SELF APPRAISAL REPORT
FOR
RE--ACCREDITATION [[CYCLE 2]]
OF
UNION CHRISTIAN TRAINING COLLEGE
Established in **1938**
Affiliated to the University of Kalyani
NCTE Recognized
Accredited at the 'B' level by NAAC in 2009

UNION CHRISTIAN TRAINING COLLEGE
(B.Ed and B.P.Ed)
107, Netaji Road
Berhampore, Murshidabad, 742101
West Bengal
Telephone: 03482-250254
Website: www.uctcollege.org
E-mail: principaluctc@rediffmail.com

SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)
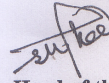**BANGALORE – 560072**
March, 2015

NAAC self appraisal report of UNION CHRISTIAN TRAINING COLLEGE, Berhampore, Murshidabad, West Bengal, 742101

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution with seal:

Dr. S. K. Thakur
Principal
Union Christian Training College
Berhampore ★ MSD. ★ (W.B.)

Place: Berhampore

Date: 1.4.15

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CONTENT

Union Christian Training College (www.uctcollege.org)

A. Profile of the Institution

1. Name and address of the institution:
UNION CHRISTIAN TRAINING COLLEGE, 107 NETAJI ROAD, P.O BERHAMPORE, DT MURSHIDABAD, WB.

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

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal **Dr. Sasim Kabiraj Thakur**	**03482-250254**	**03482-251255**	**principaluctc@rediffmail.com**
Vice-Principal			
Self – appraisal Co-ordinator **Dr. Aniruddha Chakraborty**	**03482-250254**	**03482-251255**	**ani.c1234@rediffmail.com**

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal **Dr. Sasim Kabiraj Thakur**		**+91-9932886234**
Vice-Principal		
Self - appraisal Co-ordinator **Dr. Aniruddha Chakraborty**		**+91-9434115809**

4. Location of the Institution:

Urban [✔] Semi-urban [ ] Rural [ ] Tribal [ ]

Any other (specify and indicate) [ ]

5.20 acre

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5. Campus area in acres:

6. Is it a recognized minority institution?   Yes ☑ No ☐

7. Date of establishment of the institution:
   Month & Year

MM	YYYY
03	1938

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

University of Kalyani

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

Month & Year   Month & Year

2f
MM	YYYY
09	2004

12B
MM	YYYY
09	2004

10.   Type of Institution

a. By funding	i. Government		☐
	ii. Grant-in-aid	☑	
	iii. Constituent		☐
	iv. Self-financed		☐
	v. Any other (specify and indicate)		☐
b. By Gender	i. Only for Men (B.P.Ed)	☑	
	ii. Only for Women		☐
	iii. Co-education (B.Ed)	☑	
c. By Nature	i. University Dept.		☐
	ii. IASE		☐
	iii. Autonomous College		☐
	iv. Affiliated College	☑	
	v. Constituent College		☐
	vi. Dept. of Education of Composite College		☐
	vii. CTE		☐
	Viii. Any other (specify and indicate)		☐

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

   Yes ☑ No ☐

   If yes, has the institution applied for autonomy?

Yes ☐   No ☑

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary	**B.Ed**	**Graduate**	Certificate	**1 yr**	**Bengali, English**
		B.P.Ed	**Graduate**	Diploma	**1 yr**	**Bengali, English**
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	**B.Ed**	**4372 dt 18.12.2002**	**Permanent**	**200**
	B.P.Ed	**4960 dt 15.12.2006**	**Permanent**	**50**
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

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B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

    Vision

Yes	✔	No	

    Mission

Yes	✔	No	

    Values

Yes	✔	No	

    Objectives

Yes	✔	No	

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

Yes	✔	No	

    If yes,

    a) How many programmes?

ONE

    b) Fee charged per programme

Rs. 100/ month

3. Are there programmes with semester system

NO

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

Yes	✔	No	

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

All the Faculty members

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

    D.Ed.

    B.Ed.

09/00

    M.Ed. (Full Time)

    M.Ed. (Part Time)

    Any other (specify and indicate) **(B.P.Ed)**

6. Are there Programmes offered in modular form

Yes		No	✔

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Number	

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

Yes	✔	No	

Number	**01**

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✔

Number	

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

- Heads of practice teaching schools

Yes		No	✔

- Academic peers

Yes		No	✔

- Alumni

Yes		No	✔

- Students

Yes		No	✔

- Employers

Yes		No	✔

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

One yr.

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

Yes		No	✔

Number	

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

Yes	✔	No	

Number	**01**

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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ✔   No ☐

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

Yes ✔   No ☐

Criterion II: Teaching-Learning and Evaluation

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

   a) Through an entrance test developed by the institution ☐

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

   c) Through an interview ☐

   d) Entrance test and interview ☐

   e) Merit at the qualifying examination (B.Ed) ✔

   f) Any other (specify and indicate) (B.P.Ed by field test also) ✔

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

2. Furnish the following information (for the previous academic year): **2013-14**

   a) Date of start of the academic year — **01.07.2013**
   b) Date of last admission — **30.06.2013**
   c) Date of closing of the academic year — **30.06.2014**
   d) Total teaching days — **183**
   e) Total working days — **215**

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	120	80	200	45	27	72	75	53	128
B.P.Ed	50		50	24		24	26		26

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M.Ed. (Part Time)									
M.Ed. (Full Time)									

4. Are there any overseas students?

   If yes, how many?

Yes		No	✔

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled). (20013-14)

6.

   a) Unit cost excluding salary component
   b) Unit cost including salary component

B.Ed	B.P.Ed
Rs. 12,500 (a)	**Rs. 10,103 (a)**
Rs 79,847 (b)	**Rs. 92,204 (b)**

7. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (**Admission made by point basis from school final onwards. For B.P.Ed field activity also considered**)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.				
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

   Yes [ ]   No [✔]

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9. Does the institution develop its academic calendar?

Yes [✔]   No [ ]

Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	**60**	**20**	**20**
B.P.Ed	**42.85**	**14.28**	**42.87**
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days [20]

    b) Minimum number of pre-practice teaching lessons given by each student [10]

11. Practice Teaching at School

    a) Number of schools identified for practice teaching [15]

    b) Total number of practice teaching days [20]

    c) Minimum number of practice teaching lessons given by each student [30]

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

No. of Lessons In simulation	**01**	No. of Lessons Pre-practice teaching	**No. 10**

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

Yes [✔]   No [ ]

14. Does the institution provide for continuous evaluation?

Yes [✔]   No [ ]   11

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

Programmes	Internal	External
D.Ed.		
B.Ed.	**57.14**	**42.85**
B.P.Ed	**8.57**	**85.71**
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

       a) Number of sessional tests held for each paper | **02** |

       b) Number of assignments for each paper | **00** |

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

	Yes	No
Computers	✔	
Internet	✔	
Software / courseware (CDs)	✔	
Audio resources	✔	
Video resources	✔	
Teaching Aids and other related materials	✔	
Any other (specify and indicate) **Projector**	✔	

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

| Yes | ✔ | No | | | Number | **01** |

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

| Yes | ✔ | No | |

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

Compulsory [✔]   Optional [ ]

Criterion III: Research, Consultancy and Extension

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

Number	**10**	%	**47**

2. Does the Institution have ongoing research projects?

Yes [✔] No [ ]

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	1,50,000	2 yrs	NIL
UGC	2,50,000	2yrs.	NIL
UGC	1,50,000	2yrs.	NIL

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

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

[**07**]

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

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

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

Yes [ ]   No [✔]

6. Number of research degrees awarded during the last 5 years.
   a.   Ph.D   [**00**]

   b.   M.Phil.   [**00**]

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

Yes ☐   No ☑

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

	Yes	No	Number
International journals	√		**88**
National journals – referred papers Non referred papers	√		**23**
Academic articles in reputed magazines/news papers	√		**05**
Books		√	**15**
Any other (specify and indicate)	-	-	

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

Yes		No	✔

Number	**00**

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

	Faculty	Students
National seminars	**61**	*05*
International seminars	**05**	*01*
Any other academic forum	**X**	*X*

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

Self-instructional materials	✔
Print materials	✔
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✔
Digitalized (Computer aided instructional materials)	✔
Question bank	✔
Any other (specify and indicate) **Macro and Micro lesson notebook**	✔

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

Yes ☐   No ✔

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ☐

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

Yes ☐   No ✔

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

Yes ☐   No ✔

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

Yes, 09

16. Does the institution provide consultancy services?

Yes ☐   No ✔

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

☐

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

Local level	✔
State level	✔
National level	✔
International level	X

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)   **2198.76**

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

    a)   Methods lab   Yes ✔   No ☐
    ✔

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b)	Psychology lab	Yes		No			
c)	Science Lab(s)	Yes	✓	No	☐		
d)	Education Technology lab	Yes	✓	No	☐		
e)	Computer lab	Yes	✓	No	☐		
f)	Workshop for preparing teaching aids	Yes		No	√		

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

   30

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? **2013-14**

   Rs. 1,50,000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? **2033-14**

   Rs. 26700

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? **2013-14**

   Rs. 13,450

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

   Rs. 4,00,250

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

   Yes ☐   No ✓

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	20			
Non-teaching	22			

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	04			
Non-teaching	06			

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

Lecturers

M	F	M	F
11	**3**		

Readers

M	F	M	F

Professors

M	F	M	F

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

Open   Reserved

Lecturers

M	F	M	F
2	**4**		

Readers

M	F	M	F

Professors

M	F	M	F

c. Number of teachers from   same state

20

Other states

NIL

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	**1:14.2857**
M.Ed. (Full Time)	
M.Ed. (Part Time)	
B.P.Ed	**1:8.333**

13. a. Non-teaching staff   Open   Reserved

Permanent

M	F	M	F
12	**03**		

17

Temporary

M	F	M	F
0	**0**		

b. Technical Assistants   Permanent

M	F	M	F
01			

Temporary

M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:1.1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) **2013-14**

16. Is there an advisory committee for the library?

69

   Yes   ✔   No   [ ]

17. Working hours of the Library

   On working days   **7 hr.**

   On holidays   **--------**

   During examinations   **5 hr.**

18. Does the library have an Open access facility

19. Total [ ] in the library

   Yes [ ]   No ✔

   a. Books   **14734**

   - Textbooks   **14206**

   - Reference books   **528**

   b. Magazines   **03**

   e. Journals subscribed

   - Indian journals   **22**

   - Foreign journals   **00**

   f. Peer reviewed journals   **05**

   g. Back volumes of journals   **36**

   h. E-information resources

   - Online journals/e-journals   **3370**

   - CDs/ DVDs   **22**

   --

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    - Databases

     - Video Cassettes | -- |

    - Audio Cassettes | -- |

20. Mention the

    Total carpet area of the Library (in sq. mts.) | 139.35 |

    Seating capacity of the Reading room | 30 |

21. Status of automation of Library

    Yet to intimate   ☐

    Partially automated   ☑

    Fully automated   ☐

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

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

Guidance and Counseling

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

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Average number of books issued/returned per day

| 60 |

Maximum number of days books are permitted to be retained

    by students | 15 |

    by faculty | 30 |

Maximum number of books permitted for issue

        for students | 04 + 02 = 06 |

        for faculty | 10 |

Average number of users who visited/consulted per month | 1200 |

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled | 5.5:1 |

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

| 0.55 |

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

	I 2011-12		II 2012-13		III 2013-14	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	**944**	**1,37,873**	**378**	**1,11,736**	**264**	**35,959**
Other books	**23**		**08**		**06**	**00**
Journals/ Periodicals	**19**	**15,410**	**3700 (N-list)**	**5,000**	**-**	**-**
Any others specify and indicate **newspaper & Magazine**	**05**	**4,836**	**05**	**5,340**	**05**	**5930**
(Additional rows/columns may be inserted as per requirement)						

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Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13
D.Ed.			
B.Ed.	1	1.5	0.5
B.P.Ed	0	0	0
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes		No	✔

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

3. Does the institution offer Remedial instruction?

Yes	✔	No	

4. Does the institution offer Bridge courses?

Yes		No	✔

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

	UG						PG		M. Phil	
	11-12 I		12-13 II		13-14 III					
	B.Ed	B.PEd	B.Ed	B.PEd	B.Ed	B.PEd				
Pass percentage	98.5	100	95.6	100	98.66	99				
Number of first classes	180	33	187	22	188	35				
Number of distinctions										
Exemplary performances (Gold Medal and	--	University 1st	University 2nd	--	University 2nd	--				

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university ranks)											

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

I	II	III

NET

SLET/SET

00	00	00

Any other (specify and indicate) **(WBSSC)**

00	02	01
36	45	62

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

Financial Aid	I (2011-12)	II (2012-13)	III (2013-14)
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	07	06	06
Loan facilities	-	-	-
Any other specify and indicate **SC/ST/OBC grant**	42	41	42

(Additional rows may be inserted as per requirement)

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

Yes		No	✔

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✔

Non-teaching staff

Yes	✔	No	

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

Yes	✔	No	

If yes, number of students residing in hostels

Men

50

Women

65

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

Sports fields	Yes	✔	No	
Indoor sports facilities	Yes	✔	No	
Gymnasium	Yes	✔	No	

12. Availability of rest rooms for Women

Yes	✔	No	

13. Availability of rest rooms for men

Yes	✔	No	

14. Is there transport facility available?

Yes		No	✔

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

Yes		No	✔

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

	Organized (2013-14)			Participated (2013-14)		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate) **Intra College Cultural competition**	✔		**10**	✔		**75**

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)

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State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	✔	No	

If yes, give the year of establishment

2001

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

Yes | ✔ | No | |

20. Does the institution regularly publish a college magazine?

Yes | ✔ | No | |

21. Does the institution publish its updated prospectus annually?

Yes | ✔ | No | |

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

	Year 1 (%)	**Year 2 (%)**	**Year 3 (%)**
Higher studies	**05**	**06**	**04**
Employment (Total)	**25**	**22**	**10**
Teaching	**25**	**22**	**10**
Non teaching	**00**	**00**	**00**

23. Is there a placement cell in the institution?

Yes | | No | ✔ |

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

1	2	3
00	**00**	**00**

24. Does the institution provide the following guidance and counseling services to students?   Yes   No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

✔	
	✔
	✔

Criterion VI: Governance and Leadership

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

   Yes | ✔ | No | |

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

Governing Body/management	**02**
Staff council	**04**
IQAC/or any other similar body/committee	**04**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	**Building Committee, P.F. Committee, IQAC**

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

Loan facility	Yes ✔	No	
Medical assistance	Yes	No	✔
Insurance	Yes ✔	No	
Other (specify and indicate)	Yes	No	✔

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

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5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

00

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

   National

00		

   International

00		

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

00		

d. Number of Seminars/ workshops/symposia on Curricular development,

   Teaching- learning, Assessment, etc. organised by the institution

01		

e. Research development programmes attended by the faculty

00		

f. Invited/endowment lectures at the institution

02		

   Any other area (specify the programme and indicate)

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

   a. Self-appraisal

Yes	✔	No	

   b. Student assessment of faculty performance

Yes	✔	No	

   c. Expert assessment of faculty performance

Yes		No	

   d. Combination of one or more of the above

Yes		No	

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e. Any other (specify and indicate)

Yes		No	

7. Are the faculty assigned additional administrative work?

Yes	✔	No	

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

5 hrs

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

Rs. 1,61,75,427.00

Grant-in-aid

Fees   **Rs. 20,01,820.00**

Donation   **0**

Self-funded courses   **Rs. 4,50,000.00**

Any other (specify and indicate)   **Rs. 40,000.00**

Alumni Association

9. Expenditure statement (for last two years)

	Year 1 (2012-13)	Year2 (2013-14)
Total sanctioned Budget		
% spent on the salary of faculty	68	68
% spent on the salary of non-teaching employees	17	17
% spent on books and journals	2	2.1
% spent on developmental activities (expansion of building)	15.1	14
% spent on telephone, electricity and water	2.5	2.5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.4	2.4
% spent on maintenance of equipment, teaching aids, contingency etc.	2	3
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0	0
% spent on travel	1	1
Any other (specify and indicate)		
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years? (specify the

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amount in the applicable boxes given below)

Surplus in Rs.   Deficit in Rs.

| **Rs. 1,20,000.00** |
| **Rs. 1,40,000** |

| **Rs. 4,45,000** |

11. Is there an internal financial audit mechanism?

    Yes [ ]   No [✔]

12. Is there an external financial audit mechanism?

    Yes [✔]   No [ ]

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

Activity		
Administration	Yes ✔	No
Finance	Yes ✔	No
Student Records	Yes ✔	No
Career Counselling	Yes	No ✔
Aptitude Testing	Yes	No ✔
Examinations/Evaluation/	Yes ✔	No
Assessment	Yes	No
Any other (specify and indicate)	Yes	No

14. Does the institution have an efficient internal co-ordinating and monitoring me Yes ¹? [✔]   No [ ]

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

Yes ☐   No ☑

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

Yes ☑   No ☐

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

Yes ☑   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?
   a) for teachers ☑
   b) for students ☑
   c) for non - teaching staff ☑

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

Yes ☐   No ☑

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

Yes ☐   No ☑

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

Yes ☑   No ☐

Criterion VII: Innovative Practices

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

Yes ☑   No ☐

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

Yes   ✔   No   ☐

3. What is the percentage of the following student categories in the institution? (**2013-14)**

	Category	Men	%	Women	%
a	SC	57	22.8	14	5.6
b	ST	12	4.8	13	5.2
c	OBC	30	12	7	
d	Physically challenged	5	2.8	1	.04
e	General Category	66	26.4	45	18
f	Rural				
g	Urban				
h	Any other (specify) **Christian**	12	4.8	20	8

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	0	0
b	ST	0	0	0	0
c	OBC	0	0	0	0
d	Women	3	15	3	18.75
e	Physically challenged	0	0		
f	General Category	20	100	16	100
g	Any other (specify) **Christian**			4	25

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	55	55	51	53
ST	9	9	9	9
OBC				
Physically challenged	6	6	5	6
General Category				

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Rural				
Urban				
Any other (specify)				

Part II: The Evaluative Report

A. Executive Summary

1. Foundation of London Missionary Society

On 22nd September, 1795, London Missionary Society was established. Rev. David Bogne 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

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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 1st 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 19th 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 8th 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 2nd 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

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practical/field tests and academic qualifications will be considered for the merit list. Merit list is also displayed on college notice board in the 2nd 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.

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- ✓ **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.

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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. Criterion wise analysis

Criterion I: Curricular Aspects

1.1   Curricular Design and Development

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

   The institution sets its objectives both of general and specific that address all the important aspects like Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self Development ,Community and National Development , Issue of Ecology and environment ,Value orientation, Employment, Global Trends and demands for developing global competencies among the student teachers.

- **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.**

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- **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.**

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

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?
   University adopts the curriculum framed by the NCTE after consecutive discussion with the affiliated teacher training institutions.

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

   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.**

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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 subscribed 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 are

- 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

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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.

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

ICT is used extensively for curricular planning. Teacher educators plan their lessons on computers. Power point presentations are given and study materials are prepared. Instructional Resource material is developed which is available in computer Lab. Now according to new syllabus of University of Kalyani, ICT is compulsory for all student teachers.
- Teacher educators deliver lessons using power point presentation.
- Student teachers deliver at least one lesson plan using ICT during teaching practice in the schools.
- Student teachers are also encouraged to use electronicmedia during their teaching practice to make their lessons more effective.

1.2   Academic Flexibility

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

Institution organizes simulated teaching, peer discussions, class seminars on various issues and concerns, to develop thinking skills among student teachers. Curriculum transaction is also planned by deliberation of student teachers and teacher educators. All theoretical concepts are thoroughly discussed in class room. Various facilities – Science Laboratories, Psychology Laboratory, ICT Resource Centre, Language laboratory, Mathematics Laboratory, library are provided to the student teaches to have knowledge and working experience of all these to make their teaching a reflective process.

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In addition:

- **Teaching skills are taught through Micro Teaching preceded by Model Lessons by Teacher Educators of the respective subjects.**
- **Discussion Lessons are part of our preparation for teaching practice.**
- **Student teachers develop reflectory experiences on practice teaching in schools. During Teaching Practice, student teachers observe day to day activities of the school and gather experience for future perspective.**
- **In the course of practice teaching, the student teachers participate in all the scholastic and co-scholastic activities of the school and assist the school teachers in different activities kike decorations, conducting morning assembly, arranging sport events, annual day celebration etc.**

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

   For providing varied learning experiences college provides adequate flexibility. Student teachers are involved in planning co curricular activities to be conducted throughout the year. Student teaches are allotted schools by counseling for teaching practice. Student teachers manage their teaching practice schools at their own, plan their school activities and functions. At the time of teaching practice they are assigned to prepare class routine. Varied learning experiences are also provided through micro skills, macro lesson presentations.

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

   NONE

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

     i. Interdisciplinary/Multidisciplinary
    ii. Multi-skill development
   iii. Inclusive education
    iv. Practice teaching
     v. School experience / internship
    vi. Work experience /SUPW
   vii. Any other (specify and give details)

   (Also list out the programmes/courses where the above aspects have been incorporated).

i. Interdisciplinary / multidisciplinary strategies

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- **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. Multi Skill Development

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. Cocurricular activities hikes the individualistic development of the student teachers.
iii. Inclusive Education

Economically weaker and needy students are given fee concessions. Scholarships are also arranged for needy students. Special attention is given to weak students while teaching.
iv. Practice 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/her class.
v. School experience / internship

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

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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.**

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.

1.3 Feedback on Curriculum

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

   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

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

   Curriculum modification or improvement is not the part of the Institutional end. Curriculum transaction pattern is assessed by the outcomes of the feedback.

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

   Faculty members participate in the University Board of Studies meeting as members for curriculum development at the beginning of the session and prepare unit wise course outline for the whole session.

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1.4   Curriculum Update

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

    Both the courses have undergone a major curriculum revision, as per NCTE guideline in the light of NCFTE' 2009, the curriculum structures are developed. <u>University syllabus of both the courses are enclosed</u>

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools 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.

1.5   Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?
    o   **Use of ICT in teaching learning process is incorporated.**
    o   **Skill development through simulated teaching, micro teaching, macro teaching, and skill in co-scholastic activities are initiated.**
    o   **Providing required remedial help and guidance to the slow learners.**
    o   **Encourage student teachers to utilize library more effectively.**
    o   **Faculty is empowered by organizing and ensuring participation in Seminars.**
    o   **Use of ICT is promoted and ensured in lesson planning and in preparation of teaching learning materials.**
2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

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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.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?

   As such no suggestion was given by the NAAC peer team. As the Institution follows the University prescribed curriculum so scope is limited for modification institutionally.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

   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

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celebration, Institution organizes one day opinion exchange programme regarding new curriculum framed by University of Kalyani with other teacher training institutions of Murshidabad district.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

   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. For B.P.Ed course student teachers are selected by their academic qualification and field test together. All admission procedure for both the courses is strictly based upon merit, experience and field test records. Merit list is hanged on college notice board and all the selected candidates are informed by registered post. To maintain transparency in admission procedure is theme jingle of our Institution.

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

   The advertisement of the admission process is publicly noticed on leading newspapers and also at our college web-site. Form receiving and submission date, eligibility, cost of form, subject offered, reservation policy are mentioned categorically. At the time of form distribution prospectus is provided to the student teachers. <u>Prospectus is enclosed herewith</u>

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

   College constitutes an admission Committee and merit lists are put on notice board. All faculty members are in the admission committee. Admission scrutinizes the form and makes the merit lists for individual

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subjects with respect to course, reservation and deputed/fresher category. If any applicant feels dissatisfaction with the merit list she/he can apply to the principal for clarification. Institution takes some time in between publication of merit list and date of admission if any anomaly is found.

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

Total number of student teachers admitted to B.Ed. course is 200 and for B.P.Ed course is 50. Every effort is made to give personal attention to students needing care. The institution provides a democratic and secular environment to all the student teachers irrespective of cast religion, gender, culture, language etc. However, there is a provision of financial provision for economically weaker student teachers of particular group (SC, ST, OBC, and Minority) by the Govt. of West Bengal and other NGOs. All the student teachers including physically challenged get a supportive environment in every curricular and co-curricular activity in the institution so that they can develop their personality up to maximum extent. The institution provides the following facilities to retain the diverse student population in the college.

Economic Poverty

Students Aid Fund Sub-committee of Co-curricular activities committee has been constituted to take care of financial needs of economically weaker student teachers. Economically weaker student teachers are helped by fee concession and by arranging scholarships.

Economically weaker student teachers can deposit admission fees in easy instalments.

Cultural Variants

Multicultural Education is a prominent feature of the College. It is pursued through the following ways:

In order to accommodate student teachers coming from diverse cultural backgrounds, the college orients them before the start of the programme to make them feel at home and mix with all their peers.

Institute has a conductive environment for the expression, joyful study and celebration of life for the student teachers through various cultural and co-curricular activities.

Cultural activities incorporate multicultural themes.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

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No such mechanism is introduced. In case of B.P.Ed course field test is done before admission to assess the physical fitness of the applicants.

2.2   Catering to Diverse Needs

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

Institution uses different strategies and techniques like:
Orientation of student teachers with regard to the B.Ed. and B.P.Ed. courses in the beginning of the session
Use of ICT (OHP, LCD projector etc.) in teaching
Discussions on current topics
Seminars
Practising teaching skills using core teaching skills
Popular Lectures
Every day morning assembly prayer is organized to incorporate values among the student teachers
Assignments in scholastic and co-scholastic activities
House competition (only B.P.Ed.), class tests to assess their achievement in scholastic and co-scholastic arena
Participation in the cultural and sports competitions at University Level (only B.P.Ed.)
Participation in WBCIPE meet (only B.P.Ed.)
The student-teachers' achievement is finally assessed by the University Examination guideline seasonally and terminally

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

- **Teacher educators identify slow and advance learners through observation and interaction**
- **Advance Learners are involved in leading various groups, organizing institutional programs, performing special responsibilities and working as monitor at the time of teaching practice to liaison among Institution and practicing school**
- **Student teachers need for academic areas are discussed through the tutorial and are also provided with remedies**
- **The slow learners are extended extra facility of attending remedial classes, tutorials and visiting library during free time**
- **They are also encouraged to participate in co-curricular activities.**
- **Student teachers can make library access as their needs**
- **Extra classes are given to the students facing difficulty in the learning process**

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- **Projects are assigned to the student teachers as per prescribed format of University**
- **Proper orientation about examination and evaluation system.**
- **Demonstration lesson is delivered by teacher educator to the student teachers at the beginning of the micro teaching**

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

   There is lot of diversity in the curriculum of these courses as different type of subjects are taught to the student –teachers such as Educational Philosophy, Educational Psychology, Educational Technology and various teaching subjects like Bengali, English, Sanskrit, Mathematics, History, Geography, Political Science, Life Science, Physical Science, Physical Education, Work Education. Diversity and equity in teaching learning process is also reflected through various activities regarding curriculum: -
   - **Micro and Macro teaching in simulation and real classroom teaching practice**
   - **Observation and discussion of demonstration lesson**
   - **Pedagogical content analysis**
   - **Peer observation of micro teaching**
   - **Work experiences**
   - **Project works**
   - **Interaction and participation within community to develop social skills**
   - **Pedagogical knowledge of two school subjects and skills of teaching**

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?
   The entire team of faculty members is well qualified and well experienced. All faculty members are engaged in various academic activities to enhance their knowledge. As and when required faculty members get knowledge of new trends in education and different methodologies of teaching to cater the diverse needs of student teachers. The institution provides opportunity to the teacher educators to attend and participate in various seminars, conferences and workshops etc. so that they can exchange their experiences with their peers and eminent educationists.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?
   - **Act as a member of CCAC of both departments**
   - **Organization of different cultural activities as celebration of national and social festivals, celebration of different day of**

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national and international importance etc. Organization of seminars, workshops etc.
- School experience-real classroom teaching
- Provide opportunity to develop required teaching skills
- Feedback by the heads of the practicing school
- Different responsibilities are assigned to student-teachers related to day to day functioning of institution

2.3 Teaching-Learning Process

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

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

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present the content matter, dealing with the students, controlling classroom activities, using board, using media etc. are discussed and taught in detail.

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

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.

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

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.

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.

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

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

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

   As per syllabus guideline model of teaching is followed. No additional provision is there.

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

   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. 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. 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. <u>University Syllabus is enclosed herewith</u>

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

   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. Each day delivery of at least two lessons is mandatory for all student teachers. 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

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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. To improve the teaching performance of student teachers, the 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 of practicing schools.

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

Our student teachers remain in the school during all working hours and take part in all the activities of school. They also take adjustment periods excluding the assigned classes. In fact all the days of teaching practice are Block Teaching/Internship for our student teachers. The internship plans are developed in partnership with practice teaching schools, with effective involvement of the school staff, and senior teachers.

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.

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

Yes, the practice teaching plans are developed in partnership, cooperatively evolving the school head and staff. During micro teaching the teaching practice plans are developed and evaluated by teacher educators whereas real teachings are planned after interacting with the Principal and subject teachers keeping in view the need of the school so that the student teachers and school students are groomed properly. Institution is sent a letter to the practicing school heads and seeks their convenient schedule for the teaching purpose.

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

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 these 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. 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.

Teacher educators prepare the student teachers for managing the diverse learning needs of students in the school by following activities:

 i. Teacher educators provide the theoretical as well as practical knowledge of diverse learning needs of students

   ii. Student-teachers get knowledge regarding micro-skill teaching and expertise on teaching skills

   iii. The student-teachers are encouraged to prepare media like charts, models, slides, transparencies, power paint presentations etc.

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iv. Teacher educators enable the student teachers to apply different methods of teaching.

v. Student-teachers also get feedback from the peers which help them to know about the diverse learning needs of these students

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

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 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the practice teaching plans are developed in partnership, cooperatively evolving the school head and staff. During micro teaching the teaching practice plans are developed and evaluated by teacher educators whereas real teachings are planned after interacting with the Principal and subject teachers keeping in view the need of the school so that the student teachers and school students are groomed properly. Institution is sent a letter to the practicing school heads and seeks their convenient schedule for the teaching purpose.

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

The Institution has sent on an average, the ratio is about 10-20 student teachers per school. The basis for deciding this ratio is the strength of students in the practice teaching schools, availability of subject, nature of the school in terms of gender, distance from student-teachers' residence and availability of faculty members for making comprehensive observation of the lessons to be delivered by the student teachers, as well as smooth management of the process. Secure environment and availability of the teaching subject remained prime criterion. A counseling process is done at the time of school distribution.

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List of Practice teaching schools with distance from the Institution for both the departments are given here:

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**

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

Feedback is provided to the student teachers each day. The teacher educators record their remarks/observations/suggestions on the lesson taught on the spot on the lesson plan book itself. It is followed by discussion after the lesson is over. The teacher-educators visit every school during the Internship. Collective feedback is provided, individual problems are discussed and clarifications given. This helps the student teachers to know their weakness noted by supervisors and also to incorporate the suggestions for improvement in their subsequent lesson-delivery. Lesson plan note book is provided to each student teacher by the Institution and feedback format is printed in the note book at the end of every lesson plan as "supervisor's note" title. The feedback is provided

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to the student teachers mainly relates to the techniques and skills used, utilizing previous knowledge, introducing the lesson, questioning technique, use of media, quality media, content competency etc and overall performance. In main, it sees if the objectives were achieved effectively and efficiently. The student-teachers go through the remarks and incorporate the suggested changes.

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

Student-teachers are provided with the latest information about the policy directions and educational needs of the schools, in the first place, by the teacher educators. Subject mobility pattern is also discussed by the respective subject teachers of the school concerned. The college passes on latest information published by various governmental and nongovernment agencies like NCERT, CBSE, ICSE, State Board, NCTE, etc. Relevant documents are procured or downloaded from internet and are kept in the Library reference section. The College has developed rapport with the schools in which teaching practice is carried out. The college and Head of Schools share information during the meetings. The resolutions relating to change in curriculum coming from the board, government and the education department, etc. are passed on to the college by these schools. In addition to this, changes suggested by NCTE are also given to the student teachers. The information is circulated among the staff members and the relevant content is passed on to the student teachers. Any changes in curriculum, reforms in examinations and teaching methods are conveyed to the students in the classrooms as part of curricular transaction. The student teachers are also acquainted about the latest activities regarding lab and non lab based subjects.

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

The teacher educators keep pace with the recent development in the school subjects by getting information's through newspapers and journals, and websites of NCERT and SCERT and by contact with local office of District School Board etc. Institution also organizes extension lectures, seminars on recent developments in school subjects and modern methodologies. Student teachers also take part in these lectures and seminars. They also get knowledge through discussion with experts.

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

Institution initiates CAS of faculty members through IQAC. Faculty members are participated in orientation programme, refresher course or research methodology course as per their need for CAS. All faculty members of the Institution have attended seminars /conferences/workshops as paper presenters. Institution encourages the

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faculty members to publish books with ISBN that helps student teachers for user friendly communication.

Some of the Faculty members have written books based upon the two courses:

Author	Title of the Book	Publisher	ISBN(if any)	No. of Pages
Dr. S.Kar	Ucchatara Sarirsiksha	Sarirsiksha Prakasani	978-81-923485-9-6	502
	Ucchatara Sarirsiksha (Sankhipta)	Sarirsiksha Prakasani	Nil	280
	Sarir Sikshar Niti	Classics Books	81-87616-57-1	221
	Sarirsiksha Bichitra	Classics Books	978-81-87616-66-5	300
	Snatak Satirsiksha (Paper-1,11 & III)	J-Publication	Nil	178,282,150
	Amar Athletics hand book	Sarirsiksha Prakasani	978-81-923488-9-6	152
	Sastya -o- Sarirsiksha	Santra Prakasani	Nil	280 & 320
Dr. K.Mukhopadhyaya	Sarir Siksha Prasanga	SS Publication	978-81-908436-8-3	
	Training induced Cardiac Hypertrophy	SS Publication	978-81-908436-2-1	
Dr. I.Mondal	Ucchatara Sarirsiksha	Sarirsiksha Prakasani	978-81-923485-9-6	502
Dr. A.Chakraborty	Shishkhak Shiskan Mulyaan	Clasique Books, Kolkata	81-87616-47-4	400
	Shiskar Itihas o Sampratik ghotanaboli	Clasique Books, Kolkata	81-87616-59-8	452
	Shiskae parimap o mulyaan	Clasique Books, Kolkata	81-87616-79-2	346

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.
No such mechanism is followed in the Institution.

2.5 Evaluation Process and Reforms

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

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

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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. The college is equipped with all required resources, both human and physical, as per laid down norms for effective conduct of curricular and co-curricular programmes: a huge and well-developed playground, multipurpose hall with required seating capacity and equipped with public address system and LCD Projector for effective conduct of curricular and co-curricular programmes. Besides, it has computer lab, language lab, ICT lab, psychological lab and science labs viz. physics, chemistry, life science, geography, work experience laboratory. Students enjoy the facility of dropping in their suggestion/complaints in complaint box. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon. The feedback from the students regarding teacher educators performance is taken at the end of academic year also. On the basis of feedback analysis, conclusions are drawn and decision taken for implementation. Barriers in learning are identified by faculty during their interaction in the class rooms. During counseling and remedial phases, group as well as individual problems is discussed. Technology is accessible to all the students. College has qualified Principal, teachers and Librarian who are competent to identify and address the barriers to student learning.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?
   Evaluation scheme as approved by the University is enclosed.

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

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

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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.

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

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. Finally student teachers are assessed their ICT competency through University authority.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Institution has no indigenous innovation technique in this regard. Teaching learning 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. No separate internal assessment procedure for theoretical part is incorporated in our University syllabus. Evaluation process both internal and external is followed by the University guideline.

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

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. 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

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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.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?

   Suggestion: Computerized physical training and tests should be introduced. Students' access towards ICT should be increased.

   Institution takes initiation to upgrade computer laboratory and enhance the instrumental facilities for the ICT based teaching learning process.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Teacher educators introduce technology based teaching learning process. They propagate pedagogy of subject and pedagogical content knowledge. Hand on experience is emphasized in skill development. Student teachers are asked to prepare their self study notes and it is evaluated by the teacher educators. Sudden class tests are arranged by the faculty to judge the progressive achievement of the student teachers.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

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.**

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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 act 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. The main functioning of the committees are to assess the project proposal prepared by the faculty members and send to different funding agengies for grant.

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

    NA, teacher educators are doing their project research work as per their subject specialization.

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

    NO

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

    A concise list of paper presentation in different programme by the faculty members 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	**Dr. A.K.Mondal**
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 21st Century	Shambhunath College, Labpur, Birbhum14-15 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	Vinaya –Bhavana, Visva-	

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Indian Education System	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, 28th 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	**Dr.B.Bhattachay ya**
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.	**Dr. B.Ghosh**
Educational Philosophy And Contributions of Swar Vivekananda	Domkal College	
Roentgenographic findings of cardiac volumes of adolescent males	UCT College, Berhampore	**Dr. K.Mukhopadhya ya**
Echocardiographic measurement of LVWT & Mass of Adolescent boys in response of Interval Training	PGGIPE, Banipur	
Activity prescription for management of childhood obesity	Department of Phy,Edu University of Kalyani	
Effect of interval training on Left Ventricular Functions of Adolescent Males	Department of Phy,Edu. Visva-Bharati	
Exercise : The wonder drug, Obesity Management Throw Exercise	Department of Phy,Edu. Jadavpur University	
Health, Wellness and Fitness: A Life Time Approach	UCT College, Berhampore	
Effect of Conditioning, deconditioning and reconditioning of left ventricular wall thickness and mass of adult males	Punjab University, Patiala	
Effect of Conditioning, Deconditioning and Reconditioning on lvedd,lvesd, lvedv and lvesv of adult males	UCT College, Berhampore	
Sustainable Development of Forest Resources and tribal Economy in West Bengal- A Case study	Dept. of Geography and Chemistry, Dumkal College, Dumkal, 6th-7th Jan, 2012	**Dr. I.Ghosh**
Nano Technology: Sustain the Environment of Planet for Future Generations	UCT College, Berhampore, MSD, 9th -10th Feb, 2012	
Poverty and Unemployment: A New Challenges to India in 21st Century	SN College, Labpur, Birbhum. 14th-15th Feb, 2012	

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Globalization and its Impact upon Education: Prospects and Challenges in 21st Century	**SS College of Education, Nadia 13th-14th Mar, 2012**	
Mathematical Technology and Geographical Relevance: Application Through Global Positioning System(GPS) in 21st Century	**SS College of Education, Nadia 11th-12th Sep, 2012**	
Environment Education and Knowledge: A Global Sustainability in 21st Century	**SS College of Education, Nadia 16th July, 2013**	
Exploring the Dimensions of Swami Vivekananda's Educational Thinking for Sustainable Development of Human Civilization in 21st Century	**Dept. of Bengali and English, Dumkal College, Dumkal, 13th-14th Aug, 2014**	
A Spatial and Temporal Analysis in Decadal Frame on Crime Mapping of the City of Joy	**Dept. of Geography, Sarsuna College, Kolkata,. 17th -18th Jan, 2012**	
Atmospheric Chemistry and Environmental Degradation and Acid Rain: And Atmosphere Chemistry and Global Change	**SS College, Jiaganj, MSD. 31st Jan, 2012**	
Diabetes: The Sugarless Future	**Chakdaha College, Chakdaha, Nadia. 2nd Mar, 2012**	
Population growth and Environmental Degradation: A Curse to India	**Berhampore Girls' College, Berhampore, MSD. 29th-30th Mar, 2012**	
Swami Vivekananda and the Importance of Science and Technology on Education	**Dept. of Philosophy and Political Sc. , K. N. College, Berhampore 23rd-24th Aug, 2013**	
A New Way for Betterment of Evaluation Procedure in Teacher Education System	**SS College of Education, Nadia 3rd-4th 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**	**Dr. A.Chakraborty**
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**	

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NKC- A perspective towards sustainable knowledge development: A critique	Union Christian Training College, Murshidabad	
Synthesis and Characterization of Oxovanadium (IV) N_2S_2 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	
National Knowledge Commission- A Perspective towards Sustainable knowledge development: A Critique	Union Christian Training College	**Mr. R.Sen**
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 anaerobic fitness	Pingla thana mahavidyalaya, Department of Physical Education	**Mr. A.Ghosh**
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	**Mr. A.Mishra**
Benefits of Physical Activity in Obese Chindren with Special Emphasis to Activity Induced Asthma.	Higher Education Directorate, Govt. of WB	**Dr. S.Kar**
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	

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Most of the faculty members are organized national level seminar/workshop funded by different agencies in the Institution. The list of seminar/workshop organized by the faculty members are given below:

Ref. No.	Title of the National Seminar/Workshop	Funding agency	Name of the Convener/ Organizing Secretary
CW-170/07-08	Modern Trends of Environmental Education, Social Care and well being in 21st century.	UGC	Dr. Ashok Kr. Biswas Dr. Aniruddha Chakraborty
CW-096/11-12	Current Trends of Chemistry	UGC	Dr. Aniruddha Chakraborty
CW-103/09-10	Data analysis in physical education and humanities using SPSS	UGC	Dr. Kishore Mukhopadhyay
CW-285/11-12	Education for Sustainable Development in 21st Century	UGC	Dr. Indradip Ghosh Dr. Arun Kr. Mondal
CW-143/12-13	Decentralized Development and Rural Governance in India: Challenges and Opportunities	UGC	Mr.Rajiv Sen
CW-142/12-13	Sustainable Development of Physical Education for Health, Active Lifestyle and Wellbeing 21st Century	UGC	Dr. Subhabrata Kar Dr. Ashoke Kr. Biswas
CW-141/12-13	Yuganayak Swami Vivekananda, The Educationist Per Excellence- a Great Luminary of Modern Times	UGC	Dr. Indradip Ghosh

3.2 Research and Publication Output

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

- **During the last three years, the college acquired latest Teaching Learning Technology like LCD Projector, Educational CDs, Smart Boards, Laptops to be used as Teaching instruments /aids. The faculty uses transparencies and PPT for lesson delivery.**

- **Student teachers prepare material in the forms of charts, models etc. as teaching aids for each of their two teaching subjects. Models may be static or dynamic.**

- **Teacher educators develop learning material for Power Point Presentations in the form of CDs of concerned subjects.**

- **Lesson Plans are developed with the help of Computers by the teacher educators. Student teachers are motivated to deliver their lessons through Power Point Presentation.**

- **Student teachers developed materials like audio visual material and Teaching Aids under the supervision of teacher educators concerned.**

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- **The Institution extends required help to students for preparing Teaching Aids especially for work education method student teachers.**

2. Give details on facilitates available with the institution for developing instructional materials?

   The Institution offers the following facilities for developing instructional materials.

   College has a well equipped and automated library.

   There is well equipped computer lab having networking of 13 computers available to the student teachers and faculty members.

   Teacher educators have access to computers, Printers, Scanner, OHP and Internet facility etc.

   Teaching Aids preparation is one of practical area of University syllabus. So preparation of teaching aids is a continuous process in the Institution.

   College has well equipped Science laboratories for doing practical of Secondary and Senior Secondary Levels. Student teachers often carry the equipments for use of Experimental Demonstration in allotted schools.

   Faculty members guide the student teachers and help them in preparing Projects and Teaching Aids.

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

   Power point presentation materials and transparent sheet prepared by the teacher educators are preserved in the college library.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
   a. Organised by the institution
   b. Attended by the staff
   c. Training provided to the staff
   NONE

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

   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. A concise list of Journals in which the faculty members have published their research work is given below:

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Edulight	Journal of Exercise Science and Physiotherapy
Edusearch	Journal of Knowledge
European Academic Research	Journal of Sports and Sports Sciences
Futuristic Trends in Physical Education	Journal on Divergent Thinking
Global Journal of Human Social Science	Journal of Bengal Art
Golden Research Thought	Man in Motion
Indian Journal of Applied Research	Poverty ,Health and Development,
Indian Journal of Yoga Exercise & Sport Science and Physical Education	Prachesta
Indian Stream Research Journal	Research Bi-Annual for Movement
IOSR J. Applied Chemistry	Shodh Samiksha aur Mulyankan
J. Indian Chemical society	Sports Research quarterly
Journal of Education &Pedagogy	The Horizon
Journal of Education and Culture	Unmesh
Journal of Education And Development	Journal of Political Studies
Journal of Education and Research	ISDA Journal
Journal of Educational Thoughts	Journal of Indian Politics
Journal of exercise & Sports Science and Physical Education	International Journal of Health, Physical Education & Computer Science in Sports
International Journal of Physical Education Health & Sports Sciences	Language in India
Indian Journal of Physical Education, Sports Medicine and Exercise Science	International Journal Educational Research

6. Give details of the awards, honors and patents received by the faculty members in last five years.
   No such incident is happened.
7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.
   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

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		Morphology, Function and Catecholamine of Adult Males		
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, 8locale, 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

3.3   Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.
   NO
2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.
   NA
3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?
   NA
4. How does the institution use the revenue generated through consultancy?
   NA

3.4   Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)
   Student teachers visit local areas, to create awareness on social aspects like health awareness, education of girl child, and prospects of education for

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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.

- **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**

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

    o **The community interacts with college through alumni. Community members are invited as guests on occasions and events. Recently the Institution celebrates its' platinum jubilee where community representation was too high. The Community lends active support while students carry on their extension activities in the surrounding localities.**

    o **School networking is in place. It helps in providing teaching practice for students. Almost 15 schools have been tied up for Teaching Practice. All the staff members and Heads of the schools are very cooperative with our students as well as teachers.**

    o **During Teaching Practice programmes, exposure to school community is given to students who share various experiences which could help a lot in enhancing their efficiency and utility.**

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?
    The College plans to take more initiatives for providing Community Orientation to student teachers:

    - **Campaign against Social evils**
    - **Campaign against on Female foeticide**
    - **Blood Donation Camps**
    - **Socio Economic Survey of more villages**

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4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.
   NO

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

   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.

3.5   Collaborations

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

   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**

     ✓ Project works are granted from funding agencies
     ✓ National level seminar/workshop has been organized
     ✓ Expertise assistance etc.

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

3. How did the linkages if any contribute to the following?
   - Curriculum Development
   - Teaching
   - Training

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- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

The linkage helps in many ways :

a. College linkage with University of Kalyani helps in curriculum development because 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 courses.

b. The standard of teaching and training in our college is very high. We make cooperative connection with neighbouring TEIs as we have very cordial relations with them. We also get feedback from our alumni.

c. Practice Teaching has improved as we don't consider it only as part of training but we consider the Practice Teaching as part and parcel of our institutions and Schools consecutively give us maximum cooperation.

d. Institution encourages faculty members to get research projects from different funding agencies.

e. Extension activities have developed very good relations between the institution and community. Community takes part in our activities whole heartedly.

g. Faculty members have published many research papers in national and international stature.

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

   The College has excellent rapport with the schools wherein students are sent for teaching practice. College remains in touch with all the Schools. Every year school heads or representatives meet to discuss and categorized practice teaching programme. Last year was very special for the Institution due to completion of 75 years glorious journey. In that occasion Schools and community take huge responsibility for the success.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.
   NO

6. How does the faculty collaborate with school and other college or university faculty?
   Faculty members are performing as important members of different University Committees like board of studies of different subjects not only education and physical education, faculty council of Education; court etc where exchange of opinion can do.

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3.6 Best Practices in Research, Consultancy and Extension

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

   Institutional research facility is not provided. Only extension activities are done for the curriculum compulsion. The duration of both the course is only one year including examination. In such short duration completion of curriculum including teaching is our main challenge, so divergent activities little bit neglected.

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

   Student teachers conduct survey of Community every year to conduct the syllabus prescribed project work by which upward or downward mobility of the locality is easily understandable.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?

   Suggestion: Faculty to be encouraged to publish research papers and undertake projects

   Reflections are mention on 2.3.5 and 2.3.7.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

   - **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.**

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Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.
   Yes, The Institution has the physical infrastructure as per NCTE norms. 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 are take place. 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

   Beside this the Institution has Physical science, Life science, Geography, Psychology, Anatomy, Work education, Computer, Mathematics, Language Laboratories. Institution has a well equipped Central Library. 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. Instituion has also a furnished quarter for the Principal within 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.
   <u>**Master plan of the Institution is enclosed herewith**</u>

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the 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. courses. The fund raised from fee is sufficient enough to meet the demand to keep pace

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with the academic growth.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.
   The Institution has sufficient infrastructure facilities of different cocurricular activities.
   - **Multipurpose room**
   - **Play ground**
   - **Audio system**
   - **Video system**
   - **Outdoor games materials**
   - **Indoor games materials**
   - **Own power generator**

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.
   Physical infrastructure is shared by:
   - **Playground**
   - **Multi-gymnasium**

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)
   Institution has
   - **Separate common room for boys and girls**
   - **Purified drinking water plant cooling facility**
   - **Canteen within the campus**
   - **Separate washroom for men and women**

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

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.
   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. Two hostel committees are formulated headed by the faculty. The main functioning of the hostel committee is to maintain the standard of the facilities. Hostels have alternative power sources, purified drinking water facility, 24 hrs water supply and recreational facilities like television with cable link, sports equipment etc.

4.2 Maintenance of Infrastructure

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1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.
   - Building
   - Laboratories
   - Furniture
   - Equipments
   - Computers
   - Transport/Vehicle

   Institution maintains its infrastructure from own fund, especially known as development fund. But for extremely large work Institution seeks financial support from UGC or Government.
   Budget and audit report is enclosed herewith

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

   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.

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

   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.

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?
   Yes Institution has a qualified librarian with M.Lib. degree with NET. Two technical staff support the librarian for materials collection and computer services.

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

   Library resources are as follows:
   - **Total no. of Books: 14,206**
   - **Reference books: 528**
   - **Journal: 22**
   - **Peer reviewed: 05**
   - **e-journal**
   - **Computer with internet**
   - **Photocopier**
   - **Local magazines**
   - **Newspapers**

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

   Yes Institution has a library committee, Principal acts as a chairman and librarian acts as a convener, all the faculty members of both the departments are acting as members. With the consultation of the faculty members librarian prepares the list of books that will be benefited both the student teachers and faculty members. Institution has received grand from UGC and state government to buy the books and journals. Library committee frequently meets and opinion changes are done among faculty members.

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

   Yes library is computerized. All the books have been entered in computer .Library is fully automated and provides bibliographic facility at the click of a button.

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

   - **The College Library has computer, photocopier and internet facilities.**
   - **Computer and internet services are used by staff alike.**
   - **Faculty members and student teachers use computer and internet to access various kind of information regarding teaching subjects, Teaching Learning Process, Teaching Strategies, Teaching Techniques, innovations in the field of classroom interactions, teaching aids role of electronic media in research and recent researches related to educational development.**
   - **Students can get four books from Library for seven days. Teachers can get any number of books /journals.**
   - **The library is used almost on each working day.**

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6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.
   Inflibnet is available with the college and it is used by faculty members and student teachers to get latest books and journals on line.
7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)
   - **Working days of the library: 5 days per week**
   - **Working hours of the library: 10.30 am to 05.30 pm**
8. How do the staff and students come to know of the new arrivals?
   The Institution has a mechanism in place to keep the faculty members and student teachers informed of new arrivals. All information related to new arrivals in the library is displayed on Notice Board.
9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?
   No book bank facility is there. But faculty members after sending final project reports deposit the books and journal in the library and librarian maintain one registered book for this purpose.
10. What are the special facilities offered by the library to the visually and physically challenged persons?
    Actually no students with special needs have joined the B.Ed and B.P.Ed courses. If such situation is arisen in future Institution will combat the situation within a short span.

4.4   ICT as learning Resource

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

   The institution has 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.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included
   ICT is incorporated in the curriculum. Basic knowledge of computer, word, spreadsheet, powerpoint presentation are included in the curriculum. <u>University syllabus is enclosed</u>

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

   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

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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.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)
   At the time of practice teaching use of media for all students teachers are mandatory. We ask student teachers to deliver minimum one class with powerpiont presentation.

4.5 Other Facilities

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

   The college ensures that the instructional infrastructural facilities are optimally used.
   - **Some instructional facilities like OHP,LCD Projector etc. are shared with other institutions if required.**
   - **The Institution has a standard playground, different institutions and agencies use this field for their sports activity.**
   - **Our B.P.Ed student teachers act as sport officials in various games and sport activities performed in our Institutional field.**

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?
   We have LCD Projectors, OHP, and cassette and CD Player, Audio Visual resource centre, and the student teachers are encouraged to use all these facilities in their daily routine as well as for the presentations of the lesson from time to time.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?
   The Institution has physical science, life science, geography, psychology, anatomy, work education and ICT laboratories. The college enhances the

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facilities in laboratories and resource centers according to the requirement of the prescribed curriculum. The requirements are reviewed from time to time and new requirements determined. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory. Faculty members who are completed their project works submit the instruments/equipment to the respective laboratories.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.
   We have a multipurpose hall having capacity of 250 seats. It is fully equipped with an LCD, Podium along with complete audio system.

   - **We have provision to organize seminars or workshops in our college.**
   - **We have PA system, cassette and CD player and music instruments.**
   - **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.**
   - **The Institution has no self transport facility.**

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.
   The classrooms have been equipped for facilitating the use of latest technology for teaching. We have over head projector, LCD projectors, cassette and CD Player in the class room. The Institution has taken initiation to modernize classrooms through interactive smart boards in very short time.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?
   Teacher educators act as Model for the student teachers as they use technology in their teaching and motivate them to use the same. Various Educational CD's are shown to the student teachers.
2. List innovative practices related to the use of ICT, which contributed to quality enhancement.
   The innovative practices related to ICT that contribute to the quality enhancement are:
   - **Lesson delivery through ICT**
   - **Preparation and use of slides**
   - **Preparation and use of Power Point Presentations**
   - **Collecting information through internet**
   - **Increasing use of LCD for Seminars/Workshops**

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

   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.

   10. Library is the back bone of any educational college. The college is fortunate enough to have a rich and well maintained library. It is computerized and accessible for the student teachers and the faculty. Internet, photocopy, e-journal facilities are available in the library.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

   Suggestion: Facilities for students like water cooler, internet and good cleanliness culture most desired.

   Institution provides pure drinking water with facility for student teachers and staff. Side by side gardening and keep cleanliness of the Institution is given proper priority.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

   - **There is a clear provision of use of laboratory for every student teacher in the time table.**

   - **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.**

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- **Student teachers are given rotation wise responsibility to handle equipments in the concerned lab.**
- **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.**
- **Student teachers are issued projectors/OHP to deliver their lesson while school teaching practice with prior permission.**
- **Every item present in the college is marked.**
- **Different Committees constituted by the Board of Governors' recommend purchase of new items as per requirement.**
- **Purified drinking water facility is enhanced with cooling preference is introduced.**
- **Air condition facility is introduced in office of the Institution.**

Criterion V: Student Support and Progression

5.1 Student Progression

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

   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

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

   Our institution provides such environment which promotes motivation, satisfaction, development and performance improvement through various activities like:-

   House system: - The entire B.P.Ed student teachers are divided into 4 houses. Each house performs their assign duty.

   Co-curricular activities: These activities provided opportunities to the student teachers to explore their abilities. Faculty members and Principal from time to time motivate the student teachers to participate in these activities like football match, cricket match, indoor games, cultural activities etc.

   Teaching skills: Our institution lays emphasis on proper arrangement of teaching practice. Before teaching practice simulation teaching, micro teaching is conducted by our institution.

   Leadership: At the teaching practice two student teachers for each practicing school act as monitor and assistant monitor. This selection is made of on the basis of advancement of student teachers in terms of cooperation and leadership quality.

   Inter section and intra mural activities: Inter section and intra mural activities viz. in cultural, games and sports are performed by the student teachers of B.Ed and B.P.Ed departments respectively.

   Suggestion Box: Student teachers are encouraged to write their opinions, suggestions about the environment of the college and drop in the suggestion box. These views are analyzed by the institution.

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

   Dropout rate is almost nil in the last five years. Few student teachers are discontinued the course due to they got the permanent job of school teacher through school service examination conducted by the

Government of west Bengal. But recently this system is not working properly so dropout rate is almost zero in the Institution.

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

Teacher educators 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. Student teachers are advised for the NET/SET on demand mechanism. Statistics are given below:

	2012-13		2011-12		2010-11	
No. of	**NET**	**SET**	**NET**	**SET**	**NET**	**SET**
Student teachers	**06**	**02**	**07**	**00**	**05**	**00**

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?
   Last three years 375 student teachers (each year 100 in-service teachers are admitted in our Institution) are selecting for the post of school teacher after completion of the course. 35 student teachers have shown their interest for further studies like M.Ed and M.P.Ed.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.
   No such provision is followed in the Institution.

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

8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?
   NA

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?
   NO

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

5.2 Student Support

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

   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. How is the curricular planning done differently for physically challenged students?
   Institution is not faced such challenge.
3. Does the institution have mentoring arrangements? If yes, how is it organised?
   Monitoring is done by teacher educators. Different sub-committees of cocurricular activities committees of both the departments are guided by the faculty members. They guide and encourage the student teachers for different cocurricular activities. They also help student teachers in solving their personal and academic problems throughout the session. However, subject teacher also provides proper guidance to the student teachers for preparation of Micro, Macro and discussion Lesson Plans and also in delivering these lessons in the simulated and real class rooms situations.
4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

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The Institution has provided various equipments to the faculty which enhanced the competency of the faculty. These are

- **Internet**
- **Audio – Visual Aid like OHP, LCD projector etc.**
- **Provision for attending various faculty developing programme like Seminars, Orientation programmes, Refresher courses, workshops etc.**

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?
   The Institution website is www.uctcollege.org. Information posted on the website is

   Infrastructure
         Instructional Facilities
         Teaching Internship
         Alumni
         Accounts and Audits
         Self - declaration
         Courses
         Co-Curriculum
         Fees Structure
         Magazine
         Location
         Equipments
         Faculty
         Recruitment Procedure

   As per need the update of website is done.
6. Does the institution have a remedial programme for academically low achievers? If yes, give details.
   Remedial teaching is provided to low achievers. Extra classes are taken by the teacher educators to strengthen the performance level of the low achiever.
7. What specific teaching strategies are adopted for teaching
   a) Advanced learners and (b) Slow Learners
   Advanced Learners are encouraged to perform better.
   - **They are asked to take part in co-curricular activities, often as team leaders.**
   - **They are assigned to act as monitor and assistant monitor for teaching practice purpose.**
   - **They are guided for the use of ICT.**
   - **They are guided for preparing power point presentation.**
   - **They are motivated to prepare a topic and present in the seminar.**

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- **They are provided with the internet facility**

   Remedial Teaching is provided to the slow achievers. Teacher educators recommend books and topics for preparation and teach in mother tongue of students.

9. What are the various guidance and counselling services available to the students? Give details.

   Teacher educators 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. Sometimes teacher educators also mitigate the personal problem of the student teachers through face to face counseling.

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

    Institution has a grievance redressal cell. Last two years no grievance is addressed by the student teachers.

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

    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.

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

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. 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. 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 these 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.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
   (i)   List the current office bearers
   (ii)   Give the year of the last election
   (iii)   List Alumni Association activities of last two years.
   (iv)   Give details of the top ten alumni occupying prominent position.
   (v)   Give details on the contribution of alumni to the growth and development of the institution.

   I.   **Alumni association has started journey from the year 2001.**
   II.   **Principal acts as president of the association. For the current year Dr. B.Ghosh is acted as**

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          Secretary and Dr. A. Mondal is acted as Treasurer of the association.

  III.   **Last election was held on March 2014.**

  IV.   **Main activities of alumni association is to conduct reunion each year and felicitated toppers of both departments. Association also organizes cultural programme and popular lectures by the eminent educationist.**

  V.   **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.**

  VI.   **As such in development of the Institution no financial assistance is required from the association.**

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

   Different sub-committees of Cocurricular activities committees of both the departments are guided by the faculty members. They guide and encourage the student teachers for different cocurricular activities. B.P.Ed student teachers are actively participated in the WBCIPE, Inter College and Inter University competition. Every year nearly 10 participants achieve prizes and medals from different games and sports activities.

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

   Student teachers are encouraged to publish their own thought in college annual magazine "Educere". In the whole academic years two wall magazines are published where reflection of ideas and critical thinking are explored.

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

   Student union elections are not held in our college. Institution has student association, Cocurricular Activities Committee (CAC) for both departments to conduct the yearlong Cocurricular activities like cultural, social, games and sports etc. Funding of the CAC is provided by the Institution.

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

   The institution provides an opportunity to all the student teachers for being part of almost every activity. The various committees, which have student teacher's representative on it, are:
   1. Alumni Association
   2. Houses

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3. IQAC

4. Hostel Committee

5. Cocurricular activities committees

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?
NO

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?
The main goal of the Institution is to prepare effective teacher and not only a teacher. The Institution provides student support system for the growth of the student teachers and to make them professionally capable to undertake teaching as a profession. The following are the few distinct programs in this direction

- **The pass out student teachers of the college is enrolled as members of the Alumni Association after taking the membership form.**
- **Financial Aid is provided to economically disadvantaged students and prizes are given to the topper of the both department.**
- **Tutorial system enhances the capability of the slow learners.**
- **Personal and educational Guidance is provided by teacher educators.**
- **ICT classes help them to prepare modern media for teaching learning purposes.**
- **Remedial teaching is done for the slow learners.**
- **Use of Language Lab helps to enhance the language proficiency of the students especially the communicative English skill.**

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?
Suggestion: National Social Service (NSS) be introduced to inculcate community service learning in students.
As per Government provision at least 500 students is needed to run NSS in one Institution. We have 250 student teachers in our Institution in one academic session, so we are unable to introduce NSS in our Institution.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression**?**

1. More systematic teaching and training approach towards micro, simulated and

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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 low achievers

5. Strengthening Grievance and Redressal Cell, women cell

6. Anti ragging cell is formulated

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

   The Institution was established in 1938 by London Missionary Society. 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.

   Vision

          Educational excellence

          Equity for all learners

          Academic achievement

          Spirit of team work

          Collaboration

          Collaborative planning

          Institution community linkage

      Mission

        Address critical education issues

        Adopt new pedagogy

        Professional development

        Leadership quality

     Values

        Devotion

        Sacrifice

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Justice

Truth

Legality

Honesty

Sincerity

Tolerance

Discipline

The purpose, vision, mission and values of the institution are made known to stakeholders through website, prospectus, interaction, alumni association, seminar, cultural and sports activity etc.

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

- **Yes, mission includes the college's goals and objectives. It is one of the stated aims and objectives.**
- **The Institution is committed to produce socially useful human resources. It is the primary aim of the college and functions for the same.**
- **Institution helps financially poor students to get assistance from Government and nongovernment organization.**
- **Student teachers render community service as a part of curriculum by engaging themselves in performing project works.**
- **Expectations of schools, their needs and aspirations are taken into consideration while preparing student teachers in the college.**
- **College co- curricular and extra curricular activities have an inbuilt social message service, respect for diversity, democratic value, leadership quality and so on.**
- **The College aims at giving to society the broad minded teachers having global vision.**
- **The college aims at holistic development of its student teachers and seeks to equip them with knowledge, technology, skills, values and potentialities to compete, meet the school based societal requirements and serve the schools with determination and commitment.**
- **College maintains relations after that through different activities like alumni, platinum jubilee celebration etc.**

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

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Our Institution has religious linguistic minority status. Highest body of our Institution is BOG (Board of Governors), all activities executed by the Institution actually is the decision of BOG. Other committees are:
Teachers' Council
Building Committee
Purchase Committee
Departmental Council
Library Committee
Hostel Committee
Grievance Redressal Cell
Anti ragging cell
Women cell
Cocurricular activities committee
IQAC

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

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

   Duties are assigned in written. Personal Visits to the college by Members of the BOG on various occasions and special visits. BOG ensures receiving of information or feedback from student teachers (old and current both), teacher educators to assess the activities of the college.

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

   Principal and faculty members try to perceive problems in advance and provide reformative solutions. Barriers and Problems are identified and ultimately immediate actions are taken. In this regard suggestion box plays a major role.

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7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?
BOG 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 ascertain the constructive ways to face any situation and effective improvement. Teacher educators meet together to discuss and make activities more active and efficient.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.
The principal provides academic leadership to faculty, acts as a facilitator between the college and BOG, with understanding and resourcefulness. Principal convenes meeting of staff and student teachers to know their needs and takes decision for allocation and utilization of resources. Lot of ICT infrastructure and books has been purchased for the development of the college.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.
Teachers' Council
Building Committee
Purchase Committee
Departmental Council
Library Committee
Hostel Committee
Grievance Redressal Cell
Anti ragging cell
Women cell
Cocurricular activities committee
College research committee
IQAC

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.
Teachers' council as per University statute takes the academic responsibilities of the Institution. Teachers' council is subdivided into two departmental council viz. B.Ed and B.P.Ed. Teachers' council gives assignment one senior faculty each year to prepare academic calendar and time table for both the department.

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3. To what extent is the administration decentralized? Give the structure and details of its functioning.

   Our Institution has religious linguistic minority status. Highest body of our Institution is BOG (Board of Governors), all activities executed by the Institution actually is the decision of BOG.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

   No such mechanism is followed by the Institution.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

   Institution collects feedback from student teachers regarding teacher educators with prescribed format. No other feedback mechanism is followed by the Institution.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

   Institution takes initiations in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by organizing the following programmes:

   Seminar (Local, National)

   Workshop (Local, National)

   Popular lectures

   Opinion exchange programme

   Training

   etc.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

   As such the college has no specific provision of MIS but all the information regarding academic and administrative aspects of the institution are collected collectively. Our college office is computer supported, so data entry is done time to time.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

   The Institution is in Grant-in-Aid scheme of Government. So as per need and feasibility College approaches to the funding agencies like UGC, State Government.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

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The needed human and financial resources are managed by the Government or other funding agencies.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

   Academic Plans are developed by examining the requirements of curriculum prescribed by University. Observations of Practice teaching school's head staff about the performance of student teachers during the preceding academic year are taken into consideration. The feedback is duly communicated to Teacher's Council. In the light of feedback and experiences of the college and curricular needs selection of the schools is made for the ongoing academic year. The detailed school based activity is planned in consultation with the concerned school head.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

   Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings. Work function is divided among the staff as per their capability. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

   Discussions are done and programmes are revised side by side by organizing meetings and discussions regarding the important matters at college as well as at BOG level. As per need the policies have been changed.

7. How does the institution plan and deploy the new technology?

   BOG gives emphasis to the deployment of new technology. Facilities are provided to the staff and student teachers for using modern technology in the teaching learning process and official work.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

   The college follows the manpower requirement criteria and procedures for appointment as mandated the NCTE and UGC, and provides periodical training and guidance to staff for their development.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

   Teacher educators prepare PBAS year-wise and submit to IQAC for their promotion. Screening is done at that time, if any anomalies found intimate the respective person to minimize or rectify or re-achieve the gap.

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3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

   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.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.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

   NO

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

   Our Institution 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. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

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

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

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The Institution provides only on duty leave to participate such programme, no financial assistance is provided.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

   The College is well equipped with infrastructure facilities. There is 02 well furnished staff rooms for faculty members with an attached washroom. Faculty is provided with proper sitting arrangement. Proper space is also provided to keep their belongings. Any faculty members can use the large space in the library of the college for carrying out their professional work. In addition to this, all laboratories and its equipments are at the disposal of the faculty during their free time. They can access internet too.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

   Any stakeholder of the college can make verbal or written complaint to the Principal. The complaint can also be dropped in the Suggestion Box. Any stakeholder can seek information from the office by giving a written request. The faculties concerned are free to contact their superiors for lodging complaints and/or for seeking information.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

    Work load of teaching as well as non teaching activities is equitably distributed among the staff. The College follows the workload policy of UGC and NCTE. Attendance register of faculty reflects day to day word load pattern.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

    No

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

   <u>Yes, Utilization Certificate (UC) is enclosed herewith</u>

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

   NA

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

   Yes

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through

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income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Budget is enclosed herewith

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, External audit report is enclosed herewith.

6. Has the institution computerized its finance management systems? If yes, give details.

Not at a whole, Government introduces COSA for financial activities and we are trying to adapt the system.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

• **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. Provident fund is maintained by the Institution not transferred to the Government as per constitutional safeguard.**

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

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

Suggestion: Formation IQAC is desired. Regular seminar and meeting with the Principals of the schools may be organized a formal manner before practice teaching sessions.

Institution formulates IQAC in 2009 and takes initiation to meet with different practice teaching schools' head before starting practice teaching programme. It helps to schedule the programme smoothly and makes good rapport with the practice teaching schools with the Institution.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

➢ **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.**

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> ➢ **Transparency in administration.**
> ➢ **Organizational and managerial skills are imparted to students by involving them in various activities.**
> ➢ **Democratic decision making system.**

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.
   Yes the Institution has IQAC. IQAC established in 2008. The basic composition of IQAC is Principal is the Chairman of the cell; Dr. A. Chakraborty is acted as coordinator. President and Secretary of the Board of Governors' (BOG), senior faculty members of the department, local teaching and non-teaching BOG representatives, student teachers representatives, alumni, stakeholders are the members of the IQAC.
   The major activities of IQAC:
   - **Formulate college research committee**
   - **Help teachers to prepare PBAS**
   - **Conduct CAS at time of promotion of the faculty**
   - **Opinion change regarding academic excellence**
   - **Arrangement for feedback responses from students**
   - **Development of Quality Culture**
   - **Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process**
   - **Documentation of the various programmes/activities of the College, leading to quality improvement**

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.
   The college has a mechanism to evaluate the achievement of goals and objectives. The process is carried through feedbacks and other such data. It examines and evaluates the following to see the extent and degree the goals achieved:
   - **Self appraisal by faculties**
   - **Student teachers achievement records in final University examination**
   - **Participation and performance of students in Inter-College / University/WBCIPE activities.**
   - **Appraisal of placement**

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- **Feed back from student teachers with regard to teacher educators with some predefined parameter**

3. How does the institution ensure the quality of its academic programmes?
The Institution is doing to retain its academic excellence by the following activities:

Ensures adherence to academic calendar with the help of schedule for all scholastic and co-scholastic activities

Monitors performance of students in internal examinations and takes steps to ensure high performance during annual examinations.

Monitors attendance of students and also keeps the students informed on monthly basis. This helps students in not absenting from classes beyond a permissible period laid down by university due to unavoidable reasons.

Maintains and ensures stock verification

Encourages frequency in the use of OHP, T.V., Video, cassettes, and other IT based material etc.

4. How does the institution ensure the quality of its administration and financial management processes?
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.

5. How does the institution identify and share good practices with various constituents of the institution.
   - **Institution conducts a series of seminar and workshop**
   - **Opinion exchange programme with practice teaching school**
   - **Faculty members are carried out their research work through MRPs**

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

7.2 Inclusive Practices

2. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The college sensitizes teacher educators to issues of inclusion and the focus given to these in the policies and the school curriculum. Main objective is to impart education to the minorities and disadvantaged students teachers are sensitized to issues of inclusion. They are advised to focus on these issues.

3. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

These issues are already included in the University syllabus, so student teachers are gone through with such issues.

4. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Both B.Ed and B.P.Ed curriculum pay good attention to social interaction, active engagement in learning and self motivation.

Internship period provided opportunity for interaction with school community. In such classes student teacher come in contact with students of all social strata.

Seminars and workshops provide ample opportunities for self learning as well as self expression.

Peer observation promote fellow feeling, sound relationships and understanding.

Problem based learning Computer Assisted Learning foster motivation.

Participation in cocurricular competitions inculcate healthy competitive sportsman spirit amongst students of different social strata.

5. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

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Student teachers are gained different skill in micro teaching session. In simulated teaching condition they face multivariate environment which help them to manage the real classroom situation.

6. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

   Slow learners are identified by the teacher educators by their indigenous mechanism and remedial measures are taken to mitigate the differences.

7. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

   The Institution has a women cell headed by most senior female faculty. The college environment is so good that no complaints have ever been received by the office on gender related issues.

7. 3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

   - **The admission process is transparent and merit list is displayed on college notice board and selected candidates are intimated by the Institution by post.**
   - **The college maintains Internal Assessment Record of student.**
   - **It maintains over all performance record.**
   - **Any stakeholder can obtain information on academic and administrative performance from the administrative office by giving a written request. Information regarding academic achievements is placed on the notice board.**
   - **College website helps stakeholders to collect any information**.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

   No such mechanism is introduced by the Institution.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality?   How does the institution use the information for quality improvement?

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Institution only collects feedback from student teachers with some parameter for the individual teacher educators. IQAC takes the responsibility to perform the work. After getting the data Principal looks after the matter and if any information is provided to respective teacher educator, he asks him/her and makes a discussion to minimize the situation.
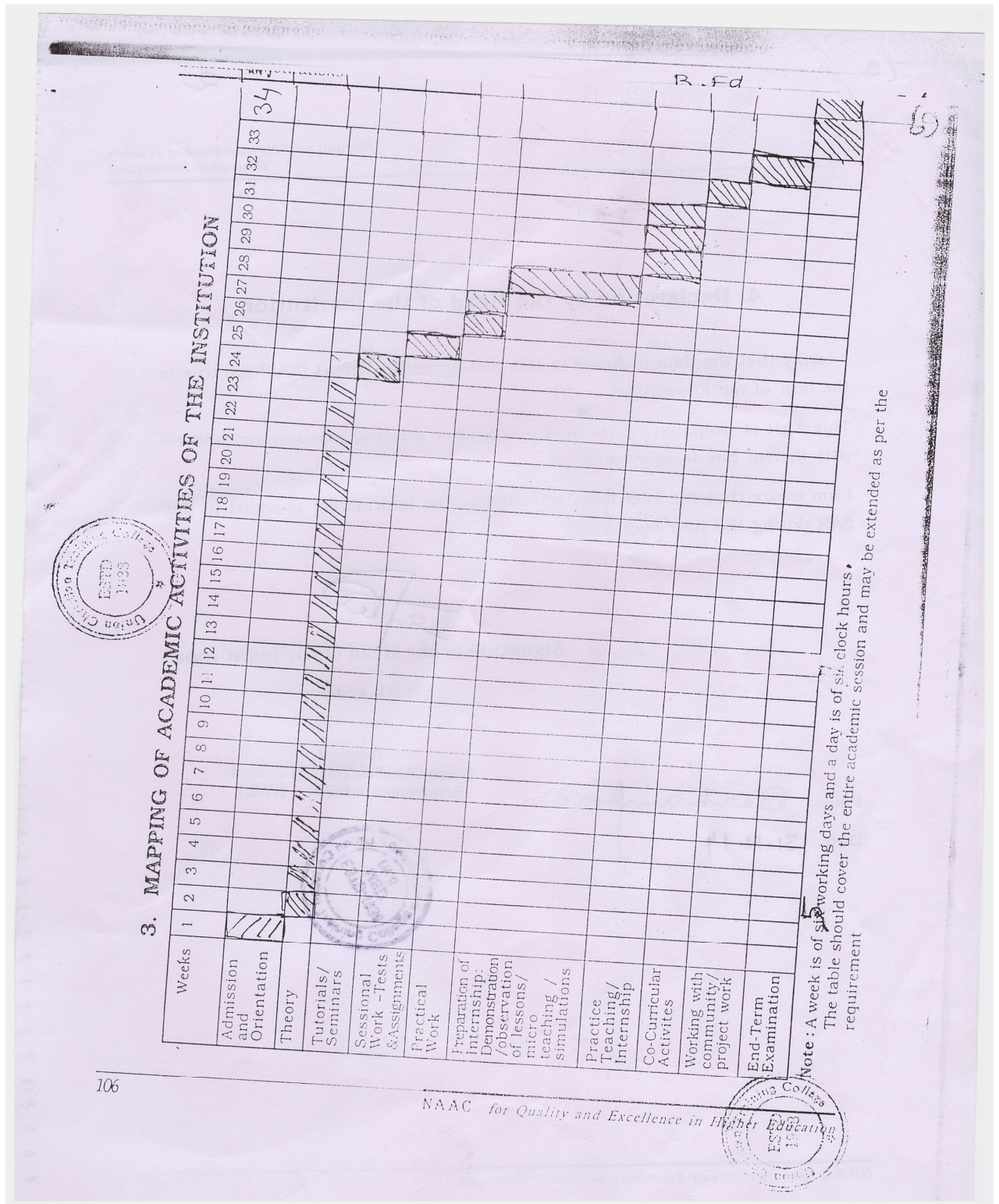
Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC reflected in the various functions of the Institution are:
- **High quality teaching and training are performed in the Institution**
- **Large number of alumni engage as teacher in different Institution**
- **Institution community networking system is very strong**
- **Institution makes good rapport with the practice teaching schools, in-service teachers from such school get advantage at the time of admission**
- **The institution provides equal opportunities to various academic, co-curriculum and administrative activities.**
- **Discussion, Seminars and Workshops are organized on current issues related to social and educational development.**
- **B.Ed. and B.P.Ed. students are encouraged to perform project work as per University syllabus**
- **The institution develops a well planned community linkage programme through alumni association, annual social, sports activity and popular lectures etc.**
- **The institution makes linkage with University through teacher educators participate in academic and administrative work**
- **The institution provides opportunity to teacher educators for professional and personal growth The institution provides opportunity to the student teachers to develop their teaching competencies through various scholastic and co-scholastic skills**
- **The institution links ICT with traditional curriculum transaction methods**
- **Values are developed among students through various activities and**
- **Transparent admission procedure is continuing, admission is made strictly on merit basis**
- **Feedback mechanism is adopted to develop quality teaching learning process**
- **BOG, Principal and faculty members are dedicated to realization of mission, vision, goals and values of the institution**

3. Mapping of Academic Activities of the Institution

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3. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Admission and Orientation																																		
Theory																																		
Tutorials/ Seminars																																		
Sessional Work –Tests &Assignments																																		
Practical Work																																		
Preparation of internship: Demonstration /observation of lessons/ micro teaching / simulations																																		
Practice Teaching/ Internship																																		
Co-Curricular Activites																																		
Working with community/ project work																																		
End-Term Examination																																		

Note : A week is of six working days and a day is of six clock hours. The table should cover the entire academic session and may be extended as per the requirement

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Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Union Christian Training College (Name of the institution) fulfils all norms
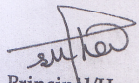
1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 1.4.15
Place: Berhampore

Principal/Head of the Institution
(Name and Signature with Office seal)

Dr. S. K. Thakur
Principal
Union Christian Training College
Berhampore * MSD * (W.B.)

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List of Annexure

1. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)

2. Institutional academic calendar and timetable.

3. A copy of the syllabus.

4. Master plan of the institution

5. Sample of student feedback on curriculum and <u>faculty</u>, if any

6. Audited income-expenditure statement for the previous financial year

7. A copy of the latest recognition order issued by NCTE

8. University results for previous academic year

9. Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools