women Cell
- Extension Committee.
- Literary Committee.

The details of the meetings held and decision made by the various Committees are given below.

Admission Committee

Meeting Number	Date	Important Decisions
1.	16.03.2015	Resolved to follow the rules and regulation of West Bengal State University for admission of the B.Ed. students.
2.	30.06.2015	Resolved to prepare a rank list, selection list, waiting list for B.Ed. students as per latest NCTE Norms

ACADEMIC COMMITTEE

Meeting Number	Date	Important Decisions
1.	18.06.2015	It was decided that some special lectures for B.Ed students will be arranged for new syllabus.
2.	25.07.2015	Discussed and resolved to organized seminars and workshops on related topics of new syllabus.
3.	23.09.2015	Discussed and resolved to review the academic activities of concern teacher educators.

LIBRARY COMMITTEE

Meeting Number	Date	Important Decisions
1.	22.06.2015	Discussed and resolved to purchase new books for new syllabus.
2.	19.09.2015	Decided to collect more books particularly on English version for English medium students.
3.	17.01.2016	Decided to subscribe some E-Journal for library.

IQAC COMMITTEE

Meeting Number	Date	Important Decisions
1.	08.06.2015	It was decided to develop a quality bench mark for various academic and administrative activities.
2.	28.08.2015	Decided to visit centers' of learning.
3.	10.09.2015	Decided to analyze the different feedbacks collected from students and to take steps accordingly.
4.	21.09.2015	Decided to frame Eco-Club in order to give opportunities to show their potentialities.
5.	18.12.2015	Decided to upload IEQA report on NAAC website for accreditation.

CO-CURRICULAR COMMITTEE

Meeting Number	Date	Important Decisions
1.	30.06.2015	Decided to organize various cultural events and competitions.
2.	17.07.2015	Decided to celebrate various days of importance.
3.	29.09.2015	It was proposed to organize Debate, Quiz, Role play, Brain Storming, Sit & Draw and Poster making competitions along with the organization of cultural activities.
4.	04.01.2016	It was proposed to organize a welcome ceremony for the NAAC peer visit team.

DISCIPLINE COMMITTEE

Meeting Number	Date	Important Decisions
1.	15.07.2015	It was proposed to include Veda-mantra with morning assembly.
2.	10.09.2015	Decided to implement a dress code in compulsory Physical Education, Yoga-Classes.
3.	03.10.2015	Divided the students into groups under the mentors to nurture their practicum classes.

EXAMINATION COMMITTEE

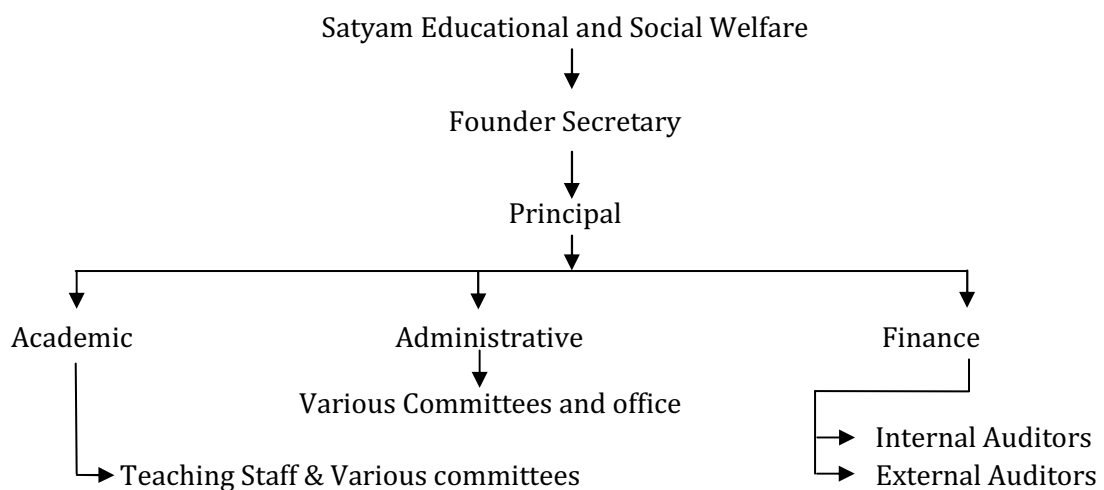
Meeting Number	Date	Important Decisions
1.	17.06.2015	Resolved to conduct Entry Level Test for B.Ed. students.
2.	13.10.2015	Resolved to conduct test exam (Sem-I) for B.Ed. students.
3.	24.11.2015	Decided to conduct internal practicum examinations as CCE mode for B.Ed. students and to contact External Examiner for up-coming External Practicum Examination.

WOMEN CELL

Meeting Number	Date	Important Decisions
1.	02.11.2015	Decided to organize debate on "Freedom of Women in the Modern Society"
2.	09.12.2015	It was decided to install a suggestion box.

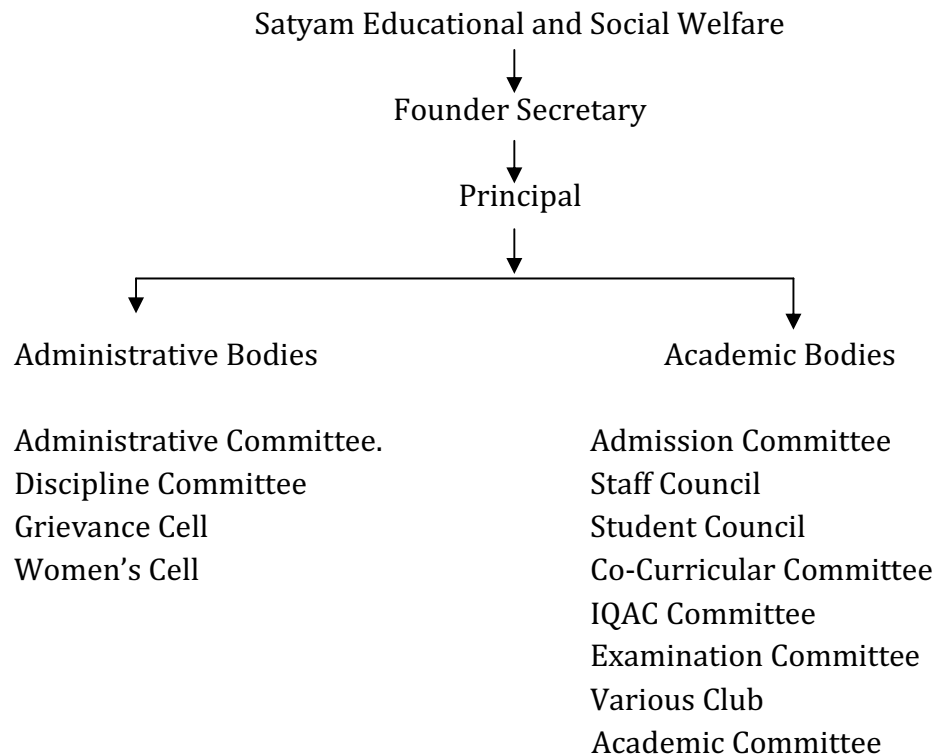
EXTENSION COMMITTEE

Meeting Number	Date	Important Decisions
1.	17.07.2015	Decided to organize awareness programmes.
2.	26.08.2015	Decided free distribution of clothes to the poor villagers.
3.	01.09.2015	Decided to initiate health camp for our B.Ed College students and other community members.
4.	19.11.2015	It was proposed to visit a orphanage house and a nearest Govt. Hospital for social work

2. Give the organizational structure and the details of the Academic and Administrative bodies of the Institution.

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

⇒ The Administration is de-centralized as follows-



4. How does the Institution collaborate with other sections/ departments and school personnel to improve and plan the quality of Educational Provisions?

⇒ Our Institution Co-Operates and Co-ordinates with several institutions. Some of Activities are given below.

- Our College provides some inter-departmental activities through knowledge sharing programmes.
- Some academic programmes are carried out by the faculty members under the headship of principal.
- The head of the Institution and management take care of the infrastructure and maintenance.
- Some orientation programmes for school teachers have been conducted.
- Feedback given by the mentor teachers and heads of the practice teaching schools are considered for further improvement.
- Experts from different fields are invited to deliver special lectures on various social and educational issues.

- The college conducts orientations programmes for the teachers of the neighbouring schools.

5. Does the institution uses the various data and information obtained from the feedback in decision-making and performance improvement? If Yes, Give Details.

- ⇒ Our Institution uses various data and information from various sources as students, mentors, Parent-Teacher Interaction, Heads of the Practice teaching schools, alumni for knowing the strengths and weakness of the Institutions. These are discussed and analyzed thoroughly and necessary steps are taken for later functioning.

6. What are the Institutions initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments creating / providing conducive environment).

- ⇒ The following are the Institution's initiative in formatting co-operation, sharing of knowledge, innovations and empowerment of the faculty-
- Our faculties are empowered through seminar programmes, orientation and discussion circles.
 - Regular staff meeting and other forums are conducted to express one's view freely.
 - Encourage Staff members to express their concept with help of audio-visual aids.
 - The teacher educators are encouraged to share with their colleagues the knowledge obtained from attending seminars, refresher courses and workshops.
 - The teacher educators are encouraged to handle classes through innovative techniques such as co-operative learning, discussion and team teaching.

6.3 Strategy Development and Deployment

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

=> Yes, In our college there is MIS in place, to select, to collect align and integrate data and information on Academic and Administrative aspects of the Institution. There are certain ways to align and integrate data. Those are-

- All Information about the college, management, Staff, details about the courses offered, etc are displayed on the website of the College.
- The details of the teaching and non-teaching staff are mentioned in the Computer file.
- The details of the Students are maintained in the Computer file.
- Records pertaining to continuous assessment are also computerized.
- Other Co-curricular activities are also computerized in the Computer File.

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

Requirement of Human Resources is made available as per needs. The duties are allocated on the basis of interest and specialization of each staff. Financial resources obtained from various sources are pooled and allocated to various curricular and co-curricular activities and infrastructural development.

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

=> The resources are helpful for the following purpose-

- For the selection of teaching and nonteaching staff these resources made helpful. The teaching and non-teaching staff are appointed and paid by the management.
- Different committees are also involved in different activities.
- Financial resources are obtained through the fees of the students and from the Management.

4. Describe the procedure of developing academic plan. How are the Practice Teaching school teachers, Faculty and administrators involved in the planning process?

=> In our Institutions Academic plan as Timetable & Academic Calendar, is made by the Academic Committee in consultation with the Head of the Institute and Staff. It also

includes all curricular and Co-curricular activities to be carried out in the respective Academic Year. For this purpose the opinions of the Staff, Management and Head of the Practice Teaching School are also obtained.

5. How are the Objectives communicated and deployed at all levels to assure individual employee's contribution for Instructional Development?

=> All the objectives related to academic planning and management are communicated verbally and also by giving notices at all levels. In order to facilitate the objectives, all teaching and non-teaching staff are assigned by some responsibilities which they discharge keeping in tune with the institutional vision, mission and objectives.

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

=> Vision, Mission and Implementation plans are monitored, evaluated and Revised through the following ways-

- At the beginning of the session, the Principal reinforces the Staff and students with the Vision, Mission and Objectives of the College. A constructive discussion is made among Principal, Staffs and management.
- The financial requirements are also released by the Management whenever essential. Staffs meeting are also held periodically to have a review of the activities.
- Problems related to the implementation of the activities are also discussed among the Staffs, Principal and Management and it is modified, If Necessary.

7. How Does the Institution plan and deploy the new Technology?

=> The Institution plans and deploys new technology in the following ways:

- The Students are motivated to use the new Technology in the teaching learning process; such as use of Audio-visual Aids and strategy.
- The Students are given training in Computer education to create Power-point Presentation, Multimedia packages and internet Browsing.
- The ICT Co-ordinator tries to stay updated with the new innovations in technology and the same is tried to be implemented as far as possible within the financial capacity.
- Through various exposure tours the faculty and staff acquires new ideas.

6.4 Human Resource Management

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

In our age of globalization the needs especially in the field of teaching-learning are vast changing . Simultaneously the traditional methods cannot keep place with the changed context. So, the faculty members have to keep their knowledge fresh and updated. To make it possible the faculty members regularly participate in many co- operation and refresher courses, subjects seminars and workshops.

In this way the career progressions of the faculty members are gradually going on. Our office staffs are efficient enough to perform entire official works through the use of computers.

The faculty development needs and career progression of the staff can be identified in the following ways .

- Through the students feedback.
- Discussion with the staff
- Parent teacher interaction
- Performance analysis
- Self appraisal of the staff.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff ?(Self-appraisal method, Comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of faculty and other staff ?

The mechanisms in place for performance assessment of the faculty and staff are :

- Evaluation by the principal
- Self Evaluation
- Student evaluation of teacher.

These data are skillfully assessed and the concerned teachers is informed through the principal ,which in turn help the teacher to improve his farther performance.

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

The management recognizes the values of teacher and gives almost importance to the needs of the college. There are certain measures which are provided by the college.

Management offers duty leaves for attending seminars, conference ,workshops etc.

- Staff members' views and suggestions are accepted by the management.
- Staff members are facilitated with internet access.
- Management gives financial assistance to the staff.
- Management gives one day leaves for personal activities in a week to all teaching staff.
- Management gives maternity leave for Female Teacher.

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

Yes, our institution conducts staff development programme for the skill up gradation and training of the teaching and non-teaching staff through the following ways.

- Computer education is given to both teaching and non-teaching staff.
- Institution conducts national level seminars and workshop for improving the competency of teacher educators .

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications , knowledge and skills (recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE,UGC, University etc.)?

Our institution is a self financed college. In our institution faculty members are appointed by the management after selection by panel of experts including head of the institution, principal, subject expert and other senior staffs. The selection procedure is clear and transparent according to NCTE and UGC norms.

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

Part time or ad hoc faculties are appointed by the management for the benefit of the students. Whenever someone is appointed on a part-time basis they differ from the other staff only on the salary structure and no. of days of attendance.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?(E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences workshops etc. and supporting membership and active involvement in local, state, national and international professional associations)

Teachers willing to attend the seminars, workshops etc. get on duty leave from the institution. The institution sponsored its faculty for advance study i.e., M.Ed. whenever necessary.

The institutions encourages its faculty to take membership and be involved in different professional associations.

T.A. is provided for attending the seminars and workshops, conferences etc. for the professional development of the faculty members.

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

The institution has procured the following physical facilities to the staff-

- There is a well furnished staff room.
- Computer and internet facilities are available for the staff.
- College office is well furnished.
- Facilities such as photocopying, scanning, browsing, downloading etc. are available for the staff.
- There are separate seating arrangements for the staff in the library.

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

The following are the major mechanisms for faculty and other stakeholders to seek information -

- Principal
- Notice board
- College office
- Website
- Social Media(Facebook, twitter)

Mechanisms for making complaints.-

- Students council.
- Suggestion Box.
- Parent teacher interaction
- Tutorials.

The staff can make the complaints to the principal and management.

10. Details on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The following are the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities.-

- Institution follows the policies and practices as per the norms of the UGC.
- Our faculty members are involved in action research guidance.
- Our faculty members are associated with various committees and they bring their proficiency in various co-curricular activities in the respective fields.
- Our faculty members are involved in environment awareness programme , SUPW work.
- Teaching practice schools are visited regularly by our staff members.
- Flexible timetable also encourages our staff members to get involved in all activities and extension programmes.

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

Yes, our institution maintains some mechanisms to reward and motivate the staff. Followings are the motivational strategies done by the management.

- Our efficient staff members are recognized and appreciated in the staff council by the principal.
- Our management appreciates the staff members who participates maximum numbers of seminars.

6.5. Financial Management And Resource Mobilization.

1. Does the Institution get financial support from the government? If yes, mention the grants receive in the last three years under the different heads. If no, give details of the source of revenue and income generated.

No

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

Nil

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

Yes, there is an operational budget of the institution to cover the day to day expenses . If there is any deficit , it is met by the management/head of the institution .

4. What are the budgetary resources to fulfill the mission and offer depicted through income expenditure statements future planning resources allocated during the current year and excess / deficit ?

The following are the budgetary resources to fulfill the missions and offer the quality programme .

- Admission fee
- Tuition fee.

Our management will make suitable arrangements in its budget of income and expenditure .

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

Yes , the accounts are audited regularly . our internal audit is done internally and our external audit is done by external auditor. The audit reports are kept for further study whenever necessary.

6.Has the institution computerized its finance management systems ? if yes gives details.

Yes our institution has computerized its finance management system . The following dates has been computerized.

- College development account
- Staff salary account

6.6 Best practices in Governance and Leadership :**1. What are the significant best practice in Governance and Leadership carried out by the institution ?**

Following are the best practices in Government and Leadership carried cut by the institution .

- Mechanisms based on effective feedback.
- Democratic function of governing body,
- Organizing workshop and training programmes for teachers for quality development.
- Self Appraisal Report by Faculty members.
- Finance and accounting have been made fully computerized.



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CRITERION-VII

Innovative Practice



Parent Teachers Meeting



Lecture Delivered by Guest



National Seminar on Body Language

7.1 Internal Quality Assurance System

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

Yes, the college has established Internal Quality Assurance Cell (IQAC) in 2015 and functioning successfully for the welfare of the college.

Composition of IQAC -

Chairperson -	Dr. Udayaditya Bhattacharya
Faculty Representative -	Sourav Mondal (IQAC Co-ordinator)
Faculty Representative -	Rumpa Mukherjee
Faculty Representative -	Keya Samanta
Administrative Representative -	Saibal Chakraborty (Founder Secretary)
Educationist -	Dr. Debasis Dhar
Students Representative -	(i) Indranti Mondal (ii) Sagufa Tasneem (iii) Mousumi Paul

Major Activities Undertaken -

- Parent Teacher Meeting.
- Organization of various programmes and maintaining documentation of those.
- Organization of Workshop and Seminar.
- ICT facility while classroom transactions.
- Self-appraisal of teachers
- Formation of Women Cell
- Exhibitions of art and craft
- Maintenance of Institutional database.
- Evaluation of Feedbacks.
- Updating of Institutional websites.
- Community oriented activities.
- College infrastructure development.
- Result Analysis.
- Counseling Sessions.
- Tutorial classes.
- Yoga and meditation classes.

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

Various strategies are undertaken to evaluate the achievement goals and objectives in a regular process. Again for the development of the quality of the college regular evaluation and spontaneous feedbacks are also taken by the college authority.

The entire programme of B.Ed. course is evaluated through the feedback mechanism and grievances collected formally and informally from the students, parents, faculty members and administrative staff. All these are duly conceived and analyzed in IQAC meetings and further consulted with the Principal.

Following mechanisms are initiated:

- ❖ Students' feedback on Teachers.
- ❖ Evaluation of Students by conducting term test and Annual exams.
- ❖ Achievement of Students in the University exam.
- ❖ Conducting PTA meetings.
- ❖ Self- Appraisal of Teachers.

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

The institution ensures the quality of its academic progress through the following means.

- ❖ Content delivery through Powerpoint presentation.
- ❖ Feedback is obtained from the students of various courses and programmes and all the stakeholders.
- ❖ Academic achievement programmes by the students.
- ❖ Organizing expert task and guest lecturers.
- ❖ Emphasis on regularity, discipline and uniformity.
- ❖ Modifying academic calendar in an annual basis.
- ❖ Continuous assessment evaluation system.
- ❖ Modifying course plan and updating teaching strategies.
- ❖ Various awareness programmes are conducted.

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

(1) The quality of the college administration is ensured through systematic planning and implementation and monitoring of different programmes, activities and team work of both the teaching and non-teaching staff, establishment of IQAC.

(2) The Principal and the Proctor personally supervise the office regularly and the official duties are done as much as the satisfaction level of the teachers, students, guardians and even Head master and teachers of different practice teaching schools.

- (3) The College accounts are audited by
- Internal Auditor: Mr. Abhik Mondal
 - External Auditor: Mr. Swapan Kumar Saha

The total responsibility of the internal auditing of the college are invested upon the IQAC of the institution. The external auditors are appointed by the Govt. sponsored charter house every year. They ensure proper utilization of funds release by the state and central Govt. as well as UGC.

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

This Institute let other institutions to follow and enjoy the democratic ethos in respect of various constituents. College administration, G.B., Teaching and Non-teaching committees along with students jointly make a vibrant response. The all-pervading coordination and solidarity helps the institution to discharge its day to day responsibilities in a smooth way.

Good practices are indentified through following methods:

- ❖ Feedback mechanism.
- ❖ Discussion with the staffs.
- ❖ Alumni meetings.
- ❖ Staff council meetings.
- ❖ IQAC meetings.
- ❖ Interaction with students.
- ❖ PTA meetings.
- ❖ Department wise discussions
- ❖ The College shares its good practices through:
- ❖ College prospectus.
- ❖ College Website.
- ❖ Notice board.
- ❖ Guest lectures and seminars.
- ❖ Organizing community and other extension services.
- ❖ Staff meetings
- ❖ Student Council Meetings.
- ❖ IQAC meetings.
- ❖ Information in the morning assembly.
- ❖ Rewarding the performance of the students on various events.

7.2 Inclusive Practices

1. How does the Institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The Teacher Education curriculum has been change in 2014 November. The B.Ed. programme become Two Year Course and the new curriculum focuses on the development of Inclusion and need of following Inclusion practices in the

main stream education. It also encourages the students to understand the role of the teachers, school administration and parents. In two years there are total four semester and in semester four course X (1.4.10) “creating an Inclusive school” – deals with the ‘Inclusive Education’.

Under this course the students will be able to understand –

- The meaning of Inclusive Education.
- The content and the history of Special Education, Integrated Education, Inclusive Education and their relation.
- Advantages of Inclusive Education for the individual and society.
- The legal and policy perspectives.
- To define learners with special needs.
- Inclusion in operation- class room management and organization and development of proper TLM.
- The preparation of the teachers for Inclusive school.

Thus after completion of this paper of B.Ed. Course students will be able to manage class room in Inclusive setting. Along with textual knowledge seminars, workshops, group discussion, debate are held in order to highlight the importance of Inclusive Education. The World Disabled Day on 3rd December was observed and some time visit to special school are also encouraged.

Besides the library of the institute is also enriched with sufficient and important books on Inclusive Education. All these will help a lot to the students to make a thorough and in detail study on Inclusive Education.

2. What is the provision in the Academic Plan for students to learn about inclusion and exceptionalities as well as gender difference and their impact of learning?

In the two year B.Ed. programme in West Bengal (NCTE regulation, 2014) there is a course X with includes Inclusive Education for exceptional children. The objectives of this course are to acquaint the teacher-trainees with –

- The background ideas of exceptionality, Inclusive Education and Educational Placement of Special Children.
- Policies legislation and provisions in contemporary India with regard to special needs.
- Developmental characteristics of disabled children with needs.
- Educational management for Inclusive setting.

India is the second most populous country in the world. A sizable part of its population closed to eighty million citizen are disabled. These segment of population can contribute hugely to the development of the nation if our society provides them with the right oprtunity. It would be only possible when we educate them. Education enable them to be self – reliant and self-supporting

individuals contributing in their own way to the advancement of society. Keeping all these things in mind the components have been included in B.Ed. curriculum.

- Learning disabled (Socially disadvantaged) – definition, causes characteristics and education.
- Mentally retarded (gifted children) - definition, causes characteristics and education.
- Exceptional children and their needs – definition, types, concept of impairment, disability & handicapped, causes of exceptionality, needs & problem of exceptional children.
- Preparation of Inclusive setting in education- schools' philosophy/ mission, enrolment & retention drive, removal of barriers, provision of facilities, aids & equipments, professional development of teachers, their attitude and accountability.
- National initiative towards inclusive education- Constitutional provisions, IEDC-92, NPE-86 & 92, PIED-1987, RCI act – 92, PWD Act-2011, NCF-2005, SC,ST & Minority Commission.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Motivation may be regarded as something which promotes, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal and purpose. To arouse motivation within the teachers and students in our institution various majors are taken to make the learning environment conducive to social interaction. There is no bias prevails and each students is given equal opportunity irrespective of class, creed, caste, color and religion.

An Academic Calendar is prepared during the onset of new academic year so that various activities which are incorporated in the curriculum can be followed systematically. Students are given ample scope to show their talents and excellence. They are motivated and encouraged to participate in various events organized by our College.

To cater to the cause of positive social interaction, active engagement in learning and self-motivation various activities are conducted throughout the session, such as-

- ❖ **Practicing Yoga and Meditation-** It helps to learn self-control and keep patience.
- ❖ **Personality development sessions** – It helps the students to groom their personality and to understand individual differences in particular personality characteristics such as sociability or irritability.

- ❖ **Micro and Macro teaching** - Various teaching skills are practiced in order to equip themselves to learn the skills and techniques of teaching in classroom environment.
- ❖ **Practice Teaching** - After developing mastery in different skills students are exposed to various Government-Aided schools. They practice their learned skills in the classroom which are regularly evaluated by our Faculty Member and teachers of respective schools.
- ❖ **Club Activities** - Students are allotted under certain clubs like Eco-Club, Literary Club, under the supervision of Principal and Convener. These clubs work separately and operate various activities which promote the spirit of enthusiasm and togetherness among the students.
- ❖ **Community Service** - Through various social welfare activities the teachers develop among the students social attitude, social responsibilities, even intellectual and physical development. The respect for hard work is also be imbibed in the students. Being an upcoming teacher, student teachers participate in social welfare activities and get an idea of its necessities and advantages. They also observe the procedures through which they are perfectly implemented so that they can encourage their future students in such activities. Through such activities one can also serve for the social prosperity. Through these activities certain vital objectives of education are characterized, they are as follows-
 - It helps in the eradication of discrimination among the various classes of the society and creates social attitudes.
 - The individuals are made aware of their social rights and responsibilities.
 - Through social welfare activities intellectual development takes place.
 - It provides scope for healthy physical development.
 - It ultimately aims at awaking a sense of respect for hard work and labour.
- ❖ **Socially useful productive work** - Students are engaged in the preparation of different craft materials. They also learn to prepare low cost items which are useful and develop social relationship and creativity. Exhibitions are held where the items prepared by students are presented and sold. The college itself purchases the articles.
- ❖ **Educational Tours and Field Visit** - Students visit various places which help them to have good interaction with the society and also to experience various theoretical knowledge

into practical image. They develop hands on experience during such visits.

- ❖ **Seminars and Workshops** – These are conducted not only to deliver certain information or sense of values. These also encourage students to develop the way of presentation. In workshops they learn by doing various activities.
- ❖ **Extension Activities** – Certain Activities are conducted so that students can mingle with the local people and develop certain moral and ethical views regarding them.
- ❖ **Observation of National days** – Renowned personalities and educationists are invited as chief guest to celebrate the special days.
- ❖ **Cultural Activities** – Students enthusiastically engage themselves to participate in cultural activities. They actively participate in music, dance and drama which reflect their creative side.
- ❖ **College day Celebration** – 27rd February, the College foundation day is celebrated with enthusiasm every year.
- ❖ **Celebration of Festivals** – Saraswati puja is celebrated every year. On this festive eve we all together enjoy this day with great pomp and show irrespective of religion.
- ❖ **Health service** – Free Health Service camps are organized which follow certain regimes like measurement of blood pressure, blood grouping tests. Eye camps are also organized to provide free eye power checkups.
- ❖ **Motivational Activities** – To improve the Self-motivation of the students' self-esteem is encouraged through logical reasoning, rational outlook and habit of enquiring.
- ❖ Students undergo many Psychological tests / experiments so that they can judge themselves and also to improve their notions towards their own.

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

An exceptional child is he/she who deviates physically, intellectually, emotionally and socially so marked from normal growth and development that he/she cannot be benefitted from a regular class room programme and therefore needs special treatment in schools.

The policies for the development of inclusion signify the elimination of disparity among the students. This encourages the student teacher to develop proficiency for working with children from diverse backgrounds and

exceptionalities. Our institution ensures various majors to develop proficiency for working with children from diverse background and exceptionalities:

- ❖ Visit to special schools
- ❖ Interaction with students from diverse backgrounds
- ❖ Practice teaching in rural areas
- ❖ Interaction with first generation learners

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

Physically challenged can be sub-divided into –

- A. Children with impaired vision.
- B. Children with impaired hearing.
- C. Children with impaired speech.
- D. Crippled children.
- E. Children with injured brain.

The institution addresses to special needs of the physically challenged and differently able students enrolled in the institution by arranging the following -

- ❖ Provide personal counseling to motivate their confidence and self-esteem and boost up their moral values.
- ❖ Special care and academic guidance are provided so that they can get aloof from the inferiority complex and improves positive attitude towards learning
- ❖ Projector is used for teaching hearing impaired students
- ❖ Videotapes with captions are used.
- ❖ Classes are arranged on the ground floor for the convenience of the physically challenged learners
- ❖ Wheelchair facility is also provided
- ❖ Fee concessions are given
- ❖ Seating arrangements and other comforts are provided as per as their need
- ❖ CAI method is used for students for the learning disabilities

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Males and females are provided access to different types of education. In accordance with the male role of earners they are given education and skills which have remunerative value. Females on the other hand attain education and skills relating to child care house-keeping.

Differences in male female literacy level, differences in urban & rural female literacy level and varying literacy level in different areas to point out

that within the available educational infrastructure, female face social discrimination both in access to education and in the quality of education.

Therefore to eliminate the gender discrimination in this college women cell is vigorously functioning. At present 85% of the students' population is female so students actively participate and collaborately work to have the gender sensitive issues effectively.

Activities undertaken are:

- ❖ Organizing poster exhibitions and debate
- ❖ Slogan writing and drawing competitions are held
- ❖ Conducting awareness programmes related to ragging, addiction, gender issues like eve teasing, inequality etc.
- ❖ Encourage the students to read books on feminism and also to write articles on women empowerment.

7.3 Stakeholder Relationship

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

Advertisement are made publicly about course structure and course fee. The provisions to access information on organizational performance include –

- ❖ The institution has a dynamic website and almost all the information on organizational performances (Academic and Administrative) are made known to the stakeholders as soon as these are finalized.
- ❖ IQAC meeting has been held in our institution on a regular basis.
- ❖ Besides the institution ensures the access through notices either served on the notice board or published in the news paper, intimate verbal contact over telephone (internal & external both) prospectus and website etc.
- ❖ Various stakeholders attend to have an access to various information on organization has never been condemned, discouraged or put to an end in the institution.
- ❖ Interaction with parents, neighboring schools Headmasters and society are held.
- ❖ College annual magazine publication "Arani" & wall magazine publication "Prathama".

2. How does the Institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution used and share the data through website, prospectus, notice board and various other informal measures.

The obtained is discussed in various appropriate committees and acted up-on accordingly. Remedial teaching is also done in particular time.

The following mechanisms are employed to share and use the information for bringing qualitative improvement :

- ❖ Keeping an active association with the alumni.
- ❖ Action research in neighboring schools.
- ❖ Criticisms and suggestions of stakeholder.
- ❖ IQAC meetings.
- ❖ Annual meetings of the Management.
- ❖ Meetings of the Academic Council.
- ❖ Grievance cell and Suggestion Box.
- ❖ Staff council meeting

Below mentioned are some areas which are being taken care of-

- ❖ Infrastructural facilities.
- ❖ Gardening.
- ❖ Improving the standard of Canteen.
- ❖ Safety and security of the college.
- ❖ Tidy and green campus.
- ❖ No plastic goods allowed.
- ❖ Promotion of use of paper bags.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the Institution use the information for quality Improve?

In this institution feedback mechanism has been done every year through Rating Scale. The questionnaire contains 8 parameter such as depth of the course content including project work, extent coverage of the course, relevance to real life situation etc. in the previous academic session according to 75% students the overall rating of these parameters were 'good' and near about 15% students through that it was 'very good'.

In the previous year the students had some specific suggestion for further improvement of the college –

- (i) Operating mode of the library should be changes for more access.
- (ii) Wi-fi connection should be available.
- (iii) Teacher should provide more study or teaching material in modular form.
- (iv) Action research should be included in the B.Ed. course.
- (v) Syllabus of the computer method subject should be revised so that a trainee can accommodate more sophisticated technology in the computer science that invented in the latest.
- (vi) 60% students thought that the teaching –learning procedure of the college was very good in nature, but it should be increased to

an excellent height through intensive involvement of the teacher in the institution.

Student's overall evaluation of the programme and teaching for academic session 2014-2015 has been enumerated below.

1. More than 80% students opined that the present syllabus of B.Ed. course adequate.
2. According to 75% students, the background for benefiting from the course was adequate.
3. According to 85% students the course was management to understand.
4. According to 80 % students, 70-80% syllabus was covered in the class.
5. 75% students though that the internal assessment was fair.

ACADEMIC ACTIVITIES OF THE INSTITUTION

First Year (Semester - I & II)

Month	June				July				August				September				October				November				December				January				February				March				April				May				June			
Weeks	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2								
Admission & Orientation	[Blue]																																																			
Theory Tutorial/ Seminars			[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]	[Purple]								
Sessional Work- Test & Assignments			[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]	[Orange]								
Practical work			[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]	[Green]								
Preparation of Internship: Demonstration/ Observation of Lessons/Micro Teaching/ Simulations			[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]	[Cyan]								
Practice Teaching/ Internship																																																				
Co-curricular Activities			[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]	[Yellow]								
Working with community/ Project Work							[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]	[Red]								
End- Term Examination																																																				

Udayadeviya Balaiah.
Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



Second Year (Semester - III & IV)

Month	June				July				August				September				October				November				December				January				February				March				April				May				June	
	3	4	1	2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2								
Weeks Admission & Orientation																																																		
Theory Tutorial/ Seminars																																																		
Sessional Work- Test & Assignments																																																		
Practical work																																																		
Preparation of Internship: Demonstration/ Observation of Lessons/Micro Teaching/ Simulations																																																		
Practice Teaching/ Internship																																																		
Co-curricular Activities																																																		
Working with community/ Project Work																																																		
End- Term Examination																																																		



Udayaditya Bhatnagar,
Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.

Contact : (033) 2526 2006 / 2007
2008 / 2009

MADHYAMGRAM B. Ed. COLLEGE



Recognised by NCTE, The Govt. of India

Affiliated of The West Bengal State University, Barasat.
[Organised by Satyam Educational and Social Welfare Trust]

20/3/A, Nadibhag, Badu Road, Madhyamgram, Kolkata - 128

Web Site : www.madhyamgrambedcollege.org • E-mail ID : madhyamgrambedcollege@rediffmail.com

Memo No.

Date

Declaration of the Head of the Institution

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

This SAR is prepared by the Institution after internal discussion, and no part thereof has been outsourced.

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

U. Bhatnagar

Dr. Udyaditya Bhattacharya
Signature of the Head
of the Institution with seal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



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Annexure - I

Seminars, workshops attended by Faculty Members

Dr. Udayaditya Bhattacharya (Principal)

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar – Cum- Workshop	Low Cost Teaching Aids – Teachers’ Role	Local Seminar	16.01.2010	Madhyamgram B.Ed. College
2.	Workshop	Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers’ Training Colleges of West Bengal	Local Seminar	10 th – 11 th November, 2010	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission
3.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	Local Seminar	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Sourav Mondal

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Evaluation and pattern of questions of B.Ed.	Local Seminar	23.01.2009	G.C.M. College of Education
2.	Seminar	Value Education – an important component of education system	Local Seminar	05.03.2012	G.C.M. College of Education
3.	Seminar	Quest for Quality Sustenance & Quality Enhancement in Teacher Education	National Seminar	05.03.2009 & 06.03.2009	NAAC & Ramkrishnamission Sikshanmamndira
4.	Seminar	Rethinking the Guru : New vistas of 21 st Century Teaching"- Educational Multimedia Research Centre (St. Xavier's College) & West Bengal State University	National Seminar	09.07.2009 & 10.07.2009	Educational Multimedia Research Centre (St. Xavier's College) & West Bengal State University
5.	Seminar	Global Trends in Teacher Education and Teachers; Role in Keeping Pace	International Seminar	05.01.2010	UGC

		with it			
6.	Seminar	Psychological Counselling Cells of Dept. of Education St. Xavier's College(Autonomous) & Satyapriyo Roy College of Education	Local Seminar	08.09.2010	Psychological Counselling Cells of Dept. of Education St. Xavier's College(Autonomous) & Satyapriyo Roy College of Education
7.	Seminar	Human Rights & Education	National Seminar	15.09.2010	UGC & Ramkrishna Mission Sikshanmandira
8.	Seminar	Mathematical Self Efficacy	National Seminar	14.03.2012	UGC & Ramkrishna Mission Sikshanmandira
9.	Orientation Programme/ Workshop	Certificate in Teaching with Technology	State Level Workshop	02.04.2012 to 17.04.2012	IIIM & West Bengal State University
10.	Workshop	B.Ed. Syllabus Modification	National workshop	26.03.2012 & 27.03.2012	West Bengal State University
11.	Orientation Programme/ Workshop	Newly Framed B.Ed. Syllabus	State Level Workshop	26.03.2012 & 27.03.2012	Govt. College of Education, Banipur (W.B.)
12.	Seminar	Inclusive	State level	08.08.2012	Dept. of

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		Education to RTEA	seminar		Education, West Bengal State University
13.	Orientation Programme/ Workshop	Orientation Programme for Councillors of B.Ed. ODL course of NSOU	State Level Workshop	31.05.2013	Netaji Subhas Open University (W.B.)
14.	Seminar	Quality Assurance in Teacher Education Institutions through NAAC Assesment and Accreditation	National seminar	10.09.2013	West Bengal State Council of Higher Education
15.	Workshop	Ensuring Quality in B.Ed. Programme through ODI Mode in West Bengal	State Level Workshop	23.10.2013	Netaji Subhas Open University
16.	Workshop	State level uniform B.Ed. Curriculum (2015-2017)	State Level Workshop	26.08.2015	West Bengal State University & Satyapriyo Roy College of Education in collaboration with the West Bengal Univeristy of Teachers' Training, Education, Planing & Administration
17.	Workshop	B.Ed. Syllabus and practicum on Two Years	State Level Workshop	14.10.2015	West Bengal State University,

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		B.Ed. Course (2015-2017)			Barasat & Adamas Institute of Teachers Education
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Prof. Keya Samanta

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	IASLIC XX National Seminar	National Seminar	27 th -30 th Dec, 2002	Dept. of Library & information Science, Punjabi University, Punjab
2.	Seminar	Globalization : Its impact on Indian Education	National Seminar	25 th March, 2004	IASE, David Hare Training College in collaboration with Jadavpur University
3.	Workshop	Pedagogical Analysis in the perspective of modern teaching strategies of school subjects.	State Level workshop	3 rd October, 2007 to 5 th October, 2007	Ministry of Human Resource Development, Govt. of India & IASE, David Hare Training College

Self Appraisal Report for NAAC

4.	Seminar	Quest for Quality Sustenance & Quality Enhancement in Teacher Education	National Seminar	5 th & 6 th March, 2009	NAAC & Ramkrishna Mission Sikshanmandir a Belur Math, Howrah
5.	Workshop	Evaluation of Lab based and non lab based subject and question pattern of different subjects of B.Ed. curriculum of West Bengal State University	University Level Workshop	29 th January, 2009	GCM college of Education
6.	Workshop	Global Trends in Teacher Education and Teacher's Role in keeping pace with it.	International Workshop	5 th January, 2010	UGC & Ramkrishna Mission Sikshanmandir a Belur Math, Howrah
7.	Seminar	Management in Teacher Education – Perspective & Prospects	National Seminar	24 th & 25 th September' 2010	UGC & B.Ed. Section, Fakir Chand College, Diamond Harbour in collaboration with Sammilani Teachers' Training College
8.	Seminar	Human Rights & Education	National Level Seminar	14 th & 15 th September, 2010	UGC & Ramkrishna Mission Sikshanmandir

Self Appraisal Report for NAAC

					a Belur Math, Howrah
9.	Seminar-cum-Workshop	Low Cost Teaching Aids-Teachers' Role	University Level Seminar-cum-Workshop	16 th January, 2010	Madhyamgram B.Ed. College in collaboration with West Bengal State University & Science Communication Forum of India
10.	Workshop	Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers' Training Colleges of West Bengal	University Level Workshop	10 th – 11 th November, 2010	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission
11.	Seminar	Constructivist Approach in School learning	National Seminar	6 th & 7 th March, 2012	UGC & Ramkrishna Mission Sikshanmandir a Belur Math, Howrah in collaboration with Satyapriyo Roy College of Education
12.	Workshop	Methodology of Research in Education Qualitative and	National Workshop	19 th to 25 th March, 2012	UGC & Ramkrishna Mission Sikshanmandir

Self Appraisal Report for NAAC

		Quantitative			a Belur Math, Howrah in collaboration with Satyapriyo Roy College of Education
13.	Seminar	Community Outreach Activities: Concept, Types & Application	National Seminar	10 th & 11 th September, 2013	UGC & Ramkrishna Mission Brahma Nanda College of Education in collaboration with Dept. of Adult Continuing Education & Extension, Kalyani University
14.	Workshop	B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017)	University Level Workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanda College of Education
15.	Workshop	In-Service Training & Sensitization of Key Functionaries of Central and State	State Level Workshop	26 th -28 th November, 2015	School of Education, Netaji Subhas Open University & Rehabilitation Council of India

Self Appraisal Report for NAAC

		Governments, Local Bodies and other Service Providers			
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Prof. Madhurima Sen

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	information technology	National Seminar	7 th Dec, 2000	U.G.C & Muralidhar Girls' college
2.	Workshop	Evaluation of Lab Based and Non-Lab Based subject and Question Pattern of different Subjects of B.Ed. Curriculum of W.B.S.U	University level workshop	29 th January, 2009	G.C.M College of Education
3.	Seminar	Implementation of Innovative Pedagogical Approaches through Low Cost No Cost Science Experiment Techniques	University level seminar	11 th November, 2010	Madhyamgram B.Ed College

Self Appraisal Report for NAAC

4.	Workshop	Community outreach Activities; Concept, Types & Activities Application.	University level workshop	10 th - 11 th Sep, 2013	Ramakrishna Mission Bramhananda College of Education.
5.	Seminar	State Level Uniform B.Ed Curriculum(2015-17)	State level seminar	26 th August 2015	W.B.S.U and Satyapriya Roy College of Education

Prof. Rumpa Mukherjee

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Quest for Quality Sustenance and Quality Enhancement in Teacher Education	National Seminar	5 th & 6 th March 2009	NAAC & Ramakrishna Mission Sikshanamandira, Belur Math, Howrah
2.	Seminar	Value Education- An Important Component of Education System	University Level Seminar	5 th March 2010	G.C.M College of Education
3.	Seminar	Human Rights and Education	National Level Seminar	14 th & 15 th September 2010	UGC & Ramakrishna Mission Sikshanamandira, Belur Math, Howrah

Self Appraisal Report for NAAC

4.	Seminar	Inclusive Education to RTEA	State Level Seminar	8 th August, 2012	Department of Education, W.B.S.U
5.	Workshop	Community outreach Activities; Concept, Types & Activities Application	University level workshop	10 th - 11 th Sep, 2013	Ramakrishna Mission Bramhananda College of Education
6.	Seminar	Evaluation of Lab Based and Non-Lab Based subject and Question Pattern of different Subjects of B.Ed Curriculum of W.B.S.U	University level seminar	29 th January, 2009	G.C.M College of Education
7.	Seminar-cum-Workshop	Identification and Teaching of Basic Concepts in Biological Sciences for Higher Secondary Level	National level Seminar-cum-Workshop	9 th – 11 th Feb. 2009	Ministry of Human Resource Development, Govt. of India & Devid Hare Training College, Ballygunge Circular Road Kolkata
8.	workshop	B.Ed Syllabus modification	National Level workshop	18 th & 19 th November, 2011	U.G.C & Govt. college of Education, Banipur
9.	Workshop	B.Ed Syllabus and Practicum on 2Years B.Ed Course	University level workshop	14 th Oct, 2015	West Bengal State University and Adamas Institute of Teacher Education

Prof. Ratna Biswas

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	State Level Uniform B.Ed Curriculum(2015-17)	State Level Seminar	26 th August 2015	W.B.S.U and Satyapriya Roy College of Education
2.	Workshop	B.Ed Syllabus and Practicum on 2Years B.Ed Course 2015-17	State Level Workshop	14 th Oct, 2015	West Bengal State University and Adamas Institute of Teacher Education
3.	Seminar	Policies Adopted and Practices by the Boards of Secondary Education on Various Issues; affiliation, admission, recruitment, curriculum and examination	National Seminar	09 & 10 December, 2010	Department of Education, University of Gour Banga Malda
4.	Seminar	Professionalism in Teacher Education	National Seminar	21 & 22 February, 2011	UGC & Department of Education St Xavier's College,Kolkata
5.	Seminar	The Learning Community	International Seminar	18 & 19 June, 2011	Heeralal Yadav Balika Degree College,Luckno u,UP,India

6.	Seminar	Rabindranath Tagore Nationalism and Internationalism	National Seminar	19-20 August, 2011	UGC & Simurali Sachidananda College of Education, Simurali and Haringhata Mahavidyalaya
7.	Seminar	Reality and Practices of NCTE Curriculum Framework - 2009 in the light of National Curriculum Framework- 2005	National Seminar	22-23 September, 2011	Department of Education University of Kalyani, Nadia, India
8.	Seminar	Education for Sustainable Development in 21 st century	National Seminar	4 -5 October, 2012	UGC & Union Christian Training College and Krishnagar B.Ed College

Prof. Sagufta Sahin

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Sufism & Indian Spiritual Tradition	National Seminar	23 rd & 24 th March, 2015	Visva Bharati
2.	Seminar	Modern trends in Education : Issues &	National Seminar	15 th – 16 th November, 2014	Jakkir Hossein B.Ed. College

		Challenges			
3.	Seminar	Perspectives on the British romantic poetry	Univeristy level seminar	8 th December, 2011	Aliah University(English Dept.)

Prof. Tinni Parial

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Uniform B.Ed. Curriculum State Level (2015 - 2017)	University level Seminar	26 th August, 2015	Satyapriyo Roy of Education in collaboration with WBSU
2.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level Workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Dr. Anuja Mukherjee

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Teacher &	National	28 th & 29 th	Aurangabad

		Education in the Emerging Indian Society	Seminar	March, 2015	B.Ed. College
2.	Workshop	English Language Teaching	National level workshop	18 th December, 2010	Oxford University Press & National English Educational Institute

Prof. Moumita Roy

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Quest for Quality Sustenance & Quality Enhancement in Teacher Education	National Seminar	5 th & 6 th March, 2009	NAAC & Ramkrishna Mission Sikshanmandir a Belur Math, Howrah
2.	Seminar	Evaluation of Lab based and non lab based subject and question pattern of different subjects of B.Ed. curriculum of West Bengal State University	University level seminar	29 th January, 2009	GCM college of Education

3.	Workshop	Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers' Training Colleges of West Bengal	State level workshop	10 th – 11 th November, 2010	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission
4.	Workshop	B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017)	University level seminar	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanada College of Education

Prof. Barun Mishra

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level workshop	14 th October, 2015	West Bengal State University & Adamus Institute of

					Teacher Education & Ramkrishna Mission Brahma Nanda College of Education
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Prof. Saradindu Das

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Work Shop	B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	University level workshop	14 th October, 2015	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education

Prof. Prasenjit Pal

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
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Self Appraisal Report for NAAC

1.	Seminar	Recent trends in heritage conservation	National Seminar	28 th – 29 th march, 2012	Indian Museum, Kolkata
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Prof. Biswajit Samanta

Sl. No.	Event Attended	Topic	Type of Seminar/ Workshop	Date	Organized by
1.	Seminar	Quest for Quality Sustenance & Quality Enhancement in Teacher Education	National Seminar	05.06.2009	NAAC & : Ramkrishna Mission Sikshanmandir a
2.	Seminar – Cum- Workshop	Low Cost Teaching Aids – Teachers' Role	University level Seminar – Cum- Workshop	16.01.2010	Madhyamgram B.Ed. College
3.	Seminar- Cum- Workshop	Evaluation of Lab-Based & Non-Lab Based Subjects	University level Seminar – Cum- Workshop	29.01.2009	G.C.M. College of Education
4.	Seminar	Evaluation of 7 th , 9 th & 10 th Paper and Pattern of Questions of B.Ed. Curriculum	University level Seminar	29.01.2009	G.C.M. College of Education

Annexure II

A brief note on teacher education scenario in West Bengal

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. The development of the standard of education is closely connected with the question of teacher education. A teacher should prepare himself/herself for this special task before accepting the responsibility of teaching. The teachers' training institution helps a lot to do this task. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. As stated by NCTE(1998) in Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. The NCF 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

West Bengal has played a pioneering role in the development of the modern education system in India. Western models of education came to India through Kolkata. The teacher education programme in West Bengal conducted successfully with the objectives to develop skills, understanding, interests and attitudes which would enable the teacher to foster all round development of the students under his care and to make the teachers as liaison between the school and the community.

Teacher Education in West Bengal can be divided into three categories:

- i) Government Colleges
- ii) Grant-in -aid Colleges
- iii) Self-financed Colleges
- iv) University Department

- i) Govt.Colleges- These colleges are directly controlled by the Department of Higher Education, Govt of West Bengal in respect of finance assistance and administrative procedures.
- ii) Grant-in-Aid Colleges- These colleges receive grants for salaries of the staff from the State Government and occasionally some maintenance grants and development grants from the State Government. Most of these colleges are recognized under section 2(f) & 12(B) of the UGC Act,1956 and receive UGC grants. These aided colleges are free to create posts beyond the sanctioned posts, but are required to meet the fund needed for supporting these posts from the finances generated by their Managements.

- iii) Self-financed Colleges – The Self financed colleges are under the State Universities but no grants are being received from Government. These colleges only follow the syllabus assigned by the affiliated universities. Some general instructions are given by the universities so that they have some uniformity like faculty, infrastructure etc. lies among the colleges.

In West Bengal various experiments are done with the syllabus of teacher education in order to modify it in order to fulfil the present need of our society. Various universities updated their curriculum to keep pace with the advance method of teaching strategies. For example one year B.Ed course is changed into semester system and from 2015 it become two year training course. Besides more emphasis is given on learning various teaching skills of different subjects. Among all these things the most valuable thing is innovation in teaching learning process.

iv) University Department - There are education department in the state universities like University of Calcutta (C.U), West Bengal State University (W.B.S.U.), University of Kalyani (K.U), University of Burdwan (B.U), North Bengal University (N.B.U), Rabindra Bharati University(R.B.U), which conduct teacher education programmes (B.Ed & M.Ed) in West Bengal. Along with these universities Vidyasagar University also conducts teacher education programme (B.Ed) through its affiliated colleges and Visva-Bharati University (Central University) also conducts teacher education Programme(B.Ed).

There is a state open university, i.e. Netaji Subhas Open University also conducts B.Ed. in Special Education and B.Ed. through ODL mode. Moreover, University of Burdwan conducts B.Ed. course in open and distance learning mode through Directorate of Distance Education.

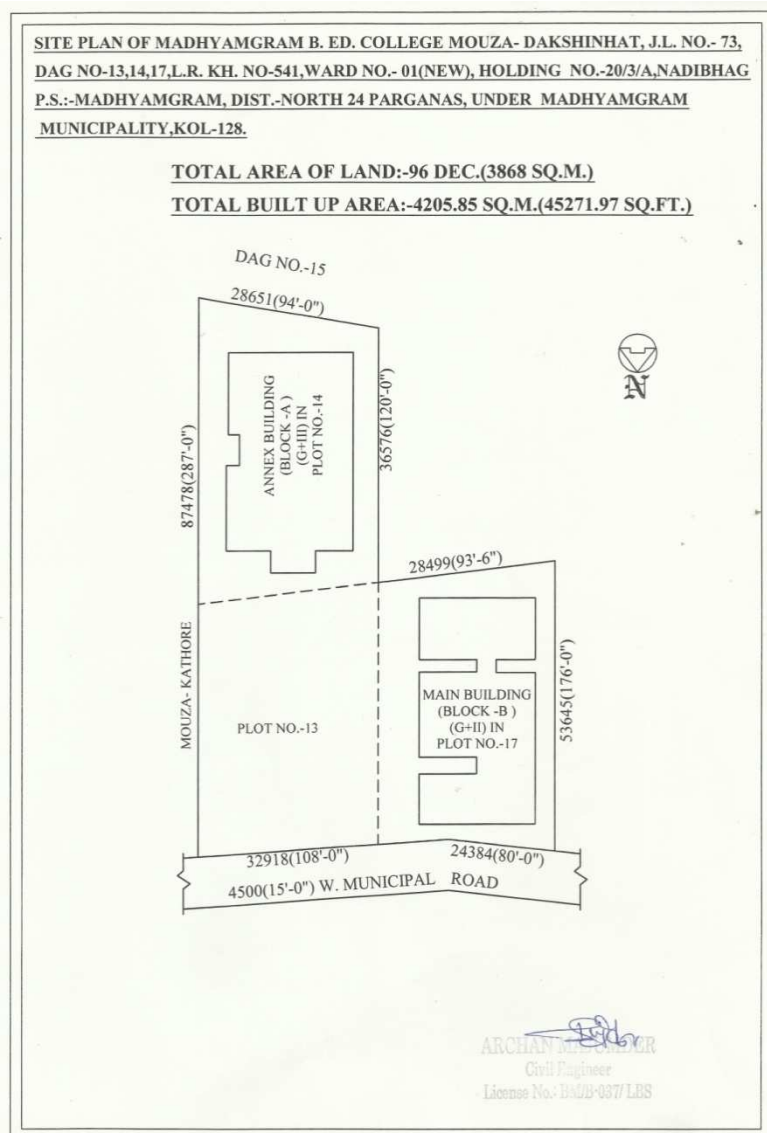
As per the NCTE web-site presently, the numbers of Teacher Education institutions in West Bengal (NCTE recognised) as on 10th January, 2014 are as follows:

B.Ed. =325, M.Ed.= 11, D.El.Ed.=327, B.P.Ed.=19, M.P.Ed.=07.

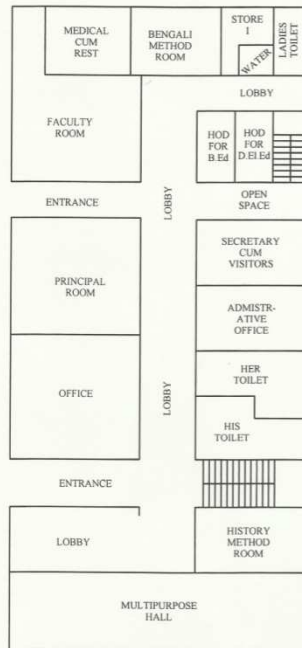
The affiliating universities like C.U, W.B.S.U., B.U., R.B.U., N.B.U., K.U., etc are involve in making curriculum course of study scheme of evaluation conducting Final B.Ed. Examination, publishing result of examination, distributing mark-sheets and diplomas. Admission procedure, tuition fee and other fees are generally arranged and collected by the affiliated colleges but university norms and other rules and regulations are generally maintained by the affiliated colleges. In the administrative side every affiliated college should constitute a Governing Body, Teachers' Council and different Sub-Committees etc. and they are compelled to follow certain orders issued by the University Authority, NCTE norms with respect to the number of students intake, student-teacher ratio and many other criteria.

Annexure III

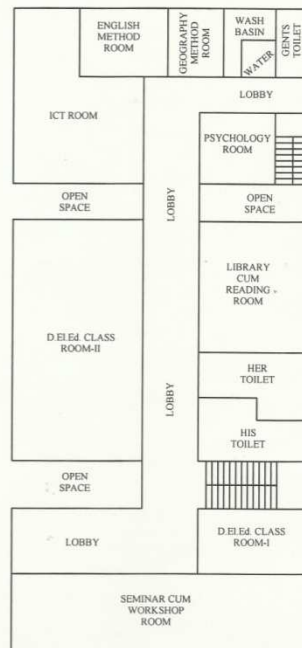
Master plan of the institution



MASTER PLAN OF MADHYAMGRAM B. ED. COLLEGE 20/3/A,NADIBHAG,BADU ROAD,
 P.O.-BADU,P.S.-MADHYAMGRAM, KOL-128.



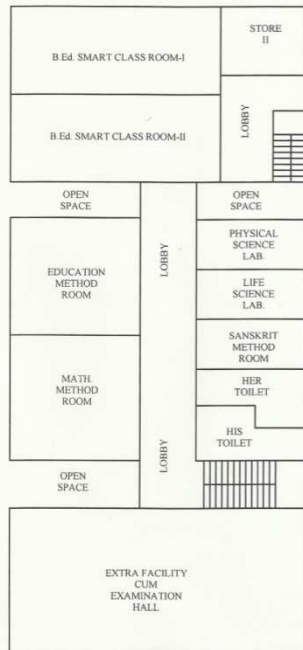
MAIN BUILDING
 GROUND FLOOR



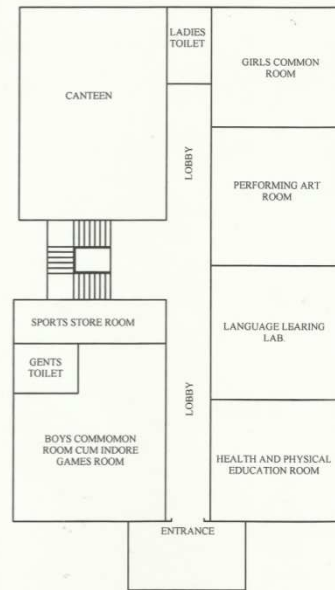
MAIN BUILDING
 FIRST FLOOR

Archan
 ARCHAN KUMAR
 Civil Engineer
 License No: 10428-037/LBS

MASTER PLAN OF MADHYAMGRAM B. ED. COLLEGE 20/3/A, NADIBHAG, BADU ROAD,
P.O.-BADU, P.S.-MADHYAMGRAM, KOL-128.



MAIN BUILDING
SECOND FLOOR



ANNEX BUILDING
GROUND FLOOR


ARCHAN MEHTA
Civil Engineer
License No.: BAMB-037/LBS

Annexure IV

Audited income-expenditure statement for previous financial year

S.K.SAHA & CO
Chartered Accountants

Cell: 9433554490
E-mail:- saha_swapanco@yahoo.co.in
4/1B, Nirmal Chandra Street
Kolkata-700 012

Schedule:- 'A': Significant Accounting Policies & Notes To Accounts as at 31st March, 2015

(1) Significant Accounting Policies:

- a) The financial statements have been prepared on principles of a going concern and are based on historical costs.
- b) Income & Expenditure have been accounted for on mercantile basis.

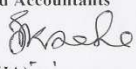

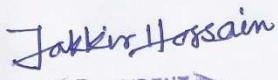
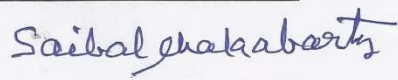
- (1) Notes on Accounts: a) Development Fees received from students during the year have been transferred to Development Fund by the management earmarked for utilization of the captioned Fund for development of College over the years.

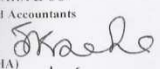

Date: 10/09/2015
Place: Kolkata



FOR S.K.SAHA & CO
Chartered Accountants

S.K. SAHA
(S.K.SAHA)
Proprietor
MRN: 053232

MADHYAMGRAM B.ED COLLEGE					
20/3/A, NADIBHAG P.O BADU MADHYAMGRAM, KOLKATA - 700 128					
BALANCE SHEET AS AT 31ST MARCH,2015					
SOURCES OF FUNDS	Schedule	RS.	P.	RS.	P.
Capital Fund					
Fund received from Jakir Hossain					
For Endowment Fund - As per last A/C		500000.00			
For Reserve Fund - As per Last A/C		300000.00		800000.00	
DEVELOPMENT FUND					
Opening Balance as on 01.04.2014		12754300.00			
Add: This year received		2925000.00		15679300.00	
General Fund					
As per Last A/C		2202705.49			
Less : Excess of Income over Expenditure		165776.12		2036929.37	
Income Received in Advance					
Received during the year	C	1218750.00		1218750.00	
TOTAL				19,734,979.37	
APPLICATION OF FUNDS					
Fixed Assets					
At Cost	B	16799278.49			
Less : Depreciation		737838.62		16061439.87	
Current Assets					
Fixed Deposits					
with United Bank of India, Aurangabad Branch		800000.00			
With State bank of India,Badu Road Branch		800000.00			
Add : Accrued Interest		704024.00			
		2304024.00			
Advance		1555973.00			
Cash - in- Hand		16224.00			
Balance at Union Bank of India, Madhamgram Branch		8290.50			
Balance at State Bank of India, Badu Road Branch		110614.00			
Balance at State Bank of India, Badu Road Branch		27946.00			
		4023071.50			
Less : Current Liabilities	D	349532.00		3673539.50	
TOTAL				19,734,979.37	
SIGNIFICANT ACCOUNTING POLICIES & NOTES TO ACCOUNTS		Signed in terms of of our Report of even date For S.K.SAHA & CO Chartered Accountants  (S.K. SAHA) Proprietor MRN:053232			
DATE : 10/09/2015 PLACE : KOLKATA					
 PRESIDENT Madhyamgram B. Ed. College		 Secretary MADHYAMGRAM B. Ed. COLLEGE 20/3/A, Nadibhag, Badu Road, Madhyamgram, Kol-128			

MADHYAMGRAM B.ED COLLEGE 20/3/A, NADIBHAG P.O BADU MADHYAMGRAM KOLKATA - 700 128. INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015		
INCOME	Rs.	P
Admission Fees		792187.50
Co-Curricular Activities Fees		118828.63
Computer Fees		158437.50
Electric & Telephone Fees		79218.75
Games & Sports Fees		79218.75
Seminar & Extension Lecture Fees		158437.50
Library Fees		119766.13
Magazine Fees		79218.75
Miscellaneous Fees		79218.75
Practical Fees		79218.75
Tuition Fees		3619687.50
Donation from well wishers		81,800.00
Interest on Fixed Deposit with UBI, with SBI Branch		170668.00
TOTAL (A)		5,615,906.50
EXPENDITURE	Rs.	P
Advertisement & Magazine		19674.00
Audit Fees		20000.00
Arrear Salary		84000.00
Bank Charges		3416.00
College Staff Salary		147300.00
Computer Upkeep		40250.00
Conveyance Expenses		23827.00
Depreciation		737838.62
Donation		12500.00
Entertainment Expenses		30500.00
Excursion Tour Expenses		180500.00
Electric Charges		114398.00
Fuel Charges		19200.00
Games & Sports Expenses		40600.00
General Charges		14250.00
Hire Charges		38950.00
Identity Card		7500.00
Labour Charges		434175.00
Legal Charges		7800.00
Internal Examinatio fees		14300.00
Meeting Expenses		9500.00
Miscellaneous expenses		65500.00
Magazine		15000.00
New papers & periodicals		4689.00
Office (College) Maintenance		42875.00
Non-Teaching Staff		839100.00
Part time Teachers		129000.00
Postage & Telegram		1200.00
Practice Teaching Expenses		21500.00
Printing & Stationery		76375.00
Repairs & Renewals		25600.00
Remuneration		7200.00
Security Guard		42000.00
Subscription		4800.00
Seminar Expenses		8222.00
Tea & Tiffin		25623.00
Teaching Staff		2427000.00
Telephone Charges		29022.00
xerox upkeep		14500.00
West bengal state university Forms		2000.00
TOTAL (B)		5781682.62
Excess of Income over Expenditure transferred to General Fund (A-B)		-165776.12
SIGNIFICANT ACCOUNTING POLICIES & NOTES TO ACCOUNTS - SCHEDULE - A	Signed in terms of our Report of even date For S.K.SAHA & CO Chartered Accountants  (S.K. SAHA) Proprietor MRN: 053232	
DATE: 10/00/2015 PLACE: KOLKATA		

Jakkir Hossain
PRESIDENT
Madhyamgram B. Ed. College

Saibal Mukherjee
Secretary
MADHYAMGRAM B. Ed. COLLEGE
20/3/A, Nadibhag, Badu Road,
Madhyamgram, K91-128

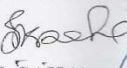

MADHYAMGRAM B.ED COLLEGE 20/3/A, NADIBHAG P.O BADU MADHYAMGRAM, KOLKATA - 700 128 RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015		
RECEIPTS	Rs.	P
Opening Cash - in- Hand		172001.00
Opening Balance at Bank		34632.00
Recovery of Advance		234800.00
To Fees Collection from Students		
Admission Fees		731250.00
Co-Curricular Activities Fees		109687.50
Computer Fees		146250.00
Development Fees		2925000.00
Electric & Telephone Fees		73125.00
Games & Sports Fees		146250.00
Seminar & Extension Lecture Fees		109687.50
Library Fees		73125.00
Magazine Fees		73125.00
Miscellaneous Fees		73125.00
Practical Fees		3266250.00
Tuition Fees		81800.00
Donation from well wishers		
TOTAL		8,323,233.00
PAYMENTS	Rs.	P
Advertisement & Magazine		19674.00
Arrear salary		84000.00
Bank Charges		3416.00
College Staff Salary		134600.00
Computer Upkeep		40250.00
Conveyance Expenses		23827.00
Electrical equipment		79531.00
Donation		12500.00
Entertainment Expenses		30500.00
Excursion Tour Expenses		180500.00
Electric Charges		108164.00
Fuel Charges		19200.00
Games & Sports Expenses		40600.00
General Charges		14250.00
Hire Charges		38950.00
Internal Examination fees		14300.00
Meeting Expenses		9500.00
Miscellaneous Expenses		65500.00
Magazine		15000.00
identity card		7500.00
Labour Charge		434175.00
Legal Charge		7800.00
New papers & periodicals		4689.00
Office (College) Maintenance		42875.00
Non Teaching Staff		761500.00
Part-time Teachers		118000.00
Postage & Telegram		1200.00
Practice Teaching Expenses		21500.00
Printing & Stationery		76375.00
Repairs & Renewals		25600.00
Remuneration		7200.00
Security Guard		42000.00
Seminar Expenses		822.00
Subscription		4800.00
Tea & Tiffin		25,623.00
Teaching Staff		709000.00
Telephone Charges		29022.00
TV Set Purchase		23000.00
xerox upkeep		14500.00
xerox upkeep		768808.00
Outstanding Liabilities Paid		2526360.00
Building Construction		12175.00
Books Purchase		555973.00
Land Registration		2000.00
West Bengal State University Forms		16224.00
Closing Cash - in- Hand		
Closing Balance at Bank		
State Bank of India-Badu Branch		110,614.00
State Bank of India-Badu Branch		27946.00
Union Bank of India- Madhyamgram Branch		8290.00
TOTAL		8,323,233.00

SIGNIFICANT ACCOUNTING POLICIES & NOTES
TO ACCOUNTS - SCHEDULE - A Signed in terms of our Report of even date
For S.K.SAHA & CO
Chartered Accountants
(S.K. SAHA)
Proprietor
DATE: 10/01/15
PLACE: KOLKATA
MRN: 053322



Jakkir Hossain
PRESIDENT
Madhyamgram B. Ed. College

Saibal Chakrabarty
Secretary
MADHYAMGRAM B. Ed. COLLEGE
20/3/A, Nadibhag, Badu Road,
Madhyamgram, Ksl-128

MADHYAMGRAM B.ED COLLEGE 20/3/A, NADIBHAG P.O BADU MADHYAMGRAM, KOLKATA - 700 128 SCHEDULE - C	
INCOME RECEIVED IN ADVANCE AS ON 31.03.15	
	Rs. P.
Admission Fees	182812.50
Co-Curricular Activities Fees	27421.88
Computer Fees	36562.50
Electric & Telephone Fees	18281.25
Games & Sports fees	18281.25
Seminar & Ent.Lecture Fees	36562.50
Library Fees	27421.88
Magazine Fees	18281.25
Miscellaneous Fees	18281.25
Practical Fees	18281.25
Tuition Fees	816562.50
TOTAL	1,218,750.00
SCHEDULE - D	
OUTSTANDING CURRENT LIABILITIES AS ON 31.03.15	
	Rs. P.
Audit Fees Payable	20,000.00
College Staff Salary	12,700.00
Electricity Charges Payable	6,232.00
Non-Teaching Staff Salary	77,600.00
Part-Time Teachers Salary	11,000.00
Teachers Salary Payable	222,000.00
TOTAL	349,532.00
Signed in terms of our Report of even date For S.K.SAHA & CO Chartered Accountants	
DATE : 10/09/2015 PLACE : KOLKATA	 (S.K. SAHA) Proprietor MRN: 053232 

Jakkir Hossain
PRESIDENT
Madhyamgram B. Ed. College

Saibal Chakrabarty
Secretary
MADHYAMGRAM B. Ed. COLLEGE
20/3/A, Nadibhag, Badu Road,
Madhyamgram, Kol-128

MADHYAMGRAM B.ED COLLEGE 20/3/A, NADIBHAG P.O BADU MADHYAMGRAM, KOLKATA - 700 128 SCHEDULE - B STATEMENT OF FIXED ASSETS AS ON 31ST MARCH, 2015													
PARTICULARS	RATE OF DEP	W.D.V. AS ON 01.04.14		ADDITIONS DG. THE YEAR		SALE/ADJMT DG. THE YEAR		TOTAL		DEPRECIATION DG. THE YEAR		W.D.V. AS ON 31.03.15	
		RS.	P.	RS.	P.	RS.	P.	RS.	P.	RS.	P.	RS.	P.
LAND	0	6518597.00			0.00		0.00		6518597.00		0.00		6518597.00
BUILDING	5%	6743241.52		2526360.00			0.00		9269601.52		463480.08		8806121.44
COMPUTER	60%	152610.75			0.00		0.00		152610.75		91566.45		61044.30
FURNITURE & FITTINGS	10%	294029.15			0.00		0.00		294029.15		29402.92		264626.24
BOOKS	60%	89077.92		12175.00			0.00		101252.92		60751.75		40501.17
LABARATORY EQUIPMENTS	20%	247338.46			0.00		0.00		247338.46		49467.69		197870.77
ELECTRICAL EQUIPMENTS	20%	58920.96		79531.00			0.00		138451.96		27690.39		110761.57
AQUAGAUD	20%	25425.34			0.00		0.00		25425.34		5085.07		20340.27
STEEL ALMIRAH	10%	28971.39			0.00		0.00		28971.39		5794.28		23177.11
TV Set				23000.00					23000.00		4600.00		18400.00
TOTAL		14158212.49		2641066.00			0.00		16799278.49		737838.62		16061439.87

Signed in terms of our Report of even date
For S.K.SAHA & CO
Chartered Accountants



S.K. Saha
(S.K. SAHA)
Proprietor
MRN:053232

DATE : 10/03/15
PLACE : KOLKATA

Jakker Hossain
PRESIDENT
Madhyamgram B. Ed. College

Saibal Chakrabarty
Secretary
MADHYAMGRAM B. ED. COLLEGE
20/3/A, Nadibhag, Badu Road,
Madhyamgram, Kd-128

Annexure V

University results for previous academic year

Year	% of Pass	% of First Class	No. of Distinction (80%)	Highest Percentage
2010 - 2011	100 %	99 %	Nil	79.4 %
2011 - 2012	100 %	98 %	01	80 %
2012 - 2013	100 %	99 %	02	84 %
2013 - 2014	99 %	98 %	01	80.28 %
2014 - 2015	96 %	96 %	Nil	78.28 %

Annexure VI

**Sample of feedback on Practice Teaching by Teacher Educators,
 By Peers and Heads/Staffs of the Practice teaching Schools.**



Madhyamgram B.Ed. College

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Feedback on Practice Teaching

**Class-
 Unit-
 Subunit-**

Subject-

Date-

1. Voice, Exposition and delivery -
 - (a) Voice
 - (b) Exposition
 - (C) Delivery
2. Presentation with Clear Objectives-
3. Questioning-
4. Use of Teaching Aids-
5. Use of Blackboard-
6. Student Participation-
7. Lesson Plan-
8. Command over the subject-
9. Attention to the whole Class-
10. Classroom Management-
11. Remarks(If any)-
12. Overall Evaluation-A+ /A /B+ /B /C+ /C /D

Signature of the Supervisor



Madhyamgram B.Ed. College

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Peer Feedback Proforma

Class- _____ **Subject-** _____ **Date-** _____
Name of the Trainee Teacher- _____
Roll No- _____

Practice Teaching 20.....-20.....

1. (a)Voice-
(b)Exposition-
(c)Delivery-
2. Questioning-
3. Use of Teaching Aids-
4. Use of blackboard-
5. Student Participation-
6. Lesson Plan-
7. Command over the Subject-
8. Attention to the whole class-
9. Classroom Management-
10. Remarks if any-

Name of Observer Trainee Teacher : _____
Roll No- _____
Date- _____



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TEACHING ASSESSMENT SCALE FOR TEACHING STAFFS /HEAD OF THE SCHOOLS

Name of the Trainee Teacher:

Roll No-

Name of the school:

No	Items	Excellent	Very Good	Good	Average	Below Average
1.	Preparation of Lesson Plan					
2.	Introduction of lesson in the class					
3.	Appropriateness of teaching Aids					
4.	Teaching in general					
5.	Regularity in work					
6.	Punctuality of the teacher					
7.	Co-operation with teachers and students					
8.	Participation in the extracurricular activities					
9.	Consultation with the concerned subject teacher					
10.	Readiness to work during free hours					
11.	Maintenance of discipline in the class					
12.	Inter -personal relationship					
13.	General performance in class and school					
14.	Use of school library					

Sl. No	Behavioral Aspects of Trainee Teacher	Comments
1.	Strengths	
2.	Weakness	

 (Signature of the Head Master/ Teaching Staff)

Annexure VII

List of Life Science lab content

Contact : (033) 2526 2006 / 2007
2008 / 2009

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20/3/A, Nadibhag, Badu Road, Madhyamgram, Kolkata - 128

Web Site : www.madhyamgrambedcollege.org • E-mail ID : madhyamgrambedcollege@rediffmail.com

Memo No.

Date

List of content of Life Science Lab (Apparatus)

Item No	Description	Quantity
1	Test Tube Rack	9p
2	Test Tube	300p
3	Test Tube holder	7p
4	Pipette	9p
5	Dropper	5p
6	Glass rod	2p
7	Weight box	1p
8	Spirit lamp	13p
9	Wire net	3p
10	Needle	10p
11	Beaker	2p (100ml), 12p (200ml), 1p (500ml)
12	Measuring Cylinder	1p
13	Cover glass	Round (22Box), Rectangular (20Box)
14	Slides	60p
15	Watch Glass	11p
16	Glass Funnel	1p(big), 1p (small)
17	Petridish	18p
18	Sphygmomanometer	2p
19	Compound Microscope	6p
20	Simple Microscope	1p
21	Stethoscope	1p
22	Digital Blood Pressure Machine	1P
23	Tripad Stand	5p
24	Reagent Bottle	13p
25	Conical Flask	1p
26	Dissestion Box	2p
27	Balance	1p

U. Bhattacharya.

Signature of Principal



Principal
Madhyamgram B. Ed. College
20/3/A, Badu Road,
Madhyamgram.

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Memo No.

Date

List of content of Life Science Lab (Chemicals)

Item No	Description	Quantity
1	Glycerine	500ml
2	Safranine Solution	100ml
3	Fehling Solution A,B	500ml
4	Glucose Solution	500ml
5	10% Sodium Hydroxide Solution	700ml
6	25% Sodium Hydroxide Solution	200ml
7	Benedict's Solution	500ml
8	Million's Reagent	800ml
9	Albumin Solution	500ml
10	Starch Solution	400ml
11	1% Copper Sulphate Solution	400ml
12	Formaldehyde Solution	500ml
13	Iodine Solution	500ml
14	Methylene Blue Straining Solution	500ml



U. Bhattacharya

Signature of Principal

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Memo No.

Date

List of content of Life Science Lab

Specimens(Animals)	Bones	Root & Stem	Permanents slides
Aurelia . Sp	Cavia	Dicot Stem	Spirogyra
Ascaris (Male) . Sp	Frog	Dicot root	Rhizopus
Ascaris (Female) . Sp		Monocot Stem	Yeast
Octopus (Indian Devil fish). Sp		Monocot root	Human Blood Cell
Carcinus . Sp			Saramous Epithelium
Palamnacus . Sp			I
Lamellidens . Sp			
Pila . Sp			
Hirudinaria (Leech) . Sp			
Pheretima(Earth Worm) . Sp			
Silk Worm(Male) . Sp			
Silk Worm(Female) . Sp			
Taenia (Tape Worm) . Sp			
Asterias (Starfish) . Sp			
Honey Bee (Male) . Sp			
Honey Bee (Female) . Sp			
Cockroach (Male) . Sp			
Cockroach (Female) . Sp			
Macrobrachium (Prawn) . Sp			
Labeo (Rohu Fish) . Sp			
Scoliodon (Shark) . Sp			
Heteropneutfes (Singhi) . Sp			
Ranatoad . Sp			
Rhacophorus (Flying Frog) . Sp			
Hemidactylus (House Lizard) . Sp			
Naja . Sp			
Columbia . Sp			
Ptoeropus . Sp			
Human Skeleton . Sp			
Oryctologus . Sp			
Bufo sp			

Contd. Page-2



Contact : (033) 2526 2006 / 2007
2008 / 2009

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<u>Specimen (Plants)</u>			
Opuntia Sp			
Euphorbia Sp			
Cactus Sp			
Hyprila Sp			
Lotus Sp			



U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.

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Memo No.

Date

List of content of Life Science Lab (Model)

Item No	Description	Quantity
1	Reproductive Male	1
2	Human Ear	1
3	Human Torso	1
4	Human Heart	1
5	Human Kidney	1
6	Human Respiratory System	1
7	Human Reproductive System (Female)	1
8	Human Brain	1
9	Human Digestive System	1
10	Human Circulatory System	1
11	Guineapig Model	1
12	Rabbit	1
13	DNA model	1



U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/08/09

Contact : (033) 2526 2006 / 2007
2008 / 2009

MADHYAMGRAM B. Ed. COLLEGE



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20/3/A, Nadibhag, Badu Road, Madhyamgram, Kolkata - 128

Web Site : www.madhyamgrambedcollege.org • E-mail ID : madhyamgrambedcollege@rediffmail.com

Memo No.

Date

List of content of Life Science Lab (Charts)

Item No	Description	Quantity
1	Optical Instruments	1
2	T.S of Monocot & Dicot Stem	1
3	T.S of Monocot & Dicot Root	1
4	Human Eye	1
5	Plant Cell	1
6	Animal Cell	1
7	Digestive System	1
8	Circulatory System	1
9	Reproductive System	1
10	Endocrine System	1
11	Invertebrate System	1
12	Vertebrate System	1
13	Human Heart	1



U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.

List of Physical Science Lab content

Contact : (033) 2526 2006 / 2007
2008 / 2009

MADHYAMGRAM B. Ed. COLLEGE



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Memo No.

Date

List of content of Physical Science Lab (Physics Apparatus)

Item No	Description	Quantity
1	Balance	3 p
2	Optical Bench	1 p
3	To determine the velocity of sound in air by air column	1 set
4	Boyle's Low experiment apparatus	1 p
5	Meter Bridge	1p
6	Potentiometer	1p
7	Resistance Box	1p
8	Room Thermoter	1p
9	Science Kits	2set
10	Screw Gauge	10p
11	Slide Callipers	8p
12	'U' magnet	1p
13	Voltermeter	1p
14	Lens (Concave)	3p
15	Lens (Convex)	3p
16	Magnifying Glass	1p
17	Magnetic Compass	1p
18	Mirror with Stand	4p
19	Newton Colour disk	1p
20	Simple Pendulum	2p
21	Weight Box	15p
22	Ohm's low apparatus	1set
23	Spring balance	1p
24	Post Office Box	1set
25	Prism	1P
26	Galvanometer	1p
27	Ammeter	1p
28	Rheostat	1p
29	Spherometer	1p
30	Rectangular Glass Slab	3p
31	Bar-magnet	3p
32	Pin	5 Box
33	Tuning Fork	7p

Contd. Page 2



Contact : (033) 2526 2006 / 2007
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Memo No.

Date

Item No	Description	Quantity
34	Battery Eliminator	1p
35	Stop Watch	1p
36	Electric Magnet	1p
37	Drawing Board	8p
38	Barlow's Wheel	1p
39	Commutator	1p
40	Spectrometer	1p

U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



Contact : (033) 2526 2006 / 2007
2008 / 2009

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Memo No.

Date

List of content of Physical Science Lab (Physics CHARTS)

Item No	Description	Quantity
1	Three Types of Equilibrium	1p
2	Nuclear Energy	2p
3	Optical Instruments	1p
4	Diode	1p
5	Telescope	1p
6	Ohm's Law	1p
7	Wave motion	1p
8	Weight & Measures	1p
9	Balance	1p
10	Petrol Engine	1p
11	Different kinds of Cells	1p

U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



Contact : (033) 2526 2006 / 2007
2008 / 2009

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Memo No.

Date

List of content of Physical Science Lab (Chemistry Apparatus)

Item No	Description	Quantity
1	Atomic model	1 set
2	Beaker	8 p (100ml) 5p (200ml) 1p (500ml)
3	Blow pipe	5p
4	Burette with stand	5p
5	Charcoal Block	1p
6	Analytical weight Box	1p
7	Chemical Balance	2p
8	Filter Paper	1Box
9	Funnel	21p
10	Gas Jar	8p
11	Kip's Apparatus	1set
12	Litmus paper (blue & Red)	2Box
13	Petri Dish	14p
14	Pipette	5p
15	Platinum Wire	4p
16	Regent Bottle	500 ml(6p)
17	Regent Bottle	200 ml (27p)
18	Conical flask	17p
19	Specific Gravity Bottle	14p
20	Spirit Lamp	10p
21	Test tube	350p
22	Test tube holder	8p
23	Tritation Stand	5p
24	Tripad Stand	5p
25	Test Tube Stand	12p
26	Volumetric Flash	1p
27	Droper	10p

V. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



Contact : (033) 2526 2006 / 2007
2008 / 2009**MADHYAMGRAM B. Ed. COLLEGE**

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Memo No.

Date

List of content of Physical Science Lab (Chemical Solid)

Item No	Description	Quantity
1	Silver Nitrate	25 gm
2	Potassium Dichromate	1000gm
3	Potassium Permanganate	500 gm
4	Oxalic Acid	500 gm
5	Sodium Hydroxide	1000 gm
6	Mohr Salt	500 gm
7	Zinc Chloride	500 gm
8	Copper Sulphate	500 gm
9	Ammonium Sulphate	1000 gm
10	Ammonium Chloride	1000 gm
11	Sodium Bi- Carbonate	500 gm
12	Manganese Di-Oxide	750 gm
13	Ammonium Ferrous Sulphate	500 gm
14	Benzonic Acid	500 gm
15	Sodium Nitrate	500 gm
16	Ferrous Sulphate	1000 gm
17	Sodium Thiosulphate	500 gm
18	Sodium chloride	1000 gm
19	Ferrous Sulphide Sticks	500 gm
20	Sodium hydrogen carbonate purified	500 gm
21	Lead nitrate purified	500 gm
22	Calcium Chloride	1500 gm
23	Sodium Carbonate Anhydrous	1000 gm
24	Potassium Chromate	500 gm
25	Iron Chloride Anhydrous Purified	500 gm
26	Iron Sulfate Heptahydrate Cryst.	500 gm
27	Lead Acetate	250 gm
28	Zinc Sulphide	200 gm
29	Borax	500 gm
30	Oxalic Acid Dihydrate	500 gm

Contd. Page 2



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Memo No.

Date

Item No	Description	Quantity
31	Sodium Nitroprusside	100 gm
32	Cupric Sulphate	450 gm
33	2-Naphthol Purified	500 gm
34	Zinc Nitrate hexahydrate	500gm
35	Calcium Carbonate	500 gm
36	Ferric Chloride	500 gm
37	Magnesium Nitrate	1000 gm
38	Potassium Ferricyanide	500 gm
39	Lead Nitrate	500 gm
40	Magnesium Sulphate	500 gm

U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
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Madhyamgram,

Contact : (033) 2526 2006 / 2007
2008 / 2009

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Memo No.

Date

List of content of Physical Science Lab (Chemical Liquid)

Item No	Description	Quantity
1	Concentrated H ₂ SO ₄	500ml
2	Concentrated HNO ₃	500ml
3	Concentrated HCl	500ml
4	Dilute H ₂ SO ₄	500ml
5	Dilute HNO ₃	500ml
6	Dilute HCl	500ml
7	Ammonium Chloride Solution	500ml
8	Acetic Acid	500ml
9	Ammonium Thiocyanate Solution	1000ml
10	Barium Chloride Solution	500ml
11	Lead Acetate Solution	1500ml
12	Starch Solution	100ml
13	Acetone	1000ml
14	Ammonium Hydroxide	500ml
15	Aniline	500ml
16	Phenol	500ml
17	Copper Acetate Solution	500ml
18	Acetaldehyde	500ml
19	Benedict's Reagent	500ml
20	Orthophosphoric Acid	500ml
21	Methyl Orange Indicator	1000ml
22	Potassium Ferrocyanite Solution	100ml
23	Sodium Nitrate Solution	100ml
24	Phenolphthalein Indicator	500ml
25	Ammonium Oxalate Solution	100ml
26	Potassium Iodide Solution	100ml
27	Silver Nitrate Solution	500ml

U. Bhattacharya

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.



Contact : (033) 2526 2006 / 2007
2008 / 2009**MADHYAMGRAM B. Ed. COLLEGE**

Recognised by NCTE, The Govt. of India

Affiliated of The West Bengal State University, Barasat.
[Organised by Satyam Educational and Social Welfare Trust]

20/3/A, Nadibhag, Badu Road, Madhyamgram, Kolkata - 128

Web Site : www.madhyamgrambedcollege.org • E-mail ID : madhyamgrambedcollege@rediffmail.com

Memo No.

Date

List of content of Physical Science Lab (Chemistry Charts)

Item No	Description	Quantity
1	Distillation	1p
2	Manufacture of Magnesium	1p
3	Preparation of Hydrogen	2p
4	Preparation of Bromine	1p
5	Organic Chemistry	1p
6	Preparation of Nitric Acid	1p
7	Aluminium Metallurgy	1p
8	Preparation of Oxygen	2p
9	Preparation of Ammonia	1p
10	Manufacture of Phosphorus and Sulphur	1p
11	Manufacture of Glass	1p
12	Copper and its Alloys	1p
13	Extraction of Iron	1p
14	Extraction of Zinc	1p

Signature of Principal

Principal
Madhyamgram B.Ed. College
20/3/A, Badu Road,
Madhyamgram.

Annexure IX

Datasheet to record the 'Best Practice'**BEST PRACTICE - I****Title of the practice:**

Developing social relationship and selfless service orientation of student teachers towards community members.

The context that required initiation of the practice:

For a teacher in the coming decade it is utmost necessary to build a healthy relationship with the community. For this a generous attitude has to be developed to serve the local people for the development of the area as a whole bit by bit. To cater to this cause our institution employs certain measures so that our students who would be the future teachers will develop a social bondage with the society. The founder secretary of our institution along with the faculty members always takes initiative to serve the nearby people earnestly. Various small projects are taken to offer different services accordingly.

Objectives of the practice:

- To provide guidance and free coaching to the students studying in neighborhood schools.
- To bring about an improvement in the general quality of life in the locality.
- To motivate the students to find new ideas for developing public awareness.
- To create awareness among the people about the importance of sanitation and personal hygiene.
- To enhance interaction between student teachers and community people.
- To distribute some regulary used commodities to the nearby people free of cost.
- To provide free clothing to the poverty stricken people.
- To give free books to the school students.
- To encourage cost effective and appropriate technologies for teaching and also convey it to the nearby schools.
- To allow our student teachers to take classes if there is any temporary vacancy in the nearest schools.
- To supply necessary goods such as water filter, benches, wardrobes etc. to the nearby schools.
- To motivate school students to visit our institution on several occasions for developing their creative skills and to provide entertainment also.

- To give financial help to the neighbouring students for continuation of higher studies from the college fund.

The practice:

Following are some measures taken to develop social empathy among student teachers:

- i) Meeting the community members- student teachers form small groups under a group leader and goes to different part of their targeted area. They prepare different questionnaires and interview schedules beforehand so that making equities becomes easier can feel easy to enquire them. The main purpose of meeting is to know their present scenario and to check their life style.
- ii) Collecting and organizing information- data are collected and then presented and discussed with the faculty members. Then it is forwarded to the Secretary of the institution. After that we all had series of informal discussions and then decisions are taken to provide a suitable solution.
- iii) Providing aid or assistance accordingly- either guidance through conveying the matter or in aids are given. Student teachers try their best to make the fact easily understandable. They help the children of the nearby areas by providing free coaching, or assuring them about the importance of education.
- iv) Developing awareness among them- student teachers prepare posters, banners and leaflets to state the importance of health and hygiene in the locality. Roaming door to door they converse with the people to explain the origin of various diseases caused by mosquitoes and stagnant water. Student teachers convey the importance of maintaining cleanliness in the house and also in their locality so that they can stay fit. For this our student teachers also clean the local areas.
- v) Student teachers' feedback taken- Our faculty members collect students feedback in order to check their interest and enthusiasm regarding this issues. As it is sometime very strenuous, so our institution collects students' opinions for better development of this societal service.

Obstacles faced if any and strategies adopted to overcome them:

Though it is indeed a good cause, but still certain obstacles are sometime faced:

- Some people do not co operate.
- It is a time consuming process.

Certain strategies are incorporated like meeting the people many times and convincing them to feel comfortable. Certain things like mosquito repellent, soap, disinfectants etc

are provided free to develop a good feeling about us. Groups allotted are allowed to work for certain periods so that they can complete their survey comfortably.

Impact of the practice:

The inclusion of this practice has developed a good bond with the local people. It also developed among the student teachers an idea about the profile of the local people. They can interact with different people and gather diverse range of knowledge about the mixed society. They can generate certain good notions among them like empathy, selfless service, unity, affection, free service etc. They also develop cleanliness of their surroundings and can understand the importance to aware common mass about it.

Resources required:

All the resources of the institution are maximally utilized so that the result of this practice can develop a good social kinship and respect to the society. Experts' opinions are also taken for better functioning of this service.

Contact persons for further details:

1. Sourav Mondal: 09433931803
2. Keya Samanta: 09674046099

BEST PRACTICE-II**Title of the practice**

Popularization and propagation of scientific attitude amongst student teachers through educational exhibition.

The context that required initiation of the practice:

Popularization as well as propagation of scientific attitude amongst student teachers is nothing else than an Endeavour to image scientific ideas in such a way that everyone can grasp the fundamental concepts and have an idea of what science in a essence is . Therefore to popularize and propagate scientific attitude amongst student teachers we can utilize a powerful means of science propagation i.e. exhibition. Through exhibition the student teachers should

arrange their experimental work themselves, make their own investigations and express themselves through active participation . The founder secretary of our institution along with the faculty members always take initiatives to popularize the scientific attitude amongst student teachers . Our institution organize educational exhibition for this progressive purpose.

Objectives of the practice:-

- To focus attention on educational experiences by all students.
- To stimulate a great interest in learning by doing by all .
- To promote a greater interest in scientific investigation over and above the routine class work.
- To provide inspiration for scientific hobby pursuits .
- To offer an opportunity for display of scientific talent through exhibition and demonstration.
- To develop the habit of extra study and provide useful means of occupying their leisure.
- To popularize science activities of students as well as help the general public of the area in developing interest in educational activities and scientific skills.

Some of the exhibits and experiments suitable for educational exhibitions

- Chemical fountains.
- Model of Galilean telescope directed to distance objects.
- Telescope directed to distance objects.
- Model for preparation of acids, formation of crystals.
- Models of eco system.
- Models of different handicrafts .
- Working model of pumps.
- Models of solar systems.

- Models of atomic structure.
- Experiments in color spectrum , color mixing .
- Models of telegraph electric motors.
- Experiment on electromagnets , electroplating.
- Experiments on propagation of sound and so one.
- Models of river valley.
- Models of volcanoes.
- Models of pyramid.
- Models of town planning of old civilization.
- Models of different parts of computer.
- Model of networking such as LAN,MAN,WAN.
- Models of teaching methods.
- Models of self actualization theory.

Obstacles faced of any and strategies adopted to overcome them

The obstacles which are generally faced given bellow.

- ❖ The self financing Colleges have to manage the required fund from their annual budget.
- ❖ All the invites (schools and colleges) do not participate and co-operate .

Our institution have some strategic plans to overcome the above obstacles. The foundation secretary is very interested in this activity. So he leads in the front to overcome the economic burden and do the needful to organize educational exhibition . To overcome the second obstacle, our institutional head, the principal send our institutional representative to invite the neighbor schools and colleges for participating educational exhibition. The representative of our institution firstly explain the need and importance of this activity and then invite them cordially .

Impact of the practice:

Participating in educational exhibition specially for school student is the first venue where the future scientists, educationist of the country will start their journey in the path of research and discovery . The activities in the exhibition can be so organized to help the community in various aspects of science as well as education. It can be an agency for popularization and propagation of scientific attitude among the people. Also educational exhibition can undertake many activities for the verification of many superstitions and false beliefs.

Resources required:

All the resources of the institution are minimally utilized so that the result of this practice can popularize and propagate a scientific attitude not only among our student teachers but also the students coming from neighbor schools and also the other adult person of our society who participate to this activity. It promote a scientific attitude to accepts thing by judging it logically and help to be free from all the superstitions and false beliefs . In a word it can be able to build a superstition free society. Expert's opinions can also be taken for better functioning of this activity.

Contact person for further details:

1. Sourav Mondal: 09433931803
2. Keya Samanta: 09674046099

Annexure X

Academic Calendar of 2015 - 2017

ACADEMIC CALENDAR
SESSION: 2015- 2017
SEMESTER - I
JULY' 2015

Date	Day	Particulars	No. of Working Days
1	Wednesday	Orientation Programme for Sem- I	1
2	Thursday	Orientation - Entry Level Test	2
3	Friday	Orientation Programme for Sem- I	3
4	Saturday	Orientation Programme for Sem- I	4
5	Sunday	-----	
6	Monday	Orientation Programme for Sem- I	5
7	Tuesday	Distribution of Admission Kit	6
8	Wednesday	Introduction Programme (Fresher's Welcome)	7
9	Thursday	Theory Class & engagement with Field, EPC-I	8
10	Friday	Theory Class & engagement with Field, EPC-I	9
11	Saturday	Theory Class & engagement with Field, EPC-I	10
12	Sunday	-----	
13	Monday	Theory Class & engagement with Field, EPC-I	11
14	Tuesday	Theory Class & engagement with Field, EPC-I	12
15	Wednesday	Theory Class & engagement with Field, EPC-I	13
16	Thursday	Theory Class & engagement with Field, EPC-I	14
17	Friday	Theory Class & engagement with Field, EPC-I & Selection of Siksharthi Samsad (Students Union)	15
18	Saturday	Eid-Ul-Fetar & Rathayatra	
19	Sunday	-----	
20	Monday	Theory Class & engagement with Field, EPC-I	16
21	Tuesday	Theory Class & engagement with Field, EPC-I	17
22	Wednesday	Theory Class & engagement with Field, EPC-I	18
23	Thursday	Theory Class & engagement with Field, EPC-I	19
24	Friday	Theory Class & engagement with Field, EPC-I	20
25	Saturday	Special Talk Programme on "Language across the curriculum"	21
26	Sunday	-----	
27	Monday	Theory Class & engagement with Field, EPC-I	22
28	Tuesday	Theory Class & engagement with Field, EPC-I	23
29	Wednesday	Theory Class & engagement with Field, EPC-I	24
30	Thursday	Theory Class & engagement with Field, EPC-I	25
31	Friday	Theory Class & engagement with Field, EPC-I	26

AUGUST' 2015

Date	Day	Particulars	No. of Working Days
1	Saturday	Special Talk Programme on " Reading & Reflection on Text"	27
2	Sunday	-----	
3	Monday	Theory Class & engagement with Field, EPC-I	28
4	Tuesday	Theory Class & engagement with Field, EPC-I	29
5	Wednesday	Theory Class & engagement with Field, EPC-I	30
6	Thursday	Theory Class & engagement with Field, EPC-I	31
7	Friday	Theory Class & engagement with Field, EPC-I	32
8	Saturday	Day Observation of " Baishe Shrabana"-Death anniversary of Tagore	33
9	Sunday	-----	
10	Monday	Theory Class & engagement with Field, EPC-I	34
11	Tuesday	Theory Class & engagement with Field, EPC-I	35
12	Wednesday	Theory Class & engagement with Field, EPC-I	36
13	Thursday	Theory Class & engagement with Field, EPC-I	37
14	Friday	Theory Class & engagement with Field, EPC-I	38
15	Saturday	Day Observation of " Independence Day"	39
16	Sunday	-----	
17	Monday	Theory Class & engagement with Field, EPC-I	40
18	Tuesday	Theory Class & engagement with Field, EPC-I	41
19	Wednesday	Theory Class & engagement with Field, EPC-I	42
20	Thursday	Theory Class & engagement with Field, EPC-I	43
21	Friday	Theory Class & engagement with Field, EPC-I	44
22	Saturday	Centre Visit for Various Schools for data collection of Practicum courses	45
23	Sunday	-----	
24	Monday	Theory Class & engagement with Field, EPC-I	46
25	Tuesday	Theory Class & engagement with Field, EPC-I	47
26	Wednesday	Theory Class & engagement with Field, EPC-I	48
27	Thursday	Theory Class & engagement with Field, EPC-I	49
28	Friday	Theory Class & engagement with Field, EPC-I	50
29	Saturday	Theory Class & engagement with Field, EPC-I	51
30	Sunday	-----	
31	Monday	Theory Class & engagement with Field, EPC-I	52

SEPTEMBER' 2015

Date	Day	Particulars	No. of Working Days
1	Tuesday	Theory Class & engagement with Field, EPC-I	53
2	Wednesday	Theory Class & engagement with Field, EPC-I	54
3	Thursday	Theory Class & engagement with Field, EPC-I	55
4	Friday	Theory Class & engagement with Field, EPC-I	56
5	Saturday	Celebration of "Teachers' Day"	57
6	Sunday		
7	Monday	Theory Class & engagement with Field, EPC-I	58
8	Tuesday	Theory Class & engagement with Field, EPC-I	59
9	Wednesday	Theory Class & engagement with Field, EPC-I	60
10	Thursday	Theory Class & engagement with Field, EPC-I	61
11	Friday	Theory Class & engagement with Field, EPC-I	62
12	Saturday	Workshop on " Art Education"	63
13	Sunday		
14	Monday	Theory Class & engagement with Field, EPC-I	64
15	Tuesday	Theory Class & engagement with Field, EPC-I	65
16	Wednesday	Theory Class & engagement with Field, EPC-I	66
17	Thursday	Theory Class & engagement with Field, EPC-I & Publication Wall Magazine "Prothoma".	67
18	Friday	Biswakarma Puja	
19	Saturday	Centre Visit for Various Schools for data collection of Practicum courses	69
20	Sunday		
21	Monday	Theory Class & engagement with Field, EPC-I	70
22	Tuesday	Theory Class & engagement with Field, EPC-I	71
23	Wednesday	Theory Class & engagement with Field, EPC-I	72
24	Thursday	Theory Class & engagement with Field, EPC-I	73
25	Friday	Eid-Ud-Zuha	
26	Saturday	Special talk Programme on " Leadership Role of a Teacher".	74
27	Sunday		
28	Monday	Theory Class & engagement with Field, EPC-I	75
29	Tuesday	Theory Class & engagement with Field, EPC-I	76
30	Wednesday	Theory Class & engagement with Field, EPC-I	77

OCTOBER' 2015

Date	Day	Particulars	No. of Working Days
1	Thursday	Theory Class & engagement with Field, EPC-I	78
2	Friday	Day observation of " Gandhi Jayanti"	79
3	Saturday	Special talk programme on " Philosophy of Gandhiji on Education".	80
4	Sunday		
5	Monday	Theory Class & engagement with Field, EPC-I	81
6	Tuesday	Theory Class & engagement with Field, EPC-I	82
7	Wednesday	Theory Class & engagement with Field, EPC-I	83
8	Thursday	Theory Class & engagement with Field, EPC-I	84
9	Friday	Theory Class & engagement with Field, EPC-I	85
10	Saturday	Theory Class & engagement with Field, EPC-I	86
11	Sunday		
12	Monday	Theory Class & engagement with Field, EPC-I	87
13	Tuesday	Theory Class & engagement with Field, EPC-I	88
14	Wednesday	Theory Class & engagement with Field, EPC-I	89
15	Thursday	Theory Class & engagement with Field, EPC-I	90
16	Friday	Theory Class & engagement with Field, EPC-I	91
17	Saturday	Celebration of " Agamoni"- the holy festival of Durga Puja	92
18	Sunday		
19	Monday	Puja Vacation	
20	Tuesday	Puja Vacation	
21	Wednesday	Puja Vacation	
22	Thursday	Puja Vacation	
23	Friday	Puja Vacation	
24	Saturday	Puja Vacation	
25	Sunday		
26	Monday	Puja Vacation	
27	Tuesday	Theory Class & engagement with Field, EPC-I	93
28	Wednesday	Theory Class & engagement with Field, EPC-I	94
29	Thursday	Theory Class & engagement with Field, EPC-I	95
30	Friday	Theory Class & engagement with Field, EPC-I	96
31	Saturday	Seminar cum workshop on " Question Bank of Semester - I"	97

NOVEMBER' 2015

Date	Day	Particulars	No. of Working Days
1	Sunday		
2	Monday	Theory Class & engagement with Field, EPC-I	99
3	Tuesday	Theory Class & engagement with Field, EPC-I	100
4	Wednesday	Theory Class & engagement with Field, EPC-I	101
5	Thursday	Theory Class & engagement with Field, EPC-I	102
6	Friday	Theory Class & engagement with Field, EPC-I	103
7	Saturday	Vacation for Kali Puja & Bhaiya-dooj	
8	Sunday		
9	Monday	Vacation for Kali Puja & Bhaiya-dooj	
10	Tuesday	Vacation for Kali Puja & Bhaiya-dooj	
11	Wednesday	Vacation for Kali Puja & Bhaiya-dooj	
12	Thursday	Vacation for Kali Puja & Bhaiya-dooj	
13	Friday	Vacation for Kali Puja & Bhaiya-dooj	
14	Saturday	Vacation for Kali Puja & Bhaiya-dooj	
15	Sunday		
16	Monday	Theory Class & engagement with Field, EPC-I	104
17	Tuesday	Theory Class & engagement with Field, EPC-I	105
18	Wednesday	Theory Class & engagement with Field, EPC-I	106
19	Thursday	Competition on Quiz, Debate, Role play, Brain Storming, Elocution	107
20	Friday	Campaign of on "Population Exploration"	108
21	Saturday	Recess (Principal discretionary)	
22	Sunday		
23	Monday	Theory Class & engagement with Field, EPC-I	109
24	Tuesday	Theory Class & engagement with Field, EPC-I	110
25	Wednesday	Guru Nanaka Birth Day (Holiday)	
26	Thursday	Sit & Draw competition	111
27	Friday	Poster Making competition	112
28	Saturday	Centre Visit for Various Schools for data collection of Practicum courses	113
29	Sunday		
30	Monday	Theory Class & engagement with Field, EPC-I	114

DECEMBER' 2015

Date	Day	Particulars	No. of Working Days
1	Tuesday	Theory Class & engagement with Field, EPC-I	115
2	Wednesday	Theory Class & engagement with Field, EPC-I	116
3	Thursday	Theory Class & engagement with Field, EPC-I	117
4	Friday	Theory Class & engagement with Field, EPC-I	118
5	Saturday	Exhibition, publication of college journal "Indisciplina"	119
6	Sunday		
7	Monday	Internal Practical Exam	120
8	Tuesday	Internal Practical Exam	121
9	Wednesday	External Practical Exam	122
10	Thursday	External Practical Exam	123
11	Friday	External Practical Exam	124
12	Saturday	Cultural Programme at Orphan House.	125
13	Sunday		
14	Monday	External Practical Exam	126
15	Tuesday	External Practical Exam	127
16	Wednesday	External Practical Exam	128
17	Thursday	External Practical Exam	129
18	Friday	External Practical Exam	130
19	Saturday	External Practical Exam	131
20	Sunday		
21	Monday	External Practical Exam	132
22	Tuesday	External Practical Exam	133
23	Wednesday	External Practical Exam	134
24	Thursday	Fateha-Hohaz-Daham	135
25	Friday	Christmas Day	
26	Saturday	Evaluation & Publication of result, Semester break	136
27	Sunday	Evaluation & Publication of result, Semester break	137
28	Monday	Evaluation & Publication of result, Semester break	138
29	Tuesday	Evaluation & Publication of result, Semester break	139
30	Wednesday	Evaluation & Publication of result, Semester break	140
31	Thursday	Evaluation & Publication of result, Semester break	141

ACADEMIC CALENDER

SESSION: 2015- 2017

SEMESTER - II

JANUARY' 2016

Date	Day	Particulars	No. of Working Days
1	Friday	New year day	
2	Saturday	Orientation programme for semester - II	142
3	Sunday		
4	Monday	Orientation programme for semester - II	143
5	Tuesday	Orientation programme for semester - II	144
6	Wednesday	Orientation programme for semester - II	145
7	Thursday	Orientation programme for semester - II	146
8	Friday	Orientation programme for semester - II	147
9	Saturday	Orientation programme for semester - II	148
10	Sunday		
11	Monday	Special talk on " Swami Vivekananda"	149
12	Tuesday	Day observation of " Vivekananda Jayanti"	150
13	Wednesday	Theory Class & engagement with Field, EPC-II	151
14	Thursday	Theory Class & engagement with Field, EPC-II	152
15	Friday	Makarsankranti- Local Holiday	153
16	Saturday	Theory Class & engagement with Field, EPC-II	154
17	Sunday		
18	Monday	Theory Class & engagement with Field, EPC-II	155
19	Tuesday	Theory Class & engagement with Field, EPC-II	156
20	Wednesday	Theory Class & engagement with Field, EPC-II	157
21	Thursday	Theory Class & engagement with Field, EPC-II	158
22	Friday	Theory Class & engagement with Field, EPC-II	159
23	Saturday	Day observation of "Netaji's Birth Day"	160
24	Sunday		
25	Monday	Theory Class & engagement with Field, EPC-II	161
26	Tuesday	Day observation of "Republic Day"	162
27	Wednesday	Theory Class & engagement with Field, EPC-II	163
28	Thursday	Competition on Vollyball	164
29	Friday	College Annual Sports	165
30	Saturday	College Annual Sports	166
31	Sunday		

FEBRUARY' 2016

Date	Day	Particulars	No. of Working Days
1	Monday	Excursion cum study tour	167
2	Tuesday	Excursion cum study tour	168
3	Wednesday	Excursion cum study tour	169
4	Thursday	Excursion cum study tour	170
5	Friday	Excursion cum study tour	171
6	Saturday	Excursion cum study tour	172
7	Sunday		
8	Monday	Theory Class & engagement with Field, EPC-II	173
9	Tuesday	Theory Class & engagement with Field, EPC-II	174
10	Wednesday	Theory Class & engagement with Field, EPC-II	175
11	Thursday	Theory Class & engagement with Field, EPC-II & Publication of college magazine "Arani".	176
12	Friday	Saraswati Puja	
13	Saturday	Recess (Principal Discretionary)	
14	Sunday		
15	Monday	Theory Class & engagement with Field, EPC-II	177
16	Tuesday	Theory Class & engagement with Field, EPC-II	178
17	Wednesday	Theory Class & engagement with Field, EPC-II	179
18	Thursday	Theory Class & engagement with Field, EPC-II	180
19	Friday	Theory Class & engagement with Field, EPC-II	181
20	Saturday	Centre visit for Birla Museum/ Tara Mondal etc.	182
21	Sunday		
22	Monday	Celebration of "International Language Day"	183
23	Tuesday	Organization of "Blood donation Camp"	184
24	Wednesday	Theory Class & engagement with Field, EPC-II	185
25	Thursday	Theory Class & engagement with Field, EPC-II	186
26	Friday	Theory Class & engagement with Field, EPC-II	187
27	Saturday	Celebration of "College foundation Day"	188
28	Sunday		
29	Monday	Theory Class & engagement with Field, EPC-II	189

MARCH' 2016

Date	Day	Particulars	No. of Working Days
1	Tuesday	Theory Class & engagement with Field, EPC-II	190
2	Wednesday	Theory Class & engagement with Field, EPC-II	191
3	Thursday	Theory Class & engagement with Field, EPC-II	192
4	Friday	Theory Class & engagement with Field, EPC-II	193
5	Saturday	Seminar on "Drama & Art Education- Teachers' Role"	194
6	Sunday		
7	Monday	Theory Class & engagement with Field, EPC-II	195
8	Tuesday	Theory Class & engagement with Field, EPC-II	196
9	Wednesday	Theory Class & engagement with Field, EPC-II	197
10	Thursday	Theory Class & engagement with Field, EPC-II	198
11	Friday	Theory Class & engagement with Field, EPC-II	199
12	Saturday	Special talk Programme on "Creative Art"	200
13	Sunday		
14	Monday	Theory Class & engagement with Field, EPC-II	201
15	Tuesday	Theory Class & engagement with Field, EPC-II	202
16	Wednesday	Theory Class & engagement with Field, EPC-II	203
17	Thursday	Theory Class & engagement with Field, EPC-II	204
18	Friday	Theory Class & engagement with Field, EPC-II	205
19	Saturday	Exhibition on " Low Cost No Cost Teaching Aids"	206
20	Sunday		
21	Monday	Theory Class & engagement with Field, EPC-II	207
22	Tuesday	Theory Class & engagement with Field, EPC-II	208
23	Wednesday	Dol Yatra	
24	Thursday	Holi	
25	Friday	Good Friday	
26	Saturday	Recess (Principal Discretionary)	
27	Sunday		
28	Monday	Theory Class & engagement with Field, EPC-II	209
29	Tuesday	Theory Class & engagement with Field, EPC-II	210
30	Wednesday	Theory Class & engagement with Field, EPC-II	211
31	Thursday	Theory Class & engagement with Field, EPC-II	212

APRIL' 2016

Date	Day	Particulars	No. of Working Days
1	Friday	Theory Class & engagement with Field, EPC-II	213
2	Saturday	Street Drama by Trainee Teachers	214
3	Sunday		
4	Monday	Theory Class & engagement with Field, EPC-II	215
5	Tuesday	Theory Class & engagement with Field, EPC-II	216
6	Wednesday	Theory Class & engagement with Field, EPC-II	217
7	Thursday	Theory Class & engagement with Field, EPC-II	218
8	Friday	Theory Class & engagement with Field, EPC-II	219
9	Saturday	Special School Visit at Barahnagar	220
10	Sunday		
11	Monday	Theory Class & engagement with Field, EPC-II	221
12	Tuesday	Theory Class & engagement with Field, EPC-II	222
13	Wednesday	Theory Class & engagement with Field, EPC-II	223
14	Thursday	Theory Class & engagement with Field, EPC-II	224
15	Friday	Theory Class & engagement with Field, EPC-II	225
16	Saturday	Seminar on "Teachers' Role in Society"	226
17	Sunday		
18	Monday	Teaching Internship in college	227
19	Tuesday	Teaching Internship in college	228
20	Wednesday	Teaching Internship in college	229
21	Thursday	Teaching Internship in college	230
22	Friday		
23	Saturday	Centre Visit of schools	231
24	Sunday		
25	Monday	Teaching Internship in college	232
26	Tuesday	Teaching Internship in college	233
27	Wednesday	Teaching Internship in college	234
28	Thursday	Teaching Internship in college	235
29	Friday	Teaching Internship in college	236
30	Saturday	Teaching Internship in college	237

MAY' 2016

Date	Day	Particulars	No. of Working Days
1	Sunday		
2	Monday	Demonstration classes of teacher educator	238
3	Tuesday	Demonstration classes of teacher educator	239
4	Wednesday	Demonstration classes of teacher educator	240
5	Thursday	Demonstration classes of trainee teachers	241
6	Friday	Demonstration classes of trainee teachers	242
7	Saturday	Celebration of " 25-she Baishakh" - Birth Anniversary of Tagore.	243
8	Sunday		
9	Monday	Demonstration classes of trainee teachers	244
10	Tuesday	Demonstration classes of trainee teachers	245
11	Wednesday	Demonstration classes of trainee teachers	246
12	Thursday	Demonstration classes of trainee teachers	247
13	Friday	Demonstration classes of trainee teachers	248
14	Saturday	Demonstration classes of trainee teachers	249
15	Sunday		
16	Monday	School visit-Sharing of experiences of trainee teachers with the teacher educator	250
17	Tuesday	School visit-Sharing of experiences of trainee teachers with the teacher educator	251
18	Wednesday	School visit-Sharing of experiences of trainee teachers with the teacher educator	252
19	Thursday	School visit-Sharing of experiences of trainee teachers with the teacher educator	253
20	Friday	School visit-Sharing of experiences of trainee teachers with the teacher educator	254
21	Saturday	Buddha Purnima	
22	Sunday		
23	Monday	Summer recess	
24	Tuesday	Summer recess	
25	Wednesday	Summer recess	
26	Thursday	Summer recess	
27	Friday	Summer recess	
28	Saturday	Summer recess	
29	Sunday		
30	Monday	Summer recess	
31	Tuesday	Summer recess	

JUNE' 2016

Date	Day	Particulars	No. of Working Days
1	Wednesday	Internal Practicum & Theory Exam	255
2	Thursday	Internal Practicum & Theory Exam	256
3	Friday	Internal Practicum & Theory Exam	257
4	Saturday	Internal Practicum & Theory Exam	258
5	Sunday		
6	Monday	External Practicum & Theory Examination	259
7	Tuesday	External Practicum & Theory Examination	260
8	Wednesday	External Practicum & Theory Examination	261
9	Thursday	External Practicum & Theory Examination	262
10	Friday	External Practicum & Theory Examination	263
11	Saturday	External Practicum & Theory Examination	264
12	Sunday		
13	Monday	Theory Final Examination of Semester - II	265
14	Tuesday	Theory Final Examination of Semester - II	266
15	Wednesday	Theory Final Examination of Semester - II	267
16	Thursday	Theory Final Examination of Semester - II	268
17	Friday	Theory Final Examination of Semester - II	269
18	Saturday	Theory Final Examination of Semester - II	270
19	Sunday		
20	Monday	Theory Final Examination of Semester - II	271
21	Tuesday	Theory Final Examination of Semester - II	272
22	Wednesday	Theory Final Examination of Semester - II	273
23	Thursday	Evaluation & publication of result, Semester break	274
24	Friday	Evaluation & publication of result, Semester break	275
25	Saturday	Evaluation & publication of result, Semester break	276
26	Sunday		
27	Monday	Evaluation & publication of result, Semester break	277
28	Tuesday	Evaluation & publication of result, Semester break	278
29	Wednesday	Evaluation & publication of result, Semester break	279
30	Thursday	Evaluation & publication of result, Semester break	280

ACADEMIC CALENDER

SESSION: 2015- 2017

SEMESTER - III

JULY' 2016

Date	Day	Particulars	No. of Working Days
1	Friday	Orientation programme for Sem-III	281
2	Saturday	Orientation programme for Sem-III	282
3	Sunday		
4	Monday	Orientation programme for Sem-III	283
5	Tuesday	Orientation programme for Sem-III	284
6	Wednesday	Rathayatra/ Eid-UI-Feter	
7	Thursday	Seminar on "Micro Skills"	
8	Friday	Theory Classes on "Pedagogy of School Subjects, Simulation, Lesson Practice"	285
9	Saturday	Theory Classes on "Pedagogy of School Subjects, Simulation, Lesson Practice"	286
10	Sunday		
11	Monday	Theory Classes on "Pedagogy of School Subjects, Simulation, Lesson Practice"	287
12	Tuesday	Theory class on CRT & NRT & Achievement Test	288
13	Wednesday	Theory class on CRT & NRT & Achievement Test	289
14	Thursday	Theory class on CRT & NRT & Achievement Test	290
15	Friday	Theory class on CRT & NRT & Achievement Test	291
16	Saturday	Workshop on CRT, NRT & Achievement Test	292
17	Sunday		
18	Monday	Theory Class on Model of Teaching/ Strategies	293
19	Tuesday	Theory Class on Model of Teaching/ Strategies	294
20	Wednesday	Theory Class on Model of Teaching/ Strategies	295
21	Thursday	Theory Class on Model of Teaching/ Strategies	296
22	Friday	Seminar cum workshop on TLM	297
23	Saturday	Seminar cum workshop on TLM	298
24	Sunday		
25	Monday	Theory class on Lesson Plan	299
26	Tuesday	Workshop on Demonstration of Lesson Plan	300
27	Wednesday	Workshop on Demonstration of Lesson Plan	301
28	Thursday	Workshop on Demonstration of Lesson Plan	302
29	Friday	Classes for criticism lesson	303
30	Saturday	Seminar on " Teachers' Role for Conducting School Based Activities"	304
31	Sunday		

AUGUST' 2016

Date	Day	Particulars	No. of Working Days
1	Monday	School Internship, Community Based Activities	305
2	Tuesday	School Internship, Community Based Activities	306
3	Wednesday	School Internship, Community Based Activities	307
4	Thursday	School Internship, Community Based Activities	308
5	Friday	School Internship, Community Based Activities	309
6	Saturday	School Internship, Community Based Activities	310
7	Sunday		
8	Monday	School Internship, Community Based Activities	311
9	Tuesday	School Internship, Community Based Activities	312
10	Wednesday	School Internship, Community Based Activities	313
11	Thursday	School Internship, Community Based Activities	314
12	Friday	School Internship, Community Based Activities	315
13	Saturday	School Internship, Community Based Activities	316
14	Sunday		
15	Monday	Celebration of Indipendense Day	317
16	Tuesday	School Internship, Community Based Activities	318
17	Wednesday	School Internship, Community Based Activities	319
18	Thursday	Observation Day for Rakhee Utsab	320
19	Friday	School Internship, Community Based Activities	321
20	Saturday	School Internship, Community Based Activities	322
21	Sunday		
22	Monday	School Internship, Community Based Activities	323
23	Tuesday	School Internship, Community Based Activities	324
24	Wednesday	School Internship, Community Based Activities	325
25	Thursday	School Internship, Community Based Activities	326
26	Friday	School Internship, Community Based Activities	327
27	Saturday	School Internship, Community Based Activities	328
28	Sunday		
29	Monday	School Internship, Community Based Activities	329
30	Tuesday	School Internship, Community Based Activities	330
31	Wednesday	School Internship, Community Based Activities	331

SEPTEMBER' 2016

Date	Day	Particulars	No. of Working Days
1	Thursday	School Internship, Community Based Activities	333
2	Friday	School Internship, Community Based Activities	334
3	Saturday	School Internship, Community Based Activities	335
4	Sunday		
5	Monday	Teachers day Celebration	336
6	Tuesday	School Internship, Community Based Activities	337
7	Wednesday	School Internship, Community Based Activities	338
8	Thursday	School Internship, Community Based Activities	339
9	Friday	School Internship, Community Based Activities	340
10	Saturday	School Internship, Community Based Activities	341
11	Sunday		
12	Monday	School Internship, Community Based Activities	342
13	Tuesday	Bakhri Eid	
14	Wednesday	School Internship, Community Based Activities	343
15	Thursday	School Internship, Community Based Activities	344
16	Friday	School Internship, Community Based Activities	345
17	Saturday	School Internship, Community Based Activities	346
18	Sunday		
19	Monday	School Internship, Community Based Activities	347
20	Tuesday	School Internship, Community Based Activities	348
21	Wednesday	School Internship, Community Based Activities	349
22	Thursday	School Internship, Community Based Activities	350
23	Friday	School Internship, Community Based Activities	351
24	Saturday	School Internship, Community Based Activities	352
25	Sunday		
26	Monday	School Internship, Community Based Activities	353
27	Tuesday	School Internship, Community Based Activities	354
28	Wednesday	School Internship, Community Based Activities	355
29	Thursday	School Internship, Community Based Activities	356
30	Friday	School Internship, Community Based Activities	357

OCTOBER' 2016

Date	Day	Particulars	No. of Working Days
1	Saturday	School Internship, Community Based Activities	358
2	Sunday		
3	Monday	Celebration of Gandhi Jayanti	359
4	Tuesday	School Internship, Community Based Activities	360
5	Wednesday	School Internship, Community Based Activities	361
6	Thursday	School Internship, Community Based Activities	362
7	Friday	Puja Vaccation	
8	Saturday	Puja Vaccation	
9	Sunday		
10	Monday	Puja Vaccation	
11	Tuesday	Puja Vaccation	
12	Wednesday	Puja Vaccation	
13	Thursday	Puja Vaccation	
14	Friday	Puja Vaccation	
15	Saturday	Puja Vaccation	
16	Sunday		
17	Monday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	363
18	Tuesday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	364
19	Wednesday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	365
20	Thursday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	366
21	Friday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	367
22	Saturday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	368
23	Sunday		
24	Monday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	369
25	Tuesday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	370
26	Wednesday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	371
27	Thursday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	372
28	Friday	Sharing school experiences of Trainee teachers with peer groups and teacher educators	373
29	Saturday	Vacation for Kali Puja & Bhaiya-dooj	
30	Sunday	Vacation for Kali Puja & Bhaiya-dooj	
31	Monday	Vacation for Kali Puja & Bhaiya-dooj	

NOVEMBER' 2016

Date	Day	Particulars	No. of Working Days
1	Tuesday	Vacation for Kali Puja & Bhaiya-dooj	
2	Wednesday	Vacation for Kali Puja & Bhaiya-dooj	
3	Thursday	School Internship, Community Based Activities	374
4	Friday	School Internship, Community Based Activities	375
5	Saturday	School Internship, Community Based Activities	376
6	Sunday		
7	Monday	School Internship, Community Based Activities	377
8	Tuesday	School Internship, Community Based Activities	378
9	Wednesday	School Internship, Community Based Activities	379
10	Thursday	School Internship, Community Based Activities	380
11	Friday	School Internship, Community Based Activities	381
12	Saturday	School Internship, Community Based Activities	382
13	Sunday		
14	Monday	School Internship, Community Based Activities	383
15	Tuesday	School Internship, Community Based Activities	384
16	Wednesday	School Internship, Community Based Activities	385
17	Thursday	School Internship, Community Based Activities	386
18	Friday	School Internship, Community Based Activities	387
19	Saturday	School Internship, Community Based Activities	388
20	Sunday		
21	Monday	School Internship, Community Based Activities	389
22	Tuesday	School Internship, Community Based Activities	390
23	Wednesday	School Internship, Community Based Activities	391
24	Thursday	School Internship, Community Based Activities	392
25	Friday	School Internship, Community Based Activities	393
26	Saturday	School Internship, Community Based Activities	394
27	Sunday		
28	Monday	School Internship, Community Based Activities	395
29	Tuesday	School Internship, Community Based Activities	396
30	Wednesday	School Internship, Community Based Activities	397

DECEMBER' 2016

Date	Day	Particulars	No. of Working Days
1	Thursday	Evaluation of School Internship	398
2	Friday	Evaluation of School Internship	399
3	Saturday	Evaluation of School Internship	400
4	Sunday		
5	Monday	Evaluation of School Internship	401
6	Tuesday	Evaluation of School Internship	402
7	Wednesday	Evaluation of School Internship	403
8	Thursday	Evaluation of School Internship	404
9	Friday	Evaluation of School Internship	405
10	Saturday	Evaluation of School Internship	406
11	Sunday		
12	Monday	Internal & External Practicum Examination	407
13	Tuesday	Internal & External Practicum Examination	408
14	Wednesday	Internal & External Practicum Examination	409
15	Thursday	Internal & External Practicum Examination	410
16	Friday	Internal & External Practicum Examination	411
17	Saturday	Internal & External Practicum Examination	412
18	Sunday		
19	Monday	Final Examination for Semester - III	413
20	Tuesday	Final Examination for Semester - III	414
21	Wednesday	Final Examination for Semester - III	415
22	Thursday	Final Examination for Semester - III	416
23	Friday	Final Examination for Semester - III	417
24	Saturday	Final Examination for Semester - III	418
25	Sunday		
26	Monday	Final Examination for Semester - III	419
27	Tuesday	Final Examination for Semester - III	420
28	Wednesday	Evaluation/Publication of Result/ Semester Break	421
29	Thursday	Evaluation/Publication of Result/ Semester Break	422
30	Friday	Evaluation/Publication of Result/ Semester Break	423
31	Saturday	Evaluation/Publication of Result/ Semester Break	424

ACADEMIC CALENDER

SESSION: 2015- 2017

SEMESTER - IV

JANUARY' 2017

Date	Day	Particulars	No. of Working Days
1	Sunday	New Year day	
2	Monday	Orientation of Semester - IV	425
3	Tuesday	Orientation of Semester - IV	426
4	Wednesday	Orientation of Semester - IV	427
5	Thursday	Theory class, Practicum	428
6	Friday	Theory class, Practicum	429
7	Saturday	Theory class, Practicum	430
8	Sunday		
9	Monday	Theory class, Practicum	431
10	Tuesday	Theory class, Practicum	432
11	Wednesday	Theory class, Practicum	433
12	Thursday	Celebration Vivekananda Jayanti	434
13	Friday	Theory class, Practicum	435
14	Saturday	Seminar on "Value and Peace Education"	436
15	Sunday		
16	Monday	Theory class, Practicum	437
17	Tuesday	Theory class, Practicum	438
18	Wednesday	Theory class, Practicum	439
19	Thursday	Theory class, Practicum	440
20	Friday	Theory class, Practicum	441
21	Saturday	Seminar on "Art Education"	442
22	Sunday		
23	Monday	Celebration of Netaji Jayanti	443
24	Tuesday	Theory class, Practicum	444
25	Wednesday	Theory class, Practicum	445
26	Thursday	Celebration of Republic Day	446
27	Friday	Theory class, Practicum	447
28	Saturday	Theory class, Practicum	448
29	Sunday		
30	Monday	Seminar on "Inclusive Education- Teachers Role"	449
31	Tuesday	Theory class, Practicum	450

FEBRUARY' 2017

Date	Day	Particulars	No. of Working Days
1	Wednesday	Theory class, Practicum	451
2	Thursday	Theory class, Practicum	452
3	Friday	College Annual Sports	453
4	Saturday	College Annual Sports	454
5	Sunday		
6	Monday	Theory class, Practicum	455
7	Tuesday	Theory class, Practicum	456
8	Wednesday	Theory class, Practicum	457
9	Thursday	Theory class, Practicum	458
10	Friday	Excursion cum study tour	459
11	Saturday	Excursion cum study tour	460
12	Sunday		
13	Monday	Excursion cum study tour	461
14	Tuesday	Excursion cum study tour	462
15	Wednesday	Excursion cum study tour	463
16	Thursday	Rest day (Principal Discretionary)	
17	Friday	Theory class, Practicum	464
18	Saturday	Theory class, Practicum	465
19	Sunday		
20	Monday	Seminar on "Yoga Education"	466
21	Tuesday	Celebration of "International Language Day"	467
22	Wednesday	Blood Donation Camp	
23	Thursday	Theory class, Practicum	468
24	Friday	Theory class, Practicum	469
25	Saturday	Theory class, Practicum	470
26	Sunday		
27	Monday	Theory class, Practicum	471
28	Tuesday	College Foundation Day	472

Self Appraisal Report for NAAC

MARCH' 2017

Date	Day	Particulars	No. of Working Days
1	Wednesday	Theory class, Practicum	473
2	Thursday	Theory class, Practicum	474
3	Friday	Theory class, Practicum	475
4	Saturday	Theory class, Practicum	476
5	Sunday		
6	Monday	Special talk programme on Peace Education	477
7	Tuesday	Theory class, Practicum	478
8	Wednesday	Theory class, Practicum	479
9	Thursday	Theory class, Practicum	480
10	Friday	Theory class, Practicum	481
11	Saturday	Theory class, Practicum	482
12	Sunday		
13	Monday	Holi / Dol Yatra	
14	Tuesday	Holi / Dol Yatra	
15	Wednesday	Theory class, Practicum	483
16	Thursday	Theory class, Practicum	484
17	Friday	Theory class, Practicum	485
18	Saturday	Seminar on " Use of ICT & Teachers' Role"	486
19	Sunday		
20	Monday	Theory class, Practicum	487
21	Tuesday	Theory class, Practicum	488
22	Wednesday	Theory class, Practicum	489
23	Thursday	Theory class, Practicum	490
24	Friday	Theory class, Practicum	491
25	Saturday	Theory class, Practicum	492
26	Sunday		
27	Monday	Theory class, Practicum	493
28	Tuesday	Theory class, Practicum	494
29	Wednesday	Theory class, Practicum	495
30	Thursday	Theory class, Practicum	496
31	Friday	Theory class, Practicum	497

APRIL' 2017

Date	Day	Particulars	No. of Working Days
1	Saturday	Special Talk programme on "Personality Development"	498
2	Sunday		
3	Monday	Theory class, Practicum	499
4	Tuesday	Theory class, Practicum	500
5	Wednesday	Theory class, Practicum	501
6	Thursday	Theory class, Practicum	502
7	Friday	Theory class, Practicum	503
8	Saturday	Theory class, Practicum	504
9	Sunday		
10	Monday	Theory class, Practicum	505
11	Tuesday	Theory class, Practicum	506
12	Wednesday	Theory class, Practicum	507
13	Thursday	Theory class, Practicum	508
14	Friday	Good Friday	
15	Saturday	Special Talk Programme on " Interpersonal Intellegence"	509
16	Sunday		
17	Monday	Theory class, Practicum	510
18	Tuesday	Theory class, Practicum	511
19	Wednesday	Theory class, Practicum	512
20	Thursday	Theory class, Practicum	513
21	Friday	Theory class, Practicum	514
22	Saturday	Theory class, Practicum	515
23	Sunday		
24	Monday	Theory class, Practicum	516
25	Tuesday	Theory class, Practicum	517
26	Wednesday	Theory class, Practicum	518
27	Thursday	Theory class, Practicum	519
28	Friday	Centre Visit to School for Data Collection for Practicum	520
29	Saturday	Centre Visit to School for Data Collection for Practicum	521
30	Sunday		

MAY' 2017

Date	Day	Particulars	No. of Working Days
1	Monday	May day	
2	Tuesday	Theory class, Practicum	522
3	Wednesday	Theory class, Practicum	523
4	Thursday	Theory class, Practicum	524
5	Friday	Theory class, Practicum	525
6	Saturday	Seminar on " Physical Education for Healthy Society"	526
7	Sunday		
8	Monday	Theory class, Practicum	527
9	Tuesday	Theory class, Practicum	528
10	Wednesday	Theory class, Practicum	529
11	Thursday	Theory class, Practicum	530
12	Friday	Theory class, Practicum	531
13	Saturday	Seminar on " Teachers' Role as Counsellor"	532
14	Sunday		
15	Monday	Theory class, Practicum	533
16	Tuesday	Theory class, Practicum	534
17	Wednesday	Theory class, Practicum	535
18	Thursday	Theory class, Practicum	536
19	Friday	Workshop on "Psychological Test"	537
20	Saturday	Centre Visit to School for Data Collection for Practicum	538
21	Sunday		
22	Monday	Theory class, Practicum	539
23	Tuesday	Theory class, Practicum	540
24	Wednesday	Internal & External Practicum Exam	541
25	Thursday	Internal & External Practicum Exam	542
26	Friday	Internal & External Practicum Exam	543
27	Saturday	Internal & External Practicum Exam	544
28	Sunday		
29	Monday	Internal & External Practicum Exam	545
30	Tuesday	Internal & External Practicum Exam	546
31	Wednesday	Internal & External Practicum Exam	547

JUNE' 2017

Date	Day	Particulars	No. of Working Days
1	Thursday	Internal & External Practicum Exam	548
2	Friday	Internal & External Practicum Exam	549
3	Saturday	Internal & External Practicum Exam	550
4	Sunday		
5	Monday	Internal & External Practicum Exam	551
6	Tuesday	Internal & External Practicum Exam	552
7	Wednesday	Internal & External Practicum Exam	553
8	Thursday	Internal & External Practicum Exam	554
9	Friday	Internal & External Practicum Exam	555
10	Saturday	Internal & External Practicum Exam	556
11	Sunday		
12	Monday	Final theory Examination for Semester - IV	557
13	Tuesday	Final theory Examination for Semester - IV	558
14	Wednesday	Final theory Examination for Semester - IV	559
15	Thursday	Final theory Examination for Semester - IV	560
16	Friday	Final theory Examination for Semester - IV	561
17	Saturday	Final theory Examination for Semester - IV	562
18	Sunday		
19	Monday	Final theory Examination for Semester - IV	563
20	Tuesday	Final theory Examination for Semester - IV	564
21	Wednesday	Final theory Examination for Semester - IV	565
22	Thursday	Final theory Examination for Semester - IV	566
23	Friday	Final theory Examination for Semester - IV	567
24	Saturday	Final theory Examination for Semester - IV	568
25	Sunday		
26	Monday	Evaluation/ Publication of Final Result	569
27	Tuesday	Evaluation/ Publication of Final Result	570
28	Wednesday	Evaluation/ Publication of Final Result	571
29	Thursday	Evaluation/ Publication of Final Result	572
30	Friday	Evaluation/ Publication of Final Result	573

Annexure XI

Time table of the institution

Madhyamgram B. Ed. College

Time-Table

Session : 2015 - 2017

Course : B.Ed.

Semester - I

Day	Morning Assembly Meeting 10:30 a.m. - 10:45 a.m.	Fitness/Communication 10:45 a.m. - 10:55 a.m.	INTERVAL 10:55 a.m. - 11:00 a.m.		1st	2nd	3rd	4th	RECESS 1:50 p.m. - 2:20 p.m.		5th	6th	7th	8th
			11:00 a.m. - 11:50 a.m.	11:50 a.m. - 12:30 a.m.					12:30 p.m. - 1:10 p.m.	1:10 p.m. - 1:50 p.m.				
Monday	Morning Assembly Meeting	Yoga & Meditation	Sec-A,Course - 01	Sec-A,Course - 02	Sec-A,Course - 04	Sec-A,Course - 05	Sec-A,Course - 05	Sec-A,EPC - 01	Sec-B,Course - 04	Practicum C-1 (Group Wise)	Practicum C-2 (Group Wise)	Physical Education		
Tuesday	Morning Assembly Meeting	Yoga & Meditation	Sec-B,Course - 02	Sec-B,Course - 01	Sec-B,EPC - 01	Sec-B,Course - 05	Sec-B,Course - 05	Sec-B,Course - 04	Sec-B,EPC - 01	Practicum C-4 (Group Wise)	Practicum C-5 (Group Wise)	Performing Arts		
Wednesday	Morning Assembly Meeting	Yoga & Meditation	Sec-A,Course - 01	Sec-A,Course - 02	Sec-A,Course - 04	Sec-A,Course - 05	Sec-A,Course - 05	Sec-A,EPC - 01	Sec-B,Course - 04	EPC - 1 Group - 1		Physical Education		
Thursday	Morning Assembly Meeting	Yoga & Meditation	Sec-B,Course - 02	Sec-B,Course - 01	Sec-B,EPC - 01	Sec-B,Course - 05	Sec-B,Course - 05	Sec-B,Course - 04	Sec-B,EPC - 01	Performing Arts	Performing Arts	Fine Arts		
Friday	Morning Assembly Meeting	Yoga & Meditation	Sec-A,Course - 01	Sec-A,Course - 02	Sec-A,Course - 04	Sec-A,Course - 05	Sec-A,Course - 05	Sec-A,EPC - 01	Sec-B,Course - 04	Performing Arts	Performing Arts	Fine Arts	Physical Education	
Saturday	Morning Assembly Meeting	Yoga & Meditation	Sec-B,Course - 02	Sec-B,Course - 01	Sec-B,EPC - 01	Sec-B,Course - 05	Sec-B,Course - 05	Sec-B,Course - 04	Sec-B,EPC - 01	Tutorial	Tutorial	Tutorial	Tutorial	

Madhyamgram B. Ed. College

Time-Table

Session : 2015 - 2017

Course : B.Ed.

Semester - II

Day	Morning Assembly Meeting 10:30 a.m. - 10:45 a.m.	Fitness/Communication 10:45 a.m. - 10:55 a.m.	INTERVAL 10:55 a.m. - 11:00 a.m.							
			1st	2nd	3rd	4th	5th	6th	7th	8th
Monday	Morning Assembly Meeting 10:30 a.m. - 10:45 a.m.	Yoga & Meditation 10:45 a.m. - 10:55 a.m.	11:00 a.m. - 11:50 a.m. Sec-A,Course - III Sec-B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Physical Education
Tuesday	Morning Assembly Meeting	Yoga & Meditation	11:00 a.m. - 11:50 a.m. Sec - A,Course - III Sec - B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Performing Arts
Wednesday	Morning Assembly Meeting	Yoga & Meditation	11:00 a.m. - 11:50 a.m. Sec - A,Course - III Sec - B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Physical Education
Thursday	Morning Assembly Meeting	Yoga & Meditation	11:00 a.m. - 11:50 a.m. Sec - A,Course - III Sec - B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Physical Education
Friday	Morning Assembly Meeting	Yoga & Meditation	11:00 a.m. - 11:50 a.m. Sec - A,Course - III Sec - B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Physical Education
Saturday	Morning Assembly Meeting	Yoga & Meditation	11:00 a.m. - 11:50 a.m. Sec - A,Course - III Sec - B,Course - VIII(A) Part - I	11:50 a.m. - 12:30 a.m. Sec - A,Course - VIII(A) Part - I Sec - A,Course - III	12:30 p.m. - 1:10 p.m. Sec-A,Course - IX Sec - B,EPC - 02	1:10 p.m. - 1:50 p.m. Sec - A,EPC - 02 Sec-B,Course - IX	2:20 p.m. - 3:00 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:00 p.m. - 3:40 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	3:40 p.m. - 4:20 p.m. Sec - A,Course - VIII(A)Part-I Sec - B,Course - VIII(A)Part-I	4:20 p.m. - 5:00 p.m. Tutorial

Madhyamgram B. Ed. College

Time-Table

Session : 2015 - 2017

Course : B.Ed.

Semester - IV

Day	Morning Assembly Meeting	Fitness/ Communication	INTERVAL									
			1st	2nd	3rd	4th	RECESS					
Time	10:30 a.m. - 10:45 a.m.	10:45 a.m. - 10:55 a.m.	11:00 a.m. - 11:50 a.m.	11:50 a.m. - 12:30 a.m.	12:30 p.m. - 1:10 p.m.	1:10 p.m. - 1:50 p.m.	1:50 p.m. - 2:20 p.m.	5th	6th	7th	8th	
Monday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Physical Education
Tuesday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Performing Arts
Wednesday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	EPC - 04 Group Wise	EPC - 04 Group Wise	Physical Education
Thursday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	EPC - 04 Group Wise	EPC - 04 Group Wise	Fine Arts
Friday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Sec-A, Optional Group wise Sec-B, Optional Group wise	Physical Education
Saturday	Morning Assembly Meeting	Yoga & Meditation	Sec-A, Course - IX Sec-A, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	Sec-A, Course - VI Sec-B, Course - IX	Sec-A, Course - IX Sec-B, Course - VI	EPC - 04 Group Wise	EPC - 04 Group Wise	Tutorial	Tutorial	Tutorial

Annexure XII

Syllabus of B.Ed. Courses

**CURRICULUM STRUCTURE FOR
TWO-YEAR B.Ed. PROGRAMME
IN WEST BENGAL
FOLLOWING
NCTE REGULATIONS, 2014**

**Prepared by the Curriculum Committee
Constituted by the**

**Higher Education Department
Government of West Bengal
BikashBhavan, Salt Lake, Kolkata – 700091**

**REGULATIONS FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL
FOLLOWING NCTE REGULATIONS, 2014**

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the B.Ed. Programme), with effect from 2015. They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of B.Ed. Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

B.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	1st July to 31st December (1st Year)	
	❖ 1 st July to 30 th November	Theory Class, Engagement with Field and EPC 1
	❖ 1 st December to 15 th December	Examination: Theory, Engagement with Field and EPC 1 Practical
	❖ 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
II	1st January to 30th June (1st Year)	
	❖ 1 st January to 15 th April	Theory Class, Engagement with Field and EPC 2
	❖ 16 th April to 15 th May	Teaching Internship (No External Evaluation)
	❖ 16 th May to 31 st May	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	❖ 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC 2 Practical
	❖ 16 th June to 30 th June	Evaluation and Publication of Result (Semester Break for the Students)
III	1st July to 31st December (2nd Year)	
	❖ 1 st July to 30 th July	Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	❖ 1 st August to 30 th November	Four months school Internship
	❖ 1 st December to 15 th December	Evaluation of School Internship
	❖ 16 th December to 31 st December	Evaluation and Publication of Result (Semester Break for the Students)
IV	1st January to 30th June (2nd Year)	
	❖ 1 st January to 31 st May	Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field
	❖ 1 st June to 15 th June	Examination: Theory, Engagement with Field and EPC 3 & 4 Practical
	❖ 16 th June to 30 th June	Evaluation and Publication of Result (Semester Break for the Students)

2. Admission criteria for B.Ed. Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree /Master's Degree in Science/Social Science /Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks** are eligible for admission in B.Ed Programme. For admission, the Institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014 (published in The Gazette of India: Extraordinary, Part –III, Sec-4, dated 01.12.2014). Mode of

admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEAR B.ED. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

COURSE & CODE	COURSE NAME	MARKS			Class Teaching Hour
		Theory	Engagements with the Field	Marks(Credit)	
SEMESTER-I					
Course-I (1.1.1)	Childhood and Growing Up (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-II (1.1.2)	Contemporary India and Education (1 st &2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-IV (1.1.4)	Language across the Curriculum	50	50	50+50 (2+2)	32+64
Course-V (1.1.5)	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500(13+7)	208+224
Full Marks: 500 (Credit : 20)					
SEMESTER-II					
Course-III (1.2.3)	Learning and Teaching (1 st & 2 nd half)	50+50	25	100+25 (4+1)	64+32
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
Course-IX (1.2.9)	Assessment for Learning (1 st & 2 nd half)	50+50	50	100+50 (4+2)	64+64
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
TOTAL		325	175	500(13+7)	208+224
Full Marks: 500 (Credit : 20)					
SEMESTER-III					
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II	50	100	50+100 (2+4)	32+128
	School Internship		350	350 (14)	448
TOTAL		50	450	500(2+18)	32+576
Full Marks: 500 (Credit : 20)					
SEMESTER-IV					
Course-VI (1.4.6)	Gender, School and Society	50	25	50+25 (2+1)	32+32
Course-VIII(B)(1.4.8B)	Knowledge and Curriculum- Part-II	50	25	50+25 (2+1)	32+32
Course-X (1.4.10)	Creating an Inclusive School	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Vocational/Work Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Health and Physical Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Peace Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Guidance and Counselling	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Environmental and Population Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Yoga Education	50	25	50+25 (2+1)	32+32
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	50	50	50+50 (2+2)	32+64
CourseEPC-4(1.4EPC4)	Yoga Education: Self Understanding and Development	50	50	50+50 (2+2)	32+64
TOTAL		300	200	500(12+8)	192+256
Full Marks: 500 (Credit : 20)					
Total Marks: 2000 (Credit : 80)					

Note:

a) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

Course codes are abbreviated in the following manner:

- 1st Digit –Course
- 2nd Digit – Semester
- 3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

- Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.
- One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks; Total 16 hours teaching per credit.
- One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:

1st Year

Semester- I: Full Marks 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	64	-	30	70
1.1.2	Contemporary India and Education	50+50	4	64	-	30	70
1.1.4	Language across the Curriculum	50	2	32	-	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	32	-	30	70
1.1. EPC1	Reading and Reflecting on Text	25	1	16	-	60	40
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.							
Engagement with the Field (Credit-7) (Marks = 175) (224 Hours)							
Childhood and Growing Up (Credit-1= 25 Marks)							
Contemporary India and Education (Credit-1=25 marks)							
Language across the Curriculum (Credit-2=50 marks)							
Understanding Disciplines and Subjects (Credit-2=50 Marks)							
Reading and Reflecting on Text (Credit1 =25 Marks)							
NOTE: All practical activities will have both Internal as well as ExternalAssessment (Internal-60%, External-40%)							

Semester- II :Full Marks: 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.2.3	Learning and Teaching	50+50	4	64	-	30	70
1.2. 7a	Pedagogy of a School Subject- I	50	2	32	-	30	70
1.2. 8a	Knowledge and Curriculum- I	50	2	32	-	30	70
1.2.9	Assessment for Learning	50+50	4	64	-	30	70
1.2. EPC2	Drama and Art in Education	25	1	16	-	60	40
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.							
Engagement with Field (Credit-7) (Marks = 175) (224Hours)							
Learning and Teaching (Credit -1 = Marks 25)							
Pedagogy of a School Subject- I (Credit-2 =Marks 50)							
Knowledge and Curriculum- I (Credit-1 =Marks 25)							
Assessment for Learning (Credit-2 =Marks 50)							
Drama and Art in Education (Credit-1= Marks 25)							
NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)							

2nd Year

Semester- III: Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.3.7b	Pedagogy of a School Subject –II	50	2	32		30	70
	School Internship	350	14	-	448	50	50
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc. Engagement with the Field (Credits-4) (Marks = 100) (128 Hours) Pedagogy of a school Subject (Credit-1 = Marks 25) Community-based Activities (Credit-3 = Marks 75) NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)							

Semester- IV: Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.4.6	Gender School and Society	50	2	32	-	30	70
1.4.8b	Knowledge and Curriculum –II	50	2	32	-	30	70
1.4.10	Creating an Inclusive School	50	2	32	-	30	70
1.4.11	Optional Course*	50	2	32	-	30	70
1.4. EPC3	Critical Understanding of ICT	50	2	32	-	30	70
1.4. EPC4	Understanding the Self	50	2	32	-	30	70
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc. Engagement with Field (Credit8) (Marks = 200) (256 Hours) Gender School and Society (Credit 1= Marks 25) Knowledge and Curriculum –II (Credit 1 = Marks 25) Creating an Inclusive School (Credit 1= Marks 25) Optional Course* (Credit 1 = Marks 25) Critical Understanding of ICT (Credit 2 = Marks 50) Understanding the Self (Credit 2= Marks 50) NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%) *The Optional Courses are : 1. Vocational/Work Education 2. Health and Physical Education 3. Peace Education 4. Guidance and Counselling 5. Environmental and Population Education 6. Yoga Education							

4. Examination policy:

- a. **Pattern of questions for theoretical examination:**
(For 50 marks)
 2 marks X 5 Objective type questions (Out of 7) = 10 marks
 5 marks X 6 Short type/Short note questions (Out of 8) = 30 marks
 10 marks X 1 Essay type question (Out of 3) = 10 marks
(For 25 Marks)
 2 marks X 5 Objective type questions (Out of 7) = 10 marks
 5 marks X 3 Short type/Short note questions (Out of 5) = 15 marks
- b. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.

- c. Spot evaluation procedures are to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.
- d. A candidate shall have to clear his B.Ed course of studies within the Six (6) consecutive chances (i.e within three year from his/her date of admission).
- e. A candidate shall have to secure 40% marks separately in each course of each Semester to be declared as successful in B.Ed. Examination.
- f. A Candidate shall have to secure the requisite pass marks (50%) in the theory paper / practicum/ viva (in each module) separately.
- g. A candidate who fails to secure 50% marks in one or two courses in a semester shall be declared as back candidate in that semester.
- h. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.
- i. A candidate if failed in a particular semester shall have to appear the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.
- j. A candidate who has duly filled in his examination form and paid the fees, but remain absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).
- k. If any candidate does not enrol himself for appearing at any Semester examination he/she shall be deemed to have lost one chance.
- l. A back paper candidate shall have to clear his/her back course(s) within two more consecutive chances such that his/her total number of appearance in all the semester never be more than six(as stated in 4 b).
- m. In any stage it is found that the candidate cannot complete all the semesters within stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate shall have to leave or discontinue the course.
- n. After appearing at any Semester examination, a candidate may opt for cancellation of his/her enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.
- o. Each candidate appearing in the B.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.
- p. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.
- q. The proposed curriculum of B. Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B. Ed. programme.
- r. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his/her decretory power from time to time.

5. School Internship:

- No external evaluation during the Internship of one month(2nd semester)
- In 3rd Semester 150 marks to be awarded by University appointed External Examiner.
- Internal Evaluation 150 marks (Method teacher-100, Principal/ Head of the Institution -50)
- Files/report submitted-50.Both external and internal examiners shall sign the files and evaluation will be made by them with equal weightage.

Six point grading system for evaluation is adopted, which is as follows:

Performance	%	Letter Grade	Grade Points
Excellent	90-100	A	5
Very Good	80-89.99	B	4
Good	70-79.99	C	3
Average	60-69.99	D	2
Fair	50-59.99	E	1
Failed	Below 50	F	0

6. Duration of Examination:

In written examination for B.Ed., all 50 marks paper will be of two hours and all 25 marks paper will be of one hour duration.

7. Medium of instructions & writing in examination:

In all the examinations, question papers shall be framed bilingually (except Language method) and answers should be written in English or Bengali (except Language).

8. Eligibility for appearing semester exams:

As per University & NCTE guidelines.

Condonation: Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

- In addition to the above clause, for B.Ed., to be eligible for filling up forms of 4th semester examination candidate should complete 16 weeks of internship programme.
- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. Promotion to the next semester:

The student will automatically be promoted to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he/ she has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. Rules for Review:

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

- Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.

- b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.
- c. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photocopy(ies) of assessed answer book/s:

- a. The facility of showing Photo copy/ies of assessed answer-book/s to the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.
- b. This facility shall be applicable for theory papers only.
- c. The prescribed application form for showing Photocopy/ies of answer books shall have to be filled and signed by the applicant examinee only.
- d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.

12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period,

they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His/Her previous semester end examination marks (Theory) shall be carried over.

❖ **Rules for the Tabulation of Results (One mark deficiency rule):**

If a candidate fails in any course (Theory/ practicum/ viva voce) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate(in all the semesters)by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. Issuance of Degree:

After declaration of final result of the B.Ed. program each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. Revision of regulation and Curriculum:

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. Discipline:

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like **ragging** in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

COURSE DETAILS:

SEMESTER-I

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Development and its Characteristics				
Objectives	The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.				

COURSE CONTENT /SYLLABUS		
Unit I	Growth and developmental pattern of learners: <ul style="list-style-type: none"> • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing 	7 hrs.
Unit II	Stages of development: <ul style="list-style-type: none"> • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling 	7 hrs.
Unit III	Different types of Development: <ul style="list-style-type: none"> • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development. 	7 hrs.
Unit IV	Individual differences: <ul style="list-style-type: none"> • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family. 	5 hrs.
Unit V	Development of personality: <ul style="list-style-type: none"> • Concept of Personality,types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques). 	6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manavidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha-shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. <i>New Directions for Child and Adolescence Development</i>. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? <i>In</i> T. S. Saraswati, (Ed). <i>Culture, socialization and human development: Theory, research and applications in India</i>. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktumulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. <i>In</i> A. J. Elliot & C. S. Dweck, (Eds). <i>Handbook of competence and motivation</i>. Guildford Publications. 11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata. 12. Chakraborty Sonali (2009). Sikshar Monostawik Vitti. B. B. Kundu Publications. Kolkata. 13. ChakrabortyP.K.,SarkarBijan(2014),<i>ShikhonOMonobidya</i>,AaheliPubli 	

	<p>sher</p> <p>14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books.</p> <p>15. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency</p>	
2nd Half	Aspects of Development	
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity. 	
COURSE CONTENT /SYLLABUS		
Unit I	<p>Various aspects related to development:</p> <ul style="list-style-type: none"> • Instincts and Emotions • Emotional Intelligence • Attitude and attachment 	6 hrs.
Unit II	<p>Motivation:</p> <ul style="list-style-type: none"> • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. 	7 hrs.
Unit III	<p>Attention and Interest:</p> <ul style="list-style-type: none"> • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction • Interest and its relation with attention 	6 hrs.
Unit IV	<p>Intelligence:</p> <ul style="list-style-type: none"> • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education 	7 hrs.
Unit V	<p>Creativity:</p> <ul style="list-style-type: none"> • Concept of creativity • The components of creativity • Its identification and nurturance. 	6 hrs.
Engagement with Field / Practicum	<p>Any one of the following :-</p> <ol style="list-style-type: none"> i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). <ul style="list-style-type: none"> (a)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. (b)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by 	32 hrs

	<p>them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>vi. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>vii. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>viii. List down few (classroom) learning situations involving insightful learning.</p>
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.
Suggested Readings	<ol style="list-style-type: none"> 1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. 2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. 3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. 6. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. 7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. 8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.

Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Education in Post-Independent India				
Objectives	The student teachers will be able to :- 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5 Develop an idea about National Values.				
COURSE CONTENT /SYLLABUS					
Unit I	Educational provision in the Constitution of India: <ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language Issues 				7 hrs.
Unit II	Recommendations of various commissions after independence: <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992) 				8 hrs.
Unit III	Equalization and universalization of Elementary and Secondary Education: <ul style="list-style-type: none"> • Concept • Problems 				5 hrs.

	<ul style="list-style-type: none"> • Probable solutions • Views of Swami Vivekananda 	
Unit IV	Inequality, Discrimination and Marginalization in education: <ul style="list-style-type: none"> • Concept • Causes • Probable solutions 	6 hrs.
Unit V	Issues of Contemporary relevance and National Values: <ul style="list-style-type: none"> • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekananda in case of the followings: <ol style="list-style-type: none"> a) Mass Education b) Women Education c) Technical and Vocational Education d) Culture and Education 	6 hrs.
Suggested Readings	<ol style="list-style-type: none"> 1. Banerjee, J.P. (2010) History of Education in India, Kolkata. 2. Chaube, S.P. (2008) History and Problems of Indian Education, Agarwal Publications, Agra 3. Chaudhry, N.K. (2012) Indian Constitution and Education, SHIPRA Publications, New Delhi 4. Chakraborty, A. & Islam, N. (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata 5. Ghosh, R. (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata 6. Sharma, R.N. (2010) History of Education in India, Atlantic, New Delhi 7. Thakur, D.K. & Haque S.H. (2010) Adhunik Bharater sikshar Dhara, Rita Book Agency, Kolkata 8. Mukhopadhyay, D. Sarkar, B and Halder, T. (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata. 9. Halder, K. & Nath, I. (2014) Bharotyer shikshar Samprotik Bisoy, K. Chakraborti Publications, Kolkata. 10. Tarafdar, M. (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata 	
2nd Half	Policy Framework for Education in India	
Objectives	The student Teachers will be able to :- <ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 3. Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management. 	
COURSE CONTENT / SYLLABUS		
Unit I	Contemporary issues of education: <ul style="list-style-type: none"> • Unemployment • Poverty • Population explosion • Student unrest 	7 hrs.
Unit II	Policies on education: <ul style="list-style-type: none"> • SSA • RTE (2009) • NCF (2005) • NKC (2009) • RMSA • NCF-TE (2009) 	7 hrs.
Unit III	Monitoring agencies: <ul style="list-style-type: none"> • UGC • NAAC 	6 hrs.

	<ul style="list-style-type: none"> • NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET 	
Unit IV	Community participation and development: <ul style="list-style-type: none"> • Women education • Dalit education • Tribal education • Adult and Continuing Education • Distance and Open Education • Government initiatives towards educational policies 	6 hrs.
Unit V	Educational Planning and Management: <ul style="list-style-type: none"> • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision 	6 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> i. Study the impact of Right to Education Act on schools ii. Critical Analysis of Different Committees and Commissions on Education iii. Study of Educational Process in Private Schools iv. Planning and Implementation of Activities – <ul style="list-style-type: none"> • Eco-Club, • instructional material to inculcate values, • field visit to vocational institutes to make reports, • awareness development about population explosion in rural / slum areas, • creating awareness among SC/ST students about various schemes and scholarships available to them, • survey of schools to see the implementation of various incentives of government to equalize educational opportunities • Preparing a presentation on rich cultural heritage of India 	32 hrs
Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers	
Suggested Readings	1. Aggrawal,J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja,R. (2013) Social problems in India. New Delhi :RawatPublications. 3. Chakraborty,D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata :K. Chakraborty Publications. 4. Dash,B.N. (2013). School organization, administration and management. New Delhi :Neelkamal Publications. 5. Mohanty,J. (2012). Educational administration, management and school organization. New Delhi : Deep &Deep Publications. 6.Pal,D. <i>et al.</i> (2014) Siksha byabsthapana. Kolkata :Rita Book Agency. 7.Sing,R.P. (2007). Educational finance and the planning challenge. New Delhi :Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapana o Prjukti vidya, Rita Book. 9.Bhatia, K. & Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i> . New Delhi: Doaba House. 10. Siddiqui, M. H. (2009). <i>Philosophical and Sociological foundation of Education</i> . APH Publishing Corporation, APM Publication Corporation, New Delhi.	

Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2
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	50	50	Class Hours	32+64
Objectives	The student teachers will be able to :- 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills			
COURSE CONTENT /SYLLABUS				
Unit I	Theoretical Background of Language Usage: <ul style="list-style-type: none"> • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism. 			7 hrs.
Unit II	Understanding the Language Background: <ul style="list-style-type: none"> • Understanding home language and school language. • Power dynamics of 'standard' language vs. 'home language'. • Dialects. 			7 hrs.
Unit III	Different Strategies for Language Development: <ul style="list-style-type: none"> • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning. 			6 hrs.
Unit IV	Language Interaction in the classroom: <ul style="list-style-type: none"> • Nature of questioning in the classroom. • Types of questions – Teachers' role. • Multicultural classroom – Teachers' role. 			6 hrs.
Unit V	Nature of Reading Comprehension in the Content Areas: <ul style="list-style-type: none"> • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive. 			6 hrs.
Engagement with Field / Practicum	Any two of the following :- i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills – Listening to speech, directions.			64 hrs.
Mode of Transaction	Lecture, discussion, exercises, assignments, language games In pedagogy of school subjects, illustrations on content based methodology may be provided			
Suggested	1. Bennett, W.A. (1969). Aspects of language and language teaching.			

Readings	London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice. London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5. Pearson, J. .C. et al. (2011). <i>Human Communication</i> . (4th ed.). New York: McGraw Hill Companies Inc. 6. Floyd, K. (2009). <i>Interpersonal Communication</i> . New York: McGraw Hill Companies Inc. 7. Fromkin, V, Rodman, R & Hymes, N. (2011). <i>Introduction to Language</i> . (9 th ed.). Canada: Cengage Learning. 8. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i> . (6 th ed.). Cambridge: MIT Press. 9. Fasold, R. & Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i> . (6 th ed.). Cambridge: Cambridge University Press.				
Course-V (1.1.5)	Understanding Discipline and Subjects	Theory 50	Engagement With the Field 50	Credit Class Hours	2+2 32+64
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline. 				
COURSE CONTENT /SYLLABUS					
Unit I	Discipline and Subject: <ul style="list-style-type: none"> • Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects 				6 hrs.
Unit II	Science as a Subject and Discipline: <ul style="list-style-type: none"> • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context. • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science 				6 hrs.
Unit III	Language as a Subject and Discipline: <ul style="list-style-type: none"> • Centrality of language in education • Role of language in children's intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development 				6 hrs.
Unit IV	Mathematics as a Subject and Discipline:				

	<ul style="list-style-type: none"> Nature and History of Mathematics Place of Mathematics in School Curriculum Mathematics in Day-to-day life Relationship of Mathematics with Other Subjects 	7 hrs.
Unit V	Social Science as a Subject and Discipline: <ul style="list-style-type: none"> Nature and Philosophy of Social Science Social Science as an Area of Study Need of Studying Social Science through Interdisciplinary Perspectives Place and Relevance of Social Science in School Curriculum 	7 hrs.
Engagement with Field / Practicum	Any two of the following :- <ol style="list-style-type: none"> Policy analysis National curriculum frame works Identification of core, hidden, null and latent curriculum in textbooks. Review of the books for constructing an activity curriculum. 	64 hrs.
Mode of Transaction	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Readings	<ol style="list-style-type: none"> National Curriculum Frame Work. 2005. New Delhi: NCERT. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education Mukherjee, R. K. Ancient Indian education. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. Ghosh, S. C. (2007). History of education in India. Rawat Pub. Sidhu, K. B. (1974). <i>The Teaching of Mathematics</i>. New Delhi: Sterling Pub. (p). Ltd. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co. 	

Course EPC –1 (1.IEPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Know the meaning, process, importance and characteristics of reading. Appreciate and apply different levels, types, techniques and methods of reading. Acquaint with the skills of reading different types of texts. Develop different types of reading skills through various activities and met cognition Learn the skills of reading comprehension and to enhance vocabulary. Acquaint with the problems of reading across curriculum 				
COURSE CONTENT /SYLLABUS					
Unit I	Introduction to Reading: <ul style="list-style-type: none"> Reading – Meaning and Process Importance of Reading across Curriculum Characteristics of Reading 	3 hrs.			
Unit II	Reading Skills:	3 hrs.			

	<ul style="list-style-type: none"> Levels of Reading- literal, interpretative, critical and creative Types of Reading – intensive and extensive reading, Oral & Silent Reading Reading Techniques – Skimming and Scanning. Methodology of Reading 	
Unit III	Reading the Text: <ul style="list-style-type: none"> Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes Importance of Different Texts in Curriculum 	4 hrs.
Unit IV	Developing Reading Skills: <ul style="list-style-type: none"> Developing Critical Reading Skills Developing Reflective Skills Activities for Developing Reading Skills Developing Metacognition for Reading 	3 hrs.
Unit V	Reading Comprehension: <ul style="list-style-type: none"> Developing Reading Comprehension Developing Vocabulary for Reading Problems of Reading 	3 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text Divide the group and provide one text and suggest students to make different interpretations Design vocabulary games to enhance your vocabulary Read the text and provide a five words summary to each paragraph Reading and comprehension exercises Skim through the text and give suitable title to the text Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title. 	32 hrs.
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc	
Suggested Readings	<ol style="list-style-type: none"> Bright, J. A., and McGregor, G. P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman. Doff, A. (1988). <i>Teach English: Training Course for Teachers</i>. Cambridge: Cambridge University Press. Hill, L. A., and Dobbyn, M. A. (1979). <i>Training Course, Trainer's Book</i>. London: Cassell. Hubbard, P., and Hywel, J. et al. (1983). <i>A Training Course for TEFL</i>. Oxford University Press.. Mukalel, J. C. (1998). <i>Approaches to English Language Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C. (1998). <i>Creative Approaches to Classroom Teaching</i>. New Delhi: Discovery Publishing house. Mukalel, J. C., and Ahmed, S. B. (1984). <i>Teaching English in India</i>. New Delhi: Arya Book Depot. Nagaraj, G. (1996). <i>English Language Teaching Approaches, Methods and Techniques</i>. Calcutta: Orient Longman. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). <i>Approaches and Methods in Language</i>. Cambridge University Press. Venkateswaran, S. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publishing House. Willis, J. (1981). <i>Teaching English through English ELBS</i>. England: Longman Ltd. 	

SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Learning				
Objectives	The student teachers will be able to :- 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction				
COURSE CONTENT /SYLLABUS					
Unit I	Understanding Learning: <ul style="list-style-type: none"> Nature of learning: learning as a process and learning as an outcome Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization. 				7 hrs.
Unit II	Factors Influencing Learning: <ul style="list-style-type: none"> Concept, nature and types of motivation – intrinsic, extrinsic and achievement. Role of teacher in addressing various factors influencing learning–a few strategies – cooperative learning, peer tutoring, collaborative learning. 				6 hrs.
Unit III	Learning Paradigms: <ul style="list-style-type: none"> Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications. Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. Social Constructivist Learning – Concept of Vygotsky, nature and implications. Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory) 				7 hrs.
Unit IV	Transfer of learning: <ul style="list-style-type: none"> Concept, Importance, Nature and Types of Transfer of Learning Theories of Transfer of Learning Methods of enhancing Transfer of Learning 				6 hrs.
Unit V	Organization of Learning Experiences: Issues and Concerns: <ul style="list-style-type: none"> Role of school – Guidance, Mental health, Co-curricular activities. Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme 				6 hrs.
Suggested Readings	<ol style="list-style-type: none"> Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiana: Tandon Publishers. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency. Vygotsky, L. (1997). Interaction between learning and development. 				

	<p>InM. Gauvain & M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman & Co.</p> <p>6. Chatterjee, Kaushik. (2012). <i>Siksha prajuktibidya</i>. Kolkata : Rita publication.</p> <p>7. MaityN.C.,GangulyAmlan(2014),<i>NibirShikhhonerMonostatya</i>,AaheliPublisher</p> <p>8. Kumar, K. (2004). <i>What is worth teaching?</i> 3rd ed. Orient Black Swan.</p> <p>9. Holt, J. (19964). <i>How children fail?</i> Rev. ed. Penguin.</p> <p>10. Hall, C & Hall, E. (2003). <i>Human relations in education</i>. Routledge.</p>	
2nd Half	Teaching for Learning	
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching 	
COURSE CONTENT /SYLLABUS		
Unit I	Understanding Teaching: <ul style="list-style-type: none"> • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching. 	6 hrs.
Unit II	Models of Teaching: <ul style="list-style-type: none"> • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM) 	6 hrs.
Unit III	Task of Teaching: <ul style="list-style-type: none"> • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post-active. • Essentials of effective teaching 	6 hrs.
Unit IV	Levels & Approaches of Teaching: <ul style="list-style-type: none"> • Levels of Teaching: memory, understanding and reflective levels of teaching • Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI) 	7 hrs.
Unit V	Skills of Teaching : <ul style="list-style-type: none"> • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS). 	7 hrs.
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> • Simulated Teaching Practical (5 lessons) • Presentation of Innovative Teaching 	32 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2001). <i>Principles, methods and techniques of teaching</i>. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). <i>The Psychology of learning and motivation</i>. Academic Press. 3. Chauhan, S. S. (2000). <i>Advanced educational psychology</i>. New Delhi. : Vikas Publishing House. 	

<p>4. Pal, Debasishet al. (2012). Sikhner manostatwa. Kolkata : Rita Book Agency.</p> <p>5. DeCecco, J.P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India</p> <p>6. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.</p> <p>7. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: Bikash oshikhaner manostatwa. Kolkata : Rita Book Agency.</p> <p>8. Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.</p> <p>9. Sarkar, B (2014) Shikharthi O Shikhan. Aaheli Publishers, Kolkata.</p> <p>10. Nayak, A. K. (2002) Classroom teaching A.P.H</p> <p>11. Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC.</p> <p>12. Siddiqui, Mujibul Hasan (2005) Techniques of classroom teaching A.P.H</p>

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Foundations of Language Teaching:</p> <ul style="list-style-type: none"> • Historical background and present status of language teaching in India. • Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/ Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching. 				6 hrs.
Unit II	<p>Strategies of Language Teaching: (As per language concerned):</p> <ul style="list-style-type: none"> • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Learning Design: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching 				7 hrs.

Unit III	Brief overview of Methods & Approaches of Language Teaching (As per language concerned): <ul style="list-style-type: none"> • Methods and Approaches of Language Teaching: <ul style="list-style-type: none"> ○ Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching: <ul style="list-style-type: none"> Teaching different content areas- objectives, importance and procedure: <ul style="list-style-type: none"> ○ Prose, ○ Poetry, ○ Drama ○ Grammar, ○ Composition • Spelling mistake – causes and method of correction 	7 hrs.
Unit IV	Assessment of Language Teaching: <ul style="list-style-type: none"> • Assessment (elementary concepts of Evaluation and Measurement). • Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test – usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme. 	6 hrs.
Unit V	Learning Resources in Language Teaching: <ul style="list-style-type: none"> • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently). 	6 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions 	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> 1. Bright, J. A &McGragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman. 2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP, 3. Carrol, J B. (1953). The Study of Language. Massachusets : Harvard University Press. 4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd. 5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS. 6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford :OUP. 	

	7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP. 8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press. 10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP. 11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP. 12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri & A L Khanna (Eds). <i>Second Language acquisition</i> . New Delhi, 13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi :Prentice Hall International Ltd. 14. Widdowson, H. (1978). Teaching language as Communication. Oxford :OUP. 15. RahaSujata,BasuBaisaly(2014), <i>BanglaSikhonPorikrama</i> ,AaheliPublisher 16. Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers ,Kolkata 17. DasGita,ChowdhuryNivedita(2014), <i>NabarupeSanskritShikkhanPoddhoti</i> , AaheliPublisher 18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut. 19. SardarSudhakar(2014), <i>Thoughts&PracticeinTeachingEnglish</i> ,AaheliPublisher				
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				
COURSE CONTENT /SYLLABUS					
Unit I	Foundation of Social Science Teaching: <ul style="list-style-type: none"> • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through social science teaching. 				6 hrs.
Unit II	Strategies of Social Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration- observation method, • Regional Method • Heuristic Method, • Project Method • CAI 				7 hrs.
Unit III	Learning Resource in Social Science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good social science text book. 				6 hrs.

	<ul style="list-style-type: none"> Teaching aids in Social Science. Improvisation of Teaching Aids. Planning and organization of Social Science Laboratory 	
Unit IV	Social Science Teacher: <ul style="list-style-type: none"> Qualifications and qualities of social science Teachers. Professional growth of Social Science Teacher. 	6 hrs.
Unit V	Evaluation in Social Science Education: <ul style="list-style-type: none"> Evaluation devices, evaluation programme in social studies Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test. 	7 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> Visit to <ul style="list-style-type: none"> Historical Places Ecological Places Commercial Places Political Places Organization of Programmes <ul style="list-style-type: none"> Environment Awareness Social Awareness Election Awareness Blood donation Exhibition Demonstration of Lab-based activities wherever applicable 	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	
Suggested Reading	<ol style="list-style-type: none"> Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. Halder Tarini (2014), <i>Itihas-Niti, Poddhoti OKausal</i>, Aaheli Publisher Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. Mete Jayanta, Dasgupta Jayarati (2014), <i>Adhunik Bhugol Shikkhan Poddhoti</i>, Aaheli Publisher 	

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Science	Physical Science, Life Science, Computer Science & Application				

Teaching		
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.	
COURSE CONTENT /SYLLABUS		
Unit I	Foundation of science Teaching: <ul style="list-style-type: none"> • Aims and objectives of science Teaching. • Science Curriculum, Values of Science Teaching. • Inter relationship of various branches of science. • Scientific aptitude and attitude • Innovations in science teaching 	7 hrs.
Unit II	Strategies of Science Teaching: <ul style="list-style-type: none"> • Features, Limitations and comparison of different methods • Lecture Method, • Demonstration method, • Heuristic Method, • Laboratory Method, • Project Method • CAI • Problem Solving Method. 	8 hrs.
Unit III	Planning of Science Laboratory: <ul style="list-style-type: none"> • Importance of Science Laboratory • Organization / Planning a Science Laboratory. • Equipment of Science Laboratory. 	5 hrs.
Unit IV	Learning Resource in science Teaching: <ul style="list-style-type: none"> • Meaning, type and importance of Learning Resources. • Quality of good Science text book. • Teaching aids in Science. • Improvisation of Teaching Aids. 	6 hrs.
Unit V	The Science Teacher: <ul style="list-style-type: none"> • Qualifications and qualities of Science Teachers. • Professional growth of Science Teacher. 	6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> • Preparation of lesson/unit plan by following different methods of teaching. • Preparation of materials & programmes to inculcate scientific attitude. • Script writing for Radio/TV/Video on science topics. • Demonstration of Science Experiments. 	64 hrs.
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> 1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications 2. Nag, S. (2015). Teaching of Life Science. Kolkata :Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: DhanpatRaiPublication Co. 4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep & Deep Publication. 5. De,K.K (2010) Bhoutabignye sikhshak o Siksharti,Soma Publishers , Kolkata 6. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) JibanBiggyanShikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata 	

<p>7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM</p> <p>8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.</p> <p>9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.</p> <p>10. JanaP.K.,BhatS.C.(2014),<i>VautobigyanShikkhan</i>,AaheliPublisher</p>

Course-VII-(A) (1.2.7-A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Mathematics Teaching	Mathematics				
Objectives	The student teachers will be able to :- 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.				
COURSE CONTENT /SYLLABUS					
Unit I	Nature and Theoretical aspects of Mathematics Education: <ul style="list-style-type: none"> • The nature of mathematics • Correlation of mathematics with other disciplines • Scope of mathematics education • Values of teaching mathematics • History of Mathematics in India • Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes 				7 hrs.
Unit II	Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books: <ul style="list-style-type: none"> • Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. • Principles of curriculum construction • Principles of text book preparation 				7 hrs.
Unit III	Mathematics Teacher and Teaching learning process in Mathematics: <ul style="list-style-type: none"> • Teaching methods in mathematics- e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. • Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. • Pedagogical analysis and learning designing. • Qualities and professional growth of Mathematics teacher. 				7 hrs.

Unit IV	Mathematics education in a cross-cultural perspective: <ul style="list-style-type: none"> • Anxiety associated with learning of Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners 	5 hrs.
Unit V	Assessment and Evaluation: <ul style="list-style-type: none"> • Assessment and evaluation-meaning, scope & Types • Different types of test items • Techniques of Evaluation in Mathematics • Basic principles of construction of test items • Continuous and Comprehensive Evaluation (CCE) 	6hrs.
Engagement with Field / Practicum	Any two of the following : <ul style="list-style-type: none"> • Write an essay on nature of Mathematics and contribution of Indian Mathematicians. • Preparation of various teaching aids. • Preparation of programmed learning material for selected Units in Mathematics. • Evaluation of Mathematics text book. • Construction of various types of test items. • Construction of achievement and diagnostic tests. • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. 	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Readings	<ol style="list-style-type: none"> 1. Teaching of Modern Mathematics – S.M. Agarwal 2. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 5. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 7. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinehart and Winston. 8. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds), <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i> . New York: Routledge. 9. Pramanik Surapati (2014), <i>Adhunik Ganit Shikhan O Shikhan</i>, Aaheli Publisher 10. Kolb, J. R., and Bassler, O. C. (1979). <i>Learning to teach secondary School Mathematics</i>. London: In text Educational Pub. 11. Kothari, R. G., and Mistry, H. S. (2012). <i>Diagnosis of Learning</i> 	

	<i>Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.</i>				
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. ofRealize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Epistemological bases of Education:</p> <ul style="list-style-type: none"> • Meaning of epistemology with reference to the process of knowledge building and generation. • Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief. 				6 hrs.
Unit II	<p>Philosophical Foundation of Education:</p> <ul style="list-style-type: none"> • Significance of Philosophy in Education. • Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. • Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue. 				7 hrs.
Unit III	<p>Sociological bases of education:</p> <ul style="list-style-type: none"> • Constitutional goal for Indian Education. • Social issues in education –globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. • Illiteracy, poverty, socially disadvantaged groups gender inequality. 				7 hrs.
Unit IV	<p>Concepts and scope of education:</p> <ul style="list-style-type: none"> • Four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal and role of their agencies. 				6 hrs.
Unit V	<p>Dynamics of Curriculum Development:</p> <ul style="list-style-type: none"> • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum-Pre-primary, Primary, Secondary, 				6hrs.

	Higher Secondary <ul style="list-style-type: none"> Curriculum reforms in India ; National Curriculum Frameworks 	
Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> Policy analysis National Curriculum Frame works. Identification of core, hidden, null and latent curriculum in textbooks. Designing an activity based curriculum. Analysis of School Curriculum at different stages	32 hrs.
Mode of Transaction	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences	
Suggested Reading	<ol style="list-style-type: none"> Bruner, J.S. (1960/1977). The Process of education. Cambridge: Harvard University Press. Edgerton, Susan Huddleston. (1997). <i>Translating the curriculum: Multiculturalism into the Cultural Studies</i>. London :Routledge. Etta, R. Hollins (1996): <i>Transforming curriculum for a culturally Diverse Society</i>. New Jersey: Lawrence, Erlbaum Associates Publishers. MHRD, GOI, <i>National policy on education</i>. NCERT.(2005). National curriculum framework. Noddings, Nel. (2007). <i>Critical lessons: what our schools should teach</i>. Cambridge : Cambridge University Press. Bhatt, H. (2010). The diary of school teacher. An Azim Premji University Pub. Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. <i>Economic and Political Weekly</i>. 43 (47) - 47(56). Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata. Tarafdar, M (2013) Sikshashrayi Samajbigyan, K.Chakraborty Publications, Kolkata. Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher. Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press. 	

Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	4+2
		50+50	50	Class Hours	64+64
1st Half	Assessment of the Learning Process				
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> Get basic knowledge of assessment for learning. Know the process of evaluation and it uses. Write educational objectives. Know different techniques of evaluation, tools of evaluation and their uses. Know different characteristics of instruments of evaluation. Know different types of teacher made tests and will construct them. Compute simple statistics to assess the learning. 				
COURSE CONTENT /SYLLABUS					
Unit I	Concept of Evaluation and Assessment: <ul style="list-style-type: none"> Meaning of Test, Measurement, Assessment and Evaluation 				6 hrs.

	<ul style="list-style-type: none"> Distinguish among Measurement, Assessment and Evaluation Nature and purpose of Evaluation 	
Unit II	Approaches and Techniques of Evaluation and Criteria of Assessment Procedure: <ul style="list-style-type: none"> Approaches-Formative and Summative; NRT and CRT Techniques- observational, self-reporting, psychological and Educational tests Validity- Meaning, Types and Measurement Reliability - Meaning, Types and Measurement Norm and Usability 	7 hrs.
Unit III	Psychological Test: <ul style="list-style-type: none"> Meaning and concept Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality Achievement test- meaning, characteristics, steps for construction and uses Diagnostic and prognostic test 	7 hrs.
Unit IV	Evaluation: <ul style="list-style-type: none"> Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test. Scoring and Grading, Analysis of Score and Its Interpretation <ol style="list-style-type: none"> Tabulation of data. Graphical (Histogram, frequency Polygon) Central Tendency (Mean, Median Mode) Deviation – Standard. 	7 hrs.
UNIT V	Problem – Learner: <ul style="list-style-type: none"> Problem – Learner; Concept and Types, Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. Remedial Measures – Guidance & Counseling, Life-Skill Training. 	5 hrs.
Suggested Reading	<ol style="list-style-type: none"> Statistics in Psychology and Education – S. K. Mangal Ebel, R.L. and Fresbie, D.A. (2009). <i>Essentials of Educational Measurement</i>. New Delhi: PHI Learning PVT. LTD. Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i>. Delhi: Surjeet Publication. Gupta, S. K. (1994). <i>Applied Statistics for Education</i>. Mittal Publications. Mehta, S. J., and Shah, I. K. (1982). <i>Educational Evaluation</i>. Ahmedabad: Anand Prakashan (Gujarati). Chakraborty Pranab Kumar (2010). Vidyalaya Sikshay Mulyayan. B. B. Kundu and Grandsons. Kolkata. BhatS.C.,JanaP.K.(2014),<i>ShikkherParimapOMullyanerGuruttoAaheliPubli sher</i> 	
2nd Half	Assessment of the Learning System	
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> Understand different aspects of the complexities of the learning system. Know various school records designed for specific purposes. Understand the relationship between school and the community. Acquire knowledge about physical, infrastructural and human resources available in the schools. Understand the curricular process in the school. Evaluate the school effectiveness and other functional aspects of the schools. Explore the students support services available and achievements of the schools. 	
COURSE CONTENT /SYLLABUS		

Unit I	Infrastructural facilities: <ul style="list-style-type: none"> • Rooms (types and numbers), • Classroom furniture, • Sanitation facility, • Drinking water, • Playground etc. • Library 	6 hrs.
Unit II	Human Resource: <ul style="list-style-type: none"> • Teaching staff (Full Time + Part Time + Para teacher) • Non –Teaching staff • Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. • Teacher-student Ratio. 	6 hrs.
Unit III	Management & Record Maintenance: <ul style="list-style-type: none"> • Managing Committee • Committees for Academic Purposes • Different Committees • Fee Structure, • Number of units/ School hour/ time table / periods • Students participation – student Self– Government. • Records: <ul style="list-style-type: none"> ❖ Accounts related ❖ Staff related ❖ Student related ❖ Curriculum related 	7 hrs.
Unit IV	Special Service Provided: <ul style="list-style-type: none"> • Mid-Day Meal • Book bank for poor students • Tutorial for weaker students • Remedial teaching • Parent Teacher Association • Staff Welfare Service • Health Programme • Conducting Talent Search Examination • Providing Scholarship 	7 hrs.
Unit V	School Community relationship: <ul style="list-style-type: none"> • Community involvement in decision making. • Community Contribution to school • Meeting with community members • School response to parents. 	6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> • Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives • Framing measurable and non-measurable learning outcomes • Determining the objectivity given an answer key • Determining the objectivity of a tool • Finding out the content validity of the given question paper • Designing Rating scale, Questionnaire, Interview Schedule in a given a topic • Framing Different types of questions • Preparation of Blue Print and a question paper • Prepare graphs and use statistics for analysis of test result 	64hrs.
Suggested Readings:	<ol style="list-style-type: none"> 1. School Planning and Management – T.K.D. Nair 2. School Organization & Management – J. Prasad 3. Educational Management – J.C. Agarwal 4. School Management – S.K. Kochar 5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency. 	

	6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.
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CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Understand the use of 'Drama' as Pedagogy. • Use 'Role play' technique in the teaching learning process. • Understand the importance of dramatic way of presentation. • Integrate singing method in teaching learning process. • Understand various 'Dance forms' and their integration in educational practices. • Use art of drawing and painting in teaching learning process. • Develop creativity through different creative art forms. • Understand the efficacy of different art forms in education. 				
COURSE CONTENT /SYLLABUS					
Unit I	Drama and its Fundamentals : <ul style="list-style-type: none"> • Drama as a tool of learning • Different Forms of Drama • Role play and Simulation • Use of Drama for Educational and social change (Street play, Dramatization of a lesson) • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation 				3 hrs.
Unit II	Music (<i>Gayan and Vadan</i>): <ul style="list-style-type: none"> • <i>Sur, Taal and Laya (Sargam)</i> • Vocal - Folk songs, Poems, Prayers • Singing along with "<i>Karaoke</i>" • Composition of Songs, Poems, Prayers • Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices 				3 hrs.
Unit III	The Art of Dance: <ul style="list-style-type: none"> • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, <i>Nritya Natika</i>) 				3 hrs.
Unit IV	Drawing and Painting: <ul style="list-style-type: none"> • Colours, Strokes and Sketching- understanding of various means and perspectives • Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms 				3 hrs.
Unit V	Creative Art: <ul style="list-style-type: none"> • Creative writing -Story writing, Poetry writing • Model making - Clay modeling, Origami, Puppet making • Decorative Art - Rangoli, Ikebana, Wall painting (Mural) • Designing - Computer graphics, CD Cover, Book cover, Collage work • The use of different art forms in Education 				4 hrs.

Engagement with Field / Practicum	Any one of the following :- <ul style="list-style-type: none"> • Develop a script of any lesson in any subject of your choice to perform a Play / Drama. • Develop a script for the street play focusing on “Girl’s education and Women empowerment”. • Prepare a script of <i>Bhavai</i> based on some Socio-political issues. • Prepare a pictorial monograph on “Various folk dance of Gujarat”. • Prepare a pictorial monograph on “Various Dance forms in India”. • Prepare a calendar chart on “Various Musical Instruments in India”. • Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. • Prepare some useful, productive and decorative models out of the waste materials. • Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. • Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. • Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. • Develop a creative design based on your choice for CD Cover or Book cover. • Develop a design or picture based on collage work. 	32 hrs.
Mode of Transaction	Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation	
Suggested Reading	<ol style="list-style-type: none"> 1. Theory of Drama by A.Nicoll 2. Natya Kala by Dhirubhai Thakar 3. Natya lekhan by Dhananjay Thakar 4. Natak desh videsman by Hasmukh Baradi 5. Gujarati theatre no Itihas by Baradi Hasmukh 6. Acting is Believing by Charls Mc.Gaw 7. Art of Speech by Kethlin Rich 8. Natya Sahitya na swaropo by Nanda kumar pathak 9. Bhavai by Sudahaben Desai 10. Bhavai by Krishnakant Kadkiya 11. Natya Manjari saurabh by G.K.Bhatt 12. Kramik Pustak Malika by Pt. Bhatkhande 13. Abhinav Geet Manjari by Ratanjankar 14. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre 	

SEMESTER-III

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Language Teaching	English, Bengali, Sanskrit, Hindi, Urdu & Arabic				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Design appropriate teaching – learning strategy/approach suited to particular content. 2. Be at home with the principles of constructing content analysis of school curriculum. 3. Use ICT and various teaching aids in teaching of Languages. 				

	4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class.	
	COURSE CONTENT /SYLLABUS	
Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> ▫ Breaking of Unit into Sub-unit with no. of Periods; ▫ Previous knowledge; ▫ Instructional Objectives in behavioural terms; ▫ Sub-unit wise concepts ▫ Teaching- Learning Strategies ▫ Use of teaching aids ▫ Blueprint for criterion reference test Items. 	6 hrs.
Unit II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching ● Integrated Teaching/ Teaching in classroom situation. 	7 hrs.
Unit III	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types ● Steps of Learning Design ● Qualities of Good Learning Design 	7 hrs.
Unit IV	Activities in Language : <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine ● Sahitya Sabha ● Use of ICT ● Use of Dictionary, Encyclopaedia and Thesaurus 	6 hrs.
Unit V	Assessment of Teaching-Learning Material on Language: <ul style="list-style-type: none"> ● Text book review and analysis / e-book Review ● Teaching learning material on Language learning 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> ● Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study) ● Conducting of Action Research for selected problems. ● Development and tryout of Teaching-learning strategy for teaching of particular Language concepts. ● Development and use of Language laboratory. 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading:	1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press.	

3. Britton James (1973). Language and Learning. London: Penguin Books.
4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979.
5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.
6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998
7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.				
COURSE CONTENT /SYLLABUS					
Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X, XI- XII) on the following items : <ul style="list-style-type: none"> □ Breaking of Unit into Sub-unit with no. of Periods; □ Previous knowledge; □ Instructional Objectives in behavioural terms; Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 				6 hrs.
Unit II	Teaching Skill (As per concerned subject): <ul style="list-style-type: none"> ● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/ Teaching in classroom situation. 				7 hrs.
Unit III	Learning Designing: <ul style="list-style-type: none"> ● Concept, Importance and Types; ● Steps of Learning Design. ● Qualities of Good Learning Design. 				7 hrs.
Unit IV	Activities in Social Science: <ul style="list-style-type: none"> ● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, 				6 hrs.

	<ul style="list-style-type: none"> • Wall & Annual Magazine and • Subject Club 	
Unit V	Assessment of Social science learning: <ul style="list-style-type: none"> • Concept of Assessment and Evaluation; • Achievement Test • Text book Review 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Preparation of Learning Design • Preparation of Achievement Test • Development of skill of map • Development of skill of time line • Project • Case Study 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Reading	1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.	

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Science Teaching	Life Science, Physical Science, Computer Science and Application				
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subjectconcerned . 				
COURSE CONTENT /SYLLABUS					

Unit I	Pedagogical Analysis: <ul style="list-style-type: none"> ● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> □ Breaking of Unit into Sub-unit with no. of Periods; □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 	6 hrs.
Unit II	Learning Designing: <ul style="list-style-type: none"> ● Concept and importance. ● Qualities of good Learning Design. ● Steps of Learning Design. 	7 hrs.
Unit III	Teaching skills: <ul style="list-style-type: none"> ● Micro-teaching ● Simulated Teaching. ● Teaching in class room situation ● Laboratory practical based demonstration skill. 	7 hrs.
Unit IV	Assessment of Science Learning: <ul style="list-style-type: none"> ● Concept of assessment and evaluation; ● Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. ● Construction of achievement tests and their administration. ● Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII). 	6 hrs.
Unit V	Practicum & Activities in Science: <ul style="list-style-type: none"> ● Importance of science activities ● Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc. ● Formation and activities of Science club in school. 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> ● Analysis of Science Textbook. ● Survey of Science Laboratory in a school. ● Evolving suitable technique(s) to evaluate laboratory work. ● Visit to Community Science Centre, Nature Park and Science City 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Reading	<ol style="list-style-type: none"> 1. Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3. Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. 4. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 5. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: 	

<p>Deep and Deep.</p> <p>6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.</p> <p>7. Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication</p> <p>8. Teaching of Biological Science – Jasim Ahmad</p> <p>9. Modern Teaching of Life Science – S.M. Zaidi</p> <p>10. Teaching of Life Science – Pramila Sharme</p> <p>11. Methods of Teaching Life Science – PHI Publication</p> <p>12. Innovative Science Teaching for Physical Science Teacher- Radhamohan</p> <p>13. Modern Science teaching – R.C. Sharma</p> <p>14. Teaching of Computer Studies – PranayPandey</p>
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Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Mathematics Teaching	Mathematics Education				
Objectives	The student teachers will be able to :- 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about Simulated and integrated lesson				
COURSE CONTENT /SYLLABUS					
Unit I	Mathematics curriculum and Text-book preparation: <ul style="list-style-type: none"> Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE. 				6 hrs.
Unit II	Practical activities associated with Mathematics concepts: <ul style="list-style-type: none"> Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching. 				7 hrs.
Unit III	Assessment and Evaluation related to teaching –learning of Mathematics: Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).				7 hrs.
Unit IV	Pedagogical Analysis and learning designing of Mathematics content of school level: <ul style="list-style-type: none"> Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> Breaking of Unit into Sub-unit with no. of Periods; 				

	<ul style="list-style-type: none"> □ Previous knowledge; □ Instructional Objectives in behavioural terms; □ Sub-unit wise concepts □ Teaching- Learning Strategies □ Use of teaching aids □ Blueprint for criterion reference test Items. 	6 hrs.
Unit V	Simulated and Integrated Lesson: <ul style="list-style-type: none"> • Simulated Micro Teaching and Integrated Teaching. • Teaching in Classroom environment. 	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects. 	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading	<ol style="list-style-type: none"> 1. Arora, S.K.(2000).<i>How to teach mathematics</i>. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). <i>Teaching of mathematics</i> .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). <i>Teaching of mathematics</i>. Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). <i>Teaching of mathematics</i>. New Delhi: Sterling Publications 5. Banerjee,S. <i>GanitsikKhanpaddhati</i>. Kolkata: Rita Publications 6. Ghosh,S. <i>GanitsikKhan</i> .Kolkata:Sova Publications 7. Pramanik, S.(2014). <i>Adhunikganitsikhsn o sikshan</i>. Kolkata: Aaheli Publishers. 8. Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co. 11. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinchart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). <i>Introducing technological pedagogical content knowledge</i>. In AACTE Committee on Innovation and Technology (Eds.), <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i>. New York: Rutledge. 	

SEMESTER-III	School Internship	Theory	Engagement With the Field	Credit	14
		-	350	Class Hours	448
<ul style="list-style-type: none"> At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators) During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities. Student teachers will be able to recognize the needs of In-Service Programme. Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school. 					
School Internship (*Community –based activities shall consist of the following)					
<ul style="list-style-type: none"> Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc. Gardening. Cleanliness of the campus and beautification Cleaning of furniture Assembly Community Games Cultural Programmes SUPW Scout & Guide /NSS Celebration of National Festivals, Teachers Day etc. First Aid Aesthetic development activities- decoration of classroom etc. 					

SEMESTER - IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> Develop gender sensitivity among the student teachers. Understand the gender issues faced by the schools. Understand the paradigm shift with reference to gender studies. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). 				
COURSE CONTENT /SYLLABUS					
Unit I	Gender issues: key concepts: <ul style="list-style-type: none"> Definition of gender. Difference between gender and sex. Social construction of gender. Gender including transgender and third gender, sex, patriarchy. Gender bias, gender stereotyping, and empowerment Equity and equality in relation with caste, class, religion, ethnicity, disability and region. 				6 hrs.
Unit II	Gender studies: paradigm shifts: <ul style="list-style-type: none"> Paradigm shift from women's studies Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam 				7 hrs.

	Rokeya). A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.	
Unit III	Gender, Power and Education: ● Gender Identities and Socialization Practices in: □ Family □ Schools □ Other formal and informal organization. ● Schooling of Girls and Women Empowerment	7 hrs.
Unit IV	Gender Issues in Curriculum: ● Curriculum and the gender question ● Construction of gender in curriculum framework since Independence: An analysis ● Gender and the hidden curriculum ● Gender in text and context (textbooks' inter- sectionality with other disciplines. ● Teacher as an agent of change	6 hrs.
Unit V	Gender, Sexuality, Sexual Harassment and Abuse: ● Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) ● Sites of conflict: Social and emotional ● Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions ● Agencies perpetuating violence: Family, school, work place and media (print and electronic) ● Institutions redressing sexual harassment and abuse.	6 hrs.
Engagement with the Field / Practicum	Any one of the following: ● Visit schools and study the sexual abuse and sexual harassment cases. ● Textbook analysis for identifying gender issues, gender biases reflected in it. ● To undertake study of sex ratio and analysis of it state-wise. ● Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. ● Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc. ● Debate on women reservation bill. ● Group activities on domestic violence and other personal issues and its remedies. ● Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.	32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
Suggested Readings	1. Basu,R.&Chakraborty, B. (2011). <i>Prasanga: Manabividyā</i> . Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). <i>Women Population and Global Crisis: A Political Economic Analysis</i> . London : Zed Books. 3. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 4. Boserup, E. (1970). <i>Women's Role in Economic Development</i> . New York : St. Martins Press. 5. Brock-Utne, B. (1985). <i>Educating for peace: A Feminist Perspective</i> , New York. 6. Ruddick, S. (1989). <i>Maternal Thinking: Towards a Politics of Peace</i> ,	

	<p>London.</p> <p>7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', <i>Women's Studies International Forum</i>, Vol. 6.</p> <p>8. Elshtain, J.B. (1981). <i>Public man, private woman: woman in social and political thought</i>, princeton.</p> <p>9. Grant, R. & Newland, K. (Eds.). (1991). <i>Gender and International Relations</i>. London.</p> <p>10. Viswanathan, Nalini. (1997). <i>Women, Gender and Development Reader</i>. London: Zed Publication.</p>
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Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Concept of Curriculum:</p> <ul style="list-style-type: none"> • Meaning , Characteristics & Types of Curriculum • Nature & Scope of Curriculum • Necessity of curriculum. • Principles of framing curriculum. • Role of State in curriculum. • Constitutional values and national culture in curriculum. 				6 hrs.
Unit II	<p>Relationship between curriculum and syllabi:</p> <ul style="list-style-type: none"> • Relationship between curriculum framework and syllabi. • Process of translating syllabus into text books. • Representation and non-representation of various social groups in curriculum framing. 				6 hrs.
Unit III	<p>Designing curriculum, school Experiences and Evaluation:</p> <ul style="list-style-type: none"> • Principles of selecting curriculum content. • Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum. • Methodology of curriculum transaction. • Curriculum evaluation (formative, summative, Micro and Macro). 				7 hrs.
Unit IV	<p>Power, Ideology and Curriculum:</p> <ul style="list-style-type: none"> • Relationship between powers, structures of Society and knowledge. • Meritocracy versus elitism in curriculum. 				7 hrs.
Unit V	<p>Curriculum as process and practice:</p> <ul style="list-style-type: none"> • Inculcation of values, disciplines, rules and 				6 hrs.

	reproduction of norms in the society. <ul style="list-style-type: none"> • Necessity and construction of Time-Table • Hidden curriculum and children's resilience. • Critical Analysis of text books, teachers' handbooks, children's literature. 	
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Textbook analysis • Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. • Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level. 	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
Suggested Reading	<ol style="list-style-type: none"> 1. Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues. 2. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn & Bacon. 3. Slattery (1995). Curriculum development in postmodern Era. (Critical Education & Practice). 4. Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon 5. Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata. 6. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications 7. Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT. 8. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH. 9. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave. 10. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House. 11. Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press. 12. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. 13. Taba, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc. 14. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers 	

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
			50	25	Class Hours
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other 				

	socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.	
	COURSE CONTENT /SYLLABUS	
Unit I	Introduction to inclusive Education: <ul style="list-style-type: none"> ● Concept & history of special education, integrated education and inclusive Education & their relation ● Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education ● Advantages of inclusive education for the individual and society. ● Factors affecting inclusion. 	6 hrs.
Unit II	Legal and policy perspectives: <ul style="list-style-type: none"> ● Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). ● National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). ● Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities. 	7 hrs.
Unit III	Defining learners with special needs: <ul style="list-style-type: none"> ● Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI ● Preparation for inclusive education – School’s readiness for addressing learner with diverse needs ● Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP) ● Identification and overcoming barriers for educational and social inclusion 	7 hrs.
Unit IV	Inclusion in operation: <ul style="list-style-type: none"> ● Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM ● Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. ● Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances 	6 hrs.
Unit V:	Teacher preparation for inclusive school: <ul style="list-style-type: none"> ● Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions. ● Review of existing educational programmes offered in secondary school (General and Special School). ● Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. ● Teacher preparation for inclusive education in the light of NCF, 2005. ● Characteristics of inclusive school. 	6 hrs.

<p>Engagement with the field/ Practicum</p>	<p>Any one of the following:</p> <ul style="list-style-type: none"> • Collection of data regarding children with special needs from Municipal records. • Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same. • Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils. • Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room). • Preparation of learning design, instruction material for teaching students with disability in inclusive school. • Developing list of teaching activities of CWSN in the school. • Case Study of one main streamed (Inclusive) student w.r.to A) Role of a parent. B) Role of a teacher: Special School Teacher, General School Teacher C) Role of Counsellor. • Visits to different institutions dealing with different disabilities and their classroom observation. 	<p>32 hrs.</p>
<p>Mode of transaction</p>	<p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
<p>Suggested Readings</p>	<ol style="list-style-type: none"> 1. Apple, M.W., &Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. 2. Basu, R.,& Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan. 3. Carini, P.F. (2001). Valuing the immeasurable. In <i>Starting strong: A different look at children, schools, and standards</i> (pp. 165-181). New York: Teachers College Press. 4. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>. 5. GOI. (1966). <i>Report of the education commission: Education and national development</i>. New Delhi: Managers of Publications, Ministry of Education. 6. GOI. (1986). <i>National policy of Education</i>. New Delhi: Managers of Publications, Ministry of Education. 7. Kothari, R. G, and Mistry, H. S. (2011). <i>Problems of students and Teachers of the special schools- A study of Gujarat state</i>. Germany: VDM Publication. 8. Meadow, K. P. (1980). <i>Deafness and child development</i>. Berkley, C.A.: University of California Press 9. Mithu, A and Michael, B (2005) <i>Inclusive Education: From rhetoric to Reality</i>, New Delhi: Viva Books Pvt. Ltd. 10. Sinha,D.K (2014) Some aspects of Inclusive Education,Parichay Prakasan,Kolkata. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 11. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 12. Nanda,B.P.(2012) Challenged Children: Problems and Management.Ankush Prakashan,Kolkata. 13. Nanda,B.P.(2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi. 14. Nanda,B.P. and Ghosh,S.(2010) Bishes Sikshar Itihas,Rabindra Bharati Prakasana,Kolkata. 15. Nanda,B.P. and Zaman,S.S.(2002) Batichrom dharmi Sishu. Mawola Brothers,Dhaca,Bangladesh 	

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagem ent With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Build a scenario of Health Education in India. • Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation. • Learn the Tech Related Health Risks & Learn How to Fix These. • Study the Health Education Vision & Mission of India. 				
COURSE CONTENT /SYLLABUS					
Unit I	Health Education Scenario in India: <ul style="list-style-type: none"> • Introduction to the concept of health, significance and importance • Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, • Emerging Health & Total Quality of the Educational Institutions, • Status of Health Education in India from Pre-Natal Education through Higher Education, • Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, • Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads 				6 hrs.
Unit II	Most Common & Uncommon diseases in India: <ul style="list-style-type: none"> • The most common diseases during the previous decade- • Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, • Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases • Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis. 				6 hrs.
Unit III	Tech-Related Health Risks & How to Fix Them: <ul style="list-style-type: none"> • Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, • Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, • The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, • Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms. 				7 hrs.
Unit IV	Health Issues & Health Education: Vision & Mission:				

	<ul style="list-style-type: none"> • Fast Food Problems, Drinking Water Problems, • Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, • High & Low Blood Pressure, Depression & Aggression, • Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices • Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. • Games, Sports & Athletics, Yoga Education. 	7 hrs.
Unit V	<p>First Aid- Principles and Uses:</p> <ul style="list-style-type: none"> • Structure and function of human body and the principles of first aid • First aid equipment • Fractures-causes and symptoms and the first aid related to them • Muscular sprains causes, symptoms and remedies • First aid related to haemorrhage, respiratory discomfort • First aid related to Natural and artificial carriage of sick and wounded person • Treatment of unconsciousness • Treatment of heat stroke • General disease affecting in the local area and measures to prevent them 	6 hrs.
Engagement with the field Practicum	<p>Any two of the following :-</p> <ul style="list-style-type: none"> • Surfing to know the diseases in India. • Preventive & Ameliorative measures for health hazards. • Playing Games • Athletics • Yoga • Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. • Preparation of inventories on myths on exercises and different type of food • Make an inventory of energy rich food and nutritious food(locally available) indicating its health value • Make an inventory of artificial food and provide critical observations from health point of view • Home remedies as health care • Role of biopolymers(DNA) in health of child • Medicinal plants and child health • Strategies for positive thinking and motivation • Preparation of first aid kit 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Reading	<ol style="list-style-type: none"> 1. Bhattacharyya, A.K.(2010).<i>Dimensions of Physical Education Principles, Foundation & Interpretation</i>. Kolkata:Classique Books. 2. Bucher, C.A. <i>Foundation of Physical Education</i> St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A.K. & Bhowmick, S. <i>Sarirsiksha</i>. Kolkata: PaschimbangaRajyaPustakParshad. 4. Bandyopadhyay, K. <i>Sarir siksha parichay</i>. Kolkata :Classique Books 5. Kar, Subhabrata& Mandal, Indranil. (2009). <i>Uchhatara sarir siksha</i>. Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani. 6. Gharote, M.L. <i>Applied Yoga</i>Kaivalyadhama, S.M.Y.M. Samiti, Lonavla 7. Dasgupta, Rameswar, <i>Yoga Rashmi</i>. Kaivalyadhama, Lonava, Maharashtra. 8. Kuvalananda, S <i>Asanas</i>Kaivalyadhama, Kaivalyadhama, Lonava, 	

	Maharashtra.
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Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.				
COURSE CONTENT /SYLLABUS					
Unit I	Peace Education: <ul style="list-style-type: none"> ● Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. ● Barriers of Peace Education – Psychological, Cultural, Political. ● Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. ● Violence in School, home and society. ● Role of Peace Education in present context. 				6 hrs.
Unit II	Social Perspective of Peace Education <ul style="list-style-type: none"> ● Justice – Social economics, Cultural and religions ● Equality – Egalitarianism, Education for all, equal opportunity ● Critical thinking: Reasoning and applying wisdom cooperation ● Learning to be and learning to live together ● Peace Education in Secondary Education curriculum. 				6 hrs.
Unit III	Value Education <ul style="list-style-type: none"> ● Meaning, Concept, Nature and Sources of values. ● Meaning, Concept, Nature and scope of Value Education. ● Philosophical perspective, psychological perspective and sociological perspectives of Value Education. ● Values in Indian Constitution and Fundamental Duties of citizens. 				7 hrs.
Unit IV	General Idea about values <ul style="list-style-type: none"> ● Classification of Values Personal and social values a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration ● Identification of Analysis of emerging issues involving value conflicts ● Design and develop of instructional material for nurturing values ● Characteristics of Instructional material for values. 				7 hrs.
Unit V	Methods & evaluation of value Education <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education 				

	<p>a. Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.</p> <p>b. Practical Methods: Survey, role play, value clarification, Intellectual discussions</p> <ul style="list-style-type: none"> • Causes of value crisis : material, social, economic, religion evils and their peaceful solution • Role of School Every teacher as teacher of values, School curriculum as value laden • Moral Dilemma (Dharmasankat) and one's duty towards self and society 	6 hrs.
Engagement with the field/ Practicum	<p>Any one of the followings:</p> <ul style="list-style-type: none"> • Develop / compile stories with values from different sources and cultures, • Organize value based co-curricular activities in the classroom and outside the classroom, • Develop value based learning designings, • Integrating values in school subjects. 	32 hrs.
Mode of Transaction	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.	
Suggested Readings	<ol style="list-style-type: none"> 1. Nel Noddings. Peace Education: How we come to love and hate war 2. J. Delors. (2001). Learning the treasure within. 3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. 4. R. P. Shukla. (2010). Value education and human rights. 5. Bernard Jessie., "The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957) 6. Barash, P. David Approaches to Peace, Oxford University Press, New York (2000) 7. Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. 8. Sage Publications, New Delhi, 1996 9. Galtung, Johan, The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984 10. Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 11. Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) 12. Harris Ian. M, : "Peace Education" Mc Farland & company, Inc Publisher London, 1998 13. Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008. 	

Course-XI (I.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
			50	25	Class Hours
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand guidance and counselling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 				

	5. Understand the idea about Abnormal Behaviour and Mental illness.	
COURSE CONTENT /SYLLABUS		
Unit I	Overview of Guidance and Counselling: <ul style="list-style-type: none"> ● Definition & Functions ● Nature & Scope of Guidance and Counselling ● Difference between Guidance & Counselling ● Types of guidance and counselling ● Career & Vocational guidance ● Quality of a good counsellor 	6 hrs.
Unit II	Mental Health: <ul style="list-style-type: none"> ● Concept ● Characteristics ● Role of home & School ● Mental health of a teacher 	6 hrs.
Unit III	Adjustment & Maladjustment: <ul style="list-style-type: none"> ● Concept ● Purpose ● Techniques ● Criteria of good adjustment ● Causes, Prevention & Remedies of Maladjustment ● Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour. 	7 hrs.
Unit IV	Tools & Techniques: <ul style="list-style-type: none"> ● Concept of Testing & Non-testing tools ● Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC. 	7 hrs.
Unit V	Abnormal Behavior and Mental illness: <ul style="list-style-type: none"> ● Meaning & Concept of normality and abnormality ● Casual factors of Abnormal Behaviour – Biological & Psychological. ● Classification of mental illness(DSM-IV) 	6 hrs.
Engagement with the field/ Practicum	Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
Suggested Readings	<ol style="list-style-type: none"> 1. I.Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdeshana. Kolkata : Classique Books. 3. Gibson,R.L.& Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall. 4. Nag,S&Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal,A.K.(2013). Guidance and counseling. New Delhi : Abhijeet Publications. 6. Pal,D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata 7. : Rita Publications. 	

<p>8. Shrivastava,K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.</p> <p>9. Nag, S. (2015). Guidance and counseling. Kolkata:Rita Publications.</p> <p>10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.</p>

Course-XI (1.4.11)	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education. 				
COURSE CONTENT /SYLLABUS					
Unit I	<p>Aims, Objectives and Bases:</p> <ul style="list-style-type: none"> • Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. • Correlation of Work Education with other School Subjects. • Bases of Work Education – Psychological, Sociological, Historical and Economical. 				6 hrs.
Unit II	<p>Development of the Concept and Work& Vocational Education Teacher:</p> <ul style="list-style-type: none"> • Development of the concept of Work Education with Special reference to National Policy on Education (1986) • Work & Vocational Education Teacher <ul style="list-style-type: none"> ▫ Qualities & Responsibilities. ▫ Need for Professional Orientation. 				6 hrs.
Unit III	<p>Approaches & Methods of Teaching Work & Vocational Education:</p> <p>A. Inductive and Deductive approach</p> <p>B.Methods:</p> <ul style="list-style-type: none"> ▫ Lecture Cum Demonstration Method ▫ Laboratory Method. ▫ Heuristic Method. ▫ Problem Solving Method, ▫ Project Method 				7 hrs.
Unit IV	<p>Aids, Equipment and Assistance in Teaching Work & Vocational Education:</p> <ol style="list-style-type: none"> i. Work Education Laboratory ii. Management of Work Units: - <ol style="list-style-type: none"> a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – 				7 hrs.

	problems thereof. iii. Excursion.	
Unit V	<p>Aspects of Teaching work Education:</p> <ul style="list-style-type: none"> • A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. • Concept of improvisation; its use in the teaching of Work Education. • Ares of work education, viz. socially useful productive work (as designed by I.B. committee), • Occupational explorations and Innovative practices. • Removal of social distances through Work Education. 	6 hrs.
Engagement with the field/ Practicum	<p>Project on any one:</p> <ul style="list-style-type: none"> • Growing of Vegetables/ Fruit / Flower • Household wiring and Electrical gadgets repairing • Tailoring and Needle Work • Bamboo Work and Wood craft • Tie-Dye and Butik Printing • Clay Modelling • Fruit preservation • Cardboard Work and Book Binding • Soap, Phenyl and Detergent making • Wallet mast making • Paper making and paper cutting work • Bicycle repairing 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	<ol style="list-style-type: none"> 1. Choudhury,J.,Deb,N.and Samanta ,A.(2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti ,Aaheli Publishers, Kolkata. 2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989). 3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996. 4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991). 5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995) 7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999) 8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects , Vol. 1. Springer. (2005) 9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Doesn't Work." TECHNIQUES 72, no. 8 (November–December 1997). 	

Course-XI (1.4.11)	Yoga Education	Theory	Engagem ent With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32

Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life 	
COURSE CONTENT /SYLLABUS		
Unit I	Introduction to Yoga and Yogic Practices: <ul style="list-style-type: none"> • Introduction to yoga: concept & principles • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, • Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga, • General guidelines for performing Yoga practices. 	6 hrs.
Unit II	Ancient Systems of Indian Philosophy and Yoga System: <ul style="list-style-type: none"> • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship 	6 hrs.
Unit III	Historical aspects of Yoga: <ul style="list-style-type: none"> • Historical aspect of the Yoga Philosophy • Yoga as reflected in Bhagwat Gita 	6 hrs.
Unit IV	Introduction to Yogic texts: <ul style="list-style-type: none"> • Significance to Yogic texts in the context of schools of yoga • Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada • Hathyogic texts (hatha pradaspika and ghera and sahita) • Complementarities between patanjala yoga and hathyoga • Meditational Processes in Patanjala yoga sutras • Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners 	7 hrs.
Unit V	Yoga and Health: <ul style="list-style-type: none"> • Need of yoga for a positive health for the modern man • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age 	7 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> • Preparation of Teaching Aids on Yoga • Practical Asanas and Pranayam • Visit to Yoga Ashramas and Centres 	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	<ol style="list-style-type: none"> 1. Swami Shivananda Yoga Asanas : Divine Life Society, 1972. 2. Hatha Yoga Pradipika 3. Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi 4. NCERT Yoga Syllabus 5. Raja Yoga-Vivekananda Swami-Adyar Publication, Madras 	

6. Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org
7. Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
8. Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagem t With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education.				
COURSE CONTENT /SYLLABUS					
Unit I	Concept of population education: ● The characteristics and scope, ● Methodology of population education and ● Its importance				6 hrs.
Unit II	Concept of environmental education: ● Its objectives and importance, ● Developing environmental awareness, ● Environmental attitude, values & pro-environmental behaviour.				6 hrs.
Unit III	Population education policies: ● Population policy of the government of India (2000), ● Implementation programmes, population control, ● population dynamics in the context of India, ● Population distribution, urbanization and migration.				7 hrs.
Unit IV	Sustainable development: ● Concept of sustainable development and education for sustainable development ● agenda 21, ● United Nations Decade of education for sustainable development, programmes on environmental management				6 hrs.
Unit V	Issues related to population and environmental education: ● Quality of life, ● Sustainable life style, ● Ecofeminism, ● Empowerment of women, ● Environmental and social pollution, ● Effect of population explosion on environment, ● Adolescent reproductive health.				7 hrs.
Engagement with the field/	Any one of the following :-				

Practicum	<ul style="list-style-type: none"> • Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems. • To study innovations done by any organization to improve the local Environment. • To study the implementation of Environmental Education Programmes. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and to conduct the same, with school children. • To visit industries and study alternative strategies of Environmental management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. • To prepare quizzes and games on environmental issues. • To study the contribution of NGOs in improving the environment of the city. 	32 hrs.
Mode of transaction	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	
Suggested Reading	<ol style="list-style-type: none"> 1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata 7. Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. & Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppaswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay. 	

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> 1. Understand the social, economic, security and ethical issues associated with the use of ICT 2. Identify the policy concerns for ICT 3. Describe a computer system; 4. Operate the Windows and/or Linux operating systems; 5. Use Word processing, Spread sheets and Presentation software; 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning 9. Develop various skills to use computer technology for sharing the 				

information and ideas through the Blogs and Chatting groups		
COURSE CONTENT /SYLLABUS		
Unit I	Digital Technology and Socio-economic Context: <ul style="list-style-type: none"> • Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; • Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. 	4 hrs.
Unit II	MS office: <ul style="list-style-type: none"> • MS Word • MS Power Point • MS Excel • MS Access • MS Publisher 	4 hrs.
Unit III	Internet and Educational Resources: <ul style="list-style-type: none"> • Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; • Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); • Social networking 	4 hrs.
Unit IV	Techno-Pedagogic Skills: <ul style="list-style-type: none"> • Media Message Compatibility • Contiguity of Various Message Forms • Message Credibility & Media Fidelity • Message Currency , Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence 	4 hrs.
Engagement with the field/ Practicum	Any two of the following :- <ul style="list-style-type: none"> • Installation of Operating systems, Windows, installation of essential Software and Utilities; • Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. • Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic. • Teaching with a multimedia e-content developed by the student. 	32 hrs.
Modes of Transaction	LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI	
Suggested Readings	1. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.	

	<p>2. Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)</p> <p>3. Information Technology: The Breaking Wave, Tata Macgrow hill http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.</p> <p>4. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the InternetWorks, Prentice Hall,</p> <p>5. DSERT Kamataka. (2012). Position paper on ICT mediation in education. DSERT.</p>
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CourseEPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"> • Understand the meaning and importance of self-concept and self-esteem. • Be aware of different factors related to self-concepts and self-esteem. • Understand the concept and importance of yoga and well-being. • Be sensitized about the interrelationships of yoga and well-being. • Record a brief history of the history of development of yoga through the ages. • Discuss how yoga and yoga practices are important for healthy living. • Explain some important principles of yoga. • Know and develop their personality through various practices. 				
COURSE CONTENT /SYLLABUS					
Unit I	Introduction to Yoga and Yogic Practices : <ul style="list-style-type: none"> • Yoga: meaning and initiation • History of development of yoga • Astanga Yoga or raja yoga • The streams of Yoga • The schools of Yoga: Raja Yoga and Hatha Yoga • Yogic practices for healthy living 			4 hrs.	
Unit II	Introduction to Yogic Texts : <ul style="list-style-type: none"> • Historicity of yoga as a discipline • Classification of yoga and yogic texts • Understanding astanga Yoga of Patanjali • Hatha yogic practices • Meditational processes 			4 hrs.	
Unit III	Yoga and Health : <ul style="list-style-type: none"> • Need of yoga for positive health • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives • Potential cause of ill health • Yogic principles of healthy living • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations 			4 hrs.	
Unit IV	Self-concept: <ul style="list-style-type: none"> • Meaning and Definition of self-concept • Importance of self-concept 				

	<ul style="list-style-type: none"> • Components of self-concept • Factors influencing self-concept • Development of self-concept • Impact of Positive and negative self-concept 	2 hrs.
Unit V	Self-esteem: <ul style="list-style-type: none"> • Meaning and concept of self esteem • Importance of self-esteem • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem 	2 hrs.
Engagement with the field/ Practicum:	Any one of the following :- <ul style="list-style-type: none"> • General guidelines for performance of the practice of yoga for the beginners <ul style="list-style-type: none"> Guidelines for the practice of <i>kriyas</i> Guidelines for the practice of <i>asanas</i> Guidelines for the practice of <i>prāṇāyāma</i> Guidelines for the practice of <i>kriya yoga</i> Guidelines for the practice of <i>meditation</i> • Select yoga practices for persons of average health for practical yoga sessions <ul style="list-style-type: none"> Supine position Prone position Sitting position Standing position Kriyas Mudras Pranayamas • Inspirational clips finding and understanding the meaning behind that. • Analysing the priority and scheduling priority to minimize the stress. • Designing and applying activities to develop self-esteem. 	32 hrs.
Mode of transaction	Lecture-cum-discussion, workshop sessions, assignments, presentations by the students	
Suggested Reading	<ol style="list-style-type: none"> 1. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks. 2. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. 3. Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. 4. Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i>. Beckshire: Open University Press. 5. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks. 6. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media. 7. Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere. 8. NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi: NCTE. 	

A copy of the latest recognition issued by NCTE

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education

Eastern Regional Committee

(A Statutory Body of the Govt. of India)

15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012

Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/APE00785/B.Ed./Revised Order/2015/ 32484 Date: 30/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS** the institution viz. **Madhyamgram B.Ed. College, 20/3/A Nadibhag, Madhyamgram, Badu Road, Kolkata, Dist. 24 Parganas (N), West Bengal - 700128** was granted recognition for conduct of **B.Ed.** course of one year duration with an annual intake of **100** from the academic session **2008-2009** vide ERC order no. **ERC/ 7-83.9.1/ 2008/ 102096 dt.28.02.2008**.

3. **AND WHEREAS**, the institution viz. Madhyamgram B.Ed. College, 20/3/A Nadibhag, Madhyamgram, Badu Road, Kolkata, Dist. 24 Parganas (N), West Bengal - 700128 has by affidavit dated **13.01.2015** consented to come under New Regulations 2014 and sought for **Two Basic Units** in **B.Ed. course** which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have **Two Basic Units** of 50 students each subject to fulfilling following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional fund, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.



Contd...2

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(iii) The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **Madhyamgram B.Ed. College, 20/3/A Nadibhag, Madhyamgram, Badu Road, Kolkata, Dist. 24 Parganas (N), West Bengal - 700128** for conducting **B.Ed.** Programme of **two** years duration with an annual intake of **100** for **Two Basic Units** of 50 students each from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information. If it so desires.

Contd...3

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k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054

To

The Principal

Madhyamgram B.Ed. College,
20/3/A Nadibhag, Madhyamgram,
Badu Road, Kolkata,
Dist. 24 Parganas (N), West Bengal - 700128

Copy to:

1. The Secretary to the Govt. of West Bengal, Department of Higher Education, 6th floor, Bikash Bhawan Salt Lake, Kolkata, West Bengal - 700091.
2. The Registrar, University of Calcutta, 87/1, College Street, Kolkata, West Bengal - 700073.
3. The Director of Public Instruction, Govt. of West Bengal, 6th floor, Bikash Bhawan, Salt Lake, Kolkata, West Bengal - 700091
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi – 110002.
6. Office Order file/ Institution file.



Regional Director

Annexure XIV

Sample questionnaires for feedback from students

Questionnaires for Feedback from Students

Affiliated/ Constituent Colleges

Questionnaire No. 1

College – MADHYAMGRAM B. ED. COLLEGE

Programme :

Semester :

Department :

Year :

Students are required to rate the courses on the following attributes using the 4-Point scale shown. The format given is for one course. Do the same for other courses on separate page.

4:00 3:00 2:00 1.50 1.00

VERY GOOD	GOOD	SATISFACTORY	UNSATISFACTORY
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Course – I

Sl.	Parameters	A VERY GOOD	B GOOD	C SATISFACTORY	D UNSATISFACTORY
1	Depth of the course content including project work if any,				
2	Extent of coverage of course				
3	Applicability / Relevance to real life situations				
4	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broading perspectives)				
5	Clarity and Relevance of textual reading material				
6	Relevance of additional source material (Library)				
7	Extent of effort required by students				
8	Overall rating				

Questionnaires for Feedback from Students*Affiliated/ Constituent Colleges*

Questionnaire No. 2

College – MADHYAMGRAM B. ED. COLLEGE

Programme :

Semester :

Department :

Year :

Students are required to rate the courses on the following attributes using the 4-Point scale shown. The format given is for one course. Do the same for other courses on separate page.

4:00	3:00	2.00	1.50	1.00
VERY GOOD	GOOD	SATISFACTORY	UNSATISFACTORY	

Name of the Teacher:

Sl.	Parameters	A VERY GOOD	B GOOD	C SATISFACTORY	D UNSATISFACTORY
1	Knowledge base of the teacher (as perceived by you)				
2	Communication Skills (in terms of articulation and comprehensibility)				
3	Sincerity / Commitment of the teacher				
4	Interest generated by the teacher				
5	Ability to integrate course material with Environment / other issues, to provide a broader perspective				
6	Ability to integrate content with other courses				
7	Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8	Ability to design quizzes / Tests/ Assignments / Examinations and projects to evaluate students understanding of the course				
9	Provision of sufficient time for feedback				
10	Overall rating				

Questionnaire No. 3

College – MADHYAMGRAM B. ED. COLLEGE
 Students' overall Evaluation of the programme and Teaching
 (To be filled only after the results are declared)

Department :
 Teacher :

Course :
 Year :

*Your responses will be seen only after your course results have been finalized and recorded.
 The Information will be used only for the improvement of the course and teaching in future.
 You need not disclose your name if you do not wish to.*

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The Syllabus of each course was

a) Adequate	b) Inadequate
c) Challenging	d) Dull

2. Background for benefiting from the course was

a) More than Adequate	b) Adequate
c) Inadequate	d) Cannot Say

3. Was the course easy or difficult to understand?

a) Easy	b) Manageable
c) Difficult	d) Very Difficult

4. How much of the syllabus was covered in the class?

a) 85 to 100%	b) 70 to 85%
c) 55 to 70%	d) less than 55%

5. What is your opinion about the library material and facilities for the course?

a) More than Adequate	b) Adequate
c) Inadequate	d) Very Poor

6. To what extent were you able to get material for the prescribed readings?

a) Easily	b) With some difficulty
c) Not available at all	d) With great difficulty

7. How well did not the teacher prepare for the classes?

a) Thoroughly	b) Satisfactorily
c) Poorly	d) Indifferently

8. How well was the teacher able to communicate?

a) Always effective	b) Sometimes effective
c) Just satisfactorily	d) generally Ineffective

9. How far the teacher student participation in class?

a) Mostly Yes	b) Sometimes
c) Not at all	d) Always

10. If yes, which of the following methods were used?
 - a) Encourage to raise questions
 - b) Get Involve in Discussion in Class
 - c) Encourage discussion outside class
 - d) generally Ineffective
11. How helpful was the teacher in advising?
 - a) Very Helpful
 - b) Sometimes Helpful
 - c) Not at all Helpful
 - d) Did not Advise
12. The teacher's approach can best be described as
 - a) Always courteous
 - b) Sometimes rude
 - c) Always Indifferent
 - d) Cannot Say
13. Internal Assessment was
 - a) Always fair
 - b) Sometimes unfair
 - c) Usually unfair
 - d) sometimes fair
14. What effect do you think the Internal Assessment will have on your course grade?
 - a) Helps to Improve
 - b) Discouraging
 - c) No special effect
 - d) Sometimes effective
15. How often did the teacher provide feedback on your performance?
 - a) Regularly / in time
 - b) With helpful comment
 - c) Often / Late
 - d) without any comments
16. Were your assignments discussed with you?
 - a) Yes, fully
 - b) Yes, Partly
 - c) Not discussed at all
 - d) Sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning?
 - a) Yes
 - b) No
 - If yes, was it helpful?
 - c) Yes
 - d) No
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

List of schools with whom our college linkages

Sl. No.	Name of School	Address
1.	Bamunmura Kusum Kumari Girls High School	Nalkura, Bamunmura, North 24 Pgs, Kol- 128
2.	Purba Barasat Adarsha Vidyapeeth	Kalikapur, Barasat, North 24 Pgs, Kol- 124
3.	Noapara Rashbehari Institution for Girls	Noapara, Barasat, North 24 Pgs, Kol-123
4.	Udayrajpur Hariharpur Girls High School	Udayrajpur, Madhyamgram, Kol- 129
5.	New Barrackpore Masunda Boys High School	New Barrackpore, North 24 Pgs
6.	Rajlaxmi Girls School	Madhyamgram, North 24 Pgs, Kol-129
7.	Uttar Dumdum Vidyapith	Birati, North 24 Pgs
8.	St. Judes High School	Madhyamgram, North 24 Pgs
9.	Bidhanpally High School	Bidhanpaly, Madhyamgram, North 24 Pgs
10.	Teghoria Sashibhusan High School	Teghoria, Sodepur, North 24 Pgs
11.	Ghola Bhubaneswari Girls High School	Ghola, Sodepur, North 24 Pgs
12.	Birati Mahajati Balika Vidyamandir	Birati, North 24 Pgs

Annexure XVI

Previous year students' records**Record of Students opting for Teaching Field**

Sl. No.	Year	Total Students	Students employed in school	Students employed in college
1	2012-2013	31	29	02
2	2013-2014	22	21	01
3	2014-2015	19	17	02

Record of Students Passed In TET/NET/SLET

Sl. No.	Year	Total Student	TET	NET	SLET
1	2012-2013	17	14	01	02
2	2013-2104	12	10	Nil	02
3	2014-2015	09	07	01	01

Students opting for Further Studies

Sl. No.	Year	Master Degree	M.Ed.	Total
1.	2012-2013	08	12	20
2.	2013-2014	09	07	16
3.	2014-2015	Nil	Nil	Nil

List of participants in cultural activities

Sl.No.	Name of the Participants	Date	Events Name
1.	<p><u>Singing</u> : Debarati Ghosh, Kriti Chakraborty, Swastika Chakraborty, Nibedita Dey Biswas, Indranti Mondal, Sagarika Das, Debarati Nath, Debolina Sen, Aparna Biswas, Sonali Biswas</p> <p><u>Dancing</u> : Joyee Bose, Koyeli Chakraborty, Srichandra Chel, Raju Mondal</p>	05.08.2015	Baishe Shrabon (Death Anniversery of Rabindranath Tagore)
2.	<p><u>Singing</u> : Sanchita Mishra, Sagarika Das, Shubhra Ghosh, Tandra Roy, Dipali Kundu</p> <p><u>Dancing</u> : Joyee Bose, Trisha Das Mondal</p>	05.09.2015	Teachers day
3.	<p><u>Singing</u> : Sanchita Mishra, Shekhar Paul, Sagarika Das, Sonali Biswas, Tandra Roy, Nibedita Dey Biswas</p> <p><u>Dancing</u> : Srichandrta Chel,</p>	16.10.2015	Agamoni

	Anwesa Dutta, Joyee Bose, Trisha Mondal, Moumita Nath		
4.	<u>Drama :</u> Barun Mishra, Sk. Unas Ali, Mintu Paul, Shekhar Paul, Tarit Paul, Sonali Mondal, Kiran Ch. Gayen, Dipali Kundu, Gargi Roy, Tandra Roy, Aparna Biswas, Raju Mondal <u>Rally :</u> All the students & satff of the college	15.12.2015	Cultural programme and Social work activity in Khelaghar Orphan-Home

Sl. No.	Events Name	Date	Name of the Participants	Position obtained
1.	Sit & Draw	27.11.2015	(i) Nibedita Sarkar (B.Ed.)	1st
			(ii) Manju Das (D.El.Ed.)	2nd
			(iii) Kriti Chakraborty (B.Ed.)	3rd
2.	Poster Making Competetion	27.11.2015	(i) Nibedita Sarkar (B.Ed.)	1st
			(ii) Madhumita Das (B.Ed.)	2nd
			(iii) Suvam Das (D.El.Ed.)	3rd

Annexure - XVIII

Dropout Rate

Year	Name of the Students	Reason of Dropout	No. of Dropout Students	Male	Female	Appearing	Total
2012 - 2013	Nil	---	---	---	---	100	100
2013 - 2014	Tania Ghosh	Service	01	---	01	99	100
2014 - 2015	Nil	---	---	---	---	100	100

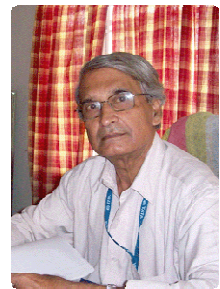
Performance appraisal reports

FORMATS FOR TEACHER APPRAISAL REPORTS (SOURCE: UGC)

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Dr. Udayaditya Bhattacharya
- Address (Residential) : Debjoti Dham, Chandangarh, Madhyamgram, Kol- 129
- Ph. No . : 9331532872(m)/
(033) 25268946
- Designation : Principal
- Department : B.Ed. & D.El.Ed.
- Date of Birth : 23rd December, 1948
- Area of Specialization : Special Education : (LD) and (VIC)



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.				
H.S. (old)	West Bengal Board of Secondary Education	Bengali, English, Physics, Chemistry, Biology	1965	2nd
B.Sc.	Burdwan University	Botany, Zoology, Chemistry	1968	2 nd
B.Ed.	Burdwan University	Education	1976	2nd
M.Sc	Burdwan University	Botany	1970	2 nd
M.Ed.	Visva Bharati	Education	1977	2nd
M.Phil.				
Certificates				

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	"A Technological Approach to Preventive Teaching for Alleviation of Learning Disability in Life Science"	Kalyani University
Post-Doctoral	"Preparation of TML for VIC"	Self
Publications (give a list separately)	Yes	Separate list Attached
Research Guidance (give names of students guided successfully)	(i) Learning Disabilities in Physical Science	Koushik Halder Jharkhand Rai University, Ranchi
	(ii) Learning Disabilities in Life Science	Siddhartha Biswas Jharkhand Rai University, Ranchi
Training (Please specify)	(i) "Educational Technology" (22 July - 3 rd August, 1985)	NCERT, New Delhi
	(ii) Adjustment of Instructional material and Methods to the needs of VIC in Regular Schools. (14 th - 18 th Oct, 1985)	Ramkrishna Mission Vidyalaya College of Education, Coimbatore
	(iii) UGC Computer Training Programme for College Principals (26 th May - 07 th June, 1998)	Burdwan University

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Preparation of TML for VIC for class VII	NCERT, Delhi	New	Two Years	
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Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	Seminar –Cum-Workshop, 2010 on “ Low Cost Teaching Aids – Teachers’ Role”	Madhyamgram B.Ed. College	Place: Madhyamgram B.Ed. College Date : 16.01.2010
2.	Workshop, 2010 on “ Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers’ Training Colleges of West Bengal”	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission	Madhyamgram B.Ed. College 10 th – 11 th November, 2010
3.	Work Shop on B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education	Adamus Institute of Teacher Education 14 th October, 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	(i) S.R. B. Ed. College, Darjeeling	1981 – 1992
	(ii) GCM College of Education, New Barrackpore, 24Pgs(N)	1992 – 2008
	(iii) Madhyamgram B. Ed. College	2008 to till Date

Total Teaching experience: 33 Years (B.Ed. College)

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	
B	Teaching Methods	Yes
C	Laboratory experiments	
D	Evaluation Methods	
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

- a) Please give a short account of your contribution to:
- i. Community work
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Rally organization
 - d) Free teaching in locality
 - ii. National Literacy Mission:
- b) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Rally organization
 - d) Free teaching in locality in Haripada Biswas Prati Bandhi Vidyalaya, Persident of Institution, North 24 pgs
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.
 - i) Member, Senate, University of Calcutta.(2005- 2008)
- (b) Editorship of Journals
- Any other information

*****Publication:**

Sl. No.	Books name	Publication	Published Year
1.	Nabarupe Shikshar Bhitti O Bibortan	Sova Publication	2014
2.	Nabarupe Sikshatatta	Sova Publication	2014
3.	Adhunik Jeeban Bigyan Sikshan	Reta Publication	2014
4.	Sikshan Shikhane Jeeban Bigyan	Reta Publication	2014
5.	Jeeban Shaili Shiksha	Sova Publication	2013

Udayaditya Bhattacharya.

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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)**

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Sourav Mondal
- Address (Residential) : LIG-59,
Birati Housing Estate,
M.B. Road, Kol-49
- Ph. No . : 9433931803
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 01.01.1976
- Area of Specialization : Mathematics, Education

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Beng, Eng, Math, P.Sc., L.Sc., Geo, Hist., Work Edu, Physical Edu (addl)	1992	1 st Div 116 th rank in merit list
H.S.	West Bengal Coucil of Higher Secondary Education	Beng, Eng, Math, Physics, Chem, Bio Sc.	1994	1 st
B.A.	Visva-Bharati	Math(Hons.) Physics, Chem	1998	1 st
B.Ed.	Visva –Bharati	Gen Paper, Math, Physical Sc., Work Edu.	2001	1 st
M.Sc.	Visva –Bharati	Mathematics, Spl. Paper – Applied Math	2000	2 nd
M.Ed.	Devi Ahilya Vishwavidyalaya	Gen paper, Educational Administration, Guidance & counselling	2012	2 nd
M.Phil.				
Certificates				

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	"Evaluation and pattern of questions of B.Ed."	Organized by G.C.M. College of Education	Place- G.C.M. College of Education Date- 23.01.2009
2.	"Value Education – an important component of education system"	Organized by G.C.M. College of Education	Place- G.C.M. College of Education Date- 05.03.2012
3.	NAAC sponsored National Seminar on "Quest for Quality Sustenance & Quality"	NAAC & Ramkrishnamission Sikshanmamndira	Place- Ramkrishna Mission Sikshanmamndira

	Enhancement in Teacher Education”		Date- 05.03.2009 & 06.03.2009
4.	National Seminar on “Rethinking the Guru : New vistas of 21 st Century Teaching”- Educational Multimedia Research Centre (St. Xavier’s College) & West Bengal State University	Educational Multimedia Research Centre (St. Xavier’s College) & West Bengal State University	Place- Educational Multimedia Research Centre (St. Xavier’s College) Date- 09.07.2009 & 10.07.2009
5.	UGC Sponsored International Workshop on “ Global Trends in Teacher Education and Teachers; Role in Keeping Pace with it.	UGC	Place- Ramkrishna Mission Sikshanmandira Date- 05.01.2010
6.	Seminar on “Teachers’ Stress”	Psychological Counselling Cells of Dept. of Education St. Xavier’s College(Autonomous) & Satyapriyo Roy College of Education	St. Xaviers College Date- 08.09.2010
7.	UGC sponsored National Seminar on “ Human Rights & Education”	UGC	Place- Ramkrishna Mission Sikshanmandira Date- 15.09.2010
8.	National workshop on “ B.Ed. Syllabus Modification”	West Bengal State University	Place- Govt. College of Education, Banipur (W.B.) Date- 18.11.2011 & 19.11.2011
9.	National Seminar on “Mathematical Self Efficacy”	UGC sponsored National Seminar Ramkrishna Mission Sikshanmandira & G.C.M. College of Education	Place- Ramkrishna Mission Sikshanmandira Date- 14.03.2012
10.	Orientation Programme on “ Newly Framed B.Ed. Syllabus”	Govt. College of Education, Banipur (W.B.)	Place- Govt. College of Education, Banipur (W.B.) Date- 26.03.2012 & 27.03.2012

11.	Orientation Programme on “ Certificate in Teaching with Technology”	IIIM & West Bengal State University	Place – IIIM Campus Date - 02.04.2012 to 17.04.2012
12.	State level seminar on “ Inclusive Education to RTEA”	Dept. of Education, West Bengal State University	Place - West Bengal State University Date - 08.08.2012
13.	Orientation Programme for Councillors of B.Ed. ODL course of NSOU	Netaji Subhas Open University (W.B.)	Date - 31.05.2013
14.	National seminar on “ Quality Assurance in Teacher Education Institutions through NAAC Assesment and Accreditation	West Bengal State Council of Higher Education	Place - Institute of Education for Women, Hasting House (CTE), Kolkata Date - 10.09.2013
15.	Workshop on “ Ensuring Quality in B.Ed. Programme through ODI Mode in West Bengal”	Netaji Subhas Open University	Place - Ramkrishna Mission Sikshanmandira, Belur Date - 23.10.2013
16.	State Level Workshop on State level uniform B.Ed. Curriculum (2015-2017)	West Bengal State University & Satyapriyo Roy College of Education in collaboration with the West Bengal Univeristy of Teachers’ Training , Education, Planing & Administration	Place - Satyapriyo Roy College of Education Date - 26.08.2015
17.	State Level Workshop on “ B.Ed. Syllabus and practicum on Two Years B.Ed. Course (2015-2017)	West Bengal State University, Barasat & Adamas Institute of Teachers Education	Place - Adamas Institute of Teachers Education Date - 14.10.2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Madhyamgram B. Ed. College under WBSU, Barasat(W.B.)	8 years

Total Teaching experience: 8 Years

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	
B	Teaching Methods	
C	Laboratory experiments	
D	Evaluation Methods	
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	
g	Any Other	

Extension Work/ Community Service

- c) Please give a short account of your contribution to:
- i. Community work
 - e) Awareness programme in Environment.
 - f) Swachh Bharat Abhijan
 - ii. National Literacy Mission:
- d) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - (i) Asst. Teacher in Mathematics in Bhurkunda N.C. Institution (High) recognized and aided by W.B.S.E. from 08.12.2003 to 15.05.2004.
 - (ii) Examiner for Revalidation papers of June-2006 term of Examination of “ The Institute of Cost & Works Accountants of India” Kolkata (W.B.).
 - (iii) Examiner of B.Ed. Final Examination, 2009 of West Bengal State University, Barasat, W.B.
 - (iv) Examiner of B.Ed. Final Examination, 2010 of W.B.S.U.
 - (v) Paper setter for Method Paper (Mathematics) of B.Ed. Final Examination, 2010 of W.B.S.U.
 - (vi) Paper setter for Method Paper (Mathematics) of B.Ed. Final Examination, 2011 of W.B.S.U.
 - (vii) External Examiner of B.Ed. Examination, 2011 of W.B.S.U.
 - (viii) Part-time Assistant Programme –In – Charge at Programme Study Centre 28133P of IGNOU for the year 2011, 2012, 2013 & 2104.
 - (ix) Academic Counsellor of IGNOU B.Ed. Course from the Academic year 2011 to till now.
 - (x) Guest Lecturer of Gobordanga Hindu College under WBSU for the year 2010, 2011, 2012, 2013 & 2014.
 - (xi) Guest Lecturer of Pailan College of Education under University of Calcutta for the year 2010, 2011, 2012, 2013 & 2014.
 - (xii) Part-time Lecturer of Adamas Institute of Teacher Education under WBSU from the academic year 2013 till now.
 - (xiii) Examiner of B.Ed. Examination, 2012 of WBSU.
 - (xiv) Examiner of B.Ed. Examination, 2012 of University of Calcutta.
 - (xv) External Examiner of B.Ed. Examination,2012 of W.B.S.U.
 - (xvi) External Examiner of B.Ed. Examination,2013 of W.B.S.U.
 - (xvii) Examiner of B.Ed. Examination, 2013 of W.B.S.U.
 - (xviii) Programme Co-ordinator of ODL B.Ed. Course of Netaji Subhas Open University for study centre (BOAW-09) from the academic year 2013 till now.
 - (xix) Evaluator for Final Teaching Examination, 2014 & 2015 of ODL B.Ed. Course of NSOU.
 - (xx) Examiner of ODL B.Ed. Term-end Examination, 2014 & 2015 of ODL B.Ed. Course of NSOU.
 - (xxi) Academic Counsellor of ODL B.Ed. Course of NSOU from the year 2013 till now.

- (xxii) Programme Co-ordinator fo ODL D.El.Ed. Course of West Bengal Board of Primary Education for study centre Madhyamgram B.Ed. College from the year 2013 till now.
- (xxiii) Academic Councillor of ODL D.El.Ed. Course of WBBPE from the year 2013 till now.
- (xxiv) External Evaluator of Final Teaching Examination, 2014 of ODL D.El.Ed. Course of WBBPE.
- (xxv) Examiner for Term-End Examination of ODL D.El.Ed. Course under WBBPE for the year 2014 and 2015.
- (xxvi) Part-Time Lecture of Madhyamgram B.Ed. College (D.El.Ed. Dept.) from the year 2014.
- (xxvii) Examiner of Part-I and Part - II Examination of 2014 and 2015 of D.El.Ed. regular course of WBBPE.
- (xxviii) Examiner of B.Ed. Examination, 2014 of WBSU.
- (xxix) External Examiner of B.Ed. Examination, 2014.
- (xxx) Examiner of B.Ed. Examination, 2015 of WBSU.
- (xxxi) External Examiner of B.Ed. Examination, 2015.
- (xxxii) Part-time Programme –In-Charge at IGNOU Programme Study Centre 28133P of IGNOU from the year 2015.
- (xxxiii) Lecturer-In-Charge of Madhyamgram B.Ed. College since 2008.
- (xxxiv) Participated in Awareness programme in Environment.
- (xxxv) Participated in Swachh Bharat Abhijan
- (xxxvi) Work as centre superentendant of ODL-PI-0901 exam centre for 1st Year Term End Exam and 6 months Special training exam, 2016 organized by WBBPE.

- Co-curricular Activities

- (i) Stood third (3rd) in the Broad Jump event at the Athletic Meet-1997 of Visva-Bharati.
- (ii) Participated in the Visva-Bharati University Cricket Tournament, 1996 & 1997.

- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

- Students Welfare and Discipline

- Membership / Participation in Bodies / Committees of Education and National Development

- Professional Organization of Teachers

- (a) Membership of Professional Bodies, Societies etc.

- (i) Member of Board of Examiners of West Bengal State University.

- (ii) Invited member of Board of Studies (BOS) of B.Ed. Course for West Bengal State University.
- (iii) Member of Governing Body of Madhyamgram B.Ed. College.

(b) Editorship of Journals

- (i) Member of Editorial board of "INDISCIPLINA", an Annual Journal of Madhyamgram B.Ed.College

- Any other information



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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)**

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Keya Samanta
- Address (Residential) : 48/4, Umesh Mukherjee Road, PO- Belghoria, Kol- 56
- Ph. No. : (033) 25831432, 8981827225
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 18th June, 1972
- Area of Specialization : Education

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Biology(Additional)	1988	1 st
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Math, Physics, Biology, Chemistry	1991	2 nd
B.Sc. (Hons.)	University of Calcutta	Anthropology(Hons.) Zoology, Botany	1994	2 nd
B.Ed.	University of Calcutta	Education, Physical Sc., Life Sc., Mental Health	2002	1 st
B.Lisc	Kalyani University	Librabry Science	2003	1 st
M.Sc.	University of Calcutta	Specialization in Social Anthropology	1997	2 nd
M.A.	Kalyani University	Education, Spl. Paper : Educational Technology, Teacher Education	2011	2 nd
M.Ed.	University of Calcutta	Education Spl. Paper : CWSN, Population & Environmental Education,	2004	1 st

M.Lisc.	IGNOU	Library Science	2006	2 nd
M.Phil.	Netaji Subhas Open University	Education, Spl. Paper : Guidance & Counselling	2010	2 nd
Certificates	UGC (NET)	Education	2014	_____
	IGNOU (MAPC)	Psychology, Specialization in Clinical Psychology	Contd.	_____
	Excel Infocom Pvt. Ltd. (DCA)	Computer	2000	2 nd
	Pracheen Kala Kendra	Sangeet Visharad Pratham Khand	2002	1 st
	G.C.M. College of Education	Certificate of Honour in Indoor Games	2002	1 st
	G.C.M. College of Education	Certificate of Honour in Najrul Geeti	2002	2 nd
	G.C.M. College of Education	Certificate of Honour in Adhunik	2002	2 nd
	Madhyamgram B.Ed. College	Certificate of Preventive Awareness Accidental Precution "First-Aid"	2015	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent	The study of learning Difficulties of Secondary School students in Life Science	Netaji Subhas Open University
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		

Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	IASLIC XX National Seminar, 2002	Dept. of Library & information Science, Punjabi University, Punjab	Punjab 27 th -30 th Dec, 2002
2.	National Seminar on Globalization : Its impact on Indian Education	IASE, David Hare Training College in collaboration with Jadavpur University	IASE, David Hare Training College 25 th March, 2004
3.	State Level IASE workshop on : Pedagogical Analysis in the perspective of modern teaching strategies of school subjects.	Ministry of Human Resource Development, Govt. of India & IASE, David Hare Training College	IASE, David Hare Training College 3 rd October, 2007 to 5 th October, 2007
4.	NAAC sponsored National Seminar on Quest for Quality Sustenance & Quality Enhancement in Teacher Education	NAAC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah	Ramkrishna Mission Sikshanmandir a, Belur Math, Howrah 5 th & 6 th March,

			2009
5.	Evaluation of Lab based and non lab based subject and question pattern of different subjects of B.Ed. curriculum of West Bengal State University	GCM college of Education	GCM college of Education 29 th January, 2009
6.	UGC Sponsored International Workshop on Global Trends in Teacher Education and Teacher's Role in keeping pace with it.	UGC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah	Ramkrishna Mission Sikshanmandira a Belur Math, Howrah 5 th January, 2010
7.	UGC Sponsored National Seminar on Management in Teacher Education – Perspective & Prospects	UGC & B.Ed. Section, Fakir Chand College, Diamond Harbour in collaboration with Sammilani Teachers' Training College	Fakir Chand College, Diamond Harbour 24 th & 25 th September' 2010
8.	UGC Sponsored National Level Seminar on Human Rights & Education	UGC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah	Ramkrishna Mission Sikshanmandira a Belur Math, Howrah 14 th & 15 th September, 2010
9.	Seminar-cum-Workshop, 2010 on "Low Cost Teaching Aids-Teachers' Role"	Madhyamgram B.Ed. College in collaboration with West Bengal State University & Science Communication Forum of India	Madhyamgram B.Ed. College 16 th January, 2010

10.	Workshop, 2010 on “ Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers’ Training Colleges of West Bengal”	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission	Madhyamgram B.Ed. College 10 th – 11 th November, 2010
11.	UGC Sponsored National Seminar on Constructivist Approach in School learning	Ramkrishna Mission Sikshanmandira Belur Math, Howrah in collaboration with Satyapriyo Roy College of Education	Ramkrishna Mission Sikshanmandira Belur Math, Howrah 6 th & 7 th March, 2012
12.	UGC Sponsored National Workshop on Methodology of Research in Education Qualitative and Quantitative	Ramkrishna Mission Sikshanmandira Belur Math, Howrah in collaboration in collaboration with Rabindra Bharati University	Ramkrishna Mission Sikshanmandira Belur Math, Howrah 19 th to 25 th March, 2012
13.	UGC Sponsored National Seminar on Community Outreach Activities: Concept, Types & Application	Ramkrishna Mission Brahma Nanda College of Education in collaboration with Dept. of Adult Continuing Education & Extension, Kalyani University	Ramkrishna Mission Brahma Nanda College of Education, Rahara 10 th & 11 th September, 2013
14.	Workshop on B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017).	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanda	Adamus Institute of Teacher Education, Barasat

		College of Education	14 th October, 2015
15.	Workshop on “ In-Service Training & Sensitization of Key Functionaries of Central and State Governments, Local Bodies and other Service Providers”	School of Education, Netajji Subhas Open University & Rehabilitation Council of India	Netajji Subhas Open University, Kalyani Campus 26 th -28 th November, 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	i) Balurghat B.Ed. College, Balurghat, Dakshin Dinajpore	09.10.2006 to 26.07.2008
	ii) Madhyamgram B.Ed. College, Badu Road, Kol-128	28.07.2008 to till date

Total Teaching experience: 9 Years

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes

F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	Yes

Extension Work/ Community Service

- e) Please give a short account of your contribution to:
- i. Community work
 - g) Awareness programme in Environment.
 - h) Swach Bharat Abhijan
 - i) Blood Donation Camp
 - j) Tree Plantation
 - k) Rally organization
 - ii. National Literacy Mission:
- f) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Blood Donation Camp
 - d) Tree Plantation
- Co-curricular Activities :
 - a. Sangeet Visharad Pratham Khand
 - b. Certificate of Honour in Indoor Games
 - c. Certificate of Honour in Najrul Geeti
 - (d)Certificate of Honour in Adhunik
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers

- (a) Membership of Professional Bodies, Societies etc.
 - Life member of the Ramkrishna Mission Institute of Culture, Golpark

(b) Editorship of Journals

- Any other information
 - i) Part-time Programme –in-Charge of IGNOU B.Ed. Study Centre (28133P) Madhyamgram B.Ed. College from 28th February, 2011 to June, 2015.
 - ii) Academic Counsellor of different courses of B.Ed. Programme of IGNOU Study Centre.
 - iii) Question setter of B.Ed. course West Bengal State University, 2009,2010, 2011.
 - iv) Examiner of B.Ed. Course of West Bengal State University 2009-2015.
 - v) External Examiner of Practical paper of B.Ed. Course of West Bengal State University, 2013, 2014
 - vi) Examiner of B.Ed. Course ODL mode of Netaji Subhas Open University.

Keya Samanta

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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)**

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Madhurima Sen
- Address (Residential) : "Regent Pearl" Rathtala,
Barasat,
Kolkata-124
- Ph. No . : 9830412175
- Designation : Lecturer
- Department : B.Ed
- Date of Birth : 19/02/1974
- Area of Specialization : Education

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Music (Additional)	1990	1st
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Geography, History, Education, Music (Additional)	1992	2nd
B.A.	University of Calcutta	Education (Hons), Political Science, History	1995	1 st
B.Ed.	University of Calcutta	Education	1999	1st

M.A.	University of Calcutta	Education	1997	2nd
M.Ed.				
M.Phil.	Netaji Subhas Open University	Education	2010	1st
Certificates				

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent	Unit analysis of first Language of West Bengal Board of Primary Education	Netaji Subhas Open University
Ph.D.	No	-
Post-Doctoral	No	-
Publications (give a list separately)	Yes	
Research Guidance (give names of students guided successfully)	No	-

Training (Please specify)	No	-
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Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
No	-	-	-

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1	U.G.C Sponsored Seminar on information technology	Muralidhar Girls' college	Muralidhar Girls' college. 7 th Dec, 2000.
2	Evaluation of Lab Based and Non-Lab Based subject and Question Pattern of different Subjects of B.Ed Curriculum of W.B.S.U	G.C.M College of Education	29 th January, 2009
3.	Implementation of Innovative Pedagogical Approaches through Low Cost No Cost Science Experiment Techniques	Madhyamgram B.Ed College	11 th November, 2010
4.	Community outreach Activities; Concept, Types & Activities Application.	Ramakrishna Mission Bramhananda College of Education.	10 th - 11 th Sep, 2013
5.	State Level Uniform B.Ed Curriculum(2015-17)	W.B.S.U and Satyapriya Roy College of Education	26 th August 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)	Ramkrishna Sarada Mission Vivekanada Vidyabhaban	1 year 7 months
P.G. (M.A. / M.Sc., etc)	-	-
M.Phil		
B.Ed. College	Madhyamgram B.Ed College	28/07/2008 to till now

Total Teaching experience : 1Year 7months+ 7Years 3Months=8 Years
10months

- Under-graduate (Pass) :
- Under-graduate (Hons) :
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books,	Yes

	reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

g) Please give a short account of your contribution to:

i. Community work:

Tree Plantation, Rally organization of Swami Vivekananda in Moral Education, book donation, book distribution among poor students, awareness programme of environment.

ii. National Literacy Mission:

h) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information

Madhuwina Sen

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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Moumita (Roy) Saha
- Address (Residential) : 3/9 Neogi Para Road, Kol-36
- Ph. No . : 8100416776
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 31st December, 1977
- Area of Specialization : Education

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Home Sc.(Additional)	1994	1 st
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Education, Pol. Sc. Geography, Economics	1996	2 nd
B.A. (Hons.)	Rabindra Bharati University	Bengali(Hons.) Pol.Sc.	1999	2 nd
B.Ed.	University of Calcutta	Bengali, History	2003	1 st
M.A.	Rabindra Bharati University	Bengali	2001	2 nd
M.Ed.	Dr. C.V. Raman University (CG)	Education	2014	1 st
M.Phil.				
Certificates				

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	NAAC sponsored National Seminar on Quest for Quality Sustenance & Quality Enhancement in Teacher Education	NAAC & Ramkrishna Mission Sikshanmandira Belur Math, Howrah	Ramkrishna Mission Sikshanmandira, Belur Math, Howrah 5 th & 6 th March, 2009
2.	Evaluation of Lab based and non lab based subject and question pattern of different subjects of B.Ed. curriculum of West Bengal	GCM college of Education	GCM college of Education

	State University		29 th January, 2009
3.	Workshop, 2010 on “ Implementation of Innovative Pedagogical Approaches through Low Cost No-cost Science Experiment Techniques in selected Teachers’ Training Colleges of West Bengal”	Madhyamgram B.Ed. College in collaboration with Science Communication Forum, & Paschim Bangya Rajya Sarva Siksha Mission	Madhyamgram B.Ed. College 10 th – 11 th November, 2010
4.	Workshop on B. Ed. Syllabus and practicum on two years B.Ed. Course (2015-2017).	West Bengal State University & Adamus Institute of Teacher Education in collaboration with Ramkrishna Mission Brahma Nanada College of Education	Adamus Institute of Teacher Education, Barasat 14 th October, 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	i) Madhyamgram B.Ed. College, Badu Road, Kol-128	28.07.2008 to till date

Total Teaching experience: 9 Years

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books,	Yes

	reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	Yes

Extension Work/ Community Service

- i) Please give a short account of your contribution to:
 - ii. Community work
 - l) Awareness programme in Environment.
 - m) Blood Donation Camp
 - n) Rally organization
 - ii. National Literacy Mission:
- j) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - e) Swach Bharat Abhijan
 - f) Tree Plantation
- Co-curricular Activities :
 - Enrichment of Campus Life(Hostels, sports, games, cultural activities)
 - Students Welfare and Discipline
 - Membership / Participation in Bodies / Committees of Education and National Development
 - Professional Organization of Teachers
 - (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information

Moumita Roy (Saha)

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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)****PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS****General Information:**

- Name : Rumpa Mukherjee
- Address (Residential) : Shyamali Aptt.,
Flat No.- 304,
83/13 Jessore Rd.(S)
Barasat, Kol-124
- Ph. No . : 9432369366
- Designation : Lecturer
- Department : B.Ed
- Date of Birth : 17/06/77
- Area of Specialization : Life Science

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	Central Board of Secondary Education	English, Hindi, Math, Science, Social Science, Sanskrit (Additional)	1994	1st
H.S.	Central Board of Secondary Education	English, Math, Physics, Chemistry, Biology	1996	1st
B.Sc. (Hons)	Vinoba Bhave University	Zoology(Hons) Chemistry Botany	1999	1 st
B.Ed.	Sido Kanhu Murmu University	Physical Science Life Science	2005	1st

M.Sc.	Vinoba Bhawe University	Zoology	2004	1 st
M.Ed.	Utkal University	Curriculum and Evaluation, Teacher Education	2007	1 st
M.Phil.	Vinayaka Mission University	Education	2008	1 st
Certificates	Aptech Computer Education	Diploma in Software management	2002	1 st
	Young Men's Christian Association	Hindi Speech Competition	1991	1 st
	Guru Gobind Singh Public School	English Debate	1992	1 st
	Prayag Sangit Samiti	Junior Diploma in Guitar	1992	2 nd

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent	Impact of Continuous and Comprehensive evaluation in improving School Community Symbiosis	Vinayaka Mission University
Ph.D.	No	-
Post-Doctoral	No	-

Publications (give a list separately)	Yes	Attached Separately
Research Guidance (give names of students guided successfully)	No	-
Training (Please specify)	No	-

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
No	-	-	-

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1	Quest for Quality Sustenance and Quality Enhancement in Teacher Education	NAAC Sponsored National Seminar	Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, 5 th & 6 th March 2009
2.	Value Education- An Important Component of Education System	G.C.M College of Education	G.C.M College of Education, New Barrackpur, 5 th March 2010.

3	Human Rights and Education	UGC Sponsored National Level Seminar	Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, 14 th & 15 th September 2010
4	Inclusive Education to RTEA	State Level Seminar- West Bengal State University	Department of Education, W.B.S.U, Berunanpukuria, Malikapur, Barasat, 8 th August, 2012
5	Community outreach Activities; Concept, Types & Application.	Ramakrishna Mission Bramhananda College of Education.	10 th - 11 th Sep, 2013
6	Evaluation of Lab Based and Non-Lab Based subject and Question Pattern of different Subjects of B.Ed Curriculum of W.B.S.U	G.C.M College of Education	29 th January, 2009
7	Identification and Teaching of Basic Concepts in Biological Sciences for Higher Secondary Level	Seminar- cum- Workshop sponsored by Ministry of Human Resource Development, Govt. of India	David Hare Training College, Ballygunge Circular Road Kolkata, 9 th – 11 th Feb. 2009
8	B.Ed Syllabus modification	U.G.C sponsored National Level workshop	Govt. college of Education, Banipur , 18 th & 19 th November, 2011

Self Appraisal Report for NAAC

9	B.Ed Syllabus and Practicum on 2Years B.Ed Course	Workshop West Bengal State University and Adamas Institute of Teacher Education	Adamas Institute of Teacher Education, Barasat- Barrackpore road, 24 Pgs (N), 14 th Oct, 2015
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Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)	No	No
P.G. (M.A. / M.Sc., etc)	No	No
M.Phil	No	No
B.Ed. College	Madhyamgram B.Ed College	01/10/2008 to till now

Total Teaching experience : 7 Years

- Under-graduate (Pass) :
- Under-graduate (Hons) :
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes

C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

k) Please give a short account of your contribution to:

i. Community work:

Tree Plantation, Rally organization of Swami Vivekananda in Moral Education, book donation

among poor students, awareness programme of environment.

ii. National Literacy Mission:

l) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
 - (a) Membership of Professional Bodies, Societies etc.
- (b) Editorship of Journals
 - Any other information

Rumpa Mukherjee

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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)****PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS****General Information:**

- Name : Ratna Biswas
- Address (Residential) : Sailen Moulick
Sarani, P.O.- Hridaypur,
24Pgs(N), Kol- 127
- Ph. No . : 9836819085
- Designation : Lecturer
- Department : B.Ed
- Date of Birth : 02/01/1980
- Area of Specialization : History

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Physics (Additional)	1996	1st
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, History, Sociology, Economics	1998	2nd
B.A.	University of North Bengal	History (Hons), Sociology, Philosophy	2001	2nd
B.Ed.	University of Calcutta	Education	2006	1st

M.A.	Rabindra Bharati University	History	2004	2nd
	University of Kalyani	Education	2013	1 st
M.Ed.	University of Calcutta	Education	2009	1st
	1 Computer certificate		2012	1st
	2 college competition		2006	1 st
	3 Shuttle Race, Skipping, Balance Race		2006-07	2 nd
	4 SET Certificate	Education	2015	
	5 TET Certificate		2013	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent	No	No
Ph.D.	No	-
Post-Doctoral	No	-
Publications (give a list separately)	1. Samajik Shiksha	Rita Publication

	Bengali Version	
Research Guidance (give names of students guided successfully)	-	-
Training (Please specify)	-	-

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
No	-	-	-

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	State Level Uniform B.Ed Curriculum(2015-17)	W.B.S.U and Satyapriya Roy College of Education	26 th August 2015
2.	B.Ed Syllabus and Practicum on 2Years B.Ed Course 2015-17	Workshop West Bengal State University and Adamas Institute of Teacher Education	Adamas Institute of Teacher Education, Barasat-Barrackpore road, 24 Pgs (N), 14 th Oct,

			2015
3.	National Seminar on "Policies Adopted and Practices by the Boards of Secondary Education on Various Issues; affiliation, admission, recruitment, curriculum and examination".	Department of Education, University of Gour Banga Malda	December 09 & 10, 2010
4.	UGC sponsored National Seminar on "Professionalism in Teacher Education "	Department of Education St Xavier's College,Kolkata	February 21 & 22, 2011
5.	International Seminar of "The Learning Community"	Heeralal Yadav Balika Degree College,Lucknou,UP,India	June 18 & 19, 2011
6.	UGC sponsored National Seminar on "Rabindranath Tagore Nationalism and Internationalism"	Simurali Sachidananda College of Education, Simurali and Haringhata Mahavidyalaya	August, 19-20, 2011
7.	National Seminar on "Reality and Practices of NCTE Curriculum Framework -2009 in the light of National Curriculum Framework-2005"	Department of Education University of Kalyani, Nadia, India	September, 22-23, 2011
8.	UGC sponsored National Seminar on "Education for Sustainable Development in 21 st century".	Union Christian Training College and Krishnagar B.Ed College	October 4-5, 2012

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)	-	-
P.G. (M.A. / M.Sc., etc)	-	-
M.Phil	-	-
B.Ed. College	1.Jakir Hossain B.Ed College	01-07-09 to 22-08-2010
	2.Krishnagar B.Ed College	23-08-2010 to 01-07-2014
	3. Madhyamgram B.Ed College	02-07-2014 to till now

Total Teaching experience : 6years 6months

- Under-graduate (Pass) :
- Under-graduate (Hons) :
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

m) Please give a short account of your contribution to:

i. Community work:

Tree Plantation, Rally organization of Swami Vivekananda in Moral Education, book donation

among poor students, awareness programme of environment.

ii. National Literacy Mission:

n) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers

• (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information



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Signature of the Lecturer

Self Appraisal Report for NAAC**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)****PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS****General Information:**

-
- Name : Sagufta Sahin
- Address (Residential) : Rampurhat,
Bharsalapara,
Birbhum,
Pin- 731224
- Ph. No . : 8926141224
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 03.08.1988
- Area of Specialization : English

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu (Additional)	2005	1 st
H.S.	West Bengal Coucil of Higher Secondary Education	Bengali, English, Biology, Physics, Chem, Math, ENVS	2007	1 st
B.A.	Burdwan University	English(Hons.), Beng, Sanskrit	2010	2 nd
B.Ed.	Kalyani University	English, Art Education, ENVS	2013	1 st
M.A.	Aliah University	Eng, Arabics, Computer	2012	1 st
M.Ed.	Kalyani University	Education, ET, Contemporary History	2015	1 st

M.Phil.					
Certificates	Institute of English, Kolkata	Phonetics, Discourse, Language	Grammer English	2012	1st

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	The role of ICT as a change Agent for Education	University news a weekly journal of Higher education, 9th February 2015 (Page 17-23)
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1	National Seminar on Sufism & Indian Spiritual Tradition	Visva Bharati	23 rd & 24 th March, 2015 Bolepur, Santiniketan
2	National Seminar on modern trends in Education : Issues & Challenges	Jakkir Hossein B.Ed. College	15 th – 16 th November, 2014, Miapur, Murshidabad
3.	Perspectives on the British romantic poetry	Aliah University(English Dept.)	8 th December, 2011 Salt Lake

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Madhyamgram B.Ed. College	28th October, 2015 to till now

Total Teaching experience: 3 months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	Yes

Extension Work/ Community Service

o) Please give a short account of your contribution to:

i. Community work

o) Awareness programme in Environment.

p) Swach Bharat Abhijan

ii. National Literacy Mission:

p) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees ob Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information

Sagunika Sahin

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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS

(SOURCE: UGC)

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Goutam Das
- Address (Residential) : Vill- Shiborampur,
PO- Panisheola,
Dist. - Hooghly,
PIN- 712405
- Ph. No . : 9088280081/
8145489630
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 14.06.1988
- Area of Specialization : Mathematics

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu (Additional)	2004	1 st
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Math, Physics, Chem, Bio. Sc.	2006	1 st
B.Sc.	Burdwan University	Math(Hons.), Physics, Chem, Beng, Eng, EVS	2010	2 nd

B.Ed.	University of Calcutta	Math, Physical Sc.	2013	1 st
M.Sc.	Guru Ghasidas Viswavidyalaya	Mathematics	2012	1 st 5th Rank in Univeristy
M.Ed.	Bilaspur University	Education	2015	1 st
M.Phil.				
Certificates	CMC Academy	IT Fundamental & MS Office	2009	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		

Training (Please specify)		
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Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1			
2			

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		

B.Ed. College	Madhyamgram B.Ed. College	28th October, 2015 to till now
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Total Teaching experience: 3 months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	
g	Any Other	

Extension Work/ Community Service

q) Please give a short account of your contribution to:

i. Community work

q) Awareness programme in Environment.

r) Swach Bharat Abhijan

ii. National Literacy Mission:

r) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan

- Co-curricular Activities

- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

Students Welfare and Discipline

- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers

- Membership of Professional Bodies, Societies etc.

- Editorship of Journals

c)Any other information

Goutam Das

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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS

General Information:

- Name : Saradindu Das
- Address (Residential) : Jai Ram bhavan,
60A/2, Badu Road,
Madhyamgram,
Kolkata-129
- Ph. No . : 8017639857
- Designation : Lecturer
- Department : B.Ed
- Date of Birth : 18/07/77
- Area of Specialization : Physical Chemistry



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Work Education Physics(Additional)	1993	1 st *
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Physics, Chemistry, Mathematics, Biology (Additional)	1995	1 st
B.Sc.	The University of Burdwan	Chemistry (Hons), Physics, Mathematics	1998	2 nd
B.Ed.	Pt. Ravishankar Shukla University	Education	2013	1 st

M.Sc.	Vidyasagar University	Chemistry	2010	1 st
M.Ed.	Pt. Ravishankar Shukla University	Education	2014	2nd
M.Phil.	-	-	-	-
Certificates	Govt. of West Bengal Directorate of School Education	National Scholarship Exam for Talented Children Rural Areas Class(VIII)	1990	
	School Sports Association Katwa sub division D.S.S.A Burdwan	Inter Zone Cricket Championship	1991	
	National Science Society	Science talent search test	1992	A
	National Science Society	Science talent search test	1993	A
	Centre for pedagogical studies in Mathematics	Achievement-cum-Diagnostic test in Mathematics	1993-1994	B
	Katwa Mahakuma Chhatra Parishad	For passing Madhyamik with Special Credit	1993	
	The West Bengal School Service Commission	Teacher Eligibility Test	2011	
	Banglar Bratachari Samity	Nidarshan Patra	2015	C
	Institute of Preventive Awareness	FIRST- AID	2015	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral	-	-
Publications (give a list separately)	-	-
Research Guidance (give names of students guided successfully)	-	-
Training (Please specify)	-	-

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
No	-	-	-

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date

Self Appraisal Report for NAAC

1	Workshop on B.Ed Syllabus and Practicum on B.Ed Course (2015-17)	West Bengal State University and Adamas Institute of Teacher Education	Adamas Institute of Teacher Education, 14/10/15
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Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)	-	-
M.Phil		
B.Ed. College	Madhyamgram B.Ed College (B.Ed. course)	2Years 7Months
D.El.Ed College	Madhyamgram B.Ed College (D.El.Ed Course)	1Year 7Months

Total Teaching experience : 4Years 2 Months

- Under-graduate (Pass) :
- Under-graduate (Hons) :
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

s) Please give a short account of your contribution to:

i. Community work:

Participation in Flood and Draught Relief Camp, Organize Health Camp, Awareness Programme of Environment, Tree Plantation, Rally organization of Swami Vivekananda in Moral Education, book donation among poor students, awareness programme of environment.

ii. National Literacy Mission:

t) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution:
Tree Plantation, Swachchha Bharat Abhijan
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information



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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Tinni Parial
- Address (Residential) : Raja Ram Mohon Path,
Nabanagar, Birati,
Kol-51
- Ph. No . : 9874322979
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 14.03.1988
- Area of Specialization : Geography



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu. (Additional)	2004	1 st
H.S.	West Bengal Coucil of Higher Secondary Education	Bengali, English, Economics, Geography, Home Science, Nutrition	2006	1 st
B. Sc.	University of Calcutta	Geography (Hons), Eco Geo, Sociology	2009	2 nd
B.Ed.	University of Calcutta	Geography, Work Education	2012	1 st
M.A.	Chhatrapati Shahuji Maharaj University	Geography	2011	2 nd
M.Ed.	Pt. Rabisankar Sukla University	Educational Technology, Environmental Education	2014	1 st
M.A	Kalyani University	Education	Contd..	
Certificates	I Learn Training Centre	Computer Certificate	2008	Distinction

Self Appraisal Report for NAAC

	Prachya Kala Kendra	Rabindra Sangeet	2008	1 st
	Prachya Kala Kendra	Vocal Classical	2009	1 st
	Barasat Govt. College, Govt. of W.B.	Quiz Contest (An Endeavour towards developing social awareness)	2008	5 th
	Institute of Preventive Awareness	Fast Aid	2015	
	Dr. Ambedkar Seva Kendra	Fast Aid	2002	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date

1	Uniform B.Ed. Curriculum State Level (2015 – 2017)	Satyapriyo Roy of Education in collaboration with WBSU	Satyapriyo Roy of Education 26 th August, 2015
2	Work Shop on B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education	Adamus Institute of Teacher Education 14 th October, 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Madhyamgram B.Ed. College	01.04.2013 to till now

Total Teaching experience: 2 Years 9 Months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	Yes

Extension Work/ Community Service

- u) Please give a short account of your contribution to:
- i. Community work
 - s) Awareness programme in Environment.
 - t) Swach Bharat Abhijan
 - u) Rally organization
 - v) Free teaching in locality
 - ii. National Literacy Mission:
- v) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - e) Awareness programme in Environment.
 - f) Swach Bharat Abhijan
 - Co-curricular Activities
 - Enrichment of Campus Life(Hostels, sports, games, cultural activities)
 - Students Welfare and Discipline
 - Membership / Participation in Bodies / Committees ob Education and National Development
 - Professional Organization of Teachers
 - (a) Membership of Professional Bodies, Societies etc.
- (b) Editorship of Journals
- Any other information



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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Barun Mishra
- Address (Residential) : Vill- Narayanpur,
PO- Namkhana,
Dist.- 24 Pgs(S),
PS- Kakdwip,
PIN- 743357
- Ph. No . : 9830856317
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 14.03.1983
- Area of Specialization : Education



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu. (Additional)	1999	2nd
H.S.	West Bengal Coucil of Higher Secondary Education	Bengali, English, Geography, Pol. Sc., Sanskrit, Education	2001	2nd
B.A.	Rabindra Bharati University	Sanskrit (Hons.), Bengali	2004	2 nd
B.Ed.	West Bengal State Univeristy	Sanskrit, Work Education	2011	1 st
M.A.	Rastriya Sanskrit Sansthanam	Sanskrit	2006	1 st
	Karnataka State Open University	Education	2014	1 st
M.Ed.	Devi Ahilya University	Education	Contd.	Contd.
M.Phil.				
Certificates	National Science	Science Talent	1992	B+

	Society	Search Test		
	Institute of Training & Research(Sports & Culture)	Folk Dance	1993	—
	Barahnagar Youth Computer Training Centre	Basic Computer	2007	A
	Vangiya Sanskrita Siksha Parisath	Laghu Kaumudi	2007	2 nd
	Vangiya Sanskrita Siksha Parisath	Siddhanta Kaumudi	2007	2 nd
	Rabindra Bharati Univeristy(School of Languages & Culture)	Tibetan Language	2010	1 st
	The West Bengal School Service Commission	TET	2011	—

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1	Work Shop on B.Ed. syllabus and practicum on two years B.Ed. Course 2015-2017	West Bengal State University & Adamus Institute of Teacher Education & Ramkrishna Mission Brahma Nanda College of Education	Adamus Institute of Teacher Education 14 th October, 2015

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Hope Institute of Bengal (B.Ed. Section)	1 st October, 2012 – 30 th June, 2013
	Madhyamgram B.Ed. College	

Total Teaching experience: 2 Years 9 Months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

A	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
G	Any Other	Yes

Extension Work/ Community Service

w) Please give a short account of your contribution to:

i. Community work

- w) Awareness programme in Environment.
- x) Swach Bharat Abhijan
- y) Rally organization
- z) Free teaching in locality

ii. National Literacy Mission:

x) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - g) Awareness programme in Environment.
 - h) Swach Bharat Abhijan
- Co-curricular Activities
 - a) Participated in All India Level Drama Competition in Sanskrit Academy, Jaipur, Rajasthan in 2005.
 - b) Achieved 2nd Prize in One Act Play at Rabindra Bharati University in 2005.
 - c) Participated in All India Level Drama Competition in Bihar
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

- a) Participated as a Volunteer in North East Zone Inter-University Kabaddi (Women) tournament at Rabindra Bharati University in 2005-2006.
- Students Welfare and Discipline
 - Membership / Participation in Bodies / Committees of Education and National Development
 - Professional Organization of Teachers
 - (a) Membership of Professional Bodies, Societies etc.
 - ii) Member & Treasurer of Dum Dum Educational & Welfare Society, Dum Dum
 - iii) Member & Secretary of Rajnagar Educational & Welfare Society, Rajnagar
 - iv) Member & President of Piyashi Chhondodoy Fine Arts Academy, Belgachia, Kolkata
- (b) Editorship of Journals
- Any other information

Barun Mishra

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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Anup Kumar Roy
- Address (Residential) : Vill+PO- Hemnagar,
PS- Hemnagar (Costal),
Dist.-24 Pgs(N),
PIN- 743439
- Ph. No . : 9735392027
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 15.10.1972
- Area of Specialization : Foundation Course



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu (Additional)	1989	2 nd
H.S.		Bengali, English, Geography, Pol. Sc., History, BEBM	1991	2 nd
B.A.		History (Hons.)	1995	2 nd
B.Ed.	University of Calcutta		2006	1 st
M.A.	University of Calcutta	West Bengal Council of Higher Secondary Education	1997	2 nd
M.Ed.	University of Calcutta	University of Calcutta	2011	1 st
M.Phil.				

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		

Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		

P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Vidyasagar Foundation School of Education & Training	1 Year 1 Month 08 days
	Aurangabad B.Ed. Training College	1 Year 2 Months 12 days
	Bengal College of Education	2 Years 1 Month 4 Days
	Madhyamgram B.Ed. College	28th October, 2015 to till now

Total Teaching experience: 4 Years 7 months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	
B	Teaching Methods	
C	Laboratory experiments	
D	Evaluation Methods	
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	
g	Any Other	

Extension Work/ Community Service

- y) Please give a short account of your contribution to:
- i. Community work
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - ii. National Literacy Mission:
 - z) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Acted as an External Examiner(Practical & Practicum) in Social Sc. Group of University of Kalyani Dated 16.06.2014, 17.06.2014, 18.06.2014, 19.06.2014, 20.06.2014 , 21.06.2014, 01.09.2015 & 03.09.2015.
- Co-curricular Activities
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees ob Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information



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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Biswajit Samanta
- Address (Residential) : Vill+PO- Dhanyaghar,
PS- Nandakumar,
Dist. – Purba Medinipur,
PIN-721643
- Ph. No . : 9231625692
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 24.12.1983
- Area of Specialization : Physical Education



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, Pisciculture (Additional)	1998	2 nd
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Chem, Physics, Biology, Math	2001	2 nd
B.A.	Vidyasagar University	Education (Hons.), Sociology, Bengali	2004	2 nd
B.P.Ed.	Jadavpur University	Physical Education	2006	1 st
M.A.	Netaji Subhas Open University	Education	2009	2 nd
M.P.Ed.	Nagpur University	Physical Education	2011	1 st
M.Phil.				

Self Appraisal Report for NAAC

Certificates	Medinipur Dist. Athletics	Sports (Run)	1991-92	
	Bratachari Kendriya Nayak Mandali	Bratachari	2005	
	Officiating Certificate of HALtu Krira Parichalan Committee	Sports	2006	
	Officiating Certificate of Sanskrit Collegiate School	Sports	2006	
	Officiating Certificate of South Calcutta Sports Development Council	Sports	2005	
	Inter B.Ed. College Athletic Meet-2011, West Bengal State University, Barasat	Sports(Shot Put)	2011	2 nd
	Midnapore Yoga Kristi Samsad, W.B.	Yoga	2001	

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	(i) Sarirsiksha Samagra	Calcutta Publication, 2012
	(ii) Byaboharik Path	Rita Publication, 2014
Research Guidance (give names of students guided successfully)		

Training (Please specify)		
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Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1.	NAAC Sponsored National Seminar "Quest for Quality Sustenance & Quality Enhancement in Teacher Education"	NAAC	Place : Ramkrishna Mission Sikshanmandira Date : 05.06.2009
2.	Seminar –Cum-Workshop, 2010 on " Low Cost Teaching Aids – Teachers' Role"	Madhyamgram B.Ed. College	Place: Madhyamgram B.Ed. College Date : 16.01.2010
3.	Seminar-Cum-Workshop on "Evaluation of Lab-Based & Non-Lab Based Subjects"	G.C.M. College of Education	Place: G.C.M. College of Education Date: 29.01.2009
4.	Seminar on "Evaluation of 7 th , 9 th & 10 th Paper and Pattern of Questions of B.Ed. Curriculum"	G.C.M. College of Education	Place: G.C.M. College of Education Date : 29.01.2009

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Madhyamgram B.Ed. College	25 th March, 2008 to till now

Total Teaching experience: 8 years

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	
B	Teaching Methods	
C	Laboratory experiments	
D	Evaluation Methods	
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	
F	Remedial Teaching / Student Counseling(academic)	
g	Any Other	

Extension Work/ Community Service

aa) Please give a short account of your contribution to:

i. Community work

- aa) Awareness programme in Environment.
- bb) Swach Bharat Abhijan
- cc) Organ Donation Camp
- dd) Blood Donation Camp
- ee) Health Camp
- ff) Flood Relief campaign
- gg) Bratachari Camp

- ii. National Literacy Mission:
a) Sarba Sikhsa Abhijaan

bb) Leadership role played in organizations National Service Scheme (NSS)

- (i) National Service Scheme 2009 from Jadavpur University.

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Blood Donation Camp
 - d) Health Camp
 - e) Bratachari Camp
- Co-curricular Activities
 - a. NCC "C" Certificate with "Bravo" grade holder.
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)
- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.
 - (i) Member of Teachers' Training College Forum, Sonarpur, West Bengal

(b) Editorship of Journals

- Any other information

Biswajit Samanta

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Signature of the Lecturer

**FORMATS FOR TEACHER APPRAISAL REPORTS
(SOURCE: UGC)**

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS**

General Information:

- Name : Prasenjit Pal
- Address (Residential) : 14, Gour Babu Road,
PO- Kanchrapar,
Dist.- 24 Pgs(N),
PIN-743145, W.B.
- Ph. No . : 9051309986
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 21.08.1981
- Area of Specialization : Painting



Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu (Additional)	1997	2 nd
H.S.	West Bengal Council of Higher Secondary Education	BNGA, ENGB, ACCT, BORG, ECOG, BEBM	1999	3 rd
B. Com.	University of Kalyani	ACCT, TAX, BORG, MAG	2004	3 rd
B.F.A.	Indirakala Sangeet Viswavidyalaya Kharagarh(C.G.)	Painting, History of Arts Asthetic	2008	1 st
M.F.A.	University of Kalyani	Painting, History of Arts	2010	1 st
M.Phil.				
Certificates	Academy of Fine Arts	Applied Arts	2003	1 st

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ workshop, etc.	Name of the Sponsoring Agency	Place & date
1	National Seminar on recent trends in heritage conservation	Indian Museum, Kolkata	28 th – 29 th march, 2012
2			

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		

P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Madhyamgram B.Ed. College	28th October, 2015 to till now

Total Teaching experience: 3months

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	

Extension Work/ Community Service

cc) Please give a short account of your contribution to:

- i. Community work
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan

ii. National Literacy Mission:

dd) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
 - c) Chitran Art School under Pracheen Kalakendra Chandigarh
 - d) Conservation of Art object, Central museum Nagpur, under the Ministry of Cultural, New Delhi
- Co-curricular Activities

Several exhibition of painting.
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees of Education and National Development
- Professional Organization of Teachers
- (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

- Any other information



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Signature of the Lecturer

FORMATS FOR TEACHER APPRAISAL REPORTS**(SOURCE: UGC)****PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL TEACHERS****General Information:**

- Name : Dr. Anuja Mukherjee
- Address (Residential) : Biva Appartment,
30, R.K. Mukherjee Rd.,
Kolkata- 35
- Ph. No . : 9153721538
- Designation : Lecturer
- Department : B.Ed.
- Date of Birth : 20.03.1976
- Area of Specialization : Performing Arts

**Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade/ Merit etc.
M.P.	West Bengal Board of Secondary Education	Bengali, English, Math, Physical Science, Life Science, History, Geography, W.Edu, Physical Edu, Logic(Additional)	1992	2 nd
H.S.	West Bengal Council of Higher Secondary Education	Bengali, English, Geography, Economics, History, Pol. Sc.	1994	2 nd
B.A.	Rabindra Bharati Univeristy	Dance-TSD(Hons.), Folk, History of Indian Music	1997	1 st
B.Ed.				
M.A.	Rabindra Bharati University	Aesthetics Folk, TSD.HID, Special Paper Kathak	1999	1 st
M.Ed.				
M.Phil.				

Certificates	Sorbo Bharatio Sangeet-O-Sanskrit Parisad	Dance	1993	Merit Award 1 st Class 2nd
	Prayag Sangeet Samiti, Allabad	Dance	1991 & 1994	1 st Division Distinction in Practical
	Bharatio Sangeet Parisad	Dance	1998	1 st Division Distinction in Practical
	Bangio Sangeet Parisad	Dance	1993	1 st Division Distinction in Practical

Research Experience & Training

Research Stage	Title of Work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	Tal-O-Chhander Apariharja Proyog	Rabindra Bharati University
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

Seminars, Conferences, Symposia Workshop etc. attended

Sl. NO.	Name of the Seminar/ Conference/ Symposia workshop, etc.	Name of the Sponsoring Agency	Place & date
1	National Seminar in Teacher & Education in the Emerging Indian Society	Aurangabad B.Ed. College	Aurangabad B.Ed. College 28 th & 29 th March, 2015
2	Workshop on English Language Teaching	Oxford University Press	National English Educational Institute 18 th December, 2010

Teaching Experience

Courses taught	Name of the University/ College / Institution	Duration
U.G. (B.A. / B.Sc. , etc. Pass) (B.A. / B.Sc. , etc. Hons.)		
P.G. (M.A. / M.Sc., etc)		
M.Phil		
B.Ed. College	Aurangabad B.Ed. College Aurangabad DEL.Ed. College	1 Year 5 Years

Total Teaching experience: 6 Years

- Under-graduate (Pass):
- Under-graduate (Hons):
- Post-graduate :

Innovations / Contributions in Teaching

a	Design of Curriculum	Yes
B	Teaching Methods	Yes
C	Laboratory experiments	Yes
D	Evaluation Methods	Yes
E	Preparation of resource material including Books, reading materials, Laboratory manuals, etc	Yes
F	Remedial Teaching / Student Counseling(academic)	Yes
g	Any Other	Yes

Extension Work/ Community Service

ee) Please give a short account of your contribution to:

i. Community work

hh) Awareness programme in Environment.

ii) Swach Bharat Abhijan

ii. National Literacy Mission:

ff) Leadership role played in organizations National Service Scheme (NSS)

Participations in Corporate Life:

Please give a short account of your contribution to:

- College / university / Institution
 - a) Awareness programme in Environment.
 - b) Swach Bharat Abhijan
- Co-curricular Activities

Creative Rhyme, Song & Dance
- Enrichment of Campus Life(Hostels, sports, games, cultural activities)

With all type of cultural activities, like bedate, extempore, song and dance

- Students Welfare and Discipline
- Membership / Participation in Bodies / Committees ob Education and National Development
Member of Alumni Association of Rabindra Bharati Universiyt, Kolkata, (dance and music dept.)
- Professional Organization of Teachers

Professional organization of R.B.U. in Kolkata as ex-student-teacher's organization.

- (a) Membership of Professional Bodies, Societies etc.

Member of Mitrashree Sangha of Cultural Forum in Barahnagar, Kol-36. Cultural instructor of this forum through every yearly programme.

(b) Editorship of Journals

Clasique Publishers

Title of Book – Kritkala, Lalitkala O Sarissikshar

Sikkhan Paddhati

- Any other information

Dr. Anuja Mukherjee

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Signature of the Lecturer