

## Part I: Format for Self-Appraisal Report

(For the Institutions Recognized by the National Council for Teacher Education)

### I. Profile of the Teacher Education Institution

1. Name and address of the institution: **UNION CHRISTIAN TRAINING COLLEGE, 107 NETAJI ROAD, KHAGRA, MURSHIDABAD, WEST BENGAL, 742101.**

2. For communication:

Office

Name	Region Code	Telephone Number	Ext. No.
Head/Principal <b>Dr. SASIM KABIRAJ THAKUR</b>	03482	250254	
Vice-Principal .....			
Self Appraisal Co-ordinator <b>Dr. ANIRUDDHA CHAKRABORTY</b>	03482	250254	

Fax No. : 03482-251255

E-mail : [principaluctc@rediffmail.com](mailto:principaluctc@rediffmail.com)

Residence

Name	Region Code	Telephone Number	Ext. No.
Head/Principal <b>Dr. SASIM KABIRAJ THAKUR</b>	03482	200585	
Vice-Principal .....			
Self Appraisal Co-ordinator <b>Dr. ANIRUDDHA CHAKRABORTY</b>			

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3. Type of institution:

Level	Prog.	Type of institution	Constituent of	Affiliated to	Open/Distance	Others
Pre-primary						

<input type="checkbox"/>						
Elementary <input type="checkbox"/>						
Secondary/Sr.secondary <input type="checkbox"/>	B.Ed	Religious Linguistic Minority Institution		University of Kalyani, WB		
Secondary/Sr.secondary-PE <input type="checkbox"/>	B.P.Ed	Religious Linguistic Minority Institution		University of Kalyani, WB		
Post Graduate <input type="checkbox"/>						
Post Graduate-PE <input type="checkbox"/>						

4. Financial category of the institution:

**Grant-in-aid**  Unaided  Government funded

5. Are there provisions for giving autonomy to institutions?

Yes  **No**

If yes, has the institution applied for autonomy?

Yes  **No**

If yes, give details

6. Date of establishment of the institution : Month & Year  
**03-1938**

7. (a) NCTE recognition vide order No.ERC/7-30(ER-30.8(1)/2002/437  
date18/12/2002 (B.Ed) and ERC/7-71.4.24/2006/4960(B) 15.12.2006 (B.P.Ed)

(b) Is the recognition conditional? **NO, PERMANENT**

(c) If yes, what are the conditions?

8. Is it a recognized minority institution?

Yes  No

9. Campus area in acres : **5.20 Acre**

10. Location of the institution :

Urban  **Semi-urban**  Rural

Tribal  Any other

11. Current programmes offered by the institution

A) Details of programmes :

Programmes	Duration	Nature of Award	Sanctioned Intake
Pre-primary		Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/>	
Elementary		Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/>	
<b>Secondary/ Sr.secondary</b>	<b>One Year</b>	Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> <b>Degree</b> <input checked="" type="checkbox"/>	<b><u>200</u></b>
<b>Secondary/ Sr.secondary-PE</b>	<b>One Year</b>	Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> <b>Degree</b> <input checked="" type="checkbox"/>	<b><u>50</u></b>
PG		Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/>	
PG-PE		Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/>	
Other		Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/>	

B) List the academic units/ departments in the institution:

1. B.Ed Department
2. Department of Physical Education

12. List of teachers with qualification and experience:

Sl. No.	Name	DOB	Designation	Qualification	Experience in Teacher Education	Permanent/Temporary/Adhoc/Part-time	Length of services in the Institution
1	Dr. S.K.Thakur	23.09.61	Principal	M.A, B.Ed, Ph.D	22 yrs	Permanent	22 yrs
2	Mr. G.C.Pal	04.01.70	Asst. Prof	M.A(2), B.Ed	17 yrs	Permanent	17 Yrs
3	Dr. B.Ghosh	01.03.62	Asst. Prof	M.Sc, B.Ed, Ph.D	14 yrs	Permanent	14 Yrs
4	Dr. A.Chakraborty	06.03.72	Asst. Prof	M.Sc, B.Ed, Ph.D, M.A	13 yrs	Permanent	13 Yrs
5	Smt. S.Roy	07.09.73	Asst. Prof	M.A, M.Ed	11 yrs	Permanent	11 yrs

6	Dr. K.Mukhopadhyay	24.08.69	Asst. Prof	M.P.Ed, Ph.D	10 yrs	Permanent	10 yrs
7	Dr. I.Mondal	25.10.69	Asst. Prof	M.P.Ed, Ph.D	09 yrs	Permanent	09 yrs
8	Dr. I.Ghosh	01.01.76	Asst. Prof	M.A, M.Ed, Ph.D	08 yrs	Permanent	08 yrs
9	Dr. S.Kar	03.01.69	Asst. Prof	M.P.Ed, Ph.D	08 yrs	Permanent	08 yrs
10	Mr.R.Sen	29.12.78	Asst. Prof	M.A(2), B.Ed,M.Phil	07 yrs	Permanent	07 yrs
11	Dr. B.Bhattacharyya	23.02.68	Asst. Prof	M.A,B.Ed, Ph.D	07 yrs	Permanent	07 yrs
12	Dr. A.K.Mondal	15.02.71	Asst. Prof	M.A, M.Ed, Ph.D	06 yrs	Permanent	06 yrs
13	Mr. A.Misra	07.04.87	Asst. Prof	M.Sc, M.P.Ed	08 mths	Permanent	08 mths
14	Mr. A.Ghosh	31.12.85	Asst. Prof	M.P.Ed	08 mths	Permanent	08 mths
15	Ms. P.Ghosh	20.05.87	Asst. Prof	M.P.Ed	08 mths	Permanent	08 mths
16	Ms. T. Saha	06.01.78	Asst. Prof	M.Sc, B.Ed,M.A	06 yrs	Part-time	06 yrs
17	Mr. D.Roy	25.07.85	Asst. Prof	M.Sc, B.Ed	01 yrs	Part-time	01 yrs
18	Ms. M.Kaur	15.11.72	Asst. Prof	M.A, B.Ed	06 yrs	Part-time	06 yrs
19	Ms. S.Basu	20.07.80	Asst. Prof	M.A, B.Ed	06 yrs	Part-time	06 yrs
20	Ms. S.Banerjee	25.04.84	Asst. Prof	M.A, B.Ed	01 yrs	Part-time	01yrs

## 13. Number of members of non-teaching staff:

	<b>Total</b>
<b>Technical staff</b>	<b>01</b>
<b>Administrative staff</b>	<b>17</b>

## 14 (a) Number of students/ trainees enrolled:

<b>Pre-primary</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

<b>Elementary</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
From the same district where the institution is located			
From the same state where the institution is located			

From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

<b>Secondary/Sr.secondary</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Student from the same district where the institution is located	55	75	130
Student from the same state where the institution is located	98	102	200
Students/ trainees from other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

<b>Secondary/Sr.secondary – PE</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
From the same district where the institution is located	11	28	39
From the same state where the institution is located	15	35	50
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

<b>PG</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			

Total			
Number of students with qualifications above the prescribed level			

## 15. Details of the last two batches of students/ trainees:

	<b>Batch 1</b>						
	<b>Year of entry: 2012</b>						
	<b>PP</b>	<b>El.</b>	<b>Sec./Sr. Sec.</b>	<b>Sr. Sec.- PE</b>	<b>PG</b>	<b>PG-PE</b>	<b>Total</b>
Admitted to the progame (entry year)			<b>200</b>	<b>50</b>			
Appeared for the final year Examination			<b>200</b>	<b>48</b>			
Passed in the final Examination			<b>195</b>	<b>48</b>			
Passed in first class			<b>174</b>	<b>22</b>			
University ranks, if any			<b>Ist, Score: 747/1000</b>				

	<b>Batch 2</b>						
	<b>Year of entry: 2013</b>						
	<b>PP</b>	<b>El.</b>	<b>Sec./Sr. Sec.</b>	<b>Sr. Sec.- PE</b>	<b>PG</b>	<b>PG-PE</b>	<b>Total</b>
Admitted to the progame (entry year)			<b>200</b>	<b>50</b>			
Appeared for the final year Examination			<b>199</b>	<b>50</b>			
Passed in the final Examination			<b>199</b>	<b>49</b>			
Passed in first class			<b>170</b>	<b>25</b>			
University							

ranks, if any							
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16. Details of expenditure for the previous financial year.

Item	Plan (Rs.)	Non-Plan(Rs.)	Revenue (Rs.)
Salary	1,61,75,427.00		
Hostel		12,35,938.00	
Electricity		2,40,000.00	
Building		3,00,000.00	
Development		3,00,000.00	
Tuition Fee			3,61,820.00
Session Charge			4,00,000.00
Misc. Fee			4,00,000.00
Building fee			3,00,000.00
Development			3,00,000.00
Grant in aid			1,61,75,427.00

A copy of the annual budget may be attached. **Copy attached – find enclosure**

17. What is the ‘unit cost’ of education training? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

**Unit cost = Rs. 68,061.708**

18. What is the temporal plan of academic work in the institution?

- Semester system
- Annual system**
- Any other specify

19. Is the credit system followed?

- Yes
- No**

20. Does the institution have the following support services?

- Library
- Computer center
- Health center/ Sick room
- Sports facilities (Indoor)
- Sports facilities (Outdoor)
- Workshop
- Housing
- Canteen
- Grievance redressal cell

Vehicle parking shed ✓

Non-resident student center ✓

Any other (specify) **Hostel Boys and Girls**

**21.** Does the institution have collaborations/linkages with local/regional/national/international agencies?

Yes  **No** ✓

If yes, list them giving important details:

**22.** Details of other departments/educational institutions run by the University/ management. **NA**

**23.** Sources of funding of the institution during the last year:

Source of funding	Amount (Rs.)
i. Donations	
ii. Fund raising drives	
iii. Alumni association	<b>40,000.00</b>
iv. Consultancy	
v. Self-financing courses	<b>4,50,000.00</b>
vi Grant-in-aid	<b>1,61,75,427.00</b>
vii Fees	<b>20,01,820.00</b>
Any others	
viii.	
ix.	



## II. Criteria-wise Inputs

### Criteria 1: Curricular Design and Planning

1.1 How are students/ trainees selected for admission into various courses?

A) Through entrance tests

B) Through interviews

C) On the basis of academic record

D) Any other (specify): ✓

**In case of B.P.Ed admission both academic record and field test is considered as per University norms.**

1.2 Furnish the following information (for the previous year) :

1. Date of start of the academic year : **01.07.2013**
2. Date of last admission : **20.05.2013**
3. Date of closing of the academic year : **15.05.2014**
4. Total Teaching days: **187**
5. Total working days: **210**
6. Total pre-practice preparation days: **10**
7. Total practice teaching days: **30**
8. List of schools taken for practice teaching:

Sl. No.	Name of the School	Distance (KM)
1	Krishnath College School	.5
2	Khagra Gurudas Tarasundari Institution (H.S.)	1
3	Saidabad Maharaja Manindra Ch. Vidyapith (H.S.)	2
4	Manindranagar High School (H.S.)	3.5
5	Nimtala High School (H.S.)	4
6	Gorabazar Iswar Ch. Institution (H.S.)	3
7	Berhampore Jaganath Academy (H.S.)	1
8	Goaljan Refugee Boy's High School (H.S.)	2
9	Berhampore Lipika Memorial Girls' High School (H.S.)	1

10	Saidabad Maharaja Srish Ch. Balika Vidyalaya (H.S.)	2
11	Chuanpur Vidyaniketan Girls's High School (H.S.)	3
12	Berhampore Girls' Mahakali Pathsala (H.S.)	.5
13	Seva Milani High School (Co-Ed)	.2
14	Maharani Kashiwari Girls' High School (H.S.)	.5
15	Khagra Hindustan Sikha Bharati Girls' High School	1

9. No. of practice lessons for each trainee: **30**

1.3 Is there a provision for assessing students/ trainees' knowledge and skills for the programme (after admission)?

Yes      ✓       No     

1.3.1.

Does the institution provide bridge/remedial courses to the educationally-disadvantaged students/trainees?

Yes      ✓       No     

If yes, cite examples.

**Special classes arrange by the Institution those who are educationally disadvantages student teachers. Faculty members take responsibility after diagnostic test of such trainees and arrange remedial classes for their step up.**

1.3.2. How are advanced learners challenged to work ahead of the rest?

**Assign them special responsibility to conduct year-wise activities through proper counseling.**

1.4 Does the institution encourage the faculty to prepare course outlines?

Yes      ✓       No     

If yes, when and how it is done?

**Faculties participate in the University Board of Studies meeting for curriculum framing at the beginning of the session and prepare unit wise course outline for the whole session.**

1.5 Are syllabi unitised according to a teaching schedule through the semester / year?

Yes      ✓       No     

If yes, give details of implementation in terms of monitoring, mid-course correction, etc.

**Union Christian Training College being affiliated to the University of Kalyani is to abide by the curriculum designed by the parent University. Regarding the operational part, the different departments plan and implement the curricula by dividing it into two major modules- pre and post Puja vacation which is displayed on the notice board time to time. The curricula contained in the modules are made effective through rigorous and interactive classroom teaching following a well-distributed Time-Table. The college prospectus, academic calendar offer the idea about the delivery and transaction of the curriculum. Time Table is reviewed and restructured as per necessity by the teachers who incorporate new and necessary information.**

**1.6** Do students/ trainees have flexibility within a programme?

Yes  **No**

If yes, give details.

**1.7** How are the institution mission and goals, if any (other than the general transmission and generation of knowledge), reflected in the teacher education institution?

- **The Principal of the College addresses the student teachers for a general orientation where the vision and mission of the College is conveyed by highlighting the academic as well as extracurricular aspects.**
- **Eminent personalities were invited this year as a part of platinum jubilee celebration to share their academic and professional expertise.**
- **Continuous opinion exchange between Practice Teaching Institution and our Institution done in regular manner.**
- **The mission and vision of the College are clearly communicated to the students by the teachers through cooperative classroom interaction which helps in developing and nurturing their creative potential.**
- **Our Institution, in keeping with the ICT paradigm shift, has its own website (www.uctcollege.org) which is periodically updated and is dedicated to the College affairs, and aims at better connectivity with the past, present and prospective teacher. The website provides information about courses offered, faculty and infrastructural facilities and admission procedure. All the events, seminars, invited lectures, workshops of the College are posted on the website to keep the student teacher, staff, faculty and other stakeholders regularly updated.**
- **The Annual Report of the College is presented by the Principal highlighting the academic and extra-curricular achievements of both the teachers as well as students of the College in the Annual social programme.**
- **To facilitate the creative potential of the student teachers as well as the teachers, the College Magazine “Educere today” is published annually.**

**1.8** Is there any mechanism to obtain feedback from academic peers and employers on the teaching programmes?

**Yes**  No

If yes, how is the feedback used in the initiation, review and redesigning of curriculum /

teaching programmes? When was the last review/redesigning carried out? Give details.

**The College has a regular well structured mechanism to obtain feedback from students on different issues. Formal student feedback is taken at the end of the session when the student teacher has developed his/her mature opinion about the implementation of the syllabus and teaching learning procedure.**

**One specimen Copy enclosed in appendix - 12**

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

**Minimum one year duration.**

**1.10** Has the institution introduced any new courses in teacher education during the last three years?

**Yes**  **No**

If yes, give details

- **One Year D.El.Ed (ODL) by WBBPE for 100 students**
- **Two year distance mode B.Ed by NSOU for 200 students**

**1.11** Give details of institution-schools-community networking.

- **Provide play ground of Institution to several school, organization**
- **Exchange view with different Teacher Training Institution**
- **Special provision given to practice teaching school**
- **B.P.Ed student teachers act as sport official for school and other organizational games & sports activity**

**1.12** Furnish details on the following aspects of curriculum design

**i. Interdisciplinary / multidisciplinary strategies**

- **The course contents of B.Ed. and B.P.Ed have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task.**
- **Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation.**
- **Teaching is done through computers by combining Education and ICT. Student teachers are advised to deliver atleast one lesson through ICT.**

**ii. Promoting self learning**

**Our college library is enriched with various text books, reference books, journals and we subscribe some e-journals as per our course curriculum. Our faculty members encourage student teachers to prepare their study notes with help of such resources. Class tests are regularly organized to assess the achievement of the student teachers. Student teachers participate in different co curricular activities that are organized throughout the academic session ensure multi skill development. Our students participate in WBCIPE, College and inter college competitions. Skill of reading, writing and communication are developed by library reading and tests. Language Lab is used to develop language and communication skills. English communication skill development and use of ICT is compulsory for all student teachers.**

**iii Internship approach to practice teaching**

Before starting practice teaching Student teachers have to compulsorily take part in the micro teaching programme. Teaching skills mentioned as per curriculum are practiced in simulated condition in college campus under the supervision of respective school subject teachers. Peer reviewed is also mentioned in the syllabus so Institution looks after this portion very carefully. As per syllabus framed by University of Kalyani all student teachers performed 10 (05 + 05) micro lesson demonstration in respective their school subjects 1 and 2.

#### iv School experiences

##### Student Teachers

- Take part in morning assembly of the school.
- Prepare time table of class and the school.
- Organise activities and functions in the school
- Maintain attendance register.
- Maintain diary of daily work.
- Check Home work.
- Help in Mid Day meal programme of school.

It is mandatory for each student teacher to remain in the school campus throughout the school time table so that a comprehensive experience of all the activities taking place in the school is gathered by student teachers. On the last day of teaching practice, student teachers and teachers of the school meet on a get together in which views are exchanged. At the end of the teaching practice, feedback from the practice teaching schools' Head is collected.

#### v Community work

Student teachers visit local areas, to create awareness on social aspects like health awareness, education of girl child, and prospects of education for human resource development and also conduct sessions for guidance and counseling for unemployed people. This helps them acquire leadership traits. As per our syllabus student teachers have to perform one project work. Our faculty members are endeavouring issues like implementation of RTE act'2009, awareness of inclusive education, SSA achievement etc for project work to connect student teachers with community. Our institution has one boy's and one girl's hostel, those student teachers are dedicated to local community for blood donation, hospital work etc.

#### vi Work experience/SUPW

Keeping in mind the course structure of B.Ed. and B.P.Ed work experience is given due importance. Chalk board writing, preparing teaching aids, Simple expressional competencies, Cocurricular, cultural and community activities and crafts namely – Gardening, Computer Craft, Candle Making, Interior Decoration are there. Students also go for blood donation camp, Clean Environment rallies provides opportunity to student teachers to gain work experience in the real situations. Teaching Aids are prepared and distributed among teaching practice schools. Exhibition and preparation of teaching aids is taught to school students too. Inter house competitions are organized in a planned way and prizes are awarded to winners for motivation. Workshops and Training Programmes are organized for the school teachers.

1.13 How does the institution ensure that it achieves its specific goals and objectives?

The keen interest of majority of the student teachers of this College to enter into teaching profession or be a trained teacher is also a strong evidence of the fact that the objectives of the curriculum have been achieved. It is noteworthy that many former student teacher of this College hold prestigious positions in the society and are

**successful in attaining worthy placements in the teaching profession whereby they can implement their knowledge and skills.**

**1.14** Any other highlights under the criteria – Curricular Design and Planning.

**The NAAC Peer Team recommended introducing communicative English training programme for student teachers and staffs. We have started the course and continued till date. To keep in the mind about the student feedback which is taken formally at the end of the session as by then student teachers have their mature opinion about the implementation of the syllabus. Teachers as members of the Board of Studies for both departments, voice their expert opinion during curriculum construction as per NCTE and NCFTE 2009 guideline. The teachers, in order to cater to the need of the students revealed through class-room interaction, represent their views in the decision making process.**

## **Criteria 2: Curriculum Transaction and Evaluation**

- 2.1 Does the institution develop its academic calendar? **Yes** ✓  No

If yes, enclose its copy for the current session: **Copy enclosed – find appendix -3**

- 2.2 How does the institution promote interactive teaching-learning?

**Main objective of the course curriculum is to prepare an effective teacher not only teacher. Learning is made “student centered” by enhancing skill development through different techniques of teaching-learning. The main focus is on self-study and independent learning. PPT presentation, seminar, workshop, assignment, intra-mural activity, field trip, use of ICT, preparation of learning material, community service, projects, craft projects are the main methods of curricular-transaction. Besides these, student teachers are given computer aided instructions and encouraged to use latest technology. Basic fundamentals of computer education and English communication skill development are imparted to all the student teachers through a compulsory paper. In order to develop manual skills and inculcate aesthetic sense in the students, crafts like gardening, computer, candle making etc. are taught as a part of curriculum. Student teachers attend one tutorial class per week wherein they are encouraged to speak at least for 5 minutes on important topics. Tutorial groups and guidance and counseling cells are established to solve the student teachers academic, personal, career and social problems. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy and understandable to the student teachers. Student Teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books and periodicals, e -resources etc. Sports and physical training is also integral part of overall development of character and personality of the trainees. Annual Athletic Meet is also organized in the institution. In our B.P.Ed department more practical Classes are allotted as per syllabus. Faculty members of the concern departments are carefully trained the student teachers as per new modern rules and regulations of sports. Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of ICT, use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using board, using media etc. are discussed and taught in detail.**

- 2.3 To what extent does the institution prepare and use audio-visual materials and other teaching aids? Give details.

**Most faculty members deliver their lessons using PPT to enhance student teachers curiosity towards use of technology in class room. Our institution facilitate classroom with projector. Teachers teach them how to prepare PPT, use internet as source of knowledge, internet as teaching aids, reference material on internet and various way of searching relevant teaching material on internet. ICT teacher specially trains the student teachers which gadget is to be used in a particular situation. Preparation of teaching learning material is one of the practical in our course. So for student teachers preparation of teaching learning material is compulsory. Our faculty members guide them for preparation. At the time of practice teaching use of media for all students**

**teachers are mandatory.**

**2.4** How does the institution provide for the following teaching-learning

experiences, according to its academic calendar?

(i) Transaction of theory courses including methodology courses.

**As per University syllabus five theory papers and two methodology papers (school subjects I and II) are taught. Time table of the Institution reflects the equal weightage to the both category. Every day both categorized papers are distributed in the time table. Members of the faculty take responsibilities to transact theory and methodology papers to the student teachers.**

(ii) Preparation for practice teaching

a) Pedagogic-content analysis

**All faculty members try to develop PCK (pedagogic content knowledge) among the student teachers. Development of achievement test, pedagogic analysis of the content matter, lesson planning both micro and macro PCK is important. So teacher educators discuss and exchange opinion related to content with the student teachers and help them to make teacher constructed world for teaching.**

b) Lesson planning

**Student teachers have to prepare 10 micro lesson plan and 30 macro lesson plan as per NCTE guideline. Respective methodology teacher educators approve the lesson plan before deliberation of the lesson. The student teachers are taught Micro-lesson plans to equip them with teaching skills. Thereafter, they are given adequate practice in each of the skill for both the school subjects. When the students attain adequate training in the teaching skill, they are taught how to prepare macro lesson plans. Then, they are trained to have mastery in simulated lessons. Sufficient practice time is given to all the student teachers before sending them to schools for real practice-teaching.**

c) Developing of core teaching skills in simulated settings (micro teaching)

**The student-teachers use Micro-Teaching techniques for developing teaching skills. Each B.Ed student teacher has two teaching subjects for which they have to practice various teaching skills as prescribed in their teaching subjects. B.P.Ed student teachers also use micro teaching techniques as per their syllabus. Normally University prescribed teaching skills is practiced by the student teachers.**

**Student teachers have to exercise any five micro teaching skills for each school subjects and prepare micro lesson plan in respective components of the skill and deliver the same in simulated condition.**

d) Observation of demo lesson

**After Micro-teaching, the student teachers are provided with demo lessons by concerned subject teachers and the art of delivering the lesson, using chalk board and preparing lesson plan in advance is taught to them regarding simulated teaching. In this programme student teachers plays the role of a teacher as well as of a student. While performing the role of a teacher, he teaches the students with the help of different teaching aids like charts, models, slide projectors etc. Then, the performance of each student teacher is discussed and feedback is given to improve his teaching process. In this way, the student teachers acquire the desirable skill in the artificial classroom.**

(iii) Practice teaching in schools

2. Classroom teaching

**Student teachers are sent to practice teaching schools for teaching practice with their teachers. The teacher educators observe their teaching and give suggestions. This**



training is provided for 15 working days. Student teachers are asked to implement the link practice in real classroom teaching. Student teachers are directed to consult the class teacher and subject teacher to know about the needs of the students in a particular subjects and their nature of learning, their preferences, and attitude towards teaching aids, individual needs of students, collective needs of students, their interest and class teacher and subject teacher's assessment of students in his class.

3. Observation of peer teaching

Peer teaching is exercised in institution during Micro-Teaching. Every Student teacher has to deliver 10 Micro Teaching lessons on various skills prescribed in the syllabus. Student teachers make a small group of their own choice who are comfortable with each other. A student teaches for 6-8 minutes before his/her group on a particular skill then discusses for feedback for 6 minutes and then re-plan his or her lesson for 12 minutes and again re-teaches for 6 minutes. Thus, a cycle completes in 36 minutes.

4. Peer feedback

Peer observation is incorporated in our syllabus peer feedback is collected from the student teachers. After assembling the data teacher educator analyze the whole and provide reflection to the student teachers.

(iv) Supervision and evaluation of practice teaching

Regular monitoring and supervision is done at the time teaching both for micro and macro. Evaluation is done as per University assigned procedure.

University evaluation details are enclosed.

(v) Reflection on teaching by trainees

To improve the teaching performance of student teachers, teacher educators observe them in simulated teaching class in the college and give their suggestions orally and in writing, pointing out their weak points. They also give suggestion for improvement in their confidence level & performance. Before sending student teachers to school special lectures on Teaching aids and use of technology are given by concerned teacher in the class and a general demonstration is given by the Principal. During practice teaching in schools, the performance of student teachers is also observed by the teacher educators. They provide their suggestions for improvement in the teaching performance. Written remarks are given on the practice teaching note book. Student teachers who lack perfection are advised to observe the performance of other student teachers. At the end of the class, group discussion is held on daily basis in which short comings are pointed out and suggestions are given to overcome them. The Principal of the institution visits teaching practice schools during teaching practice and inform student-teachers about various issues related with teaching practice. The educational needs of the schools are also discussed from time to time by the faculty and the Principal of the college with the Principals/Headmasters/Headmistresses of practicing schools.

(vi) Interaction with the school/community.

Every student teacher has to observe school functioning during the internship programme. The main areas are:

- I. School Morning Assembly
- II. Admission Procedure
- III. Preparing Academic Calendar
- IV. Maintaining Teaching Diary
- V. Preparing School Leaving Certificate
- VI. Preparing School Time Table
- VII. Maintaining Attendance Register

**VIII. Maintaining School Record**

**IX. How to handle RTI Applications**

**X. Evaluation Procedure (Observing previous question papers, question paper formats)**

**XI. Understanding students' needs**

**XII. Feedback is taken from students and staff of the concerned school regarding student teachers' content knowledge and behaviour.**

2.5 Are evaluation methods communicated to students/ trainees at the beginning of the year?

Yes      ✓       No     

If yes, give details.

**Our Institution is affiliated by the University of Kalyani. As per University guideline the internal and external evaluation procedure is circulated to the student teachers at the beginning of the session. They can also avail the same from University web-site.**

2.6 Does the institution monitor the overall performance of students/ trainees to ensure the achievements of the course objectives?

Yes ✓       No     

If yes, give details.

**The foremost course objective is to prepare effective prospective teachers and overall development of student teachers. We consider monitoring the overall achievement of the student teachers:**

**1. Institution firmly supports psychological beliefs that all student teachers are different and their needs are not alike and instructs its staff to prepare themselves/their attitude/teaching styles/medium of instruction/lesson planning/assignments/practical work etc. as per student teachers social, cultural and language needs and individual differences.**

**2. Every faculty member of the institution engages student teachers in the teaching learning process and openly welcomes suggestions from their side to make teaching learning more effective.**

**3. The institution lays emphasis on the organization of curricular and co-curricular activities for the all round development of the students. Activities like Debates, Seminars, Essay competition, Quiz, Talent search, self made articles, Sharod utsav, cultural competition, intramural activities, indoor outdoor game competitions are conducted from time to time which help in inculcation of values like cooperation, leadership, tolerance, self-discipline among students.**

**4. Regular class tests, final test are conducted to assess the time bound academic development of student teachers that they perform better in the final University examination. We follow formative evaluation for academic achievement of the student teachers.**

2.7 Mention the seminars / conferences / workshops which teachers have attended as participants / resource persons in the last **two** years :

	Participants	Resource Person
Regional Level		
State Level		
National Level		

International Level		
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Give details regarding nature of the programmes and participants.

**All faculty members of the Institution have attended seminars /conferences/workshops as paper presenters. A concise list of paper presentation in different programme in the last two years is given below:**

Title of the Paper / Article/ Review	Venue	Name of the Faculty
Elevation of Bengali culture through Mass Media	National Service Scheme, KU May 3-4, 2012	<b>Dr. A.K.Mondal</b>
Education of Slow Learners in Relation to Their Social and Emotional Adjustment Problems. A Case Study	Special Education, & NEPSN Cell, Jadavpur University, Kolkata & Sarva Shiksha Mission, Kolkata March 4-5, 2014	
Sustainable development of forest Resources and Tribal Economy in W.B: A Case Study	Depts. Of Geo & Chemistry, Domkal College, MSD Janu 6-7, 2012	
Education for Sustainable Development for 21 <sup>st</sup> Century	Shambhunath College, Labpur, Birbhum 14-15 Feb, 2012	
An Interpretation of the Emerging Trends of Education for Sustainable Development	SSCE, Shimurali, Nadia March 13-14, 2012	
The Role of Various Schemes for promotion of Education of Scheduled Tribes(STs) Boys and	U.C.T. College, Berhampore, MSD, October, 4-5, 2012	
Application of Mathematical Statics in Economics of Education	SSCE, Simurali, Nadia, Sept, 11-12	
Economic Empowerment of Tribal women: A Review	SSCE, Simurali, Nadia, March, 21-22, 2013	
Impact of Peace Education on Mankind and Society	STTC & SKBU, Purulia, April, 12-13, 2013	
Swami Vivekananda's Thoughts and Ideas on Various Aspects of Education	Dumkal college, Basantapur, MSD, August 13-14, 2013	
Dr. S. Radhakrishnan's Thoughts and Ideas on Indian Education System	Vinaya -Bhavana, Visva-Bharati, Sept. 5-7, 2013	
Health and Socio- economic Status of Tribal People. A Case Study	U.C.T.College, Berhampore, MSD, Sept. 20-21, 2013	
Development of Scheduled Tribes in Relation Their Education and Socio-economic Awareness. A Case Study	U.C.T. college, Berhampore, MSD, Dec 6-7, 2013	
Atmospheric Chemistry & Environmental Degradation	Sripat Singh College, Jiaganj, MSD, Janu. 31, 2012	
The Role of FDI on promotion of Primary and Higher Education in India: An Overview	Sripat Singh College, Jiaganj, MSD, 28 <sup>th</sup> January, 2014	
Validity and Feasibility of Foundations of Education of B.Ed Course	SSCE, Shimurali, Nadia , Feb 3-4, 2012	
Tradition of Fresco Paintings of Bengal	Dhaka	<b>Dr.B.Bhattacharya</b>
Understanding the psyche women since early days.	Sree Gopal Banerjee College Hooghly. 2009	
Development of Curriculum in Mathematics for Sustainable Development in Education	U C T College, Berhampore.	

		<b>Dr. B.Ghosh</b>
<b>Educational Philosophy And Contributions of Swami Vivekananda</b>	Domkal College	<b>Dr. K.Mukhopadhyaya</b>
<b>Roentgenographic findings of cardiac volumes of adolescent males</b>	UCT College, Berhampore	
<b>Echocardiographic measurement of LVWT &amp; Mass of Adolescent boys in response of Interval Training</b>	PGGIPE, Banipur	
<b>Activity prescription for management of childhood obesity</b>	Department of Phy,Edu University of Kalyani	
<b>Effect of interval training on Left Ventricular Functions of Adolescent Males</b>	Department of Phy,Edu. Visva-Bharati	
<b>Exercise : The wonder drug, Obesity Management Through Exercise</b>	Department of Phy,Edu. Jadavpur University	
<b>Health, Wellness and Fitness: A Life Time Approach</b>	UCT College, Berhampore	
<b>Effect of Conditioning, deconditioning and reconditioning of left ventricular wall thickness and mass of adult males</b>	Punjab University, Patiala	
<b>Effect of Conditioning, Deconditioning and Reconditioning on lvedd,lvesd, lvedv and lvesv of adult males</b>	UCT College, Berhampore	
<b>Sustainable Development of Forest Resources and tribal Economy in West Bengal- A Case study</b>	Dept. of Geography and Chemistry, Dumkal College, Dumkal, 6 <sup>th</sup> -7 <sup>th</sup> Jan, 2012	
<b>Nano Technology: Sustain the Environment of Planet for Future Generations</b>	UCT College, Berhampore, MSD, 9 <sup>th</sup> -10 <sup>th</sup> Feb, 2012	
<b>Poverty and Unemployment: A New Challenges to India in 21<sup>st</sup> Century</b>	SN College, Labpur, Birbhum. 14 <sup>th</sup> -15 <sup>th</sup> Feb, 2012	
<b>Globalization and its Impact upon Education: Prospects and Challenges in 21<sup>st</sup> Century</b>	SS College of Education, Nadia 13 <sup>th</sup> -14 <sup>th</sup> Mar, 2012	
<b>Mathematical Technology and Geographical Relevance: Application Through Global Positioning System(GPS) in 21<sup>st</sup> Century</b>	SS College of Education, Nadia 11 <sup>th</sup> -12 <sup>th</sup> Sep, 2012	
<b>Environment Education and Knowledge: A Global Sustainability in 21<sup>st</sup> Century</b>	SS College of Education, Nadia 16 <sup>th</sup> July, 2013	
<b>Exploring the Dimensions of Swami Vivekananda's Educational Thinking for Sustainable Development of Human Civilization in 21<sup>st</sup> Century</b>	Dept. of Bengali and English, Dumkal College, Dumkal, 13 <sup>th</sup> -14 <sup>th</sup> Aug, 2014	
<b>A Spatial and Temporal Analysis in Decadal Frame on Crime Mapping of the City of Joy</b>	Dept. of Geography, Sarsuna College, Kolkata., 17 <sup>th</sup> -18 <sup>th</sup> Jan, 2012	
<b>Atmospheric Chemistry and Environmental Degradation and Acid Rain: And Atmosphere Chemistry and Global Change</b>	SS College, Jiaganj, MSD. 31 <sup>st</sup> Jan, 2012	
<b>Diabetes: The Sugarless Future</b>	Chakdaha College, Chakdaha, Nadia. 2 <sup>nd</sup> Mar, 2012	
<b>Population growth and Environmental Degradation: A Curse to India</b>	Berhampore Girls' College, Berhampore, MSD. 29 <sup>th</sup> -30 <sup>th</sup> Mar, 2012	

Swami Vivekananda and the Importance of Science and Technology on Education	Dept. of Philosophy and Political Sc. , K. N. College, Berhampore 23 <sup>rd</sup> -24 <sup>th</sup> Aug, 2013	<b>Dr. A.Chakraborty</b>
A New Way for Betterment of Evaluation Procedure in Teacher Education System	SS College of Education, Nadia 3 <sup>rd</sup> -4 <sup>th</sup> Feb, 2012	
A Constructivist approach oriented Instruction: Make over Misconception related to Chemical bonding to real conception	University of Kalyani	
Role of Chelating Resins to separate Metal ions for Sustainable Environment	Krishnagar Govt. College, Nadia	
Removal of Heavy Metals from contaminated wastewater for sustainable development – A review	Dumkal College, Murshidabad	
Improving Teaching through Micro Teaching	SS College of Education, Nadia	
Synthesis and Characterization of Oxovanadium(IV) complexes of Thiosemicarbazone ligand derived from 2-thiophenecarboxaldehyde	Union Christian Training College	
The relevance of Socio-Political thoughts of Swami Vivekananda on contemporary world	University of Kalyani	
A study on the awareness of equitable quality in the light of RTE'09 among In-service school Teachers	Union Christian Training College, Murshidabad	
NKC- A perspective towards sustainable knowledge development: A critique	Union Christian Training College, Murshidabad	
Synthesis and Characterization of Oxovanadium (IV) N <sub>2</sub> S <sub>2</sub> binding complex	Sripat Sing College, Murshidabad	
Peace Education: the new pedagogical approaches to onventional teaching-learning process	Sponsored Teachers' training College, Purulia	
Solid Phase Extraction of Cu (II) by Pyridine-2, 6-dimethanol modified with alumina for its pH dependent determination by FAAS	Sidho-Kanho-Birsha University Purulia	
Right of Children to Free and Compulsory Education Act,09: Challenges and Problems in Execution	Education College, Murshidabad	
The relevance of socio-political thoughts of Swami Vivekananda on contemporary World	Kalyani University	<b>Mr. R.Sen</b>
National Knowledge Commission- A Perspective towards Sustainable knowledge development: A Critique	Union Christian Training College	
New Frame-work of B.Ed Curriculum in respect of NCTE and UGC guidelines	Shimurali sachinanda College of Education, Shimurali, Nadia	
Decentralized... West Bengal	Kaliachak College, Malda	
A reverse relationship among dance, aerobic and	Pingla thana mahavidyalaya, Department of Physical	

anaerobic fitness	Education	<b>Mr. A.Ghosh</b>
Immediate Effect of transition from Anaerobic to Aerobic Exercise on Blood Cell Morphology	Department of Phy.Edu. Visva-Bharati University W.B.	
A reverse relationship among dance, aerobic and anaerobic fitness	Pingla thana mahavidyalaya, Department of Physical Education	<b>Mr. A.Mishra</b>
Benefits of Physical Activity in Obese Children with Special Emphasis to Activity Induced Asthma.	Higher Education Directorate, Govt. of WB	<b>Dr. S.Kar</b>
Acceptance of 'CMAT' in B.P.Ed. Admission.	Visva-Bharati	
Influence of WU on Strength & Flexibility Performance of the Athletes	Aligarh Muslim University	
Measurement of Comp. Level Anxiety of College Level Athletes by Using SCAT.	UCTC	
A comparative Study of Ego-orientation and Task-orientation of College level Athletes	PASSP	
Swamiji's Power of Motivation to Achieve the Goal of PE'.	UCTC	

**2.8** Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension?

Yes  **No**

If yes, how are teachers encouraged to use the feedback?

(Enclosed a copy of the filled up Self-Appraisal Proforma)

**2.8.1** Does the institution follow any other teacher performance appraisal method?

**Student evaluation**  Peer evaluation

If yes, give details of the same and state how the results of the appraisal are used.

**Teacher educators are assessed by the student teachers in prescribed format NAAC at the end of the each session. Identities of the student teachers are not exposed. After collecting the information Principal analyzes the data and discusses with the faculty members if any divergence arises.**

**2.8.2** Give details of refresher courses/ seminars/ conferences/ symposia/ workshops/ programmes for (i) faculty development (ii) School teachers/administrators conducted in the institution?

Yes  **No**

If yes, give details for each.

	Participants	Resource Person
National Level		
International Level		

**2.9** Give details of faculty development programmes and the number of teachers who benefited during the last two years. **NONE**

Faculty Development Programme	No. of Beneficiaries

**2.10** List the faculty members who have received professional recognition/ awards  
**NONE**

**2.11** What are the local, national and international linkages established by the institution for teaching and research?

**Following is the list of organizations with which Institution has established linkages:**

- **University of Kalyani**
- **University of Burdwan**
- **University of Calcutta**
- **University of GourBanga**
- **North Bengal University**
- **Jadavpur University**
- **NCTE**
- **NAAC**
- **UGC**
- **IACS**
- **ICHR**
- **IICB**
- **AISHE**

**2.12** How does the institution strengthen the regular academic programmes through non-formal and distance education modes? (Give details).

**As per G.O. of West Bengal Government, Institution has acted as study centre for one year D.L.Ed. (100 students) and two years B.Ed (200 students) course through open and distance mode.**

**2.13** What are the practices of the institution to impart value based education?

**Institution has no mechanism to introduce any value based education. Morning Prayer conducted by the Institution to generate values among the student teachers on daily basis, which has been incorporated into time-table.**

**2.14** How does the institution inculcate civic responsibilities among the students/ trainees?

**Union Christian Training college Co curriculum activities committee both B.Ed and B.P.Ed have organized several activities throughout the year and student teachers are divided in various houses (B.P.Ed). They are called to perform as a team and spirit of collaborative learning /doing is developed among them. Student teachers choose their committee and secretaries of different sub-committees democratically. They are taught no one wins it is house that either wins or loses in any activity. Reward is shared among house members.**

**2.15** What are the efforts of the institution towards all round personality development of the trainees?

**One of the aims of the course curriculum is all round personality development of the student teachers, to ensure the purpose the Institution takes the following steps:**

- **Co-curricular activities committee for both departments is constituted to conduct several cultural, social, games & sports activities throughout the year.**
- **Monitor and assistant monitors are selected before sending student teachers to practice teaching.**
- **As per University curriculum psychological tests are introduced. Especially personality tests are administered to student teachers to assess their personality level.**
- **Student teachers are taken the responsibilities to perform excursion, picnic, annual social, annual sports & field trip.**

**2.16** What are the efforts of the institution to bring in “community orientation” in its functioning?

**As such the effort is not introduced in our functioning.**

**2.17** Indicate the efforts of the institution to promote general/transferable skills among the students/ trainees such as

a. Learning to learn

**Our faculty members encourage student teachers to prepare their study notes with help of resources current in Institution. Class tests are regularly organized to assess the achievement of the student teachers. Student teachers participate in different co curricular activities that are organized throughout the academic session ensure multi skill development. Our students participate in WBCIPE, College and inter College competitions. Skill of reading, writing and communication are developed by library reading and tests. Language Lab is used to develop language and communication skills. English communication skill development and use of ICT is compulsory for all student teachers.**

b. Communication skills



**Institution firmly believes that communication and relationship competences are at the heart of teachers' engagement with and response to diversity. It is where teachers create classroom and school conditions that are inclusive and where they build and sustain relationships based on trust and mutual respect. Establishing a participatory, inclusive and safe learning environment is our motto. Teacher educators in class room try to reflect their culture and societal interest in daily lesson. This way of thinking empowers students academically, socially, emotionally, and politically by implementing cultural and historical references to communicate knowledge, teaching skills, and change attitude.**

c. Use of information technology

**As per University syllabus ICT is compulsory for every student teachers. We have allotted the ICT classes in our time table. ICT Teacher teach them how to prepare PPT, use internet as source of knowledge, internet as teaching aids, reference material on internet and various way of searching relevant teaching material on internet. ICT teacher specially trains the student teachers which gadget is to be used in a particular situation.**

d. Learning to work together as well as independently Give details of each

**To make student teachers independent, strategic learners and to motivate students and help them focus attention, organize information for understanding and remembering and monitor and assess learning we use following instructional approaches in our teaching learning process:**

- A. Cooperative learning**
- B. Group discussion**
- C. Independent study**
- D. Portfolio development**
- E. Journals and learning logs**

**Institute motivates students to express their ideas and organizes focus group discussion on various contemporary and ideological issues.**

**2.18 Give details of the evaluation scheme as approved by the university.**

**Evaluation scheme as approved by the University is enclosed find appendix -6**

**2.19 Give details of the internal evaluation and the processes used for each of the following:**

**Internal evaluation is done as per University syllabus where micro and macro teaching, language proficiency is included, for other practical examinations evaluation is made under supervision of internal and external examiners.**

1. Theory papers

- a. Assignments: No weightage is given for assignment in theory paper, but Institution takes class tests and final test in regular manner.**
- b. Project work: Project work evaluation regarding theory paper is not included in our University syllabus.**

2. Practice teaching and related activities (including school experiences)

**Student teachers are sent to practice teaching schools for teaching practice with their teachers. The teacher educators observe their teaching and give suggestions. This training is provided for 15 working days. Student teachers are asked to implement the link practice in real classroom teaching. Student teachers are directed to consult the class teacher and subject teacher to know about the needs of the students in a particular subjects and their nature of learning, their preferences,**

and attitude towards teaching aids, individual needs of students, collective needs of students, their interest and class teacher and subject teacher's assessment of students in her/his class. After completion of practice teaching Principal announces one or two days to assess the performance of student teachers in front of all faculty members. All faculty members preserve individual student teacher performance record observing in the practice teaching programme to judge the real ability of teaching act.

3. Curricular activities

Curricular activities are divided into two parts as per syllabus framed by the University, viz., theory and practical parts. Both parts are given equal importance in teaching learning process which is reflected in our college time table. In of B.P.Ed course more emphasis execute on practical works as per its course nature. No separate internal assessment procedure for theoretical part is incorporated in our University syllabus.

4. Work experience including SUPW

Keeping in mind the course structure of B.Ed. and B.P.Ed work experience is given due importance. Chalk board writing, preparing teaching aids, Simple expressional competencies, Cocurricular, cultural and community activities and crafts namely – Gardening, Computer Craft, Candle Making, Interior Decoration are there. Students also go for blood donation camp, Clean Environment rallies provides opportunity to student teachers to gain work experience in the real situations. Teaching Aids are prepared and distributed among teaching practice schools. Exhibition and preparation of teaching aids is taught to school students too. Inter house competitions are organized in a planned way and prizes are awarded to winners for motivation. Workshops and Training Programmes are organized for the school teachers. Internal assessment is done at the final stage to evaluate student teachers for their yearlong activities. Work education is taught as school subject in B.Ed course so separate assessment procedure is followed as per University guideline.

5. Tutorials and Seminars

Due to shortage of time no splitting design is followed but seminars led by student teachers is organized to improve their language proficiency with help of ICT. Co-curricular activities committees of both departments organize seminar with current issues. Tutorials are held in B.P.Ed course in regular manner.

6. Community work

Student teachers visit local areas, to create awareness on social aspects like health awareness, education of girl child, and prospects of education for human resource development and also conduct sessions for guidance and counseling for unemployed people. This helps them acquire leadership traits. As per our syllabus student teachers have to perform one project work. Our faculty members are endeavouring issues like implementation of RTE act'2009, awareness of inclusive education, SSA achievement etc for project work to connect student teachers with community. Our institution has one boy's and one girl's hostel, those student teachers are dedicated to local community for blood donation, hospital work etc.

7. Any other

Student teachers of physical education department of our Institution are assessed with intramural activities perform by them. The practical evaluation especially field activities of physical education student teachers are held term-wise.

**2.10** Any other highlights under the criteria – Curriculum Transaction and Evaluation

**The institution always persuades the teacher educators to attend/present their papers in various seminars, workshops etc. for their professional development and to gain knowledge about the recent trends/developments in the field of education and physical education. They are granted leave by the institution. The institute also organizes seminars/workshops to add the professional knowledge of teacher educators and student teachers. To celebrate platinum jubilee celebration, Institution organizes one day opinion exchange programme regarding new curriculum framed by University of Kalyani with other teacher training institutions of Murshidabad district.**

### **Criteria 3: Research, Development and Extension**

- 3.1 Describe how the institution promotes research in education. Mention if the institution has a research committee and if 'yes', its composition.

**The Institution has no scope to promote any research providing grant or any other mode, Institution is running only under graduate course B.Ed. and B.P.Ed in teacher education. Fundamental research is not carried out though applied research like action research and project works related with syllabus are carried out by the institution. Institution constantly motivates its teacher educators to take up research in education in following manner:**

1. Faculty members are encouraged to participate and present their research papers in national and international conferences/seminar for which they are provided on duty.
2. Faculty members are encouraged to propel their research proposal at the different funding agencies.
3. Teacher educators are encouraged to attend seminars, conferences, workshops, research methodology course etc.
4. Adjustment in teaching schedule is usually made to help the teachers involved in research.
5. The institution holds seminars and workshops which facilitate the interaction with other experts.

**The Institution has two college research committees, Principal is acting as a chairman, IQAC coordinator acts as a convener and all the faculty members of B.Ed and B.P.Ed departments are the members of the respective college research committees.**

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

**Teachers are given study leave ✓**

Teachers are provided with seed money

**Adjustment in teaching schedule** ✓

Providing secretarial support and other facilities

- 3.3 Give details of teachers engaged in research in the institution and the nature of research carried out.

**Most of the faculty members are continuing or completing project works funded by different agencies viz., UGC, ICHR. The details are given below:**

Sl.No.	File No.	Title of the Project	Funding Agency	Name of the P.I
1	PSW – 081/ 05-06	Studies on Coordination Complexes of Vanadium	UGC-MRP	Dr. A.Chakraborty
2	PHW – 071/07-08	Effect of Conditioning, Deconditioning and Reconditioning on left ventricular	UGC-MRP	Dr. K.Mukhopadhyay

		<b>Morphology, Function and Catecholamine of Adult Males</b>		
3	PHW – 072/07-08	A Study on Kinematic and Kinetic parameters of different forms of walking	UGC-MRP	Dr. I.Mondal
4	PHW -128/09-10	Participation in Decentralized Governance and Empowerment: A study of women's participation of West Bengal	UGC-MRP	Mr. R.Sen
5	PHW – 008/10-11	Effect of Physical Exercise on Reaction time	UGC-MRP	Dr. A.K.Biswas
6	PHW – 087/10-11	Influence of warming upon Motor and Sports performance of the Athletes	UGC-MRP	Dr. S.Kar
7	PHW – 091/12-13	Attitudes of prospective teachers towards teaching profession in relation to gender, category, religion, locale, subject stream and academic qualification	UGC-MRP	Dr. A.Chakraborty
8	1-27/2012-ICHR (GIA-III) RP	Left and Political cum Peasants Movement in Coochbeher under the Raj	ICHR	Dr. B.Bhattachayya
9	PHW – 090/12-13	Education of slow learners; Barriers and Challenges: A study of secondary schools in the District of Murshidabad of West Bengal	UGC-MRP	Dr.A.K.Mondal
10	PHW – 292/13-14	Attitudes of Secondary School Teachers towards Continuous and Comprehensive Evaluation	UGC-MRP	Mr. R.Sen
11	PSW-108/13-14	Identification of poor households and their poverty analysis in rural areas.	UGC-MRP	Dr. B.Ghosh

**3.4** Give details of published work by the faculty during the last 5 years and the current year and the nature of research carried out.

**Faculty members of our Institution are published their research works in so many national, international peer reviewed indexed journals and proceedings in last five years including current year. The list of publications is given below:**

SL No.	Title of the Paper/ Article/Review	Name of the Journal/ Proceedings	ISSN/ISBN (If any)	Page No.	Name of the Faculty
1.	Poverty, Health and Tribal Development Through JFM as well as Forest Development: A Case study of Tribal Village of Birbhum	Poverty ,Health and Development, PCK, Visva-Bharati, Jan, 2009	ISBN-978-81-311-0247-3.	Pp: 120-139.	
2.	Impact of The Social and Emotional Adjustment on the Visually Impaired students: A Case Study	Journal of Education and Research, Volume.2,No.3, Oct.2010. Bijnor(U.P)	ISSN: 0975-7481	Pp: 34-37.	
3.	Education Of Slow Learners; Barriers and Challenges :A Case	Journal of Education & Pedagogy, V.II, No-	ISSN: 0975-0797	Pp; 15-23.	

	<b>Study of Rural Higher Secondary School in the Districts of Burdwan of West Bengal</b>	<b>2, Dec, 2010 .Meerut</b>			<b>Dr. A.K.Mondal</b>
<b>4.</b>	<b>Social Introspection of Peace and Value Education for 21<sup>st</sup> Century</b>	<b>Edusearch, Volume-2, No-1, April-2011, ISSN: 0976-1160. Bilaspur, Chhattishgarh, April, 2011</b>	<b>ISSN: 0976-1160,</b>	<b>Pp: 137-140.</b>	
<b>5.</b>	<b>The Role of Action Research for the Identification and solution of School Problems.</b>	<b>Journal of Education And Development(Multi-disciplinary Peer Review Journal), Vol-1, No.2, Dec, 2011 Miapur, Ghorsala, MSD,</b>	<b>ISSN 2248-9703</b>	<b>Pp: 17-21.</b>	
<b>6.</b>	<b>Indigenous Knowledge and Environment Preservation: A Micro Level Experience from West Bengal</b>	<b>Edulight(Multi-disciplinary Peer-Reviewed Journal), Vol-I, Issue-I, May 2012, Kalyani, Nadia, W.B</b>	<b>ISSN: 2278-9545</b>	<b>Pp: 156-160</b>	
<b>7.</b>	<b>Protection of Environment and Promotion of Tribal Livelihood in West Bengal. A Case Study</b>	<b>Journal of Education And Development(Multi-disciplinary Peer Review Journal), Vol-2, No.3, June, 2012, Miapur, Ghorsala, MSD,</b>	<b>ISSN 2248-9708,</b>	<b>Pp: 126-134</b>	
<b>8.</b>	<b>Rabindranath Tagore's Social Ideas and Thoughts on Rural Reconstruction and Its Relevance</b>	<b>Journal of Education And Development(Multi-disciplinary Peer Review Journal), Vol-2, No.3, Dec, 2012, ISSN 2248-9708, Miapur, Ghorsala, MSD,</b>	<b>ISSN 2248-9708,</b>	<b>Pp: 108-114</b>	
<b>9.</b>	<b>Programmes and Strategies for National Development Through Peace Education in the 21st century</b>	<b>Peace Education: Present and Future(2013) Edited by Dr. Bhim Chandra Mandal and others STTC, Purulia</b>	<b>ISBN: 978-81-927386-0-4,</b>	<b>Pp. 39-47</b>	
<b>10.</b>	<b>An Enquiry into Nature and Cause of Educational Backwardness of Scheduled Tribes in India.</b>	<b>Journal of Knowledge(Multi-disciplinary, Peer Review Journal), Vol. -1, No. 1, August 2013, Aurangabad B.Ed College, Aurangabad, MSD</b>	<b>ISSN: 2321-971X</b>	<b>Pp. 9-16</b>	
<b>11.</b>	<b>Socio-Economic Conditions (SEC) of Tribal people. A Case Study</b>	<b>Journal of Knowledge(Multi-disciplinary, Peer Review Journal), Vol. -1, No. 2, December, 2013,</b>	<b>ISSN: 2321-971X</b>	<b>ISSN: 2321-971X</b>	

		Aurangabad B.Ed College, Aurangabad, MSD,			
12.	Dr. Sarvepalli Radhakrishnan's Contribution on Indian Education System	Journal of Education And Development (Multi-disciplinary Peer Review Journal), Vol-1, No.2, Dec, 2011, Jakir Hossain B.Ed College, Miapur, Ghorsala, MSD	ISSN 2248-9703,	Pp: 17-21.	
13.	Social and Economic Empowerment of tribal Women in India: An Analytical Overview	Emerging Issues on Women Empowerment(2013) Edited by Dr Jayanta Mete& Ajit Mandal Kunal Books Publisher & Distributors	ISBN :078-93-82420-20-0,	Pp. 396-404	
14.	An Enquiry into the Scope of Sustainable Promotion of Tribal Livelihood and Education with Environmental Stability in West Bengal	Working Papers , Volume-1, 2013 A.K. Dasgupta Centre for Planing and Development, Visva-Bharati, W.B. A Centre Sponsored by Planning Commission. NP New Delhi Publishers, 90, Sainik Vihar, Mohan garden, New Delhi-110059.	ISBN: 9789381274-30-9	Pp: 55-70	
15.	Development of forest Resources and Tribal Economy: A Case Study.	Inclusion And Empowerment: Essays on Some Aspects of Rural Development(2013) edited by Pranab Chattopadhyay, NP New Delhi Publishers, 90, Sainik Vihar, Mohan garden, New Delhi-110059	ISBN: 978-93-81274-39-2	Pp: 89-99	
16.	Role of Various Programmes for Implementation of Right to Education (RTE) Act, 2009.	Right to Education: The Way Forward(2014) Edited by Jayanta Mete & Ajit Mandal A.P.H. Publishing Corporation	ISBN: 978-93-313-2282-1	Pp.183-190	
17.	An Enquiry into Problems And Prospectus of Higher education in India	Journal of Educational Thoughts(Multi-disciplinary , Peer Reviewed Journal), Vol.1,No.1, March-2014 Nathul Das B.Ed College , Aurangabad, MSD	ISSN: 2348-1714	Pp. 208-212	
18.	Perspective And Strategies for Inclusive Education: An Overview	Journal of Knowledge(Multi-disciplinary, Peer	ISSN: 2321-971X	Pp. 206-210	

		Review Journal),Vol. - 2, No. 3, March,2014, ISSN: 2321- 971X, Pp. 206-210			
19.	Tradition of Fresco (Mural) painting of Bengal as gleaned from the 18 <sup>th</sup> century records.	Journal of Bengal Art, vol.10, Dhaka, Bangladesh, 2009	ISSN 1607 – 1344		<b>Dr. B.Bhattacharyya</b>
20.	Institution of Kulinism : Its genesis, Annulment & its Impact on Present Society.	Historian and Histrography of India: Dimension and perspectives.			
21.	Varman’s Incursion and sacking and Burning of Somapura Mahavihara (Varendri)	Processing of the India History Congress, 73 <sup>rd</sup> session, 2012	ISSN, 2249-1937		
22.	The Significance of Action Research for identification of Mathematical Problems and their solution in the field of Education	Journal of Education and Development	ISSN No.2248-9703		<b>Dr. B.Ghosh</b>
23	Pedagogical Analysis of the content	Proceedings State level Workshop on Review of B.Ed. Curriculum of different Universities of West Bengal with respect to Guidelines of NCTE	ISBN-978-81-922902-1-8		
24	Application of Computer in Mathematics Education	Use of Technology in Mathematics Education	ISBN-978-81-922902-4-9		
25.	“Observation of injuries At Various Levels of Cricket Tournaments”	Research Bi-Annual for Movement	--	Vol-12, Number-1 P-50	<b>Dr. K. Mukhopadhyaya</b>
26.	“Cardiac Dimensions of Training on Adolescent Males”	Journal of exercise & Sports Science and Physical Education	--	Vol-VI, Number-I P-5	
27.	“Injury Profile of Physical Education Students: At a glance”	Unmesh	0974-9829	Vol 5, No-1&2. P-51	
28.	“Left Ventricular dimensions of Adolescent males: A 12 weeks Interval Training Report”	Journal of Exercise Science and Physiotherapy	0973-2020	Vol-5 No. 2. P-91	
29.	“ Effect of Interval Training on Left Ventricular Functions of Adolescent males”	Journal of Sports and Sports Sciences	--	Vol-33, No-1. P-22	
30.	“Roentgenographic Evaluation of Cardiac Volumes in Response of Training on Adolescent Males”	Indian Journal of Yoga Exercise & Sport Science and Physical Education	0975-265X	Vol-IV, No-1 &2 P-33	
31.	“Activity Prescription for Management of Childhood Obesity”	Journal of Education and Culture	2229-4287	Vol-3. P-23	
32.	Effect of Conditioning, deconditioning and reconditioning of left ventricular wall thickness and mass of adult males	Futuristic Trends in Physical Education	978-93-80144-63-4	Vol-II. P-286	
33.	Effect of 12 weeks Interval Training on Left ventricular Morphology of	Sports Research quarterly	--	V0l-1 No,3 P-24	



	<b>Adolecent Boys</b>				
35.	<b>Health, Wellness and Fitness: A Life Time Approach</b>	<b>Prachesta</b>	2277-6125	<b>Vol-2 &amp;3, P-61</b>	
36.	<b>A study on different types of speed development among different age group of school going boys student</b>	<b>Man in Motion</b>	978-81-923488-8-9	<b>P-219</b>	
37.	<b>Effect of Conditioning, Deconditioning and Reconditioning on lvedd,lvesd, lvedv and lvesv of adult males</b>	<b>Man in Motion</b>	978-81-923488-8-9	<b>P-225</b>	
38.	<b>Effects of plyometric and resistive training programme on fitness performance of Rajbangsi boys</b>	<b>Man in Motion</b>	978-81-923488-8-9	<b>P-252</b>	
39.	<b>Importance of Athleticism and Peace Education for Minimizing Social and Inequality Gap</b>	<b>Peace Education</b>	978-81927386-1-1	<b>P-170</b>	
40.	<b>Climate Change and Mountain Environment: Issues and Challenges for Sustainable Development</b>	<b>Proceedings-Global Environment: Contemporary Issues and Challenges</b>	ISBN: 978-81-921352-2-0	<b>88-96</b>	<b>Dr. I.Ghosh</b>
41.	<b>Swami Vivekananda: Documents on Social, Moral and Spiritual Values in Education</b>	<b>Proceedings-Thoughts and Ideas of Swami Vivekananda on Education</b>	ISBN: 978-81-924088-0-4	<b>117-123</b>	
42.	<b>Swami Vivekananda: The Precursor of Freedom Movement of India</b>	<b>Proceedings-Thoughts and Ideas of Swami Vivekananda on Education</b>	ISBN: 978-81-924088-0-4	<b>156-160</b>	
43.	<b>Impact of Sarvasiksha Abhiyan(SSA) on Promotion of Human Rights Education: A Review from West Bengal</b>	<b>Proceedings- Human Rights Education</b>		<b>64-68</b>	
44.	<b>Climate Change and Eco-Tourism- A strategy for Nature Conservation</b>	<b>Proceedings-Environmental Changes in India Sub-continent: A geographical Perspective</b>	ISBN: 978-81-921808-3-0	<b>61-67</b>	
45.	<b>An Interpretation of the Emerging Trends of Education for Sustainable Development</b>	<b>Proceedings-Education in the 21<sup>st</sup> Century</b>	ISBN: 978-81-922902-2-5	<b>69-73</b>	
46.	<b>Education for Sustainable Human Development: Towards A Definition</b>	<b>Proceedings-Education in the 21<sup>st</sup> Century</b>	ISBN: 978-81-922902-2-5	<b>138-143</b>	
47.	<b>Globalization and its Impact upon Education: Prospects and Challenges in 21<sup>st</sup> Century</b>	<b>Proceedings-Education in the 21<sup>st</sup> Century</b>	ISBN: 978-81-922902-2-5	<b>217-222</b>	
48.	<b>Mathematical Technology and Geographical Relevance: Application Through Global Positioning System(GPS) in 21<sup>st</sup> Century</b>	<b>Proceedings- Use of Technology in Mathematics Education</b>	ISBN: 978-81-922902-4-9	<b>95-106</b>	
49.	<b>Population Change, Natural Resources and the Environment: An Interdisciplinary Approach</b>	<b>Proceedings-Sustainable Development: An Interdisciplinary Approach</b>	ISBN: 978-81-924076-8-5	<b>59-72</b>	
50.	<b>Exploring the Dimensions of Swami Vivekananda's Educational Thinking for Sustainable Development of</b>	<b>Proceedings-Vivekananda and the Making of Indian</b>	ISBN: 978-93-82042-58-7	<b>171-181</b>	

	<b>Human Civilization in 21<sup>st</sup> Century</b>	<b>Consciousness</b>			
51.	<b>The Effects of Stressful Life Events on Depression</b>	<b>Journal of Education and Development (Multi Disciplinary, Peer Reviewed Journal)</b>	<b>ISSN: 2248-9703</b>	<b>210-215</b>	
52.	<b>Development of Life Skills and Behavioral Health of Adolescence: Prospects and Challenges in 21<sup>st</sup> Century</b>	<b>The Horizon (A Bi-Annual Interdisciplinary Research Journal)</b>	<b>ISSN: 2229-4554</b>	<b>1-5</b>	
53.	<b>The Impact and Implication of Climate Change on Global Environment: Adaptation and Mitigation Through Sustainable Development</b>	<b>Journal of Education and Development (Multi Disciplinary, Peer Reviewed Journal)</b>	<b>ISSN: 2248-9703</b>	<b>187-197</b>	
54.	<b>Education of Life Skills in Schools: A New Path Towards Sustainable Development in 21<sup>st</sup> Century</b>	<b>Journal on Divergent Thinking</b>	<b>ISSN: 2319-9431</b>	<b>84-86</b>	
55.	<b>Sustainable Development through Agriculture of Land Resource and Management</b>	<b>Journal of Education and Development (Multi Disciplinary, Peer Reviewed Journal)</b>	<b>ISSN: 2248-9703</b>	<b>303-309</b>	
56.	<b>Population growth and Environmental Degradation: A Curse to India</b>	<b>Proceedings- Advancement of Biological Science towards Sustainable Development</b>		<b>32-50</b>	
57.	<b>Climate Change and Threat to Environment: Problems and prospects of Sustainable Water Management</b>	<b>Proceedings- Environmental Degradation and Strategies for Conservation and Management</b>		<b>56-61</b>	
58.	<b>A New Way for Betterment of Evaluation Procedure in Teacher Education System</b>	<b>Proceedings- Review of B.Ed. Curriculum of Different Universities of West Bengal with respect to Guidelines of NCTE.</b>	<b>ISBN: 978-81-922902-1-8</b>	<b>70-72</b>	
59.	<b>Misconceptions in Chemistry at IXth grade and their remedial measures</b>	<b>Indian Stream Research Journal</b>	<b>ISSN: 2230-7850</b>	<b>Aug. 2012 PP. 76-84</b>	<b>Dr. A.Chakraborty</b>
60.	<b>Teacher Education in India in the Context of RTE act'2009</b>	<b>Golden Research Thought</b>	<b>ISSN: 2231-5063</b>	<b>Sep 2012 PP. 1-4</b>	
61.	<b>Role of Teacher in transformative learning in radiance of Emotional Intelligence</b>	<b>J. Education and Development</b>	<b>ISSN: 2248-9703</b>	<b>Dec 2012 PP. 44-50</b>	
62.	<b>The relevance of Socio-Political thoughts of Swami Vivekananda on Contemporary World</b>	<b>J. Education and Development</b>	<b>ISSN: 2248-9703</b>	<b>June 2012 PP. 148-155</b>	
63.	<b>Ethical code for Teaching Profession in relation to RTE act'2009---- Ideology and Practice</b>	<b>Golden Research Thought</b>	<b>ISSN: 2231-5063</b>	<b>Oct. 2012 PP. 9-15</b>	

64.	A study on Awareness assembled by school teachers towards Continuous and Comprehensive Evaluation in radiance of RTE act'2009	Indian Stream Research Journal	ISSN: 2230-7850	Nov. 2012 PP. 50-55
67.	Status of Religious Minority Secondary Teacher Training Institution: a case study	Shodh Samiksha aur Mulyankan	ISSN: 0974-2832	Sep. 2012 PP. 14-15
68.	A study on Experience congregates by the School Teachers towards Inclusive Classroom in Brilliance of RTE act'09	Indian Journal of Applied Research	ISSN: 2249-555X	Oct. 2012 PP. 58-59
69.	Improving Teaching through Micro Teaching	Proceeding-UGC sponsored State Level Workshop on B.Ed Curriculum published by SS College of Education	ISBN: 978-81-922902-1-8	Feb 2012 PP. 64-66
70.	The role of RTE'09 in promoting education for sustainable development	Edulight	ISSN 2278-9545	Nov 2012 PP. 28-33
71.	Misconception in chemical bonding and its remedial measure through constructivist strategies	J. Indian Chemical society	ISSN 0019-4522	Aug. 2013 PP. 1269-1272
72.	Peace education at school level – needs and means	Golden research Thought	ISSN 2231-5063	June 2013 PP. 12-16
73.	A Study on the Awareness of Equitable Quality in the Light of RTE Act '09 among In-Service School Teachers	Indian Journal of Applied Research	ISSN: 2249-555X	June 2013 PP. 142-143
74.	Solid phase extraction of Cu(II) by pyridine-2,6-dimethanol modified with alumina for its pH dependent determination by FAAS	Golden Research Thought	ISSN 2231-5063	March 2014 PP. 1-6
75.	Synthesis and Characterization of Oxovanadium-N <sub>2</sub> S <sub>2</sub> Complexes	European Academic Research	ISSN 2286-4822	June 2014 PP. 4195 – 4203
76.	Spectrophotometric Application for pH Dependent Determination of Vanadium (IV) complexed with Thiophene-2-carboxaldehyde Thiosemicarbazone by SPS method	IOSR J. Applied Chemistry	ISSN 2278-5736	Nov 2014 PP. 54-59
77.	People's Participation Through Democratic Decentralization : A Study of the Gram Sansad experiment in West Bengal	ISDA Journal Vol.17, No. 3	ISSN: 0971-2550	179-199
78.	Globalization and Empowerment of Women: A Study of the experiences of the employment opportunities in	Indian Journal of Politics, Aligarh	ISSN:	83-92

	the third World	Muslim University Vol. XLI, No. 3&4	0303 – 9957		<b>Mr. R.Sen</b>
79.	Empowering Women Through Micro Finance: A Study of the Self Help Groups Experiment in India	Journal of Political Studies, University of North Bengal	NO	20-29	
80.	Democratic Decentralization and People's Participation in West Bengal	Global Journal of Human Social Science, Vol. XIII, Issue I, Version I	Online ISSN: 2249-460X Print ISSN: 0975-587X	37-42	
81.	Role of Teacher in Transformative learning in Radiance of Emotional Intelligence	Journal of Education and Development, Vol.-2, No. 4	ISSN: 2248-9703	44-50	
82.	Women's Political Participation Through Panchayati Raj Institution in West Bengal	Indian Streams research Journal, Vol. 3, Issue 3	ISSN: 2230-7850	32-49	
83.	The relevance of socio-political thoughts of Swami Vivekananda on contemporary World	Journal of Education and Development, Vol.-2, No. 4	ISSN: 2248-9703	144-155	
84.	Paradigm Shift of Inclusive Education in India: A Study on Awareness among School Teacher in enlightenment of RTE Act. 2009.	Inclusive Education in India, Kartick Das (ed), The Associated Publishers	ISBN. No. 978-81-8429-097-4	3-21	
85	Comparison of Hemato-Physiological Variables among Highly and Moderately Physically Active Students	Indian Journal of Physical Education, Sports Medicine and Exercise Science	ISBN 0976-1101		
86	Acceptance of CMAT in B.P.Ed. Selection Procedure	UNMESH: A Journal on Physical Education.	0974-9829		<b>Dr. S.Kar</b>
87	Comparison of Performance Capacity of active and Sedentary Females in three days of Menstruation Phase	IJPEHSS	2279-0306		
88	Indigenous Physical Culture of Bengal in British Regime	IJER	0972-1231		
89	Effect of Short term Plyometric Training on Strength Performance of the Athletes".	IJHPECSS	2231-3265		
90	Influence of WU on Motor Performance of the Athletes	IOSR	2279-0845		
91	Effect of Resistance Exercise on	IJES	2319-1805		

	<b>Linear Acceleration</b>				
92	<b>Effect of Short term Plyometric Training on Power Performance of the Athlete</b>	<b>IJMESS</b>	<b>2278-0793</b>		
93	<b>Kinanthropometric Variance of Different Intensity Running Events of University Level Female Athletes of WB</b>	<b>IJRP</b>	<b>2250-3153</b>		
94	<b>Influence of Active and Passive WU o Motor Performance of the Athletes</b>	<b>IJSSF</b>	<b>2231-1599</b>		
95	<b>Measurement of Competition Level Anxiety of College Level Athletes by Using Scat</b>	<b>IJESIT</b>	<b>2319-5967</b>		
96	<b>Idigenous Physical Culture of Bengal During the British Regime</b>	<b>Language in India</b>	<b>1930-2940</b>		
97	<b>Swamiji's Power of Motivation to Achieve the Goal of PE</b>	<b>UGC Sponsored National Seminar Proceedings</b>	<b>978-81-925536-1-0</b>		
98	<b>A Comparative Study on Selected Anthropometric Variables of District Level Table Tennis and Badminton Players</b>	<b>UGC Sponsored National Seminar Proceedings</b>	<b>978-81-923488-8-9</b>		
99	<b>A Comparative Study of Motor Fitness Between Volleyballers and Handballers</b>	<b>IJHPECSS</b>	<b>2231-3265</b>		
100	<b>Effect of Short term Plyometric Exercise on power development of the athletes</b>	<b>UGC Sponsored National Seminar Proceedings</b>	<b>978-81-923488-8-9</b>		
101	<b>Changing of Cardio-respiratory Fitness with Body Mass Index of Collegiate Females in West Bengal"</b>	<b>International Multidiciplinary e-journal (IMEJ)</b>	<b>2277-4262</b>		
102	<b>Comparison of Heart rate at Sub-maximal work between regular and occasional participants in sports</b>	<b>Journal of Biological and Scientific Option</b>	<b>2321-6328</b>		
103	<b>Comparison of Dynamic Balance among different Small Area Games Players</b>	<b>International Multidiciplinary e-journal (IMEJ)</b>	<b>2277-4262</b>		
104	<b>Relationship of Anthropometric Variables with Orientation ability and Differentiation ability</b>	<b>International Multidiciplinary e-journal (IMEJ)</b>	<b>2277-4262</b>		
105	<b>Relationship Between Anthoropometric Measurement And</b>	<b>IJERT</b>	<b>2348-6821</b>		

	<b>Spiking Ability Of Volleyball Players</b>				
<b>106</b>	<b>Comparison Between Trained And Untrained Female Students In Respect To Their Anthropometric Variables</b>	<b>IJPEHSS</b>	<b>2279-0306</b>		
<b>107</b>	<b>Comparison of Heart rate at Moderate work between regular and occasional participants in sports</b>	<b>Language in India</b>	<b>1930-2940</b>		
<b>108</b>	<b>A Comparative Study between Coordinative Abilities of Artistic and Rhythmic Gymnasts</b>	<b>OIRJ</b>	<b>2277-2456</b>		
<b>109</b>	<b>Acceptance of CMAT in B.P.Ed. Selection Procedure</b>	<b>UNMESH: A Journal on Physical Education.</b>	<b>0974-9829</b>		<b>Dr. I. Mondal</b>
<b>110</b>	<b>Biomechanical Analysis of Walking of Different Forms of Walking for Female</b>	<b>International Journal of Physical Education Health &amp; Sports Sciences, Volume 02 Issue 02 September 2013</b>	<b>2279-0306</b>		
<b>111</b>	<b>Comparative Analysis of Different Forms of Marching</b>	<b>International Journal of Health, Physical Education &amp; Computer Science in Sports, Volume 11 No. 1 July 2013.</b>	<b>2231-3265</b>		

3.5 Give the following details in respect of teaching faculty:

- 1 Fellowship of academic bodies and societies: **Nil**
- 2 Membership of academic bodies/societies: **02**
- 3 Awards/recognition for research work for the last three years: **Nil**

3.6 How many are full time research scholars and how many have registered as part time research scholars? (Research scholar means M.Phil. and Ph.D. student)

<b>Full-time</b>	<b>00</b>
<b>Part-time</b>	<b>00</b>

3.7 Does the institution provide financial support to research students/ trainees?

Yes  **No**

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

1. Ph.D. 00

2. M.Phil. 00

3.9 Provide details of the ongoing research projects:

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	Rs. 2,50,000/-	1.5	None
UGC	Rs. 1,46,000/-	1.5	None

3.10 Number of completed research projects during last 5 years.

09

3.11 Does the institution provide consultancy services?

Yes  **No**

If yes, give details.

3.12 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

3.13 Indicate broad areas of the various extension activities of the institution :

- i. Community development
- ii. Education for the disabled
- iii. Working with school and teachers
- iv. Street and out of school children
- v. Adult education and literacy
- vi. Blood donation camp
- vii. AIDS awareness
- viii. Environmental education
- ix. Social Work
- x. Medical camp
- xi. Population education
- xii. **Health & Hygiene awareness**

Any other:

3.14 Are there NSS and NCC programmes in the institution?

Yes  **No**

3.15 Are there any other outreach programmes carried out by the institution ?

Yes                        No           

If yes, give details

**The student teachers and members of the faculty are carrying out the outreach programme by distributing different kinds of media among neighboring schools.**

3.16 How are students/ trainees and teachers encouraged to participate in extension activities?

- **The teacher educators demonstrated to school teachers about the preparation of teaching aids and how to use them. Moreover, the teachers were told how to involve the students in developing the lesson.**
- **B.P.Ed department organizes free blood group test for the student teachers.**
- **Institution promotes health awareness programme through its multi gymnasium facility.**
- **The student teachers were taken to slum areas around and nearby villages for field and project work. They met the villagers and interacted with them, with the help of questionnaire and interview tools they prepare their field and project report as per syllabus.**
- **The student teachers are encouraged to plant the trees and take care of them.**
- **The student teachers are encouraged to conduct and participation the important day's observation.**

3.17 Does the institution work and plan the extension activities along with NGO's and GO's?

No

3.18 What material development activities have been undertaken by the institution?

1. Self instructional material ✓
2. Print materials ✓
3. Non-print material (e.g.Teaching aids/audio-video, multimedia inputs etc.) ✓
4. Question bank ✓
5. Any other **Micro and Macro Lesson plan note book** ✓

3.19 Any other highlights under the criteria – Research, Development and Extension

**Some highlighting regarding this category is given below:**

- **Institution supports research activities carried out by the faculty by granting academic leaves and providing infrastructure to use for research.**
- **Faculty members without doctoral degree are encouraged to do so by providing them opportunity/ assistance.**



- **There is no provision for consultancy only training is provided to some schools for Micro skill developments.**
- **The linkages of the institution promote extension activities directly beneficial to the community in terms of health awareness programs, education of the rural masses, environmental awareness etc.**

## **Criteria 4: Infrastructure and Learning Resources**

- 4.1 Enclose the master plan of the institution indicating the existing buildings and the projected expansion in the future.

**Photocopy of Institution's Master plan is enclosed in the appendix.**

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

**The institution has 5.20 acres of land to meet the need for augmenting the infrastructure to keep pace with academic growth. The spacious rooms and laboratories are constructed as per the demand and requirement. Mainly Institution is supported by different funds from UGC and Government of West Bengal. At the beginning of every five year plan Institution submits proposal to UGC. Another income source of the institution is fee charged from students of B.Ed. and B.P.Ed course. The fund raised from fee is sufficient enough to meet the demand to keep pace with the academic growth.**

- 4.3 How does the institution maintain its infrastructure?

**Institution maintain its infrastructure from own fund, especially known as development fund. But for extremely large work Institution seeks financial support from UGC or Government.**

- 4.4 How does the institution ensure optimum utilization of its infrastructure facilities?

**The institution has given free hand to the staff and students to use the various facilities like computer Lab, educational technology lab, psychology lab, language lab, sports lab and gymnasium. The staff and students can use all these facilities whenever they needed for their professional as well as personal use. The institute generates and expands the infrastructure continuously. The different committees like building committee, purchase committee, library committee etc focus on upkeep and maintenance of the infrastructure.**

- 4.5 Does the institution allow use of the academic facilities by external agencies?

Yes  **No**

If yes, give details.

- 4.6 What efforts are made to keep the campus beautiful and pollution free?

**The institution is built beside the river Bhagirathi and open area which is free from pollution. All the rooms and laboratories are spacious and well ventilated. The full time gardeners are working to maintain the lawns with grass. The campus is full of the flower pots. Organic manures are used for all purposes. Gardens are ornamented with various flowers and plants. Arrangements have been made for clearing the campus. Students are encouraged to utilize the waste products for further use, if possible. To save electricity CFL tubes are used instead of traditional bulb. Watering of the gardens is done through sprinkling to save water. Institution has a huge playground and yearlong trees.**

- 4.7 Is there an advisory committee for the library?

**Yes**  No

4.8 Is the library interconnected with other libraries for inter-library borrowing?

Yes   **No**

4.9 Is there a book bank facility in the central library?

Yes   **No**

4.10 Are the following activities of the central library computerised?

**Lending of books**

Purchase of books

Lending of audio-visual material

Book bank

**Stock verification**

Any others

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

	Year before last 2011-12		Year before 2012-13	
	Number	Total cost (Rs. '000)	Number	Total cost (Rs. '000)
<b>i. Text books</b>	<b>908</b>	<b>1,36,228/-</b>	<b>374</b>	<b>1,17,736/-</b>
<b>ii. Other books</b>	<b>36</b>		<b>12</b>	
<b>iii. Journals/ Periodicals</b>	<b>17</b>	<b>13,560/-</b>	<b>19</b>	<b>20,410/-</b>
<b>Any others</b>				
<b>iv. Newspaper</b>	<b>03</b>	<b>3,240/-</b>	<b>03</b>	<b>4,320/-</b>
<b>v. Magazines</b>	<b>02</b>	<b>1,190/-</b>	<b>02</b>	<b>1.224/-</b>

Give the list of journals/periodicals subscribed by the institution.

List of journals/periodicals available in the college library is given below:

SL. NO.	NAME OF THE PERIODICALS / JOURNALS
1	CURRENT SCIENCE
2	DOWN TO EARTH
3	ECONOMIC AND POLITICAL WEEKLY
4	EDUTRACKS
5	GRASSROOTS GOVERNANCE JOURNAL
6	INDIAN EDUCATIONAL REVIEW
7	INDIAN JOURNAL OF ADULT EDUCATION
8	INDIAN JOURNAL OF GEOMORPHOLOGY
9	INDIAN JOURNAL OF POLITICAL SCIENCE
10	INDIAN JOURNAL OF PUBLIC ADMINISTRATION
11	ISDA JOURNAL : STUDIES IN DEVELOPMENT AND ADMN.
12	JOURNAL OF BIOSCIENCES

13	JOURNAL OF CHEMICAL SCIENCE
14	JOURNAL OF EXERCISE SCIENCE AND PHYSIOTHERAPY
15	JOURNAL OF INDIAN EDUCATION
16	JOURNAL OF THE INDIAN CHEMICAL SOCIETY
17	NEW FRONTIERS IN EDUCATION
18	VIKASINI : JOURNAL OF WOMEN'S EMPOWERMENT
19	YOJANA

4.12 Does the library have the following facilities?

- Photocopier**  ✓
- Computers**  ✓
- Audio & video cassettes along with viewing apparatus
- Internet**  ✓
- Resource material on digital media such as CD Roms, Micro films, etc**  ✓
- Any other (specify)

4.13 If central library facilities are available are the students availing of the same?

**Institution has a well equipped central library.**

4.14 Furnish the following details :

- P Working days of the library: **5 days per week**
- Working hours of the library: **10.30 am to 05.30 pm**
  - On working days other than '3' & '4' below: **10.30 am to 05.30 pm**
  - During holidays: **Library is closed**
  - Before and during examinations: **Before examinations student teachers are allowed to take books from library but at the time of examination no student teacher is allowed in library.**
  - Total number of books in the library: **14,561**

4.15 Are there computer facilities in the institution?

**Yes**  ✓ **No**

If yes, give the configuration and other details of hardware and software.

**Institution has modernized computer laboratory facilities. Office, Library is also computerized. The details configuration is given below:**

Configuration	Quantity	Make	Software
Intel ® core 2 duo CPU E 7200 @ 2.53 GHz 250 GB SATA, 1 GB DDR (2) RAM, 15/17" LCD Monitor, CD/DVD/Combo drive, Printer,	22	Assembled	MS-Office, PDF reader, Adobe Reader XII, Corel draw graphics suite 12, Leap Office 2000, Nero, Winzip, Winamp, Internet explorer, Paint, Notepad etc.

<b>Mouse, Keyboard,UPS</b>			
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**4.16.1** What is the output of the institution in developing computer aided learning packages in various subjects during the past three years?

**Institution has not captured such mechanism due to shortage of time span.**

**4.16.2** To what uses are computers put?

**Computers are used for the following purpose**

- **Official use**
- **Student teacher enrollment**
- **Evaluation purpose**
- **Internet surfing**
- **ICT classes**
- **Library work**
- Etc.**

**4.17** How are computers and their accessories maintained in the institution?

**Institution has made agreement with reputed agency as AMS (annual maintenance scheme) to maintain the computers and its accessories.**

**4.18** Have the following laboratories been established as per NCTE Norms?

- |   |                   |                                     |    |                          |
|---|-------------------|-------------------------------------|----|--------------------------|
| a) Method lab                             | <b><u>Yes</u></b> | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab                         | <b><u>Yes</u></b> | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s)                         | <b><u>Yes</u></b> | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab               | <b><u>Yes</u></b> | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Workshop for fabricating teaching aids | <b><u>Yes</u></b> | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

Give details of facilities and inventories and indicate the deficiencies if any.

**Facilities and inventories are attached here as appendices. Institution needs some smart classroom to reach technological assisted teaching learning process.**

**4.19** What are the learning resources available with the institution and how are they utilized? Give details.

**The sufficient number of text books, educational journals, magazines and newspapers are made available for student and staff. Educational CDs and DVDs and PPT prepared by the teacher educators are also available as learning resources. The student teachers and staff can get the text books, reference books, CD-ROMs issued as per their requirements. Each student can get 4 books at a time for fourteen days while the faculty members can take 8 books at a time. The students select the text books themselves. Separate reading section is there in the library. The students can use it during their leisure time. The institution has well equipped computer laboratory with internet facility. 13 computers are available in laboratory. The student teachers can use the computers as per their requirements. The Institution has one air conditioned computer room with internet facility for faculty members.**

**4.20** Give details of the availability of multi-purpose/ special purpose rooms, if available.

**Institution has one multi-purpose room with specification 70 X 30 = 2100 sq. ft, where orientation of student teachers at the beginning, before micro and macro teaching, observatory days, cultural programme, annual social, seminar, popular lectures, workshop etc take place.**

**4.21** Provide details of classrooms available along with area of each.

Details of classrooms are given below:

Sl.No.	Classroom	Specification (ft.)	Area (Sq. ft.)
1	Room 2	30 X 30	900
2	Room 4	35 X 25	875
3	Room 5	70 X 30	2100
4	Room 6	30 X 20	600
5	Room 7	30 X 20	600
6	Room 8	15 X 15	225

**4.22** Give the details of the furniture available in the institution for the following :

- Laboratories: **90 sitting chair, 10 almiras (wooden and steel), 05 demonstration table.**
- Seminar room: **80 pairs high and low bench.**
- Classroom teaching: **08 black and white board, one projector, sufficient sitting arrangement for student teachers.**
- Group work: **40 low desks.**
- Library work: **03 long reading table, 09 almiras, wall racks, sitting arrangements of librarian and other supporting staff, sufficient sitting arrangement of faculty members in the reading area.**
- Any other

**The furniture details are enclosed.**

**4.23** What are the various health services available to the students/ trainees, members of the teaching and non-teaching staff of the institution?

**As the Institution adjacent to District General Hospital no separate health services are provided only first aid arrangement is generated.**

**4.24** What are the physical and infrastructure facilities available for sports and physical education? Give details.

**The Institution has a separate physical education department. So full equipped sports material and equipment are available in the department. Institution has a standard playground, one multi gymnasium, laboratories like exercise physiology and educational psychology in the B.P.Ed department.**

**4.25** What are the incentives given to encourage participation in sports and related activities?

**Students teachers those who are participated and ranked in the sports and other activities, reinforced by certificate and prize in the annual social programme.**

**4.26** Give details of the participation of students/ trainees during the past year at the university, state, regional, national and international meets.

**Student teachers of the B.P.Ed department take part in University and State meet. Data is given in the following tabulated form:**

	Participation of students/Trainees	Outcome
University	<b>05</b>	<b>02</b>
State	<b>02</b>	-
Regional		
National		
International		

**4.27** What kind of facilities are available in the SUPW/Work Experience workshops?

**The institution has a separate work education laboratory. This laboratory is well equipped and spacious for working. Where the activities related to work like clay modeling, drawing and painting etc. are conducted. Activities are selected from the syllabus prescribed by the University.**

**4.28** Give details of the hostel facilities available on the campus?

**Institution has two separate hostels for boys and girls on the campus. Our B.P.Ed course is entirely residential. So total 50 trainees are accommodated in our two hostels and rest seats of the two hostels are distributed among B.Ed trainees with parameters like distance, first come etc.**

**4.29** Any other highlights under the criteria – Infrastructure and Learning Resources

**Some highlighting regarding this category is given below:**

- 1. There is a clear provision of use of laboratory for every student teacher in the time table.**
- 2. Student teachers are given rotation wise responsibility to handle equipments in the concerned lab.**
- 3. There is a House Provision in the B.P.Ed department and every house is given responsibility to take care and handle the infrastructure and learning resources weekly.**
- 4. Student teachers are issued projectors/OHP to deliver their lesson while school teaching practice with prior permission.**
- 5. Every item present in the college is marked.**
- 7. Different Committees constituted by the Board of Governors' recommend purchase of new items as per requirement.**
- 8. Purified drinking water facility is enhanced with cooling preference is introduced.**
- 9. Air condition facility is introduced in office of the Institution.**

**Suggestion Box: There is a suggestion box in the college if the student does not wish to be identified and wants to suggest/complaint on any issue academic or non-academic**

**he/she can put his/her letter in suggestion box. Visiting members, parents, alumni's are welcomed for their suggestions as well.**



## Criteria 5: Student Support and Progression

5.1 Furnish the following details for the past three years :

- Percentage of students/ trainees appearing for the qualifying exam after the minimum period of study

<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>

- Dropout rate: **0%**
- Progression (a) to employment: **375 (each year 100 in-service teachers are admitted in our Institution)** and (b) further study (Give number) : **35 (M.Ed and M.P.Ed)**
- Prominent Positions held by alumni: **Alumni of the Institution held positions like assistant teachers, head of the Institution (School), SI of Schools, DI of Schools, assistant professor of Education or other subject in colleges.**

5.2 How many students/ trainees have passed the UGC-(NET) and SLET Examination in the past three years?

No. of Student teachers	2012-13		2011-12		2010-11	
	NET	SET	NET	SET	NET	SET
	<b>06</b>	<b>02</b>	<b>07</b>	<b>00</b>	<b>05</b>	<b>00</b>

5.3 Does the institution collect feedback from students/ trainees regularly?

Yes            No     

If yes, what was the feedback obtained from the students/ trainees of last year? How was it used?

5.4 Does the institution publish its updated prospectus annually?

Yes            No     

5.5 What kinds of financial aid are available to students/ trainees from the central government, state government, the institution and others? Give details.

**Reserved category candidates and minority candidates have received financial assistance from State Government, Christian candidates have also received Mennonite financial grant. Cocurricular activities committees provide financial assistance to the economically challenged candidates those who are applied for help.**

5.6 Mention the number of students/ trainees who have received financial aid during the past two years.

Financial Aid	Year before last 2011-12	Year before 2012-13

(i) Merit Scholarship	-----	-----
(ii) Merit-cum-means scholarship	-----	-----
(iii) Fee concession	-----	-----
Any other (iv) (v)	-----	-----

5.7 Does the institution provide guidance and counselling to students/trainees? If yes, give details.

**Students are given educational, vocational and personal guidance as per their needs and interest through Grievance and Redressal cell. This cell provides guidance in selection of subjects and other academic problems. The student teachers are also guided for higher studies and vocational programmes. If any student teacher wants to share his personal problem and seeks guidance, proper suggestions/guidance is given to her/him. Student teachers are given career counseling whenever vacant posts of teachers in private schools are advertised. Advertisement of vacant teaching posts for private schools is displayed on college notice board time to time.**

5.8 Do teachers participate in academic and personal counselling? Give details.

**Yes, teachers are actively participated in academic and personal counseling of the student teachers. Normally B.Ed and B.P.Ed student teachers want to engage themselves as a school teacher after completion of the course. Part of them also shows their interest for higher studies like M.Ed and M.P.Ed. Teacher educators of our Institution provide information regarding the courses and how to prepare for TET. If any student teacher seeks opinion of his/her personal problem teacher educator tries to solve and suggest him/her remedial measures to overcome the problem.**

5.9 Does the institution provide placement services and career counselling to students/ trainees?  
If yes, give details.

**No such provision is introduced by the Institution. Institution has no placement cell.**

5.10 How many students/ trainees were employed through placement service during the past three years?

**Institution has no placement cell, so none of student teachers were employed through placement service. Teacher recruitment in our state is made under the rules and regulation of West Bengal School Service Commission so there is no alternative recruitment provision in teaching profession.**

	Pre-Primary	Elementary	Secondary/Sr.secondary	Secondary/Sr.secondary-PE	PG	PG-PE
<b>Central Government</b>						

<b>State Government</b>						
<b>Private Sector</b>						
<b>NGOs</b>						

**5.11** Does the institution have an Alumni Association/Council?

**Yes**  **No**

If yes, indicate the activities of the Alumni Association.

**Institution has an Alumni Association since 2001. The major activity of Alumni Association is to encourage student teachers giving reward as per their academic Excellencies. Every year a reunion is organized by the association. Alumni Association registered keen ex-students as life member and invite them every reunion date. Association organize popular lectures, seminars, cultural activities etc.**

**5.12** Does the institution have a Student Association?

**Yes**  **No**

If yes, what are its major activities?

**Student union elections are not held in our college. Institution has student association, Cocurricular Activities Committee (CCAC) for both departments to conduct the yearlong cocurricular activities like cultural, social, games and sports etc.**

**5.13** How the policies and parameters of admission are made clear to prospective students/ trainees?

**Admission is made by as per NCTE norms, in our prospectus it is mentioned clearly. In our Institution for B.Ed department out of 200 seats 50% is reserved for in-service school teachers as per Government order. Basic criteria for admission of in-service teachers are their service length and for the fresher candidates admission is made upon their academic score. The details of the admission procedure are mentioned categorically in our prospectus.**

**5.14** State the admission policy of the institution with regard to foreign students/ trainees.  
**Till date we have not received any application from foreign candidates.**

**5.15** What are the support services given to foreign students/ trainees? **DNA**

- i. One window admission
- ii. Foreign students/ trainees office
- iii. Special accommodation
- iv. Induction courses
- v. Socio-cultural activities
- vi. Welfare programmes
- vii. Police clearance

**5.16** What are the recreational/leisure time facilities available to students/ trainees?

- i. **Indoor games**
- ii. **Outdoor games**

- |                                    |                                     |                                |                                     |
|------------------------------------|-------------------------------------|--------------------------------|-------------------------------------|
| iii. Nature clubs                  | <input type="checkbox"/>            | iv. Debate clubs               | <input type="checkbox"/>            |
| v. <b>Student magazines</b>        | <input checked="" type="checkbox"/> | vi. <b>Cultural activities</b> | <input checked="" type="checkbox"/> |
| vii. <b>Audio video facilities</b> | <input checked="" type="checkbox"/> | viii. Literary activities      | <input type="checkbox"/>            |
| Any others                         |                                     |                                |                                     |
| ix.                                |                                     |                                |                                     |
| x.                                 |                                     |                                |                                     |

**5.17** Any other highlights under the criteria – Student Support and Progression

**The following are other highlights in student support and progression:**

- 1. Systematic teaching including micro, simulated and real teaching.**
- 2. Continuous monitoring of students' progression in academic, curricular and co curricular activities.**
- 3. Equal opportunities for all students without any discrimination of caste, creed, religion or gender.**
- 4. Special support to physically challenged students.**
- 5. Grievance and Redressal Cell**

## **Criteria 6: Organisation and Management**

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

**Yes**  **No**

If yes, give details.

**Institute has constituted various committees like Internal Quality Assurance Cell (IQAC), Teachers' council, Grievance and Redressal cell, Placement cell, Hostel committee, Library committee, sports committee, admission committee, building committee, purchase committee etc. These committees are constituted with the onset of the session every year for the smooth functioning of the institution.**

- 6.2 What has been done during the past three years, to improve the organization and management of the institution?

**For the proper working of the administration and college activities responsibilities are divided among the teaching and non teaching departments. The Principal distributes work load to each member of the staff keeping in view their strengths/weaknesses and potentiality. Responsibilities are assigned equally through: Departmental Council, Teachers' Council (record is maintained by Teachers' council secretary), and Staff Notices (Record is maintained) Staff Circulars (Record is maintained). Each faculty is equally involved in Co-curricular activities according to their potential, taste and need. Each of them is assigned as Prof-in-charge in the cocurricular activities committees of both the departments. Principal gives assignment to the faculty members to conduct test programme in the Institution. Management encourages the involvement of its staff for improvement of college by providing them democratic environment to apply their innovative ideas and seek their ideas and suggestions time to time. The Principal meets the staff members and interacts with them to find out the constructive ways to face any situation and effective improvement.**

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

**Yes**  **No**

- 6.4 How is the academic calendar prepared?

**Academic calendar is prepared after the discussion in Teachers' council. One senior most teacher is taken the responsibility to prepare the academic calendar on keeping in mind the guideline provided by NCTE regarding working day and teaching day.**

- 6.5 During the last two years have all the decisions taken by the institution been approved by the competent authority?

If no, give reasons.

**Yes, highest body of our Institution is BOG (Board of Governors), all activities executed by the Institution actually is the decision of BOG.**

- 6.6 How are teachers recruited? When and how are new teaching positions created? Give details

**Our Institution has religious linguistic minority status, so Institution directly recruits teaching faculty as per the norms designed by UGC and NCTE for minimum norms and standard of teacher qualification. Institution advertise in the leading national and local level bilingual newspapers when faculty member is superannuated, transferred or Government sanctioned new post. Selection committee comprises of professors from University, other experts, government nominee and members of management.**

6.7 Provide the following information about the teaching staff recruited during the last two years.

Teaching staff recruited from (last two years)		
Same State		Other State
Same Institution	Other Institution	
00	03	00

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

Yes      ✓      No     

If yes, give details.

If no, how are additional projects / expansion managed?

**Institution has appointed guest teaching staff(s) as per need pay them from college fund, generally in teaching of few method subjects such stipulation is executed.**

6.9 Does the institution conduct professional development programmes for non-teaching staff?

Yes            No     

If yes, give details.

6.10 What are the current tuition and other fee structure?

**The current tuition and other fee structure per candidate is given below:**

S. No	Programme	Tuition	Library	Laboratory	Others/ Spl. Fees	Hostel	Mess
1	B.Ed	Science Rs. 1920 Non-Sc Rs. 1520	Rs. 500	Rs. 500 (Sc)	Communica tive English course Rs. 1800	Rs. 8000	Rs. 700
2	B.P.Ed	Rs. 1920		Rs. 800			

- 6.11 Have there been changes in the tuition and other fees during the past three years, If yes, give details.

**No change in tuition and other fees have been changed by the Institution in the last three years.**

- 6.12 Furnish the amount spent under the various heads of expenditure in the past year.

Item	Plan (Rs.)	Non-Plan(Rs.)
Salary	1,61,75,427.00	
Hostel		12,35,938.00
Electricity		2,40,000.00
Building		3,00,000.00
Development		3,00,000.00

- 6.13 During the last two years did the institution have an excess/deficit budget?

**No**

- 6.14 Is there an internal audit mechanism?

Yes  **No**

- 6.15 What are the various welfare programmes of the institution? Give details.

**As part of the welfare schemes, the permanent employees of the College are entitled to the General Provident Fund, Group Insurance Scheme and the Health Scheme of the Government of West Bengal. The institution provides healthy environment for both the staff and students. The facility of gymnasium, indoor and outdoor games are provided in the campus. All the faculty members are motivated to attend the Faculty Development Programmes. The faculty is given full freedom to utilize the library and ICT facilities for the enrichment of their knowledge. The workload is equally distributed and subjects are given according to their specialization and interest. If any faculty member or staff member has any problem (academic or personal), she/he is always welcome to discuss with Principal and get them solved.**

- 6.16 Is there a grievance redressal mechanism in the institution?

**Yes**  No

If yes, how does it deal with grievances of the employees and others?

**If any complaint is set up, Principal discusses with grievance redressal cell take care of the matter and try to alleviate in peaceful manner.**

- 6.17 List the various loans available to the members of the teaching and the non-teaching staff of the institution. What are the requirements and the eligibility Parameters necessary to obtain loans that are available?

**Teaching and non-teaching staff of the college avail loan from their Provident Fund in ratio of the reserves as per rule and regulation lay down by the Government.**

- 6.18 Have endowment funds and reserve funds been deposited as per NCTE norms? (for unaided institutions) Give details.

**This Institution is aided in nature.**

**6.19** Has the institution adopted any mechanism/process for internal quality checks?

Yes  **No**

If yes, give details.

**6.20** Is the institution sensitised to modern managerial concepts such as strategic planning, team work, decision making, computerisation and TQM?

**Yes**  **No**

If yes, give details

**Principal of the institution is the chief administrative officer of the institute and responsible for day to day administrative activities and acts as a bridge between management and teaching and non teaching staff and students and accountable to Management. Various committees have been formed under the chairmanship of principal for proper co-ordination and functioning of administration. Financial decisions are not taken individually. The institution ensures the quality of its financial management process by regular meeting of the governing body members with the college accountant, cashier and examining the records. Further, the income and expenditure account financial report is verified regularly by registered Chartered Accountant time to time. Service failures and deficiencies are identified to take appropriate corrective and preventive measures. The institution has computerized its finance management system. There is a separate account section in the college that deal with all necessary requirements. Each information about the number of students and fee collected from them are available in computer along with expenditure of the year. The accounts of the institution are audited annually by the government appointed Chartered Accountant. The barriers that come in the way of achieving goals are removed by holding discussions among Principal, Management and staff members of the institution. The institution allows its faculty members to attend various seminars and conferences and ready to incorporate their ideas for the betterment of the institute. Open discussion in regular staff meetings is also a source that helps in identifying good practices and consent of faculty is an approval to share it.**

**6.21** Does the institution have

1. Twinning programmes **No**
2. Student Exchange Programmes **No**
3. Collaboration with National and Regional Agencies like NCERT, NIEPA and SCERT. **No**

**6.22** Any other institution specific innovations, which have contributed to its growth.

1. Any other highlights under the criteria – Organisation and Management  
**Some highlights under the criteria is given below:**



- **The board of governors of the college meets at regular interval to monitor the progress in the college.**
- **The Principal of the institution meet the faculty members to receive the information about the activities conducted in the institution.**
- **The barriers that come in the way of achieving goals are removed by holding discussions among Principal, Management and staff members of the institution.**
- **Transparency in administration.**
- **Organizational and managerial skills are imparted to students by involving them in various activities.**
- **Democratic decision making system.**

## **Part II: Self Appraisal Report**

### **Self analysis of the Institution**

#### **A. Preface**

##### **1. Foundation of London Missionary Society**

On 22<sup>nd</sup> September, 1795, London Missionary Society was established. Rev. David Bogue took remarkable role in establishing this society. He was Gosport's D.D. (Doctor of Divinity). Except the Baptist Missionaries, the other organization that dedicated itself in spreading education in Bengal before 1813- is the London Missionary Society.

In 1933, the National Christian Council conducted a survey for the Christian High Schools of India. Miss Van Doren, in the report of the survey of Christian High Schools of India stressed the importance of Teachers' Training of Christian Schools. According to her report, discussion continued between Bengal and London from 1934 to 1936 and the Bengal Committee realized the importance of Secondary Teachers' Training of Christian Schools as well as General Schools. After that the Bengal Committee wanted to know the opinion of different Christians Councils and Churches and requested them for co-operation. As a result a meeting was held in the Edinburgh House of London in 1937 and the decision about giving a practical shape to Teachers' Training College was accepted. Then representatives of N.C.C. (National Christian Council) came to Berhampore for selecting a suitable place. Dr. Otto Henry Strusburg was nominated with the charge of L.M.S. Berhampore Section. He was a German and did Ph.D. from Berlin University. Moreover, he had a profound knowledge of Engineering. He took the chance of establishing a college in Berhampore and he applied for establishing the college in the (L.M.S. Boys' High School) and the Bengal Committee accepted the approval of establishing a college at Berhampore in the District of Murshidabad, West Bengal.

##### **2. Aims and Objectives**

The main aim of establishing this college was to train the teachers of the Secondary Schools. But in order to satisfy the dire necessity, stress was given on the training of Graduates rather than Post Graduates and this college was established as a Higher Grade Normal School. The Societies and Churches felt the urgent need of trained teachers in Secondary Schools in Bengal but the facilities for training are not limited to students of any particular community. They opened the training for all communities for spreading out the development of trained teachers for Secondary Schools in rural areas.

##### **3. Location of the College**

The college was established in the Old Mission House at the Eastern Side of the Strand Road (at present Netaji Road) of the Berhampore town in 24'02'' N and 88'21'' E position . The main building originally was a "Resham Kuthi" at the time of East India

Company. It was a two storied building, the 1<sup>st</sup> floor was used as a dwelling place and the ground floor was used as a go down by the Silk Merchants. In the latter half of the 19<sup>th</sup> century there were two famous silk companies in Berhampore. Among them one was a British Company and another was French .The structure and the inner decoration of the present building bears the proof of artistic sense and luxuriousness of the French. So it can be guessed that formerly the college was owned by the Bengal Silk Company which was later occupied by the London Missionary Society. In this building the new Secondary Teachers' Training College started.

#### **4. Responsibility of Administration**

The London Missionary Society accepted the responsibilities of College Building, Students' Hostel, and Principal's Quarter (with tax). The Baptist Missionary Society agreed to take the responsibility of the college and the Principal's salary and allowances on the condition of getting help from other missionary and Govt. sanction. At first six mission's viz. London Missionary Society, Methodist Missionary Society, Church of Scotland, Bengal Mission, American Baptist Bengal Orissa Mission unitedly established the college. Later Bengal Baptist Union joined with six Missions and the college was rechristened as Union Christian Training College on 8<sup>th</sup> March, 1938 and the new session was started from July, 1938. B.P.Ed. Course was started in this college in the year 1975.

#### **5. Administration and Admission**

Our Institution has religious linguistic minority status, so Institution directly recruits teaching faculty as per the norms designed by UGC and NCTE for minimum norms and standard of teacher qualification. Institution advertise in the leading national and local level bilingual newspapers when faculty member is superannuated, transferred or Government sanctioned new post. Selection committee comprises of professors from university, other experts, government nominee and members of management. Institution is governed by the Board of Governors.

The admission notice is published in the two leading newspaper in the month of January of each year. Fee of admission form of the both courses is collected through Bank. Bank challan is provided with application form to the applicants. The admission form is available from college office on production of last achieved degree certificate as per norms of NCTE. Reservation procedure is maintained as per state government rule. Selection procedure for B.Ed course is made strictly accordingly to merit basis and the list of the selected candidates is published and displayed on the college notice board in the 2<sup>nd</sup> week of April of each year. No correspondence is made regarding selection. Other than home University viz., University of Kalyani, original migration certificate or application cash challan receipt is to be produced on the day of admission, failing which the admission is treated as cancelled. Regarding admission decision of the Board of Governors of the college is final. Selection of B.P.Ed course field test is mandatory. The total number of practical/field tests and academic qualifications will be considered for the merit list. Merit list is also displayed on college notice board in the 2<sup>nd</sup> week of April of each year.

## **6. Teaching Practice**

College is in contact with fifteen Teaching Practice schools. Guidelines regarding their syllabus are taken from them. Teaching Practice is planned with them in advance. B.Ed. and B.P.Ed student teachers teach assigned classes with full discipline and dedication. Student Teachers organize morning assembly of the school. Various competitions like World Aids Day, Environment Day, and Tree Plantation are organized in the schools during teaching practice. Teaching Aids are shared with different practice teaching schools. Head of the Institutions and teachers are invited to various functions of College. Teaching Practice is carried out with full sincerity and dedication.

## **7. Student Attendance**

75% classes must be attended for the student teachers to sit in the final examination from the day of the beginning of the session. In no case below 60% of attendance in the class is considered for giving final examination conducted by University. The college authority has the right to take appropriate action as per rules if the percentage is short fall. This is applicable for the both B.Ed and B.P.Ed to put their signature in general attendance registrar first every day. If any student teacher arrives 15 minutes late she/he should write an application to the Principal for considering her/his attendance on that day.

## **8. Hostel facility**

Institution has two separate hostels for boys and girls with accommodation capacity of 50 and 100 respectively. B.P.Ed course is fully residential, so all 50 student teachers (both boys and girls) are residing in hostel. B.Ed student teachers are allotted hostel facility in respect to their distance of residence from college. Christian student teachers are given priority for hostel facility.

## **9. Achievements of the college**

- ✓ College's plans, actions and strategy of implementation are in tune with its duly stated objective, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum development and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.
- ✓ Admission process is transparent and Institution looks after quality education to prepare effective teacher not only quantify the admission process.
- ✓ Institution has more than 75 year's history in teacher education field. Last year Platinum jubilee celebration was held with diverse activities.
- ✓ Computerized library is rich in learning resources with easy access for all the staff and student teachers.

- ✓ **Developing leadership qualities through real work-situation among the student teachers are another feature.**
- ✓ **Student teachers of B.P.Ed departments regularly participate in WBCIPE and win various prizes in this occasion.**
- ✓ **Faculty members of the Institutions are assisted financially to organize seminars, workshops, conferences from different funding agencies.**
- ✓ **College organizes frequent meetings of IQAC, PTA and Alumni Association.**
- ✓ **Meeting of Teachers' council, different administration regularity committees, Library committee held regularly to assess advancement and difficulties in different areas.**
- ✓ **Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities.**
- ✓ **Adequate learning resources, mechanism to review the teaching learning related services and decision making are in order. The campus environment, practice of mentoring and monitoring progress of the student teachers support and enhance the effectiveness of the system.**
- ✓ **Institution has completed well equipped girls' hostel with financial assistance by UGC.**
- ✓ **Student teachers of both departments are ranked in University merit list at final examination of B.Ed and B.P.Ed courses.**
- ✓ **CAS of six faculty members including librarian is completed this year under new regulation of UGC through API score.**
- ✓ **Institution is strengthening cocurricular activities committees of both departments to enhance leadership quality of student teachers.**
- ✓ **Institution retains its security mechanism through CCTV surveillance. Pure drinking water with cooling system is introduced for student teachers and staff of the college.**

#### **10. Report preparation**

**IQAC takes responsibility to frame and shape the self appraisal report. All faculty members and staff of the college exchange their opinion to complete the report. Faculty members were submitted their publications list, seminar/workshop/conference participation and presentation experiences in an IQAC prescribed format for the completion of the project. College office help by providing room details, list of equipments and furniture, student teachers profile documents. Alumni association submits their activities and future planning to help IQAC for shaping the report. IQAC interacts with the head of practice teaching schools and teachers to assess the**

programme and understand reflection of the schools which include in the report. IQAC is arranged frequent interactive session with stakeholders, parents and people of locale community to inquire about Institution's various activities. IQAC is also meet up student teachers of both departments and try to find the reflection which Institution is delineated for the promote of teacher training programme.

## **B. Parameter-wise report**

### **1. Curriculum Design and Planning**

B.Ed and B.P.Ed both courses started on 1<sup>st</sup> working day, month of July every year. Institution maintains the NCTE norms of working and teaching days i.e., 180 and 200 d. Last year total working and teaching days was 210 and 187 respectively, Institution have lost few working and teaching days last year due to panchayat election in the state. Union Christian Training College being affiliated to the University of Kalyani is to abide by the curriculum designed by the parent University. Regarding the operational part, the different departments plan and implement the curricula by dividing it into two major modules- pre and post Puja vacation which is displayed on the notice board time to time. The curricula contained in the modules are made effective through rigorous and interactive classroom teaching following a well-distributed Time-Table. The college prospectus, academic calendar offer the idea about the delivery and transaction of the curriculum. Time Table is reviewed and restructured as per necessity by the teachers who incorporate new and necessary information.

Main objective of the course curriculum is to prepare an effective teacher not only teacher. Learning is made "student centered" by enhancing skill development through different techniques of teaching-learning. The main focus is on self-study and independent learning. PPT presentation, seminar, workshop, assignment, intra-mural activity, field trip, use of ICT, preparation of learning material, community service, projects, craft projects are the main methods of curricular-transaction. Besides these, student teachers are given computer aided instructions and encouraged to use latest technology. Basic fundamentals of computer education and English communication skill development are imparted to all the student teachers through a compulsory paper. In order to develop manual skills and inculcate aesthetic sense in the students, crafts like gardening, computer, candle making etc. are taught as a part of curriculum. Student teachers attend one tutorial class per week wherein they are encouraged to speak at least for 5 minutes on important topics. Tutorial groups and guidance and counseling cells are established to solve the student teachers academic, personal, career and social problems. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy and understandable to the student teachers.

Student teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books and periodicals, e-resources etc. Sports and physical training is also integral part of overall development of character and personality of the trainees. Annual Athletic Meet is also organized in the institution. In our B.P.Ed department more practical classes are allotted as per syllabus. Faculty members of the concern departments are carefully trained the student teachers as per new modern rules and regulations of sports. Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of ICT, use of various A.V. aids, how to present the

content matter, dealing with the students, controlling classroom activities, using board, using media etc. are discussed and taught in detail. As per University syllabus five theory papers and two methodology papers (school subjects I and II) are taught in B.Ed and in case of B.P.Ed more emphasis is given on practical work. Time table of the Institution reflects the equal weightage to the both category. Every day both categorized papers are distributed in the time table. Members of the faculty take responsibilities to transact theory, practical and methodology papers to the student teachers. The foremost course objective is to prepare effective prospective teachers and overall development of student teachers. We consider monitoring the overall achievement of the student teachers:

1. Institution firmly supports psychological beliefs that all student teachers are different and their needs are not alike and instructs its staff to prepare themselves/their attitude/teaching styles/medium of instruction/lesson planning/assignments/practical work etc. as per student teachers social, cultural and language needs and individual differences.
2. Every faculty member of the institution engages student teachers in the teaching learning process and openly welcomes suggestions from their side to make teaching learning more effective.
3. The institution lays emphasis on the organization of curricular and co-curricular activities for the all round development of the students. Activities like Debates, Seminars, Essay competition, Quiz, Talent search, self made articles, Sharod utsav, cultural competition, intramural activities, indoor outdoor game competitions are conducted from time to time which help in inculcation of values like cooperation, leadership, tolerance, self-discipline among students.
4. Regular class tests, final test are conducted to assess the time bound academic development of student teachers that they perform better in the final University examination. We follow formative evaluation for academic achievement of the student teachers.

SW analysis of the Institution is as follows:

**Strength:**

- Qualified Faculty
- Updated Curriculum
- Faculty-Student teacher interface
- Enriched Library
- Well-equipped Laboratories
- Sound Infrastructure
- Consistent excellent Academic output
- Well-built Alumni Association
- Fine tuning with practice teaching school
- Transparent admission procedure

**Weakness:**

- Lack of Smart classroom facility
- e-journal facility
- No auditorium

**2. Curriculum Transaction and Evaluation**

Institution firmly believes that communication and relationship competences are at the heart of teachers' engagement with and response to diversity. It is where teachers create classroom and school conditions that are inclusive and where they build and sustain

relationships based on trust and mutual respect. Establishing a participatory, inclusive and safe learning environment is our motto. Teacher educators in class room try to reflect their culture and societal interest in daily lesson. This way of thinking empowers students academically, socially, emotionally, and politically by implementing cultural and historical references to communicate knowledge, teaching skills, and change attitude. Student teachers are sent to practice teaching schools for teaching practice with their teachers. The teacher educators observe their teaching and give suggestions. This training is provided for 15 working days. Student teachers are asked to implement the link practice in real classroom teaching. Student teachers are directed to consult the class teacher and subject teacher to know about the needs of the students in a particular subjects and their nature of learning, their preferences, and attitude towards teaching aids, individual needs of students, collective needs of students, their interest and class teacher and subject teacher's assessment of students in his class.

Student teachers visit local areas, to create awareness on social aspects like health awareness, education of girl child, and prospects of education for human resource development and also conduct sessions for guidance and counseling for unemployed people. This helps them acquire leadership traits. As per our syllabus student teachers have to perform one project work. Our faculty members are endeavouring issues like implementation of RTE act'2009, awareness of inclusive education, SSA achievement etc for project work to connect student teachers with community. Our institution has one boy's and one girl's hostel, those student teachers are dedicated to local community for blood donation, hospital work etc.

Keeping in mind the course structure of B.Ed. and B.P.Ed work experience is given due importance. Chalk board writing, preparing teaching aids, Simple expressional competencies, Cocurricular, cultural and community activities and crafts namely – Gardening, Computer Craft, Candle Making, Interior Decoration are there. Students also go for blood donation camp, Clean Environment rallies provides opportunity to student teachers to gain work experience in the real situations. Teaching Aids are prepared and distributed among teaching practice schools. Exhibition and preparation of teaching aids is taught to school students too. Inter house competitions are organized in a planned way and prizes are awarded to winners for motivation. Workshops and Training Programmes are organized for the school teachers. As per University syllabus project work is incorporated in non laboratory based subjects. Teacher educators guide them to prepare project report and throughout the session student teachers are engaged to select problem, collect data either from primary or secondary sources, analyze and interpret individually or collectively. In case of B.P.Ed course more importance is given to practical/field works. Two separate sessions are allotted to exercise for practical works viz. morning and afternoon sessions. Evaluation of practical activities in B.P.Ed course is performed by term tests in presence of internal and external examiners. B.Ed practical evaluation is implemented through internal and external examiners at the end of normal class. Student teachers are encouraged in their practice field i.e., realistic class teaching situation with proper application of core teaching skills and models of teaching discussed in theory classes.

### **3. Research development and Extension activities**

The Institution has no scope to promote any research providing grant or any other mode, Institution is running only under graduate course B.Ed. and B.P.Ed in teacher education programme. Fundamental research is not carried out though applied research like action research and project works related with syllabus are carried out by the institution. Institution constantly motivates its teacher educators to take up research



in education and physical education or their respective subjects. Faculty members are encouraged to participate and present their research papers in national and international conferences/seminar for which they are provided on duty. Faculty members are encouraged to propel their research proposal at the different funding agencies. Teacher educators are encouraged to attend seminars, conferences, workshops, research methodology course etc. and adjustment in teaching schedule is usually made to help the teachers involved in research.

Institution has two college research committees, Principal is acting as a chairman, IQAC coordinator acts as a convener and all the faculty members of B.Ed and B.P.Ed departments are the members of the respective college research committees. All faculty members have either completed or continued research projects funded by different agencies like UGC, ICHR etc. More than 100 (hundred) research papers/articles have been published by the faculty members in diverse peer reviewed indexed international or national journals in last five years duration. Last five years 11 minor research projects are carried out or continued by the faculty members with the help of different funding agencies. Most of the faculty members avail UGC assisted seminar/conference/workshop schemes. Faculty members engage themselves to prepare and publish text or reference books from reputed book publishers of our state. Institution promotes extension activities in following manner:

- The teacher educators demonstrated to school teachers about the preparation of teaching aids and how to use them. Moreover, the teachers were told how to involve the students in developing the lesson.
- B.P.Ed department organizes free blood group test for the student teachers.
- Institution promotes health awareness programme through its multi gymnasium facility.
- The student teachers were taken to slum areas around and nearby villages for field and project work. They met the villagers and interacted with them, with the help of questionnaire and interview tools they prepare their field and project report as per syllabus.
- The student teachers are encouraged to plant the trees and take care of them.
- The student teachers are encouraged to conduct and participation the important day's observation.

#### **4. Infrastructure and Learning Resources**

The institution has 5.20 acres of land to meet the need for augmenting the infrastructure to keep pace with academic growth. The spacious rooms and laboratories are constructed as per the demand and requirement. Mainly Institution is supported by different funds from UGC and Government of West Bengal. At the beginning of every five year plan Institution submits proposal to UGC. Another income source of the institution is fee charged from students of B.Ed. and B.P.Ed courses. The fund raised from fee is sufficient enough to meet the demand to keep pace with the academic growth. Institution maintain its infrastructure from own fund, especially known as development fund. But for extremely large work Institution seeks financial support from UGC or Government. The institute generates and expands the infrastructure continuously. The different committees like building committee, purchase committee, library committee etc focus on upkeep and maintenance of the infrastructure. Institution retains its security mechanism through CCTV surveillance. Pure drinking water with cooling system is introduced for student teachers and staff of the college. The sufficient number of text books, educational journals, magazines and newspapers

are made available for student and staff. Educational CDs and DVDs and PPT prepared by the teacher educators are also available as learning resources. The student teachers and staff can get the text books, reference books, CD-ROMs issued as per their requirements. Each student can get 4 books at a time for fourteen days while the faculty members can take 8 books at a time. The students select the text books themselves. Separate reading section is there in the library. The students can use it during their leisure time. The institution has well equipped computer laboratory with internet facility. 13 computers are available in laboratory. The student teachers can use the computers as per their requirements. The Institution has one air conditioned computer room with internet facility for faculty members. Institution has one multi-purpose room where orientation of student teachers at the beginning, before micro and macro teaching, observatory days, cultural programme, annual social, seminar, popular lectures, workshop etc are taken place as well as classes also be taken. Institution has six classrooms for day to day theoretical purpose. Laboratory rooms are also used for methodology classes as well as practical work. Institution's huge playground is used for B.P.Ed student teachers for their day to day practical activities and games and sports activities of both cocurricular activities committees. Boys and girls student teachers are accommodated in our two hostels. Capacity of the two hostels is 100 for girls and 50 for boys.

#### **5. Student Support and Progression**

Student teachers are given educational, vocational and personal guidance as per their needs and interest through Grievance and Redressal cell. This cell provides guidance in selection of subjects and other academic problems. Student teachers are also guided for higher studies and vocational programmes. If any student teacher wants to share his personal problem and seeks guidance, proper suggestions/guidance is given to him. Students are given career counseling whenever vacant posts of teachers are advertised. Advertisement of vacant teaching posts for private schools is executing on college notice board time to time. Teacher educators are actively participated in academic and personal counseling of the student teachers. Student union elections are not held in our college. Institution has student association, Cocurricular Activities Committee (CCAC) for both departments to conduct the yearlong cocurricular activities like cultural, social, games and sports etc. To facilitate the creative potential of the student teachers as well as the teachers, the College Magazine "Educere today" is published annually.

Normally B.Ed and B.P.Ed student teachers want to engage themselves as a school teacher after completion of the course. Part of them also shows their interest for higher studies like M.Ed and M.P.Ed. Teacher educators of our Institution provide information regarding the courses and how to prepare for TET/CTET. If any student teacher seeks opinion of his/her personal problem teacher educator tries to solve and suggest him/her remedial measures to overcome the problem. Institution has no placement cell, so none of student teachers were employed through placement service. Teacher recruitment in our state is made under the rules and regulation of West Bengal School Service Commission so there is no alternative recruitment provision in teaching profession. Last three years 375 student teachers of both B.Ed and B.P.Ed departments have entered into teaching profession through West Bengal School Service Commission. 20 student teachers qualify NET/SET and out them 13 student teachers empanelled in the West Bengal College Service Commission Merit list for Assistant Professor. Alumni of the Institution held positions like assistant teachers, head of the Institution (School), SI of Schools, DI of Schools, assistant professor of Education or other subject in

colleges.

## **6. Organization and Management**

Highest body of our Institution is BOG (Board of Governors), all activities executed by the Institution actually is the decision of BOG. Our Institution has religious linguistic minority status, so Institution directly recruits teaching faculty as per the norms designed by UGC and NCTE for minimum norms and standard of teacher qualification. Institution advertise in the leading national and local level bilingual newspapers when faculty member is superannuated, transferred or Government sanctioned new post. Selection committee comprises of professors from university, other experts, government nominee and members of management. Institution has appointed guest teaching staff(s) as per need pay them from college fund. Tuition, library and laboratory fees are collected from the student teachers to facilitate such activities efficiently.

Principal of the institution is the chief administrative officer of the institute and responsible for day to day administrative activities and acts as a bridge between management and teaching and non teaching staff and students and accountable to Management. Various committees have been formed under the chairmanship of principal for proper co-ordination and functioning of administration. Financial decisions are not taken individually. The institution ensures the quality of its financial management process by regular meeting of the governing body members with the college accountant, cashier and examining the records. Further, the income and expenditure account financial report is verified regularly by registered Chartered Accountant time to time. Service failures and deficiencies are identified to take appropriate corrective and preventive measures. The institution has computerized its finance management system. There is a separate account section in the college that deal with all necessary requirements. Information about the number of students and fee collected from them are available in computer along with expenditure of the year. The accounts of the institution are audited annually by the government appointed Chartered Accountant. The barriers that come in the way of achieving goals are removed by holding discussions among Principal, Management and staff members of the institution. The institution allows its faculty members to attend various seminars and conferences and ready to incorporate their ideas for the betterment of the institute. Open discussion in regular staff meetings is also a source that helps in identifying good practices and consent of faculty is an approval to share it.

### **C. Summary**

- Institution was established on March 08, 1938 with four students by London Missionary Society.
- The first Principal was Rev. T.C.Vicary.
- Institution building provided by the London Missionary Society in Berhampore, District Murshidabad. Total campus area is 5.20 acres.
- Institution is affiliated by University of Kalyani.
- Institution has permanent NCTE recognition. [NCTE recognition vide order No.ERC/7-30(ER-30.8(1)/2002/437 date [18/12/2002 (B.Ed) and ERC/7-71.4.24/2006/4960(B) 15.12.2006 (B.P.Ed)]
- Institution is NAAC accredited with GCPA of 2.72 and 2.55 on four point scale at B grade for B.Ed and B.P.Ed respectively on June 15 2009.
- Institution has 2(f) and 12(B) status granted by UGC.

- **Institution has religious linguistic minority status, so Institution directly recruits teaching faculty as per the norms designed by UGC and NCTE for minimum norms and standard of teacher qualification. Institution advertise in the leading national and local level bilingual newspapers when faculty member is superannuated, transferred or Government sanctioned new post. Selection committee comprises of professors from university, other experts, government nominee and members of management. Institution has appointed guest teaching staff(s) as per need pay them from college fund.**
- **Financial category of the Institution is Grant-in-aid.**
- **Institution is governed by the Board of Governors under the special constitution with a safeguard, right and privilege granted as per articles 30, 30(1) and 30 (2) of Indian Constitution.**
- **Institution is demographically semi-urban in nature.**
- **Institution has two departments viz. B.E.d and B.P.Ed. Duration of both courses is one year.**
- **Institution has two separate hostels for boys and girls on the campus. Our B.P.Ed course is entirely residential. So total 50 trainees are accommodated in our two hostels and rest seats of the two hostels are distributed among B.Ed trainees with parameters like distance, first come etc.**
- **Sanctioned intake of the two departments is 200 for B.Ed and 50 for B.P.Ed.**
- **Total numbers of Faculty members are 20. (Principal – 1, B.Ed - 13 and B.P.Ed - 6)**
- **09 faculty members including Principal have completed Ph.D.**
- **At present total number of nonteaching staff are 18. (1 technical and 17 administrative staff)**
- **In B.Ed course female male student teachers ratio is 1:1.04 and in B.P.Ed 1:2.33 for the session 2014-15.**
- **Drop-out rate of both departments are nil.**
- **In 2012 out of 200 student teachers 174 passed in first class, in 2013 170 out of 200 passed in first class in B.Ed department. In B.P.Ed department the statistics is as follows: for the year 2012, 22 out of 50 got first class and for 2013 25 out of 50 got first class.**
- **Expenditure sources of the Institution are Grant-in-aid, UGC grant (XIth plan), self financing course (English communication skill) and fees collected from student teachers.**
- **Annual system is followed for academic work in the Institution.**
- **Institution has well-equipped laboratories viz. physical science, life science, geography, work experience, anatomy, psychology, language, ET.**
- **A central library with 14,561 books and 19 journals help teacher educators and student teachers both for better transaction of curriculum.**
- **Institution has a huge playground which helps to conduct games and sports activities and practices for both the departments and also link with community by sharing the same.**
- **Institution follows NCTE norms strictly in the admission procedure. Admission is done on the academic records. In case of B.P.Ed admission both academic record and field test is considered as per University norm.**
- **Classes for both the department start on first working day of July month.**
- **Last year total working and teaching days were 210 and 187 respectively.**

- Institution being affiliated to the University of Kalyani is to abide by the curriculum designed by the parent University. Regarding the operational part, the two departments plan and implement the curricula by dividing it into two major modules- pre and post Puja vacation which is displayed on the notice board time to time.
- The curricula contained in the modules are made effective through rigorous and interactive classroom teaching following a well-distributed Time-Table. The college prospectus, academic calendar offer the idea about the delivery and transaction of the curriculum. Time Table is reviewed and restructured as per necessity by the teachers who incorporate new and necessary information.
- Internal evaluation is done as per University syllabus where micro and macro teaching, language proficiency is included, for other practical examinations evaluation is made under supervision of internal and external examiners.
- Parts of faculty members represent Board of Studies Education and Physical education department to frame the curriculum at the beginning of the session. Keeping the view we prepare unit wise course outline for the whole session.
- The College has a regular well structured mechanism to obtain feedback from student teachers on different issues. Formal student feedback is taken at the end of the session when the student teacher has developed his/her mature opinion about the implementation of the syllabus and teaching learning procedure.
- Institution is selected 15 schools for the purpose of teaching practice of both the departments.
- Before starting practice teaching Student teachers have to compulsorily take part in the micro teaching programme. Teaching skills mentioned as per curriculum are practiced in simulated condition in college campus under the supervision of respective school subject teachers. Peer reviewed is also mentioned in the syllabus so Institution looks after this portion very carefully. As per syllabus framed by University of Kalyani all student teachers performed 10 micro lesson demonstrations.
- Student teachers are sent to practice teaching schools for teaching practice with their teachers. The teacher educators observe their teaching and give suggestions. This training is provided for 15 working days. Student teachers are asked to implement the link practice in real classroom teaching.
- Regular monitoring and supervision is done at the time of teaching both for micro and macro. Evaluation is done as per University assigned procedure.
- Our Institution is affiliated by the University of Kalyani. As per University guideline the internal and external evaluation procedure is circulated to the student teachers at the beginning of the session. They can also avail the same from University web-site.
- The institution lays emphasis on the organization of curricular and co-curricular activities for the all round development of the students. Activities like Debates, Seminars, Essay competition, Quiz, Talent search, self made articles, Sharod utsav, cultural competition, intramural activities, indoor outdoor game competitions are conducted from time to time which help in inculcation of values like cooperation, leadership, tolerance, self-discipline among student teachers.

- **Regular class tests, final test are conducted to assess the time bound academic development of student teachers that they perform better in the final University examination. We follow formative evaluation for academic achievement of the student teachers.**
- **All faculty members of the Institution have attended seminars /conferences/workshops as paper presenters. A concise list of paper presentation in different programme in the last two years is already cited in the item 2.7.**
- **08 minor research project works funded by UGC are completed by the 08 faculty members and 03 project works funded by UGC and ICHR is continued by the 03 faculty members, cited in item no 3.3.**
- **More than 100 (hundred) research papers/articles are published in diverse peer-reviewed indexed international/national journals. Few journals have high impact factor. Some papers/articles are published in the proceeding with ISBN. All are cited in item no. 3.4.**
- **04 faculty members wrote 12 text/reference books from reputed publisher of the state with ISBN. 02 faculty members published seminar proceedings with ISBN as chief editor.**
- **06 seminars and 01 workshop organized by the faculty members in the Institution with financial assistance of University Grants Commission. In 2013 -14 session 03 UGC sponsored National seminars were held in the Institution.**
- **Last year Institution has completed 75 years glorious journey in the field of teacher education programme. Several activities were performed throughout the year. Part of the platinum jubilee celebration Institution organized two popular lectures viz. “God particle” and “Tagore’s 150 years birth anniversary” by eminent resource persons. In this occasion Institution also organized rally and cultural programme and published special issue enlighten Institution’s 75 years journey.**
- **Institution has modernized computer laboratory facilities. Office, Library is also computerized.**
- **The student teachers and staff can get the text books, reference books, CD-ROMs issued as per their requirements. Each student can get 4 books at a time for fourteen days while the faculty members can take 8 books at a time. The students select the text books themselves. Separate reading section is there in the library. The students can use it during their leisure time. The institution has well equipped computer laboratory with internet facility. 13 computers are available in laboratory. The student teachers can use the computers as per their requirements. The Institution has one air conditioned computer room with internet facility for faculty members.**
- **Institution has made agreement with reputed agency as AMS (annual maintenance scheme) to maintain the computers and its accessories.**
- **The Institution has a separate physical education department. So full equipped sports material and equipment are available in the department. Institution has a standard playground, one multi gymnasium, laboratories like exercise physiology and educational psychology in the B.P.Ed department.**

- **Institution has six theoretical classrooms with one multi-purpose room. Some classes are also taken by the teacher educators in the respective laboratories. All laboratories have adjacent classroom facility.**
- **Last three years 375 student teachers of both B.Ed and B.P.Ed departments have entered into teaching profession through West Bengal School Service Commission. 20 student teachers qualify NET/SET and out them 13 student teachers empanelled in the West Bengal College Service Commission Merit list for Assistant Professor. Alumni of the Institution held positions like assistant teachers, head of the Institution (School), SI of Schools, DI of Schools, assistant professor of Education or other subject in colleges.**
- **Student teachers are given educational, vocational and personal guidance as per their needs and interest through Grievance and Redressal cell. This cell provides guidance in selection of subjects and other academic problems. Student teachers are also guided for higher studies and vocational programmes.**
- **Institution has an Alumni Association since 2001. The major activity of Alumni Association is to encourage student teachers giving reward as per their academic Excellencies. Every year a reunion is organized by the association. Alumni Association registered keen ex-students as life member and invite them every reunion date. Association organize popular lectures, seminars, cultural activities etc.**
- **Institution has no placement cell, so none of student teachers were employed through placement service. Teacher recruitment in our state is made under the rules and regulation of West Bengal School Service Commission so there is no alternative recruitment provision in teaching profession.**
- **Student union elections are not held in our college. Institution has student association, Cocurricular Activities Committee (CCAC) for both departments to conduct the yearlong cocurricular activities like cultural, social, games and sports etc.**
- **Institute has constituted various committees like Internal Quality Assurance Cell (IQAC), Teachers' council, Grievance and Redressal cell, Placement cell, Hostel committee, Library committee, sports committee, admission committee, building committee, purchase committee etc. These committees are constituted with the onset of the session every year for the smooth functioning of the institution.**
- **Our Institution, in keeping with the ICT paradigm shift, has its own website ([www.uctcollege.org](http://www.uctcollege.org)) which is periodically updated and is dedicated to the College affairs, and aims at better connectivity with the past, present and prospective teacher. The website provides information about courses offered, faculty and infrastructural facilities and admission procedure. All the events, seminars, invited lectures, workshops of the College are posted on the website to keep the student teacher, staff, faculty and other stakeholders regularly updated.**
- **The Annual Report of the College is presented by the Principal highlighting the academic and extra-curricular achievements of both the teachers as well as students of the College in the Annual social programme.**
- **To facilitate the creative potential of the student teachers as well as the teachers, the College Magazine "Educere today" is published annually.**

- **Institution retains its security mechanism through CCTV surveillance. Pure drinking water with cooling system is introduced for student teachers and staff of the college.**
- **As per G.O. of West Bengal Government, Institution has acted as study centre for one year D.L.Ed. (100 students) and two years B.Ed (200 students) course through open and distance mode under WBCPE and NSOU respectively**

#### **D. Appendices**

- 1. Act and Statutes/Rules & Regulations/ of the university / Board/SCERT to which the college is affiliated/attached.**
- 2. Relevant documents of the society or trust under which the college was established, highlighting its objectives.**
- 3. Institutional Calendar & annual Reports for the past two years.**
- 4. Rules, regulations, and / or guidelines relating to the composition, powers and functions of the various academic and administrative authorities and committees, as applicable. These may include the details of Board of Management, Governing Body, admissions, examinations, recruitment of faculty and staff, academic linkages, extension, library committees, purchases and other financial norms etc.**
- 5. Document on the current list of academic programmes, duration, fee structure etc.**
- 6. A copy of the syllabus and examination schemes**
- 7. List of various extracurricular/extra mural activities held during the year**
- 8. Set of time table for the session**
- 9. Guidelines for the Grievance Redressal mechanism & publications etc., Documents relating to arrangements for practice teaching.**
- 10. Criteria for facilitating the faculty for professional development programmes.**
- 11. Master plan of the institution**
- 12. Records of student feedback,**
- 13. Audit report for last two years**
- 14. Lists of Book and Proceeding by the faculty members**
- 15. List of equipment and furniture**
- 16. List of Seminar/workshop organized by the Faculty members**