

# Shree Ramakrishna B.T. College

*(NCTE approved and affiliated to North Bengal University)*

**27, Gandhi road Bagmari house, PO & District Darjeeling-7340101  
(West Bengal)**



## Self-Study Report

**Submitted to NAAC**

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## PREFACE

The radiant beams of rays emerging from the Halo of the enshrined deity which itself symbolizes the brink of the beginning of the whole civilization, from the manifestation of her holiness emerges the Guru who in Himself comprises the whole universe, devoted to this concept of ethnic mythology stand our grandeur **Shree Rama Krishna B.T. College**. As every new beginning is the greatest treasure that humans ever come to possess, our B.Ed college has remained as the abode of knowledge since its establishment from 1957. Our B.Ed College in the hill from the time immemorial has conceived the great teachers and the intellectuals of both past and present.

For qualitative improvement in B.Ed (Teacher's education course), it is mandatory as evident from the UGC & NCTE regulation that the B.Ed course shall be accredit with the National Assessment & Accreditation Council. It is our duty to cope up with the changing scenario as it is indirectly reflecting the globalization and privatization of the country.

As an effort to introspect the institute has taken up to get assessed and accredited by the National Assessment and Accreditation Council, Bangalore. Thus the staff member team was constituted to prepare the Self Appraisal Report. In the process the college has adopted a lot of new insight based on the criterion. In a way the college has taken new initiatives in professional growth.

## **A. PROFILE OF THE INSTITUTION**

1. Name and address of the institution: Shree Ramakrishna B.T College, 27 Gandhi Road, Bagmari House, P.O & Dist.Darjeeling,734101.
2. Website URL: [www.srbtcdarjeeling.org](http://www.srbtcdarjeeling.org)
3. For communication:

### **Office**

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0354-2252448	0354-2252448	Surendra.p.shrestha@gmail.com
Vice-Principal			
Self - appraisal Co-ordinator	9434428540		<a href="mailto:lochant4@gmail.com">lochant4@gmail.com</a>

### **Residence**

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0354-2254425	9832013664
Vice-Principal		
Self - appraisal Co-ordinator		9434428540

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐



5. Campus area in acres:

1.6378

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

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

MM	YYYY
11	1957

North Bengal University

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

## 10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☒

iii. Constituent

☐

iv. Self-financed

☐

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

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

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			<u>Certificate</u>		
				Diploma		
				Degree		
ii)	Primary/ Elementary			<u>Certificate</u>		
				Diploma		

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				Degree		
				<u>Certificate</u>		
iii)	Secondary/ Sr. secondary			Diploma		
		B.Ed	Graduate /Post Graduate	Degree	2yrs	English/Nep ali/Bengali
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			<u>Certificate</u>		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

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

<u>Level</u>	<u>Programme</u>	<u>Order No. &amp; Date</u>	<u>Valid upto</u>	<u>Sanctioned Intake</u>
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	<u>B.Ed.</u>	<u>ERC/7- 167.11(1).1/NCTE/B.Ed 03.03.2014</u>	<u>2014- 2015</u>	<u>100</u>
Post Graduate				
Other (specify)				

*(Additional rows may be inserted as per requirement)*

## **B) CRITERION-WISE INPUTS**

### **CRITERION I: CURRICULAR ASPECTS**

1. **Does the Institution have a stated Vision**

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

**Mission**

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

**Values**

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

**Objectives**

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

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

<u>Yes</u>		<u>No</u>	<u>✓</u>
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**If yes,**

- a) **How many programmes?**

--

- b) Fee charged per programme

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3. **Are there programmes with semester system**

<u>Yes</u>
------------

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

<u>Yes</u>		<u>No</u>	<u>✓</u>
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

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

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

<b><u>Method(9) Elective(6)</u></b>

6. Are there Programmes offered in modular form

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

<u>Number</u>	
---------------	--

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

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

<u>Number</u>	
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8. Are there Programmes with faculty exchange/visiting faculty

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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?

No plans.
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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	2 times
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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	
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## 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 ☒
- f) Any other (specify and indicate) ☐

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

### 2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

1 <sup>st</sup> July, 2015
<u>30<sup>th</sup> June, 2016</u>

### 3. Total number of students admitted

<u>Programme</u>	<u>Number of students</u>			<u>Reserved</u>			<u>Open</u>		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
<u>D.Ed.</u>									
<u>B.Ed.</u>	<u>13</u>	<u>37</u>	<u>50</u>	<u>07</u>	<u>22</u>	<u>29</u>	<u>06</u>	<u>15</u>	<u>21</u>
<u>M.Ed. (Full</u>									



<u>Time)</u>									
<u>M.Ed. (Part Time)</u>									

4. Are there any overseas students?

If yes, how many?

<u>Yes</u>		<u>No</u>	<u>√</u>
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5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

31177

b) Unit cost including salary component

144349

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

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

<u>Programmes</u>	<u>Open</u>		<u>Reserved</u>	
	<u>Highest</u> <u>(%)</u>	<u>Lowest</u> <u>(%)</u>	<u>Highest</u> <u>(%)</u>	<u>Lowest</u> <u>(%)</u>
<u>D.Ed.</u>				
<u>B.Ed.</u>	<u>Nil</u>	<u>50</u>	<u>Nil</u>	<u>45</u>
<u>M.Ed. (Full Time)</u>				
<u>M.Ed. (Part Time)</u>				

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

Yes

√

No

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

<u>Programmes</u>	<u>Theory</u>	<u>Practice Teaching</u>	<u>Practicum</u>
<u>D.Ed.</u>			
<u>B.Ed.</u>	<u>47.72</u>	<u>15.78</u>	<u>36.5</u>
<u>M.Ed. (Full Time)</u>			
<u>M.Ed. (Part Time)</u>			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

<u>2</u>	<u>1</u>
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—

b) Minimum number of pre-practice teaching

<u>0</u>	<u>5</u>
----------	----------

lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice

<u>0</u>	<u>5</u>
----------	----------

teaching

b) Total number of practice teaching days

<u>10</u>	<u>Weeks</u>
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c) Minimum number of practice teaching

lessons given by each student

<u>5</u>	<u>0</u>
----------	----------

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

<u>No. of Lessons In</u> simulation	<u>No. 5</u>	<u>No. of Lessons Pre-practice</u> teaching	<u>No. 3</u>
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12. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	<div style="border: 1px solid black; padding: 2px 10px;">√</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>
-----	--	----	---

13. Does the institution provide for continuous evaluation?

Yes	<div style="border: 1px solid black; padding: 2px 10px;">√</div>	No	<div style="border: 1px solid black; width: 40px; height: 20px;"></div>
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14. Weightage (in percentage) given to internal and external evaluation

<u>Programmes</u>	<u>Internal</u>	<u>External</u>
<u>D.Ed.</u>		
<u>B.Ed.</u>	<u>60%</u>	<u>40%</u>
<u>M.Ed. (Full Time)</u>		
<u>M.Ed. (Part Time)</u>		

15. Examinations

0

<u>0</u>	<u>2</u>
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a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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

	<u>Yes</u>	<u>No</u>
<u>Computers</u>		<u>No</u>
<u>Intranet</u>		<u>No</u>
<u>Internet</u>		<u>No</u>
<u>Software / courseware (CDs)</u>		<u>No</u>
<u>Audio resources</u>		<u>No</u>
<u>Video resources</u>		<u>No</u>
<u>Teaching Aids and other related materials</u>	<u>Yes</u>	
<u>Any other (specify and indicate)</u>		<u>No</u>

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
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<u>Number</u>	<u>1</u>
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**19. Does the institution offer computer science as a subject?**

<u>Yes</u>	<input checked="" type="checkbox"/>	<u>No</u>	<input type="checkbox"/>
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**If yes, is it offered as a compulsory or optional paper?**

<u>Compulsory</u>	<input checked="" type="checkbox"/>	<u>Optional</u>	<input type="checkbox"/>
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## CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

3

2. Does the Institution have ongoing research projects?

<u>Number</u>		<u>No</u>		<u>%</u>	
<u>Yes</u>		<u>No</u>		<u>✓</u>	

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

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

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

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

No

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

○ <u>Teachers are given study leave</u>	✓	
○ <u>Teachers are provided with seed money</u>		
○ <u>Adjustment in teaching schedule</u>	✓	
○ <u>Providing secretarial support and other facilities</u>		
○ <u>Any other specify and indicate</u>		

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

<u>Yes</u>	<input style="width: 100%;" type="checkbox"/>	<u>No</u>	<input style="width: 100%;" type="checkbox"/>
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6. Number of research degrees awarded during the last 5 years.

a. Ph.D. ☐

b. M.Phil. ☐

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

Yes ☐ No ☒

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

	Yes	No	Number
<u>International journals</u>		<u>No</u>	
National journals – referred papers	<u>Yes</u>		<u>3</u>
<u>Non referred papers</u>			
Academic articles in reputed magazines/news papers		<u>No</u>	
<u>Books</u>	<u>Yes</u>		<u>2</u>
<u>Any other (specify and indicate)</u>			

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

Yes ☒ No ☐

Number 1

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

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

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

Self-instructional materials ☒

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)

☐

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

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?**

<u>Local level</u>	<u>Yes</u>
<u>State level</u>	<u>No</u>
<u>National level</u>	<u>No</u>
<u>International level</u>	<u>No</u>

**Criterion IV: Infrastructure and Learning Resources**

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

**5118.46**

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

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

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

**No**

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

No

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

No

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

Rs.106300

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

13890533.68

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open      Reserved

Teaching  
Non-teaching

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

10. Total number of posts vacant

Open      Reserved

Teaching  
Non-teaching

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

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

Lecturers

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>1</u>			

Readers

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

Professors

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

Open      Reserved

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>1</u>			

**Lecturers**

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

Readers

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

Professors

**c. Number of teachers from    Same state**

6

Other states

**12. Teacher student ratio (program-wise)**

<u>Programme</u>	<u>Teacher student ratio</u>
<u>D.Ed.</u>	
<u>B.Ed.</u>	<u>1:20</u>
<u>M.Ed. (Full Time)</u>	
<u>M.Ed. (Part Time)</u>	

Open      Reserved

**13. a. Non-teaching staff**

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>4</u>	<u>2</u>	<u>4</u>	<u>1</u>

	Permanent	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	Temporary	<u>2</u>		<u>1</u>	
b. Technical Assistants	Permanent	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	Permanent			<u>1</u>	
	Temporary	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	Temporary				<u>1</u>

14. Ratio of Teaching – non-teaching staff

3:8

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

50%

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

6hrs

On holidays

During examinations

6 hrs

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books

14980

- Textbooks

- Reference books

b. Magazines

**e. Journals subscribed**

20

**- Indian journals**

20

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

**- Online journals/e-journals**

**- CDs/ DVDs**

2

**- Databases**

**- Video Cassettes**

2

**- Audio Cassettes**

2

20. Mention the

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

Seating capacity of the Reading room

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**

<u>Computer and Printer</u>	
<u>Internet</u>	
<u>Online access facility</u>	
<u>Inter-library borrowing</u>	
<u>Power back up</u>	
<u>User orientation /information literacy</u>	
<u>Any other (please specify and indicate)</u>	

23. Are students allowed to retain books for examinations?

<u>Yes</u>	<u>√</u>	<u>No</u>	
------------	----------	-----------	--

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

6

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

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

Rs.215950



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

	<b>I</b>		<b>II</b>		<b>III</b>	
	<b>Number</b>	<b>Total cost (in Rs.)</b>	<b>Number</b>	<b>Total cost (in Rs.)</b>	<b>Number</b>	<b>Total cost (in Rs.)</b>
Text books						
Other books						
Journals/ Periodicals						
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

<u>Programmes</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>D.Ed.</u>			
<u>B.Ed.</u>	<u>No</u>	<u>No</u>	<u>No</u>
<u>M.Ed. (Full Time)</u>			
<u>M.Ed. (Part Time)</u>			

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

<u>Yes</u>	<u>√</u>	<u>No</u>	
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If yes, how many students are under the care of a mentor/tutor?

<u>100</u>
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3. Does the institution offer Remedial instruction?

<u>Yes</u>	<u>√</u>	<u>No</u>	
------------	----------	-----------	--

4. Does the institution offer Bridge courses?

<u>Yes</u>		<u>No</u>	<u>√</u>
------------	--	-----------	----------

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

	<u>UG</u>			<u>PG</u>			<u>M. Phil</u>		
	<u>I</u>	<u>II</u>	<u>III</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>I</u>	<u>II</u>	<u>III</u>
<u>Pass percentage</u>	<u>49</u>	<u>49</u>	<u>97</u>						
	<u>%</u>	<u>%</u>	<u>%</u>						

<u>Number of first classes</u>			<u>92</u>						
<u>Number of distinctions</u>									
<u>Exemplary performances</u> <u>(Gold Medal and university ranks)</u>									

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

NET  
SLET/SET  
Any other (specify and indicate)

<u>I</u>	<u>II</u>	<u>III</u>

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

<u>Financial Aid</u>	<u>I</u>	<u>II</u>	<u>III</u>
<u>Merit Scholarship</u>	_____	_____	_____
<u>Merit-cum-means scholarship</u>	_____	_____	_____
<u>Fee concession</u>	_____	_____	_____
<u>Loan facilities</u>	_____	_____	_____
<u>Any other specify and indicate</u>	_____	_____	_____

*(Additional rows may be inserted as per requirement)*

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

<u>Yes</u>		<u>No</u>	<u>√</u>
------------	--	-----------	----------

9. Does the institution provide Residential accommodation for:

Faculty	<u>Yes</u>		<u>No</u>	<u>✓</u>
Non-teaching staff	<u>Yes</u>		<u>No</u>	<u>✓</u>

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
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If yes, number of students residing in hostels

Men 0

Women 10

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

Sports fields	<u>Yes</u>	<u>✓</u>	<u>No</u>	
Indoor sports facilities	<u>Yes</u>		<u>No</u>	<u>✓</u>
Gymnasium	<u>Yes</u>		<u>No</u>	<u>✓</u>

12. Availability of rest rooms for Women

<u>Yes</u>	<u>✓</u>	<u>No</u>	
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13. Availability of rest rooms for men

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

14. Is there transport facility available?

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

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

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	<u>Organised</u>			<u>Participated</u>		
	<u>Yes</u>	<u>No</u>	<u>Number</u>	<u>Yes</u>	<u>No</u>	<u>Number</u>
<u>Inter-collegiate</u>				✓		<u>1</u>
<u>Inter-university</u>						
<u>National</u>						
<u>Any other (specify and indicate)</u>	✓ <u>(Self institution)</u>		<u>4</u>			

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional	1	1
National		
International		

18. Does the institution have an active Alumni Association?

<u>Yes</u>		<u>No</u>	✓
------------	--	-----------	---

If yes, give the year of establishment

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

Yes    ✓    No

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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			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

**Yes**

☐

**No**

☒

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

<u>1</u>	<u>2</u>	3

24. Does the institution provide the following guidance and counselling 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)

<u>Governing Body/management</u>	
<u>Staff council</u>	<u>4</u>
<u>IQAC/or any other similar body/committee</u>	<u>3</u>
<u>Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)</u>	

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

Loan facility

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

Medical assistance

Insurance

Other (specify and indicate)

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**

1
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b. Number of teachers who were sponsored for professional development programmes by the institution

**National**

International

--	--	--

--	--	--

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

--	--	--

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

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

--	--	--

e. Research development programmes attended by the faculty

1		
---	--	--

f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

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

a. Self-appraisal

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

b. Student assessment of faculty performance

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

c. Expert assessment of faculty performance

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

d. Combination of one or more of the above

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

e. Any other (specify and indicate)

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

7. Are the faculty assigned additional administrative work?

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

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

<u>40hrs</u>
--------------

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

Grant-in-aid

Rs.8696552

Fees

Rs.935450

Donation

--

Self-funded courses

--

Any other (specify and indicate)2

Rs.122425

9. Expenditure statement (for last two years)

Year 1      year 2  
(2014-15)(2013-14)

<u>Total sanctioned Budget</u>	<u>1450875</u>	<u>2870458.70</u>
<u>% spent on the salary of faculty</u>	<u>50</u>	<u>50</u>

<u>% spent on the salary of non-teaching employees</u>	<u>50</u>	<u>50</u>
<u>% spent on books and journals</u>	<u>15</u>	<u>15</u>
<u>% spent on developmental activities (expansion of building)</u>	<u>84</u>	<u>84</u>
<u>% spent on telephone, electricity and water</u>	<u>33</u>	<u>8</u>
<u>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</u>	<u>15</u>	<u>26</u>
<u>% spent on maintenance of equipment, teaching aids, contingency etc.</u>	<u>8</u>	<u>16</u>
<u>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)</u>		
<u>% spent on travel</u>	<u>11</u>	<u>11</u>
<u>Any other (specify and indicate)</u>		
<u>Total expenditure incurred</u>	<u>3097723</u>	<u>2992908.7</u>

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

Surplus in Rs.	Deficit in Rs.
<u>1392322.28(2014-15)</u>	
<u>(-)1305632.83(2013-14)</u>	

11. Is there an internal financial audit mechanism?

☐ Yes
 ☒ √
☐ No
 ☐

**12. Is there an external financial audit mechanism?**

Yes

☒

No

☐

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation/

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

Assessment

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

Any other (specify and indicate)

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

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

Yes

☐

No

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

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

☐

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?

	<u>Category</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
<u>a</u>	<u>SC</u>	<u>01</u>	<u>2</u>	<u>06</u>	<u>12</u>
<u>b</u>	<u>ST</u>	<u>02</u>	<u>4</u>	<u>06</u>	<u>12</u>
<u>c</u>	<u>OBC</u>	<u>04</u>	<u>8</u>	<u>10</u>	<u>20</u>
<u>d</u>	<u>Physically challenged</u>				
<u>e</u>	<u>General Category</u>	<u>06</u>	<u>12</u>	<u>15</u>	<u>30</u>
<u>f</u>	<u>Rural</u>				
<u>g</u>	<u>Urban</u>				
<u>h</u>	<u>Any other</u> <u>( specify)</u>				

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

	<u>Category</u>	<u>Teaching staff</u>	<u>%</u>	<u>Non-teaching staff</u>	<u>%</u>
<u>a</u>	<u>SC</u>	<u>1</u>	<u>17</u>	<u>3</u>	<u>19</u>
<u>b</u>	<u>ST</u>	<u>0</u>		<u>5</u>	<u>31</u>
<u>c</u>	<u>OBC</u>	<u>0</u>			
<u>d</u>	<u>Women</u>	<u>2</u>	<u>34</u>	<u>4</u>	<u>25</u>

<u>e</u>	<u>Physically challenged</u>				
<u>f</u>	<u>General Category</u>	<u>5</u>	<u>83</u>	<u>8</u>	<u>50</u>
<u>g</u>	<u>Any other</u> <u>( specify )</u>				

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

<u>Category</u>	<u>At Admission</u>		<u>On completion of the course</u>	
	<u>Batch I</u>	<u>Batch II</u>	<u>Batch I</u>	<u>Batch II</u>
<u>SC</u>	<u>07</u>	<u>07</u>		
<u>ST</u>	<u>08</u>	<u>08</u>		
<u>OBC</u>	<u>14</u>	<u>14</u>		
<u>Physically challenged</u>				
<u>General Category</u>	<u>21</u>	<u>21</u>		
<u>Rural</u>				
<u>Urban</u>				
<u>Any other</u> <u>( specify )</u>				

## **PART II: EVALUATIVE REPORT**

### **1.EXECUTIVE SUMMARY**

Shree Ramakrishna B.T. College, Darjeeling is the sole Teacher's Training College in the Darjeeling Hills, especially meant for the Secondary School Teachers. The college established in 1957 by the Ramakrishna Mission as a co-educational residential Teacher's Training College. The Institution is aided by the State Government of West Bengal and is affiliated to the University of North Bengal.

The Shree Ramakrishna B.T.College is situated in the midst of a peaceful & beautiful campus in the proximity of the Mount Kanchenjunga. It is situated in the Darjeeling Town in the proximity of Darjeeling Railway Station. The College caters to the needs of ST and SC population of Hill, Darjeeling itself is surrounded by International Countries like Nepal, Bhutan, and Bangladesh.

Institution is Govt aided (of the State of West Bengal) and affiliated to the North Bengal University. The terms of appointment of Staff and their salaries are as per and subject to' the rules framed by the State Government. The important academic matters such as framing of syllabus and conducting of examinations are controlled by the affiliating University. At present the apex administrative head of the College is the administrator (appointed by the GTA).The college has the statutory body of the Student's Union Council.

There are 8 teaching members on regular and part-time basis and supported by 16 non-teaching staff. The short comings in the teaching and non-teaching post are met through making part-time and contractual appointment arrangement as and when required for running the academic as well as administrative purpose.

The Library of the college was initially designed to provide the students with the books within their academic curricula. But the collections from the local culture and dialects were added after words. The journals, literatures, periodicals place in the collection.

The important features in the curricular activities are the conducting of the periodical internal test and examinations, students, seminar on curricular aspects and student's feedback evaluating the teaching and campus experiences in addition to the curricular activities, the students are exposed to opportunities of leadership building and character development through games and sports indoor and outdoor.



## **2.CRITERION-WISE ANALYSIS**

### ***CRITERION I: CURRICULAR ASPECTS***

#### **1.1 CURRICULAR DESIGN AND DEVELOPMENT**

**1. State the objectives of the Institution and major consideration addressed by them (Intellectual Academic, Training, Access to the Disadvantages, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends and Demands etc.)**

- To develop a good teaching aptitude of the trainees.
- To conduct in service teacher training program to upgrade teaching efficiency of in-service teachers.
- To develop the interest of staff for personal academic growth and skill enrichment.
- To develop the student values in ethics, culture and universal spiritual.
- To bring sense of brotherhood, peace and social harmony.
- To serve the community in the field of environment, education and values.

**2. Specify the various steps in the curricular development prove. (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)**

There is no scope of curriculum development as the college is an affiliated college. It is affiliated to the North Bengal University and hence it follows the curriculum as per the rules laid down by NCTE.

The feedback is taken on curriculum from the students and recommendations are shared with the university informally through the members of Board of studies.

As provided by the University, the college ensures effective implementation of the curriculum. Regularly council meetings are conducted and the faculties receive the course content. Finalization of the activities for the academic year to be conducted is done and the individual faculties are provided with the responsibility. Funds to be allocated are decided and creation of program wise budget is done. The Governing Body of the college is responsible for any type of approval.

Regularly seminars and workshops are conducted.

The college conducts activities like science seminar, mock parliament competition, etc.

### **3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

In many directions the global trends in teacher education programmes are reflected. Due to the global trends and emerging needs of school children the role of teacher educator and student-teacher is now becoming more important. Including topics of global importance like equality, equity, social cohesion, women education, computer application, environment awareness etc. has made the curriculum more relevant. The students are prepared to become more confident, creative & independent to face the new world by integrating the traditional methodology with new technology like modern class rooms. Programme includes micro-teaching, simulation teaching, team teaching, real teaching, programmed learning, preparation of audio-visual aids, preparation of computer based instructional programmes etc. Programme also includes practical work, project work, field work and research work on emerging topics like social freedom of women, inclusive education, use of ICT, value education etc so that pupil teachers prepare themselves for incoming generation. Co-curriculum is value based which also encourage the student-teachers to groom their personality.

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

The curriculum of education programme bears thrust on national issues like Teacher in emerging Indian Society, Women Empowerment, Human rights, Equality and Equity, Secularism, National integration, Women education, inclusive education, Environment Awareness, Social Cohesion, Value education and information communication technology etc. Various activities are conducted in the institution like celebration of various events, days, festivals, extension activities, women cell activities etc.

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

Yes, the institution makes use of ICT for curricular planning in the following ways:

- i) Faculty members use various projectors (overhead projector & slide projector) to deliver day to day lectures and motivate to students-teachers to use the same in skill-in-teaching programmes.
- ii) Modular planning is followed and is maintained in an online platform.
- iii) Question banks, tutorial notes and so on are prepared online.

iv) Students also use technological devices to prepare their work experience, project work and research work etc.

## **1.2 ACADEMIC FLEXIBILITY**

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

In the following ways the institution attempts to provide experience to make teaching a reflection practice:-

- According to the need and requirements of curriculum, profession, society and nation institution provides a wide variety of learning situation to the student-teachers.
- While teaching, teacher educators make use of technological devices with traditional methods.
- The institution organizes discussion, seminars, workshops, extension lectures and excursion trips etc. so that students have direct experiences in different direction of life.
- To participate in various literacy, cultural and community service practices the institution provides a platform for student-teachers.

### **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 effective implementation of curriculum, the institution provides a wide variety of learning experiences to the students. To provide varied learning experiences to the students both in the campus and in the fields like sports, community work, tutorials, project work/field work in the curriculum of B.Ed., the institution organizes several curricular and co-curricular activities

### **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 skill, Life skills, Community orientation, Social responsibility etc.**

Nil

## **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?**

Regarding curriculum the institution receives feedback from students, Alumni, Employers, Community, Academic peers and other stakeholders. With the help of feedback perform in an online platform, the institution receives feedback from students through which student teachers rate the complete course and the curriculum of various subjects. The same is analyzed by the IQAC.

From time to time the feedback is also given by the alumni and other community members in the meetings organized by the institution.

Student teachers can put their suggestions regarding curriculum in the suggestion box available in college campus.

In improving the curriculum employers of the institution also participate indirectly in improvement of the curriculum.

### **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.**

In the regular classes all the subject expert teacher educators of the institution receive feedback and suggestions given by pupil teachers. From time to time academic committee of the institution analyses the suggestions received from community members and other stakeholders. On feedback perform the committee also analyses the suggestions given by the pupil teachers. For necessary action various suggestions are collected and framed properly and forwarded to the university and concern departments.

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

Timely suggestions are given to the university. Currently online curriculum feedback is in place to provide the feedback analysis to the university on curriculum.

## 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).**

In the year 2014, Higher education department, Govt. of West Bengal had changed the complete B.ed program as per the NCTE Regulation 2014.

The entire syllabus, assessment and evaluation have changed. The marks are given through credit system. The present syllabus is more flexible in nature and students are more aware about the latest changes and development.

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

For curriculum revision and update the institution is very particular to get regular feedback from the student teachers and from the practice teaching schools. Feedback is also taken by the institute form college alumni and community members. The feedback is collected in the form of suggestions, analysed and institution make necessary action for modifications of the curriculum. The university develops and designs the curriculum.

## 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?**

For quality sustenance and quality enhancement in curricular aspects institution organizes various curricular as well as co-curricular activities in college campus and outside the college. In different activities like sports, cultural, extension activities, women cell activities, celebration of festivals of national and social importance in addition to theory and practical classes there is participation of pupil teachers. They also participate in community services. Academic calendar is prepared and the college follows it to achieve objective of the institution.

**2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?**

For the effective implementation of all curricular and co-curricular activities the institution tries its best.

Practices in curricular aspects are implemented as follows:

Regarding curricular and co-curricular aspects various activities are planned by the institution in the beginning of the session like –

- Weak students are provided with extra classes
- Micro and lesson plans are practiced more.
- In day to day lectures use of ICT.
- For better communication skills the use of language lab for development
- Conduct of workshops, seminars, competitions regarding project work/work experiences.
- Visit to libraries of other institutions and university for research work.

## ***CRITERION II: TEACHING LEARNING AND EDUCATION***

### **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.**

Online admission is in process. The college follows the admission policy as per the North Bengal university norms.

Online admission is in place for the admission transparency, accessibility and equity. The institution follows a fair and transparent process of admission. The intake procedure includes academic background merit based screening and counseling. Reservation policy is strictly adhered to throughout the process of admission. The stakeholders are notified and informed step by step without any ambiguity through institutional and web-oriented notice and information sharing. The relation between the students and the institution highlights a special admiring genre.

**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 institution advertises in the local newspaper, national newspaper, university website and college website.

The prospectus of the advertisement consist of

- Aims and objectives
- Course Structure
- Criteria and Guidelines
- Event order of the admission procedure
- Publication of merit list
- Reservation of Seats
- Fees for admission

- Instruction and guidelines of online admission procedure.

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

The college has an admission committee, which ensures the decision making of admission. Admission committee follows the North Bengal university norms.

### 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).

2014-15	SC	0	6	6
	ST	5	18	23
	OBC	10	23	33
	General	15	19	34
Total				96
2015-17	SC	1	6	7
	ST	2	6	8
	OBC	4	10	14
	General	6	15	21
Total				50

### 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.

Yes, the institution has the provisions for assessing students knowledge/need and skills before the commencement of teaching programmes:

- The institution organizes four days orientation programme at the commencement of every academic session, in which student teachers have an opportunity to get the knowledge about the course content and share their views with teacher educator.



- A talent search programme of two days is organized by the institution every year. It has various segments like introduction of the student, interest area, performance by the pupil teacher, interaction etc. It enables the institution to judge the knowledge, skill and needs of the student teachers.

## **2.2 CATERING TO DIVERSE NEEDS**

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

The institution is bound to prepare teachers with missionary spirit, a responsible citizen with the capacity of efficient leadership and critical thinking. Hence all the efforts are made to provide environment conducive to learning and development of the students.

- For all round development of students institution provides all the necessary infrastructural facilities for example: Play ground for sports, science lab, Psychology lab, educational technology lab, language lab, well equipped work experience room, a seminar hall with modern communication devices.
- Instructional rooms are quite spacious and well equipped with boards.
- Well equipped library.
- The institution organizes various cultural programmes.
- Different audio visual aids are available as epidiascope, different projectors, models working and non-working models to develop the different skills of student –teachers.
- To give multi dimensional exposure to the pupil teachers subject's wise seminar and workshops are organized.

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

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

- Personal guidance is provided
- Various audio-visual aids like OHP, boards, LCD projectors, etc. are used.
- Multi dimensional exposure is provided.

- Direct learning experiences (educational tours trips etc.) are provided
- Extra classes for students are taken to satisfy their needs.
- Orientation about education process.

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

In the curriculum there is lot of diversity of these courses as different type of subjects are taught to the student-teachers like Educational Philosophy, Educational Psychology, Educational Technology and various teaching subjects like Hindi, English, Mathematics, Social Studies, Life Science and Physical Science etc. Diversity and equity in teaching learning process is also reflected through various activities regarding curriculum:

- Observation and discussion of demonstration lesson.
- Pedagogical content analysis.
- Micro teaching, Mega teaching in simulation and real classroom teaching practice.
- Knowledge of evaluation process.
- Observation and supervision at practice teaching.
- Work experiences, project works, extension lectures.
- Interaction and participation within community to develop social skills.
- Knowledge of different methods 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. To enhance their knowledge all faculty members are engaged in various academic activities.
- As and when required faculty members get knowledge of new trends in education and different methodologies of teaching to cater the diverse needs of students.

- 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?**

A wide variety of practices are provided by the college which enable student –teachers to be knowledgeable and skilled teachers with human values

- Organization of different cultural activities as celebration of national and social festivals, celebration of different day of 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.)

The institution has engaged student teachers in active learning with the help of different resources available in the institution:

- All the student teachers are divided into small groups for micro teaching and lesson plan teaching.
- Individual and group assignments are given regularly.

- Student-teachers are motivated for interaction in peer groups and with teacher educators.
- Student-teachers are motivated/encouraged to use technical devices for teaching practice.
- Library facilities are available for student-teachers
- Institution has its well equipped IT lab (computer lab) and students are encouraged to use internet regularly.
- Student teachers are required to prepare a project works on community survey.

## **2. How is “learning “made student-cantered? Give a list of the participatory learning to self-management of knowledge, and skill development by the students?**

The institution organizes various learning activities keeping in view the student centered learning.

- Through student centered method as discussion method, problem solving method, learning by doing method etc. learning is made.
- To present paper on different topics in every subject student teachers are motivated.
- To develop desirable skills seminars on various compulsory papers are organized.
- The institute organizes some of the activities like quiz contest, poster making, essay writing competition etc to develop different skills among student-teachers.
- To organize activities as fresher“ s party of farewell party student-teachers are motivated, one day trip in which every arrangement are done by the student teacher.
- Student-teachers are also members of different committees.
- Student teachers are motivated to use language lab and computer assist learning.
- Student teachers and motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc.

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

Lecture-cum-discussion and Demonstration method, Model teaching, Microteaching model, and simulated teaching model are adopted for more effective learning of students teachers. Teaching aids like LCD projector, OHP, Slide projector etc. are also used.

**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.**

Through the course in Educational Technology Theoretical information regarding different teaching models is imparted. These models are also adopted by teacher educators to provide the instruction to the students. But there is no such provision for providing additional training in different models of teaching.

**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.**

For developing teaching skills it is compulsory to all student-teachers to use micro teaching skills. Prior to the real teaching practice, every student has to practice at least five micro teaching lessons. Following is a list of skills –

- Skills of explanation
- Skill of reinforcement
- Skill of introducing the lesson
- Skill of map-reading
- Skill of Probing questions
- Skill of illustrating with examples.
- Skill of class-room management
- Skill of black-board writing

Practice of a particular skill is done by student-teachers till they gain mastery over the skill.

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

The detailed process of practice teaching school is as follows:-

- Teaching practice session at the school lasts for 20 days in which student-teacher deliver 40 lessons in her/his two respective teaching subjects (2 lessons per day).
- On the basis of observation of lessons pupil-teachers give feedback to their peers.
- Observation of 20 lessons in the peer teaching groups is made by each pupil-teacher.
- Identification and selection of school for practice teaching.
- Students are divided into groups and school is assigned.
- Teacher-educators supervise and evaluate the all programme and give feedback and suggestions to pupil-teachers to improve their teaching.
- Feedback and suggestions are also given by school teachers and need of the school to motivate the pupil-teachers.

**7. Describe the process of Block Teaching/Internship of students in vogue. Block teaching is carried out in the following phases:**

- i. Explanation and demonstration of micro skills.
- ii. Demonstration lesson by teacher educator.
- iii. Practice of micro teaching skills by student's teachers.
- iv. Practice of final lesson in simulation.
- v. Discussion lesson and observation lessons in per group.
- vi. Real teaching practice in schools.
- vii. Discussion lessons.

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

With co-operation of school staff and mentor teacher, the practice teaching session are developed. Consultation is done with school teachers regarding distribution of the sections and classes to the pupil-teachers, syllabus to be covered and maintaining discipline during practice

teaching. The teaching of the pupil-teachers is observed by the teacher and the head of the school, and gives feedback and suggestions to improve them.

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

For managing the diverse learning needs of students, the institution prepares the student teachers in the school by following activities:

- Teacher educators provide the theoretical as well as practical knowledge of diverse learning needs of students.
- Student-teachers get knowledge regarding micro-skill teaching.
- Encouragement is given to the student-teachers to prepare audio-visual aids like charts, models, slides, transparencies, power point presentations etc.
- The institution enables the student teachers to apply different methods of teaching.
- Student-teachers also get feedback from the class students 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?**

To use technological devices/equipments such as slide-projectors, LCD projector, OHP etc. student-teachers are well trained so as to make teaching more effective. Students-teachers prepare different types of charts, models, transparencies, graphs etc. The student-teachers are encouraged to use these various devices during practice teaching.

## **4. TEACHER QUALITY**

### **1. Are the practice teaching plans developed in partnership, co-operative involving the school staff and mentor teachers? If yes give details.**

Yes, with the complete co-ordination of school staff and mentor teachers the schedule of teaching practice is developed. At the commencement of the practice teaching at the school one

day discussion session is arranged in which then School teachers are consulted regarding distribution of classes, syllabus to be covered and other aspects of the school and pupil teachers are asked to talk to the respective class in charges. During practice teaching, mentor teacher provides help to school staff and student teachers as well in case of any problem. School teachers also observe the lessons and give suggestions to pupil teachers and to teacher educator as well, so that improvements can be made. Feedback is given by head of the schools on feedback Performa regarding teaching practice session as teaching strategies of pupil teachers, use of audio-visual aids by pupil-teacher, discipline maintained etc.

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

The ratio of student teachers to identified practice teaching school depends upon schools available for teaching practice, infrastructural facilities provided to student-teachers in school, number of classes given by the school and time duration given by the principal of the school to the pupil teachers for their teaching practice. Generally the ratio remains 1:20.

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

The mechanism of giving feedback to the students during teaching practice session at different stages is adopted by the institution. During micro teaching and lesson teaching which are conducted in simulations, the teacher-educator and the peer provide feedback about the lesson presented by the student-teachers. Each student teacher makes observations of 20 lessons in his or her peer teaching group and gives feedback to peers. During practice teaching teacher educators as mentor teacher supervise and evaluate the teaching of student teachers and give suggestions. During teaching practice head of the school and teachers also provide their dynamic feedback.

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

Before the start of the real teaching practice, the institution invites head and one senior teacher from each school to deliver extension lecture regarding school policies and educational needs of school. Student teachers also visited the allotted school and make contact to their concern subject teachers and meet the school students to understand their needs.



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

By getting information's through newspapers and journals, and websites of NCERT and SCERT and by contact with local office of District Education Officer etc. the faculty keeps pace with the recent development in the school subjects. Extension lectures, seminars on recent developments in school subjects and modern methodologies are organized by the institution. Student teachers also take part in these lectures and seminars. They also get knowledge through discussion with faculty members, school staff and school students.

## **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.)**

- To explore more learning material the institution provides internet access facility to the teachers.
- Each teacher is provided with faculty rooms. Encouragement and help is provided to the teachers to undertake and complete the various research programmes like dissertation work of M.Ed.
- Opportunity is given to the faculty by the institution to attend and complete refresher courses and orientation courses.
- Number of seminars, workshops and conference of state and national level are attended by the faculty members and also presented with research papers many times.

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

At the time of annual function, the Principal and managing committee recognize and reward the staff members for their good performance. Encouragement is given to faculty to do better in academics and co-curricular areas through positive feedback received from students, stakeholders and other community members.

## **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 receives the feedback from students regarding quality of teachers, teaching learning process and infrastructural facilities etc. The mentor, other faculty members and the Principal through discussion with the student's representatives identify the barriers to student learning. Extra spaces to student-teachers to share their views on different learning barriers are provided through the suggestion box and Redressal committee. The Principal is conveyed with all information regarding learning barriers collected from different corners for necessary course of action.

## **2. Provide details of various assessment/evaluation processes (internal assessment, midterm and evaluations, external evaluation) used for assessing student learning?**

For the internal evaluation: Department conducts Unit Test, Class/Surprise test and Midterm test.

As per the university evaluation: University examination, Assignment test and Project.

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

In yearly exams and pre university exams, the assessment and evaluation marks are communicated by the teachers in classes and also displayed on college notice board. Time to time faculty provides feedback in practice teaching session. Through above mentioned assessment tools specific needs of low performing, average and excellent performing learners are identified. For the needy students, teaching faculty arranges extra classes and special tasks for extra ordinary students for curriculum transaction.

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

Students use ICT equipments as LCD projector, slide projector, OHP and different audio-visual aids in preparing lesson plans and to present the lessons at the time of assessment and evaluation programme. Use of ICT is done by students in paper presentations. With the help of computers question paper setting, result recording and analysis are also done.

## **2.6 BEST PRACTICE**

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

- College uses ICT tool for teaching methodology. The entire faculty uses PowerPoint Presentation for delivering the classes.
- Active learning method is in practice

- Video method teaching is also adopted.

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

All the students avail the opportunity. Auditorium cum seminar hall are also used for effective teaching.

## ***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 teachers of the institution are motivated to take up research work. Encouragement is given to participate in seminars, conferences and to present papers on different emerging issues in teacher education.

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

The main areas of research prioritized by the institution are:-

- Evaluation system
- Emotional climate of school
- Methodology of teaching
- Use of ICT in Education
- Child psychology – social, emotional, personal issues.

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

In theory paper, action research is a unit in different papers of the Syllabi of B.Ed course. During teaching practice session, student teachers have taken up action research, which mainly focused on immediate class-room problems, needs of the teachers and their solution, discipline, regarding hand writing, inefficiency in performance etc. The teachers, head masters and higher authorities of Education department are forwarded the major outcomes.

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

Name	Sponsoring Agency	Place & Date
1. Orientation Prog.	ASC-UGC, Burdwan Univ.	Burdwan 7 <sup>th</sup> Dec 07-3 <sup>rd</sup> Jan 08
2. Refresher Course	ASC-UGC, NBU	NBU, 17 <sup>th</sup> Nov-Dec 7 <sup>th</sup> , 09
3. Refresher Course	ASC-UGC, NBU	NBU, 05 <sup>th</sup> Feb- 25 <sup>th</sup> Feb, 15
4. Workshop	NSOU, Kolkata	Siliguri college- 28 <sup>th</sup> Oct, 2013
5. Seminar-cum-workshop	Dept. of Higher Edu. Govt. of W.B	Kolkata- 1 <sup>st</sup> Mar-5 <sup>th</sup> Mar 16
6. Workshop	W.B state council of Higher Edu.	Kolkata- 27 <sup>th</sup> Nov 2015
7. In Service Training & Sensitization of key functionaries of Central & State Govt., Local bodies and other service providers	RCI New Delhi	Kawahali, Sushrutanagar 16 <sup>th</sup> -18 <sup>th</sup> Feb, 2017

**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.**

For enhancing the quality of teaching, teacher-educators and student teachers collaborate in developing instructional and other materials. To meet the need of today's education different Power Point Presentations are prepared by the student-teachers and teacher-educators. For enhancing the quality of teaching faculty and students prepare different teaching aids related to different subjects as charts, slides, transparencies, working and non-working models etc

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

- Educational Psychology lab
- Physical science lab
- Life science lab

- Virtual classroom
- Geography lab
- Educational technology lab.

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

Teacher educators have prepared slides of different topics in regarding different subjects for power point presentations. B.Ed students also use ICT at the time of teaching practice session.

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

a. Organized by the institution

b. Attended by the staff

c. Training provided to the staff

(a) Training Programmes for teachers are organized like Writing of Objectives, Lesson Plan, Evaluation Process, and Teaching Aids

(b) Orientation and refreshers courses for professional development has been attended by teachers. They developed instructions material of their subjects and specialization.

(c) From time to time, Teaching & Non-Teaching Staff is provided training regarding professional development.

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

Faculty Name	Publication
Dr.(Mrs) Ratula Mukherjee	Prospectus and challenges of teacher education in India. – 2015 ( <i>ISBN 978-81-908751-3-4</i> )
	Art culture and ethics in perspective of Indian education ( <i>ISBN 978-81-922902-7-0</i> )

Global journal for Research Analysis – 2015  
(ISSN 2277-8160)

## 6. Give details of the awards, honors and patents received by the faculty members in last five years.

In Annual function, the Principal and the Management recognize and appreciate the contribution of faculty members for their professional achievement.

Faculty Name	Award
Dr. SP Shrestha	D.Litt

## 7. Give details of the Minor/Major research projects completed by staff members of the institution in last five years.

Nil

## 3. Consultancy

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

Yes, Faculty members provide consultancy services to the students of different schools, educational institutions and to the students of different universities. . –

- To stake holders consultancy services are provided related to need and requirement of their leaves

### 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.

To undertake consultancy regarding the different aspect of teacher education all the faculty members of the institution are competent.

- With the school in interview panel faculty members are associated.

- Advice is given by some senior faculty members to school in regard to mental, social, emotional development of the students and provides their services to school teachers to eradicate classroom problems.
- In the areas of their specialization all faculty members deliver extension lectures in educational colleges as use of ICT in education, psychology of learner, Teaching of Methodology, Indian Philosophy.

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

No revenue has been generated through such type of services because without any honorarium faculty and students do these services as academic and social activities.

**4. How does the institution use the revenue generated through consultancy?**

N.A.

### **3.3 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).**

A wide range of extension programmes are undertaken by the institution. These programmes positively contributed to the society as well as enriched the teaching experiences of the students.

- For upliftment of education, women empowerment, health, hygiene and environment awareness students visited the local areas and made efforts.
- On legal literacy, health and hygiene, Girl Child Education, Democracy, Water Conservation, Environment cleanliness etc. the college organizes awareness programmes.
- Every year in collaboration with Red Cross in the college campus a health checkup is being organized.
- The institution organized a lecture through power point presentations for the students and local community from Civil Hospital to give the knowledge about this crucial problem.
- There is an "extension activities committee" of students in the institution which work actively with the community.



## **2. How has the institution benefited from the community?**

(Community participation in institutional development, Institution-community networking, institution-school networking, etc.).

The renowned personalities of different fields from the community are invited by the institution for different type of activities. On different occasions as celebration of days, Annual day celebration, social festivals etc. community members are invited. During such occasions, students interact with society members and get valuable experiences from: - As the institution is a teacher education institution, it needs schools for practice teaching programme. In making the learning experience of student-teachers a successful one the school staffs takes interest.

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

The activities which institution would like to take up in future:-

- Awareness programmes on human rights, women empowerment, water conservation, environment cleanliness etc.
- Social activities as participation in different camps.
- Organization of rallies.
- Organization of different camps.
- Literacy programme for weaker section.
- Extension lectures on contemporary issues as honesty for life, Democracy, role of youth in politics, emotional problems of a child, environment of school.

## **4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**

Yes, there are so many projects completed by the teacher educators. student related to environment awareness, AIDS awareness, socio-economic status, family education, awareness about girl child education etc. for the community development.

## **5. How does the institution develop social and citizenship values and skill among its students?**

The college organizes various social and cultural programs and activities like Celebration of Independence day, Republic day, Blood donation camp, Community campaigns, Health camp, Sports, Drama, Educational tour etc

### **3.5 Collaborations**

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

The college has established the linkage with **NCTE** and **UGC**

NCTE has revised whole syllabus for teacher education program and UGC funds for the improvement of the education.

**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.**

Nil

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

The linkage was benefited in the below aspects:

- Curriculum Development: Entire B.ed Syllabus is revised and it is more flexible
- Teaching: Teaching is done using ICT tools
- Training: Orientation program and Refresher course
- Practice: All the student are benefiting from School internship.

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

College has a strong wrapper with the teaching practice school and the Headmaster of the school visit the college and provides the oral feedback on various aspects and what are their various expectation.

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

Yes, faculty is actively engaged with school staff during practice teaching. But before the commencement of the practice teaching in school, institution invites the school teachers to deliver demonstration lesson in their respective subjects so that the pupil teachers may understand the each and every aspect of teaching. They are also advised to evaluate the lesson of pupil teaching during practice teaching and give feedback to them.

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

From time to time the faculty members visit the school for teaching practice of B.Ed students. Faculty also goes to school campus for interviews of school teachers as a subject expert. Students are invited to college campus at the time of cultural programmes and other celebrations school students. For extension lectures, consultancy activities the faculties also go to the other colleges and participate in interviews of lecturers as subject experts. For discussion on different issues as topics of the dissertations, curriculum constructions and by giving suggestions as the members of different boards the faculty also collaborates with university faculty.

## **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?**

Encouragement is given to faculty members of the institution to pursue research endeavours in the field of education. Opportunity is provided by the institution to faculty and students to attend seminars, workshops, training programmes on research methodology. To provide consultancy to other institutions and community members faculty members are always encouraged. The institution supports and promotes extension activities pertaining with community and other stake holders.

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

Nil

## ***CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES***

### **4.1 PHYSICAL FACILITIES**

**1.Does the institution have the physical infrastructure as per NCET norms? If yes, specify the facilities and the amount invested for developing the Infrastructure. Enclose the master plan of the building.**

The college has not completely achieved the physical infrastructure as per NCET norms. Following are the physical infrastructure available in the campus:

- Educational Technology lab
- Psychology lab
- Geography lab
- Biological science lab
- Physical science
- Virtual classroom
- Girls common room
- Library
- Multipurpose auditorium
- Playground (Signed MOU with Turnbull higher secondary school)
- Wi-Fi facility
- Computer with internet connection
- Hostel facility for girls and boys

## **2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

To keep pace with the academic growth, the institution plans regularly to meet the needs for increasing the infrastructure. According to the need of the time every year additional infrastructure and resources are added. To facilitate better teaching learning process library and laboratory are furnished with adequate reading material, equipments and furniture. Governing body also tries its best to make available infrastructure needed for pursuit of high academic growth.

## **3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

The infrastructural facilities available for curricular and extra-curricular activities including games and sports are:-

- Play ground
- Multipurpose auditorium
- Work experience laboratory
- Art and craft room

## **4. Give details on the physical infrastructure shared with other programmes of the institution or other institution of the parent society or university.**

College is sharing the Playground with Turnbull Higher education school

## **5. Give details on the Facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms, health center, etc.)**

The facilities available with the institution to ensure the health and hygiene of staff and students are:-

- Wash room facilities separately for boys, girls and for teaching staff

- Rest room for girls
- Canteen
- R O water facilities
- First aid

**6. Is there any hostel facility for students? If yes, give details, recreational facilities including sports and games, health and hygiene facilities, etc.**

The hostel facility is available for girls and boys.

## **4.2 Maintenance of infrastructure**

**1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

- \* Building
- \* Laboratories
- \* Furniture
- \* Equipments
- \* Computers
- \* Transport/Vehicle

For the maintenance of building and laboratories etc. no prior budget is allocated. During last five years institution has spent a large amount of money on maintenance of building, laboratories, furniture and other infrastructural materials. A committee formed of three college lecturers takes care of maintenance of all aspects of infrastructure of the institution.

Audit report is attached in the **annexure 4.2.1**

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

- The available infrastructure is optimally utilized is ensured by the institution.
- The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution and by sister institutions and community members time to time.
- Infrastructure facilities established in the college library and sports facilities are kept open to use by the students and faculty not only during working hours but extended hours are also provided whenever required.
- At the time of elections and pension distribution as and when required institution provides its rooms and open area for the official activities.

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

- The institution is situated in a calm and beautiful natural surrounding with a complete pollution free campus. The college campus has a lush green lawn with beautiful flower beds.
- Water coolers are fitted with water filters for proper clean drinking water.
- The class rooms are spacious with windows for proper ventilation and adequate natural light.
- The institution is provided with proper sanitation system.
- To maintain cleanliness there are adequate number of dustbins.
- By using CFL and tube-lights, institution is aware to save electricity.
- To control noise pollution silent generator is used.
- To dump the daily waste there is a provision of garbage pit.
- Regarding cleanliness and other aspects of environment eco-club of students are aware.

**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)?**

Institution has a qualified librarian who has completed M.lib and there are 2 library staff.

**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.)**

Adequate library resources are available to the staff and students in the college

Library Resources	Total number
Books	14980
Journal	20
Newspapers	6

**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.**

A library committee is active in the institution to review systematically the various library resources for adequate access, relevance and to make acquisition decisions. The committee is formed of three faculty members and five students and the Principal as chairperson. Committee access the need of the students regarding library resources, receives feedback from faculty and students and do the necessary to improve.

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

No.

**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.**



Yes, the institution library has a computer, internet and reprographic facilities. There are five computers with printers, Xerox machine in the library. An active internet connection is also available and these facilities are used by faculty as well as students teachers on all working days.

**6. Does the institution make use of Infibnet/Delnet/IUC facilities? If yes, give details.**

No

**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.)**

The library is kept open throughout the year except Saturday, Sundays, national & gazzeted holidays. Working hours of the library are 10.00 a.m to 4.30 p.m in a day.

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

On the display board the information about new arrivals is displayed.

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

Book bank facility is available in the library the books are provided to the needy for the whole year.

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

Facility like sofa, wheelchair, ramps etc are provided for the differently able student

## 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.**

Facility	Numbers
Computer with internet facility	15
Overhead projector	4

Audio visual	1 classroom
LCD TV	1
Smart board	2

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

Yes, the College adopts the computer skills to all the students as it is a part of curriculum.

The major skill on Curriculum is *A critical understanding of ICT*. Where the students are suppose to do the project.

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

In the daily practice every faculty member uses new technology. In curriculum transaction process they prepare transparencies and power point presentation. Teacher educators make use of audio and video cassettes for demonstration lesson. By using language lab., the institution has provided an opportunity to the students to improve their language communication skill.

**4. What are major areas and initiatives for which students teachers use/ adopt technology in practice teaching? (developing lessons plans, classrooms transactions, evaluation, preparation of teaching aids)**

In preparing lesson plan, teaching aids and to deliver lesson student teachers take the help of ICT. Student teacher are encouraged to prepare effective teaching aids in the form of transparencies, working and non- working models, maps, charts for delivering the lesson during teaching-practice session. For the same purpose they also use smart board and prepare power point presentation. They also use ICT for their dissertation and field work.

#### **4.5 Other Facilities**

**1. How is the institutional 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 institution makes optimum use of institutional infrastructure and shares its facilities with the community. For the academic and other purposes, the institution makes use of conference hall and seminars room. For various purposes, play ground is used by the community members.

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

The various audio-visual CDS are available in the library. The students are encouraged to optimally use them for learning and practice teaching.

**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 facilities?**

The institution has ICT laboratory, psychology laboratory, science laboratory and a well equipped language laboratory. The teacher in charge of respective laboratories ensures the care and proper use of equipments of the laboratory. According to the demand of the students and curriculum the necessary modifications are done. The teacher incharge make arrangement after discussion and by consulting the head of the institution.

**4. Give details on the facilities like multipurpose hall, workshop, music and sports, transport etc. available with the institution.**

\* The institution is having the facility of multipurpose hall which has seating capacity number of students. It is well equipped with board, audio-visual facilities and with public address system.

\* The institution has well equipped conference hall with capacity of students. It is equipped with LCD projector, OHP, LCD TV.

\* Workshop in the form of work experience or art and craft room is available in the institution having material related to art and craft and to prepare audio-visual aids. It also equipped with moulds to prepare candles.

- There is separate music room in the institution. The facilities like harmonium, tabla, music system etc are available.
- Provision of play ground in the college premises is there. A sports ground is available sports material related to badminton, volleyball, football, cricket etc is available.

- The institution does not has separate transport facilities but students can avail bus service provided by sister institutions.

**5. Are the classrooms equipped for the use of latest technologies for teaching? If no, indicate the institution's future plans to modernize the classrooms.**

Class rooms have the facilities for utilizing OHP and slide projector. Two class rooms are equipped with smart boards.

#### **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 instructions, including the use of technology?**

By using ICT like overhead projectors, slide projector, LCD projectors and power point presentation the faculty always tries to bring diversity in their instructing procedure. Teachers emphasize on the overall development of the student teachers. To achieve the purpose, teacher educators adopt different teaching method as project method, problem solving method, survey method and heuristic method etc in their daily lectures. As and when needed they also use smart board and different teaching aids.

**2. List innovative practices related to use of ICT, which contributed to equality enhancement.**

ICT enable teaching has increased.

**3. What innovations/best practices in “infrastructure and learning resources” are in vogue or adopted/adapted by the institution?**

- For teaching learning process the institution provides well furnished classrooms, well equipped laboratories and adequate environment.
- Needy students are provided with remedial teaching.
- Tutorial groups are formed with a teacher educator as a tutor in which concept of individual learning is followed.

- In the college premises suggestions box is available and suggestions received are taken into consideration.
- To cater to diverse needs of the learners specific teaching strategies are adopted.
- To make improvements in the needed areas feedback on campus experiences are collected from student-teachers.

## ***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 advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

At the commencement of the session, a Talent Search Programme is organized in order to prepare student teachers for the programme and to access the various aspect of their personality, inherent potential and interest. Various activities like speech, poetic recitation, mono acting, solo and group song, dance & drama etc. are included in the programme. From time to time to assess different teaching skills required for teacher education, institution organize different assessment programmes. After micro teaching session, lesson teaching session, discussion lessons and real teaching sessions, follow up programme is carried out. By using formative and summative evaluation techniques i.e. one unit test twice in a month, half yearly test and pre-university test the institution assesses the student's academic progress.

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

To develop the potential and skills the environment of the institution provides a lot of opportunities to the student-teachers. For performance and improvement of the student teachers all the faculty members and administration of the college act as a motivation force for performance and administration of the college. The institution promotes motivation, satisfaction, development and performance-improvement of the students:

- Well-equipped Library
- Sports facility

- Pollution free, peaceful campus.
- Well-equipped work experience lab for various activities.
- Internet facility in library and ICT lab.
- Canteen facility
- Well-equipped multipurpose hall with LCD T.V. for recreation also
- Highly qualified and co-operative staff.
- Organization of different cultural, academic and sports competitions.

**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?**

Since the last five years, none of the students left the courses (B.Ed) which can be termed as dropout.

**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 SLET, NET, Central/State services through competitive examination in the last two years?**

To enable the students to compete for the job and get progress in higher education, the institution provides a wide variety of learning experiences to them. To choose right and appropriate course and profession after completion of B.Ed. courses guidance and counselling cell guides are provided to student teachers. For the advancement of the student's career counseling is done. At the display board, information regarding the vacancies and different courses are provided.

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

The students go for further studies in various courses such as M.Ed every year. Almost 30% students of our college choose teaching as their career and working in government and non-government sector. Rests of the students are engaged in competitive exams and some other services.

**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.**

An orientation session is being organized for regarding functioning and resources of library, laboratories, syllabus and other facilities available in the college campus at the commencement of each session. Training is provided by the institution for the search of books through catalogues. The information regarding other electronic devices as audio-visual resources in ICT programme is provided by the faculty. Training is given to them to handle the equipments and to use them in their teaching training.

**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.**

Yes, placement services are provided by the institution. In the placement cell there are three senior faculty members. Every year this cell organizes extension lecturers given by eminent educationist, heads of different institutions to guide student teachers regarding proper placement.

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

Various schools situated in nearby areas are requested to send the number of vacancies and the institution arranges campus interview. Various problems are faced by the placement cell like-

- Placement committee is formed recently.

**9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

No, the requirement of the faculty in practice teaching schools is sought at the time of practice teaching.

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

Financial help as well as human and other resources as computer, printer, phone etc are provided to the placement cell to organize extension lecturers and interview etc.

## 5.2 Student Support

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

For the effective implementation of curricular, co-curriculum and extracurricular activities, the institution plans and evaluates all the activities in its academic calendar of the year. Its effective implementation is evaluated by the student teachers, alumni association and stakeholders through feedback Performa. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities.

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

Faculty members provide guidance regarding curriculum and other activities to the physically challenged students but no specific curriculum is planned for them.

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

Yes the institutions has mentoring arrangement under each mentor, there are students. Every mentor provides guidance regarding curriculum, co-curricular activities, evaluations system, personal problems, social problems, college campus problems, current issues etc. to the students.

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

The institution has made various provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students. At college level college organizes various workshops, extension lecturers and seminars. Orientation porgrammes are being organized for students and faculty regarding different areas of teaching learning process. Institution motivates the faculty for research work. They are provided internet facility and library facilities to get latest information's about the current issues.

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

Yes, the institution has a website ([www.srbtcadarjeeling.org](http://www.srbtcadarjeeling.org)).

Below are the information posted in the website



- Online admission
- Prospectus
- Gallery
- List of faculty
- Syllabus
- Academic calendar
- Course details and fee structure
- Latest news of the college

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

Through the class room interactions, class test and other examinations students' weakness are diagnosed by the faculty. Appropriate remedial teaching is provided to the low achievers through extra classes, personal guidance assignments, peer tutoring and encouraging them to visit library frequently.

**7. What specific teaching strategies are adopted for teaching**

**a) Advanced learners and**

**b) Slow learners.**

a) For advanced learning, faculty encourages them to use internet, to consult reference books, participating in seminars, workshops and to present papers, assigning extra work etc. The knowledge and energy of advanced learners have been utilized by motivating them to participate in extra- curricular and community activities.

b) For slow learners, teaching strategies are developed according to the need of the learners. Extra classes, personal guidance, assignments and peer tutoring are organized to satisfy the need of the learners.

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

- An orientation programme is being organized before the beginning of the course to guide the students regarding course content and the different activities of work experiences.
- During the session, faculty members as mentors solve the individual problems of academic and personal aspects of students.
- There is a women cell for the purpose.
- For the benefit of the students, the information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards.
- For the purpose there is a women cell.
- For the benefit of the students the information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards.

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

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Outside the Principal's office there is a suggestion box. Students can give their grievances freely to the committee or can drop their grievances in the suggestion box. The committee members discuss the issues and appropriate steps are taken and redressed to satisfy the student teachers.

There were no complaints in the last two years.

**10. How is the progress of the candidate at different stages of programs monitored and advised?**

- The academic progress of the B.Ed. students monitored through daily class room observations, unit tests, half yearly examination and pre-university examinations, assignments, presentation in seminars etc.
- Progress in the field of co-curricular activities is monitored through their participation in different cultural activities as competitions, social service programs, awareness programmes, sports activities etc.

- After monitoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement.

**11. How does the institution ensure the student's 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 during practice teaching in schools?**

For pre practice the faculty conduct Simulation class for the student trainees and feedback are taken accordingly.

### 5.3 Student Activities

**1. Does the institution have an Alumni Association?**

Currently the college doesn't have registered Alumni Association.

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

Academic Toppers List (Last 5 years)		
Year	Position	Name
2011-12	1st	Mr. Suden Kr. Khaling
	2nd	Mr. S.M Justin Thivaveyam
2012-13	1st	Mr. Mangal Singh Pradhan
	2nd	Mr. Basant Kr. Gurung
2013-14	1st	Mrs. Prawina Chettri
	2nd	Mrs. Sarita Pradhan
2014-15	1st	Mrs. Rejina Gurung
	2nd	Mrs. Rinamit Lepcha
2015-16	1st	Mr. Rewang Tawang
	2nd	Ms. Shubhala Rai

**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.**

Students publish the articles in wall magazine and college magazine. Opportunities are provided by the college to involve the students in various activities for presentation and publication of their material. Students are encouraged by the institution to prepare material like charts, poster, best out of waste etc. On wall magazine selected material is displayed. On the basis of their best presentation the prizes are given to the students. Annual magazine is published by the college wherein the student's articles, thoughts, poems, stories etc are invited for different section of the college magazine.

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

Yes, the institution has students, council comprising representatives from students, teacher educators and principal. The activities carried out by this council are: social functions, discipline of the college, cultural activities and maintaining coordination between different organizations. The funding of the council is from the college resources.

Committee	Position	Name
Students' Union Body	President	Mr.Deshal Gurung
	General Secretary	Mr.Jiten Rai
	Member	Mr.Jaya Kumar Gurung
	Member	Mr. Dhan Bahadur Chettri
	Member	Sr. Sira Lama
	Member	Mr. Suresh Chettri
	Member	Mrs. Subarna Chatterjee (Pradhan)

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

IQAC committee, Governing body, Anti ragging cell, Women cell, eco club, Anti sexual harassment committee etc are the committees, where the students representation are available.

**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?**

Currently we are planning to have online feedback to get the feedback from graduates and from employers. However, informal feedback is taken from the graduates.

## **5.4 Best Practices in Student Support and Progression**

### **1. Give details of institutional best practices in Student Support and Progression?**

- Encouraging students to participate more in curricular and extracurricular activities.
- Feedback is taken into consideration and immediate action is taken.
- Planning to conduct various seminar, workshop and certificate course.
- Latest teaching methodologies are adopted.
- Latest teaching methodologies are adopted.

## ***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?**

##### **Vision**

To train student-teachers so as to make them fit instrument for imparting right type of education to the younger generation.

##### **Mission**

Transformation of knowledge and education in the line of prevailing rational standard incorporating the equality of opportunity, freedom, social justice and secularism.

#### **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, the institution mission focuses on addressing the need of the society.

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

The Management has a core interest towards the development of the institution. The Management addresses the issue which is affecting the institution. Feedback analysis are considered by the management for the betterment of the college.

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

The Management and the Principal of the college discuss the matter regarding the institution and the same is communicated to the staff in staff meetings, various committees of the college carry out the duties assigned to them by the Principal.

**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?**

The feedback analysis report of Institutional, library, curriculum etc are properly reviewed by the principal and further forwarded to the management. Actions and remedies are taken based on the discussion.

**6. How does the institution identify and address the barriers (if any) is available for the management to review the activities of the institution?**

The Principal and IQAC coordinator conducts meeting with the management periodically (based on the management availability) or sometimes informally. During the meeting problems or any kind of barriers will be discussed to the management and final decision will be provided based on the discussion.

**7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process?**

The management encourages and motivates the staff in the following way:

- Periodical meetings
- Encourage the faculty to attend more workshop and seminars
- College conducts picnic every year for the staffs as part of stress relief program.

**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.**

Under the leadership of Principal the academic activities are observed as per academic calendar prepared at the start of session. The Principal fulfils the leadership role in governance and management of curriculum by observing the activities done by faculty members. The infrastructural, material and curriculum resources are fully utilized by the students.

**6.2 Organizational Arrangements.**

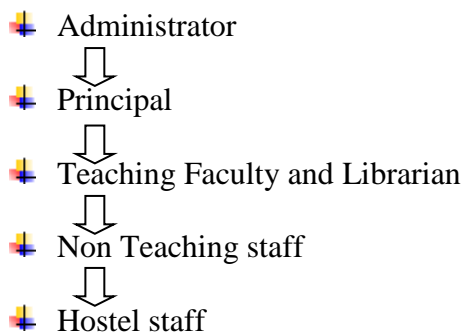
**1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

Following are the different committees which are active in the college:

- **Purchase committee:** Purchase committee takes care of all the infrastructural and other requirements to be procured for the benefit of the college.
- **Admission committee:** The committee conducts and takes care of the admission process. The admission committee follows the university admission guidelines.
- **IQAC committee:** IQAC committee of the college focus on upgrading the academic and administrative process.
- **Women cell:** The committee focus on gender sensitization issues, gender equality and empowering the women.
- **Anti ragging cell**
- **Grievance Redressal cell**

**2. Give the organizational structure and the details of the academic and administrative bodies of the institution.**

**The organization structure includes:**



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



The college has an admission and purchase committee who has to report the UGC and State government. College receives the fund from UGC and State government.

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

The institution has 6 practice school, where the feedback of the individual are received from the Headmaster of the school. Based on the feedback the IQAC coordinator plan for the quality improvement.

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

Yes, the college takes various type of feedback for decision making process.

360 degree feedback is used to evaluate the performance of the faculty. Institutional feedback are taken consider for the development of the college.

**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).**

The institution organizes internal as well inter institutional seminars, workshops, extension lectures, group discussion, refresher courses etc. to promote co-operation, sharing of knowledge innovations and empowerment of faculty.

## **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.

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

College receives the funds from the UGC and State government on accomplishing various aspects.

- Salaries for the College staff
- Grants for library
- Building grant
- Seminar grant
- Hostel grant
- Infrastructural grant

Utilization certificates are given to the state government.

NCTE visits the college for the inspection of college.

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

The needed human and financial resources are managed at the institutional level to meet the mission and goals. If needed, help and assistance is taken from managements.

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

At the beginning of the session, the academic calendar is prepared keeping in view the university calendar. Particularly for block teaching, heads and teachers of practice schools are involved. Meetings are held with these stakeholders. Feedback of previous session is taken into account so that the deficiencies can be removed to strengthen the block teaching.

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

The objective of the institution is set by the Administrator and principal along with the teaching faculty input. There by all the faculty has an equal interest and gives equal contribution on fulfilling the objectives for the institutional development.

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

The meetings conducted with the management always have a discussion on evaluating the mission and planning to achieve the vision. The meetings are conducted periodically.

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

IQAC committee focuses on implementing latest technology on academic and administrative purpose. Implementation is in process.

## **6.4 Human Resource Management**

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

With the regular meeting with the faculty we identify the different field which the each faculty is focusing on. However, college provides the various opportunities for the career progression of the staff.

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

Through feedback from stakeholders like students, practice school teachers & heads, alumni and others performance of different departments/aspects is assessed. However through annual confidential report performance assessment of teaching & non-teaching staff is assessed. The observations are used to improve teaching, research and other services/aspects of the institution.

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

During various celebrations, members & officer bearers of governing body are invited. They also motivate the staff for better performance & cohesiveness.

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

The faculty attends the refresher course, orientation program and also attends various seminars and workshops which help the development of staff skill upgradation.

### **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 skill (Recruitment policy, align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

The recruit process is done through state college service commission, government of WestBengal. The college doesn't have any role in recruitment process.

**6. What are the criteria for employing part-time /Adhoc faculty? How are the party-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

The college itself will recruit the part time faculty following the NCTE norms.

**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 association).**

The funds are allocated based on the need of the faculty (for advanced study, research, participation in seminars, conferences, workshops, etc) and funds are directly funded by the UGC and State governments.

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

- Each laboratory space for the faculty
- Teaching staffroom
- Library
- Almirah and cupboard

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

College website can give the information to the stakeholders

Complaint box and Suggestion box which is placed in front of the principal chamber

**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.**

As per govt./University/NCTE norms teaching workload is given to faculty members. However adjustments are made to promote faculty members to carry research and professional activities.

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

- Encouragement is given to the staff members by the college.
- Motivation are given for the faculty
- Teachers are sent to attend various seminars, workshops etc
- Teachers are encourage for the research activity

## 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.**

Yes the government receives fund from the government.

Year	Purpose	Amount
2012-13	Maintenance	4,75,000
2013-14	Maintenance	1,50,000
2014-15	Maintenance	7,91,700

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

No donation has received.

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

Yes, the operational budget of the institution is adequate to cover day-to-day expenses.

**4. What are the budgetary resources to fulfil the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit).**

Audit reports are attached in the **Annexure 6.5.5**

**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).**

Last two audit reports are attached in the **Annexure 6.5.5**

**6. Has the institution computerized its finance management systems? If yes, give details. Financial management system is done manually as well as computerized.**

Internal audit and Government Audit takes places yearly.

## **6.6 Best Practices in Governance and Leadership.**

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

The Management of the college has prepared a well defined perspective plan for the improvement and expansion of academic programmes in the college

## ***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 college has an IQAC cell, which is formed in the year 2014.

Name	Designation
Dr. SP Shreshta (Head of the Institution)	Chairperson
Mr. Punit Yadav, I.A.S	Senior administrative officer
Miss Lochan Thapa (Faculty)	Faculty Member
Mr. Prokash Biswas (Faculty)	Faculty Member
Dr. Rathula Mukherjee (Faculty)	Faculty Member
Dr. K.B. Yogi, WBCS (EX) Retd.	Management Member
Mr. Deshal Gurung	Student Member
Mr. Jiten Rai	Student Member
Mr. Ajoy Chettri	Employer
Mrs. July Baraily	Employer
Mr. Mahendra Kumar Pradhan	Stakeholder
Mr. J.A. Sarkar	IQAC coordinator

**2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

- Feedback and Regular meetings are conducted
- Faculty and students are encouraged to give innovative and creative ideas

- Feedback is taken from the students and faculty for the improvement of the college.

### **3. How does the institution ensure the quality of its academic programmes?**

The quality of the academic programmes is assessed based on performance student in the internal test, assignment, projects.

Feedback on curriculum is in place to deploy the best quality in the academic program.

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

Regular Auditing and following UGC norms helps the institute to ensure the quality of administration and financial management process.

### **5. How does the institution identify and share good practices with various constituents of the institution?**

- Faculty are encourage to attend various ICT training program
- Management encourage ideas from faculty
- Inputs are taken not only from the faculty but also from the student.

## **7.2 Inclusive Practice**

### **1. How does the institution sensitise teacher to issues of inclusion and the focus given to these in the national policies and the school curriculum.**

- Orientation programs are given in the beginning of the session to make the students aware of the different policies
- Website provides the details on national policies and school curriculum.

### **2. 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?**

- The academic calendar has the provision for expert talks/ seminars which will be arranged.
- Education tour is also arranged every year



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

The college has a library and computer lab with internet facility where the students can avail the facility. The college has a good interaction with the teaching school, where the students have a positive social interaction in learning and self motivation.

### **4. How does the institution ensure that student teacher develop proficiency for working with children from diverse backgrounds and exceptionalities?**

Students are provided knowledge about individual differences of children and proper care and handling of them through different theory papers,. Before the commencement of the teaching practice session, the institution provides orientation to the student teachers to understand each child individually to give them personal attention, especially the children with special needs.

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

The college provides the facility based on the University norms.

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

The college has an active women cell, anti ragging cell, Grievance redressal cell for handling and responding the gender sensitive 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 institution ensures the access to the information on organizational performance through Orientation program, Website, College magazine, University website etc

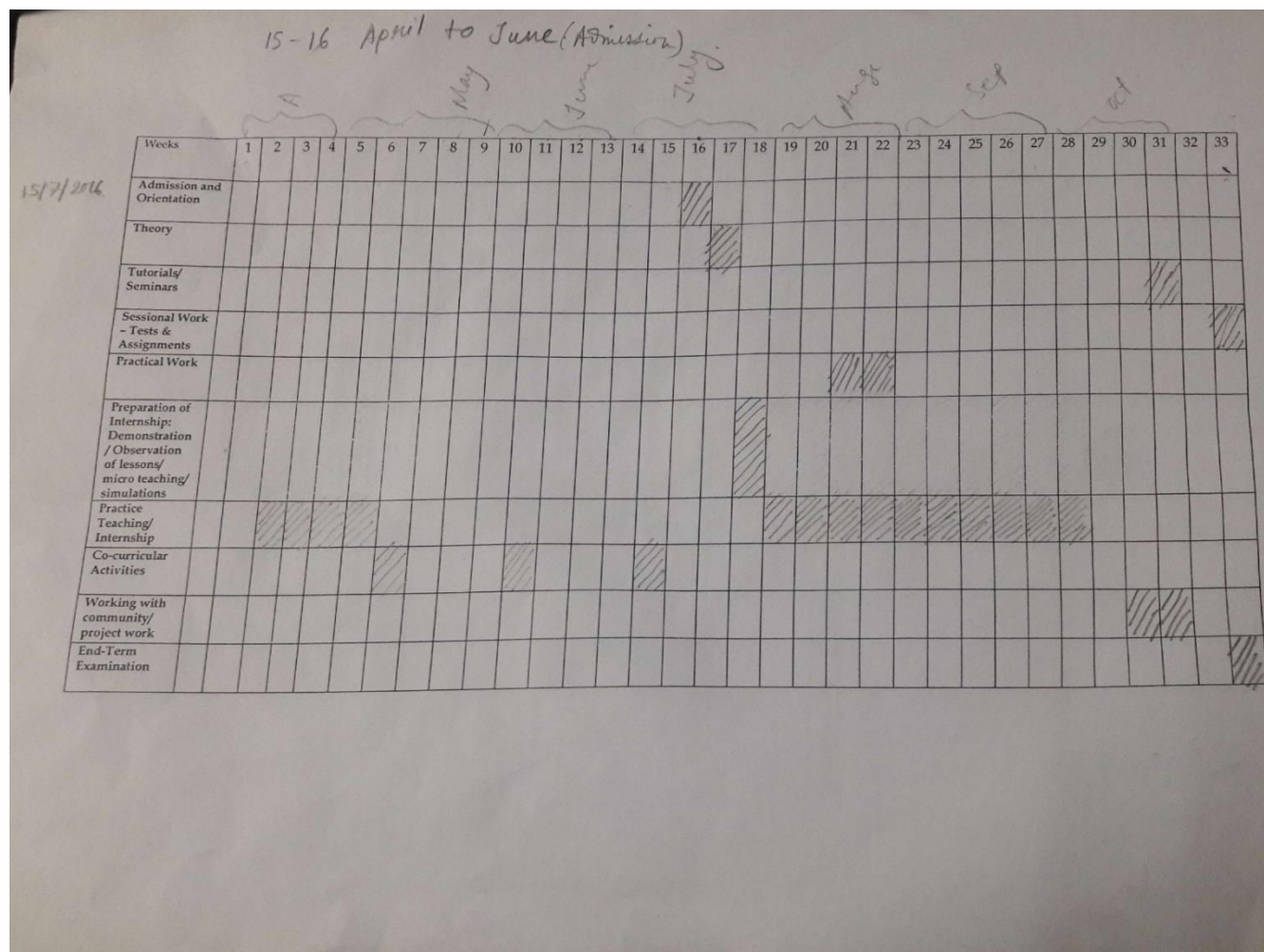
### **2. How does the institution share and use the information/data on success and failures of various, processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The institution share and use the information on success and failures on Management meeting and on Staff council meetings.

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

The institution takes feedback analysis report on curriculum, library, institutional and on various aspects. This information are collected and used for the quality improvement purpose.

## MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION



## TEACHER APPRAISAL REPORT

i) General Information

- a) Name : Ratula Mukherjee
- b) Address (Residential) : Pushpanjali, Flat-2B12 Ph. No. : 9434419682  
SP Mukherjee Road, PO Kadamtala  
Darjeeling, 734011
- c) Designation : Associate Professor
- d) Department : Biological Science
- e) Date of Birth : 10/01/1972
- f) Area of Specialization : M.A Education, M.Ed

A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ University</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>WBBSE</u>	<u>Beng,Eng,I.sc,Mat h,Hist,P.sc,Geo,Bio</u>	<u>1988</u>	<u>I</u>
<u>Higher Secondary or Pre-degree</u>	<u>NBU</u>	<u>Beng,Eng,Phy, Bio,Maths,Comp.</u>	<u>1990</u>	<u>I</u>
<u>Bachelor's Degree (s)</u>	<u>Calcutta Univ.</u>	<u>Botany(H),Zoo(P), Com(P)</u>	<u>1994</u>	<u>II</u>
<u>Master's Degree (s)</u>	<u>Calcutta Univ.</u>	<u>Botany spl mycology Plant pathology</u>	<u>1996</u>	<u>I</u>
<u>Research Degree (s)</u>	<u>Calcutta Univ.</u>	<u>Myco pathology</u>	<u>2004</u>	

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<u>Other Diploma / Certificates etc.</u>	<u>Netaji Open University</u>  <u>IGNOU</u>	<u>Education MA</u>  <u>M.Ed</u>	<u>2010</u>  <u>2013</u>	<u>I</u>  <u>I</u>
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\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>		
<u>Ph.D.</u>	<u>Studies on somephysiological biochemical and molecular aspects ofbasidiocarp development inPleurotus sajou- caju</u>	<u>Calcutta Univ.</u>
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>	<u>-Olty of the Teachers and Level of Competence</u>          <u>-Crisis of Values &amp; Crime</u>	<u>Proceedings of UGC sponsored National Seminar-</u>  <u>“Prospects &amp; Challenges of Teacher Education in India”</u>  <u>-Siliguri B.Ed College &amp; RK Mission Sikshanamadira, BelurMath -2015</u>  <u>ISBN-978-81-908751-3-4.</u>   <u>Proceedings of UGC sponsored National Seminar-</u>  <u>Shimurali Sachinandan College</u>

	<p><u>against Women: Impact of Education</u></p> <p><u>of Education, Suniti Educational Trust B.Ed College, Kalvani.</u></p> <p><u>“Art, Culture &amp; Ethics in the Perspective of Indian Education”</u></p> <p><u>ISBN-978-81-922902-7-0</u></p> <p><u>“Global Journal for Research Analysis” Vol. 4, Issue-7 July 2015</u></p> <p><u>ISSN-2277-8160, Impact factor 3.1218</u></p> <p><u>-A Study on Status of Women Education and Fertility Rate in West Bengal.</u></p>	
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>	<p><u>Orientation Programme</u></p> <p><u>Refresher Course</u></p>	<p><u>ASC-NBU-2014 (21 days)</u></p> <p><u>ASC-NBU-2015 (21 days)</u></p>

### Research Projects carried out

<u><b>Title of the Project</b></u>	<u><b>Name of the funding Agency</b></u>	<u><b>Duration</b></u>	<u><b>Remarks</b></u>

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**C) Seminars, Conferences, Symposia Workshops etc. attended**

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>
	<u>In Service Training &amp; Sensitization of key functionaries of Central &amp; State Govt. ,Local bodies and other service providers proposed by RCI New Delhi</u>	<u>Kawahali, Sushrutanagar 16<sup>th</sup>-18<sup>th</sup> Feb, 2017</u>

**iii) Teaching Experience**

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<u>iv ) U.G. (B.Ed)</u>	<u>S.R.B.T. College Darjeeling</u>	<u>6 years (Since Sep. 2010)</u>
<u>v) P.G.</u> <u>(M.A./ M.Sc., etc.)</u>		
<u>vi) M.Phil</u>		
<u>vii) Any other</u>	<u>NSOU</u>	<u>Part time teacher B.Ed (Counsellor)</u>

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**Total Teaching Experience :** \_\_\_\_\_

a) Under-graduate (Pass) : } 6 yrs

b) Under-graduate (Hons): \_\_\_\_\_

c) Post-graduate : \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

a) Design of Curriculum

b) Teaching methods Chart, Models

c) Laboratory experiments

d) Evaluation methods Test Exams, Paper setter, Moderator, Examiner

e) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic) Yes

g) Any Other

**ix) Extension Work/Community Service**



a) Please give a short account of your contribution to:

i) Community work Independence day,  
such as values of National Integration, Gardening and Beautification  
secularism, democracy, socialism, humanism, peace, of Campus.  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity

## D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution Member in BoS (Psychology)

b) Co-curricular Activities Supervisor for cultural activities.  
\_\_\_\_\_

**c) Enrichment of Campus Life**

(Hostels, sports, games, cultural activities)

**d) Students Welfare and Discipline**      **Supervisor**

**e) Membership/Participation in Bodies/Committees**

**on Education and National Development**

**f) Professional Organization of Teachers.**      **IQAC co-ordinator 2016**

**E. (a) Membership of Professional Bodies, Societies etc.**

Member of BoS, NBU

**(b) Editorship of Journals**

**F. Any other information**

**(Signature of the Teacher)**

## TEACHER APPRAISAL REPORT

ii) General Information

g) Name : Debjyoti Bagchi

h) Address (Residential) : St. Paul's School, Dajeeling

Ph. No. : 9832025599

i) Designation : Assistant Professor (Part Time).

j) Department : Mathematics

k) Date of Birth : Nov 25, 1951

l) Area of Specialization : Statistics and Mathematics

A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ University</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>St. Xavier's College, Kolkata</u>	<u>Science, Mathematics</u>		
<u>Higher Secondary or Pre-degree</u>	<u>Board of Higher Secondary Education WB</u>	<u>Ben,Eng,Phy, Chem,Maths</u>	<u>1968</u>	<u>1<sup>st</sup></u>
<u>Bachelor's Degree (s)</u>	<u>Indian Statistical</u>		<u>1975</u>	<u>B.Stat.(H)</u>

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	<u>Institute</u>			<u>B grade II Class</u>
<u>Master's Degree (s)</u>	<u>Indian Statistical Institute</u>	<u>(1)Geography &amp; Edu</u>	<u>1977</u>	<u>M.Stat</u> <u>B grade II Class</u>
<u>Research Degree (s)</u>	<u>Calcutta Univ.</u>	<u>General Papers &amp; Mental Measuremet</u>	<u>1985</u>	<u>B.Ed II Class</u>
<u>Other Diploma / Certificates etc.</u>				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>		
<u>Ph.D.</u>		
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>		
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>		

## Research Projects carried out

<u>Title of the Project</u>	<u>Name of the funding Agency</u>	<u>Duration</u>	<u>Remarks</u>

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**C) Seminars, Conferences, Symposia Workshops etc. attended**

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>

**iii) Teaching Experience**

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<b><u>iv) U.G.</u></b>  <u>(B.A./B.Sc., etc. Pass)</u>  <u>(B.A./B.Sc. etc. Hons.)</u>		
<b><u>v) P.G.</u></b>  <u>(M.A./ M.Sc., etc.)</u>		
<b><u>vi) M.Phil</u></b>		
<b><u>vii) Any other</u></b>		

**Total Teaching Experience :** 26+ yrs

**a) Under-graduate (Pass) :** 21 yrs. Mathematics at St. Paul's School 1990-2011

**b) Under-graduate (Hons):** 5 yrs. SRBT college from 2012 til date

**c) Post-graduate :** \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

**g) Design of Curriculum** \_\_\_\_\_

**h) Teaching methods** Charts and Models

**i) Laboratory experiments** Test, Examiner, Paper Setter, Moderator

**j) Evaluation methods** \_\_\_\_\_

**k) Preparation of resource material**  
Including books, reading materials,

Laboratory manuals etc.

**l) Remedial Teaching / Student Counseling (academic)** Yes

**g) Any Other** \_\_\_\_\_

**ix) Extension Work/Community Service**



b) Please give a short account of your contribution to:

i) Community work Independence day,  
such as values of National Integration, Gardening & Beautification  
secularism, democracy, socialism, humanism, peace, of college  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity

## D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities --Supervisor for cultural activity

**c) Enrichment of Campus Life**

**(Hostels, sports, games, cultural activities)**

**d) Students Welfare and Discipline --As a supervisor**

**e) Membership/Participation in Bodies/Committees**

**on Education and National Development**

**f) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

**(c) Editorship of Journals**

**F. Any other information**

(Signature of the Teacher)

## TEACHER APPRAISAL REPORT

### iii) General Information

- m) Name : Dr. Surendra Pradhan Shrestha
- n) Address (Residential) : Ashfield, 71 Gandhi Rd. Ph. No. :9832013664  
Darjeeling, W.B. 734101
- o) Designation :Principal
- p) Department : B.Ed.
- q) Date of Birth : 13/11/1957
- r) Area of Specialization : M.A (Nepali, English) M.Ed, P.hd.

### A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ University</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>WBBSE</u>	<u>Nepali, Eng, Hist .Eco</u>	<u>1974</u>	<u>II</u>
<u>Higher Secondary or Pre-degree</u>	<u>WBBSE</u>	<u>Nepali, Eng, Hist .Eco, Political Sc.</u>	<u>1975</u>	<u>II</u>
<u>Bachelor's Degree (s)</u>	<u>NBU</u>	<u>Nepali, Alt. Eng, Pol. Science, History</u>	<u>1978</u>	<u>II</u>
<u>Master's Degree (s)</u>	<u>NBU</u>	<u>Nep, Eng</u>	<u>1981</u>	<u>II</u>
<u>Research Degree (s)</u>	<u>T.U(Nepal)</u>	<u>Nepali</u>	<u>2007</u>	
<u>Other Diploma / Certificates etc.</u>	<u>H.P.U. (H.P.)</u>	<u>M.Ed</u>	<u>1989</u>	<u>II</u>

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\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>		
<u>Ph.D.</u>	<u>Critical Analysis of \$ Novels of Laina Singh Bangdel</u>	<u>T.U. (Nepal), English</u>
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>		
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>	<u>B.Ed, M.Ed.</u>	

## Research Projects carried out

<u>Title of the Project</u>	<u>Name of the funding Agency</u>	<u>Duration</u>	<u>Remarks</u>


**C) Seminars, Conferences, Symposia Workshops etc. attended**

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>

**iii) Teaching Experience**

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<u>iv ) U.G. (B.Ed)</u>	<u>S.R.B.T. College Darjeeling</u>	<u>Last 31 years</u>
<u>v) P.G.</u> <u>(M.A./ M.Sc., etc.)</u>		
<u>vi) M.Phil</u>		

<b>vii) Any other</b>		
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**Total Teaching Experience :** \_\_\_\_\_

**a) Under-graduate (Pass) :** 31+yrs

**b) Under-graduate (Hons):** \_\_\_\_\_

**c) Post-graduate :** \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

m) Design of Curriculum

n) Teaching methods Chart, Models

o) Laboratory experiments

p) Evaluation methods Test Exams, Paper setter, Moderator, Examiner

q) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc.

r) Remedial Teaching / Student Counseling (academic) Yes

g) Any Other

**ix) Extension Work/Community Service**

c) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

Work and National Service Scheme (NSS), or NCC or any other similar activity

## D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities



**c) Enrichment of Campus Life**

(Hostels, sports, games, cultural activities)

**d) Students Welfare and Discipline**

**e) Membership/Participation in Bodies/Committees**

on Education and National Development

**f) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

Member of BoS, NBU

**(d) Editorship of Journals**

**F. Any other information**

(Signature of the Teacher)

## TEACHER APPRAISAL REPORT

iv) General Information

- s) Name : Jaynal Abedin Sarker
- t) Address (Residential) : Govt. Saw Mill Road Ph. No. : 9474389552  
Mahanandpara W.no.4  
Siliguri
- u) Designation : Associate Professor
- v) Department : Bengali
- w) Date of Birth : 02/11/1958
- x) Area of Specialization :

A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ University</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>WBBSE</u>	<u>Beng,Eng,Sans, g.sc,Math,Hist, Geo</u>	<u>1975</u>	<u>II</u>
<u>Higher Secondary or Pre-degree</u>	<u>NBU</u>	<u>Beng,Eng,Hist, Cg Logic</u>	<u>1976</u>	<u>II</u>
<u>Bachelor's Degree (s)</u>	<u>NBU</u>	<u>Beng,Eng,P.sc.,</u>	<u>1979</u>	<u>II</u>
<u>Master's Degree (s)</u>	<u>NBU</u>	<u>Bengali</u>	<u>1982</u>	<u>II</u>
<u>Research Degree (s)</u>				

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<u>Other Diploma / Certificates etc.</u>	<u>M.A NSOU</u>		<u>2010</u>	<u>II</u>
	<u>M.EdIGNOU</u>		<u>2013</u>	<u>I</u>

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>		
<u>Ph.D.</u>		
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>		
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>		

## Research Projects carried out

<u>Title of the Project</u>	<u>Name of the funding Agency</u>	<u>Duration</u>	<u>Remarks</u>

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**C) Seminars, Conferences, Symposia Workshops etc. attended**

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>
	<u>In Service Training &amp; Sensitization of key functionaries.</u>  <u>.....RCI New Delhi</u>	<u>Kawahali, 16<sup>th</sup>-18<sup>th</sup> Feb, 2017</u>

**iii) Teaching Experience**

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<u>iv ) U.G. (B.Ed)</u>	<u>S.R.B.T. College Darjeeling</u>	<u>Last 22 years</u>
<u>v) P.G.</u> <u>(M.A./ M.Sc., etc.)</u>		
<u>vi) M.Phil</u>		

<u>vii) Any other</u>	<u>NSOU</u>	<u>Part time teacher B.Ed</u> <u>(Counsellor)</u>

**Total Teaching Experience :** \_\_\_\_\_

**a) Under-graduate (Pass) :**                      22 yrs

**b) Under-graduate (Hons):** \_\_\_\_\_

**c) Post-graduate**                      : \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

s) Design of Curriculum \_\_\_\_\_

t) Teaching methods                      Chart, Models

u) Laboratory experiments \_\_\_\_\_

v) Evaluation methods                      Test Exams, Paper setter, Moderator, Examiner

w) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc.

x) Remedial Teaching / Student Counseling (academic)                      Yes

\_\_\_\_\_ **g) Any Other**

**ix) Extension Work/Community Service**

**d) Please give a short account of your contribution to:**

**i) Community work Independence day,  
such as values of National Integration, Gardening and Beautification  
secularism, democracy, socialism, humanism, peace, of Campus.  
scientific temper, flood or drought relief, small family norms etc.**

**ii) National Literacy Mission**

**b) Positions held/Leadership role played in organizations linked with Extension  
Work and National Service Scheme (NSS), or NCC or any other similar activity**

**D. Participation in Corporate Life:**

**Please give a short account of your contribution to :**

**a) College/University/Institution Member in BoS (B.Ed + Education)**

**b) Co-curricular Activities Supervisor for cultural activities.**  
\_\_\_\_\_



**c) Enrichment of Campus Life**

**(Hostels, sports, games, cultural activities)**

**d) Students Welfare and Discipline**      **Supervisor**

**e) Membership/Participation in Bodies/Committees**

**on Education and National Development**

**f) Professional Organization of Teachers.**      **IQAC coordinator 2014-15**

**E. (a) Membership of Professional Bodies, Societies etc.**

**Member of BoS, NBU**

(e) Editorship of Journals

F. Any other information

\_\_\_\_\_  
(Signature of the Teacher)

## TEACHER APPRAISAL REPORT

v) General Information

y) Name : Mrs. Lochan Thapa

z) Address (Residential) : c/o Mr. Lok Thapa, Dara Dokan Ph. No. :9434428540  
Darjeeling, W.B PIN- 734101

Siliguri

aa) Designation : Asst. Professor

bb) Department :B.Ed

cc) Date of Birth : 01/08/1971

dd) Area of Specialization :

A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ Universit y</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>WBBSE</u>		<u>1986</u>	<u>I</u>
<u>Higher Secondary or Pre-degree</u>	<u>WBC OF HSE</u>		<u>1988</u>	<u>II</u>
<u>Bachelor's Degree (s)</u>	<u>NBU</u>		<u>1991</u>	<u>II</u>
<u>Master's Degree (s)</u>	<u>NEHU</u>		<u>1995</u>	<u>I</u>
<u>Research Degree (s)</u>				

# Self Appraisal Report | 2017

<u>Other Diploma/ B.Ed Certificates etc. SLET</u>	<u>NBU</u>	<u>Edu</u>	<u>1993</u>	<u>II</u>
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\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>		
<u>Ph.D.</u>		
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>	<u>College Magazine "Parivartan"</u>	
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>		

## Research Projects carried out

<u>Title of the Project</u>	<u>Name of the funding Agency</u>	<u>Duration</u>	<u>Remarks</u>
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**C) Seminars, Conferences, Symposia Workshops etc. attended**

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>
<u>Orientation Prog.</u>	<u>ASC-UGC, Burdwan Univ.</u>	<u>Burdwan 7<sup>th</sup> Dec 07-3<sup>rd</sup>jan 08</u>
<u>Refresher Course</u>	<u>ASC-UGC, NBU</u>	<u>NBU, 17<sup>th</sup> Nov-Dec 7<sup>th</sup> ,09</u>
<u>Refresher Course</u>	<u>ASC-UGC, NBU</u>	<u>NBU, 05<sup>th</sup>Feb- 25<sup>th</sup>Feb ,15</u>
<u>Workshop</u>	<u>NSOU, Kolkata</u>	<u>Siliguri college- 28<sup>th</sup> oct,2013</u>
<u>Seminar-cum-workshop</u>	<u>Dept. of Higher Edu. Govt. of W.B</u>	<u>Kolkata- 1<sup>st</sup> mar-5<sup>th</sup> mar 16</u>
<u>Workshop</u>	<u>W.B state council of Higher Edu.</u>	<u>Kolkata- 27<sup>th</sup>nov 2015</u>

**iii) Teaching Experience**

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<u>iv ) U.G. (B.Ed)</u>	<u>S.R.B.T. College Darjeeling</u>	<u>2 years</u>
<u>v) P.G.</u>		

<u>(M.A./ M.Sc., etc.)</u>		
<u>vi) M.Phil</u>		
<u>vii) Any other</u>	<u>NSOU</u>	<u>Asst. Co-ordinator</u> <u>Part time (Counsellor)</u>

**Total Teaching Experience :** 15yrs

**a) Under-graduate (Pass) :** 15yrs

**b) Under-graduate (Hons):** \_\_\_\_\_

**c) Post-graduate :** \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

y) Design of Curriculum

z) Teaching methods PPT, Charts

aa) Laboratory experiments

bb) Evaluation methods Test Exams, Paper setter, Moderator, Examiner

cc) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc.

dd) Remedial Teaching / Student Counseling (academic) Yes

g) Any Other

ix) Extension Work/Community Service

e) Please give a short account of your contribution to:

i) Community work Independence day

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

Work and National Service Scheme (NSS), or NCC or any other similar activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to :

a) College/University/Institution

**b) Co-curricular Activities** Supervisor for cultural activities.

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**c) Enrichment of Campus Life** Girls' Hostel Supervisor  
(Hostels, sports, games, cultural activities)

**d) Students Welfare and Discipline**

**e) Membership/Participation in Bodies/Committees**  
**on Education and National Development**

**f) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

Member of BoS, NBU



(f) Editorship of Journals

F. Any other information

\_\_\_\_\_  
(Signature of the Teacher)

## TEACHER APPRAISAL REPORT

vi) General Information

ee) Name : Prokash Biswas

ff) Address (Residential) : 60,Nirmal sengupta sarani, Kolkata-700079

Ph. No. : 09433355951- Email1.prokashbiswas1974@gmail.com

gg) Designation : Assistant Professor Teaching in Geography.

hh) Department : Education

ii) Date of Birth : 01/06/1974

jj) Area of Specialization : Teacher Education &Regional planning.

A) Academic Qualifications

<u>Exam Passed</u>	<u>Board/ University</u>	<u>Subjects</u>	<u>Year</u>	<u>Division/Grade Merit etc.</u>
<u>High School</u>	<u>W.B.B.S.E</u>	<u>Ben,Eng,</u> <u>Hist,Geo,</u> <u>Math,Life</u> <u>Sc,phySc</u>	<u>1990</u>	<u>1<sup>st</sup> (60.77%)</u>
<u>Higher Secondary or Pre-degree</u>	<u>W.B.C.H.S. E</u>	<u>Ben,Eng,</u> <u>Hist,Edu,</u> <u>Geo,PoLsc</u>	<u>1992</u>	<u>2<sup>nd</sup> (56.6%)</u>
<u>Bachelor's Degree (s)</u>	<u>(1) C.U</u> <u>(2) C.U</u>	<u>(1) Geography</u> <u>(Hons)</u>	<u>(1) 1995</u> <u>(2) 1998</u>	<u>1) 2<sup>nd</sup> Class(56%)</u>

# Self Appraisal Report | 2017

		<u>(2) B.Ed</u>		<u>(2) 2<sup>nd</sup> Class(57%)</u>
<u>Master's Degree (s)</u>	<u>(1)C.U</u> <u>&amp;NSOU</u>	<u>(1)Geography</u> <u>&amp;Edu</u>	<u>(1)1997</u> <u>&amp;2010</u>	<u>(1) 62.21%</u> <u>&amp;55%</u>
<u>Research Degree (s)</u>				
<u>Other Diploma /</u> <u>Certificates etc.</u>	<u>W.B.C.S.C</u>	<u>Geography</u> <u>&amp;Education</u>	<u>2002&amp;</u> <u>2016</u>	<u>SLET&amp;SET</u>

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

## ii) Research Experience & Training

<u>Research Stage</u>	<u>Title of work/Theses</u>	<u>University where the work was carried out</u>
<u>M.Phil or equivalent</u>	<u>A Comparative study on the effectiveness of class room teaching and field work in teaching of geography in secondary classes of Darjeeling sub division, in West Bengal.</u>	<u>NSOU</u>

<u>Ph.D.</u>		
<u>Post-Doctoral</u>		
<u>Publications (give a list separately)</u>		
<u>Research Guidance (give names of students guided successfully)</u>		
<u>Training (please specify)</u>		

## Research Projects carried out

<u>Title of the Project</u>	<u>Name of the funding Agency</u>	<u>Duration</u>	<u>Remarks</u>

## C) Seminars, Conferences, Symposia Workshops etc. attended

# Self Appraisal Report | 2017

<u>Name of the Seminar/ Conference/ Symposia Workshop, etc.</u>	<u>Name of the Sponsoring Agency</u>	<u>Place and Date</u>
<u>1.Women Empowerment and Environment Sustainability</u> <u>2.Workshop on NAAC</u>	<u>1.UGC Sponsored</u>  <u>2.Internal Quality Assurance Cell Ramakrishna Mission Vidyamandira</u>	<u>1.Shimuruli ,21&amp;22 march 2013</u>  <u>2.Belur,13&amp;14 July2015</u>

## iii) Teaching Experience

<u>Courses Taught</u>	<u>Name of the University/ College / Institution</u>	<u>Duration</u>
<u>iv ) U.G.</u> <u>(B.A./B.Sc., etc. Pass)</u> <u>(B.A./B.Sc. etc. Hons.)</u>	<u>SRBT college Darjeeling</u>	<u>30-03-05 till date</u>
<u>v) P.G.</u> <u>(M.A./ M.Sc., etc.)</u>		
<u>vi) M.Phil</u>		
<u>vii) Any other</u>		

**Total Teaching Experience :** 12+ yrs

a) Under-graduate (Pass) : B.Ed

b) Under-graduate (Hons): \_\_\_\_\_

c) Post-graduate : \_\_\_\_\_

**viii) Innovations/Contributions in Teaching**

ee) Design of Curriculum

ff) Teaching methods

gg) Laboratory experiments

hh) Evaluation methods

ii) Preparation of resource material  
Including books, reading materials,

Laboratory manuals etc.

jj) Remedial Teaching / Student Counseling (academic)

\_\_\_\_\_ g) Any Other

ix) Extension Work/Community Service

f) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

**d) Students Welfare and Discipline**

**e) Membership/Participation in Bodies/Committees  
on Education and National Development**

**f) Professional Organization of Teachers.**

**E. (a) Membership of Professional Bodies, Societies etc.**

**(g) Editorship of Journals**

**F. Any other information**

\_\_\_\_\_  
**(Signature of the Teacher)**



**ANNEXURE-1: A BRIEF NOTE ON TEACHER EDUCATION  
SCENARIO IN THE STATE**

There are 291 Teacher Education Institutions in West Bengal. These institutions are segregated as Government; Government-aided; Private-aided; Private – unaided. Out of these institutes 106 provides courses on Elementary Teacher Education.

Colleges providing Secondary Teacher Education Programmes comes under two categories i.e. B.Ed. and B.P.Ed.

There are 150 institutions in the state offering B.Ed. programmes and 20 institutions for B.P.Ed. M.Ed. programmes in the state are run by two university departments, two government colleges, one government sponsored institution and two private institutions affiliated to two state universities.

M.P.Ed. programmes are offered in two university departments and two government colleges.

For recruitment of teaching and non teaching staff-

- i. As per the directions of state govt. ROPA is followed.
- ii. Eligibility criterion approved by NCTE and UGC are maintained.
- iii. For minority institutions, policies as per state government are followed.

NCTE norms and standards for academic governance are followed and maintained.

The university frame rules and procedures for admission, academic calendar, core curriculum exchange and assessment.

## ANNEXURE-II: ACADEMIC CALENDAR AND TIMETABLE

Semester	Duration (Tentative)	Activities
<b>I</b>	<b>1<sup>st</sup> July to 31<sup>st</sup> December (1<sup>st</sup> Year)</b>	
	❖ 1 <sup>st</sup> July to 30 <sup>th</sup> November	Theory Class, Engagement with Field and EPC 1
	❖ 1 <sup>st</sup> December to 15 <sup>th</sup> December	<b>Examination:</b> Theory, Engagement with Field and EPC 1 Practical
	❖ 16 <sup>th</sup> December to 31 <sup>st</sup> December	<b>Evaluation and Publication of Result (Semester Break for the Students)</b>
<b>II</b>	<b>1<sup>st</sup> January to 30<sup>th</sup> June (1<sup>st</sup> Year)</b>	
	❖ 1 <sup>st</sup> January to 15 <sup>th</sup> April	Theory Class, Engagement with Field and EPC 2
	❖ 16 <sup>th</sup> April to 15 <sup>th</sup> May	Teaching Internship (No External Evaluation)
	❖ 16 <sup>th</sup> May to 31 <sup>st</sup> May	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	❖ 1 <sup>st</sup> June to 15 <sup>th</sup> June	<b>Examination:</b> Theory, Engagement with Field and EPC 2 Practical
	❖ 16 <sup>th</sup> June to 30 <sup>th</sup> June	<b>Evaluation and Publication of Result (Semester Break for the Students)</b>
<b>III</b>	<b>1<sup>st</sup> July to 31<sup>st</sup> December (2<sup>nd</sup> Year)</b>	
	❖ 1 <sup>st</sup> July to 30 <sup>th</sup> July	Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	❖ 1 <sup>st</sup> August to 30 <sup>th</sup> November	Four months school Internship
	❖ 1 <sup>st</sup> December to 15 <sup>th</sup> December	Evaluation of School Internship
	❖ 16 <sup>th</sup> December to 31 <sup>st</sup> December	<b>Evaluation and Publication of Result (Semester Break for the Students)</b>
<b>IV</b>	<b>1<sup>st</sup> January to 30<sup>th</sup> June (2<sup>nd</sup> Year)</b>	
	❖ 1 <sup>st</sup> January to 31 <sup>st</sup> May	Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field
	❖ 1 <sup>st</sup> June to 15 <sup>th</sup> June	<b>Examination:</b> Theory, Engagement with Field and EPC 3 & 4 Practical
	❖ 16 <sup>th</sup> June to 30 <sup>th</sup> June	<b>Evaluation and Publication of Result (Semester Break for the Students)</b>

## SHREE RAMAKRISHNA B.T.COLLEGE,DARJEELING

P.O., P.S.Darjeeling, Dist.Darjeeling.

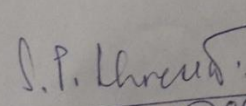
### TENTATIVE DAILY ROUTINE FOR THE B.ED. 1<sup>ST</sup> SEMESTER(A) 2016.

Time	10.00-10.40	10.40-11.20	11.20-11.30	11.30-12.10	12.10-12.50	12.50-1.30	1.30-2.10	2.10-2.45	2.45-3.20	3.20-3.55	3.55-4.30
Mon	A.T.	LT/S.P./D.B.	R	D.B.	R.M.	S.D.	L	Practical S.D.	Library	Practical D.B.	Practical L.T.
Tue	A.T./D.B	LT/S.P./D.B	E	R.M.	J.A.	S.D.	U	Practical S.D.	Practical R.M.	Library	Practical R.M.
Wed.	S.D.	D.B.	C	L.T.	R.M.	J.A.	N	Library	Practical R.M.	Practical R.M.	Practical L.T.
Thur	R.M.	D.B.	E	J.A.	L.T.	L.T.	C	Practical J.A.	Practical J.A.	Library R.M.	Practical L.T.
Fri	A.T./D.B.	R.M.	s	L.T./S.P.	J.A./D.B.	J.A.	H	Practical J.A.	Library R.M.	Practical R.M.	Practical L.T

#### Compulsory Course Papers:-

- 1.Dr.S.P.Shrestha,Principal-04
- 2.Shri.J.A.Sarkar,Associate Professor-08
- 3.Miss.L.Thapa,Assistant Professor-10
- 4.Dr.R.Mukherjee,Assistant Professor-11
- 5.Shri.D.Bagchi,Assistant Professor-09
- 6.Mrs.Anupama Tamang,Assistant Professor-03
- 7.Shri.Susovan Dam,Assistant Professor-05



  
 (Dr.S.P.Shrestha) 05/08/2016.  
 Principal  
 Shree Ramakrishna B.T.College  
 Darjeeling.

## ANNEXURE-III: COPY OF THE SYLLABUS

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COURSE CONTENT /SYLLABUS		
Unit I	<b>Growth and developmental pattern of learners:</b> <ul style="list-style-type: none"> <li>• Concept of growth and development</li> <li>• General characteristics of Growth and Development</li> <li>• Stages and sequence of Growth and Development</li> <li>• Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing</li> </ul>	7 hrs.
Unit II	<b>Stages of development:</b> <ul style="list-style-type: none"> <li>• Different stages of development- infancy, childhood, adolescence, Adulthood.</li> <li>• Adolescence- Physical development, Emotional development, Cognitive development.</li> <li>• Needs and problems of adolescents, their guidance and counseling</li> </ul>	7 hrs.
Unit III	<b>Different types of Development:</b> <ul style="list-style-type: none"> <li>• Cognitive development- Piaget's theory and its educational implications.</li> <li>• Psycho-sexual development – Freud's Theory.</li> <li>• Psycho social development – Erikson's theory of psychosocial development.</li> <li>• Moral and pro social development- Kohlberg's theory</li> <li>• Development of self-concept and personal identity</li> <li>• Communication and speech development- paralinguistic and linguistic stages of development.</li> </ul>	7 hrs.
Unit IV	<b>Individual differences:</b> <ul style="list-style-type: none"> <li>• Role of heredity, environment including physical and socio cultural factors,</li> <li>• Nutrition,</li> <li>• Child rearing practices and Family.</li> </ul>	5 hrs.
Unit V	<b>Development of personality:</b> <ul style="list-style-type: none"> <li>• Concept of Personality,types and traits of personality,</li> <li>• Trait theories ( Eysenck and Cattell's 16 factor, Five factor)</li> <li>• Measurement of personality (Self-report and projective techniques).</li> </ul>	6 hrs.
Suggested Readings	<ol style="list-style-type: none"> <li>1. Berk, L. E. (2005). Development through life span. 6<sup>th</sup> ed. Pearson.</li> <li>2. Berk, L. E ( 2006 ) Child development. Pearson and Allyn.</li> <li>3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency.</li> <li>4. Ghosh, Arun: Shiksha-shrai Monobigyan.</li> <li>5. Sengupta, Pramodbandhu &amp; Sharma, Prasanta: Shiksha manobigyan.</li> <li>6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. <i>New Directions for Child and Adolescence Development</i>. Vol. 67; 45-65.</li> <li>7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswati, (Ed). <i>Culture, socialization and human development: Theory, research and applications in India</i>. New Delhi: Sage.</li> <li>8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers.</li> <li>9. Sharma, N. (2003). Understanding adolescence. NBT. India.</li> <li>10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. In A. J. Elliot &amp; C. S. Dweck, (Eds). <i>Handbook of competence and motivation</i>. Guilford Publications.</li> <li>11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata.</li> <li>12. Chakraborty Sonali (2009). Sikshar Monostawik Vitti. B. B. Kundu Publications. Kolkata.</li> <li>13. Chakraborty P.K.,SarkarBijan(2014),ShikshonOMonobidya,AaheliPubli</li> </ol>	



	sher 14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books. 15. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency
2 <sup>nd</sup> Half	Aspects of Development
Objectives	The student teachers will be able to :- 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.
COURSE CONTENT /SYLLABUS	
Unit I	Various aspects related to development: • Instincts and Emotions • Emotional Intelligence • Attitude and attachment 6 hrs.
Unit II	Motivation: • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. 7 hrs.
Unit III	Attention and Interest: • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction Interest and its relation with attention 6 hrs.
Unit IV	Intelligence: • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education 7 hrs.
Unit V	Creativity: • Concept of creativity • The components of creativity • Its identification and nurturance. 6 hrs.
Engagement with Field / Practicum	Any one of the following :- i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). 32 hrs

(a) To provide authentic information on physical, physiological and psychological changes and development during adolescence

	<p>them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)</p> <p>v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.</p> <p>vi. Observe some successful individuals and list down the behavioural characteristics which impress you.</p> <p>vii. Take interview of five low achievers and five high achievers and find out their ways of learning.</p> <p>viii. List down few (classroom) learning situations involving insightful learning.</p>	
<b>Mode of Transaction</b>	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.	
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.</li> <li>2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.</li> <li>3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House.</li> <li>4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India.</li> <li>5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin.</li> <li>6. Woolfolk A. R. (1995). Educational psychology. 6<sup>th</sup> ed. Boston: Allyn &amp; Bacon.</li> <li>7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books.</li> <li>8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.</li> </ol>	

Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1 <sup>st</sup> Half	Education in Post-Independent India				
Objectives	The student teachers will be able to :- 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5 Develop an idea about National Values.				
COURSE CONTENT /SYLLABUS					
Unit I	Educational provision in the Constitution of India: <ul style="list-style-type: none"><li>Fundamental Rights</li><li>Directive Principles of State Policy</li><li>Fundamental Duties</li><li>Centre-State Relationship</li><li>Language Issues</li></ul>				7 hrs.
Unit II	Recommendations of various commissions after independence: <ul style="list-style-type: none"><li>Indian University Commission(1948-49)</li><li>Secondary Education Commission(1952-53)</li><li>Indian Education Commission(1964-66)</li></ul>				8 hrs.
	National Policy of Education(1986,1992)				
	Equalization and universalization of Elementary and Secondary				

	<ul style="list-style-type: none"><li>• Probable solutions</li><li>• Views of Swami Vivekananda</li></ul>	
Unit IV	<b>Inequality, Discrimination and Marginalization in education:</b> <ul style="list-style-type: none"><li>• Concept</li><li>• Causes</li><li>• Probable solutions</li></ul>	6 hrs.
Unit V	<b>Issues of Contemporary relevance and National Values:</b> <ul style="list-style-type: none"><li>• Concept</li><li>• Characteristics</li><li>• Relevance in education</li><li>• Relation with international understanding.</li><li>• Views of Swami Vivekananda in case of the followings:<ul style="list-style-type: none"><li>a) Mass Education b) Women Education c) Technical and Vocational Education d) Culture and Education</li></ul></li></ul>	6 hrs.
Suggested Readings	<ol style="list-style-type: none"><li>1. Banerjee, J.P (2010) History of Education in India, Kolkata.</li><li>2. Chaube, S.P (2008) History and Problems of Indian Education, Agarwal Publications, Agra</li><li>3. Chaudhry, N.K (2012) Indian Constitution and Education, SHIPRA Publications, New Delhi</li><li>4. Chakraborty, A &amp; Islam, N (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata</li><li>5. Ghosh, R (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata</li><li>6. Sharma, R.N (2010) History of Education in India, Atlantic, New Delhi</li><li>7. Thakur, D.K. &amp; Haque S.H (2010) Adhunik Bharater siksha Dhara, Rita Book Agency, Kolkata</li><li>8. Mukhopadhyay, D, Sarkar, B and Halder, T (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata.</li><li>9. Halder, K. &amp; Nath, I (2014) Bharotyter shiksha Samprotik Bisoy, K. Chakraborti Publications, Kolkata.</li><li>10. Tarafdar, M (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata</li></ol>	
2 <sup>nd</sup> Half	<b>Policy Framework for Education in India</b>	
Objectives	The student Teachers will be able to :- <ol style="list-style-type: none"><li>1. Realize the policy framework for Education in India</li><li>2. Know the contemporary issues in education</li><li>2. Develop the knowledge about various policies on education</li><li>3. Examine the role and functions of different monitoring agencies of education</li><li>4. Understand community participation and development in education</li><li>5. Acquire skill to develop educational planning and management.</li></ol>	
<b>COURSE CONTENT /SYLLABUS</b>		
Unit I	<b>Contemporary issues of education:</b> <ul style="list-style-type: none"><li>• Unemployment</li><li>• Poverty</li><li>• Population explosion</li><li>• Student unrest</li></ul>	7 hrs.
Unit II	<b>Policies on education:</b> <ul style="list-style-type: none"><li>• SSA</li><li>• RTE (2009)</li><li>• NCF (2005)</li><li>• NEP (2000)</li></ul>	7 hrs.
	<ul style="list-style-type: none"><li>• RMSA</li><li>• NCF-TE (2009)</li></ul>	



	<ul style="list-style-type: none"> <li>• NCTE</li> <li>• NUEPA</li> <li>• NCERT</li> <li>• IASE</li> <li>• CTE</li> <li>• SCERT</li> <li>• DIET</li> </ul>	
Unit IV	<b>Community participation and development:</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Dalit education</li> <li>• Tribal education</li> <li>• Adult and Continuing Education</li> <li>• Distance and Open Education</li> <li>• Government initiatives towards educational policies</li> </ul>	6 hrs.
Unit V	<b>Educational Planning and Management:</b> <ul style="list-style-type: none"> <li>• Educational Planning</li> <li>• Institutional Planning</li> <li>• Leadership</li> <li>• Administrative structure of Secondary Education</li> <li>• Quality Management</li> <li>• Supervision</li> </ul>	6 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> <li>Study the impact of Right to Education Act on schools</li> <li>Critical Analysis of Different Committees and Commissions on Education</li> <li>Study of Educational Process in Private Schools</li> <li>Planning and Implementation of Activities –               <ul style="list-style-type: none"> <li>• Eco-Club,</li> <li>• instructional material to inculcate values,</li> <li>• field visit to vocational institutes to make reports,</li> <li>• awareness development about population explosion in rural / slum areas,</li> <li>• creating awareness among SC/ST students about various schemes and scholarships available to them,</li> <li>• survey of schools to see the implementation of various incentives of government to equalize educational opportunities</li> <li>• Preparing a presentation on rich cultural heritage of India</li> </ul> </li> </ol>	32 hrs
Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers	
Suggested Readings	1. Aggrawal, J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja, R. (2013) Social problems in India. New Delhi : Rawat Publications. 3. Chakraborty, D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata : K. Chakraborty Publications. 4. Dash, B.N. (2013). School organization, administration and management. New Delhi : Neelkamal Publications. 5. Mohanty, J. (2012). Educational administration, management and school organization. New Delhi : Deep & Deep Publications. 6. Pal, D. et al. (2014) Siksha byabsthapana. Kolkata : Rita Book Agency. 7. Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi : Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapana o Prjukti vidya, Rita Book. 9. Bhatia, K. & Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i> . New Delhi: Doaba House.	



		50	50	Class Hours	32+64
Objectives	The student teachers will be able to :- 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Theoretical Background of Language Usage:</b> <ul style="list-style-type: none"><li>Language – Meaning and Concept</li><li>Functions of Language</li><li>Role of Language across curriculum</li><li>A brief historical background of language development.</li><li>Theories of language development – Bloomfield, Chomsky, Saussure</li><li>Theoretical understanding of Multilingualism.</li></ul>				7 hrs.
Unit II	<b>Understanding the Language Background:</b> <ul style="list-style-type: none"><li>Understanding home language and school language.</li><li>Power dynamics of 'standard' language vs. 'home language'.</li><li>Dialects.</li></ul>				7 hrs.
Unit III	<b>Different Strategies for Language Development:</b> <ul style="list-style-type: none"><li>Nature of classroom discourse.</li><li>Develop strategies for using language in the classroom – oral and written</li><li>Discussion as a tool for learning.</li></ul>				6 hrs.
Unit IV	<b>Language Interaction in the classroom:</b> <ul style="list-style-type: none"><li>Nature of questioning in the classroom.</li><li>Types of questions – Teachers' role.</li><li>Multicultural classroom – Teachers' role.</li></ul>				6 hrs.
Unit V	<b>Nature of Reading Comprehension in the Content Areas:</b> <ul style="list-style-type: none"><li>Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics.</li><li>Schema Theory.</li><li>Different Texts – Expository, Narrative, Transactional, Reflexive.</li></ul>				6 hrs.
Engagement with Field / Practicum	Any two of the following :- i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills – Listening to speech, directions.				64 hrs.

Readings	London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice.London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5.Pearson, J. .C. et al. (2011). <i>Human Communication</i> . (4th ed.). New York: McGraw Hill Companies Inc. 6.Floyd, K. (2009). <i>Interpersonal Communication</i> . New York: McGraw Hill Companies Inc. 7.Fromkin, V, Rodman, R &Hyms, N. (2011). <i>Introduction to Language</i> . (9 <sup>th</sup> ed.). Canada: Cengage Learning. 8.Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i> . (6 <sup>th</sup> ed.). Cambridge: MIT Press. 9.Fasold, R. &Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i> . (6 <sup>th</sup> ed.). Cambridge: Cambridge University Press.				
Course-V (1.1.5)	Understanding Discipline and Subjects	Theory 50	Engagement With the Field 50	Credit Class Hours	2+2 32+64
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"><li>Know the basis of knowledge and branches of emerging knowledge.</li><li>Be aware of the emergence of various disciplines</li><li>Develop among the teacher trainees an understanding of science as a discipline.</li><li>Understand nature of Mathematics as a discipline.</li><li>Develop among the teacher trainees an understanding of language as a discipline.</li><li>Develop among the teacher trainees an understanding of social science as a discipline.</li></ul>				
COURSE CONTENT /SYLLABUS					
Unit I	Discipline and Subject: <ul style="list-style-type: none"><li>Education as Inter-disciplinary Field of Study</li><li>Nature and Characteristics of a Discipline</li><li>Emergence of Various Disciplines from Education</li><li>Merger of Various Disciplines into Education</li><li>Interrelation and Interdependence amongst Various School Subjects</li></ul>				6 hrs.
Unit II	Science as a Subject and Discipline: <ul style="list-style-type: none"><li>Nature and history of science</li><li>Scientific method; a critical view</li><li>Knowledge, understanding and science</li><li>The socio cultural perspective and the ethical consideration</li><li>Science as a discipline, place of scientific knowledge in the schema of school curriculum</li><li>Study of emergence of school science in relation to the social political and intellectual and historical context.</li><li>Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science</li></ul>				6 hrs.
	Language as a Subject and Discipline: <ul style="list-style-type: none"><li>Centrality of language in education</li><li>Role of language in children’s intellectual development and learning</li></ul>				6 hrs.
Unit III	<ul style="list-style-type: none"><li>Language in the school curriculum; aims issues and debates</li><li>Policy issues and language at school</li></ul>				

	<ul style="list-style-type: none"> <li>Nature and History of Mathematics</li> <li>Place of Mathematics in School Curriculum</li> <li>Mathematics in Day-to-day life</li> <li>Relationship of Mathematics with Other Subjects</li> </ul>	7 hrs.
Unit V	<b>Social Science as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>Nature and Philosophy of Social Science</li> <li>Social Science as an Area of Study</li> <li>Need of Studying Social Science through Interdisciplinary Perspectives</li> <li>Place and Relevance of Social Science in School Curriculum</li> </ul>	7 hrs.
Engagement with Field / Practicum	Any two of the following :- i. Policy analysis National curriculum frame works ii. Identification of core, hidden, null and latent curriculum in textbooks. iii. Review of the books for constructing an activity curriculum.	64 hrs.
Mode of Transaction	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Readings	1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 9. Sidhu, K. B. (1974). <i>The Teaching of Mathematics</i> . New Delhi: Sterling Pub. (p). Ltd. 10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp. 11. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co.	

Course EPC –I (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"><li>• Know the meaning, process, importance and characteristics of reading.</li><li>• Appreciate and apply different levels, types, techniques and methods of reading.</li><li>• Acquaint with the skills of reading different types of texts.</li><li>• Develop different types of reading skills through various activities and met cognition</li><li>• Learn the skills of reading comprehension and to enhance vocabulary.</li><li>• Acquaint with the problems of reading across curriculum</li></ul>				
COURSE CONTENT /SYLLABUS					

Unit I	<b>Introduction to Reading:</b> <ul style="list-style-type: none"> <li>Reading – Meaning and Process</li> </ul>	3 hrs.
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	<ul style="list-style-type: none"> <li>Levels of Reading- literal, interpretative, critical and creative</li> <li>Types of Reading – intensive and extensive reading, Oral &amp; Silent Reading</li> <li>Reading Techniques – Skimming and Scanning.</li> <li>Methodology of Reading</li> </ul>	
Unit III	<b>Reading the Text:</b> <ul style="list-style-type: none"> <li>Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes</li> <li>Importance of Different Texts in Curriculum</li> </ul>	4 hrs.
Unit IV	<b>Developing Reading Skills:</b> <ul style="list-style-type: none"> <li>Developing Critical Reading Skills</li> <li>Developing Reflective Skills</li> <li>Activities for Developing Reading Skills</li> <li>Developing Metacognition for Reading</li> </ul>	3 hrs.
Unit V	<b>Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Developing Reading Comprehension</li> <li>Developing Vocabulary for Reading</li> <li>Problems of Reading</li> </ul>	3 hrs.
Engagement with Field / Practicum	Any one of the following :- <ol style="list-style-type: none"> <li>Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text</li> <li>Divide the group and provide one text and suggest students to make different interpretations</li> <li>Design vocabulary games to enhance your vocabulary</li> <li>Read the text and provide a five words summary to each paragraph</li> <li>Reading and comprehension exercises</li> <li>Skim through the text and give suitable title to the text</li> <li>Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.</li> </ol>	32 hrs.
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc	
Suggested Readings	<ol style="list-style-type: none"> <li>Bright, J. A., and McGregor, G. P. (1970). <i>Teaching English as a Second Language</i>. ELBS: Longman.</li> <li>Doff, A. (1988). <i>Teach English: Training Course for Teachers</i>. Cambridge: Cambridge University Press.</li> <li>Hill, L. A., and Dobbyn, M. A. (1979). <i>Training Course, Trainer's Book</i>. London: Cassell.</li> <li>Hubbard, P., and Hywel, J. et al. (1983). <i>A Training Course for TEFL</i>. Oxford University Press..</li> <li>Mukalel, J. C. (1998). <i>Approaches to English Language Teaching</i>. New Delhi: Discovery Publishing house.</li> <li>Mukalel, J. C. (1998). <i>Creative Approaches to Classroom Teaching</i>. New Delhi: Discovery Publishing house.</li> <li>Mukalel, J. C., and Ahmed, S. B. (1984). <i>Teaching English in India</i>. New Delhi: Arya Book Depot.</li> <li>Nagaraj, G. (1996). <i>English Language Teaching Approaches, Methods and Techniques</i>. Calcutta: Orient Longman.</li> <li>Richard, J., and Theodore, S., and Rodgers, T. S. (1968). <i>Approaches and Methods in Language</i>. Cambridge University Press.</li> <li>Venkateswaran, S. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publishing House.</li> </ol>	

## SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1 <sup>st</sup> Half	Learning				
Objectives	The student teachers will be able to :- 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Understanding Learning:</b> <ul style="list-style-type: none"><li>Nature of learning: learning as a process and learning as an outcome</li><li>Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.</li><li>Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.</li></ul>				7 hrs.
Unit II	<b>Factors Influencing Learning:</b> <ul style="list-style-type: none"><li>Concept, nature and types of motivation – intrinsic, extrinsic and achievement.</li><li>Role of teacher in addressing various factors influencing learning—a few strategies – cooperative learning, peer tutoring, collaborative learning.</li></ul>				6 hrs.
Unit III	<b>Learning Paradigms:</b> <ul style="list-style-type: none"><li>Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov &amp; Skinner) and their educational implications.</li><li>Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget)</li><li>Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.</li><li>Social Constructivist Learning – Concept of Vygotsky, nature and implications.</li><li>Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)</li></ul>				7 hrs.
Unit IV	<b>Transfer of learning:</b> <ul style="list-style-type: none"><li>Concept, Importance, Nature and Types of Transfer of Learning</li><li>Theories of Transfer of Learning</li><li>Methods of enhancing Transfer of Learning</li></ul>				6 hrs.
Unit V	<b>Organization of Learning Experiences: Issues and Concerns:</b> <ul style="list-style-type: none"><li>Role of school – Guidance, Mental health, Co-curricular activities.</li><li>Strategies for organizing learning for diverse learners-Brainstorming, Within class grouping, Remedial teaching, Enrichment programme</li></ul>				6 hrs.
1. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhivana: Tandon Publishers					
2. Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3. Mahanta, (1992). Educational technology. New Delhi: Dhan and Dhan					

	<p><i>In</i>M. Gauvain &amp; M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman &amp; Co.</p> <p>6. Chatterjee, Kaushik. (2012). <i>Siksha prajuktibidya</i>. Kolkata : Rita publication.</p> <p>7. MaityN.C.,GangulyAmlan(2014),<i>NibirShikkhonerMonostattya</i>,AaheliPublisher</p> <p>8. Kumar, K. (2004). <i>What is worth teaching?</i> 3<sup>rd</sup> ed. Orient Black Swan.</p> <p>9. Holt, J. (19964). <i>How children fail?</i> Rev. ed. Penguin.</p> <p>10. Hall, C &amp; Hall, E. (2003). <i>Human relations in education</i>. Routledge.</p>
<b>2<sup>nd</sup> Half</b>	<b>Teaching for Learning</b>
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Understand the process of teaching</li> <li>2. Understand and efficiently used different models of teaching.</li> <li>3. Engage in teaching with proper approach.</li> <li>4. Develop skills required for teaching</li> </ol>
<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<p><b>Understanding Teaching:</b></p> <ul style="list-style-type: none"> <li>• Teaching: Concepts, definition, nature and characteristics factors affecting teaching.</li> <li>• Relation between Teaching, Instruction and Training.</li> <li>• Maxims of teaching. Role of teacher in effective teaching.</li> </ul>
<b>Unit II</b>	<p><b>Models of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Concept Attainment Model (CAM)</li> <li>• Advance Organizer Model (AOM)</li> <li>• Inquiry Training Model (ITM)</li> </ul>
<b>Unit III</b>	<p><b>Task of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Task of teaching: meaning, definition and variables in teaching task.</li> <li>• Phases of teaching task: pre - active, inter-active and post-active.</li> <li>• Essentials of effective teaching</li> </ul>
<b>Unit IV</b>	<p><b>Levels &amp; Approaches of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Levels of Teaching: memory, understanding and reflective levels of teaching</li> <li>• Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.</li> <li>• Programmed Instruction (PI) &amp; Computer Assisted Instruction (CAI)</li> </ul>
<b>Unit V</b>	<p><b>Skills of Teaching :</b></p> <ul style="list-style-type: none"> <li>• Skills of Teaching: Concepts, definition.</li> <li>• Micro-teaching: Meaning and Procedure</li> <li>• Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.</li> <li>• Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).</li> </ul>
<b>Engagement with Field / Practicum</b>	<p>Any one of the following :-</p> <ul style="list-style-type: none"> <li>• Simulated Teaching Practical (5 lessons)</li> <li>• Presentation of Innovative Teaching</li> </ul>
<b>Mode of Transaction</b>	Lecture, discussion, project work, field trip, assignment, seminar etc.
<b>Suggested</b>	<p>Delhi: Vikas Pub House.</p> <p>2. Bower, G. M. (1986). <i>The Psychology of learning and motivation</i>.</p>



	4. Pal, Debasishet <i>al.</i> (2012). <i>Sikhaner manostatwa</i> . Kolkata : Rita Book Agency. 5. DeCecco, J.P. & Crawford, W. (1977). <i>Psychology of learning and instruction</i> . New Delhi: Prentice hall of India 6. Sen, Molay Kumar. <i>Siksha prajuktibigyan</i> . Kolkata : Soma Book Agency. 7. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: <i>Bikash oshikhaner manostatwa</i> . Kolkata : Rita Book Agency. 8. Joyce, M. & Others. (1992). <i>Models of teaching</i> . New York: Holt Rinehart and Winston. 9. Sarkar, B (2014) <i>Shikharthi O Shikhan</i> . Aaheli Publishers, Kolkata. 10. Nayak, A. K. (2002) <i>Classroom teaching</i> A.P.H 11. Ohles, J.F. (1970). <i>Introduction to Teaching</i> . New York: Random House, INC. 12. Siddiqui, Mujibul Hasan (2005) <i>Techniques of classroom teaching</i> A.P.H
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Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				
Objectives	The student teachers will be able to :- 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning.				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Foundations of Language Teaching:</b> <ul style="list-style-type: none"><li>Historical background and present status of language teaching in India.</li><li>Origin of different languages (At least two including 1<sup>st</sup> Language)</li><li>Significance of Mother tongue/ Target Language</li><li>Concept of 1<sup>st</sup> Language, 2<sup>nd</sup> Language and 3<sup>rd</sup> Language in West Bengal</li><li>Relation between language and dialect.</li><li>Language position and importance in Secondary School Curriculum in West Bengal.</li><li>Analysis of the objectives of teaching language at secondary level in West Bengal.</li><li>Aims and objectives of Language Teaching.</li></ul>				6 hrs.
	<b>Strategies of Language Teaching: (As per language concerned):</b> <ul style="list-style-type: none"><li>Theories of Language Teaching</li><li>Concept and importance of pedagogical analysis of language.</li></ul>				7 hrs.

Unit III	<b>Brief overview of Methods &amp; Approaches of Language Teaching (As per language concerned):</b> <ul style="list-style-type: none"> <li>• Methods and Approaches of Language Teaching: <ul style="list-style-type: none"> <li>◦ Concept, Characteristics, Procedure, Importance and Limitations.</li> </ul> </li> <li>• Approaches to Language Teaching: <ul style="list-style-type: none"> <li>◦ Teaching different content areas- objectives, importance and procedure:</li> <li>◦ Prose,</li> <li>◦ Poetry,</li> <li>◦ Drama</li> <li>◦ Grammar,</li> <li>◦ Composition</li> </ul> </li> <li>• Spelling mistake – causes and method of correction</li> </ul>	7 hrs.
Unit IV	<b>Assessment of Language Teaching:</b> <ul style="list-style-type: none"> <li>• Assessment (elementary concepts of Evaluation and Measurement).</li> <li>• Achievement Test</li> <li>• Properties (elements) and Areas (aspects) of a language Test.</li> <li>• Principles for constructing a Language Test.</li> <li>• Characteristics of a good Test – usability, reliability, validity.</li> <li>• Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.</li> </ul>	6 hrs.
Unit V	<b>Learning Resources in Language Teaching:</b> <ul style="list-style-type: none"> <li>• Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning.</li> <li>• Language Laboratory – Component, planning, developing required activities and organizing for use.</li> <li>• Designing Learning activities: School Magazine, School Debating Society, Dramatization</li> <li>• Designing Language Games in grammatical context of language.</li> <li>• Creative writing: composition, short story, poem (on given clues or independently).</li> </ul>	6 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> <li>• Speech and Speech Mechanism</li> <li>• Word Formation</li> <li>• Syntax</li> <li>• Phonetic Transcription</li> <li>• Identifying General and Specific Objectives with Learning Outcome</li> <li>• Task analysis and Content Analysis</li> <li>• Developing Instructional (Teaching Learning) Material</li> <li>• Planning Instructions</li> </ul>	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	<ol style="list-style-type: none"> <li>1. Bright, J. A &amp; McGrigor, G. P. (1978). Teaching English as a second language. London : ELBS &amp; Longman.</li> <li>2. Brumfit, C J &amp; Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP,</li> <li>3. Carrol, J B. (1953). The Study of Language. Massachusetts : Harvard University Press</li> <li>4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd.</li> <li>5. Houghton, J. B. (1982). Writing English Language tests. Harlow : ELBS</li> </ol>	



	<p>7. Howatt, A. P. R. (1984). A History of English language teaching Oxford : OUP.</p> <p>8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979.</p> <p>9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.</p> <p>10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP.</p> <p>11. Ur, P &amp; Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP.</p> <p>12. Verma, S. K. (1994). Teaching English as a Second Language in India. In R K Agnihotri &amp; A L Khanna (Eds). <i>Second Language acquisition</i>. New Delhi,</p> <p>13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi :Prentice Hall International Ltd.</p> <p>14. Widdowson, H. (1978). Teaching language as Communication. Oxford :OUP.</p> <p>15. Raha Sujata, Basu Baisaly (2014), <i>Bangla Sikhon Porikrama</i>, Aaheli Publisher</p> <p>16. Das, G, Choudhury, N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers ,Kolkata</p> <p>17. Das Gita, Chowdhury Nivedita (2014), <i>Nabarupe Sanskrit Shikkhan Poddhoti</i>, Aaheli Publisher</p> <p>18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.</p> <p>19. Sardar Sudhakar (2014), <i>Thoughts &amp; Practice in Teaching English</i>, Aaheli Publisher</p>				
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory 50	Engagement With the Field 50	Credit Class Hours	2+2 32+64
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Foundation of Social Science Teaching:</b> <ul style="list-style-type: none"><li>• Aims and objectives of Social Science Teaching.</li><li>• Social Science Curriculum, Values of Social Science Teaching.</li><li>• Inter relationship of various branches of Social Science</li><li>• Innovations in Social Science teaching</li><li>• Inculcation of National Integrity through social science teaching.</li></ul>				6 hrs.
Unit II	<b>Strategies of Social Science Teaching:</b> <ul style="list-style-type: none"><li>• Features, Limitations and comparison of different methods</li><li>• Lecture Method,</li><li>• Interactive Method</li><li>• Demonstration- observation method,</li><li>• Regional Method</li></ul>				7 hrs.
	<ul style="list-style-type: none"><li>• Project Method</li><li>• CAI</li></ul>				

	<ul style="list-style-type: none"> <li>Teaching aids in Social Science.</li> <li>Improvisation of Teaching Aids.</li> <li>Planning and organization of Social Science Laboratory</li> </ul>	
Unit IV	<b>Social Science Teacher:</b> <ul style="list-style-type: none"> <li>Qualifications and qualities of social science Teachers.</li> <li>Professional growth of Social Science Teacher.</li> </ul>	6 hrs.
Unit V	<b>Evaluation in Social Science Education:</b> <ul style="list-style-type: none"> <li>Evaluation devices, evaluation programme in social studies</li> <li>Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.</li> </ul>	7 hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> <li>Visit to               <ul style="list-style-type: none"> <li>Historical Places</li> <li>Ecological Places</li> <li>Commercial Places</li> <li>Political Places</li> </ul> </li> <li>Organization of Programmes               <ul style="list-style-type: none"> <li>Environment Awareness</li> <li>Social Awareness</li> <li>Election Awareness</li> <li>Blood donation</li> <li>Exhibition</li> <li>Demonstration of Lab-based activities wherever applicable</li> </ul> </li> </ul>	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	
Suggested Reading	1. Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. 2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. 3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge. 4. Kent, Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. 5. Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. 6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 7. Halder Tarini (2014), <i>Itihas-Niti, Poddhoti OKausal</i> , Aaheli Publisher 8. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 9. Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. 10. Mete Jayanta, Dasgupta Jayarati (2014), <i>Adhunik Bhugol Shikkhan Poddhoti</i> , Aaheli Publisher	

		Theory	Engagement	Credit	2+2
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	With the Field 50	Class	32+64

Teaching		
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.	
COURSE CONTENT /SYLLABUS		
Unit I	<b>Foundation of science Teaching:</b> <ul style="list-style-type: none"><li>• Aims and objectives of science Teaching.</li><li>• Science Curriculum, Values of Science Teaching.</li><li>• Inter relationship of various branches of science.</li><li>• Scientific aptitude and attitude</li><li>• Innovations in science teaching</li></ul>	7 hrs.
Unit II	<b>Strategies of Science Teaching:</b> <ul style="list-style-type: none"><li>• Features, Limitations and comparison of different methods</li><li>• Lecture Method,</li><li>• Demonstration method,</li><li>• Heuristic Method,</li><li>• Laboratory Method,</li><li>• Project Method</li><li>• CAI</li><li>• Problem Solving Method.</li></ul>	8 hrs.
Unit III	<b>Planning of Science Laboratory:</b> <ul style="list-style-type: none"><li>• Importance of Science Laboratory</li><li>• Organization / Planning a Science Laboratory.</li><li>• Equipment of Science Laboratory.</li></ul>	5 hrs.
Unit IV	<b>Learning Resource in science Teaching:</b> <ul style="list-style-type: none"><li>• Meaning, type and importance of Learning Resources.</li><li>• Quality of good Science text book.</li><li>• Teaching aids in Science.</li><li>• Improvisation of Teaching Aids.</li></ul>	6 hrs.
Unit V	<b>The Science Teacher:</b> <ul style="list-style-type: none"><li>• Qualifications and qualities of Science Teachers.</li><li>• Professional growth of Science Teacher.</li></ul>	6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"><li>• Preparation of lesson/unit plan by following different methods of teaching.</li><li>• Preparation of materials &amp; programmes to inculcate scientific attitude.</li><li>• Script writing for Radio/TV/Video on science topics.</li><li>• Demonstration of Science Experiments.</li></ul>	64 hrs.
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.	
Suggested Readings	1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications 2. Nag, S. (2015). Teaching of Life Science.Kolkata :Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: DhanpatRaiPublication Co. 4. Vaidya, N. (1996). Science Teaching for 21 <sup>st</sup> Century. New Delhi: Deep & Deep Publication. 5. De,K.K (2010) Bhoutabignye sikshak o Siksharti,Soma Publishers	



<p>7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM</p> <p>8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.</p> <p>9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.</p> <p>10. JanaP.K.,BhatS.C.(2014),VautobigyanShikkhan,AaheliPublisher</p>
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Course-VII-(A) (1.2.7-A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Mathematics Teaching	Mathematics				
Objectives	The student teachers will be able to :- 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Nature and Theoretical aspects of Mathematics Education:</b> <ul style="list-style-type: none"><li>• The nature of mathematics</li><li>• Correlation of mathematics with other disciplines</li><li>• Scope of mathematics education</li><li>• Values of teaching mathematics</li><li>• History of Mathematics in India</li><li>• Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&amp;Dienes</li></ul>				7 hrs.
Unit II	<b>Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:</b> <ul style="list-style-type: none"><li>• Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage.</li><li>• Principles of curriculum construction</li><li>• Principles of text book preparation</li></ul>				7 hrs.
Unit III	<b>Mathematics Teacher and Teaching learning process in Mathematics:</b> <ul style="list-style-type: none"><li>• Teaching methods in mathematics- e.g. Inductive &amp; Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method.</li><li>• Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer.</li><li>• Pedagogical analysis and learning designing.</li><li>• Qualities and professional growth of Mathematics teacher.</li></ul>				7 hrs.

Unit IV	<b>Mathematics education in a cross-cultural perspective:</b> <ul style="list-style-type: none"> <li>Anxiety associated with learning of Mathematics</li> <li>Maths laboratory</li> <li>Maths club</li> <li>Connecting mathematics to the environment</li> <li>Management of learning of slow and gifted learners</li> </ul>	5 hrs.
Unit V	<b>Assessment and Evaluation:</b> <ul style="list-style-type: none"> <li>Assessment and evaluation-meaning, scope &amp; Types</li> <li>Different types of test items</li> <li>Techniques of Evaluation in Mathematics</li> <li>Basic principles of construction of test items</li> <li>Continuous and Comprehensive Evaluation (CCE)</li> </ul>	6hrs.
Engagement with Field / Practicum	Any two of the following : <ul style="list-style-type: none"> <li>Write an essay on nature of Mathematics and contribution of Indian Mathematicians.</li> <li>Preparation of various teaching aids.</li> <li>Preparation of programmed learning material for selected Units in Mathematics.</li> <li>Evaluation of Mathematics text book.</li> <li>Construction of various types of test items.</li> <li>Construction of achievement and diagnostic tests.</li> <li>Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)</li> <li>Conducting of Action Research for selected problems.</li> <li>Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.</li> <li>Use of Computer in Teaching of Mathematics.</li> <li>Use of Mathematics activities for recreation.</li> <li>Development and use of Mathematics laboratory.</li> <li>Prepare mathematical activities in the context of socio-cultural aspects.</li> </ul>	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Readings	1. Teaching of Modern Mathematics – S.M. Agarwal 2. Anice, J. (2008). <i>Methods of Teaching Mathematics</i> . New Delhi: Neelkamal Publications. 3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i> . New York : McGraw Hill. 4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i> . Boston: Houghton - Mifflin co. 5. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i> . New Delhi: Discovery Publishing House. 6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i> . Chicago: Science Research Associates Inc. 7. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i> . New York; Holt, Rinchart and Winston. 8. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds), <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i> . New York: Routledge. 9. PramanikSurapati(2014), <i>AdhunikGanitShikhanOSHikhan,AaheliPubli</i>	

*Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.*

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. ofRealize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Epistemological bases of Education:</b> <ul style="list-style-type: none"><li>• Meaning of epistemology with reference to the process of knowledge building and generation.</li><li>• Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief.</li></ul>				6 hrs.
Unit II	<b>Philosophical Foundation of Education:</b> <ul style="list-style-type: none"><li>• Significance of Philosophy in Education.</li><li>• Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee.</li><li>• Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.</li></ul>				7 hrs.
Unit III	<b>Sociological bases of education:</b> <ul style="list-style-type: none"><li>• Constitutional goal for Indian Education.</li><li>• Social issues in education –globalization, multiculturalism, secularism, education for sustainable development.</li><li>• Nationalism, universalism and secularism – their interrelationship with education.</li><li>• Illiteracy, poverty, socially disadvantaged groups gender inequality.</li></ul>				7 hrs.
Unit IV	<b>Concepts and scope of education:</b> <ul style="list-style-type: none"><li>• Four pillars of education.</li><li>• Aims of education: Personal, Social, Economic and National Development.</li><li>• Education for generation, conservation and transmission of knowledge.</li><li>• Agencies of education: home, school, community and media.</li><li>• Types of education: formal, non-formal, informal and role of their agencies.</li></ul>				6 hrs.



	Higher Secondary <ul style="list-style-type: none"> <li>Curriculum reforms in India ; National Curriculum Frameworks</li> </ul>	
<b>Engagement with Field / Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>Policy analysis National Curriculum Frame works.</li> <li>Identification of core, hidden, null and latent curriculum in textbooks.</li> <li>Designing an activity based curriculum.</li> </ul> Analysis of School Curriculum at different stages	32 hrs.
<b>Mode of Transaction</b>	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences	
<b>Suggested Reading</b>	<ol style="list-style-type: none"> <li>1. Bruner, J.S. (1960/1977). The Process of education. Cambridge: Harward University Press.</li> <li>2. Edgerton, Susan Huddleston. (1997). <i>Translating the curriculum: Multiculturalism into the Cultural Studies</i>. London :Routledge.</li> <li>3. Etta, R. Hollins (1996): <i>Transforming curriculum for a culturally Diverse Society</i>. New Jersey: Lawrence, Erlbaum Associates Publishers.</li> <li>4. MHRD, GOI, <i>National policy on education</i>.</li> <li>5. NCERT.(2005). National curriculum framework.</li> <li>6. Noddings, Nel. (2007). <i>Critical lessons: what our schools should teach</i>. Cambridge : Cambridge University Press.</li> <li>7. Bhatt, H. (2010). The diary of school teacher. An Azim Premji University Pub.</li> <li>8. Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. <i>Economic and Political Weekly</i>. 43 (47) - 47(56).</li> <li>9. Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata.</li> <li>10. Tarafdar, M (2013) Sikshashrayi Samajbigyan, K.Chakraborty Publications, Kolkata.</li> <li>11. Aggrawal, J. C., &amp; Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</li> <li>12. Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press.</li> </ol>	

Course-IX (1.2.9)	Assessment for Learning	Theory	Engagement With the Field	Credit	4+2
		50+50	50	Class Hours	64+64
<b>1<sup>st</sup> Half</b>	<b>Assessment of the Learning Process</b>				
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Get basic knowledge of assessment for learning.</li> <li>• Know the process of evaluation and it uses.</li> <li>• Write educational objectives.</li> <li>• Know different techniques of evaluation, tools of evaluation and their uses.</li> <li>• Know different characteristics of instruments of evaluation.</li> <li>• Know different types of teacher made tests and will construct them.</li> <li>• Compute simple statistics to assess the learning.</li> </ul>				

	<ul style="list-style-type: none"> <li>Distinguish among Measurement, Assessment and Evaluation</li> <li>Nature and purpose of Evaluation</li> </ul>	
Unit II	<b>Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:</b> <ul style="list-style-type: none"> <li>Approaches-Formative and Summative; NRT and CRT</li> <li>Techniques- observational, self-reporting, psychological and Educational tests</li> <li>Validity- Meaning, Types and Measurement</li> <li>Reliability - Meaning, Types and Measurement</li> <li>Norm and Usability</li> </ul>	7 hrs.
Unit III	<b>Psychological Test:</b> <ul style="list-style-type: none"> <li>Meaning and concept</li> <li>Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality</li> <li>Achievement test- meaning, characteristics, steps for construction and uses</li> <li>Diagnostic and prognostic test</li> </ul>	7 hrs.
Unit IV	<b>Evaluation:</b> <ul style="list-style-type: none"> <li>Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.</li> <li>Scoring and Grading, Analysis of Score and Its Interpretation                             <ol style="list-style-type: none"> <li>Tabulation of data.</li> <li>Graphical (Histogram, frequency Polygon)</li> <li>Central Tendency (Mean, Median Mode)</li> <li>Deviation – Standard.</li> </ol> </li> </ul>	7 hrs.
UNIT V	<b>Problem – Learner:</b> <ul style="list-style-type: none"> <li>Problem – Learner; Concept and Types,</li> <li>Identification of Problem – Learner; Observation, Case Study, Socio-Metric &amp; Testing (Educational and Psychological) Techniques/.</li> <li>Remedial Measures – Guidance &amp; Counseling, Life-Skill Training.</li> </ul>	5 hrs.
Suggested Reading	1. Statistics in Psychology and Education – S. K. Mangal 2. Ebel, R.L. and Fresbie, D.A. (2009). <i>Essentials of Educational Measurement</i> . New Delhi: PHI Learning PVT. LTD. 3. Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i> . Delhi: Surjeet Publication. 4. Gupta, S. K. (1994). <i>Applied Statistics for Education</i> . Mittal Publications. 5. Mehta, S. J., and Shah, I. K. (1982). <i>Educational Evaluation</i> . Ahmedabad: Anand Prakashan (Gujarati). 6. Chakraborty Pranab Kumar (2010). Vidyalyaya Sikshay Mulyayan. B. B. Kundu and Grandsons. Kolkata. 7. BhatS.C.,JanaP.K.(2014), <i>ShikkherParimapOMullyanerGuruttoAaheliPubli sher</i>	
2 <sup>nd</sup> Half	<b>Assessment of the Learning System</b>	
Objectives	The student teachers will be able to :- <ol style="list-style-type: none"> <li>Understand different aspects of the complexities of the learning system.</li> <li>Know various school records designed for specific purposes.</li> <li>Understand the relationship between school and the community.</li> <li>Acquire knowledge about physical, infrastructural and human resources available in the schools.</li> <li>Understand the curricular process in the school.</li> <li>Evaluate the school effectiveness and other functional aspects of the schools.</li> <li>Explore the students support services available and achievements of the schools.</li> </ol>	



Unit I	<b>Infrastructural facilities:</b> <ul style="list-style-type: none"> <li>• Rooms (types and numbers),</li> <li>• Classroom furniture,</li> <li>• Sanitation facility,</li> <li>• Drinking water,</li> <li>• Playground etc.</li> <li>• Library</li> </ul>	6 hrs.
Unit II	<b>Human Resource:</b> <ul style="list-style-type: none"> <li>• Teaching staff (Full Time + Part Time + Para teacher)</li> <li>• Non –Teaching staff</li> <li>• Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.</li> <li>• Teacher-student Ratio.</li> </ul>	6 hrs.
Unit III	<b>Management &amp; Record Maintenance:</b> <ul style="list-style-type: none"> <li>• Managing Committee</li> <li>• Committees for Academic Purposes</li> <li>• Different Committees</li> <li>• Fee Structure,</li> <li>• Number of units/ School hour/ time table / periods</li> <li>• Students participation – student Self – Government.</li> <li>• Records:               <ul style="list-style-type: none"> <li>❖ Accounts related</li> <li>❖ Staff related</li> <li>❖ Student related</li> <li>❖ Curriculum related</li> </ul> </li> </ul>	7 hrs.
Unit IV	<b>Special Service Provided:</b> <ul style="list-style-type: none"> <li>• Mid-Day Meal</li> <li>• Book bank for poor students</li> <li>• Tutorial for weaker students</li> <li>• Remedial teaching</li> <li>• Parent Teacher Association</li> <li>• Staff Welfare Service</li> <li>• Health Programme</li> <li>• Conducting Talent Search Examination</li> <li>• Providing Scholarship</li> </ul>	7 hrs.
Unit V	<b>School Community relationship:</b> <ul style="list-style-type: none"> <li>• Community involvement in decision making.</li> <li>• Community Contribution to school</li> <li>• Meeting with community members</li> <li>• School response to parents.</li> </ul>	6hrs.
Engagement with Field / Practicum	Any two of the following :- <ul style="list-style-type: none"> <li>• Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives</li> <li>• Framing measurable and non-measurable learning outcomes</li> <li>• Determining the objectivity given an answer key</li> <li>• Determining the objectivity of a tool</li> <li>• Finding out the content validity of the given question paper</li> <li>• Designing Rating scale, Questionnaire, Interview Schedule in a given a topic</li> <li>• Framing Different types of questions</li> <li>• Preparation of Blue Print and a question paper</li> <li>• Prepare graphs and use statistics for analysis of test result</li> </ul>	64hrs.

**Suggested Readings:**

1. School Planning and Management – T.K.D. Nair
2. School Organization & Management – J. Prasad
3. Educational Management – I.C. Agarwal

	6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.
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CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"><li>Understand the use of 'Drama' as Pedagogy.</li><li>Use 'Role play' technique in the teaching learning process.</li><li>Understand the importance of dramatic way of presentation.</li><li>Integrate singing method in teaching learning process.</li><li>Understand various 'Dance forms' and their integration in educational practices.</li><li>Use art of drawing and painting in teaching learning process.</li><li>Develop creativity through different creative art forms.</li><li>Understand the efficacy of different art forms in education.</li></ul>				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Drama and its Fundamentals :</b> <ul style="list-style-type: none"><li>Drama as a tool of learning</li><li>Different Forms of Drama</li><li>Role play and Simulation</li><li>Use of Drama for Educational and social change (Street play, Dramatization of a lesson)</li><li>Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation</li></ul>				3 hrs.
Unit II	<b>Music ( <i>Gayan and Vadan</i> ):</b> <ul style="list-style-type: none"><li><i>Sur, Taal and Laya (Sargam)</i></li><li>Vocal - Folk songs, Poems, Prayers</li><li>Singing along with “Karaoke”</li><li>Composition of Songs, Poems, Prayers</li><li>Integration of <i>Gayan and Vadan</i> in Educational practices</li></ul>				3 hrs.
Unit III	<b>The Art of Dance:</b> <ul style="list-style-type: none"><li>Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.</li><li>Integration of Dance in educational practices (<i>Action songs, Nritya Natika</i> )</li></ul>				3 hrs.
Unit IV	<b>Drawing and Painting:</b> <ul style="list-style-type: none"><li>Colours, Strokes and Sketching- understanding of various means and perspectives</li><li>Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting</li><li>Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms</li></ul>				3 hrs.
	<b>Creative Art:</b> <ul style="list-style-type: none"><li>Creative writing -Story writing, Poetry writing</li></ul>				4 hrs.
Unit V	<ul style="list-style-type: none"><li>Decorative Art - Rangoli, Ikebana, Wall painting (Mural)</li><li>Designing - Computer graphics, CD Cover, Book cover,</li></ul>				

<b>Engagement with Field / Practicum</b>	<p>Any one of the following :-</p> <ul style="list-style-type: none"> <li>• Develop a script of any lesson in any subject of your choice to perform a Play / Drama.</li> <li>• Develop a script for the street play focusing on “Girl’s education and Women empowerment”.</li> <li>• Prepare a script of <i>Bhavai</i> based on some Socio-political issues.</li> <li>• Prepare a pictorial monograph on “Various folk dance of Gujarat”.</li> <li>• Prepare a pictorial monograph on “Various Dance forms in India”.</li> <li>• Prepare a calendar chart on “Various Musical Instruments in India”.</li> <li>• Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.</li> <li>• Prepare some useful, productive and decorative models out of the waste materials.</li> <li>• Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.</li> <li>• Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.</li> <li>• Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.</li> <li>• Develop a creative design based on your choice for CD Cover or Book cover.</li> <li>• Develop a design or picture based on collage work.</li> </ul>	32 hrs.
<b>Mode of Transaction</b>	Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation	
<b>Suggested Reading</b>	<ol style="list-style-type: none"> <li>1. Theory of Drama by A.Nicoll</li> <li>2. Natya Kala by Dhirubhai Thakar</li> <li>3. Natya lekhan by Dhananjay Thakar</li> <li>4. Natak desh videsman by Hasmukh Baradi</li> <li>5. Gujarati theatre no Itihas by Baradi Hasmukh</li> <li>6. Acting is Believing by Charls Mc.Gaw</li> <li>7. Art of Speech by Kethlin Rich</li> <li>8. Natya Sahitya na swaroopo by Nanda kumar pathak</li> <li>9. Bhavai by Sudahaben Desai</li> <li>10. Bhavai by Krishnakant Kadkiya</li> <li>11. Natya Manjari saurabh by G.K.Bhatt</li> <li>12. Kramik Pustak Malika by Pt. Bhatkhande</li> <li>13. Abhinav Geet Manjari by Ratanjankar</li> <li>14. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre</li> </ol>	

## SEMESTER-III

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Language Teaching	English, Bengali, Sanskrit, Hindi, Urdu & Arabic				

The student teachers will be able to :-

1. Design appropriate teaching – learning strategy/approach suited to particular content.



	4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class.	
	<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<b>Pedagogical Analysis:</b> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> <li>▢ Breaking of Unit into Sub-unit with no. of Periods;</li> <li>▢ Previous knowledge;</li> <li>▢ Instructional Objectives in behavioural terms;</li> <li>▢ Sub-unit wise concepts</li> <li>▢ Teaching- Learning Strategies</li> <li>▢ Use of teaching aids</li> <li>▢ Blueprint for criterion reference test Items.</li> </ul> </li> </ul>	6 hrs.
<b>Unit II</b>	<b>Teaching Skill (As per concerned subject):</b> <ul style="list-style-type: none"> <li>• Micro Teaching and Micro Lesson</li> <li>• Simulated Teaching</li> <li>• Integrated Teaching/ Teaching in classroom situation.</li> </ul>	7 hrs.
<b>Unit III</b>	<b>Learning Designing:</b> <ul style="list-style-type: none"> <li>• Concept, Importance and Types</li> <li>• Steps of Learning Design</li> <li>• Qualities of Good Learning Design</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Activities in Language :</b> <ul style="list-style-type: none"> <li>• Fair and Exhibition,</li> <li>• Field Trips / Excursion,</li> <li>• Debate,</li> <li>• Wall &amp; Annual Magazine</li> <li>• Sahitya Sabha</li> <li>• Use of ICT</li> <li>• Use of Dictionary, Encyclopaedia and Thesaurus</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Assessment of Teaching-Learning Material on Language:</b> <ul style="list-style-type: none"> <li>• Text book review and analysis / e-book Review</li> <li>• Teaching learning material on Language learning</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>• Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study)</li> <li>• Conducting of Action Research for selected problems.</li> <li>• Development and tryout of Teaching-learning strategy for teaching of particular Language concepts.</li> <li>• Development and use of Language laboratory.</li> </ul>	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
<b>Mode of Transaction</b>	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	

	3. Britton James (1973). Language and Learning. London: Penguin Books. 4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979. 5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986. 6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998 7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai. 8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.
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Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :-  1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.				
COURSE CONTENT /SYLLABUS					
Unit I	<b>Pedagogical Analysis:</b> <ul style="list-style-type: none"><li>• Concepts and Methods of Pedagogical Analysis;</li><li>• The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :<ul style="list-style-type: none"><li>▫ Breaking of Unit into Sub-unit with no. of Periods;</li><li>▫ Previous knowledge;</li><li>▫ Instructional Objectives in behavioural terms; Sub-unit wise concepts</li><li>▫ Teaching- Learning Strategies</li><li>▫ Use of teaching aids</li><li>▫ Blueprint for criterion reference test Items.</li></ul></li></ul>				6 hrs.
Unit II	<b>Teaching Skill (As per concerned subject):</b> <ul style="list-style-type: none"><li>• Micro Teaching and Micro Lesson</li><li>• Simulated Teaching;</li><li>• Integrated Teaching/ Teaching in classroom situation.</li></ul>				7 hrs.
Unit III	<b>Learning Designing:</b> <ul style="list-style-type: none"><li>• Concept, Importance and Types;</li><li>• Steps of Learning Design.</li></ul>				7 hrs.
	• Qualities of Good Learning Design.				
	Activities in Social Science:				

	<ul style="list-style-type: none"> <li>• Wall &amp; Annual Magazine and</li> <li>• Subject Club</li> </ul>	
<b>Unit V</b>	<b>Assessment of Social science learning:</b> <ul style="list-style-type: none"> <li>• Concept of Assessment and Evaluation;</li> <li>• Achievement Test</li> <li>• Text book Review</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>• Preparation of Learning Design</li> <li>• Preparation of Achievement Test</li> <li>• Development of skill of map</li> <li>• Development of skill of time line</li> <li>• Project</li> <li>• Case Study</li> </ul>	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
<b>Suggested Reading</b>	1. Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.	

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
<b>Pedagogy of Science Teaching</b>	<b>Life Science, Physical Science, Computer Science and Application</b>				
<b>Objectives</b>	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Be aware of teaching &amp; learning of the subject concerned.</li> <li>2. Examine critically the major concept, ideas, principles &amp; values relating to the subject concerned.</li> <li>3. Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>4. Make them competent to do the pedagogical analysis of the</li> </ol>				



<b>Unit I</b>	<b>Pedagogical Analysis:</b> <ul style="list-style-type: none"> <li>• Concepts and Methods of Pedagogical Analysis;</li> <li>• The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : <ul style="list-style-type: none"> <li>□ Breaking of Unit into Sub-unit with no. of Periods;</li> <li>□ Previous knowledge;</li> <li>□ Instructional Objectives in behavioural terms;</li> <li>□ Sub-unit wise concepts</li> <li>□ Teaching- Learning Strategies</li> <li>□ Use of teaching aids</li> <li>□ Blueprint for criterion reference test Items.</li> </ul> </li> </ul>	6 hrs.
<b>Unit II</b>	<b>Learning Designing:</b> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Qualities of good Learning Design.</li> <li>• Steps of Learning Design.</li> </ul>	7 hrs.
<b>Unit III</b>	<b>Teaching skills:</b> <ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Simulated Teaching.</li> <li>• Teaching in class room situation</li> <li>• Laboratory practical based demonstration skill.</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Assessment of Science Learning:</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation;</li> <li>• Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill.</li> <li>• Construction of achievement tests and their administration.</li> <li>• Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).</li> </ul>	6 hrs.
<b>Unit V</b>	<b>Practicum &amp; Activities in Science:</b> <ul style="list-style-type: none"> <li>• Importance of science activities</li> <li>• Planning &amp; Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc.</li> <li>• Formation and activities of Science club in school.</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>• Analysis of Science Textbook.</li> <li>• Survey of Science Laboratory in a school.</li> <li>• Evolving suitable technique(s) to evaluate laboratory work.</li> <li>• Visit to Community Science Centre, Nature Park and Science City</li> </ul>	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
<b>Mode of Transaction</b>	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
<b>Suggested Reading</b>	1. Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2. Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3. Jovan, D. and Weil, M. (2000). Models of teaching, USA: Benjamin-hinhon education. 4. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat	

	Deep and Deep. 6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT. 7. Prasad, J. (1999). <i>Practical aspects in teaching of science</i> . New Delhi: Kanishka Publication 8. Teaching of Biological Science – Jasim Ahmad 9. Modern Teaching of Life Science – S.M. Zaidi 10. Teaching of Life Science – Pramila Sharme 11. Methods of Teaching Life Science – PHI Publication 12. Innovative Science Teaching for Physical Science Teacher- Radhamohan 13. Modern Science teaching – R.C. Sharma 14. Teaching of Computer Studies – PranayPandey
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Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Mathematics Teaching	<b>Mathematics Education</b>				
Objectives	The student teachers will be able to :- 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about Simulated and integrated lesson				
	<b>COURSE CONTENT /SYLLABUS</b>				
Unit I	<b>Mathematics curriculum and Text-book preparation:</b> <ul style="list-style-type: none"> <li>Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE.</li> <li>Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE.</li> </ul>				6 hrs.
Unit II	<b>Practical activities associated with Mathematics concepts:</b> <ul style="list-style-type: none"> <li>Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials.</li> <li>Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching.</li> </ul>				7 hrs.
Unit III	<b>Assessment and Evaluation related to teaching –learning of Mathematics:</b> Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).				7 hrs.

**Pedagogical Analysis and learning designing of Mathematics content of school level:**

- Concepts and Methods of Pedagogical Analysis:



	<ul style="list-style-type: none"> <li>□ Previous knowledge;</li> <li>□ Instructional Objectives in behavioural terms;</li> <li>□ Sub-unit wise concepts</li> <li>□ Teaching- Learning Strategies</li> <li>□ Use of teaching aids</li> <li>□ Blueprint for criterion reference test Items.</li> </ul>	6 hrs.
Unit V	<b>Simulated and Integrated Lesson:</b> <ul style="list-style-type: none"> <li>• Simulated Micro Teaching and Integrated Teaching.</li> <li>• Teaching in Classroom environment.</li> </ul>	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- <ul style="list-style-type: none"> <li>• Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study)</li> <li>• Conducting of Action Research for selected problems.</li> <li>• Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.</li> <li>• Use of Computer in Teaching of Mathematics.</li> <li>• Use of Mathematics activities for recreation.</li> <li>• Development and use of Mathematics laboratory.</li> <li>• Prepare mathematical activities in the context of socio-cultural aspects.</li> </ul>	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading	1. Arora, S.K.(2000). <i>How to teach mathematics</i> . New Delhi: Sterling Publications 2. Kumar, S. & Jaidka, M.L. (2005). <i>Teaching of mathematics</i> . New Delhi : Anmol Publications 3. Mangal, S.K.(2003). <i>Teaching of mathematics</i> . Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). <i>Teaching of mathematics</i> . New Delhi: Sterling Publications 5. Banerjee, S. <i>GanitsikKhanpaddhati</i> . Kolkata: Rita Publications 6. Ghosh, S. <i>GanitsikKhan</i> . Kolkata: Sova Publications 7. Pramanik, S.(2014). <i>Adhunik ganitsikshn o sikshan</i> . Kolkata: Aaheli Publishers. 8. Anice, J. (2008). <i>Methods of Teaching Mathematics</i> . New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i> . New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i> . Boston: Houghton - Mifflin co. 11. Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i> . New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i> . Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i> . New York; Holt, Rinehart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). <i>Introducing technological pedagogical content knowledge</i> . In AACTE Committee on Innovation and Technology (Eds.), <i>Handbook of technology and pedagogical content knowledge (TPACK) for educators</i> . New York: Rutledge.	

SEMESTER-III	School Internship	Theory	Engagement With the Field	Credit	14
		-	350	Class Hours	448
<ul style="list-style-type: none"><li>• At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)</li><li>• During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.</li><li>• Student teachers will be able to recognize the needs of In-Service Programme.</li><li>• Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.</li></ul>					
<p style="text-align: center;"><b>School Internship</b></p> <p style="text-align: center;">(*Community –based activities shall consist of the following)</p> <ul style="list-style-type: none"><li>• Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.</li><li>• Gardening.</li><li>• Cleanliness of the campus and beautification</li><li>• Cleaning of furniture</li><li>• Assembly</li><li>• Community Games</li><li>• Cultural Programmes</li><li>• SUPW</li><li>• Scout &amp; Guide /NSS</li><li>• Celebration of National Festivals, Teachers Day etc.</li><li>• First Aid</li><li>• Aesthetic development activities- decoration of classroom etc.</li></ul>					

## SEMESTER - IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).				
	<b>COURSE CONTENT /SYLLABUS</b>				
<b>Unit I</b>	<b>Gender issues: key concepts:</b> <ul style="list-style-type: none"> <li>Definition of gender.</li> <li>Difference between gender and sex.</li> <li>Social construction of gender.</li> <li>Gender including transgender and third gender, sex, patriarchy.</li> <li>Gender bias, gender stereotyping, and empowerment</li> <li>Equity and equality in relation with caste, class, religion, ethnicity, disability and region.</li> </ul>				6 hrs.
	<b>Gender studies: paradigm shifts:</b>				

<b>Unit II</b>	<ul style="list-style-type: none"> <li>Paradigm shift from women's studies</li> <li>Historical backdrop: some landmarks on social reform movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries with focus on</li> </ul>	7 hrs.
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	<p>Rokeya).</p> <p>A. Commissions and committees on women education and empowerment</p> <p>B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.</p>	
Unit III	<p><b>Gender, Power and Education:</b></p> <ul style="list-style-type: none"> <li>Gender Identities and Socialization Practices in: <ul style="list-style-type: none"> <li>Family</li> <li>Schools</li> <li>Other formal and informal organization.</li> </ul> </li> <li>Schooling of Girls and Women Empowerment</li> </ul>	7 hrs.
Unit IV	<p><b>Gender Issues in Curriculum:</b></p> <ul style="list-style-type: none"> <li>Curriculum and the gender question</li> <li>Construction of gender in curriculum framework since Independence: An analysis</li> <li>Gender and the hidden curriculum</li> <li>Gender in text and context (textbooks' inter- sectionality with other disciplines.</li> <li>Teacher as an agent of change</li> </ul>	6 hrs.
Unit V	<p><b>Gender, Sexuality, Sexual Harassment and Abuse:</b></p> <ul style="list-style-type: none"> <li>Development of sexuality, including primary influences in the lives of children ( such as gender, body image, role models)</li> <li>Sites of conflict: Social and emotional</li> <li>Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions</li> <li>Agencies perpetuating violence: Family, school, work place and media (print and electronic)</li> <li>Institutions redressing sexual harassment and abuse.</li> </ul>	6 hrs.
Engagement with the Field / Practicum	<p>Any one of the following:</p> <ul style="list-style-type: none"> <li>Visit schools and study the sexual abuse and sexual harassment cases.</li> <li>Textbook analysis for identifying gender issues, gender biases reflected in it.</li> <li>To undertake study of sex ratio and analysis of it state-wise.</li> <li>Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation.</li> <li>Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc.</li> <li>Debate on women reservation bill.</li> <li>Group activities on domestic violence and other personal issues and its remedies.</li> <li>Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.</li> </ul>	32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
	<ol style="list-style-type: none"> <li>Basu,R.&amp;Chakraborty, B. (2011). <i>Prasanga: Manabividyā</i>. Kolkata : Urbi Prakashan.</li> <li>Bandarage, A. (1997). <i>Women Population and Global Crisis: A Political Economic Analysis</i>. London : Zed Books.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>Boserup, E. (1970). <i>Women's Role in Economic Development</i>. New York : St. Martins Press.</li> </ol>	



	<p>London.</p> <p>7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', <i>Women's Studies International Forum</i>, Vol. 6.</p> <p>8. Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, Princeton.</p> <p>9. Grant, R. &amp; Newland, K. (Eds.). (1991). <i>Gender and International Relations</i>. London.</p> <p>10. Viswanathan, Nalini. (1997). <i>Women, Gender and Development Reader</i>, London: Zed Publication.</p>
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Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Realize the concepts of curriculum and syllabi.</li> <li>2. Discover the relationship between power, ideology and curriculum.</li> <li>3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice &amp; its transactional modes.</li> </ol>				
	<b>COURSE CONTENT /SYLLABUS</b>				
<b>Unit I</b>	<b>Concept of Curriculum:</b> <ul style="list-style-type: none"> <li>• Meaning , Characteristics &amp; Types of Curriculum</li> <li>• Nature &amp; Scope of Curriculum</li> <li>• Necessity of curriculum.</li> <li>• Principles of framing curriculum.</li> <li>• Role of State in curriculum.</li> <li>• Constitutional values and national culture in curriculum.</li> </ul>			6 hrs.	
<b>Unit II</b>	<b>Relationship between curriculum and syllabi:</b> <ul style="list-style-type: none"> <li>• Relationship between curriculum framework and syllabi.</li> <li>• Process of translating syllabus into text books.</li> <li>• Representation and non-representation of various social groups in curriculum framing.</li> </ul>			6 hrs.	
<b>Unit III</b>	<b>Designing curriculum, school Experiences and Evaluation:</b> <ul style="list-style-type: none"> <li>• Principles of selecting curriculum content.</li> <li>• Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum.</li> <li>• Methodology of curriculum transaction.</li> <li>• Curriculum evaluation (formative, summative, Micro and Macro).</li> </ul>			7 hrs.	
	<b>Power, Ideology and Curriculum:</b> <ul style="list-style-type: none"> <li>• Relationship between powers, structures of</li> </ul>			7 hrs.	
<b>Unit IV</b>	<p>Society and knowledge.</p> <ul style="list-style-type: none"> <li>• Meritocracy versus elitism in curriculum.</li> </ul>				

	reproduction of norms in the society. <ul style="list-style-type: none"> <li>• Necessity and construction of Time-Table</li> <li>• Hidden curriculum and children's resilience.</li> <li>• Critical Analysis of text books, teachers' handbooks, children's literature.</li> </ul>	
<b>Engagement with the field/ Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>• Textbook analysis</li> <li>• Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.</li> <li>• Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.</li> </ul>	32 hrs.
<b>Mode of Transaction</b>	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
<b>Suggested Reading</b>	<ol style="list-style-type: none"> <li>1. Ornstein, Allen C. &amp; Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues.</li> <li>2. Ornstein, Allen C., Edward F. Pojak &amp; Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn &amp; Bacon.</li> <li>3. Slattery (1995). Curriculum development in postmodern Era. (Critical Education &amp; Practice).</li> <li>4. Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn &amp; Bacon</li> <li>5. Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata.</li> <li>6. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications</li> <li>7. Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.</li> <li>8. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH.</li> <li>9. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave.</li> <li>10. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House.</li> <li>11. Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press.</li> <li>12. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers.</li> <li>13. Taba, H. (1962). Curriculum development theory &amp; practice. New York: Harcourt, Brace &amp; World Inc.</li> <li>14. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers</li> </ol>	

Course-X (1.4.10)	Creating an Inclusive School	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
	The student teachers will be able to :- <ol style="list-style-type: none"> <li>1. Sensitise to the concept of inclusive education and social inclusion</li> <li>2. Familiarize with the legal and policy perspectives behind inclusion in education</li> <li>3. Understand the types, probable causes, preventive measures and</li> </ol>				
<b>Objectives</b>					

	socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.	
	<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<b>Introduction to inclusive Education:</b> <ul style="list-style-type: none"> <li>• Concept &amp; history of special education, integrated education and inclusive Education &amp; their relation</li> <li>• Philosophical, Sociological, Economical &amp; Humanitarian dimensions of inclusive education</li> <li>• Advantages of inclusive education for the individual and society.</li> <li>• Factors affecting inclusion.</li> </ul>	6 hrs.
<b>Unit II</b>	<b>Legal and policy perspectives:</b> <ul style="list-style-type: none"> <li>• Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).</li> <li>• National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009).</li> <li>• Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.</li> </ul>	7 hrs.
<b>Unit III</b>	<b>Defining learners with special needs:</b> <ul style="list-style-type: none"> <li>• Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI</li> <li>• Preparation for inclusive education – School's readiness for addressing learner with diverse needs</li> <li>• Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)</li> <li>• Identification and overcoming barriers for educational and social inclusion</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Inclusion in operation:</b> <ul style="list-style-type: none"> <li>• Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM</li> <li>• Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.</li> <li>• Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances</li> </ul>	6 hrs.
<b>Unit V:</b>	<b>Teacher preparation for inclusive school:</b> <ul style="list-style-type: none"> <li>• Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.</li> <li>• Review of existing educational programmes offered in secondary school (General and Special School).</li> <li>• Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.</li> </ul>	6 hrs.



<b>Engagement with the field/ Practicum</b>	<p>Any one of the following:</p> <ul style="list-style-type: none"> <li>Collection of data regarding children with special needs from Municipal records.</li> <li>Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.</li> <li>Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.</li> <li>Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).</li> <li>Preparation of learning design, instruction material for teaching students with disability in inclusive school.</li> <li>Developing list of teaching activities of CWSN in the school.</li> <li>Case Study of one main streamed (Inclusive) student w.r.to               <ul style="list-style-type: none"> <li>A) Role of a parent.</li> <li>B) Role of a teacher: Special School Teacher, General School Teacher</li> <li>C) Role of Counsellor.</li> </ul> </li> <li>Visits to different institutions dealing with different disabilities and their classroom observation.</li> </ul>	<p>32 hrs.</p>
<b>Mode of transaction</b>	<p>Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show</p>	
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>Apple, M.W., &amp; Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya.</li> <li>Basu, R., &amp; Chakraborty, B. (2011). Prasanga: manabividy. Kolkata : Urbi Prakashan.</li> <li>Carini, P.F. (2001). Valuing the immeasurable. In <i>Starting strong: A different look at children, schools, and standards</i> (pp. 165-181). New York: Teachers College Press.</li> <li>Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>.</li> <li>GOI. (1966). <i>Report of the education commission: Education and national development</i>. New Delhi: Managers of Publications, Ministry of Education.</li> <li>GOI. (1986). <i>National policy of Education</i>. New Delhi: Managers of Publications, Ministry of Education.</li> <li>Kothari, R. G, and Mistry, H. S. (2011). <i>Problems of students and Teachers of the special schools- A study of Gujarat state</i>. Germany: VDM Publication.</li> <li>Meadow, K. P. (1980). <i>Deafness and child development</i>. Berkley, C.A.: University of California Press</li> <li>Mithu, A and Michael, B (2005) <i>Inclusive Education: From rhetoric to Reality</i>, New Delhi: Viva Books Pvt. Ltd.</li> <li>Sinha, D.K (2014) Some aspects of Inclusive Education, Parichay Prakashan, Kolkata. Nanda, B.P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata.</li> <li>Nanda, B.P. (2014) Sikhya Ekibhaban, Classiq Books, Kolkata.</li> <li>Nanda, B.P. (2012) Challenged Children: Problems and Management. Ankush Prakashan, Kolkata.</li> <li>Nanda, B.P. (2008) School without walls in 21<sup>st</sup> Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi.</li> <li>Nanda, B.P. and Ghosh, S. (2010) Bishes Sikshar Itihas, Rabindra Bharati Prakashan, Kolkata.</li> <li>Nanda, B.P. and Zaman, S.S. (2002) Batichrom dharmi Sishu. Mawola Prakashan, Dhaka, Bangladesh.</li> </ol>	

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	The student teachers will be able to :- <ul style="list-style-type: none"> <li>• Build a scenario of Health Education in India.</li> <li>• Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis &amp; Remediation.</li> <li>• Learn the Tech Related Health Risks &amp; Learn How to Fix These.</li> <li>• Study the Health Education Vision &amp; Mission of India.</li> </ul>				
	<b>COURSE CONTENT /SYLLABUS</b>				
<b>Unit I</b>	<b>Health Education Scenario in India:</b> <ul style="list-style-type: none"> <li>• Introduction to the concept of health, significance and importance</li> <li>• Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment,</li> <li>• Emerging Health &amp; Total Quality of the Educational Institutions,</li> <li>• Status of Health Education in India from Pre-Natal Education through Higher Education,</li> <li>• Health &amp; Hygiene, Mess &amp; Toilets, Disease &amp; Dispensary, Work &amp; Leisure,</li> <li>• Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Most Common &amp; Uncommon diseases in India:</b> <ul style="list-style-type: none"> <li>• The most common diseases during the previous decade-</li> <li>• Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression,</li> <li>• Intentional &amp; Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases</li> <li>• Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention &amp; Prognosis.</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Tech-Related Health Risks &amp; How to Fix Them:</b> <ul style="list-style-type: none"> <li>• Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone &amp; Car Accidents, Allergies &amp; Phones, Crazy Phones,</li> <li>• Computers Causing Wrist Pain, Back &amp; Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book,</li> <li>• The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment,</li> </ul>				7 hrs.



	<ul style="list-style-type: none"> <li>• Fast Food Problems, Drinking Water Problems,</li> <li>• Falling Heart &amp; Brain Entrainment Ratio, Inflated Height Weight Index,</li> <li>• High &amp; Low Blood Pressure, Depression &amp; Aggression,</li> <li>• Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices</li> <li>• Vision &amp; Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India.</li> <li>• Games, Sports &amp; Athletics, Yoga Education.</li> </ul>	7 hrs.
Unit V	<b>First Aid- Principles and Uses:</b> <ul style="list-style-type: none"> <li>• Structure and function of human body and the principles of first aid</li> <li>• First aid equipment</li> <li>• Fractures-causes and symptoms and the first aid related to them</li> <li>• Muscular sprains causes, symptoms and remedies</li> <li>• First aid related to haemorrhage, respiratory discomfort</li> <li>• First aid related to Natural and artificial carriage of sick and wounded person</li> <li>• Treatment of unconsciousness</li> <li>• Treatment of heat stroke</li> <li>• General disease affecting in the local area and measures to prevent them</li> </ul>	6 hrs.
Engagement with the field Practicum	Any two of the following :- <ul style="list-style-type: none"> <li>• Surfing to know the diseases in India.</li> <li>• Preventive &amp; Ameliorative measures for health hazards.</li> <li>• Playing Games</li> <li>• Athletics</li> <li>• Yoga</li> <li>• Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.</li> <li>• Preparation of inventories on myths on exercises and different type of food</li> <li>• Make an inventory of energy rich food and nutritious food(locally available) indicating its health value</li> <li>• Make an inventory of artificial food and provide critical observations from health point of view</li> <li>• Home remedies as health care</li> <li>• Role of biopolymers(DNA) in health of child</li> <li>• Medicinal plants and child health</li> <li>• Strategies for positive thinking and motivation</li> <li>• Preparation of first aid kit</li> </ul>	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Reading	1. Bhattacharyya, A.K.(2010). <i>Dimensions of Physical Education Principles, Foundation &amp; Interpretation</i> . Kolkata:Classique Books. 2. Bucher, C.A. <i>Foundation of Physical Education</i> St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A.K. &Bhowmick, S. <i>Sarirsiksha</i> . Kolkata: PaschimbangaRajyaPustakParshad. 4. Bandyopadhyay, K. <i>Sarir siksha parichay</i> . Kolkata :Classique Books 5. Kar, Subhabrata& Mandal, Indranil. (2009). <i>Uchhatara sarir siksha</i> . 6. Gharote, M.L. <i>Applied Yoga</i> Kaivalyadhama, S.M.Y.M. Samiti, Lonavla	

	Maharashtra.
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Course-XI (I.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	The student teachers will be able to :- 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.				
	<b>COURSE CONTENT /SYLLABUS</b>				
<b>Unit I</b>	<b>Peace Education:</b> <ul style="list-style-type: none"> <li>Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.</li> <li>Barriers of Peace Education – Psychological, Cultural, Political.</li> <li>Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.</li> <li>Violence in School, home and society.</li> <li>Role of Peace Education in present context.</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Social Perspective of Peace Education</b> <ul style="list-style-type: none"> <li>Justice – Social economics, Cultural and religions</li> <li>Equality – Egalitarianism, Education for all, equal opportunity</li> <li>Critical thinking: Reasoning and applying wisdom cooperation</li> <li>Learning to be and learning to live together</li> <li>Peace Education in Secondary Education curriculum.</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Value Education</b> <ul style="list-style-type: none"> <li>Meaning, Concept, Nature and Sources of values.</li> <li>Meaning, Concept, Nature and scope of Value Education.</li> <li>Philosophical perspective, psychological perspective and sociological perspectives of Value Education.</li> <li>Values in Indian Constitution and Fundamental Duties of citizens.</li> </ul>				7 hrs.
<b>Unit IV</b>	<b>General Idea about values</b> <ul style="list-style-type: none"> <li>Classification of Values                             <ul style="list-style-type: none"> <li>Personal and social values</li> </ul> </li> <li>a) Intrinsic and extrinsic values on the basis of personal interest &amp; social good.</li> <li>b) Social, moral, spiritual and democratic values on the basis of expectation of society &amp; one's self inspiration</li> <li>Identification of Analysis of emerging issues involving value conflicts</li> </ul>				7 hrs.
	<ul style="list-style-type: none"> <li>Design and develop of instructional material for nurturing values</li> <li>Characteristics of Instructional material for values.</li> </ul>				

	<p><b>a. Traditional Methods:</b> Story Telling, Ramleela, Tamasha street play &amp; folk songs.</p> <p><b>b. Practical Methods:</b> Survey, role play, value clarification, Intellectual discussions</p> <ul style="list-style-type: none"> <li>• Causes of value crisis : material, social, economic, religion evils and their peaceful solution</li> <li>• Role of School Every teacher as teacher of values, School curriculum as value laden</li> <li>• Moral Dilemma (Dharmasankat) and one's duty towards self and society</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	<p>Any one of the followings:</p> <ul style="list-style-type: none"> <li>• Develop / compile stories with values from different sources and cultures,</li> <li>• Organize value based co-curricular activities in the classroom and outside the classroom,</li> <li>• Develop value based learning designings,</li> <li>• Integrating values in school subjects.</li> </ul>	32 hrs.
<b>Mode of Transaction</b>	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.	
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Nel Noddings. Peace Education: How we come to love and hate war</li> <li>2. J. Delors. (2001). Learning the treasure within.</li> <li>3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations.</li> <li>4. R. P. Shukla. (2010). Value education and human rights.</li> <li>5. Bernard Jessie., "The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957)</li> <li>6. Barash, P. David Approaches to Peace, Oxford University Press, New York (2000)</li> <li>7. Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization.</li> <li>8. Sage Publications, New Delhi, 1996</li> <li>9. Galtung, Johan, "The Struggle for Peace" Gujarat Vidyapith, Ahmedabad, 1984</li> <li>10. Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944</li> <li>11. Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003)</li> <li>12. Harris Ian. M, : "Peace Education" Mc Farland &amp; company, Inc Publisher London, 1998</li> <li>13. Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008.</li> </ol>	

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32



	5. Understand the idea about Abnormal Behaviour and Mental illness.	
	<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<b>Overview of Guidance and Counselling:</b> <ul style="list-style-type: none"> <li>• Definition &amp; Functions</li> <li>• Nature &amp; Scope of Guidance and Counselling</li> <li>• Difference between Guidance &amp; Counselling</li> <li>• Types of guidance and counselling</li> <li>• Career &amp; Vocational guidance</li> <li>• Quality of a good counsellor</li> </ul>	6 hrs.
<b>Unit II</b>	<b>Mental Health:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Role of home &amp; School</li> <li>• Mental health of a teacher</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Adjustment &amp; Maladjustment:</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Purpose</li> <li>• Techniques</li> <li>• Criteria of good adjustment</li> <li>• Causes, Prevention &amp; Remedies of Maladjustment</li> <li>• Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.</li> </ul>	7 hrs.
<b>Unit IV</b>	<b>Tools &amp; Techniques:</b> <ul style="list-style-type: none"> <li>• Concept of Testing &amp; Non-testing tools</li> <li>• Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC &amp; CRC.</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Abnormal Behavior and Mental illness:</b> <ul style="list-style-type: none"> <li>• Meaning &amp; Concept of normality and abnormality</li> <li>• Casual factors of Abnormal Behaviour – Biological &amp; Psychological.</li> <li>• Classification of mental illness(DSM-IV)</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.	32 hrs.
<b>Mode of Transaction</b>	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
<b>Suggested Readings</b>	1. I.Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson,R.L.& Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson, Prentice Hall. 4. Nag,S&Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal,A.K.(2013). Guidance and counseling. New Delhi : Abhijeet Publications.	

	8. Shrivastava, K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors. 9. Nag, S. (2015). Guidance and counseling. Kolkata: Rita Publications. 10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.
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Course-XI (I.4.11)	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.				
	COURSE CONTENT /SYLLABUS				
Unit I	<b>Aims, Objectives and Bases:</b> <ul style="list-style-type: none"> <li>Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.</li> <li>Correlation of Work Education with other School Subjects.</li> <li>Bases of Work Education – Psychological, Sociological, Historical and Economical.</li> </ul>				6 hrs.
Unit II	<b>Development of the Concept and Work &amp; Vocational Education Teacher:</b> <ul style="list-style-type: none"> <li>Development of the concept of Work Education with Special reference to National Policy on Education (1986)</li> <li>Work &amp; Vocational Education Teacher               <ul style="list-style-type: none"> <li>Qualities &amp; Responsibilities.</li> <li>Need for Professional Orientation.</li> </ul> </li> </ul>				6 hrs.
Unit III	<b>Approaches &amp; Methods of Teaching Work &amp; Vocational Education:</b> <ul style="list-style-type: none"> <li>A. Inductive and Deductive approach</li> <li>B. Methods:               <ul style="list-style-type: none"> <li>Lecture Cum Demonstration Method</li> <li>Laboratory Method.</li> <li>Heuristic Method.</li> <li>Problem Solving Method,</li> <li>Project Method</li> </ul> </li> </ul>				7 hrs.
	<b>Aids, Equipment and Assistance in Teaching Work &amp; Vocational Education:</b> <ul style="list-style-type: none"> <li>i. Work Education Laboratory</li> <li>ii. Management of Work Units: -               <ul style="list-style-type: none"> <li>a) Selection of Work projects</li> <li>b) Budgeting and planning</li> <li>c) Time allocation</li> <li>d) Materials and Equipment</li> </ul> </li> </ul>				7 hrs.
Unit IV					

	problems thereof. iii. Excursion.	
<b>Unit V</b>	<b>Aspects of Teaching work Education:</b> <ul style="list-style-type: none"> <li>• A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.</li> <li>• Concept of improvisation; its use in the teaching of Work Education.</li> <li>• Ares of work education, viz. socially useful productive work (as designed by I.B. committee),</li> <li>• Occupational explorations and Innovative practices.</li> <li>• Removal of social distances through Work Education.</li> </ul>	6 hrs.
<b>Engagement with the field/ Practicum</b>	Project on any one: <ul style="list-style-type: none"> <li>• Growing of Vegetables/ Fruit / Flower</li> <li>• Household wiring and Electrical gadgets repairing</li> <li>• Tailoring and Needle Work</li> <li>• Bamboo Work and Wood craft</li> <li>• Tie-Dye and Butik Printing</li> <li>• Clay Modelling</li> <li>• Fruit preservation</li> <li>• Cardboard Work and Book Binding</li> <li>• Soap, Phenyl and Detergent making</li> <li>• Wallet mast making</li> <li>• Paper making and paper cutting work</li> <li>• Bicycle repairing</li> </ul>	32 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, workshop, practical work	
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. Choudhury, J., Deb, N. and Samanta, A. (2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti, Aaheli Publishers, Kolkata.</li> <li>2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989).</li> <li>3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996.</li> <li>4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991).</li> <li>5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987).</li> <li>6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995)</li> <li>7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999)</li> <li>8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects, Vol. 1. Springer. (2005)</li> <li>9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987).</li> <li>10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Doesn't Work." TECHNIQUES 72, no. 8 (November–December 1997).</li> </ol>	



<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Understand the concept and principles of Yoga</li> <li>2. Understand the ancient system of yoga</li> <li>3. Develop awareness about the historical aspects of Yoga</li> <li>4. Learn some meditational practices and techniques</li> <li>5. Learn to maintain a healthy condition of body and mind</li> <li>6. Learn the utility of yoga in modern life</li> </ol>	
	<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<b>Introduction to Yoga and Yogic Practices:</b> <ul style="list-style-type: none"> <li>• Introduction to yoga: concept &amp; principles</li> <li>• Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama,</li> <li>• Bandha, Mudra &amp; dhyana as per yogic texts and research based principles of Yoga,</li> <li>• General guidelines for performing Yoga practices.</li> </ul>	6 hrs.
<b>Unit II</b>	<b>Ancient Systems of Indian Philosophy and Yoga System:</b> <ul style="list-style-type: none"> <li>• Ancient systems of Indian Philosophy</li> <li>• Yoga &amp; Sankhya philosophy &amp; their relationship</li> </ul>	6 hrs.
<b>Unit III</b>	<b>Historical aspects of Yoga:</b> <ul style="list-style-type: none"> <li>• Historical aspect of the Yoga Philosophy</li> <li>• Yoga as reflected in Bhagwat Gita</li> </ul>	6 hrs.
<b>Unit IV</b>	<b>Introduction to Yogic texts:</b> <ul style="list-style-type: none"> <li>• Significance to Yogic texts in the context of schools of yoga</li> <li>• Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada</li> <li>• Hathyogic texts (hatha pradaspika and ghera and sahita)</li> <li>• Complementarities between patanjala yoga and hathyoga</li> <li>• Meditational Procesess in Patanjala yoga sutras</li> <li>• Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners</li> </ul>	7 hrs.
<b>Unit V</b>	<b>Yoga and Health:</b> <ul style="list-style-type: none"> <li>• Need of yoga for a positive health for the modern man</li> <li>• Concept of health and disease: medical &amp; Yogic perspectives</li> <li>• Concept of Panch Kosa for an Integrated &amp; positive health</li> <li>• Utilitarian Value of Yoga in Modern Age</li> </ul>	7 hrs.
<b>Engagement with the field/ Practicum</b>	Any one of the following :- <ul style="list-style-type: none"> <li>• Preparation of Teaching Aids on Yoga</li> <li>• Practical Asanas and Pranayam</li> <li>• Visit to Yoga Ashramas and Centres</li> </ul>	32 hrs.
<b>Mode of Transaction</b>	Lecture, discussion, workshop, practical work	
	1. Swami Shivananda Yoga Asanas : Divine Life Society, 1972.	
<b>Suggested Readings</b>	2. Hatha Yoga Pradipika 3. Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Darjeen Gani, New Delhi	

	6. Universe of Swami Vivekanand & Complete Wholistic Social Development, <a href="http://www.icorecase.org">www.icorecase.org</a>
	7. Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi
	8. Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

Course-XI (1.4.11) Optional	Environmental & Population Education	Theory	Engagemen t With the Field	Credit	2+1
		50	25	Class Hours	32+32
<b>Objectives</b>	The student teachers will be able to :- 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education.				
	<b>COURSE CONTENT /SYLLABUS</b>				
<b>Unit I</b>	<b>Concept of population education:</b> <ul style="list-style-type: none"> <li>The characteristics and scope,</li> <li>Methodology of population education and</li> <li>Its importance</li> </ul>				6 hrs.
<b>Unit II</b>	<b>Concept of environmental education:</b> <ul style="list-style-type: none"> <li>Its objectives and importance,</li> <li>Developing environmental awareness,</li> <li>Environmental attitude, values &amp; pro-environmental behaviour.</li> </ul>				6 hrs.
<b>Unit III</b>	<b>Population education policies:</b> <ul style="list-style-type: none"> <li>Population policy of the government of India (2000),</li> <li>Implementation programmes, population control,</li> <li>population dynamics in the context of India,</li> <li>Population distribution, urbanization and migration.</li> </ul>				7 hrs.
<b>Unit IV</b>	<b>Sustainable development:</b> <ul style="list-style-type: none"> <li>Concept of sustainable development and education for sustainable development</li> <li>agenda 21,</li> <li>United Nations Decade of education for sustainable development, programmes on environmental management</li> </ul>				6 hrs.
<b>Unit V</b>	<b>Issues related to population and environmental education:</b> <ul style="list-style-type: none"> <li>Quality of life,</li> <li>Sustainable life style,</li> <li>Ecofeminism,</li> <li>Empowerment of women,</li> <li>Environmental and social pollution,</li> <li>Effect of population explosion on environment,</li> </ul>				7 hrs.



<b>Practicum</b>	<ul style="list-style-type: none"> <li>• Visits to polluted sites and preparation of report.</li> <li>• Interviewing people and reporting the inconveniences due to any of the Environmental problems.</li> <li>• To study innovations done by any organization to improve the local Environment.</li> <li>• To study the implementation of Environmental Education Programmes.</li> <li>• To prepare models and exhibits for general awareness of public regarding environmental hazards.</li> <li>• To prepare a programme for environmental awareness and to conduct the same, with school children.</li> <li>• To visit industries and study alternative strategies of Environmental management.</li> <li>• To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.</li> <li>• To prepare quizzes and games on environmental issues.</li> <li>• To study the contribution of NGOs in improving the environment of the city.</li> </ul>	32 hrs.
<b>Mode of transaction</b>	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	
<b>Suggested Reading</b>	<ol style="list-style-type: none"> <li>1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.</li> <li>2. Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.</li> <li>3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.</li> <li>4. Sharma, B. L., &amp; Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.</li> <li>5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.</li> <li>6. Pal, S. And Deb, N. (2014) Paribesh Siksha, Aaheli Publishers, Kolkata</li> <li>7. Yadav Saroj (1988) "Population Education", Shree Publishing House, New Delhi.</li> <li>8. Bhenda, A.A. &amp; Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay.</li> <li>9. Kuppaswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.</li> </ol>	

Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
<b>Objectives</b>	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> <li>1. Understand the social, economic, security and ethical issues associated with the use of ICT</li> <li>2. Identify the policy concerns for ICT</li> <li>3. Describe a computer system;</li> <li>4. Operate the Windows and/or Linux operating systems;</li> <li>5. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.</li> </ol>				

	information and ideas through the Blogs and Chatting groups	
	<b>COURSE CONTENT /SYLLABUS</b>	
<b>Unit I</b>	<b>Digital Technology and Socio-economic Context:</b> <ul style="list-style-type: none"> <li>• Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives;</li> <li>• Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;</li> <li>• Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.</li> </ul>	4 hrs.
<b>Unit II</b>	<b>MS office:</b> <ul style="list-style-type: none"> <li>• MS Word</li> <li>• MS Power Point</li> <li>• MS Excel</li> <li>• MS Access</li> <li>• MS Publisher</li> </ul>	4 hrs.
<b>Unit III</b>	<b>Internet and Educational Resources:</b> <ul style="list-style-type: none"> <li>• Introduction to Internet</li> <li>• E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode;</li> <li>• Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.</li> <li>• General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,</li> <li>• Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);</li> <li>• Social networking</li> </ul>	4 hrs.
<b>Unit IV</b>	<b>Techno-Pedagogic Skills:</b> <ul style="list-style-type: none"> <li>• Media Message Compatibility</li> <li>• Contiguity of Various Message Forms</li> <li>• Message Credibility &amp; Media Fidelity</li> <li>• Message Currency , Communication Speed &amp; Control</li> <li>• Sender-Message-Medium-Receiver Correspondence</li> </ul>	4 hrs.
<b>Engagement with the field/ Practicum</b>	Any two of the following :- <ul style="list-style-type: none"> <li>• Installation of Operating systems, Windows, installation of essential Software and Utilities;</li> <li>• Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.</li> <li>• Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data),</li> </ul>	32 hrs.

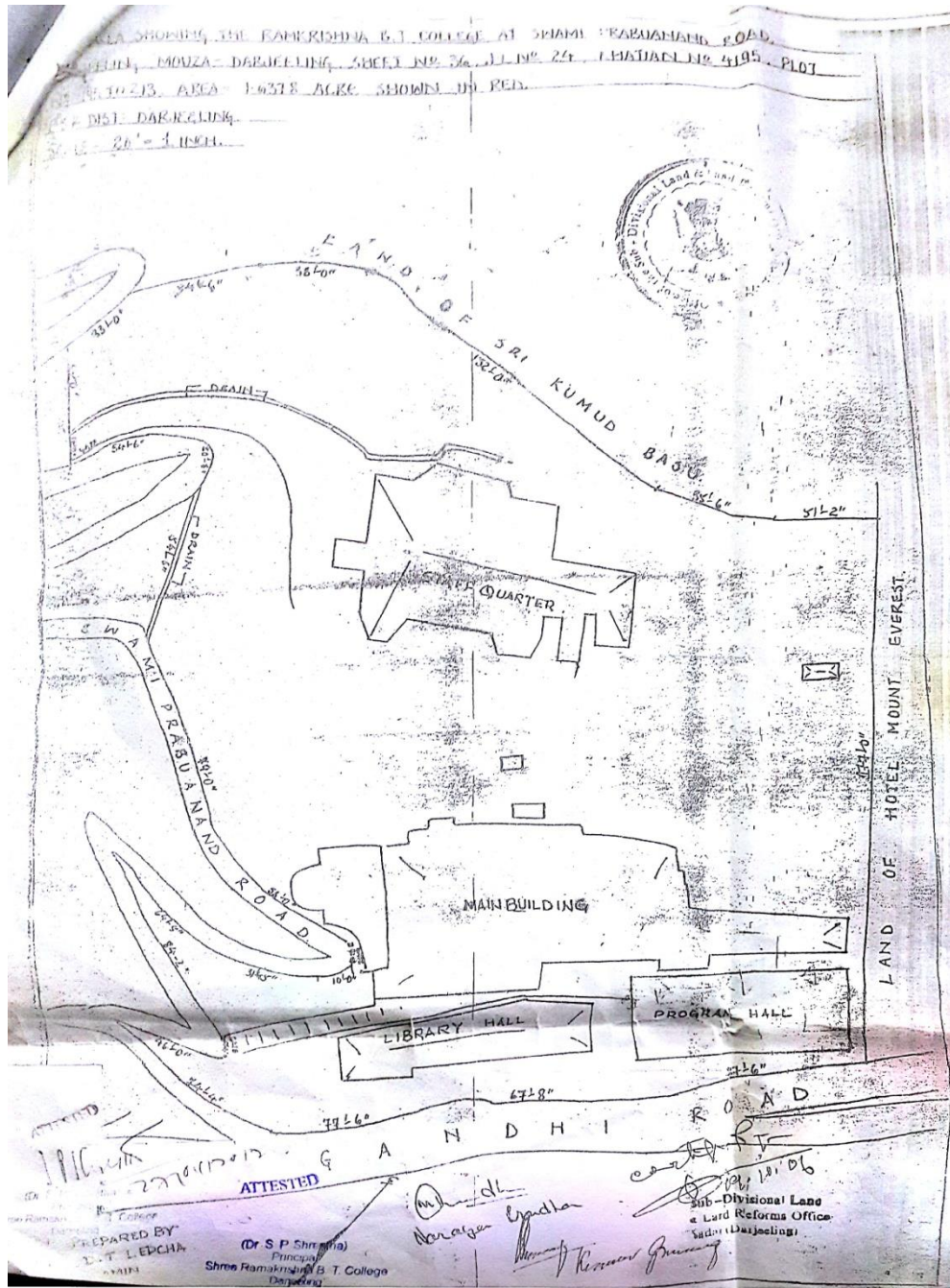
	<ol style="list-style-type: none"> <li>2. Brian K. Williams, Stacey Sawyer (2005) Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)</li> <li>3. Information Technology: The Breaking Wave, Tata Macgrow hill <a href="http://en.wikibooks.org/wiki/Computers_for_Beginners">http://en.wikibooks.org/wiki/Computers_for_Beginners</a>. An exhaustive source for beginners.</li> <li>4. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,</li> <li>5. DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.</li> </ol>
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CourseEPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :- <ul style="list-style-type: none"><li>• Understand the meaning and importance of self-concept and self-esteem.</li><li>• Be aware of different factors related to self-concepts and self-esteem.</li><li>• Understand the concept and importance of yoga and well-being.</li><li>• Be sensitized about the interrelationships of yoga and well-being.</li><li>• Record a brief history of the history of development of yoga through the ages.</li><li>• Discuss how yoga and yoga practices are important for healthy living.</li><li>• Explain some important principles of yoga.</li><li>• Know and develop their personality through various practices.</li></ul>				
COURSE CONTENT /SYLLABUS					
Unit I	Introduction to Yoga and Yogic Practices : <ul style="list-style-type: none"><li>• Yoga: meaning and initiation</li><li>• History of development of yoga</li><li>• Astanga Yoga or raja yoga</li><li>• The streams of Yoga</li><li>• The schools of Yoga: Raja Yoga and Hatha Yoga</li><li>• Yogic practices for healthy living</li></ul>			4 hrs.	
Unit II	Introduction to Yogic Texts : <ul style="list-style-type: none"><li>• Historicity of yoga as a discipline</li><li>• Classification of yoga and yogic texts</li><li>• Understanding astanga Yoga of Patanjali</li><li>• Hatha yogic practices</li><li>• Meditational processes</li></ul>			4 hrs.	
Unit III	Yoga and Health : <ul style="list-style-type: none"><li>• Need of yoga for positive health</li><li>• Role of mind in positive health as per ancient yogic literature</li><li>• Concept of health, healing and disease: yogic perspectives</li><li>• Potential cause of ill health</li><li>• Yogic principles of healthy living</li><li>• Integrated approach of yoga for management of health</li></ul>			4 hrs.	
	• Stress management through yoga and yogic dietary considerations				



	<ul style="list-style-type: none"> <li>• Components of self-concept</li> <li>• Factors influencing self-concept</li> <li>• Development of self-concept</li> <li>• Impact of Positive and negative self-concept</li> </ul>	2 hrs.
Unit V	<b>Self-esteem:</b> <ul style="list-style-type: none"> <li>• Meaning and concept of self esteem</li> <li>• Importance of self-esteem</li> <li>• Types of self esteem</li> <li>• Strategies for positive behaviour</li> <li>• Keys to Increasing Self-Esteem</li> </ul>	2 hrs.
Engagement with the field/ Practicum:	Any one of the following :- <ul style="list-style-type: none"> <li>• General guidelines for performance of the practice of yoga for the beginners               <ul style="list-style-type: none"> <li>Guidelines for the practice of <i>kriyas</i></li> <li>Guidelines for the practice of <i>asanas</i></li> <li>Guidelines for the practice of <i>prāṇāyāma</i></li> <li>Guidelines for the practice of <i>kriya yoga</i></li> <li>Guidelines for the practice of <i>meditation</i></li> </ul> </li> <li>• Select yoga practices for persons of average health for practical yoga sessions               <ul style="list-style-type: none"> <li>Supine position</li> <li>Prone position</li> <li>Sitting position</li> <li>Standing position</li> <li>Kriyas</li> <li>Mudras</li> <li>Pranayamas</li> </ul> </li> <li>• Inspirational clips finding and understanding the meaning behind that.</li> <li>• Analysing the priority and scheduling priority to minimize the stress.</li> <li>• Designing and applying activities to develop self-esteem.</li> </ul>	32 hrs.
Mode of transaction	Lecture-cum-discussion, workshop sessions, assignments, presentations by the students	
Suggested Reading	<ol style="list-style-type: none"> <li>1. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks.</li> <li>2. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media.</li> <li>3. Adair, J. &amp; Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere.</li> <li>4. Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i>. Beckshire: Open University Press.</li> <li>5. Stevens, N. (2008). <i>Learning to Coach</i>. United Kingdom: Howtobooks.</li> <li>6. Rohrer, J. (2002). <i>ABC of Awareness</i>. Oberurnen: UTD Media.</li> <li>7. Adair, J. &amp; Allen, M. (1999). <i>Time Management and Personal Development</i>. London: Hawksmere.</li> <li>8. NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi: NCTE.</li> </ol>	

## ANNEXURE-IV: MASTER PLAN OF THE INSTITUTION



## **ANNEXURE-V: SAMPLE OF STUDENT FEEDBACK ON CURRICULUM**

**Feedback Name: Curriculum Feedback**

**Please answer the questions below and click on submit to record answers.**

---

**1. Are the essential questions aligned to the objectives and instructional processes?**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**2. Are the instructional strategies and activities appropriate for the unit?**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**3. Do the assessments and instructional activities align to the learning objectives?**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**4. Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**5. Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?**

- ☐ agree
  - ☐ disagree
-

**6. Should essential questions be added, changed or deleted?**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**7. The curriculum and syllabus are well organized and easy to follow.**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**8. The learning objectives are clear and appropriate to the needs of the students.**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**9. The texts / resources are appropriate for my students' level.**

- ☐ agree
- ☐ disagree
- ☐ no opinion

**10. The texts / resources are sufficient - They cover most or all of what is needed to teach the course.**

- ☐ agree
- ☐ disagree
- ☐ no opinion



## ANNEXURE-VI: AUDITED INCOME-EXPENDITURE STATEMENT FOR THE PREVIOUS ACADEMIC YEAR

**PRAKASH PATWARI & CO**  
CHARTERED ACCOUNTANTS  
9/12, Lal Bazar Street, Mercantile Building  
3rd Floor, Block-B, Kolkata - 700 001  
Phone : 033-4004 1654, Mob : 9874816111 E-mail : prak\_patwari@yahoo.com, Web : www.prakpatwari.com

**SHREE RAMKRISHNA B. T. COLLEGE, DARJEELING**  
**AUDITORS REPORT ON THE ACCOUNTS FOR THE YEAR ENDED 31.03.2015**

To  
The Principal / Administrator / Members of the Governing Body,  
Shree Ramkrishna B. T. College,  
Darjeeling.

Dear Sir,

In pursuance of the order of the Director of Public Institutions, West Bengal Vide No.:- Memo no. CA/10(440)/1(220)/2015 Dated 02<sup>nd</sup> March, 2015, we were appointed Auditors of the college for the financial year 2014-15.  
We have taken up and completed the audit of Accounts of the college for the year 2014-15 after verifying books of accounts, voucher & other relevant papers & documents made available to us for verification.  
Subject to our following observation we have signed the Balance Sheet as at 31-03-2015, Income & Expenditure and Receipts & Payments Accounts for the year ended that date.

↓ Grant Received:-  
During the year the following grants were received.

↓ Salary Grant Received From Government for Teaching & Non-Teaching Staff

Particulars	Amount In Rs.
(a) Vide Memo No.09/IV-67/SAL/EDN/GTA/2014-15 Dt 04/07/2014	22,94,280
(b) Vide Memo No.20/IV-67/SAL/EDN/GTA/2014-15 Dt 01/08/2014	7,86,477
(c) Vide Memo No.22/IV-67/SAL/EDN/GTA/2014-15 Dt 01/09/2014	7,86,477
(d) Vide Memo No.25/IV-67/SAL/EDN/GTA/2014-15 Dt 22/09/2014	8,28,477
(e) Vide Memo No.30/IV-67/SAL/EDN/GTA/2014-15 Dt 01/11/2014	7,86,477
(f) Vide Memo No.37/IV-67/SAL/EDN/GTA/2014-15 Dt 29/11/2014	7,89,558
(g) Vide Memo No.38/IV-67/SAL/EDN/GTA/2014-15 Dt 31/12/2014	8,31,052
(h) Vide Memo No.39/IV-67/SAL/EDN/GTA/2014-15 Dt 30/01/2015	7,81,555
(i) Vide Memo No.40/IV-67/SAL/EDN/GTA/2014-15 Dt 02/03/2015	8,12,199
<b>Total</b>	<b>86,96,552</b>

Shree Ramkrishna B.T. College | Statutory Audit Report FY 2014-15

# Self Appraisal Report | 2017

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SHREE RAMKRISHNA B. T. COLLEGE, DARJEELING

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR END 31ST MARCH, 2015

4.2.1

EXPENDITURE	AMOUNT (RS)	INCOME	AMOUNT (RS)
TS - NTS - SALARY	92 47 606.00	<u>FEE COLLECTION</u>	
ADMISSION FORMS	69 950.00	ADMISSION FEES	.00
ADVERTISEMENT EXPENSES	4 000.00	B. ED. REGISTRATION FEE	.00
PROFESSIONAL FEES	93 000.00	EXAMINATION FEES	3 85 250.00
ANNUAL AFFILIATION FEES	9 086.00	HOSTEL FEES	2 40 000.00
BANK CHARGES	3 350.00	TUITION FEE	3 10 200.00
VEHICLE HIRING	12 134.00	SALE OF ADMISSION FORMS	99 925.00
VEHICLE HIRING	1 04 798.00		
CONTINGENCY EXPENSES	8 700.00	<u>PAY PACKET GRANT</u>	
DEPRECIATION	9 22 889.28	TS-NTS - SALARY GRANT	86 96 552.00 *
ELECTRICITY EXPENSES	4 62 499.00	LIBRARY & IDENTITY CARD	17 000.00
EXAMINATION FEE	54 925.00		
EXAMINATION EXPENSES	25 597.00	<u>OTHER RECEIPT</u>	
NEWSPAPER & PERIODICALS	7 565.00	B. ED. CERTIFICATE	3 500.00
PART TIME TS-NTS SALARY ALLOWANCE	3 52 500.00	PROFIT ON SALE OF SCRAPS	2 000.00
POSTAGE & TELEGRAPH	3 887.00	MINORITY STIPEND GRANT	25 300.00 *
PRINTING & STATIONERY	1 05 269.00	MISCELLANEOUS GRANT	3 000.00
REPAIR & MAINTENANCE	1 39 800.00	OPEN DISTANCE LEARNING (BRIDGE COURSE)	3 78 580.00 *
TELEPHONE CHARGES	19 191.00		
TRAVELLING & CONVEYANCE EXPENSES	46 201.00	<u>UGC GRANT</u>	
EXTRA REMUNERATION	2 78 700.00	FOR BOOKS & EQUIPMENTS	90000.00
OFFICE MAINTENANCE	83 290.00	FOR SC,ST INCLUDING MINORITY DEVELOPMENT	4 01 700.00 *
REFRESHMENT	74 492.00	ESTABLISHMENT GRANT	3 00 000.00
WELFARE ACTIVITIES	2 600.00		
MINORITY STIPEND	25 300.00		
LAND REGISTRATION EXP	1 88 000.00	<u>EXCESS OF EXPENCES OVER INCOME</u>	13 92 322.28
	1 23 45 329.28		1 23 45 329.28

Notes to Accounts are forming integral part of the Income & Expenditure Account

*S.P. Shrestha*  
Dr. S. P. Shrestha  
Principal  
Shree Ramakrishna B. T. College  
Darjeeling, 25th MAY, 2015

Shree Ramakrishna B. T. College  
Estd-1957  
Darjeeling

For Prakash Patwari & Co.  
Chartered Accountants

*Prakash Patwari*  
PRAKASH PATWARI  
Partner  
Mem. No.: 060583

Prakash Patwari & Co.  
Kolkata  
Chartered Accountants

# Self Appraisal Report 2017

Page 1 of 2  
SHREE RAMKRISHNA B. T. COLLEGE DARJEELING  
BALANCE SHEET AS ON 31ST MARCH, 2015

LIABILITY	DETAILS (RS)	AMOUNT (RS)	ASSETS	DETAILS (RS)	AMOUNT (RS)
<b>SUNDRY FUNDS B/F</b> ✓			<b>FIXED ASSETS (SCHEDULE II)</b>		1 58 73 211.88
BUILDING FUND	12 14 349.38		<b>PROVIDEND FUND (INVESTMENTS)</b>		
CULTURAL FUND	608.41		PROVIDEND FUND (ASSETS)	39 46 105.20	30 46 105.20
GENERAL FUND	(-) 15 435.00		LOAN FOR DEVELOPMENT	(-) 9 00 000.00	.00
HOSTEL	4 49 940.00		<b>CURRENT ASSETS</b>		
LABROTARY FUND	1 06 300.00		<b>ADVANCES</b>		
LIBRARY FUND	2 15 950.00		ADVANCES TO AUDITORS		
MISCLNEOUS FUND	52 307.32		(AGARWAL ASHOK KUMAR & CO.)	35 000.00	2 15 000.00
NON GOVERNMENT GRANT	75 232.50		ADVANCES TO STAFF (ANN - II)	1 80 000.00	11 050.00
NON RECURRING GRANT	1 24 749.99	22 73 005.63	<b>OTHER ADVANCES B/F</b>		
RESERVE FUND	48 097.96		<b>CASH &amp; BANK BALANCES</b>		89 652.00
STUDENTS AID FUND	905.07		CASH IN HAND		1 14 000.53
<b>LOANS B/F</b>			<b>CASH AT BANK</b>		
GOVERNMENT FUND	79 819.56		BOB(13440200000275) UGC GRANT	63 831.00	
NON GOVT TO BUILDING FUND	6 325.00	65 284.49	SBI GOVT FUND C/A 10833265933	46 600.53	
NON GOVT TO GOVT FUND	(-) 20 860.07	1 43 56 749.20	CANARA BANK C/A 3713201000022	3 569.00	
<b>GRANTS IN AID (ANN I) B/F</b>		39 46 105.20			
<b>PROVIDENT FUND LIABILITIES</b>					
<b>INCOME &amp; EXPENDITURE ACCOUNT</b>					
OPENING BALANCE B/F	1 00 197.37	(-) 12 92 124.91			
LOSS DURING THE YEAR	(-) 13 92 322.28				
		1 93 49 019.61			1 93 49 019.61

Notes to Accounts are forming integral part of the Balance Sheet

*S. P. Shrestha*  
Principal  
Darjeeling, 25th MAY, 2015  
(Dr. S. P. Shrestha)  
Principal  
Shree Ramakrishna B. T. College  
Darjeeling

Shree Ramakrishna B. T. College  
Estd-1957  
Darjeeling

Prakash Patwari & Co.  
Kolkata  
Chartered Accountants

For Prakash Patwari & Co.  
Chartered Accountants  
*Prakash Patwari*  
PRAKASH PATWARI  
Partner  
Mem. No.: 060583



Page 1 of 1  
SHREE RAMAKRISHNA B. T. COLLEGE  
DARJEELING

**BALANCE SHEET**  
AS ON 31ST MARCH, 2014

LIABILITY		DETAILS (RS)	AMOUNT (RS)	ASSETS		DETAILS (RS)	AMOUNT (RS)
<b>SUNDRY FUNDS</b>				<b>FIXED ASSETS (SCHEDULE II)</b>			1 56 28 373.10
BUILDING FUND		12 14 349.38		<b>PROVIDENT FUND (INVESTMENTS)</b>			
CULTURAL FUND		608.41		PROVIDENT FUND (ASSETS)		41 06 071.20	
GENERAL FUND		(-) 15 435.00		LOAN FOR DEVELOPMENT		(-) 10 00 000.00	31 06 071.20
HOSTEL		4 49 940.00		<b>CURRENT ASSETS</b>			
LABORATORY FUND		1 06 300.00		TS NTS SALARY RECEIVABLE		.00	
LIBRARY FUND		2 15 950.00		HOSTAL STAFF SALARY RECEIVABLE		.00	.00
MISCELLANEOUS FUND		52 307.32		<b>ADVANCES</b>			
NON GOVERNMENT GRANT		75 232.50		LAND REGISTRATION		1 88 000.00	
NON RECURRING GRANT		1 24 749.99		ADVANCES TO LAST YEARS			
RESERVE FUND		48 097.96		AUDITORS		35 000.00	2 23 000.00
STUDENTS AID FUND		905.07	22 73 005.63	<b>OTHER ADVANCES</b>			11 050.00
<b>LOANS</b>				<b>CASH &amp; BANK BALANCES</b>			
CAR LOAN		.00		CASH IN HAND			24 221.00
GOVERNMENT FUND		79 819.56		CASH AT BANK			
NON GOVT TO BUILDING FUND		6 325.00		BANK OF BARODA UGC FUND		11 40 471.00	
NON GOVT TO GOVT FUND		(-) 20 860.07		SBI CULTURAL FUND SB NO C/949		.00	
S P SRESHTHA		.00	65 284.49	SBI DEV FUND 10833268446		.00	
<b>GRANTS IN AID (ANNEXURE I)</b>			1 43 56 749.20	SBI GOVT FUND C/A 10833265933		7 68 121.53	
				SBI MISC FUND 10833268435		.00	19 08 592.53
<b>PROVIDENT FUND LIABILITIES</b>			41 06 071.20				
<b>INCOME &amp; EXPENDITURE ACCOUNT</b>							
OPENING BALANCE		(-) 12 05 435.46					
LOSS DURING THE YEAR		13 05 632.83	1 00 197.37				
			2 09 01 307.89				2 09 01 307.89

Notes to Accounts are forming integral part of the Balance Sheet

*S. P. Shrestha*  
Principal  
Darjeeling, 2nd December, 2014

02/12/2014  
*S. P. Shrestha*  
Principal  
Shree Ramakrishna B. T. College  
Darjeeling

*Prakash Pattnaik & Co.*  
Chartered Accountants  
Kolkata

For Prakash Pattnaik & Co.  
Chartered Accountants  
*Prakash Pattnaik*  
Partner  
Mem. No.: 000583

Page 1 of 1

**SHREE RAMKRISHNA B. T. COLLEGE  
DARJEELING**

**INCOME & EXPENDITURE ACCOUNT  
FOR THE YEAR END 31ST MARCH, 2014**

EXPENDITURE	AMOUNT (RS)	INCOME	AMOUNT (RS)
TS - NTS - SALARY	1 08 64 575.00	ADMISSION FEES	12 00 000.00
ADMISSION FORMS	70 747.00	SALE OF ADMISSION FORMS	1 01 100.00
ADVERTISEMENT EXPENSES	2 000.00	B. ED. REGISTRATION	6 300.00
PROFESSIOANL FEES	5 400.00	OPEN DISTANCE LEARNING (BRIDGE COURSE)	2 26 700.00
ANNUAL AFFILIATION FEES	6 051.00	EXAM FEES	3 82 500.00
BANK CHARGES	489.41	HOSTEL FEES	2 71 200.00
CAR RUNNING EXPENSES	2 81 888.00	PRIMARY TRAINING (BRIDGE COURSE)	2 28 000.00
CONTINGENCY EXPENSES	3 81 819.00	PAY POCKET GRANT	1 18 37 958.00
DEPRECIATION	8 92 282.67	TS-NTS - SALARY GRANT	18 600.00
ELECTRICITY EXPENSES	2 27 360.00	LIBRARY & IDENTITY CARD	4 96 200.00
EXAM EXPENSES	1 800.00	TUTION FEES	3 94 558.70
NEWS & PERIODICALS	6 571.00	PROFIT ON SALE OF FIXED ASSETS	
PART TIME TS-NTS SALARY ALLOWANCE	2 06 800.00		
ROUND OFF	(-) .21		
POSTAGE & TELEGRAPH	4 830.00		
PRINTING & STATIONERY	68 836.00		
REPAIR & MAINTAINANCE	7 41 631.00	EXCESS OF EXPENSE OVER INCOME	(-) 13 05 632.83
TELEPHONE CHARGES	6 759.00		
TRAVELLING & CONVEYANCE EXPENSES	36 645.00		
EXTRA REMUNERATION	51 000.00		
	1 38 57 483.87		1 38 57 483.87

Notes to Accounts are forming integral part of the Income & Expenditure Account

*J. P. Shrestha*  
Principal  
02/12/2014  
Darjeeling, 2nd December, 2014  
Principal  
Shree Ramakrishna B. T. College  
Darjeeling

*Prakash Patwari*  
For Prakash Patwari & Co.  
Chartered Accountants  
Prakash Patwari  
Partner  
Mem. No.: 060583

**ANNEXURE-VII: A COPY OF THE LATEST RECOGNITION  
ORDER ISSUED BY NCTE**



**Government of West Bengal**  
**Department of Higher Education,**  
**Science & Technology and Biotechnology**  
University Branch  
Bikash Bhavan, Bidhannagar, Kolkata – 700091

No. 90 - Edn(U)/1U(WBUTTE)-11/15

Dated: 30.01.2017

**NOTIFICATION**

In exercise of the powers conferred by sub-section (1) of section 6 of the West Bengal University of Teachers' Training, Education Planning and Administration Act, 2014 (West Ben. Act XXI of 2014), and subject to the provisions of section 64 of the said Act, the Governor is hereby pleased to appoint the 1st day of February, 2017 as the 'appointed day', from which the Bachelor of Education (B. Ed) course conducted by the Government colleges, Government-aided colleges and Self-financing private colleges (including colleges run by minorities), which are presently affiliated under the University of North Bengal, the Vidyasagar University and the University of Gour Banga shall be deemed to have come under the affiliation of the West Bengal University of Teachers' Training, Education Planning and Administration and simultaneously, shall be deemed to have ceased to be affiliated under the University of North Bengal, the Vidyasagar University and the University of Gour Banga respectively.

In this connection, the Governor is also pleased to direct that the Governing Bodies/ Managing Committees of all these colleges shall continue to function in the same capacity with the same powers and privileges as they were enjoying immediately preceding the date of publication of this notification until the Governing Bodies/ Managing Committees of these colleges have been constituted or re-constituted as per the provisions of the Statute/Ordinances/ Regulations of the West Bengal University of Teachers' Training, Education Planning and Administration.

The Governor is further pleased to direct in this regard, that the University Departments of the University of North Bengal, the Vidyasagar University and the University of Gour Banga, Malda and the Departments of any General Degree College pursuing B. Ed programme/course and any Special B. Ed Programme run by any of these three Universities or of any college under their affiliation, shall continue to be affiliated to the concerned University to which they were affiliated immediately preceding the date of issuance of this Notification, until further order. It is also clarified that all other courses run by these colleges shall continue to be affiliated to their respective Universities they were affiliated to immediately preceding the date of issuance of this Notification.



The Governor, in this connection, is also pleased to direct that save as otherwise provided under clause (a) or clause (b) of sub-section (2) of section 6 of the West Bengal University of Teacher's Training, Education Planning and Administration Act, 2014, and notwithstanding anything contained contrary in any other law for the time being in force, any new college or institution, whether Government or Government-aided, or self-financing private college, or colleges/institutions run by minorities, imparting or proposing to start B. Ed course under the University of North Bengal, the Vidyasagar University and the University of Gour Banga, Malda and/or M. Ed course within the territory of the State of West Bengal after the commencement of the "appointed day" as declared under this Notification, shall automatically come under the affiliatory jurisdiction of the West Bengal University of Teacher's Training, Education Planning and Administration.

By Order of the Governor,

Sd/- S. Basuray

Joint Secretary

Department of Higher Education,  
Science & Technology and Biotechnology

No. 90/1(18) - Edn(U)/1U(WBUTTE)-11/15

Dated: 30.01.2017

Copy forwarded for information and necessary action to:

- 1) The Vice Chancellor, West Bengal University of Teachers' Training, Education Planning and Administration.
- 2) The Vice Chancellor, University of North Bengal.
- 3) The Vice Chancellor, Vidyasagar University.
- 4) The Vice Chancellor, University of Gour Banga.
- 5) The Director of Public Instruction, West Bengal
- 6) The Member Secretary, West Bengal State Council of Higher Education
- 7) The P.S. to the Minister-in-Charge, Department of Higher Education, Science & Technology and Biotechnology
- 8) The Senior P.S. to the Principal Secretary, Department of Higher Education, Science & Technology and Biotechnology

Assistant Secretary

Department of Higher Education, Science  
& Technology and Biotechnology



## ANNEXURE-VIII: UNIVERSITY RESULTS FOR PREVIOUS ACADEMIC YEAR

**University of North Bengal**  
**B.Ed. 1st Semester Examination 2015**  
**Marksheets**

Sl.No	Roll No	Name	Course-1	Course-2	Course-4	Course-5	Course-6PC	Grand total	Result	Rank
1	69/BED-1/160001 ✓	Amrita Gupta	65	70	64	63	36	298	Q	41
2	69/BED-1/160002 ✓	Anjana Subba	66	63	61	68	31	289	Q	45
3	69/BED-1/160003 ✓	Ankita Chhetri	79	77	66	70	36	328	Q	14
4	69/BED-1/160004 ✓	Arjana Gurung	62	71	61	67	34	295	QBT	
5	69/BED-1/160005 ✓	Baishna Basally	74	71	60	68	33	306	Q	36
6	69/BED-1/160006 ✓	Banita Biswakarma	80	81	66	67	36	330	Q	10
7	69/BED-1/160007 ✓	Bhawana Pradhan	71	69	61	66	34	301	Q	37
8	69/BED-1/160008 ✓	Bibina Biswakarma	80	69	62	63	35	309	Q	31
9	69/BED-1/160009 ✓	Dibyaswari Gazmer	64	77	54	68	35	298	Q	42
10	69/BED-1/160010 ✓	Dipti Chhetri	80	81	62	71	35	329	Q	12
11	69/BED-1/160011 ✓	Dipu Dewan	78	76	61	68	36	319	Q	20
12	69/BED-1/160012 ✓	Jyotana Pradhan	65	71	61	76	38	311	Q	26
13	69/BED-1/160013 ✓	Karishma Basally	72	72	62	67	37	310	Q	28
14	69/BED-1/160014 ✓	Kewang La Sherpa	71	77	61	72	38	319	Q	21
15	69/BED-1/160015 ✓	Mahima Rai	69	71	63	63	35	300	Q	39
16	69/BED-1/160016 ✓	Manisha Pradhan	78	70	57	68	34	307	Q	35
17	69/BED-1/160017 ✓	Manjeta Pradhan	75	73	66	70	39	329	Q	13
18	69/BED-1/160018 ✓	Manjita Gurung	61	70	67	65	34	291	QBT	
19	69/BED-1/160019 ✓	Mikma Moktan	69	68	57	69	34	296	Q	43
20	69/BED-1/160020 ✓	Nileema Rumba	67	75	64	70	34	310	Q	29
21	69/BED-1/160021 ✓	Pooja Durung	67	70	58	65	36	296	Q	44
22	69/BED-1/160022 ✓	Pratiksha Pallavi Chhetri	71	71	62	64	33	301	Q	38
23	69/BED-1/160023 ✓	Ritama Chhetri	84	77	69	70	39	339	Q	3
24	69/BED-1/160024 ✓	Rashmi Chhetri	80	84	70	66	35	335	Q	6
25	69/BED-1/160025 ✓	Rashmi Pradhan	74	73	64	72	39	322	Q	18
26	69/BED-1/160026 ✓	Rupa Chhetri	77	71	64	71	37	320	Q	19
27	69/BED-1/160027 ✓	Sharmila Pradhan	70	69	63	62	36	300	Q	40
28	69/BED-1/160028 ✓	Shammi Mangar	83	77	71	71	35	337	Q	5
29	69/BED-1/160029 ✓	Shubhala Rai	68	84	73	78	37	340	Q	2
30	69/BED-1/160030 ✓	Shweta Chhetri	75	72	67	66	35	315	Q	24
31	69/BED-1/160031 ✓	Sira Lama	78	74	67	73	36	328	Q	15
32	69/BED-1/160032 ✓	Preyanka Biswakarma	74	76	65	73	35	323	Q	16
33	69/BED-1/160033 ✓	Sohita Rai	76	76	66	68	37	323	Q	17
34	69/BED-1/160034 ✓	Subarna Chatterjee(Pradhan)	69	77	68	67	34	315	Q	25
35	69/BED-1/160035 ✓	Sushma Sundas	73	70	62	68	36	309	Q	32
36	69/BED-1/160036 ✓	Upama Tamang	76	72	74	73	36	331	Q	8
37	69/BED-1/160037 ✓	Upashna Pradhan	76	72	74	73	36	331	Q	9
38	69/BED-1/160038 ✓	Bikash Sharma	65	61	54	59	32	271	QBT	
39	69/BED-1/160039 ✓	Deshad Gurung								
40	69/BED-1/160040 ✓	Dhan Bahadur Chhetri	67	68	66	70	37	308	Q	33
41	69/BED-1/160041 ✓	Jaya Kumar Gurung	78	79	73	72	36	338	Q	4
42	69/BED-1/160042 ✓	Jiten Rai	73	76	67	78	41	335	Q	7
43	69/BED-1/160043 ✓	Rewang Tamang	73	85	74	79	36	347	Q	1
44	69/BED-1/160044 ✓	Roshan Rai	70	83	66	66	34	319	Q	22
45	69/BED-1/160045 ✓	Santosh Chhetri	74	84	66	71	35	330	Q	11
46	69/BED-1/160046 ✓	Tanku Biswakarma	72	73	63	66	36	310	Q	30
47	69/BED-1/160047 ✓	Tazirul Hoque Sarkar	65	82	62	63	36	308	Q	34
48	69/BED-1/160048 ✓	Yogesh Chandra Rai	61	70	61	66	32	290	QBT	
49	69/BED-1/160049 ✓	Palchen Moktan	72	73	67	66	33	311	Q	27
50	69/BED-1/160050 ✓	Suresh Chhetri	70	73	68	70	35	316	Q	23

  
 (Dr. S. P. Shrestha)  
 Principal  
 Shree Ramakrishna B. T. College  
 Darjeeling

**DECLARATION BY THE HEAD OF THE INSTITUTION**

