SELF-APPRAISAL REPORT

SUBMITTED
TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)

FOR
INSTITUTIONAL ACCREDITATION

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

P.O. – SHIMURALI, DIST. – NADIA, WEST BENGAL
PIN 741248

August 2015

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
(W.B. Govt. Aided, Affiliated to the University of Kalyani & Recognised by the NCTE)
P.O. SHIMURALI, DIST.- NADIA, W.B., PIN-741248

From : *Dr. Samirranjan Adhikari*
Teacher-in-charge / Secretary

Ph. : (03473) 225035

Ref. No. SSCE/ ..../.................

Date ....

Submission of SAR

To
The Director
National Assessment and Accreditation Council
P.O.Box No. 1075 Nagarbhavi, Bangalore-560072

Subject: - Submission of Self-Appraisal Report (SAR).
TRACK ID: - WBCOTE23685

Respected Sir,

Please find herewith five hard bound copies of *Self Appraisal Report* (SAR) along with a softcopy submitted for your kind perusal and sympathetic consideration. Xerox copies of all of the relevant documents are enclosed herewith and the same are kept ready in original to produce at the time of *Peer Team* visit.

As per NAAC Fee Structure (w.e.f. 15th November, 2013) the institutions which are recognized under section 2(f) and 12B of UGC Act and receiving the developmental grants from UGC need not pay the assessment and accreditation fees. Our college is recognized under section 2(f) and 12B of UGC Act and we are receiving the developmental grants from UGC regularly, so we are not sending any assessment and accreditation fees.

The duly completed SAR shall also be uploaded on our institutional website i.e. www.sscollegeofeducation.org

Thanking You,

Sincerely Yours

(Dr. Samirranjan Adhikari)
Teacher-in-Charge
Dr. Samirranjan Adhikari
Teacher-in-Charge
Shimurali Sachinandan College
of Education
P.O.- Shimurali, Dist.- Nadia
W.B.- Pin.-741248

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From : *Dr. Samirranjan Adhikari*
Teacher-in-charge / Secretary

Ph. : (03473) 225035

Ref. No. SSCE/ ..../.................

Date ....

Certificate of Compliance

This is to certify that **Shimurali Sachinandan College of Education** fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

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

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

Date: the 17th day of August, 2015

Place: Shimurali, Nadia, West Bengal

(Dr. Samirranjan Adhikari)
Teacher-in-Charge

Dr. Samirranjan Adhikari
Teacher-in-Charge
Shimurali Sachinandan College
of Education
P.O.- Shimurali, Dist.- Nadia
W.B.- Pin.-741248

IEQA Evaluation Result

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
(An Autonomous Institution of the University Grants Commission)
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

IEQA EVALUATION RESULT

DETAILS	RESULT
Track ID	WBCOTE23685
Name Of The College	SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
Address	P.O.SHIMURALI, DIST. NADIA PIN 741248
E-Mail	shimuralicollege@gmail.com
IEQA Submission Date	18/03/2015
IEQA Closing Date	18/03/2015
IEQA Evaluation Status	Congratulations ! You have earned IEQA status . Institution should submit SSR/SAR (5 hard copies and 1 soft copy) within 6 months from the date of obtaining IEQA Status. One month before submission of hardcopy, softcopy of SSR/SAR to be uploaded on institutional website with intimation to NAAC. Please refer NAAC website (www.naac.gov.in) for guidelines regarding submission of SSR/SAR, fee and other documents at the time of submission of SSR/SAR. Please contact your regional co-ordinator in case of any issues/clarifications. Kindly note: SSR/SAR should be submitted by post/courier only. SSR/SAR will not be accepted by hand in NAAC office.

Certificate of IQAC Coordinator

This is to certify that this introspective study is solely to enhance the academic quality of this college. The IQAC is always trying to keep the college on a right track to boost the quality. "National Assessment and Accreditation Council" (NAAC) may consider this "Self–Appraisal Report" as our hearty attempt. The members of IQAC take an active part in this study.

Sri Sambhu Nath Halder
(Coordinator, IQAC)

Certificate of Streaming Committee

Certified that the streaming committee has completed all formalities as per the requirement of the "National Assessment and Accreditation Council" (NAAC) and this "Self–Appraisal Report" is prepared and being submitted for the proper assessment and accreditation.

This is our hearty endeavour to present the true picture of our institution. So far our knowledge is concerned nothing is concealed and nothing is exaggerated.

(Smt. Sarmila Das)	**(Dr. Samirranjan Adhikari)**
Self – Appraisal Coordinator	Teacher-in-Charge
Shimurali Sachinandan College of Education	Shimurali Sachinandan College of Education
P.O.-Shimurali, Dist. Nadia, Pin 741248	P.O.-Shimurali, Dist. Nadia, Pin 741248
Phone: (03473) 225035	Phone: (03473) 225035
(o) Mob: +91 9635508115	(o) Mob: +91 9231612366
e-mail: sarmiladas16@rediffmail.com	e-mail: samirranjanadhikari@gmail.com

Prelude

Any type of accreditation is the most important element in achieving excellence. Accreditation is the basis by which quality can be judged. Assessment is also very important and necessary tool for an educational institution to evaluate the extent to which it has achieved its objectives and to receive guideline for further strengthening of its performances.

Having been greatly inspired by the assurance of the National Assessment and Accreditation Council (NAAC) that the quality enhancement of an educational system has to come from within and no amount of external audit and assessment can help directly, Shimurali Sachinandan College of Education, Shimurali, Nadia also subscribes to this view. Everyone in our institution is quality conscious, which helps in strengthening the self-esteem. A variety of curricular and co-curricular activities and learning experiences help learners to achieve their sequential optimum progress.

Teacher education is essential for reforming and strengthening the education system of any country. A sense of intrinsic motivation has helped the members of our faculty, students, administration and the management in following the principles of vision for lifelong learning, strategies for learning skills, use of technology for easy learning, utilization of resources for maximizing facilities, enhanced organization for students support service, internal evaluation for remedial measures and improvement. All of us can realize that where we stand and what our merits and demerits are. The endeavour of our institution is a collective one.

Actually, this self-assessment exercise is solely to articulate and inculcate quality consciousness among ourselves across the institution and not at all a cosmetic show to the outside world. Really, we are here in a strong bond family and every member of this family remains with a powerful belief that quality is the only way to succeed and sustain. Under the guidance of the talented and the far-sighted leadership of our honourable Ex-Principal, Dr. Debi Prosad Nag Chowdhury and

under the encouragement of the benevolent supervision and advice of the President, Sri Tibrojyoti Das and other members of our Governing Body, this backbreaking task has come out to the sun.

Our streaming committee includes –

I. Chair Person, Teacher-in-Charge & Coordinator:

Sri Tibrajyoti Das	–	President, Governing Body
Dr. Samirranjan Adhikari)		Teacher-in-Charge
Smt. Sarmila Das		Coordinator

II. Members:

i.	Smt Trishna Goswami	–	Assistant Professor
ii.	Sri Tirtha Pratim Mal	–	Assistant Professor
iii.	Sri Sambhunath Halder		Librarian & Coordinator, IQAC
iv.	Dr. Santanu Sen	–	Part Time Teacher
v.	Dr. Sutapa Biswas	–	Part Time Teacher
vi.	Sri Prabir Kumar Chatterjee	–	Head Clerk
vii.	Sri Sunil Kumar Pramanik	–	Cashier (Honorary)
viii.	Sri Swapan Kumar Bhattacharya	–	Accountant (Honorary)

This report consists of the following contents:

Part – I: Institutional Data

Part – II: Evaluation Report

Appendices

It is enthusiastically hoped that this report would bring forth a precise and holistic description of the college and its different activities. This report is presented with a sense of fulfilment and a long cherished hope for a bright and prosperous future for this institution.

(Smt. Sarmila Das)　　　　　　　　**(Dr. Samirranjan Adhikari)**
Coordinator　　　　　　　　　　　**Teacher-in-Charge**

Acknowledgements

It is difficult to write this page because we have a great fear of omitting someone important who assisted us along the way with this self-study. We are grateful to those persons who provided different forms of inspiration along this journey – perhaps in the form of an idea shared a side comment during a chat, or in some other light bulb moments. So many people have contributed to this success and we realize that this accomplishment belongs to all of us.

We are blessed to have wonderful mentors, colleagues and friends of the neighbouring colleges who have championed us during this time of preparing ourselves to be qualified. It occurs to us often that we know ways too many NAAC accredited institutions. We convey our heartiest thanks to all of them for sharing their stories and thoughts about this process.

In particular our special gratitude goes in the memory of Late Naresh Chandra Chaki, Ex-MLA, Chakdah Assembly Constituency, West Bengal as well as Ex-President, Governing Body of this college. The never ending fountains of his inspiration and well wishes are the passage money of our voyage.

We feel a great pleasure in expressing our pronounced regards and deepest sense of gratefulness to Dr. Debi Prosad Nag Chowdhury, Ex-Principal of this college for his apt initiation, intensive encouragement, attentive guidance and auspicious supervision in every walk of this intuitive pursuit.

We are just bringing up here. The ever smiling face of Sri Tibrajyoti Das, President, Governing Body, has been leaving no stone unturned to make every

possibilities of the smooth running of the college. Every crisis turns to no crisis within a single moment with his magical touch. Other members of the Governing Body also remain in the same direction towards the development and up gradations of the college. Mainly, Prof. (Dr.) Jayanta Mete, Department of Education, University of Kalyani, University Nominee, Smt Chanchala Majumder, Assistant Teacher, Garifa Girls High School, University Nominee and Sri Haraprsad Halder, Savapati, Chakdaha Panchayet Samity, are very much interested in the augmentation of the glory of this college.

Officials of the Department of Higher Education, Government of West Bengal, and West Bengal College Service Commission have been always putting their hearty endeavour to supply fuel for both the horizontal navigation and vertical flight of this college. It is our time here to acknowledge their good contributions.

A strong and devoted Alumni Association take every responsibility to increase the splendour of this college. We are proud of these active members of our Alumni Association.

Our current students are diligent and with strong determination to achieve the destiny. They often exceed our capabilities as teachers in capacities as students.

Local people take pride in this college and use to walk shoulder with shoulder in the improvement of its functioning. We bow our head down to put deepest gratitude.

(Smt. Sarmila Das)　　　　　　　　**(Dr. Samirranjan Adhikari)**
　Coordinator　　　　　　　　　　　**Teacher-in-Charge**

Teacher Education – A Tool to Cope with

Opening

In this modern era of information technology the role of the teacher is changing very fast day to day. No amount of pre-service or in-service teacher education may be sufficient enough to enable the teachers to cope with the expectations of the modern society. Today the teachers are conceived as the agent to bring about changes, rather not as a mere transmitter of knowledge and culture.

India's commitment to the expansions of knowledge and freedom of thought among its citizens is reflected through the Constitution. The Directive Principle contained in Article 45 of our Constitution commands that "the state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Again, Article 29(1) provides that any citizen having a distinct language, script or culture will have the right to conserve it. Moreover, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as a compulsion of the State under Article 46.

In achieving these objectives, the role of the teacher must naturally be decisive. Apart from funding and building institutional structures, the diversity and complexity of India requires teachers of special vision and compassion, if the goals pronounced in the constitution, specially pertaining to the underprivileged and the minorities are to be fulfilled. In this context, teacher training and the competence of teachers are of prime magnitude.

National Policy on Education (NPE), 1986 has put special emphasis on the improvement of quality of education in our country. And again to improve the total quality of education more apt and skilful teachers are needed. Consequently, the need for quality teacher education has come to the surface. So in the NPE, 1986, improvement of the status and professional competence of teachers is envisaged as the keystone of educational reconstruction. It emphasizes that teacher education is a

continuous process and new programmes for teacher education must reflect this dictum.

To ensure greater participation in education by all section of people of the society and simultaneously also to improve the quality, decentralized management structure is being introduced in states. It gives importance to pre-service and in-service teacher education.

Now-a-days teacher education is moving away from its past behaviouristic models towards the new models, developed under the purview of constructivism. Teacher education is restructuring the work of teachers – (a) to create the mental space necessary for ongoing development; (b) to assess how current development resources are being used and design strategies for securing additional resources as needed or for reallocating them; and also (c) to develop strategies for informing and convincing the public and policymakers that development not only critical but also as much a part of teachers' work as instruction.

Thus today the teacher should – (a) employ cognitive strategies, (b) remain up-to-date, (c) have a passion for teaching, (d) work collaboratively, (e) demonstrate strong communication skills, and (f) create independent learners, so on and so forth.

The world around us is changing dramatically day by day. So education is also operating continuously on its old policy – here is the emergence of paradigm shift. The teachers and the teacher educators must have keen knowledge about this fact. And so teacher education is taking a new and challenging shape.

Need for Teacher Training

Training is necessary for increasing efficiency in a particular job. Through training skill is developed and the skill brings automation in behaviour. Teacher training is needed in order to perform the teaching job successfully and effectively. A trained person can perform effectively in a lesser time than an untrained person. Through training good deal of waste in teacher efforts can be saved. In training programme many pleasant experiences are provided to student teachers by whom he can develop favourable attitude towards himself, his job and his students. Technical knowledge and skill can be developed in the teacher through the training.

Therefore, training is necessary for all teachers.

All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft.

He has to help his students to develop certain personality traits and also to realize desirable values.

The school of today lays emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching.

Today's teacher needs a philosophy primarily concerned with human being to interact with each other. Humanistic programme for Teacher Education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization.

General Objectives of Teacher Education

Following may be the general objectives of teacher education –

(i) To understand the role of the school and the teachers in changing the society.

(ii) To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and methodology of teaching.

(iii) To undertake investigatory projects, Action research and experimental projects, both in education and specialized subject areas.

(iv) To develop skills in guiding and counselling the children in solving their personal as well as academic problems.

(v) To develop values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.

(vi)   To act as a liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

(vii)   To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.

(viii) To possess warm and positive attitude towards children and their academic, socio-emotional and personal problems, and skills guide and counsel them.

Specific Objectives of Teacher Education

The specific objectives of teacher education are –

A. Understanding Objectives

(i)   Knowledge of the structure, functions and interaction of society.

(ii)   Understanding of child development and learning process.

(iii)   Understanding of problems of growing child.

(iv)   Knowledge of school organization and administration.

(v)   Knowledge and understanding of examination and evaluation techniques.

B. Skills Objectives

(i)   Ability and skills to use various teaching methods.

(ii)   The skills for effective communication and harnessing motivation.

C. Attitudes Objectives:

(i)   Scientific and objectives attitudes towards the problems of teaching.

(ii)   Healthy and positive attitude towards teaching profession.

B.Ed. Programme

In view of the above objectives the following courses of theory and practice are taught[*].

     (i)   Theory courses carry 700 marks.

     (ii)   Practice of Teaching 700 marks.

Curriculum

In order to implement NCTE Regulations, 2014, the Higher Education Department, Government of West Bengal has constituted a Curriculum Committee to frame a uniform curriculum which will be followed in all the B.Ed, B.P.Ed, M.Ed and M.P.Ed Institutions in West Bengal.

A draft curriculum is now being placed on the website of the Higher Education Department, Government of West Bengal; but the same has not yet been finalized.

Entry qualification

As per NCTE Regulation candidates with at least fifty percent (50%) marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the B.Ed. programme. The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned Government.

Abiding by this regulation the college authority has stipulated the entry qualifications as follows.

a) Candidates should be graduate (10+2+3) in a school subject from a recognized University.

b) Candidates should have at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in school subject. 'Master's Degree' courses of two years duration will be considered for scoring.

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[*] **B.Ed. Curriculum, 2013 has been followed in 2014-15 session, and new curriculum has been framed and that is being followed from this session.**

c) For candidates with Honours (in Bachelor degree) in school subject, only the marks obtained in Honours subject will be considered. In case of Graduation (General), the total marks obtained in the course in all subjects (1st year + 2nd year + 3rd year) will be considered.

d) If the candidates having subjects either in Hons. Course or in Master's degree other than the school subjects offered in the college may apply for B.Ed. course. They must have any one of the schools subjects offered in the college in their graduation level having 300 marks and they will be treated as B.A./B.Sc.(General) category. They will not enter their Hons./Master's degree at Step 3 for Qualification Details during Online Application.

e) B.E. / B.Tech candidates may also apply, but they must have at least 55% marks with specialization in Science and Mathematics.

f) The reservation in seats and relaxation of qualifying marks in favour of the reserved categories shall be as per West Bengal Government rules.

Remarks

Teachers are literally the arbiters of a nation's destiny. Teachers' influence is everlasting. S/he shapes the destiny of future citizens. Considering above wise saying our object is to produce well trained and dedicated teachers. Our saying is not only giving teacher education to enable one to get a job but also for the all round development in the field of education.

Contents

List of Appendix

PART – I

INSTITUTIONAL DATA

A. Profile of the Institution

A. Profile of the Institution

1. Name and address of the Institution:

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION,
P.O.   : SHIMURALI
DIST.   : NADIA
PIN Code   : 741248

2. Website URL:

www.sscollegeofeducation.org

3. Address for Communication

Office:

Name	Telephone Number with STD code	Fax No	E-Mail Address
Dr. Samirranjan Adhikari Teacher-in-Charge	03473-225035	03473-225035	samirranjanadhikari@gmail.com
Smt. Sarmila Das Self-Appraisal Co-ordinator	03473-225035	03473-225035	sarmiladas16@rediffmail.com

Residence:

Name	Telephone Number with STD Code	Mobile Number
Dr. Samirranjan Adhikari Teacher-in-Charge	+91 9231612366	+91 9231612366
Smt. Sarmila Das Self-Appraisal Co-ordinator	+91 9635508115	+91 9434552238

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ☑   Tribal ☐

Any other (specify and indicate)

5. Campus area in acres: 0.87 Acres

6. Is it a recognized minority Institution?

Yes ☐   No ☑

7. Date of establishment of the Institution:

Month & Year	
MM	YYYY
09	1976

8. University to which the Institution is Affiliated:

University of Kalyani, West Bengal

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

2(f)	
Month & Year	
MM	YYYY
06	1986

12(B)	
Month & Year	
MM	YYYY
09	1987

10. Type of Institution:

a. By funding	(i)	Government	
	(ii)	**Grant-in-aid**	√
	(iii)	Constituent	
	(iv)	Self-financed	
	(v)	Any other (Specify and indicate)	
b. By Gender	(i)	Only for Men	
	(ii)	Only for Women	
	(iii)	**Co-education**	√
c. By Nature	(i)	University Department	
	(ii)	IASE	
	(iii)	Autonomous College	
	(iv)	**Affiliated College**	√
	(v)	Constituent College	
	(vi)	Department 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)	Primary/ Elementary	D.El.Ed(ODL), A Study Centre of WBPBE	10+2 (H.S.)	Diploma	2-Year	Bengali/ English
ii)	Secondary / Sr. Secondary	B.Ed. (Regular)	Graduation	Degree	2-Year*	Bengali/ English
		B.Ed.(ODL), A Study Centre of NSOU	Graduation	Degree	2-Year	Bengali/ English

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

Level	Programme	Order No. & Date	Valid up-to	Sanctioned Intake
Secondary/Sr. Secondary	B.Ed.	ERC/7-58.6.3/2005/2359 dt. 20.07.2005 & F.ERC/NCTE/APE00315/B.Ed.(Revised Order)/2015/32089 dt. 25.05.2015		100

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* **Two years B.Ed. programme has been started from this session (2015-17), but up to the previous session (2014-15) it was of one year duration.**

B. Criterion-Wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

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

Yes		No	√

If yes,

a)   How many programmes?   Not Applicable

b)   Fee charged per programme   Not Applicable

3. Are there programmes with semester system   Yes

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

Yes	√	No	

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

4

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

B.Ed.	8
Any other (specify and indicate)*	Ph.D. No. of Candidates: 8

6. Are there Programmes offered in modular form

Yes		No	√

Number	

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

Yes	√	No	

Number	1/session

8. Are there Programmes with faculty exchange/visiting faculty?

Yes	√	No	

Number	4

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?

As and when required by Academic Council, I.Q.A.C., Governing Body of the college and above all the Department of Higher Education, Govt. of West Bengal as well as the affiliating University.

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* **Dr. Samirranjan Adhikari, Assistant Professor in Psychology and Teacher-in-Charge of the college, has been acting as a supervisor of Ph.D students of the Department of Physical Education and the Department of Education, University of Kalyani.**

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

Yes	√	No	

Number	2 (in ODL)

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

Yes	√	No	

Number	3 (1 in Regular Mode & 2 in ODL Mode)

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

Yes	√	No	

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

Yes	√	No	

Criterion II: Teaching-Learning and Evaluation

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

a) Thorough and entrance test developed by the institution

b) Common entranced 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, i.e., 2014-2015):**

a)	Date of start of the academic year	01.07.2014
b)	Date of last admission	27.10.2014
c)	Date of closing of the academic year	30.06.2015
d)	Total teaching days	220
e)	Total working days	240

3. **Total number of students admitted**

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed. (ODL)	95	2	97	30	1	31	65	1	66
B.Ed	54	45	99	24	20	44	30	25	55
B.Ed (ODL)	50	46	96	-	-	-	-	-	-

4. **Are there any overseas students?**

Yes		No	√

If yes, how many? | Not Applicable |

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

    a) Unit cost excluding salary component   : Rs. 12,164.00
    b) Unit cost including salary component   : Rs. 75,389.00

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

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

Programmes	Open		Reserved	
	Highest (%)	**Lowest (%)**	**Highest (%)**	**Lighest (%)**
B.Ed.	82 (MCA)	55 (M.A.)	80 (B.Tech.)	49 (M. Sc.)

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

Yes	√	No	

8. **Does the Institution develop its academic calendar?**

Yes	√	No	

9. **Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
D.El.Ed. (ODL)	70 (PCP)	In-service school	30 (workshop etc.)
B.Ed.	46.5	10	43.5
B.Ed. (ODL)	75 (PCP)	In-service school	25 (workshop etc.)

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* **Only the data for the regular mode are available in this college and as the collage acted as a study centre for other programmes no data for those courses are available.**

10. **Pre-practice (mini) teaching at the Institution**
   a) Number of Pre-Practice (mini) teaching days   : 45 days
   b) Minimum number of pre-practice (mini) teaching
       Lessons given by each student   : 10
       lessons/student

11. **Practice Teaching at School**
   a) Number of schools identified for practice teaching   : 10
   b) Total number of practice teaching days   : 40
   c) Minimum number of practice teaching
       Lessons given by each student   : 40
       lessons/student

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

No. of Lessons in Simulation	10
No. of Lessons in Pre-practice Teaching	10

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

Yes	√	No	

14. **Does the Institution provide for continuous evaluation?**

Yes	√	No	

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

Programme	Internal	External
D.El.Ed. (ODL)	25% (practical both internal & external examiners)	75% (theoretical)
B.Ed.	50% (practical both internal & external examiners)	50% (theoretical)
B.Ed. (ODL)	30% (practical both internal & external examiners)	70% (theoretical)

16. **Examinations**
   a) Number of sessional tests held for each paper   : 2

   b) Number of assignments of each paper   : 2/theory paper

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

Sl. No.	Item	Yes	No
a)	Computers	√	
b)	Intranet	√	
c)	Internet	√	
d)	Software / courseware (CDs)	√	
e)	Audio resources	√	
f)	Video resources	√	
g)	Teaching Aids and other related materials	√	
h)	Any other (specify and indicate)		

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

Yes	√	No	

Number	3 (1 Regular & 2 ODL)

19. Does the Institution offer Computer Science as a subject[*]?

Yes	√	No	

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

Compulsory	√	Optional	

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[*] **ICT Skill development as practicum in B.Ed. curriculum, 2013.**

Criterion III: Research, Consultancy and Extension

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

Number of Teacher	Total	Ph.D. Holder	Percentage of Ph.D. Holder
	12+1 (Librarian)	3+2 (submitted)+2 (continuing)	25%

2. **Does the Institution have ongoing research projects?**

    Yes √   No

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC – MRP	3,00,000.00	2	

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

    01

4. **How does the Institution motivate its teachers to take up research in education? (Mark √ for positive response and for negative response)**

Teachers are given study leave	√
Teachers are provided with seed money	√
Adjustment in teaching schedule	√
Providing secretarial support and other facilities	√
ICT and Physical Support	√
Enhanced Library Access	√

5. **Does the Institution provide financial support to research scholars?**

    Yes   No √

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* Dr. Samirranjan Adhikari, Assistant Professor in Psychology, submitted the reports of two MRP in 2007; and Smt. Trishna Goswami (Kundu), Assistant Professor in Education, submitted the report in 2014.

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

Ph.D.** 04

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

Yes √ No

Subject*	Number of B. Ed. Student
Bengali	10
English	12
Education	10
Mathematics	10
History	10

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

Publication	Yes	No	Number
International journals	√		20
National journals – Referred papers Non referred papers	√		50
Academic articles in reputed magazines/news papers	√		10
Books	√		07
Any other (specify and indicate) College Magazine	√		15

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

Yes		No	√
Number	Not Applicable		

** **Dr. Samirranjan Adhikari, Assistant Professor in Psychology and Teacher-in-Charge, guided as joint supervisor to four (04) research scholars of the Department of Physical Education, University of Kalyani and the scholars are awarded Ph.D. degree. Now four (04) Scholars of the Department of Education, University of Kalyani are doing their Ph.D. work under the sole supervision of Dr. Adhikari.**

* **Physical Science, Life Science and Geography students have to undergo Laboratory practical and other subjects' students have to do project work.**

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

Level	Faculty	Students
National seminars	20	10
International seminars	3	-
Any other academic forum	4	

11. **What types of instructional materials have been developed by the institution?**
   (Mark √ for yes and 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) PPT	√

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**

05

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* **Dr. Samirranjan Adhikari, Assistant Professor in Psychology, has been acting as Teacher-in-Charge additionally since 1st July, 2015.**

16. **Does the Institution provide consultancy services**?**

Yes	√	No	

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

00

17. **Does the Institution have networking/linkage with other Institutions/organizations?**

Local	Yes
State level	Yes
National level	Yes
International level	Yes

** **Psychological as well as Educational counselling are done at free of cost.**

Criterion IV: Infrastructure and Learning Resources

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

   Main Building 1000×3 = 3000
   Hostel & Canteen = 500
   3500

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

a)	Methods labs	Yes	√	No
b)	Psychology lab	Yes	√	No
c)	Science Lab(s)	Yes	√	No
d)	Education Technology lab	Yes	√	No
e)	Computer lab	Yes	√	No
f)	Workshop for preparing Teaching aids	Yes	√	No

3. **How many Computer terminals are available with the Institution** 30

4. **What is the Budget allotted for computers (purchase and maintenance) during the previous academic year (2014-15)?**

   Rs. 1,00,000/-

5. **What is the Amount spent on maintenance of computer facilities during the previous academic year (2014-15)?**

   Rs. 25,571/-

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

   Rs. 8,97,034/-

7. **What is the Budget allocated for campus expansion (building) and upkeep or the current academic session/financial year (2014-15)? College Fund & UGC Grants**

   Rs. 19,50,000/-

8. **Has the Institution developed computer-aided learning packages?**

Yes	√	No	

9. **Total number of posts sanctioned**[*]

Category	Open	Reserved	Total
Teaching	05+01(Librarian)[**]	03	09
Non-teaching	11	00	11

10. **Total number of posts vacant**

Category	Open	Reserved	Total
Teaching	01+01(Principal)	02	04
Non-teaching	03	00	03

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

Category	Open		Reserved	
	Male	Female	Male	Female
Assistant Professor	1	2	1	-
Librarian (Assistant Prof. Scale)	1	-	-	-
Part Time Teacher (Permanent)	2	2	-	-
Associate Professor	-	-	-	-
Professors	-	-	-	-

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

Guest Faculty (Temporary)	3	1	-	-

c. Number of teachers from

Same state (West Bengal)	7	5	1	-
Other states	-	-	-	-

12. **Teachers Students ratio (programme-wise)**

Programme	Teacher student Ratio
B.Ed.	13:100

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[*] **Application has been placed to D.P.I., Govt. of West Bengal, for sanctioning additional posts to comply with the criteria as stipulated in NCTE Regulation, 2014.**
[**] **Total five Teaching Posts & one Librarian, as per UGC norms, Librarian gets the same scale of Assistant Professor.**

13. Non-teaching staff (Gender-wise)

Category	Open		Reserved	
	Male	**Female**	**Male**	**Female**
Permanent	5	2	1	-
Temporary	3	3		

14. Ratio of Teaching – non-teaching staff   13:14

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

Rs. 25,93,251/-

16. Is there an advisory committee for the library?

Yes	√	No	

17. Working hours   of the Library

On working days	11:00 am – 5:00 pm
On holidays	Closed
During examinations	11:00 am – 5:00 pm

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library

Item		Number
a. Books	Total	8517
	Test books	5072
	Reference books	3445
b. Magazines & Newspapers	Total	5
c. Journals subscribed (Printed)	Total	7
	Indian journals	7
	Foreign journals	0
d. Peer reviewed journals		7
e. Back volumes of journals		272
f. E-information resources*	Online journals/e-journals	6,000
	CDs/DVDs	50
	databases	0
	Video Cassettes	10
	Audio Cassettes	15
g. Maps		35

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* **Since the college is registered with INFLIBNET N-LIST Programme, it has access to many more e-journals and e-books.**

20. Mention the

Total carpet area of the Library (in sq. mts.)   180 m^2

Seating capacity of the Reading room   50

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?

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

23. Are students allowed to retain books for examinations?

Yes	√	No	

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* **Xerox machine is in the college office but the users of the library, both the students and teachers, can avail themselves of the photocopying facility.**

24. Furnish information on the following:

Average number of books issued/returned per day		30
Maximum number of days books are permitted to be retained		
	By students	15 days
	By faculty	30 days
Maximum number of books permitted for issue		
	For students	2
	For faculty	10
Average number of users who visited/consulted per month		600
Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled		85:1

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

5% (approx)

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

Item	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total cost (in Rs.)
Text books	450	70,256/-	160	22,767/-	300	52,021/-
Other books	150		40		75	
Journals/ Periodicals	5	4,500/-	6	4,146/-	7	8,631/-
Any others Specify and Indicate						

Criterion V: Student Support and Progression

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

Programme	2012-13	2013-14	2014-15
B.Ed.	3%	1%	5%

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

Yes		No	√*

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

Not applicable

3.   **Does the Institution offer Remedial Instruction?**

Yes	√	No	

4.   **Does the Institution offer Bridge courses?**

Yes		No	√

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

Course	B. Ed.		
Academic Years	2011-12	2012-13	2013-14
Pass percentage	100%	100%	97.89%
Number of first classes	95	94	93
Number of distinctions	-	-	-
Exemplary performances (Gold Medal and University Rank)	5	2	6

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* **But, Remedial Coaching system is prevailing.**

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

Year	NET/SET	GATE	Ph.D.	Publications	Passed Competitive Examination
2012-13	5		1	5	40
2013-14	3		2	7	11
2014-15	4		1	6	13

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

Financial Aid	2012-13	2013-14	2014-15
Fees concession	4	5	4
ST/SC scholarship	20	11	11
OBC	4	2	0
Minority	4	8	2
PH	0	1	1
Merit cum means	2	3	0

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

Yes		No	√

But, doctors from local health centre and local practitioners are usually called in emergency condition.

9. **Does the Institution provide Residential Accommodation for:**

Category	Yes	No
Faculty		√
Non-teaching Staff*	√	

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* **Accommodation is available for the Security guards and stewards of the Ladies Hostel.**

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

Yes	√	No	

If Yes, No. of students residing in the hostel

Category	Number
Male	0
Female	12

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

Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available?

Yes		No	√

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

Yes	√	No	

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

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		2			
Inter-university		√	-			
National		√	-			
Any other (specify and indicate)	√		12			

(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.**

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

18. **Does the Institution have an active Alumni Association?**

Yes	√	No	

   If yes, give the year of establishment

Established in 2008 and registered in 2014

19. **Does the Institution have a Student Association/Council?**

Yes	√	No	

20. **Does the Institution regularly publish a college magazine?**

Yes	√	No	

21. **Does the Institution publish its updated prospectus annually?**

Yes	√	No	

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

Category	2012-13	2013-14	2014-15
Higher studies	5	4	Final examination is going on
Employment (Total)	35	38	
Teaching	30	34	
Non-teaching	5	4	

23.Is there a placement cell in the institution*?

Yes		No	√

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

24.Does the Institution provide the following guidance and counselling services to students?

Category	Yes	No
Academic guidance and Counselling	√	
Personal Counselling	√	
Career Counselling	√	

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* **Formally no such placement cell, but frequently some employers seek students from the faculties and subsequently they try to place the students in the vacancies.**

Criterion VI: Governance and Leadership

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

Yes	√	No	

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

Governing Body/management	10
Finance Sub-Committee	4
IQAC	3
Staff/Teachers' Council	2
Library Committee	1
Admission Committee	4
Building Committee	4
Students' Council	5
NAAC Streaming Committee	3
Hostel Committee	3

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

Scheme	Yes		No	
Loan facility	√			
Medical assistance	√			
Insurance (GSLI)	√			
Other (specify and indicate)				

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

2011-12	2012-13	2013-14	2014-15
1	2	1	1

5. Furnish the following details for the past three years

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

UGC/NCTE or any other recognized organisation*

4

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

Level	2011-12	2012-13	2013-14	2014-15
National	1	0	0	0
International	0	0	0	0

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

2011-12	2012-13	2013-14	2014-15
2	3	4	2

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

2011-12	2012-13	2013-14	2014-15
3	2	1	2

e. Research development programmes attended by the faculty

2011-12	2012-13	2013-14	2014-15
2	3	1	0

f. Invited/endowment lectures at the institution

2011-12	2012-13	2013-14	2014-15
5	4	6	4

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* **UGC sponsored Refresher Courses and Orientation Programmes.**

g. Any other area (specify the programme and indicate)
(i) Remedial Coaching, (ii) Entry in Service, (iii) Career and Counselling Cell, (iv) Equal Opportunity Centre, etc. [*]

2011-12	2012-13	2013-14	2014-15
2	3	1	3

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes	√	No	
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes	√	No	

7. **Are the faculty assigned additional administrative work?**

Yes	√	No	

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

Teacher-in-Charge

8. **Provide the income received under various heads of the account by the Institution for previous academic session (2013-14)**

Head	Amount (Rs.)
Grant-in-aid	Rs. 50,68,729/-
Fees	Rs. 12,32,600/-
Donation	Nil
Self-funded courses	Nil
Any other (specify and indicate)	Nil

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[*] **Thalassemia Awareness Programme; Special Awareness in Using Domestic LPG; General Health Awareness Programme, etc.**

9. **Expenditure statement (for last two years)**

Head	2012-13	2013-14
Total sanctioned Budget	Rs. 20,03,33,659/-	Rs. 2,46,53,330/-
% spent on the salary of faculty	16.48%	16.6%
% spent on the salary of non-teaching employees	9.69%	5.85%
% spent on books and journals	0.18%	0.12%
% spent on developmental activities (expansion of building)	8.48%	30.44%
% spent on telephone, electricity and water	3.86%	0.69%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.74%	2.34%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.36%	3.43%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.41%	0.14%
% spent on travel	0.07%	0.58%
Any other (specify and indicate)	6.78%	6.69%
Total expenditure incurred	1,01,75,536.00	1,63,76,868.00

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

Year	Surplus in Rs.	Deficit in Rs.
2012-13	-	Rs. 486740/-
2013-14	-	Rs. 1122939.59/-
2014-15	-	Rs. 621751/-

11. **Is there an internal financial audit mechanism?**

Yes	√	No	

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

Yes	√	No	

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

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

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	

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* **IQAC, Equal Opportunity Centre, etc.**

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

Yes	√	No	

Criterion VII: Innovative Practices

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

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 (2014-15)?**

	Category	Men	%	Women	%
a	SC	16	29.09	15	34.09
b	ST	3	8.57	3	6.82
c	OBC (A&B)	6	30.00	2	4.55
d	Physically challenged	4	7.27	-	-
e	General Category	26	47.27	24	54.55
f	Rural	35	63.64	26	59.09
g	Urban	20	36.36	18	40.91
h	Any other (specify)				

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

Sl. No.	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	8.33	4	28.57
B	ST	0	0.00	0	0.00
C	OBC	0	0.00	1	7.14
D	Women	5	41.67	2	14.29
E	Physically challenged	0	0.00	0	0.00
F	General Category	11	91.67	10	71.43
G	Any other (specify)				

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

Category	At Admission		On completion of the course	
	2012-13	**2013-14**	**2012-13**	**2013-14**
SC	27	26	27	26
ST	5	6	5	5
OBC	7	21	7	21
Physically Challenged	3	5	3	5
General Category	58	41	58	41
Rural	86	89	86	88
Urban	14	10	14	10
Any other (specify)				

PART – II

EVALUATIVE REPORT

A. Executive Summary

Executive Summary

1. Introduction

Shimurali Sachinandan College of Education is located in a rural area of District, Nadia of West Bengal. The campus area of the college is of 0.87 acres. This college is established in September, 1976. This is affiliated to the University of Kalyani (vide order *RPS/Aff.Coll./71/126/15/S-48 dated 12/02/2015*) and recognised by the NCTE. The dates of UGC recognition under sections 2(f) and 12(B) of the UGC Act are June, 1986 and September, 1987 respectively. By funding the college is of "Grant-in-Aid" type of institution, by gender it is of "Co-Educational" type of institution, and by nature it is an "Affiliated College". The University / State Education Act have provision for autonomy, but the college has not yet applied for autonomy. The college is imparting two types of Teacher Education Programmes – one, in regular mode and the other, in distance mode. In regular mode there is one course for secondary teachers (i.e., B.Ed. of two years duration), and in distance mode there are two courses one, for primary teachers, i.e., D.El.Ed(ODL) and the other, for secondary teachers, i.e., B.Ed.(ODL).

The regular course is recognised by the NCTE vide the recognition number ERC/7-58.6.3/2005/2359 dt. 20.07.2005 and F.ERC/NCTE/APE00315/B.Ed. (Revised Order)/2015/32089 dt. 25.05.2015. But for the other courses of distance mode the college acts as a study centre.

It tries to achieve the excellence through the hard work and discipline and to prepare the present as well as prospective teachers of secondary and higher secondary schools of our country to face the contemporary challenges.

2. Criterion

Summary of the criterion wise inputs is presented herewith.

2.1. Curricular Aspects

The college has a clearly stated vision, mission, values and objectives. As the college is provided with most of the financial grants by the Government of West Bengal and UGC it does not offer any self-financed programme. The academic programme of B.Ed. course is undergoing with semester system here. The faculties of college are actively participating in the curriculum development and revision processes of the regulatory bodies as and when required. Four faculty members of this college are involved in representation and participation in the curriculum development and revision processes, as well as different academic bodies (such as Board of Studies, Academic Councils, etc.) of the affiliating university. There are eight (08) school subjects, offered in B.Ed. courses here. Beyond this, eight Ph.D. students of Department of Physical Education and Department of Education, University of Kalyani are registered under the supervision and guidance of Dr. Samirranjan Adhikari, one of our faculty members.

Again there are more than four programmes (such as remedial coaching, career and counselling programme, programme for positive discrimination, programme of preparing students for entry in their services, etc.) with faculty exchange and visiting faculties.

Feedback on the curricular aspects from the heads of the practice teaching schools, academic peers, alumni, current students and employers are obtained on regular basis.

As and when required by the Academic Council, I.Q.A.C., Governing Body of the college and above all the Department of Higher Education, Government of West Bengal as well as the affiliating University the college introduces new programmes within the existing system. In this way the college has introduced two programmes in Open and Distance Learning (ODL) mode.

The syllabus revision has been done recently in three courses, one in regular mode and two in ODL mode. Action plans for effective implementation of the curriculum is developed regularly. The faculties are highly encouraged to prepare course outlines and study materials.

2.2. Teaching, Learning and Evaluation

The students are selected for admission into the B.Ed. course solely on the basis of merit at the qualifying examination and fulfilling the criteria as stipulated by the NCTE in its Regulations. The highest and lowest percentages of marks at the qualifying examination considered for admission during the previous academic session (2014 – 15) were 82% (MCA) and 49% (M. Sc.). This reveals that the student quality of this college is satisfactorily high. In the previous session (2014 – 15) the academic year was started on 1st July, 2014, the last date of admission was on 27th October, 2014 and the academic year was closed on 30th June, 2015. Total working days were 240, whereas total teaching days were 220. In B.Ed. (regular mode) total 99 students, in D.El.Ed (ODL) total 97 in service primary level teachers and in B.Ed. (ODL) total 96 in service secondary level teachers were admitted. For regular mode students, the unit cost excluding salary component was Rs. 12,164.00 and the unit cost including salary component was 75,389.00. The entire amount was received as

Grant-in-Aid from the Government of West Bengal.

Just after admission, there are various provisions for assessing students' knowledge and skills for the programme. The college arranges talent hunt programme to assess the creativity and skills of the students, besides this several programmes such as seminar lectures, workshops etc are also arranged.

The college develops the academic calendar and it is distributed to the students at the beginning of the session.

The Teaching Learning process is strengthened through lectures, seminars, paper presentations, demonstrations, micro level teaching, macro teaching, field trips and camp activities.

The latest ICT equipment substantially contributes to the teaching-learning process. Our students are involved in a variety of school based activities. The internship teaching practice is conducted for 40 days in the nearby schools.

The classes are handled by qualified full time faculty members. The Teacher Educators are encouraged to keep abreast of latest developments in their respective subjects through well-equipped library, seminar participation, writing articles in leading research journals. Well-equipped computer laboratory and internet facilities are extended to all teachers and students. Our library has a very good collection of books, periodicals, journals and back volumes.

2.3. Research Consultancy and Extension

The faculty as well as the students are encouraged to do research work. Teachers conduct Minor Research Projects regularly. Dr. Samirranjan Adhikari, Assistant Professor in Psychology, submitted the reports of two MRP in 2007; and

Smt. Trishna Goswami (Kundu), Assistant Professor in Education, submitted the report in 2014, and Smt Sarmila Das has been conducting the MRP. Dr. Samirranjan Adhikari guided four (04) research scholars of the Department of Physical Education, University of Kalyani and the scholars are awarded with the Ph.D degrees. Now four (04) Scholars of the Department of Education, University of Kalyani are doing their Ph.D. work under the supervision and guidance of Dr. Adhikari. Smt. Trishna Goswami (Kundu) and Smt Sarmila Das have submitted their Ph.D. dissertations to be evaluated.

A good number of papers have been presented by the faculty and students (during last five years) in national and international seminars.

2.4. Infrastructure and Learning Resources

The campus has 0.87 acres which has a vast scope for expansion of academic activities. The total built up area of the three buildings is about 3500 sq.m. Well furnished classrooms, sophisticated laboratories multipurpose hall, ICT facilities, computer centre, spacious administrative building, library and other allied infrastructure of the college are well maintained and utilized by staff and students on a regular basis.

The college library has a very good collection of over 8500 books and many magazines, periodicals, journals. The library is kept open on all days from 11.00 a.m. to 05.00 p.m. except holidays. There is a library advisory committee.

The computer laboratory contains more than 20 systems with internet facility. The faculty members extensively employ technology in developing instructional material. T

he sports facilities include courts, field tracks and necessary sports wears which are regularly used by our students.

2.5. Student Support and Progression

The main attraction of the college is the excellent infrastructure and an ideal environment to pursue studies. The college enables the students to avail as many scholarships, sponsored by the Government and the other agencies as possible. Remedial coaching is given to weaker students. Counselling and guidance is imparted by the faculties in charge of career and counselling cell. Registered alumni association have been established. Feedbacks are collected from current students and alumni.

2.6. Governance and Leadership

Governing Body is framed in accordance with the provisions of the status of the University of Kalyani. This body occupies the highest position in the management of the college. Besides this the college has a number of committees and subcommittees. These committees and subcommittees discuss various issues and complex matters in depth and recommend the decisions to the Governing Body through the Principal. This enables wider participation of the faculty and others in decision making process.

2.7. Innovative Practices

The college has initiated many innovative practices. The IQAC was constituted in the year 2013 – 2014 as per the norms and guidelines of UGC and NAAC. Every academic plan is discussed in the IQAC meeting. The college identifies the good practices through self-appraisal of staff members, feedback from students

and alumni. Differently abled students are given special care. Good learning environment is created for the students by providing field trips, festival celebrations, seminars, teaching practices.

B. Criterion-Wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Shimurali Sachinandan College of Education has set out for its journey in 1976. The college is one of the leading colleges of teacher education in West Bengal. The college has its clear, distinct and community oriented following objectives:

(i)   To organize teachers training programme under the guidelines of NCTE;.

(ii)   To develop quest for knowledge and provide academic environment to both teacher educators (our faculty members) and student-teachers (deputed teachers and fresher prospective teachers);

(iii)   To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation;

(iv)   To provide the faculty members and the students with the opportunities to undertake action research projects contributing to new insights into the teaching-learning process;

(v)   To enhance and sustain the quality of the teachers training programme;

(vi)   To inculcate the spirit among students;

(vii)   To prepare the student-teacher to be the Global Citizen through the training of co-operation and peaceful co-living;

(viii)   To inspire students for lifelong learning;

(ix)   To enable the students to live in harmony with oneself and with others in the profession, community and society at large;

(x)   To include innovative practices and technology to keep our programme in pace with modern era of information technology;

(xi)   To establish ourselves as a role model in teacher training;

(xii)   To include the excluded and disadvantaged groups;

(xiii)   To make the college environment ecologically congenial.

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

The curriculum is designed and offered by the affiliating University i.e., the University of Kalyani. The same has been analyzed by the active participation of our faculty members. Programmes are integrated in the teaching-learning process based on the feedback from teacher educators, experts, students and alumni etc.

The curriculum is also frequently updated by the University of Kalyani taking into account the needs of the society as advised by the experts from colleges and academia.

Shimurali Sachinandan College of Education has been actively participating in

this exercise by offering suggestions for updating the curriculum and syllabus from time to time. The college arranged an UGC sponsored State Level Workshop on the topic "Review of B.Ed. Curriculum of Different Universities of West Bengal with respect to Guidelines of NCTE" during February 3-4, 2012. The proceeding has been published with the ISBN 978-81-922902-1-8.

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

The relevant Board of Studies under the University of Kalyani incorporate the modern trends in teacher education in the curriculum and change it wherever and whenever necessary. The curriculum include the aspects relating to environmental education, moral and ethical values, basic pedagogy, creative records, educational technology records, computer education and text book analysis etc.

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

The curriculum is framed by the affiliating university. Sufficient thrust is placed on National issues like environmental education, value education, and information and communication technology. Value education is promoted by providing courses on yoga, meditation, lectures on ethics and self – development programmes. Environmental Education and Human Rights Education are taught in different subjects in the college. Apart from this, the college celebrates various important national days like Independence Day, Republic Day and Human Rights Day, World Environment Day, World Mother Language Day, National Unity Day, etc. Educational Technology and internet facilities are provided to B.Ed., students. LCD

presentation helps the students to conduct seminars. Training to students in contemporary social responsibilities and values and community services are given through extension activities.

The college has over the years established a rich tradition of –

(i) Inculcation of ethical values in faculty and students by arranging invited lectures on ethics and Indian tradition and culture.

(ii) Offering the different elective subjects like – Environmental Education, Human Rights Education, and Computer Education with thrust on national issues like environment, value education and ICT are taught in our college.

(iii) Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management.

(iv) Allotting one period for co-curricular activities, computer laboratory, ET laboratory, Language laboratory practices for students.

(v) Celebration of national festivals to foster social, cultural, religious and regional integration.

(vi) Training the students in contemporary social responsibilities and values and community services through extension activities.

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

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the

class room. Power point presentations are used in classroom teaching. Students are encouraged to conduct the classes by using power point presentation during teaching practice in schools.

1.2 Academic Flexibility

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

The teaching becomes a reflective practice in the following ways:

The student teachers are given –

    (i)   pre-practice teaching;

    (ii)   microteaching;

    (iii)   block teaching;

    (iv)   demonstration classes;

    (v)   model teaching classes;

    (vi)   invited lectures;

    (vii)   workshops;

    (viii) classroom seminars; and

    (ix)   team teaching.

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?

The institution provides various experiences for the students as per University of Kalyani curriculum like Microteaching, teaching practice, internal assessment, field trip, camp activities, art and work experience, educational technology, action research and case study, assignments, self learning, group learning and teaching theory subjects.

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

The college has introduced the following value added courses:

(i)   Communicative English development programmes

(ii)   Computer Applications

(iii)   Yoga & Health Education

(iv)   Personality Development Trainings

(v)   First Aid Training Programmes

(vi)   Health and AIDS Awareness Programmes

(vii)   Information and Communication Technology - utilization programmes

(viii) Extension activities

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

i) Interdisciplinary /Multidisciplinary

(i)   Students have to undergo two curricular subjects – viz. Language Across the Curriculum (LAC) and Understanding Discipline and Subjects.

(ii)   Apart from this, students have an option to choose one subject from Environmental and Population Education, Peace Education, Health and Physical Education, Guidance and Counselling and Vocational/Work Education.

(iii)   All the general papers (Core Papers) and Elective papers make our curriculum interdisciplinary / Multidisciplinary

ii) Multi-skill development

(i)   Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

(ii)   Communication skills

(iii)   ICT skills

(iv)   Leadership Skills

(v)   Skill of Keen Observation

(vi)   Sensing the problem

iii) Inclusive Education

The college admits differently-abled and visually challenged students to B.Ed., programme. They are provided with alternative arrangements such as computer, speakers, head phones, tape recorders and DVD. Audio visual aids are used so effectively that even slow learner can learn to proper speed.

iv) Practice teaching

(i)   Students are sent for teaching practice for a period of 40 days[*] to various approved schools in and around Shimurali, Chakdaha and Kalyani under efficient supervision and guidance by our faculties.

(ii)   Practice teaching comprises of observation and teaching. The students have to undergo simulation and pre-practice sessions in the college.

(iii)   During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools' Head Masters and Supervisor Teacher Educator are collected.

v) School experience / internship

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are –

(i)   Conducting morning assembly

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[*] **According to curriculum 2013, but in new curriculum it would be changed.**

(ii)   Conducting classes

(iii)   Conducting tests

(iv)   Organizing science exhibitions

(v)   Organizing cultural programmes

(vi)   Organizing games and sports activities

(vii)   Conducting competitions like quiz, debate, essay writing, etc..

(viii)   Carrying out case studies

During the teaching practice good learning experience is witnessed and inter-personal relationship between the student teacher and the institution is enhanced.

vi) Work experience /Socially Useful Productive Work (SUPW)

Programmes are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying expensive and sophisticated equipment. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

(i)   Painting

(ii)   Hand work

(iii)   Handicrafts

(iv)   Wealth from waste

(v)   Preparation of ink, liquid blue, cleaning powder, phenyl

(vi)   Book Binding

(vii)   Office Cover & file making

(viii)   Clay modelling

Each student submits a minimum of 10 SUPW articles in accordance with the requirements.

vii) Any other (specify and give details)

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Progress and circulars are sent through e-mails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programmes and providing hints for competitive examinations help the students for getting a job. Cultural programmes are conducted periodically.

1.3 Feedback on Curriculum

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

Feedback is collected from every student of the college at the end of the course regarding campus experience. There is an Alumni Association functioning in the college since 2008. Former students are enrolled as members in the association. The feedback collected from them at the annual meets is considered while taking academic decisions. There is a provision for students to express their suggestions in **'Suggestions Box'** kept in the college. A **Visitors' Book** is kept in the office to obtain feedback from the visitors. The college also takes suggestions from the heads and guide teachers of teaching practice schools. Feedback is also collected from employers and academic peers working in nearby colleges.

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.

Yes, the feedback collected are analyzed and discussed in the Staff/Teacher Council to decide the areas of improvement and to send the suggestions to the university consideration for inclusion of changes.

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

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for improvement and sends to the suggestions the university authority for appropriate action.

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).

Our college is affiliated to the University of Kalyani. The University has changed the structure and pattern of all papers in 2013 – 2014. The faculties of our college took the active part and put much contribution to the revision of syllabus. State wise same syllabus and central valuation system in modular form is being followed. Generally this institution has no official power to revise or update curriculum by itself. But it could send suggestions to the university as and when it requires.

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

Since the college is an affiliated one, the curriculum for the various programmes run by the college is prepared by the affiliating University. The suggestions given to University on the basis of a feedback from stakeholders are considered when the University designs the syllabi and the curriculum.

1.5 Best Practices in curricular Aspects

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

The faculty members are sent to various orientation programmes, refresher courses, national and international seminars and workshops to sustain the quality enhancement.

Seminars are conducted periodically. Both the faculty and the student-teachers develop communicative skills through seminars and debates. The faculty members are allowed to participate in national and international seminars. Expert lectures are arranged for core papers.

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

(i) The faculty members are encouraged to conduct Minor Research Projects (MRP) on current issues in education. Following table depicts the picture of MRP conducted by the faculty members:

Name of the Faculty	Title of the Project	Funding Agency	Duration	Amount Sanctioned
Dr. Samirranjan Adhikari	To Explore the Impact of Perceived Parenting and Socio-Economic Status on Sense of Deprivation of the School-Going Adolescents	UGC	2yrs in 2005 – 2007	Rs. 80,000.00
Dr. Samirranjan Adhikari	To Explore the Impact of Modernization, Globalization and Revolution in Information Technology on our Cultural and Traditional Heritage: A Study on Generation Gap (A Pilot Study on Tribal Culture)	The Ministry of Culture Government of India	2yrs in 2005 – 2007	Rs. 85,000.00
Smt. Trishna Goswami (Kundu)	Empowerment of Women Through Education and Their participation in Social and Environmental Management in the District of Nadia in West Bengal	UGC	1 Year 6 months (Nov. 11 – May 13)	Rs. 87,000.00
Smt. Sarmila Das	Education and Empowerment of Muslim Women in Nadia District, West Bengal	UGC	2 Years (on going)	Rs. 3,00,000.00

(ii) Students are also engaged to do research project as their curricular activities.

(iii) Add on courses are conducted to strengthen the teaching skills using power point presentations.

(iv) National/State level seminars are organized to bring out recent trends in teacher education.

Name of the Convener	Title of the Seminar	Funding Agency	Duration	Amount Sanctioned
Dr. Samirranjan Adhikari	Life Satisfaction vis-à-vis Mental Stress: A Challenge in Education to Increase Quality of Living	UGC	18-19, April 2008	Rs. 37,000.00
Smt. Sarmila Das & Smt. Trishna Goswami (Kundu)	Rabindranath Tagore: Nationalism and Internationalism	UGC	19-20 August, 2011	Rs. 1,50,000.00
Dr. Debi Prosad Nag Chowdhury	Review of B.Ed. Curriculum of Different Universities of West Bengal with Respect to Guidelines of NCTE	UGC	3-4 February, 2012	Rs. 1,00,000.00
Dr. Santanu Sen	Education in the 21st Centurey	UGC	13-14 March, 2012	Rs. 1,50,000.00
Smt. Tanima Roy	Uses of Technology in Mathematics Education	UGC	11-12 September, 2012	Rs. 1,50,000.00
Smt. Trishna Goswami (Kundu)	Women Empowerment and Environmental Sustainability	UGC	21-22 March, 2013	Rs. 1,40,000.00
Smt. Indrani Bhattacharjee	Impact of Environmental Education on Daily Life	UGC	16 July, 2013	Ra. 1,50,000.00
Dr. Santanu Sen	Art, culture & Ethics in the Perspective of Indian Education	UGC	11-12 April, 2015	Rs. 1,50,000.00
Smt. Sarmila Das	Educational thoughts of Swami Vivekananda: Indian & Global Perspective	UGC	10-11May, 2015	Rs. 1,50,000.00

(v) Teacher Educators participated and presented their research papers in National and International seminars.

(vi) Feedbacks are collected, analyzed and discussed in the staff council and

the suggestions are sent to the authorities of the affiliating university for their kind

perusal and consideration.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission of students is based on their merit at the qualifying examination and the norms framed by the NCTE, Government of West Bengal and the University of Kalyani. For B.Ed. programme, UG and or P.G. degree qualification is considered for admission. Students are selected through a systematic procedure based on community and on merit. For reserved categories, there is a relaxation in the qualifying marks.

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?

Applications are invited for the programmes offered by the college through advertisements in leading newspapers and displayed in college notice board. The prospectus and college website focus the facilities available in the college like laboratory facilities, library, hostel, transportation, infrastructure and faculty.

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

The received applications are well scrutinized and a list of eligible candidates

is tabulated and the rank list of the candidate is prepared based on the marks obtained in the qualifying examination. The guidelines of West Bengal State Government and the affiliating university are followed for admission. The rank list is displayed in the notice board and the communication about selection is sent to the students by post.

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)

Our college admits 100 students belonging to various communities as per the norms of the West Bengal State Government and the University of Kalyani. Discrimination in terms of caste, creed, Colour, Language, Gender or Religion is strictly not allowed in the campus. Our college believes in secularism and celebrates all festivals like Pooja, Christmas, Ramzan, and cultural programmes are arranged. A favourable climate is maintained in the campus.

The College forwards the applications from SC and ST students to apply for scholarships from West Bengal State Government. The management grants fee concession to deserving candidates who are economically weak. Special steps are being taken to cater to the needs of the differently abled students.

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.

(i)   Orientation programmes are conducted through which the students are appraised about the programme and initiated towards the teaching profession.

(ii)   A Talent Hunt Programme is organised to assess the basic knowledge in different co-curricular activities of the students.

2.2 Catering to Diverse Needs

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

(i)   The college has developed excellent physical and academic infrastructure and there by ensuring good learning experience and environment.

(ii)   The Institution has well equipped with well maintained laboratories and library, computer centre, rest rooms, toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids.

(iii)   By providing a calm atmosphere inside the college premises, the well monitored students' activities are provided a very conducive environment for learning.

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

(i)   The learners are encouraged and facilitated to enlarge learning

beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.

(ii)   Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.

(iii)   ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

(iv)   Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

The curriculum provides ample scope for the Theory, Practice Teaching, Field Trips, Art and Work Experience, use of Information and Communication Technology in Education, Action Research and Case study in the B.Ed., programme.

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

The criteria of ensuring the knowledge and the subject competency of the

teacher educator begin with the selection procedure itself. The West Bengal College Service Commission selects well qualified staffs that have an ardent aptitude for teaching. The college conducts curricular and co curricular activities for the development of the knowledge of staffs.

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

The teaching-learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro-teaching classes, macro-teaching classes, field trips, intensive lab work and project works. The use of audio – visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the optimal use of library. The students are instructed to use the internet facility available in the college for their teaching – learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, PPT slides, static models and dynamic models.

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.)

> (i) Students are engaged in active learning by the several ways. Active learning is emphasized and adopted in each and every walk of learning.

(ii)   The library is well equipped with the text books, reference books, magazines, e-information resources – CDs, DVDs, periodicals, journals and back volumes.

(iii)   Self-learning activities, creative and innovative methods are preferred to review books, to make lesson plans etc. Debate, team work, seminar, workshop and field work are regularly arranged.

(iv)   Group and individual projects are assigned to students in their respective method subjects.

(v)   Group discussions are conducted.

(vi)   Class seminars are arranged.

(vii)   Peer-teaching is encouraged.

(viii)   The students undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the principal and the teacher-educators of the college.

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

Learning is made student centred. Students are encouraged to interact in the class rooms. Students are involved in tutorials, laboratories and seminars life skill courses are imbibed knowledge management skills are inculcated by inviting

students' ideas and concepts in projects. Students are encouraged to use the institutional facility like digital library and educational gadgets. They also encouraged to present papers in national seminars. Quiz Programmes, Field Trip, etc., are conducted by involving the students. Case Study and Action Research are encouraged.

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

In order to make instructional approaches effective, various models of teachings are used:

(i)   Low cost materials are used.

(ii)   Hardware technological equipment like still pictures, motion pictures, transparencies, Over Head Projectors, T.V., VCD player, LCD projector, and Computers are used as supporting devices to make the instructional methodology effective.

(iii)   Effective learning is ensured by using internet facilities in teaching learning process.

(iv)   Language lab is used to develop listening, speaking, reading and writing skills, comprehension ability, to facilitate individual in language learning.

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.

The institution has given additional training in the models of teaching. Models of teaching are explained theoretically to the students. Each student is allowed to prepare at least five models of teaching based on:

(i)   Behavioural Modification Model

(ii)   Inquiry Training Model

(iii)   Concept Attainment Model

(iv)   Taba's Inductive Thinking Model

(v)   Advanced Organizer Model

(vi)   Cognitive Growth Model

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

Yes, the micro teaching is practiced effectively by monitoring five important skills with one lesson plan each. Students are asked to prepare 10 minutes lesson sessions focusing on one or more of the following teaching strategies, for a small group of peers as part of micro-teaching. Skill of engaging, Skill of exploring, Skill of explaining, Skill of elaborating, Skill of evaluating are to be developed. The episode is recorded using a coding sheet and students re-teach based on feedback. Two lessons are given to each student per skill.

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

Training and guidance is given to the student teachers on micro teaching, preparation of lesson plans, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.

Student teachers are required to do a teaching practice for 40 days which includes ten days of observation. They are deputed to schools in accordance with the approved list given by the Principal/Teacher-in-Charge. This practice teaching covers 40 lesson plans along with relevant teaching models and charts. Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance. Slow learners are identified and special classes are conducted by the student teachers. They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level. They suggest recommendations for the improvement and submit a record to the college. The trainees are evaluated by their respective guide teachers. They submit a evaluation sheet to the college. The concerned teacher educators of the college visit the school and assess the performance of student teachers periodically. A feedback on the performance of the trainee in general is collected from the Head of the school concerned and guide teachers. Students are asked to give feedback related to their experience in the school.

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

The students take 40 days internship of teaching practice classes. In all these days students have to record 5 observations and 20 lesson plans for each optional subject. During the process of internship teaching practice, the schedule includes completion of internship component records like Test and Measurement, Action Research and Case Study. Block teaching is done for one week duration in a session.

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

Yes, the practice teaching plans are developed in partnership involving both the school staff and mentor teachers. The teaching schedule according to the syllabus is discussed and the lessons to be taught during practice session are informed before hand to the students. This facilitates the coverage of all units of the syllabus in an organized manner.

In schools, the school teachers also make their suggestions regarding lesson planning and teaching of specific subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

(i)   To keep the classes in learner centred mode

(ii)   To follow the school rules and regulations

(iii) To maintain the classes in activity based learning

(iv) To deal with the students psychology

(v)   To motivate the students by asking relevant questions

(vi) To make learning effective through active learning

(vii) To follow the utilization of as many teaching learning aids as possible

(viii)To deal with exceptional children using a special methods.

(ix) To conduct special classes for slow learners after school hours if necessary.

(x)   The trainees are trained to conduct slip tests for students during breaks and to counsel and motivate the weak students.

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

Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools. Student teacher prepares minimum five slides and OHP sheet and power point presentation for each subject. At the same time effective black board usage is also judiciously practiced.

2.4 Teacher Quality

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

Yes, 40 days internship training is cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons.

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

As per the availability of subjects in the schools supervisor teacher educator has been allotted in 10 schools for practice teaching in different places by the Principal/Teacher-in-Charge. The ratio of the student teacher and school for the practice teaching is 10:1 (ten teacher students per school).

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

(i) The teacher educator as well as the peer group provides feedback to the student teachers

(ii) Verbal suggestions are given then and there after the class hours

(iii) Observation is shared with the students and they are made aware of the corrections to be made for further improvement

(iv) The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

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

Principal/Teacher-in-Charge along with the staff members of the college act as ambassadors and keep in constant touch with the District Inspector of Schools (SE) and the Heads of the practice teaching schools. These staff members would report to the Governing Body on the updated versions of policy directions and educational needs of students. Meetings are arranged in which the student teachers would be briefed about the updated details. Also, education related updates would be provided to the students then and there. Faculty members keep in touch with website and other things like policy decision and modification would be updated through e-mail.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways:

(i) Availing library and Internet facility

(ii) Book review for the school subjects

(iii) During the practice teaching the students are supposed to write the lesson plans so that they go through the subjects truly

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.)

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part-time research leading to M.Phil. and Ph.D. degrees. The college permits them to carry our research leading to M.Phil. and Ph.D. degrees and research in the computer laboratory and library. The college deputes staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, the institution has transparent policies on faculty incentives and rewards.

(i) Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.

(ii) Teachers encouraging the students to obtain paper-wise 100% marks are regularly awarded.

(iii) Teachers are awarded for their best research papers presented in the

seminar.

2.5 Evaluation Process and Reforms

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

The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process.

The barriers to students in learning are identified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Low achievers are provided guidance and counselling to improve their performance.

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

Theory Examination:

Student teachers are evaluated on core, optional and method subjects. Students' continuous internal evaluation carries 20% marks and external, term-end university examination carries 80% marks. Our college conducts two internal tests in each subject during the session. In addition, students need to submit assignments in each subject and deliver seminars periodically.

Qualifying for Degree:

Student-Teachers have to score minimum 40% marks in both the theory and practical examinations for the successful completion of course.

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

The details of formative type of evaluation are explained in the remedial programme. Further the details about Continuous Internal Assessment would be provided to the students in the college notice board and website.

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

Internal Assessment marks, Pass Percentage, Ranking, Overall Grading etc., are entered and calculated by using computers.

2.5 Best Practices in Teaching -Learning and Evaluation Process

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

(i) Students are assigned projects; they are encouraged to take part in group discussions.

(ii) Self-evaluation, class evaluation and teacher evaluation are followed.

(iii) Students are encouraged to take part in various competitions.

(iv) Charts, models, CDs are used to help teaching and learning. Role-play and dramatization skills are used in Teaching.

(v) The records are evaluated by parallel staff as well as by the Principal.

Hence, records undergo double valuation scheme.

(vi) Feedback obtained from students

(vii) The teachers and students use ICT for developing teaching and learning strategies.

(viii) Remedial classes for weak students

(ix) Group and self-learning through assignments, seminars, practical sessions, etc.

(x) Seminar-Lectures, Workshop, Debates to develop language and communicative skills

(xi) Visit to important places in and around our district, state and country.

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

(i) Classroom teaching with LCD is utilized.

(ii) Classroom preparation using Internet

(iii) E-journals, e-library, periodicals and reference books are utilized

(iv) Power point presentations in classroom teaching

(v) Faculty Development Programmes are organized regarding models of teachings

(vi) Tutorial system is implemented seriously

(vii) Faculty members are trained to teach ICT.

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?

(i)   Teachers are given study leave for pursuing their research degrees.

(ii)   The management regularly organizes special lectures/ training for faculty members to take up research projects.

(iii)   Adjustment in teaching schedule for their research activities

(iv)   Providing secretarial support and other facilities to those who have registered for Ph.D,

(v)   Teachers without Ph.D., degrees have been encouraged to register for Ph.D., programme

(vi)   The Teachers who complete the research degree are given lucrative incentive and appreciation.

(vii)   The Faculty members are freely allowed to use internet facilities at any time.

(viii) Usage of library is encouraged.

(ix)   Teachers are encouraged to conduct Minor Research Project.

Thus, Teachers are encouraged to participate in research related

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seminars/conferences/workshops

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

Research on all aspects of education is encouraged. It depends on the researcher's own interest like Psychology, Educational Technology, Social Science, etc. As part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

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

Yes, the institution encourages all the teacher educators to take up action research in relation to teaching-learning problems that they come across in their teaching. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students are motivated to take up simple action research during their teaching practice in schools.

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

Name of the Faculty	No. of National Seminar	No. of Ineternational Seminar
Dr. Samirranjan Adhikari	10	02
Smt. Sarmila Das	07	01
Smt. Trishna Goswami (Kundu)	10	02
Sri Sambhu Nath Halder	20	02
Sri Tirth Pratim Mal	05	
Dr. Santanu Sen	10	
Dr. Sutapa Biswas	07	01
Smt. Tanima Roy	07	
Sri Koushik Halder	07	
Smt. Rajlaxmi Ganguli	04	
Sri Parasar Ganguli	05	
Sri Arindam Biswas	03	
Sri Rabindra Nath Kundu	04	

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.

Our faculty members have developed course materials for core paper, elective and optional papers. They also prepared self instruction materials, print materials, non print materials and question bank for the instructional purpose. In addition, they have developed Power Point, OHP sheets, charts, Flash cards on various topics

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[*] **Details are shown in the Self Appraisal Reports of individual teachers**

as resource materials. Modules and course outline were also prepared for enhancing the quality of teaching.

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

The college has a well-equipped ET laboratory and computer lab having equipment such as – (a) computers, (b) OHP and LCD projector, (c) digital camera, (d) internet facility, (e) printer, (f) CD's, (g) Pen Drives etc

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

The college and the faculty members have developed ICT and Technology based resource materials on core, elective and optional subjects for student-teachers.

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

a) Organized by the institution

Institution has deputed Smt. Sarmila Das to conduct demo classes of Sarva Shiksha Abhijan trainers and training classes on the preparation of charts and other teaching-learning materials.

b) Attended by the staff

Faculty members attended the national workshop on modification of Teacher Education Curriculum organised by the Department of Education, University of Kalyani during 12-19 December, 2012.

c) Training provided to the staff

Training programmes are arranged regularly to provide the staff members with the recent development in the field of teaching, learning and administration.

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

Sl No.	Journal Name	ISBN/ISSN/Categorization	Whether peer-reviewed/ Impact
(i)	Aajker Prativaas	WBBEN: 11973/TC 552 Refereed	Peer-reviewed
(ii)	Sikskachintan A journal of Education	ISSN 0973-5461 Refereed	Peer-reviewed & indexed
(iii)	Indian Psychological Review	ISSN: 0019-6215 Refereed	Peer-reviewed & indexed
(iv)	Academic Spectrum	ISSN: 0976-9323 Refereed	Peer-reviewed & indexed
(v)	Abhibhabak Darpan	RNI No. WBBEN/2009/ 29002 Refereed	Peer-reviewed
(vi)	Ami Arani	ISSN: 2277-8780 Refereed	Peer-reviewed & indexed
(vii)	Koishorok	Regd No. – S/IL 27278 of '04-'05 Refereed	Peer-reviewed
(viii)	Journal for Educational Research Perspective, Special Issue	ISBN: 978-93-84472-08-5 Refereed	Peer-reviewed
(ix)	Asian Journal of Psychology and Education	Reg.(No.4) (1)(76)NT Refereed	Peer-reviewed
(x)	Look East – a journal of CDS-RBCEC	Refereed	Peer-reviewed
(xi)	MS ACADEMIC	ISSN : 2229-6484 Refereed	Peer-reviewed & indexed
(xii)	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISBN: 2279-0845. Refereed	Peer-reviewed with **Impact Factor = 1.589**
(xiii)	International Journal of Scientific and Research Publications	ISSN 2250-3153 Refereed	Peer-reviewed with **Impact Factor = 0.69**
(xiv)	Int Jr of Inno Res in Sci, Engg and Tech	ISSN: 2319-8753 Refereed	Peer-reviewed with **Impact Factor = 1.672**

(xv)	Research Journal of Physical Education Science	ISSN 2320-9011 Refereed	Peer-reviewed & indexed
(xvi)	Indian Journal of Applied Research	ISSN - 2249-555X Refereed	Peer-reviewed with **Impact Factor =.0.8215**
(xvii)	International Journal of Humanities and Social Science	ISSN: 2319-7722 Refereed	Peer-reviewed **Impact Factor = 0.587**
(xviii)	Edulight	ISSN: 2278-9545 Refereed	Peer-reviewed & indexed
(xix)	PRAYAS - An International Journal of Multidisciplinary Studies	ISSN: 2348-618X Refereed	Peer-reviewed & indexed
(xx)	IOSR Journal of Sports and Physical Education (IOSR-JSPE)	e-ISSN: 2347-6737, p-ISSN: 2347-6745	Peer-reviewed with **Impact Factor = 1.213**
(xxi)	Journal of Educational Thought	ISSN-2348-1714	Peer-reviewed & indexed

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

For the good result in the final B.Ed. examination and for better contribution in the field of Educational Research and Development faculties are encouraged and honoured by the Governing Body on a regular basis.

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

Sl. No	Name of the Faulty	Title	Funding Agency	Period	Output	Grant (Rs. Lakhs)
1	Dr. Samirranjan Adhikari	To Explore the Impact of Perceived Parenting and Socio-Economic Status on Sense of Deprivation of the School-Going Adolescents	UGC	2yrs in 2005 – 2007	Papers	0.80
2	Dr. Samirranjan Adhikari	To Explore the Impact of Modernization, Globalization and Revolution in Information Technology on our Cultural and Traditional Heritage: A Study on Generation Gap (A Pilot Study on Tribal Culture).	The Ministry of Culture Government of India	2yrs in 2005 – 2007	Book in "Scribd"	0.85
3	Smt. Trishna Goswami (Kundu)	Empowerment of Women Through Education and Their participation in Social and Environmental Management in the District of Nadia in West Bengal	UGC	1 Year 6 months (Nov. 11 – May 13)		0.87
4	Smt. Sarmila Das	Education and Empowerment of Muslim Women in Nadia District, West Bengal	UGC	2 Years (on going)		3.00

3.3 Consultancy

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

(i)   Educational and psychological consultancy services are being provided free of cost by the institution.

(ii)   Time to time, the faculties and experts give personal and group guidance and counselling to our students.

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.

Yes, the staff members of our college are competent to impart psychological and educational consultancy. The areas of competency of staff members are:

(i)   Training in communicative skills

(ii)   Stress management

(iii) Computer skill development

(iv)   Coaching candidates for entry in services like TET, CSSC, PSC examinations.

The available expertise is published in the college website, Hand Book and Magazine.

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

The consultancy service is fully free of cost and it does not charge any amount for the service. The UGC and college bear the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated.

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

No revenue is generated. Consultancy is offered at free of cost.

3.4 Extension Activates

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)

The institute has conducted numerous programmes for the benefits of local community partnering with NGO's and Government Organizations. Some of these programmes are Computer training programme for school students, road safety and traffic awareness programme, conducting science exhibition, cultural programmes and tree plantation, etc.

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

The institution maintains a cordial relationship with the community. The

college arranges community outreach programme in nearby villages. The college receives high cooperation from the villagers during the programme.

Science exhibition in the college is arranged for the benefit of the nearby schools students.

Health Awareness Programme, Empowering Rural Women through Vocational Training, Environment Awareness Programme and National Unity Day Awareness Rally are also conducted by the college regularly.

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

The institution has decided to undertake a project called "One home one tree" nearby Chanduria-I Panchayet. The idea of the project is that each and every student – teacher would be provided with a tree sapling which has to be planted by the student teacher in any house in Chanduria-I Panchayet. The report about the growth and the development of the plant should be sent to the institution once in a month.

The student teacher will watch the growth of the tree and encourage the house owner for the growth of the tree.

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

Yes,

College conducts programmes to create awareness about environmental pollution, natural disaster management and global warming in nearby Secondary and Higher Secondary Schools, to generate awareness on every purchase in

accordance with the consumer security policy, to develop awareness in using domestic LPG.

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

The institution ensures in each and every stage that the Student-Teachers responsibly develop social and citizenship values and skills. During field trip activities students are taught about causes for the drink and drug addiction, the life style diseases, duties of the citizen and the necessity of voting in the election.

3.5 Collaborations

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

The college has established linkage among the Department of Education, Department of Physical Education, Department of History, Department of Mathematics, Department of Bengali, University of Kalyani.

Several National Level Seminars were arranged with collaboration of neighbouring institutions and nationally renounced Professors were invited to deliver the thought provoking lectures. The names of some of these speakers are shown in the following table.

Name of the Speakers	Institution
Prof. (Dr.) Alok Kumar Banerjee	Ex-Vice Chancellor, University of Kalyani
Prof. (Dr.) Sudarshan Bhowmik	Ex-Dean, Faculty of Education, University of Kalyani
Prof. (Dr.) Paresh Chandra Biswas	Ex-Dean, Faculty of Education, University of Kalyani
Prof. (Dr.) Dulal Mukhopadhyay	Ex-Professor, Department of Education, University of Kalyani

Name of the Speakers	Institution
Prof. (Dr.) Subhankar Chakraborty	Ex-Vice Chancellor, Rabindra Bharati University
Prof. (Dr.) Susnata Das	Department of History, Rabindra Bharati University
Prof. (Dr.) Amrit Sen	Department of English, Visva Bharati University
Prof. (Dr.) Dilip Kumar Sinh	Ex-Vice Chancellor, Visva Bharati University
Prof. (Dr.) Ajit Kumar	Department of Mathematics, Institute of Chemical Technology, Mumbai
Prof. Daisy Bora Talukdar	Director in Charge, Department of Education, CWS, Dibruagarh University, Assam
Prof. Madhumala Sengupta	Department of Education, University of Kalyani
Prof. (Dr.) Kasturi Mukherjee	School of Environmental Science, JNU
Prof. (Dr.) Aniruddha Mukhopadhyay	Department of Environmental Science, University of Calcutta
Sw. Sarvapriyananda Maharaj	Achariya, Training Centre, Ramkrishan Math o Mission, Belurmath.
Sri Sushobhan Adhikari	Kala Bhaban, Visva Bharati
Prof. G. C. Bhattacharya	Faculty of Education, Banaras Hindu University
Sw. Tyagarupananda Maharaj	Secretary, RKM Vidyapith, Deoghar, Jharkhand
Prof. Abdus Samad Gayen	Department of Political Science, Presidency University

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.

Our faculty members attend different international seminars and workshops. By this way they try to establish a linkage among the international educators.

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

Internationally reputed teachers usually come to our college to deliver lectures and ideas about the modern trends in Education.

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

    (i)   The institution has link with several nearby schools.

    (ii)   Our student teachers undergo practice teaching and internship in

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10 nearby schools

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

The faculty members make associated themselves with school teachers and make them involve in the design, development and evaluation in Education.

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

The faculty members of this college have established collaboration with schools in providing classification of concepts (according to Bloom's Taxonomy) with school teachers. At college and university level, the faculty members of this college are invited as resource persons to deliver special lectures.

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?

    (i)   The institution invites resource persons from various Universities and colleges to share their research ideas with both the faculty members and student teachers.

    (ii)   The college encourages all the staff members to undertake action research and mini project to improve quality of teaching.

    (iii)   Our staff members are permitted to attend research programmes

in the colleges and Universities.

(iv)   The faculty members have undertaken several mini projects in different subjects and socially useful productive works.

(v)   Staff members are encouraged to offer academic consultancy to the nearby B.Ed. colleges and universities at free of cost.

(vi)   The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

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

(i)   Special privilege is sanctioned to staff for carrying out research in the time of data collection and submission of thesis.

(ii)   Some times registration fee, travelling allowance and daily allowance is borne by the college authority for faculty members attending research seminars, symposium and workshops in colleges and universities.

(iii)   The faculty members of our college have helped the weak students doing 10th std, in subjects like English, Bengali, Mathematics and Social Science in nearby schools.

(iv)   Several talent search and competitions are conducted for the school children.

(v)   Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

children.

(vi)   Our students have conducted health camp, traffic awareness programme, purchasing of any goods and awareness of consumer security programme in nearby village.

(vii) We also provide internet awareness programme to the nearby school children.

(viii) Special leave is granted for the faculties for doing Ph.D.

(ix)   To meet up the expenditure related to the presentations of research papers in the seminar conducted in colleges and universities, the college authority puts incentives.

(x)   Faculties are allowed to visit and refer to the books necessary for their research in the University libraries.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institution has excellent physical infrastructure as per NCTE norms.

(a) The land area of the college is 0.87 acres.

(b) There are smart class rooms to impart modernized teaching learning process.

(c) Modernized educational technology laboratory, well equipped science, Social Science, Language and psychology laboratory, advanced computer technology laboratory, improvised gadgets, peripherals and instruments are our asserts.

(d) There are well established Art and Music and Workshop places.

(e) Spacious administrative houses are there to support the academic environment.

(f) There are 24 hours water supply and power supply with UPS and generator connections.

(g) Automated and very spacious well stacked Library is our pride.

(h) Spacious and well ventilated multipurpose auditorium augments our

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* **Master Plan of the Building is enclosed in the APPENDIX– II**

beauty.

(i) Play grounds and sports room with all sports materials are there.

(j) Hostel facility for women is available; but as maximum female students come from nearby villages and towns, only a few of them stay in the hostel.

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

As per NCTE norms, the college admits 100 students every year. And the B.Ed. course is going to be of two years duration, so the total number of students will be 200 from the next year (2016). The infrastructure available for 200 students is more than sufficient. The college authority would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has much provision for expansion.

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

The overall personality development of the students (the present deputed teachers and the fresher prospective teacher) is the aim of the college. So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus.

The facilities available for co-curricular and extra-curricular activities are as follows:

(i)   Modernized Educational Technology Laboratory,

(ii)   Well equipped Science, Social Science, Language, Work Education and

Psychology Laboratories,

(iii)   Advanced Information Technology and Computer laboratory,

(iv)   Improvised gadgets,

(v)   Peripherals, Instruments and Audio Visual facilities,

(vi)   Spacious and well ventilated auditorium for cultural activities,

(vii)   Clean play ground and courts for outdoor games like volley ball, kho - kho, basket ball, badminton and throw ball etc.

(viii)   Well arranged games room for indoor games, yoga and meditation room.

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

No there is no institution to share the infrastructure. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges.

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

(i)   The college building is well furnished and properly maintained.

(ii)   Separate toilet facilities for male and female are provided for students and staff. Attached toilet facilities are provided in Principal's room and faculty room.

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(iii)   To ensure purity of drinking water facility, periodic cleaning and maintenance of water tanks are carried out. The college authority has provided the stakeholders with Aqua Guard connections to provide purified drinking water.

(iv)   The entire premises are kept cleaned by sweeping and mopping regularly.

(v)   First aid kit is provided in the college.

(vi)   Awareness lectures by the local eminent doctors on Health and Hygiene are organized to bring awareness among the students.

(vii) The library has a good number of books on health education.

(viii) Fire Extinguishers are installed in important places of the building.

(ix)   The institution has no health care centre, but we can seek medical help from the local doctors and nearby health centre.

(x)   Shimurali railway station is in the near proximity of the college, so the college well connected with railway. Public and private transport transportation is well available; till transportation is provided immediately for the student and staff in case of any emergency.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Most of our students come from nearby villages and towns. There is no need for hostel facility, even though our institution has a hostel for the women inside the

campus itself.

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.

Particulars	2010 – 2011		2011 – 2012		2012 – 2013		2013 – 2014		2014 – 2015	
	Allotted	Spent	Allotted	Spent	Allotted	Spent	Allotted	Spent	Allotted	Spent
Building	8,00,000	26,42,836	61,96,450	22,54,382	45,00,000	4,65,410	47,12,500	71,62,849	22,00,000	89,89,260
Laboratories	2,500	4,960	60,000	15,700	85,000	19,162	16,000	7,241	16,000	5,145
Furniture	2,00,000	2,04,508	2,60,000	9,500	2,50,000	27,358	1,00,000	4,56,000	1,00,000	1,71,815
Equipments	15,000	13,985	6,84,284	3,18,929	8,25,000	11,67,7391	9,06,540	7,67,369	9,00,000	3,64,139
Computers	4,00,000	-	50,000	2,246	50,000	1,10,164	-	-	-	-

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

The special needs of the students, known from several close personal contracts and also from their feedback, are discussed in the IQAC meeting regularly in every need.

Both academic and co-curricular activities are planned every year before the commencement of the session.

In order to optimally utilize the available infrastructure facilities several measures are taken. Some of those are listed below.

(i)   The buildings are used for administration, teaching and accommodating lady students.

(ii)   The well maintained Library is used for reference and enrichment of

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knowledge by students (the present deputed teachers and the fresher prospective teacher), research scholars and staff members.

(iii)   The playground is used for training the students in their physical fitness and games and sports activities.

(iv)   The audio-visual materials are utilized for training the students in developing teaching and thinking skills.

(v)   Cinema film and other documentary films are shown for amusement and refreshment.

(vi)   The computer laboratory is used by students as well as the faculties to prepare word documents and power point slides for presentation, to browse the internet, and to do other ICT related project works etc.

(vii)   Language laboratory is used for developing language skills in English – correcting and bettering the pronunciations of students-teachers.

(viii)   Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem-solving skills, construction skills and improvisation skills among the students.

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

The college environment provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The local Panchayat has admired the institution in respect of sanitation and environmental fitness of the college.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and various related topics, with journals, periodicals, weeklies and dailies. The library is also developing computerized catalogue.

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

The library has a total collection of 8480 printed volumes including books, textbooks and reference tools. The collections of books is organized and arranged in the shelves according to standard (DDC) classification order. The details of the collection are mentioned below:

(i)   *Textbooks / General Collection:* The largest collection in the library, this includes textbooks books in accordance with academic curricula and is suitable for professional reading and research.

(ii) *Reference Materials:* While most books are available for loaning, this section has conventional reference tools, encyclopaedias, dictionaries, thesaurus, handbooks, manuals, directories, yearbooks, etc. for ready reference and general information. Periodicals and books on career

development are also available. Subject to copyright regulations, the reference material can be photocopied.

(iii) ***Journals and Magazines:*** National and international research journals with academic and research orientation; Magazines of subjective value and general interests are also subscribed by the Library. Besides this, library subscribes to daily newspapers including Bengali languages.

(iv) ***Light Reading:*** An impressive light reading collection including leisure, sports, fiction, personality development, etc. is available can also be borrowed.

(v) ***Syllabus & Question Papers:*** Syllabus of programme offered at the institute and question papers of previous exams are also available for consultation.

(vi) ***Electronic Resources:*** Library has established access to a large number of online electronic information resources, such as e-journals, e-books, and various open source bibliographic collections for research purpose.

(vii) ***Non book Materials:*** Non book materials, like map, cassettes, etc. are available for reference use only.

The collection of the library is provided categorically in the table.

Item		Number
a. Books	Total	8517
	Text books	5072
	Reference books	3445

Item		Number
b. Magazines & Newspapers	Total	5
c. Journals subscribed (Printed)	Total	7
	Indian journals	7
	Foreign journals	0
d. Peer reviewed journals		7
e. Back volumes of journals		272
f. E-information resources*	Online journals/e-journals	6,000
	CDs/DVDs	50
	databases	0
	Video Cassettes	10
	Audio Cassettes	15
g. Maps		35

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

Yes, there is a fifteen member advisory committee for the library. This committee has been functioning efficiently and it is empowered to the following functions –

(i) Purchase of books, journals, etc.

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* Since the college is registered with INFLIBNET N-LIST Programme, it has accessed to many more e-journals and e-books.

(ii)   Automation of the library,

(iii)   Maintenance of the library,

(iv)   Planning, administration and management of library resources.

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

The library is fully automated with the help of modern integrated library management software, i.e., KOHA. Online Public Access Catalogue (OPAC) is also available for searching required documents. There is also the availability of internet connectivity and photocopier facilities.

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.

(i)   The library has sufficient number of computers with the internet connection.

(ii)   The Library also has laser printers for the service of both the staff and the students. The services are given to our user at minimum cost.

(iii)   Students and staff members can enjoy the library services during the library hours, break time, after college working hours and during their free time.

6. Does the institution make use of INFLIBNET/DELNET/IUC facilities? If yes, give details.

The college also subscribes t o various e-Resources like UGC INFLIBNET NLIST where users can access to more than 6000 journals and 97,000 e-books.

The library has a good collection of non book materials too. Research Journal provides an appropriate environment for literature survey and research review.

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 works from 11.00 a.m. to 05 p.m. on all working days. The library is kept open for 6 hours a day.

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

The staff and students come to know of the new arrivals by –

(i)   Circulation,

(ii)   Information displayed on the board and journal rack,

(iii)   Display of list of new arrivals on the notice board,

(iv)   The new arrival resources are kept in the separate rack.

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

Though the book bank facility is not available, yet our library is rich enough with the collection of textbooks, reference books, journals, electronic resources and other materials.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library (particularly, to the physically challenged persons). For visually challenged persons are provided with the audio recordings of the study

materials.

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.

To meet the demands of the teacher education curriculum, the college has one computer cum educational technology laboratory. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subjects.

The computer laboratory has 30 computers and internet facility with the UPS. The hardware and software available in the laboratory are exhibited in the table.

Hardware	Software
DVD	Ms Word
Head phone	Ms Power Point
LCD	Ms Paint
OHP	Ms Excel
Printer	VLC media player
Speaker	Windows XP
Amplifier	Adobe Reader
Cordless microphone	Adobe Photoshop
Stand microphone	Winzip
Tape recorder	Adobe image ready

Hardware	Software
Camera	Winrar
Sony TV	Mozila Fire fox
Computer	Windows media player
Flat Baded scanner	Integrated LMS
Photocopier	COSA
Barcode reader	Tally
Slide projector	OCR Software

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

The computer skill training is given to both computer and non-computer science students through value added course, in which students are taught on the topic Ms-Office tools such as MS-Word, MS-Excel and MS-Power Point etc.

In addition students are trained to –

(i)   download text, images and web pages;

(ii)   develop communication skills;

(iii)   send E-mail;

(iv)   develop drawing skill using paint brush,

(v)   develop data manipulation skill using MS-Excel

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

Faculties and other staff members are given orientation for using ICT

resources. The faculties handle classes by using LCD projectors. The students are trained to operate the ICT resources and they are also encouraged to use the technology in the simulated classes, seminars etc.

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

Students are allowed to utilize the computer technologies for preparing their teaching aids and teaching learning materials. Students are also encouraged to prepare papers for seminars and conferences by using the modern technologies.

4.5 Other Facilities

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

The infrastructure already available is congenial to the effective functioning of the college. The college already owns 0.87 acres of land. This land is enough for any future horizontal and vertical growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

(i)   The non print materials like television sets, tape recorders, computer

systems, head phones, digital camera, handy camera, digitalized (computer aided instructional materials) databases, online journals – CDs, DVDs, Video cassettes and Audio cassettes are available here.

(ii) Before going to the practice teaching and internship, students are exposed to practice microteaching skills by using video lessons. Thus, they are encouraged to optimally use the ICT resources for teaching-learning process.

(iii) Television, DVD player and subject related video and audio cassettes are available in the educational technology laboratory.

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

The institution has – (a) Science Laboratory, (b) Psychology Laboratory, (c) Educational Technology Laboratory, (d) Language Laboratory, (e) Computer and ICT Laboratory, (f) Social Science Laboratory, and (g) Work Education Laboratory cum Workshop for preparing teaching aids. The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically. The laboratory equipments are maintained by the technical staff.

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

Multipurpose Hall

There is a multipurpose hall for conducting seminars, conferences, workshops, cultural programmes, etc.

Workshop

The workshop is used for preparing teaching learning materials and socially useful productive work.

Musical Instruments

There are number of musical instruments in our college.

Sports Equipments

There are a good number of sports equipments and accessories in our college.

Transports

The college is situated very near to the railway station (Shimurali) and national high way (NH-34) is running at a distance of only 2.5 km. So, public and private transportation facilities are sufficiently enough. Our college possesses on own transportation service facilities. But in special needs the college authority hire private vehicles from the nearby vendors.

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

Sufficient smart class rooms, spacious and ventilated auditorium are available.

In the class rooms provisions for using modern teaching gadgets are available.

The class rooms are equipped with computers, smart boards, LCD projectors.

4.6 Best Practices in Infrastructure and Learning Resources

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

(i)   Teachers who seek advice in this realm are trained to prepare power point presentation

(ii)   Teacher educators prepare power point presentations for the purpose of instruction

(iii)   The internet facility is extensively used by the staff and students to get information on related issues from the websites.

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

Non print materials like teaching aids, audio visual facilities like television sets, tape recorders, computer systems, headphones, digital camera, handy camera, digitalized (computer aided instructional materials) like databases, online journals, CDs, DVDs, Videocassettes and audio cassettes are used.

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

The college is located in a quiet and peaceful rural atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year.

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 very beginning of the academic session a "Talent Hunt" programme is arranged every year. From this programme special talent is chalked out. Then through out the course quiz programmes, seminar presentation, career guidance programmes, etc. are conducted by the institution to make the students prepared for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional educational programme. Along with the curricular programmes several co curricular programmes are arranged through out the year. A list of such programmes is furnished hereunder:

To assess the curricular competencies of the students formative and summative tests are taken regularly.

Formative Tests

a) Mid Term Examination

b) Test Examination

Summative Tests

University examination (both theoretical and practical) may be treated as

summative examination. Our students do very well in the final university examination.

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

The campus environment is inspiring and conducive to education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

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?

The college has been giving counselling to the students from the beginning and that it is necessary to complete the course successfully. The dropout rate is very negligible in the previous academic years. Only the students left on getting employment in the government and private sectors.

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

The "Career and Counselling Cell" of the college gives the students' consistent counselling and enables them to compete for jobs and pursue higher studies. The cell also arranges personality development programmes, aptitude development

programmes and developing communication skills.

Special coaching is also arranged to help students to appear for Teacher Eligibility Test (TET), Central School Service Commission, Eligibility Test for Primary Teachers, by the UGC sponsored "Coaching classes for entry in services for SC/ST/OBC (Non-creamy layer) and minorities" Cell.

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

A good number of students go for further studies and mostly choose teaching as their career.

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.

> (i) At the begging of the session students are oriented toward the course and access to the library.
>
> (ii) The college provides all the facilities for entry in service to our students-teachers after having their B.Ed. degrees.
>
> (iii) Research guidance is given to the alumni for higher studies.
>
> (iv) Alumni often visit our college seeking academic guidance for higher studies and job information from our faculty

members.

(v)   Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

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.

Formally no such placement cell, but frequently some employers seek students from the faculties and subsequently they try to place the students in the vacancies.

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

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The students can get their job from West Bengal School Service Commission and Public Service Commission.

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

The student-teachers are arranged to do their practice teaching in government aided schools mainly. The recruitments to these government aided schools are made through the West Bengal School Service Commission; so nothing can be arranged in this regard. But majority of our students are selected for the appointment to the government and government aided schools by the West Bengal Public Service Commission and or West Bengal School Service Commission.

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

There is no formal placement cell, but the college has set up "Career and Counselling Cell" and "Entry in Service Cell" to prepare the fresher students for their easy entry in service.

The Institution provides **financial, human and an ICT** resource to the **"Career and Counselling Cell"** and **"Entry in Service Cell"** follows:

Financial Resources – UGC funds are utilized as the financial resources.

Human Resource – In every plan period of the UGC one of the faculty member is assigned the responsibility of co-ordinating the activities of this cell.

ICT Resources – The Governing Body provides the cell with the existing ICT resources.

5.2. Student Support

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

Every year the institution assigns a faculty member to help the Principal/Teacher-in-Charge for the preparation of academic calendar and the planning for all activities throughout the whole year.

Curricular Programme

With the help of other faculty members secretary of the staff council prepares the time table for the academic programme; the Principal finally approves the same and the college runs in accordance with the time table.

Co-curricular and Extracurricular Programmes

There are several subcommittees for the smooth running of the co-curricular and extra curricular activities in our college. One of the faculty members acts as convener of each of the sub-committees and other faculty members as well as student representatives act as members of each sub-committee. These sub-committees chalk out plans of the co-curricular and extra-curricular programmes.

Games and Sports

Regular practices are done under the supervision of Director of Physical Education. Yogic practices are included in regular activities. An annual sport is a grant festival. Besides these, Physical and Health Education are being included in the curricular activities.

Evaluation

(i) The curricular activities are evaluated by the faculty members;

(ii) The co-curricular and extracurricular activities are evaluated by the faculty members and some by the invited alumni;

(iii) The overall performances of the teachers are assessed at the end of the session by receiving the feedback from the students.

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

> (i)   The institution takes care of physically challenged students. They are advised to sit on the first row so that they can see, hear and communicate with teachers.

> (ii)   To help them, ICT facilities are provided for their curricular activities. Their friends are allowed to take books from the library.

> (iii)   The practice teaching schools are arranged according to their convenience.

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

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points which they do through informal contacts with the wards and provide necessary academic and personal counselling individually. The counselling varies from the individual requirements to high achievers and slow learners. The high achievers are given counselling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

To enhance the competence of the teaching faculty, workshops and induction programmes are conducted as part of in-service training.

The problems of the students are identified through teacher-mentor system by the faculty and discussed with other faculties including the principal/Teacher-in-Charge. Thus the institution takes appropriate measures to provide support to overcome their problems.

Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars.

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

The institution has its own website namely **www.sscollegeofeducation.org.** It is self-explanatory and gives all information about the institution details like faculty, infrastructure and other facilities. It also contains information about admission, SAR for NAAC, seminars, workshops, festival celebration, awards received, prize winners etc. Links of related websites are also available there.

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

Yes, Special coaching classes for the low achievers are arranged regularly as a remedial measure. But the student quality of our college is very high and they are also very diligent, so the question of low achievement is very rare.

7. What specific teaching strategies are adopted for teaching (a)
Advanced Learners and (b) Slow Learners?

The students (50 deputed teachers and 50 fresher's) admitted to our college usually have excellent academic background in their graduate and or post graduate level. So, most of them are gifted and talented. Consequently we are always feeling urges to formulate many special strategies to cater to the demands of these gifted and talented students.

(a) **Advanced Learners –** The majority of the students are advanced learners. With the usual lecture method our faculty members uses different strategies for instigating both convergent and divergent thinking.

(b) Slow Learners – There remains no such *"Slow Learners"* (in its actual meaning given in the special education) in our college. Yet there are some less advanced students, and for those there are some academic counselling programmes and arrangements for some remedial coaching systems.

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

Career and Counselling Cell

We have a **Career and Counselling Cell** in our college. The UGC put funding to run the cell. Several programmes are arranged, such as,

(i)   It has to support the students in the development of soft skill and communication ability to challenged rigors of competitive test and on job training;

(ii)   Vocational guidance and counselling is given by the faculty members.

Remedial Coaching Centre

We have a Remedial Coaching Centre in our college. The UGC put funding to run the centre. Several programmes are arranged, such as,

(i)   for improving academic skill and linguistic proficiency of the students in various subjects;

(ii)   rising the level of comprehension of basic subject to provide a strong foundation for further academic work;

(iii)   to strengthen students' knowledge skill and attitude in the subjects.

Academic Counselling Service

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counselling with parents and respective teachers are also conducted.

Grievance and redressal cell

Grievance and redressal cell plays an important role to understand the problem of individual students through tutor mentor system and to rectify the problems through the Principal/Teacher-in-Charge and other faculty members.

Personal counselling

Personal Counselling is conducted by the faculty members at free of cost.

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

The grievance in our college relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc are solved through the grievance redressal cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between student and staff, employees and Governing Body.

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

There is a dedicated grievances redressal committee which meets as and when required. No such major grievances are aroused for redressal. This actually reflects the harmonious academic climate of the institution.

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

The students are provided with microteaching classes during which microteaching skills are imparted and practiced. Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience. Pre practice training is arranged at the institution for at least one month. Each student teacher would take at least five lessons. Ten schools are selected for the teaching practice according to the convenience of the

student teachers. 40 days teaching practice and 40 lesson plans are allowed to practice and take the classes. Teacher educators visit the concerned schools on more than 50% of the practice teaching days. Mistakes, if any, committed by the trainee teachers are rectified by the teacher educator. The lessons delivered by the trainee teachers along with the feedback are recorded. The teacher educators also discuss with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes, (i) List the current office bearers, (ii) Give the year of the last election, (iii) List Alumni Association activities of last two years.

Yes, there is a registered alumni association. The alumni association has been set up in 2008 and registered in 2014.

(i) The list of current office bearer is as follows:

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION ALUMNI ASSOCIATION
SHIMURALI, NADIA
Registration No.: S/2L No. 33919 of 2014-2015

Executive committee for 2015-16

Sl. No.	Name	Designation	Phone No
1	Dr. Debi Prosad Nag Chowdhury	Chief Advisor	9433557875
2	Sri Tibrajyoti Das	Advisor	9434451430
3	Smt. Sarmila Das	Advisor	9434451430
4	Sri Shyama Prosad Roy	President	9434828858
5	Smt. Sukla Biswas	Vice President	9800108307
6	Sri Samir Kumar Chakraborty	Vice President	9007804408
7	Sri Gopal Chandra Swarnakar	Vice President	8926581174
8	Sri Sanjit Das	Vice President	9434165623
9	Sri Debasish Guha	Joint Secretary	9477125373
10	Sri Sujal Dutta	Joint Secretary	7278616358
11	Smt. Tripti Roy	Asstt.Secretary	9733623430
12	Sri. Bivas Chakraborty	Asstt.Secretary	9475113847
13	Sri Tripan Ghosh	Asstt.Secretary	9143060033
14	Sri Swagata Ghosh	Asstt.Secretary	9433974609
15	Sri Sunil Kumar Pramanik	Joint Treasurer	03473-225858
16	Sri Arindam Das	Joint Treasurer	8013517069
17	Sri Sambhu Nath Mukherjee	Member	9378057774
18	Smt Sibani Majumder	Member	03473-225756
19	Sri Gobinda Lal Biswas	Member	9735601885
20	Sri Asit Majumder	Member	0831855141
21	Sri Monoranjan Saha	Member	9474339478
22	Sri Bimal Krishna Mondal	Member	9831020417
23	Sri Mithun Biswas	Member	9475204975
24	Sri Pulakesh Mondal	Member	9735359589
25	Sri Arindam Rakshit	Member	9732557432
26	Smt.Susmita Mitra	Member	9038765285
27	Sri Prabir Deb	Member	9474136927
28	Sri Sujit Pututunda	Member	9332182944
29	Sri Sankar Roy	Member	9433307667
30	Sri Ranjit Kumar Barik	Member	9476429725
31	Sri Dibyendu Dutta	Member	9433227246
32	Sri Samiran Kumar Deb	Member	9734642707
33	Smt. Priyanka Das	Member	8509026040

(ii) Give the year of the last election

Actually no election takes place. Selection is done unanimously in the annual meet of the alumni association. For the current year (2015) this meet held on 7th day of March, 2015 and on that day current office bearer were selected.

(iii) List Alumni Association activities of last two years.

The **Alumni Association** is involved in rendering help in extension activities,

donating books to economically weak students, giving consultancy services for academic guidance. In the last meet the association donated an almirah to the college for its office use.

2. Give details of the top eleven alumni occupying prominent position.

S.No.	Name	Designation
1	Dr. Tapan Kumar Biswas	Professor, University of Kalyani
2	Dr. Sukhen Biswas	Professor, University of Kalyani
3	Sahel Das	Professor, Rabindra Bharati University
4	Sumita Mondal	Assistant Prof., Kanchrapara College
5	Dr. Krishna Gopal Karmakar	Asstt. Prof., Fakir Chand College
6	Rajendrani Mahajon	Regional Officer, FCI
7	Krishna Samaddar	SI of Schools
8	Kalyani Sil	Head Mistress, Routari Girls' School
9	Souvik Das	PO, United Bank of India
10	Smt. Sarmila Das	Asstt. Professor, SSCE
11	Sri Tirtha Pratim Mal	Asstt. Professor, SSCE

3. Give details on the contribution of alumni to the growth and development of the institution.

(i)   Alumni offer their suggestions for institutional development.

(ii) Alumni share their experience with current students.

(iii)   Alumni have donated books.

(iv)   Alumni have donated Almirah.

4. 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.

Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements. The expenditure accrued is borne by the Student Council. The cultural activities of the students are appreciated publicly in several college functions.

Games

Every year our college celebrates annual sports day. Our students participate in different events of games and sports. Throughout the year our students are encouraged to participate in intra and inter college football, volley ball and cricket matches.

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.

The college encourages the students to express their creative talents in both wall and printed college magazines. The name of the

printed college magazine is "Anirban".

Science exhibition, art and work exhibitions are the regular activities of the college.

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

Yes, the college has a student council which attends the needs of the students and shoulders the responsibility in co-ordination with the faculty to execute the work related to student activities. Such as, long and short tour, several cultural programmes and celebration of several remarkable days. The expenses incurred for these programme are meet up from a separate fund generated at the time of admission.

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

By virtue of the post the General Secretary of the Students' Council is included as a member of the Governing Body. Actually participative management technique is practiced here in the truest sense, so the roles of students in various bodies are very crucial.

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?

Feedback from the alumni, heads of the practice teaching schools and employers are collected regularly to improve the programme, and the growth as well as development of the college.

5.4 Best Practices in Student Support and Progression

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

The institution has the following best practices towards students support and progression.

(i)   Feedback received from the students is given due consideration.

(ii)   Feedback on teachers is also considered for improving the quality of teachers.

(iii)   Feedback on course content also helps in revamping the syllabus.

(iv)   Good numbers of Journals are procured for the library use.

(v)   Talent Hunt Programme is conducted.

(vi)   Students are encouraged to take part in inter-college cultural events.

(vii)   Advanced learners are encouraged to take up the competitive examinations.

(viii) Tutorial systems are established for the benefit of students on academic and personal counselling.

(ix)   There is a registered and active Alumni Association.

(x)   Psychological and educational counselling is imparted to the students.

(xi)   Dropout rate is almost zero.

(xii)   Meeting of the Governing Body is held every month.

(xiii) Staff members meet very frequently.

(xiv)   Emergency meeting is held during inspections and celebrations.

(xv)   Students are involved in students association, library committee, sports committee and discipline committee.

(xvi)   Review of video feed back of the teaching practice is done.

(xvii) Almost all the national ceremonies of our country are celebrated with due vigour to inculcate the sense of integrity in the mind of the students.

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?

Our college has its own Vision, Mission and Objectives. These are stated subsequently hereunder.

Vision

To equip the student-teachers (the present deputed teachers and the fresher prospective teachers) to face the global challenges of the future – is our ultimate vision.

Mission

Our mission is stated hereunder –

(i)   To inculcate absolute desire for 'Learning to teach and Teaching to learn' with the will of leadership in the minds of the students (the present deputed teachers and the fresher prospective teachers);

(ii)   To inspire the learners to acquire knowledge and skill so that they can make themselves enable to apply those tools to the benefit of the society at large.

Quality Policy

Our stated quality policy is to be a hub of quality system in terms of infrastructure, faculty, facility and process –

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(i)   to impart value based teacher education for properly shaping the trainee teachers,

(ii)   to deliver materials to generate knowledge and in turn to keep the promise of equipping and enlightening the future generations,

(iii)   to stand up to the expectations of the society and the demands of the times.

Long term goals

To convert our college into a centre of excellence in education is our long term goal. But –

> "And miles to go before I sleep
> And miles to go before I sleep"

We shall not stop before reaching the goal.

Short term goals

Followings are the short term goals –

(i)   To achieve 100 % marks in all subjects in the university examinations;

(ii)   To encourage the students' to actively participate in all co-curricular and extracurricular activities, arranged in our college throughout the year;

(iii)   To encourage the faculty members and students to publish their research articles in national and international journals as well as to approach the national and international publishers to publish their books;

(iv)   To motivate the students as well as the faculty members to take active

part in various Action Researches and Minor Research Projects;

(v)   To encourage to use of the art and technology in education.

Objectives

Followings are our objectives –

(i)   To develop competency in students to teach the subject of one's specialization on the basis of accepted principles of teaching in the context of the changing school curriculum;

(ii)   To inculcate the skills required for effective teaching,

(iii)   To utilize different media and library resources in the teaching-learning process;

(iv)   To enable the teacher trainees in developing the right attitude – (a) towards work, (b) towards carrying out socially accepted and useful productive work, (c) towards community, and ultimately (d) towards all round growth;

(v)   To provide the students with the sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities;

(vi)   To enable the teacher trainees in understanding their pupils and in providing them with the proper guidance as well as counselling to solve their individual academic and personal problems;

(vii)   To enable the teacher trainees to undertake action oriented research to solve professional problems;

(viii) To enable the teacher trainees to develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation.

The goals and objectives are made known to various stakeholders through – (a) Press Release, (b) Pamphlets, (c) College Website, (d) College Prospectus and Brochures, (e) Various Orientation Programmes and (f) Alumni of the College.

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

A big yes, the mission of the college includes the institution's goals and objectives in terms of catering to the needs of the society.

Generally our students seek to serve the school sector of education of our country. The institution tries to enshrine the traditional value of our country. So in turn the college renders its services to the country by supplying with value oriented teachers.

The college is located in a rural background in a district of West Bengal; it caters to the social needs of rural people. A democratic outlook in shaping the rural people to be responsible, resourceful and enterprising citizens is inculcated in the mind of the students.

The Independence Day, the Republic Day and other observable days are observed with proper dignity.

One of the students are encouraged to write down one quotation every day in the white board kept in front of the Principal's office, and the total of the quotations

are placed in the college annual magazine "Anirban".

Awareness notices regarding Pulse Polio, Drug Abuse etc are regularly issued to the common people.

Local women are oriented towards public health and hygiene, and parenting the children.

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

A. Governing Body

The Governing Body is formed as per statute of the affiliating university i.e., the University of Kalyani. As per statute of the university the management of a college is vested in a Governing Body.

Composition

This Governing Body is consisted of the following members:

(i)   President,

(ii)   Principal/Teacher-in-Charge, Ex officio member Secretary

(iii)   Two members, not belonging to the college in any capacity, are nominated by the Executive Council of the University, of whom one is women;

(iv)   One member is nominated by the State Government who is an educationist. He is not an in-service teacher/employee of the college;

(v)   Chairman of the Municipality or Sabhapati of the Panchayat Samiti

(vi)   Four members are elected from amongst themselves by the whole-time

         Teachers, Librarian of the college holding appointments against posts

         approved by the State Government.

(vii)   Two members are elected from amongst themselves by whole-time

         non-teaching employees of the college holding appointments against

         posts approved by the State Government.

(viii) General Secretary of the Students' Union of the college is a Students'

         representative according to rules.

The composition of the present Governing Body is shown following table.

Sl.No.	Name	Designation
1.	Sri Tibrajyoti Das	President & W.B. Govt. Nominee
2.	Prof. (Dr.) Jayanta Mete, Department Education, University of Kalyani	University Nominee
3.	Smt Chanchala Majumder Assistant Teacher, Garifa Girls High School	University Nominee
4.	Sri Haraprsad Halder, Savapati, Chakdaha Panchayet Samity	Savapati, Panchayet Samity
5.	Smt Sarmila Das Assistant Professor	Teachers' Representative
6.	Smt. Trishna Goswami (Kundu) Assistant Professor	Teachers' Representative
7.	Sri Sambhu Nath Halder Librarian	Teachers' Representative
8.	Sri Tapas Kumar Mitra Typist/Clerk	N.T.S. Representative
9.	Sri Achinta Kumar Das N.T. Staff	N.T.S. Representative
10.	Dr. Samirranjan Adhikari Assistant Professor & Teacher-in-Charge	Secretary
11.	General Secretary of the Students' Union	Vacant

Function

The Governing Body of the college is responsible for the proper management of the affairs of the college and may exercise all such powers and discharge all such functions as may be necessary for the purpose.

In particular the Governing Body of the college, in order to provide the instructional and other services necessary for the efficient and effective functioning, shall exercise the following posers and discharge the following duties:

(i) To create all teaching posts including the post of Principal with the approval of the University and the State Government and make appointments thereto in accordance with the provisions of the West Bengal College Service Commission Act, 1978.

(ii) To create non-teaching posts with the approval of the University and the State Government and make appointments thereto on the recommendation of the appropriate selection committees;

(iii) To ensure that the number and qualifications and the method of recruitment of teachers and other non-teaching employees and the conditions of their service are in accordance with the Act;

(iv) To provide for effective execution of the instructional programmes and maintenance of proper academic atmosphere and discipline;

(v) To review the results of college and university examinations and to suggest measures for academic improvement;

(vi) To ensure that the building in which the college is located are suitable

for the purposes for which they are intended and maintained in a satisfactory state of repair and sanitation;

(vii)   To provide for the maintenance of properly equipped library and laboratory;

(viii) To mobilize adequate financial resources for effective operation of the college;

(ix)   To ensure that the all information, returns, reports and other materials as required by the university, the University Grants Commission or the State Government are made available promptly;

(x)   To make sure that the directions issued by the university from time to time are carried out and the compliance with them is reported expeditiously to the university;

(xi)   To hold, control and administer the properties and funds of the college;

(xii)   To approve of the annual budget on the recommendation of the Finance Committee of the college;

(xiii) To sanction expenditure as may be required and regulate the finances, accounts, investments and all other administrative affairs of the college;

(xiv)   To exercise supervision and control over Students' Association or Students' Unions or such other bodies instituted for the purpose of regulating students activities;

(xv)   To entertain and redress in proper cases of grievances of teachers,

students and employees of the college;

(xvi) To provide for the promotion of the welfare of the students, their residences, health, recreation, and sports and to exercise such supervision and control as will secure discipline, health and well-being of the students;

(xvii) To form sub-committees (including a Finance Sub-Committee) with the Principal/Teacher-in-Charge as the President as it may think fit for taking advice for the efficient administration of the college;

(xviii) To frame rules for proper functioning of the college and to frame rules of business for conduct of the meetings of the Governing Body.

(xix) To enter into collaborative arrangement with other authorities such as an open university, established by an Act of the State Government, in setting up study centres of distance education and extend necessary co-operation to such authorities as may be required by the latter for its effective functioning. The Principal/Teacher-in-Charge of the college as Secretary of the Governing Body signs the agreement or Memorandum of Understanding with such authorities and informs the affiliating university.

B. Staff/Teachers' Council

Sl.No.	Name	Designation
1.	Dr. Samirranjan Adhikari	Teacher-in-Charge
2.	Smt Sarmila Das	Assistant Professor
3.	Smt. Trishna Goswami (Kundu)	Assistant Professor
4.	Sri Tirtha Pratim Mal	Assistant Professor
5.	Sri Sambhu Nath Halder	Librarian
6.	Dr. Santanu Sen	PTT
7.	Dr. Sutapa Biswas	PTT
8.	Smt. Tanima Roy	PTT
9.	Sri Koushik Halder	PTT

C. IQAC

Sl.No.	Name	Designation
1	Sri Tibrajyoty Das,	President, G.B.
2	Dr. Samirranjan Adhikari	Teacher-in-Charge
3	Sri Sambhu Nath Halder	Librarian & Coordinator
4	Smt Sarmila Das	Assistant Professor
5	Sri Haraprasad Halder	Sabha Pati Panchayet Samity
6	Smt. Trishna Goswami (Kundu)	Assistant Professor
7	Dr. Sutapa Biswas	PTT
8	Dr. Santanu Sen	PTT
9	Sri Koushik Haldar	PTT

(i)   Recommendations and suggestions of the different committees are seriously considered by the Governing Body and are implemented as soon as possible.

(ii) Some times the Governing Body arranges special programmes, seminars, workshops for the betterment of the teachers, staff and students.

(iii) Meritorious and brilliant achievements by faculty and students are rewarded suitably.

(iv) Sufficient funds are granted every year for necessary up-gradation and

maintenance of infrastructure, audio visual equipment in class rooms, laboratories and library.

(v)   The Governing Body commits itself by extending its generous financial support and human resources for the development of the academic atmosphere of the college.

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

In the meeting of the Governing Body the programme for the year is planned after serious discussion. The duties and responsibilities of all are clearly and precisely defined by the Principal/Teacher-in-Charge. Work load is justifiably distributed. Through regular staff meetings the progress is monitored.

6. 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?

(i)   The Principal/Teacher-in-Charge gets feedback from the outgoing students and alumni.

(ii)   Suggestion box also remains alive to get the feedback.

(iii) The academic and administrative committees inform the achievements to management.

(iv)   Regular self-appraisal by teachers and assessment by the Principal/Teacher-in-Charge are communicated to the Governing Body and the matter is discussed in the meeting held at the beginning of

every academic year.

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

The management always remains vigilant on the day to day activities of the college. Strength, Weakness, Opportunity and Threat (SWOT) analysis is done in regular basis. So, the institution keeps it self-aware abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are also free to bring out the shortcomings to be rectified, and management acts swiftly in alleviating these.

8. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

A good work and personal relationship with the staff and the management has been established and this only enables a commendable involvement with the ups and downs of the college.

9. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal/Teacher-in-Charge of the college acts as a bridge between the Governing Body and the employees in maintaining the growth, harmony and smooth sailing of the institution. The institution always keeps its eyes open –

(i)   To oversee the effective implementation of the teaching-learning process, overall discipline in the institution etc.

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(ii)   To motivate the faculty, staff and students to give away their best in the discharge of their responsibilities;

(iii)   To maintain harmonious relations between university and college for smooth academic governance;

(iv)   To maintain good rapport with local academic and school managements;

(v)   To finalize and allocate the budget for academic and developmental activities;

(vi)   To prepare action plan for future development of the institution;

(vii)   To provide leadership and guidance in the college activities;

(viii)   To encourage to convey meetings of different committees and IQAC to discuss academic matters regularly;

(ix)   To ensue democratic environment of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns.

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.

For the smooth functioning of the college various committees are formed.

Governing Body

The Governing Body is framed in a democratic manner as stipulated by the statute of the affiliating university (i.e., University of Kalyani). This body is the highest body in the management of the college. In the meeting of the Governing Body decisions regarding the overall administration are taken.

Finance Committee

This is also a statutory body. Financial advice and preparation of budget for a year is its crucial duty.

Staff/Teachers' Council

This is actually an academic body. Academic decisions regarding construction of various committees and subcommittees, preparation of time table and academic calendar for the academic year, allotment of school subjects to the students are taken in its meetings.

Internal Quality Assurance Cell

This cell is framed as per guidelines of the UGC. Total quality management and the enhancement of quality are its motto. Performance appraisal of various departments is one of its main functions.

Grievance and Redressal Committee

To look after the grievances of the students and to redress the same this committee is framed.

Alumni Association

To feel togetherness and to be motivated a group of alumni started the

functioning at first. But now it is gaining much impetus and enthusiasm for augmentation of professional and personal excellence.

Library Advisory Committee

To take care of all activities related to effective functioning and using of the library this committee is set up.

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

Governing Body

Teacher-in-Charge

Academic

Administration

IQAC

Administration

Teachers' Council

Head Clerk

Students

AccountAcademic

Library

Casher

Casher

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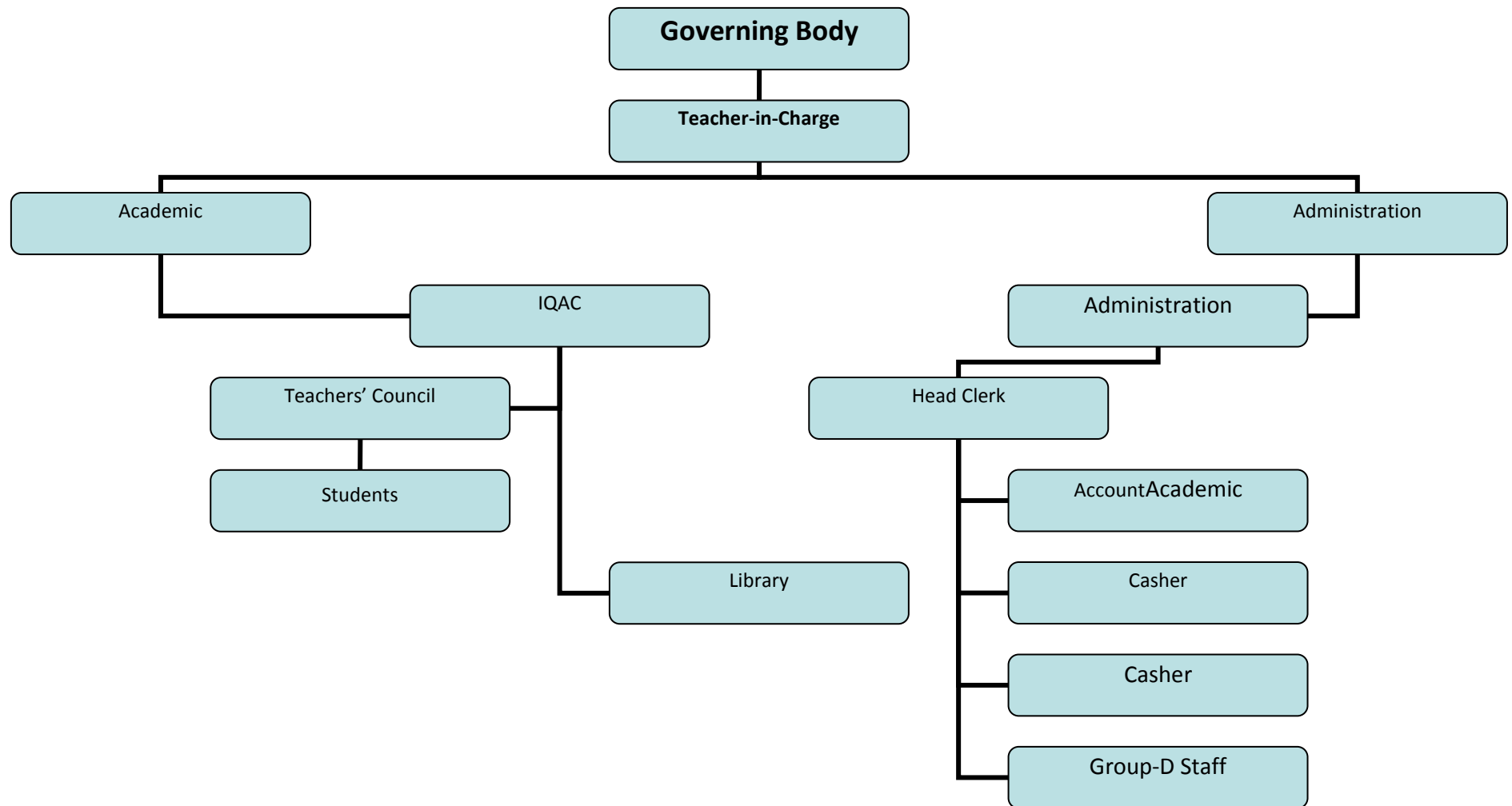
3. To what extent is the administration decentralized? Give the structure and details of its functioning.

To implement the academic programmes properly rigorous discussion is initiated with the stakeholders, faculty members and staff members. Budget allotments are made after getting proposals and making discussion with faculty, staff and student representatives. Faculty in charge of the laboratories have freedom to choose priorities in procuring the instruments and materials. The academic programmes are organized in consultation with the faculty members, students' council members and concerned subcommittee members. The principal/Teacher-in-Charge provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism. Internal co-ordination is established. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

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 institution obtains feedback from the students, faculty members, school personnel in the form of questionnaire and discussions. These data are analyzed qualitatively and quantitatively by a team of the Principal/Teacher-in-Charge with the help of the teachers.

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).

This college has established a conductive rapport among the faculty members by way of conducting frequent meetings, seminars, discussion etc.

6.3 Strategy Development and Deployment

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

The institute has a data centre to collect information on students profiles, student attendance, academic performance, result analysis, faculty and staff profiles. The information related to the college is updated on our website so that the stakeholders and the students can access it.

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

The action plan is executed by the Principal/Teacher-in-Charge and the staff members. Necessary help and resources are sought from the President and other members of the Governing Body.

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

This institution has been strengthened with ample financial and human resource potentialities. It is equipped with a well-trained, duty bound and dedicated faculty team in collaboration with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

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

In the beginning of the year, academic calendar is prepared on the basis of curriculum and syllabus, according to the University of Kalyani. On this basis, we prepare our annual academic plan concerning the school teachers, faculty and administrators.

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

The curricular objectives have been published in the institution prospectus. The goals and objectives of the institution have been highlighted on display boards and websites.

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

The vision, mission and implementation plan are monitored and evaluated throughout the year by the Principal/Teacher-in-Charge and other faculty and staff members.

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

According to the demands and trends, our institution plans and deploys the new technology in curricular aspects and in administration.

6.4 Human Resource Management

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

Self-appraisal report of the individual staff members, students' feedback report and

experts' feedback are studied carefully by the Principal/Teacher-in-Charge and the Teachers' Council. As per UGC regulation and order of the state government the faculty members enjoy the benefit of Career Advancement Scheme (CAS).

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?

The institution uses self-appraisal report of the teacher educator, feedback from the students, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal/Teacher-in-Charge. Accordingly, the teaching method and research activities are restructured and rescheduled.

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

As per state government rule the college authority provides the staff and faculty members with the following welfare facilities and measures –

(i)   Medical Assistance

(ii)   Maternity Leave

(iii)   Earn Leave etc.

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

The institution has taken steps to widen the skills of teaching and non-teaching staff members.

For non-teaching staff some programme has been taken. Some of these programmes are –

(i)   Basics of computer training

(ii)   Training programme for maintaining accounts

(iii)   English communicative skill development

(iv)   Educational technology and internet development programme.

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

> **(i)   Recruitment:** Teaching staff is recruited by the West Bengal College Service Commission and non-teaching is recruited by the college authority by following the order of the state government.
>
> **(ii)   Salary Structure:** Salary is paid as per UGC and state government order.
>
> **(iii)   Service Condition:** Service is protected by the act and regulations of the state government.

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

Part time and Guest faculties are appointed as per state government order.

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

These activities are done by following the allocation of the fund by the UGC and the state government.

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

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

(i)   The college website is being updated to give latest information.

(ii)   Prospectus and college calendar are provided.

(iii)   Every activity in the college is displayed in the college notice board.

(iv)   Programmes conducted in the college are published in the newspapers.

(v)   A suggestion box is provided to collect suggestions and complaints.

(vi)   The college office provides all the information needed people can seek information through telephone.

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(vii)   Written complaints are accepted by the head of the institution.

(viii) Grievance-cells act positively to solve the problems.

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.**

The workload norms as prescribed by the affiliating university and the UGC are followed strictly. The work load policy and practices for the faculty are planned in the beginning in order to distribute the work load equally according to the quality of the faculty members.

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

The Governing Body motivates staff members to their higher studies and provide awards for their skilful activities.

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

This is a Grant-in-Aid College and also recognised by the UGC, under sections 2(f) and 12(B) of the UGC Act. So college receives several grants form both the Government of West Bengal and UGC. The details of grants received in the last three years are furnished in the following table.

Funding Agency	2012-13	2013-14	2014-15
Govt. of W.B.	Rs. 70,72,470/-	Rs. 76,57,569/-	Rs. 1,19,05,257/-
UGC	Rs. 34,27,790/-	Rs. 11,87,500/-	Rs. 22,68,890/-

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

The college do not received any donation from the students.

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

Yes.

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

The audited accounts for the last three years are furnished in the **APPENDIX– IV. STATEMENT OF AUDITED INCOME & EXPENDITURE**

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

Qualified chartered accountant is employed to carry the audit.

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

Latest accounting software package and MS Excel are used for the accounting. All the salary and other details of the individual members are computerized.

6.6 Best practices in Governance and Leadership

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

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(i)   The budget is prepared keeping in view of the income and expenditure (planned and unplanned or contingency) with regular annual allotments to different heads. The budget allotments are made after seeking proposals and discussions with the staff and Principal/Teacher-in-Charge.

(ii)   Annual audit of accounts is conducted by a chartered agency and the comments made are considered in the meeting of the Governing body.

(iii) The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.

(iv)   The Administrative and management mechanism is evaluated by employees from time to time for review and improvements.

(v)   Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the heads of the departments.

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.

The IQAC has been established during the year 2013 – 2014 as per norms and guidelines of the UGC.

This cell is consisted of representatives of all stakeholders as its members. The Principal/Teacher-in-Charge is the chairperson of IQAC, and a faculty member is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

Sl.No.	Name	Designation
1	Sri Tibrajyoty Das,	President, G.B.
2	Dr. Samirranjan Adhikari	Teacher-in-Charge
3	Sri Sambhu Nath Halder	Librarian & Coordinator
4	Smt Sarmila Das	Assistant Professor
5	Sri Haraprasad Halder	Sabha Pati Panchayet Samity
6	Smt. Trishna Goswami (Kundu)	Assistant Professor
7	Dr. Sutapa Biswas	PTT
8	Dr. Santanu Sen	PTT
9	Sri Koushik Haldar	PTT

Major Activities

(i)   To ensure the use of ICT in the class room faculty members are imparted proper training.

(ii)   Priority items for developmental initiatives are chalked out regularly.

(iii)   Collection and authentication of the self-appraisal reports have been done regularly for internal assessment and accreditation.

(iv)   To make the students and the faculties updated frequently special lectures are arranged.

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

The college prepares an annual plan and action plan for a whole academic year to achieve its own goals and objectives. Much enthusiasm is put to implement the plan and programmes effectively and the success in short term goal attainment is evaluated at end of the programme on formative basis and the long term annual achievement is evaluated on summative basis.

In every academic year, student feedbacks on the curricular and other activities are collected and several discussions are made in the IQAC meeting, consequently, the essential and possible implementations are done.

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

The college maintains the quality of its academic programmes from the –

(i)   Collection of expert opinion

(ii)   Observation of the President and other members of the Governing Body

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(iii)   Observation the Principal/Teacher-in-Charge

(iv)   Reports of the visits of the representatives of the university authority and government officials

(v)   Internal and external audit process

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

(i)   The institution maintains the quality of its administration and financial management process through governing body and the principal/Teacher-in-Charge.

(ii)   Internal and external audit mechanism is followed for the financial management process

(iii)   Achievements of the various committees are also taken into account

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

Good practices are identified through – (a) self-appraisal of staff members, (b) feedback from students, (c) discussion in the IQAC meeting, (d) review of extension and outreach programme activities, (e) annual review of the Governing Body meetings etc

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

As per policy and order of the state government there are reservations for physically challenged, SC, ST, OBC (A&B) students and they are also admitted accordingly. These students are taken care of through various measures. Fellow students are encouraged to

feel the problems of the challenged and they extend their helping hands and cooperation towards the challenged to get rid of their day to day hardship. The teaching practice schools are allotted nearby to their convenience.

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?

Equal Opportunity Centre

We have an UGC sponsored "Equal Opportunity Centre" in our college. The centre makes arrangements for life skill courses and moral value education programme for every year. The college invited a lecturer from a nearby university who delivered a lecture on inclusion and empowerment of women. The marginalized students are identified and special attention is given to improve their learning.

Following is the sample of its activities

A. Programme

Shimurali Sachinandan College of Education

Equal Opportunity Centre

Funded by the UGC grants

Programme

11th October 2014

Time	Programme		Speaker	Topic
11AM to 11-30 AM	Registration			
11-30 AM to 12-30 PM	Inauguration	:	Dr. Kanak Maitra	
		:	Dr. D. P. Nag	

Time	Programme		Speaker	Topic
		:	Chowdhury	
		:	Dr. Amal Krishna Guha	
			Prof. Sarmila Das	
12-30 PM to 1-30 PM	Advisor's Note	:	Dr. Samirranjan Adhikari	Positive Discrimination: From Psychological Point of View
1-30 PM to 2 P.M	Refreshment	:		
2 PM to 4 PM	Lecture	:	Prof. A. K. Mukhopadhyay	The Practice of Untouchability and the Policy of Reservation: From B.R. Ambedkar to Mandal Commission
4 PM to 5 PM	Interaction & Assignment of Term Papers to the Students	:	Prof. A. K. Mukhopadhyay Dr. Nirmalya Majumdar Dr. D.P. Nag Chowdhury Prof. Sarmila Das Prof. Trishna Goswami Dr. Samirranjan Adhikari	

12th October 2014

Time	Programme		Speaker	Topic
11AM to 12Noon	Lecture	:	Prof. Trishna Goswami	Positive Discrimination & Women Empowerment
12 Noon to 1 PM	Lecture	:	Syed Nurus Salam	Positive Discrimination and Muslim Reservation
1 PM to 1-30 PM	Refreshment	:		
1-30 PM to 2-30 P.M	Lecture	:	Dr. Dr. A.K. Sinha	Positive Discrimination and Inclusive Education
2-30 PM to 3-304 PM	Lecture	:	Dr. Asoke Kundu	Economics and Positive Discrimination
3-30 PM to 4-30 PM	Lecture	:	Dr. Nirmalya Majumdar	Discrimination and Positive Discrimination

(Dr. Samirranjan Adhikari)

Assistant Professor in Psychology

&

Advisor, Equal Opportunity Centre

B. Progress Report

Shimurali Sachinandan College of Education

Equal Opportunity Centre

Funded by the UGC grants

Dr. Samirranjan Adhikari   Date: 12th January, 2015

M.Sc., M.Ed., Ph.D. (Applied Psychology)

Assistant Professor in Psychology

Advisor, Equal Opportunity Centre

Progress Report Activity:

Initiatives –

In a plural society like India the state generally faces demands from various **caste, tribal, religious and gender groups** for social justice. Amongst such groups, the Scheduled Castes and Scheduled Tribes (SCs & STs), are treated as deserving cases for historical reasons and on this, therefore, a national consensus has emerged. There is no agreement among the political classes as far as the other categories are concerned. Yet as the demands on their behalf for inclusion in the affirmative action (positive discrimination in Indian parlance) categories have assumed serious political dimensions the state is under pressure to respond politically as and when the demands become persistent. The scope of the article is limited to an assessment of the scheme at the federal level. References to the experiences of individual states are occasional and are only by way of supplementing a point or so. Some questions have been raised about the future of the scheme if the Indian state is forced to increasingly withdraw from the social sectors under the requirements of liberalisation and globalisation of the economy.

Any democratic society faces the challenge of harmonising two essentially contradictory political concepts - one, equality before the law irrespective of religion, caste, creed, race, and gender, and the other, social justice at the cost of the same commitment for equality before the law. In India large numbers of people have experienced social discrimination through centuries on account of its peculiar institution called the caste system, efforts have been made to provide redress for these under-privileged sections, through the policy of reservations or quotas for them in jobs, seats in educational institutions and legislatures, and in governmental aid, loans and other developmental assistance.

In all, four under-privileged categories have either received benefits under the scheme or have been seeking such benefits, namely the Scheduled Castes (SCs) and the Scheduled Tribes (STs), the Other Backward Classes (OBCs), the religious minorities or sections thereof, and lately, the women.

The centre organized "A Short Term Course on Positive Discrimination" on 11th October, 2014 and 12th October, 2014. The programme of the course is **annexed** herewith.

The objectives of this course were –

a)   To inculcate a sympathetic mind setup towards positive discrimination in the students coming from general population.

b)   To put impetus to the age old discriminated people to gain escape velocity to chuck out of their plight.

c)   To take initiative to excavate cannel to supply the fruits of positive discrimination up to those section of people where democracy has not yet reached

To achieve the objectives of the course the activities were as follows –

Advisor's Note – After the inauguration of the programme the advisor put a note on "Positive Discrimination: From Psychological Point of View".

Speakers – All total 10 eminent scholars from different institution delivered their lectures in different sub-topics of the main theme. The name of the speakers were –

> (i)   Dr. Kanak Maitra,
>
> (ii)   Dr. D.P. Nag Chowdhury,
>
> (iii)   Dr. Amal Krishna Guha,
>
> (iv)   Prof. Sarmila Das,
>
> (v)   Prof. A. K. Mukhopadhyay,
>
> (vi)   Prof. Nirmalya Majumdar,
>
> (vii) Prof. Trishna Goswami,
>
> (viii) Syed Nurus Salam,
>
> (ix)   Dr. A.K. Sinha,
>
> (x)   Dr. Asoke Kundu,

Topic of discussion – The topics were chosen from different sub-themes of the main theme. The topics were –

(i) The Practice of Untouchability and the Policy of Reservation: From B.R. Ambedkar to Mandal Commission,

(ii) Positive Discrimination & Women Empowerment

(iii)   Positive Discrimination and Muslim Reservation

(iv)   Positive Discrimination and Inclusive Education

(v) Economics and Positive Discrimination

(vi)   Discrimination and Positive Discrimination

Participants – All of our students and teaching & non-teaching staff took the active part in this programme.

Achievement:

All of our activities were focused to achieve the goal of the programme through the achievement of the immediate objectives of the course. The present problem is very hard nut to crake. But we have to overcome the curse of the age old problem. So this might be the first step to the destiny. Latter is better than never.

Problems Faced:

In our college we work together in a perfectly democratic environment with our Honourable Principal as a leader. So no problem dares to extend its spine further.

(Dr. Samirranjan Adhikari)

Assistant Professor in Psychology

&

Advisor, Equal Opportunity Centre

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 makes arrangements for fostering positive social interaction, active engagement in learning and self-motivation by engaging the students in some curricular and co-curricular activities continuously. The list of the activities is very long , some of those are field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, personality development sessions, educational technology and other social activities so on and so forth.

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

By providing training on various multi-sensory teaching methods and use of appropriate teaching aids, the proficiency of the trainees are increased. It develops proficiency for working with children from diverse backgrounds.

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We have a RCI registered (Registration No. A20430) Rehabilitation Psychologist (Dr. Samirranjan Adhikari) among our faculty members. All of our faculty members, specially Dr Adhikari, monitor regular feedback in every practice teaching session and this practice also helps them in developing proficiency in catering the demands of the mainstreamed exceptional children .

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

The institute introduced the following special measures –

(i)   Introduction of fees waiver or reduction scheme to help economically weaker students;

(ii)   Classroom and examination halls are arranged according to the convenience of the physically challenged students;

(iii) Physically, economically, socially excluded students are included through the process of positive discrimination and they are encouraged to participate in all the college activities without any discrimination;

(iv)   The actual philosophy and sense of positive discrimination is inculcated among the students.

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)?

Following measure are taken in this aspects –

(i)   Students are given orientation on gender equalities during the orientation programme;

(ii)   Students are briefed with the problems of eve-teasing and ragging in the college campus and outside also;

(iii)   In organizing the college functions and cultural programmes the students are encouraged to consider the talent and not the gender;

(iv)   The institution can encourage to establish a cell towards prevention of women harassment; till now on such complaint is launched, and hence we do not face any such problem.

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 college ensures the access to the information on organizational performance to the stakeholders by –

(i)   Uploading the information in the college website available,

(ii)   Providing information in college calendar and college brochure,

(iii)   Placing in the leading newspapers,

(iv)   Keeping it readily available to the visitors.

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 college collects feedback from the staff and Heads of the practice teaching schools, students and other stake holders. Based on the feedback remedial measures to eliminate the short comings are taken in faculty meetings and Governing Body meetings. In this way the programmes of the institution are qualitatively improved.

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

The institution collects feedback from students, alumni and other stakeholders continuously as formative evaluation and annually as summative evaluation.

The feedback mechanisms are as follows –

(i)   Direct Interview

(ii)   Feedback Schedule

(iii)   Mid Term and Test-Examination

(iv)   Final University Examination

Feedbacks collected from alumni, Heads of the practice teaching schools and faculty members are analysed and discussed thoroughly in the staff council, IQAC meeting and Governing Body meeting to find out solutions for quality improvement. After getting final approval from the Governing Body, the Principal/Teacher-in-Charge takes preventive and corrective measures for quality improvement.

C. Mapping of Academic Activities

Mapping of Academic Activities of the Institution in the Session 2014-15

Month	Jun				July				Aug				Sep				Oct				Nov				Dec				Jan				Feb				Mar				April				May				June			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Admission & Orientation	■	■	■	■																																																
Theory					■	■	■	■	■	■	■		■		■																						■				■											
Tutorials/Seminars																■																						■														
Sessional Work – Test & Assignments																																													■	■						
Practical Work																					■	■																	■													
Preparation of internship Demonstration/Observation of lessons/Micro Teaching/Simulations																							■	■	■	■																										
Practice Teaching/Internship																									■	■	■	■	■	■	■																					
Co-curricular Activities												■		■																		■																				
Working with community/Project Work																																										■	■									
End-Term Examination																																																		■	■	

D. Declaration by the Head of the Institution

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

(W.B. Govt. Aided, Affiliated to the University of Kalyani & Recognised by the NCTE)

P.O. SHIMURALI, DIST.- NADIA, W.B., PIN-741248

From : *Dr. Samirranjan Adhikari*
Teacher-in-charge / Secretary

Ph. : (03473) 225035

Ref. No. SSCE/ ..../.................

Date ....

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

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

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

(Dr. Samirranjan Adhikari)
Teacher-in-Charge

Dr. Samirranjan Adhikari
Teacher-in-Charge
Shimurali Sachinandan College
of Education
P.O.- Shimurali, Dist.- Nadia
W.B.- Pin.-741248

Place: Shimurali, Nadia

Date: 17.08.2015

Appendices

Appendix – I. UGC Recognitions, 2(f), 12(B) and Documents relating to the receipt grants from the UGC
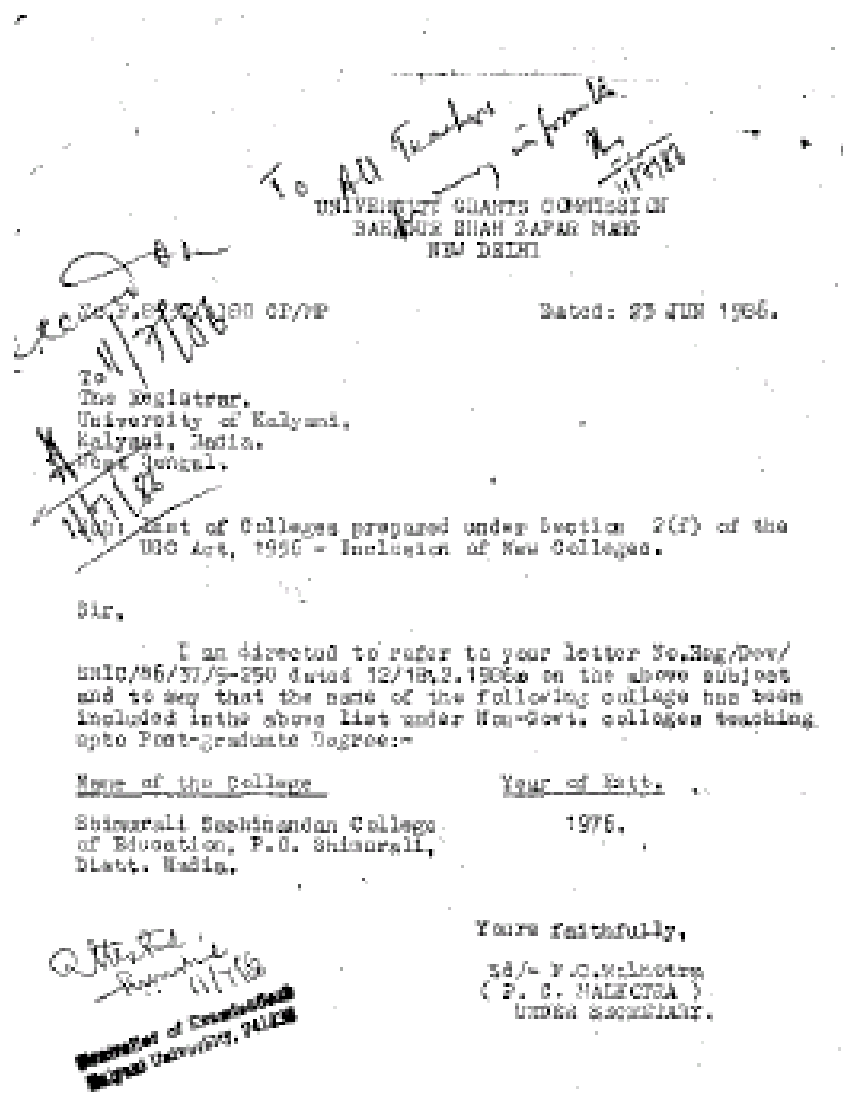
To
The Registrar,
Kalyani University,
Kalyani.

Sub:- Shimurali Sachinandan College of Education, P.O. Shimurali,
    Distt. Nadia, included in the list of Colleges prepared
    under Section 2(f) of the UGC Act 1956.

Sir,

    I am directed to refer to this office letter of even
number dated 23rd June, 1956 on the above subject and to say
that the works "Postgraduate Degree" appearing in the last line
of the para may please be amended to read as "Bachelor's Degree".

Yours faithfully,
Sd/-
(P.C. MALHOTRA)
Under Secretary

Copy forwarded to :
1) The Principal, Shimurali Sachinandan College of Education,
   P.O. Shimurali, Distt. Nadia.

2) All Officers/Sections in the UGC Office.
3) Board file.

Sd/-
(R.K.Bureja)
Section Officer

No. Reg/Dev/Shig./79/119   Dated- 28.11.86

Copy forwarded for information to :-

1) The Principal, Shimurali Sachinandan College of Education,
   P.O.Shimurali, Distt. Nadia.

Development Officer

Development Officer,
UNIVERSITY OF KALYANI

UNIVERSITY GRANTS COMMISSION

To,

The Principal,
Shimurali Sachinandan College,
of Education,
P.O. Shimurali,
Distt. Nadia

Sub:- Inclusion of the name of the college under
section 12(B) of the UGC Act.

Sir,

I am directed to refer to your letter No.
SSCI/120(1)/86-87 dated 14-3-87 on the above
subject and to say that this college is already in-
cluded in the section 3(f) & 12(B) and is eligible
for assistance in the terms of section 12-"B"
of the UGC Act.

You are, therefore, requested to apply
for grants for approved schemes in accordance
with the guidelines laid down by the
Commission.

Yours faithfully,

(L.J.Singh)
Section Officer.

UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 GR0

GRANT-IN-AID BILL

Name of the Section: Accounts Department.

1. Name of the beneficiary institution: Shimurali Sachinandan College of Education
   ID No. **WK4-029**   Shimurali Nadia
   S. No. 222571   West Bengal 741246

(Under University)   Kalyani

2. Sanction number and date: F.   WK4-029/12-13   Date: 28-Mar-14

3. Amount sanctioned :   Rs.   1448808

4. Purpose of the grant-in-aid : XIth Plan College Development Undergraduate
                                    Plan Block Grant
5. Head of Account :   5 B-(2)a

6. Designation and address of Authorized Officer: Principal
7. Payment Details:
   (a) Name of the Bank : State Bank of India, Shimurali Branch.
   (b) Account No.: 32446405215
   (c) Type of Account: (SB/Current/Cash Credit)
   (d) IFSC Code: SBIN0012557
   (e) MICR Code Branch: 741002093
   (f) Whether bank branch is RTGS or NEFT enable : RTGS/NEFT/Both
   (g) Name & address of Account Holder :Principal,
       Shimurali Sachinandan College of Education
       Shimurali Nadia
       West Bengal   741348

Received a sum of Rs. 1448808   )
Rupees
~ing the amount sanctioned vide sanction No. F. WK4-029/12-13   Dated   20-Mar-14
(Copy enclosed) for disbursement to the Principal,
Shimurali Sachinandan College of Education
         Certified that the conditions of the grant have been accepted by the grantee.
         Necessary entries in GIA/Budget Control Register have been made.
You are requested to confirm the receipt of the above amount in your account by
sending back the enclosed stamped receipt within 7 days.

L.D.C .
Signature with stamp of the Officer

Accounts Officer
University Grants Commission
Eastern Regional Office
Kolkata

UNIVERSITY GRANTS COMMISSION
· EASTERN REGIONAL OFFICE
LB 4 Sector III Salt Lake, Kolkata 700 098

No. ____ (DRC) ID No. ____ Date ____

The Accounts Officer
University Grants Commission
Eastern Regional Office, Kolkata 700 998

G.No. _____

Sub : Release of Grant-in-Aid during the Current financial year (2013-14), during XIIth Plan, to Shimurali Sachinandan College of Education

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. _____ towards the scheme XII th Plan College Development to the Principal, Shimurali Sachinandan College of Education for the Plan expenditure to be incurred during the current financial year as per details given below.

Purpose of the grant / Head of account	Approved allocation (Rs.)	Amount already sanctioned (Rs.)	Amount being sanctioned now (Rs.)	Total grant including the grant now being sanctioned (Rs.)
Plan Block Grant				
Plan Block Grant-Head-31	874445	0	329778	329778
Plan Block Grant-Head-35	1087780	209000	1119072	1548100
		Total	1449850	

The College is requested to note:
A. SC concentrated district: SC-15%, ST-7.5%, General (including Minorities)-77.5%.
B. ST concentrated district: ST-40%, SC-7.5%, General (including Minorities)-77.5%.
C. General district: General-77.5%, SC-15% and ST-7.5%.
D. No photocopy of bills/vouchers or in original and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debitable to Head _____ and valid for payment during the financial year 2013-14 only.
3. The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grantee-Aid bill and shall be disbursed to and credited to grantee or payee through Electronic mode as per the following details:

(a) Details (Name & Address) of Account Holder:
Principal
Shimurali Sachinandan College of Education
Shimurali, Nadia,
West Bengal 741248

(b) Account No.: ____

(c) Name & Address of Branch: State Bank of India, Shimurali Branch.

(d) MICR Code of Branch: ____

(e) IFSC Code: SBIN001____

(f) Type of Account: JB (Current/Cash Credit)

4. The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
5. The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure.
6. The University/Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provisions of GFRs, 2005 and instructions/Guidelines issued under from time to time.
7. The Utilisation Certificate to the effect that the grant has been utilised for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the closing of the current financial year.
8. The assets acquired wholly or substantially out of the University Grants Commission grant shall not be disposed of or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
9. A register of assets acquired wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.
10. The grantee institution shall ensure the utilisation of grants-in-aid for which it is being sanctioned/paid. In case of non-utilisation/part utilisation, the simple interest @18% per annum as amended from time to time or say, Reset amount from the date of drawal to the rate of refund as per provisions contained in General Financial Rules of Govt. of India will be charged.

11. The University/College shall follow strictly the Government of India/UGC's guidelines regarding implementation of the reservation policy (both vertical (for SC/ST/OBC) and horizontal (for persons with disability etc.) in teaching and non teaching posts.

12. The University/College shall fully implement the Official Language Policy of the Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use) for official purpose of the Union) Rules, 1976 etc.

13. The sanction is/are in exercise of the delegation of powers vide UGC Order No. F30/2012 (F No. 10-12/12/Admin.II(A)) dated 25.10.2012.

14. The University/Institutions shall strictly follow the UGC Regulations on curbing the menace of Ragging in Higher Education Institutes, 2009

15. The University/Institutions shall take immediate action for its accreditation by National Assessment & Accreditation Council (NAAC).

16. The accounts of the University/Institutions will be open for audit by the Comptroller & Auditor General of India in accordance with the provisions of General Financial Rules, 2005.

17. The annual accounts i.e. balance sheet, income and expenditure statement and receipts and payments will to be prepared strictly in accordance with the Uniform Format of Accounts prescribed by Government.

18. Funds to the extent of Rs._____ are available under the relevant scheme.

19. This issue with the concurrence of UGC vide Diary No. (1)   (UGC dated 3/26/2014

20. This issue with the approval of _____ vide Diary No. _____ dated _____

Yours faithfully,

(Dr. Rishikesh Rai)
Joint Secretary

Copy forwarded for information and necessary action to :

1.   Principal,
        Shimurali Sachinandan College of Education
        Shimurali, Nadia
        West Bengal   741248

        He/she is requested to abide by the Instructions/Guidelines of sanction order

2.   Registrar/Director, Co-ordinator, College Development Council, Kalyani   University

3.   Auditor General, Govt. of West Bengal

4.   The Secretary, Higher Education, Govt. of West Bengal

5.   The Director of Public Instructions (Higher Education), Govt. of West Bengal

6.   Undergraduate

Details of the amount, is being released:

General component Rs.	422899
SC component Rs.	21703
ST component Rs.	10485
Total:	**455090**

(Avtar Singh)
Under Secretary

Appendix– II. NCTE Recognition Orders

National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15 Nilakantha Nagar, Nayapalli, Bhubaneswar – 751 012
Tel: (0574) 2416156, 2415793. FAX (0674) 2414873
E-mail-ncteerc@hotmail.com
Visit us at http://www.ncte-in.org

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

ERC/7-58.8.3/2005/ 2359   July 20 ,2005

Order

2.   In terms of Section 14(1) of the NCTE Act, 1993 Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal, Pin – 741 248 had submitted an application to the Eastern Regional Committee of NCTE for grant of recognition for starting B.Ed., course of one year duration from the academic session 2004-2005 with an annual intake of 100 (one hundred) students

2.   On scrutiny of the application submitted by the institution, the documents attached therewith, the inputs received from the visiting team, the Committee has noted the following:

   i.   The institution has acquired the land for setting up the teacher education institution.
   ii. The institution has constructed the building for conducting the course on the above mentioned land.
   iii. The institution has selected 05 full time lecturers (3 fulltime and 2 fulltime contract) and 05 part time lecturers and has not selected the regular Principal and which is lying vacant.

3.   Now, therefore, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal, Pin – 741 248 for B.Ed. Course of one year duration from the academic session 2005-2006 with an annual intake of 100 (one hundred) students subject to the compliance of the following conditions before the commencement of the course:

   a) The institution will ensure that Principal and at least 07 (seven) faculty members duly qualified as per NCTE norms are in position for an intake of 100 students before the commencement of the course and a report to this effect shall be sent the Eastern Regional Committee within one month of the commencement of the course.
   b) The institution shall submit a list of teaching staff duly countersigned by the competent authority of the University within one month of the commencement of the course.
   c) The institution shall pay salary to the teaching staff as prescribed by State Govt / UGC
   d) The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
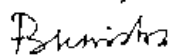
P.T O

- 2 -

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, the State Government etc.

5. The institution shall submit to the Regional Committee a Performance Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating University to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act Rules, Regulations and Orders made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act

By order

Bhumistra

Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

C.C.

1. The Principal, Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal, Pin – 741 248
2. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001
3. The Principal Secretary, Department of Higher Education, Govt. of West Bengal, 6th Floor, Bikash Bhavan, Salt Lake, Kolkata, West Bengal, Pin – 700 091
4. The Director of Public Instruction, Govt. of West Bengal, 6th Floor, Bikash Bhavan, Salt Lake, Kolkata, West Bengal, Pin – 700 091
5. The Registrar, University of Kalyani, Kalyani – 741 235, West Bengal
6. Dr. P.K. Choudhury, Govt. representative of West Bengal in ERC and Joint DPI (Training), Govt. of West Bengal, Room No. 819, 8th Floor, Bikash Bhawan, Salt Lake, Kolkata, West Bengal, Pin – 700 091
7. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing –II, 1, Bahadur Shah Zafar Marg, New Delhi – 110 002
8. The Under Secretary (Computer Cell), National Council for Teacher Education, Hans Bhawan, Wing –II, 1, Bahadur Shah Zafar Marg, New Delhi – 110 002
9. Office Order file / Institution file

<u>TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4</u>
National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/APE00315/B.Ed.(Revised Order)/2015/32089   Date: 25/05/2015

<u>ORDER</u>
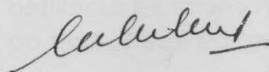
WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS the institution viz.**Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal** was granted recognition for conduct of **B.Ed.** course of **one** year duration with an annual intake of **100** from the academic session **2005-2006** vide ERC order no. **ERC/ 7-58.6.3/ 2005/ 2350 dt.20.07.2005.**

3. **AND WHEREAS**, the institution viz. Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal has by affidavit dated **24.01.2015** consented to come under New Regulations 2014 and sought for **Two Basic Units** in **B.Ed. course** which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have **Two Basic Units** of 50 students each subject to fulfilling following conditions namely,

   (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional fund, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.

   (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

//2//

(iii) The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
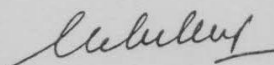
5.   **Now therefore**, in the light of the above and in terms of Section 14(3)(a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal** for conducting **B.Ed.** Programme of **two** years duration with an annual intake of **100** for **Two Basic Units** of 50 students each from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6.   Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7.   The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8.   The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

   a) Sanctioned programmes along with annual intake in the institution:
   b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
   c) Name of faculty members who left or joined during the last, quarter:
   d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.:
   e) Fee charged from students;
   f) Available infrastructural facilities;
   g) Facilities added during the last quarter;
   h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
   i) The affidavit with enclosure submitted along with application.
   j) The institution shall be free to post additional relevant information. If it so desires.

//3//

k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054
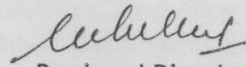
To

The Principal
Shimurali Sachinandan College of Education,
Shimurali, Nadia,
West Bengal

Copy to:

1. The Secretary to the Govt. of West Bengal, Department of Higher Education, 6th floor, Bikash Bhawan Salt Lake, Kolkata, West Bengal - 700091.
2. The Registrar, University of Kalyani, Kalyani, West Bengal - 741235.
3. The Director of Public Instruction, Govt. of West Bengal, 6th floor, Bikash Bhawan, Salt Lake, Kolkata, West Bengal - 700091
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi – 110002.
6. Office Order file/ Institution file.

Regional Director

Appendix– III. University Affiliation Order

University of Kalpani

Kalyani - 741 235, Nadia
West Bengal
Dr. Prasenjit Deb
Registrar (Offg.)

Phone Off : 25829-750/ 25828378/
25828293/ 25828478/ 25828889/
25829356/25621254/ 25828477
Fax: 00-91-33-2582-2505
Phone :(Off.) : 00-91-33-25025762
Cell Phone No. 09434240349
E.mail : drprasenjitdeb@gmail.com

ESTD 1960

No.RPS/Aff.Coll./71/126/15/S-48
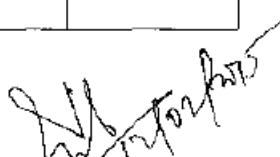
Dated : February 12, 2015

TO WHOM IT MAY CONCERN

This is to certify that **Shimurali Sachinandan College of Education, Shimurali, Nadia, West Bengal** is affiliated to the **University of Kalyani** since 1976 and recognized by the University Grants Commission (2F & 12B – 1986 & 1987) and the following Course is taught in the said college as per approval.

Sl.No.	Name of the Course(s) and Duration	Affiliation		Period of validity for the year(s)
		Permanent	Temporary	
(1)	B.Ed. Course	Permanent		2014-15

(Dr. Prasenjit Deb)
Registrar (Offg.)

REGISTRAR (OFFG)
University of Kalyani
Kalyani, Nadia-741235
West Bengal

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Appendix– IV. Statement of Audited Income & Expenditure

Shimurali Sachinandan College of Education
Shimurali , Nadia

Income & Expenditure Account for the Year ended on 31.03.2012

EXPENDITURE	AMOUNT	INCOME	AMOUNT	AMOUNT
To Advertment A/C	1360.00	Collection of Fees		
To Part Time Teacher Remuneration	0.00	By Admission A/C		100000.00
To Refreshment A/C	17406.00	By Session Charge A/C		99000.00
To Printing & StatioeryA/C	16770.00	By Tution FeeA/C	300000.00	
To Journal & PeriodicalsA/C	2950.00	AddReceived during the-		
To Newspaper A/C	1625.00	year(Previous)	26400.00	
To Postage & TelegraphA/C	681.00	TOTAL	326400.00	
To Telephone ChargeA/C	1959.00	LessReceived inadvace-	60000.00	266400.00
To Electric ChargeA/C	43300.00	By Development fees		200000.00
To Reparing & RenovationA/C	43635.00	By Building fees A/C		200000.00
To College ExaminationA/C	2365.00	By Identy CardA/C		5000.00
To Travelling & ConvencesA/C	9207.00	By Library FeeA/C		72000.00
To Work Education A/C	10463.00	By Work EducationA/C		22500.00
To Bank Charge A/C	4367.00	By Electric ChargeA/C		72000.00
To Miscillancious Exp A/C	30044.00	By College Exam (Int)A/C		40000.00
To Insurance&AssuarenceA/C	6776.00	By Bank Interest A/C		135273.00
To Book Binding A/C	570.00	By Miscllanious Rec A/C		52038.00
To Clerk (Cont) A/C	45000.00	By Establishment A/C		100000.00
To Guest Lect. Remunaration	36300.00	By Sports Fees A/C		5000.00
To Teaching Practical A/C	14466.00	By Casual Fees A/C		100.00
To Minority Scholarscip	1800.00	By Excursion Fees A/C		50000.00
To Casual Fee A/C	75.00	By Computer Edn. Fees A/C		41000.00
To Geography Survey A/C	756.00	By Minority Scholarscip		4800.00
To Sports Fee A/C	5910.00	By Generetor Fees		60000.00
To Reg. Forms A/C	70.00	By Academic Calender		6000.00
To Audit Fee A/C	16000.00	By Teaching Practical		30000.00
To Academic Calender	6000.00	By Geography Fee		2800.00
To Lawers Fee	5000.00	By Laboratory Fees		12200.00
To Website Development	10000.00	By Univ.Regs. Forms		60.00
To Computer Networking	2246.00	By Donation		46000.00
To Admission Exp A/C	7080.00	By Seminar		11000.00
To Donation (Principal Asso.)A/C	1000.00			
To Review Fees	480.00			
To Seminar (College Fund) A/C	18000.00			
To Computer Education A/C	2000.00			
To Depreceation A/C	502313.54			
To Excess of Income over Expenditure	765,196.46			
Total	1633171.00	Total		1633171.00

In Terms of our Report of even date attached herewith

For Chamaria L & Co.

Chartered Accountants

(Lina Chamaria)
Proprietor, M.No 300-059920

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION			
RECEIPTS & PAYMENTS ACCOUNTS			
FOR THE YEAR ENDED ON 31.03.2012			
RECEIPTS	AMOUNT (Rs)	PAYMENTS	AMOUNT(Rs)
Opening Balance	7449286.50	Advertisment	1,360.00
Admission Fees	100,000.00	Electric Charge	43,300.00
Tuition Fees	300,000.00	College Examination (Int)	2,365.00
Library Fee	72,000.00	Student Activities/ Excuration	95,416.00
Electric Charge	72,000.00	Work Education	10,463.00
Library Caution	20,000.00	University Exam. Expenses	21,251.00
Development Fee	200,000.00	University Registration Forms	70.00
Building Fee	200,000.00	University Regs. Imms.Fee	1,155.00
College Examination(Int)	40,000.00	Bonus	16,800.00
Student Activities	50,000.00	Printing & Stationery	16,770.00
Sesional Charge	99,000.00	Travelling & Convence	9,207.00
Work Education Fee	22,500.00	Refreshment	17,406.00
Establishment Fee	100,000.00	Postage & Telegraph	681.00
Identity Card	5,000.00	Bank Charges	4,367.00
University Regd Imm. Fee	1,425.00	Newspaper	1,625.00
University Exam Fee.	56,000.00	Insurance & Assuarence	6,776.00
Bank Interest	135,273.00	Book Binding	570.00
Miscellancous Received	52,038.00	Journal & Periodicals	2,950.00
College Puja Adv.Received	25,000.00	Repairing & Renovation	43,635.00
Paypacket Salary	6,400,696.00	Adv.Remu. Of Parttime Teacher	774,312.00
Providentfund Contribution	408,000.00	Guest Lecturer Remunaration	36,300.00
Proffetional Tax	34,465.00	College Puja advance	21,000.00
Income Tax	345,586.00	Pay Packet Salary	5,904,720.00
Provedentfund Loan Reco.	148,250.00	Profesional Tax	34,465.00
G.S.L.I.	4,680.00	Incometax	345,586.00
Sports Fee	5,000.00	Providentfund Loan	130,000.00
Review Fees	600.00	G.S.L.I	4,680.00
Advance Salary Reco	65,452.00	Advance Salary	21,000.00
Excursion Fees	50000.00	Sports Fee	5,910.00
Accademic Calender	6000.00	Miscellancous Payment	30,044.00
Teaching Practical	30000.00	Telephone Charge	1,959.00
Generator Fee	60000.00	Furniture	9,500.00
Minority Scholarscip	4800.00	Clerk(cont) Remunaration	45,000.00
Computer Education Fees	41000.00	Casual Fees	75.00
Univ. Examination (Exp),K.U.	7245.00	Revew Fees	480.00
Physical Science caution	2600.00	Life Science (Equipment)	1261.00
Casual/Enrolment Fees	100.00	Physical Science (Equipment)	14439.00
Geography fees	2800.00	Geography Survey	756.00
Life Science caution	3200.00	Book (College Fund)	10490.00
Laboratory Fees	12200.00	Computer Education	2000.00
Adv. Remu.parttime teacher	676050.00	Minority Scholarship	1800.00
Equipment Grant (UGC)	664284.00	Audit Fees	16000.00
Bonus	16800.00	Marge Scheme (UGC)	493978.00
Univ.Regs. Forms	60.00	Cons. & Extn. Of Coll.Building	127309.00
Donation	46000.00	Equipment Grant (UGC)	318929.00
Seminar (College Fund)	11000.00	University Exam.Fee	56000.00
M.R.P (UGC)	63500.00	Lawers fee	5000.00
Sports Infastructure (UGC)	250000.00	Accademic Callender	6000.00
Seminar (UGC)	442500.00	Admission Expencess	7080.00
Workshop (UGC)	75000.00	Donation (Principal Asso)	1000.00
Marge Scheme (UGC)	420000.00	Seminar (colege Fund)	18000.00
Providentfund Interest(10-11)	211289.00	Computer Net Work	2246.00
Earnest Mony	20000.00	WBSITE Development	10000.00
		Teaching Practical	14466.00
		Womens Hostel (UGC)	1633095.00
		MRP (UGC)	45000.00
		Seminar (UGC)	262500.00
		Workshop (UGC)	75000.00
		Closing Balance	8745132.50
Total	19528679.50	Total	19,528,679.50

In Terms of our Report of even date attached herewith

For Chamaria L & Co.

(Lina Chamaria)
Proprietor, M.No 300-059920

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SHIMURALI SACHINANDA COLLEGE OF EDUCATION
SHIMURALI, NADIA
WEST BENGAL - 741248

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2013

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
To Government & UGC Grant			By Fees Collected From Students		
UGC Merged Scheme - Revenue Expenses	489,231.00		Academic Calander	6,060.00	
UGC Sports Grant - Revenue Expenses	184,698.00		Admission Fees	105,000.00	
UGC Minority Research Project	18,500.00		Building Fees	200,000.00	
UGC Seminar Expenses	220,500.00		College Examination (Internal)	40,400.00	
UGC Workshop Expenses	25,000.00		Computer Education Fees	37,500.00	
Scholarship (Minority Community)	22,000.00	959,929.00	Electric Fees	72,720.00	
			Establishment Fees	101,000.00	
			Excursion Fees	50,000.00	
To Management & Other Expenses			Generator Fees	60,600.00	
Academic Calander	7,050.00		Hostel Charges	75,900.00	
Admission Expenses	12,300.00		Identity Card	5,050.00	
Advertisment	2,957.00		Laboratory Fees	10,000.00	
Audit Fees	1,200.00		Library Fees	72,720.00	
Bank Charges	2,888.00		Sale of Prospectus	19,000.00	
Bad Debt	4,000.00		Sessional Charges	100,000.00	
Book Binding	2,690.00		Teaching Practical	30,300.00	
Broadband Expenses	12,641.00		Miscellaneus	146,749.00	
Casual Remuneration	155,910.00		Work Education Fees	12,500.00	1,145,499.00
Earth Filling	9,260.00				
Electric Charges	88,939.00		Tuition Fees		
Farewell Expenses	30,000.00		Collected during the year	240,000.00	
Generator Charges	2,550.00		Add: Reed During P.Y	60,000.00	
Geography Survey	1,035.00		Less: Advance Received	(60,000.00)	240,000.00
Guest Lecturer Remuneration	60,450.00		By Government & UGC Grant		
Hostel Charges	4,755.00		Scholarship (Minorities)	22,000.00	22,000.00
Identity Card	460.00		By Interest		
Insurance & Assurance	2,900.00		Savings Account	159,924.00	159,924.00
Journal & Periodical	2,764.00		By Others		
Laboratory Charges	400.00		Donation (Ex Staff)	24,000.00	24,000.00
Life Science (Material)	1,299.00		By Deficit transferred to General Fund		934,526.59
Newspaper	1,753.00				
Physical Science Material	17,863.00				

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2

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
Printing & Estimate	30,995.00				
Postatge & Telegraph	1,039.00				
Refreshment	42,782.00				
Repair Expenses	34,928.00				
Teaching Practical	16,871.00				
Telephone Charges	16,747.00				
Travelling & Conveyance	14,760.00				
Website Development	7,000.00				
Work Education	10,451.00				
University registration from	150.00				
Miscellenious Expenses	68,942.59	720,740.59			
To Depreciation		845,280.00			
		2,525,949.59			2,525,949.59

In Terms of our Report of Even date attached herewith

For HNS & Associates
Chartered Accountants
Firm Registartion #325747E

CA NAVEEN AGARWAL
(PARTNER)
Membership No: 502189

Dr. D. P. Nag Chowdhury
Principal
Shimurali Sachinandad College of Education
P.O.-Shimurali, Dist.-Nadia
W.B., Pin - 7

SHIMURALI SACHINANDA COLLEGE OF EDUCATION
SHIMURAL, NADIA
WEST BENGAL - 741248

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2014

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
To Government & UGC Grant			By Fees Collected From Students		
UGC Merged Scheme - Revenue Expenses	268,314.00		Academic Calander	5,940.00	
UGC Seminar Expenses	16,500.00		Admission Fees	100,000.00	
Scholarship (Minority Community)		284,814.00	Building Fees	250,000.00	
			College Examination (Internal)	50,000.00	
			Electric Fees	120,000.00	
			Establishment Fees	100,000.00	
To Government of West Bengal			Excursion Fees	50,000.00	
50% Tution Fees	120,000.00	120,000.00	Generator Fees	60,000.00	
			Hostel Charges	38,000.00	
			Identity Card	5,000.00	
To Management & Other Expenses			Laboratory Fees	11,400.00	
Academic Calander	7,050.00		Library Fees	120,000.00	
Advertisment	5,550.00		Sale of Prospectus	18,800.00	
Audit Fees	11,000.00		Sessional Charges	100,000.00	
Bank Charges	928.00		Teaching Practical	30,000.00	
Book Binding	2,310.00		Miscellanus	121,238.00	
Broadband Expenses	12,858.00		Work Education Fees	19,600.00	1,199,978.00
Casual Remuneration	175,236.00				
Electric Charges	134,468.00				
Guest Lecturer Remuneration	117,400.00		Tution Fees		
Hostel Charges	129,692.00		Collected during the year	240,000.00	
Identity Card	3,535.00		Add: Recd During P.Y.		
Insurance & Assurance	2,910.00		Less: Advance Received	-	240,000.00
Journal & Periodical	4,146.00				
Life Science (Material)	830.00		By Government & UGC Grant		
Newspaper	1,791.00		Scholarship (Minorities)	7,700.00	7,700.00
Physical Science Material	6,411.00				
			By Interest		
			Savings Account	297,299.00	297,299.00
			By Others		
			Donation (Ex Staff)	1,000.00	1,000.00
			By Deficit transferred to General Fund		1,135,705.30

Continued to Page 2

2

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
Printing & Estimate	28,532.00				
Postage & Telegraph	3,197.00				
Refreshment	38,106.00				
Repair Expenses	116,759.00				
Teaching Practical	6,196.00				
Telephone Charges	3,552.00				
Traveling & Conveyance	141,978.00				
Work Education	5,388.00				
University registration from	350.00				
Miscellenious Expenses	67,926.00	1,028,099.00			
10. Depreciation		1,448,769.30			
		2,881,682.30			2,881,682.30

In Terms of our Report of Even date attached herewith

For HNS & Associates
Chartered Accountants
Firm Registartion #325747E

CA NAVEEN AGARWAL
(PARTNER)
Membership No: 502189

Dr. D. P. Nag Chowdhury
Principal
Principal College of Education
Shimurali Sachinandan College of Education, Dist- Nadia
P.O - Shimurali, 741243

Appendix– V. Master Plan of the College

Prepared by

Sri Tirtha Pratim Mal, Assistant Professor in Geography

Sri Arindam Biswas, Guest Faculty in ICT

Sri Koushik Halder, Part Time Teacher in Art Education

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION (GROUND FLOOR)
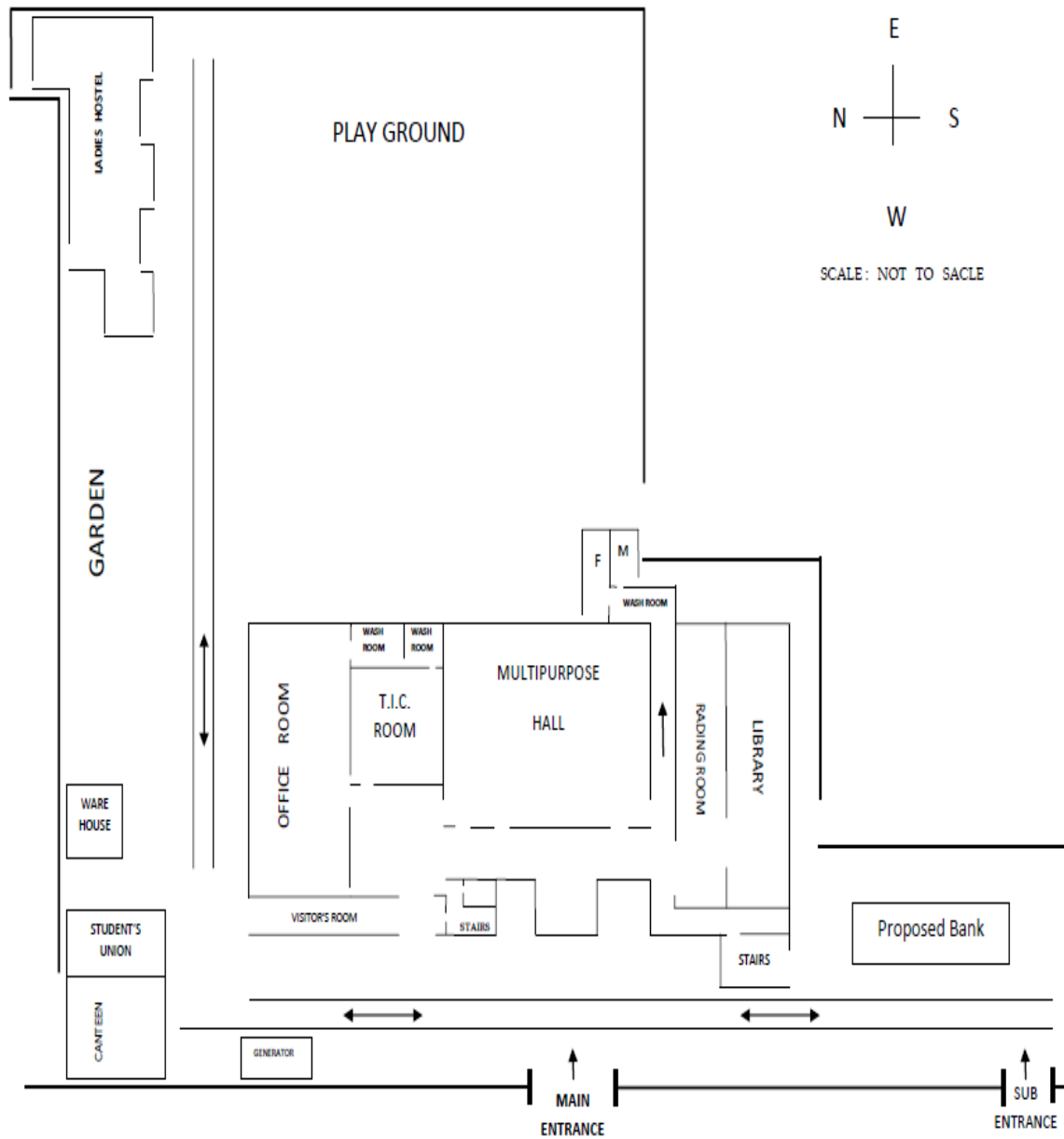
SHIMURALI SACHINANDAN COLLEGE OF EDUCATION (FIRST FLOOR)

E

N — S

W

SCALE: NOT TO SACLE

WASH ROOM

M | F

STAFF ROOM

COMPUTER LAB.

GAMES & SPORTS

LANGUAGE

SOCIAL STUDIES

ART & WORK EDUCATION

F | M

ALUMNI

PSYCHOLOGY LAB.

PHYSIOCAL SC. LAB.

STAIRS

STAIRS
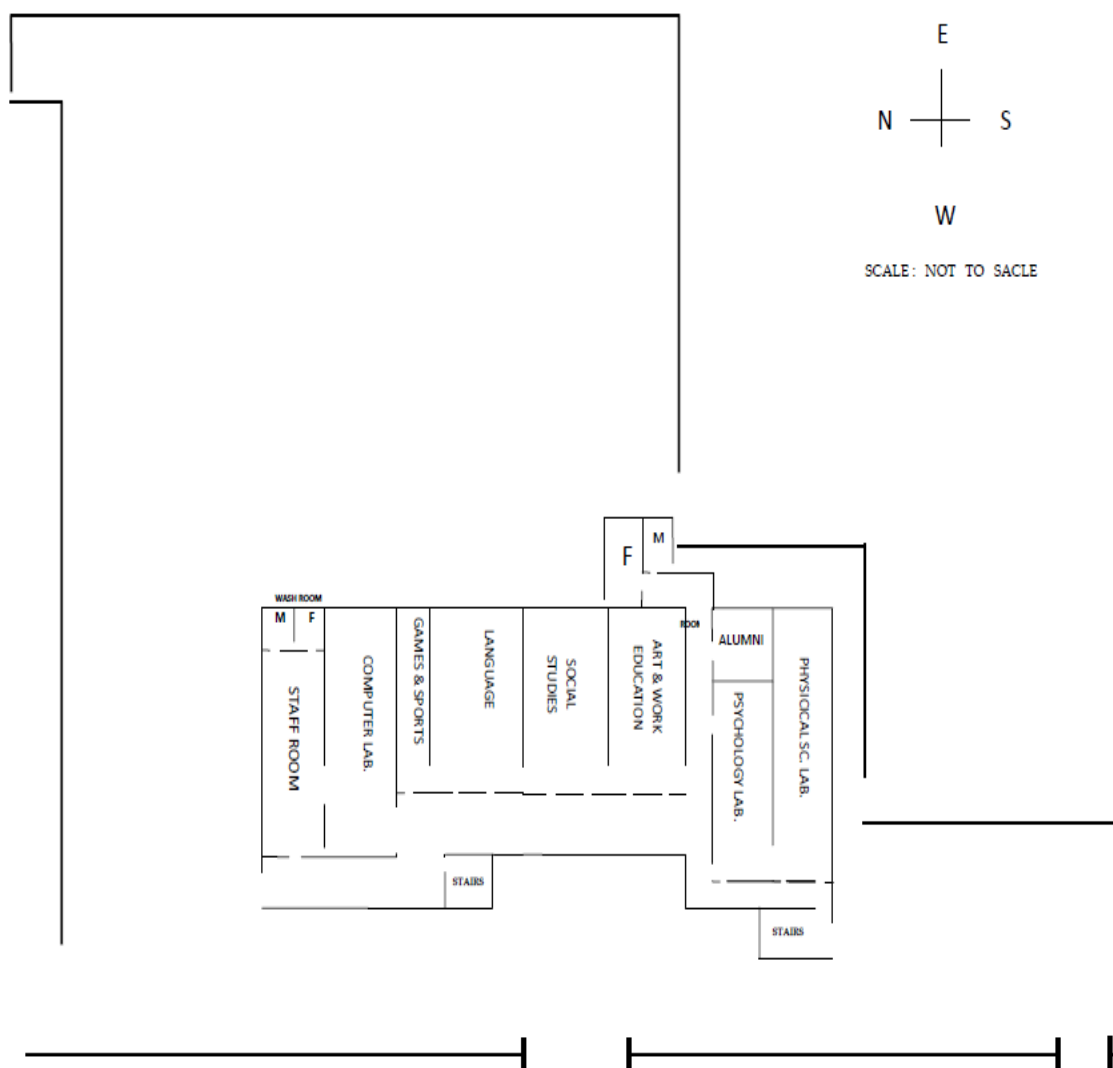
SHIMURALI SACHINANDAN COLLEGE OF EDUCATION (SECOND FLOOR)
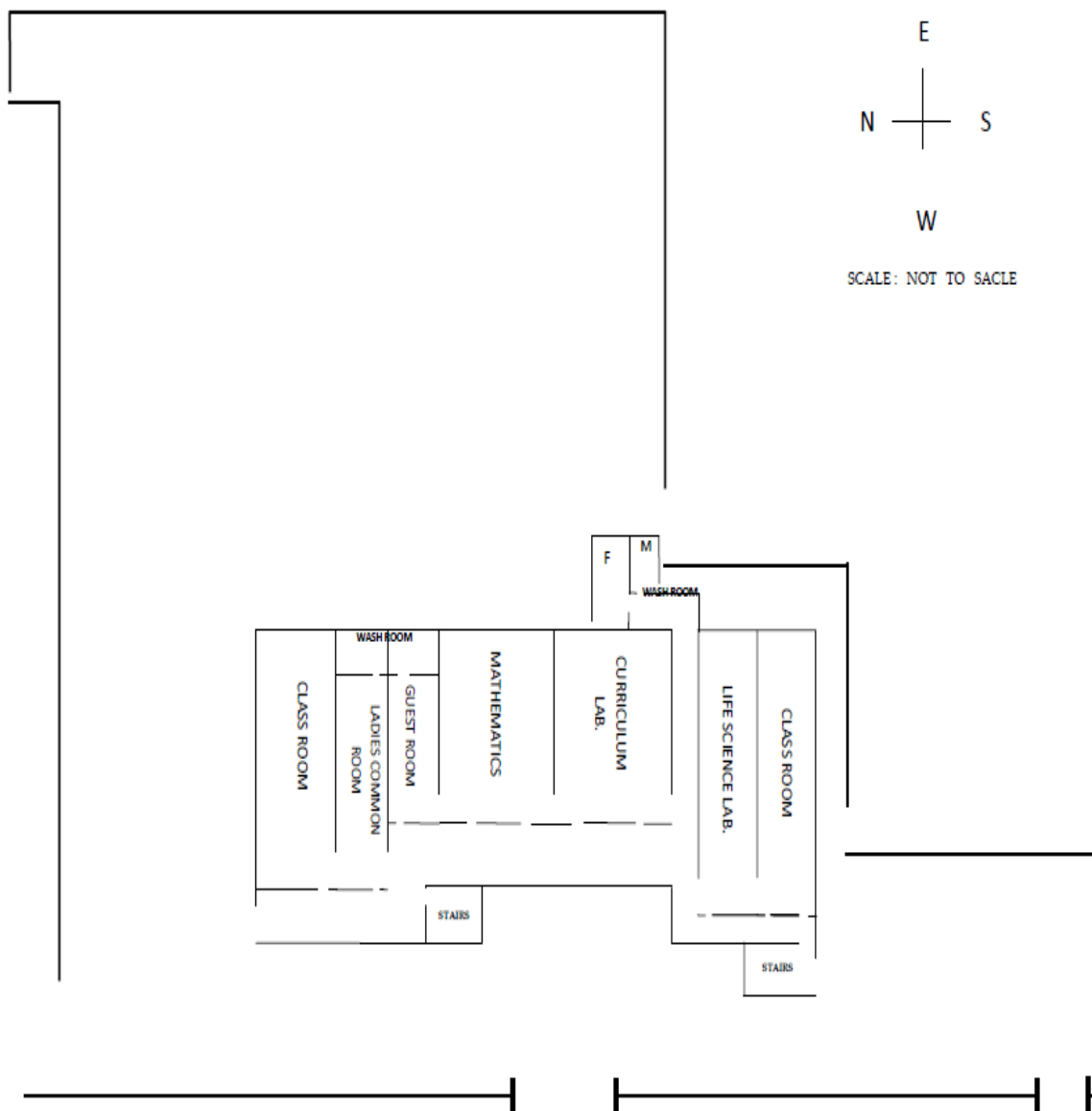
E

N ┼ S

W

SCALE : NOT TO SACLE

F   M

WASH ROOM

WASH ROOM

CLASS ROOM

LADIES COMMON ROOM

GUEST ROOM

MATHEMATICS

CURRICULUM LAB.

LIFE SCIENCE LAB.

CLASS ROOM

STAIRS

STAIRS

Appendix– VI. University Result

```
[ 3 ]                                          UNIVERSITY OF KALYANI
                                 BACHELOR OF EDUCATION EXAMINATION ( B.Ed. ) 2012
COLL. CODE :52                        ( ONE-YEAR COURSE )  ( NEW REGULATION )
COLL. NAME :SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+
   ROLL  &  NO.  MARKS  RESULT      ROLL  &  NO.  MARKS  RESULT     ROLL  &  NO.  MARK
#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+
52/541 /                          52/542 /
      120314  716   I                 120371  639   I
      120315  697   I                 120372  643   I
      120316  716   I                 120373  643   I
      120317  659   I                 120374  713   I
      120318  667   I                 120375        PAP-3
      120319  690   I                 120376  677   I
      120320  687   I                 120377  679   I
      120321  709   I                 120378  686   I
      120322  648   I                 120379        PAP-3
      120323  662   I                 120380  636   I
      120324  696   I                 120381  738   I
      120325  672   I                 120382  681   I
      120326  725   I                 120383  678   I
      120327  697   I                 120384  702   I
      120328  740   I                 120385  660   I
      120329  707   I                 120386  689   I
      120330  716   I                 120387  685   I
      120331  676   I        52/548 /
      120332  716   I                 120389  601   I
      120333  708   I                 120390  663   I
      120334  663   I                 120391  635   I
      120335  702   I                 120392  594   II
      120336  665   I                 120393  667   I
      120337  676   I                 120394  578   II
      120338  707   I                 120395  634   I
      120339  662   I                 120396  656   I
      120340  744   I                 120397  653   I
      120341  700   I                 120398  674   I
      120342  689   I                 120399  601   I
      120343  663   I                 120400  640   I
      120344  664   I                 120401  618   I
      120345  738   I                 120403  651   I
      120346  653   I                 120404  678   I
52/547 /                              120405  665   I
      120347  736   I                 120406  615   I
      120348  684   I                 120407  675   I
      120349  702   I                 120408  628   I
      120350  622   I                 120409  664   I
      120351  617   I                 120410  602   I
      120352  670   I                 120411  634   I
      120353  618   I                 120412  679   I
      120354  636   I        52/546 /
      120355  690   I                 110388  47    P
      120356  691   I
      120357  639   I
      120358  679   I
      120359  687   I
      120360  690   I
      120361  638   I
      120362  653   I
      120363  664   I
      120364  664   I
      120365  653   I
52/542 /
      120366  700   I
      120367  648   I
      120368  613   I
      120369  607   I
      120370  626   I
```

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12 ]                                            UNIVERSITY OF KALYANI
                                  BACHELOR OF EDUCATION EXAMINATION ( B.Ed. ) 2013
L. CODE :52                                 ( ONE-YEAR COURSE )  ( NEW REGULATION )
L. NAME :SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#
OLL & NO.  MARKS  RESULT      ROLL & NO.  MARKS  RESULT       ROLL & NO.  MARKS
+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#+#
541 /                          52/542 /
    131205  681   I                131263  635   I
    131206  674   I                131264  700   I
    131207  631   I                131265  644   I
    131208  626   I                131266  675   I
    131209  678   I                131267  656   I
    131210  672   I                131268  572   II
    131211  699   I                131269  635   I
    131212  647   I                131270  708   I
    131213  636   I                131271  565   II
    131214  700   I                131272  698   I
    131215  695   I                131273  582   II
    131216  662   I                131274  670   I
    131217  699   I                131275  643   I
    131218  663   I                131276  597   II
    131219  624   I                131277  642   I
    131220  709   I                131278  687   I
    131221  630   I                131279  698   I
    131222  707   I                131280  604   I
    131223  694   I                131281  583   II
    131224  661   I                131282  616   I
    131225  723   I                131283  575   II
    131226  604   I                131284  693   I
    131227  646   I                131285  691   I
    131228  747   I                131286  625   I
    131229  667   I                131287  659   I
    131230  616   I                131288  649   I
    131231  661   I                131289  641   I
    131232  647   I                131290  639   I
    131233  736   I                131291  684   I
    131234  641   I                131292  625   I
    131235  697   I                131293  702   I
    131236  691   I                131294  649   I
    131237  704   I                131295  620   I
    131238  715   I                131296  687   I
    131239  663   I                131297  686   I
    131240  701   I                131298  647   I
    131241  739   I                131299  640   I
    131242  695   I                131300  603   I
    131243  725   I                131301  644   I
    131244  611   I                131302  725   I
    131245  686   I            52/544 /
    131246  677   I                120402  625   I
    131247  650   I
    131248  682   I
    131249  661   I
    131250  684   I
    131251  678   I
    131252  671   I
    131253  663   I
    131254        PAP-2
.42 /
    131255  703   I
    131256  621   I
    131257  673   I
    131258  661   I
    131259  660   I
    131260  665   I
    131261  664   I
    131262  668   I
```

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                                    UNIVERSITY OF KALYANI              (With Reg. No.)
                                    -----------------------
[ 40 ]                  MARKSHEET DESPATCH LIST FOR B.ED. EXAMINATION 2014        Page :1
COLLEGE :136            SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
=============================================================================================
ROLL NUMBER      REG.NO.   SESSION    STUDENT'S NAME                             RESULT
=============================================================================================

136/541/140970   013888    2007-08    AMRITA GANGULY                               I

136/541/140971   005141    2001-02    ANTARA GANGULY                               I

136/541/140972   022222    1999-00    ANTARA ROYCHOUDHURY                          I

136/541/140973   000231    2013-14    ARATI SAMAJDER                               I

136/541/140974   014363    2007-08    ASHMA KHATUN                                 I

136/541/140975   018654    1999-00    BABLI DAS                                    I

136/541/140976   000232    2013-14    BARNALI BISWAS                               I

136/541/140977   011615    2007-08    BINA SARKAR                                  I

136/541/140978   000233    2013-14    DOYEL KONER                                  I

136/541/140979   000234    2013-14    ESMATARA BEGUM (Course 3 = 35)              XC

136/541/140980   012889    1999-00    MANASHI GOSWAMI ( MUHURI )                   I

136/541/140981   022429    2007-08    MANDIRA BANERJEE                             I

136/541/140982   000235    2013-14    MILI DAS(HALDER)                             I

136/541/140983   019602    2000-01    MINTU SAHA                                   I

136/541/140984   023317    2007-08    MITHU DAS                                    I

136/541/140985   006746    2007-08    MOUMITA DAS                                  I

136/541/140986   000236    2013-14    NABONITA BISWAS                              I

136/541/140987   001587    2007-08    NIBEDITA PAL                                 I

136/541/140988   000237    2013-14    PAMELA SADHUKHAN                             I

136/541/140989   004573    2007-08    PAMPA MAJUMDER                               I

136/541/140990   022628    2007-08    PARAMITA BHATTACHARYYA                       I

136/541/140991   003911    2007-08    PIALI PODDER                                 I

136/541/140992   023111    2007-08    PINKI MAJHI                                  I

136/541/140993   000238    2013-14    PIYALI DATTA                                 I

136/541/140994   004499    2007-08    PREMA DEY                                    I

136/541/140995   000239    2013-14    RAMA SARKAR                                  I

136/541/140996   000240    2013-14    RINKU DEBNATH                                I
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                              UNIVERSITY OF KALYANI            (With Reg. No.)
                              -----------------------
  41 J               MARKSHEET DESPATCH LIST FOR B.ED. EXAMINATION 2014      Page  2
COLLEGE :136         SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
================================================================================================
ROLL NUMBER       REG.NO.  SESSION     STUDENT'S NAME                          RESULT
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ROLL NUMBER	REG.NO.	SESSION	STUDENT'S NAME	RESULT
136/541/140997	000241	2013-14	RUNA DAS	I
136/541/140998	000073	2001-02	RUPA BASAK	I
136/541/140999	000242	2013-14	RUPALI DHAR	I
136/541/141000	012343	2007-08	SAHELI DEBNATH	I
136/541/141001	009026	2007-08	SANCHAYITA PRAMANICK	I
136/541/141002	000243	2013-14	SHAMPA BHOWMIK	I
136/541/141003	020635	2007-08	SNEHA BANERJEE	I
136/541/141004	004482	2007-08	SOUMI CHATTERJEE	I
136/541/141005	004695	2007-08	SUBARNA KARMAKAR	I
136/541/141006	000244	2013-14	SUCHI EKKA	I
136/541/141007	022623	2007-08	SUDESHNA KUNDU	I
136/541/141008	002545	2007-08	SULAGNA PAUL	I
136/541/141009	009055	2007-08	SUPARNA BISWAS	I
136/541/141010	000245	2013-14	SUSMITA CHANDA	I
136/541/141011	002527	2007-08	SUTAPA BARAI	I
136/541/141012	000246	2013-14	SUTRISHNA GHOSH	I
136/541/141013	005262	2007-08	ANIMESH BISWAS	I
136/541/141014	012662	1999-00	ASHIS DAS	I
136/541/141015	023003	2007-08	ASHOKE KUMAR SARKAR	I
136/541/141016	021570	1999-00	BIMAL KUMAR SARKAR	I
136/541/141017	046601	2010-11	BIPLAB PRAMANICK	I
136/541/141018	000247	2013-14	BIPUL KUMAR BHAKTA	I
136/541/141019	022867	2007-08	DEBPRAKASH BISWAS	I
136/541/141020	009523	2009-10	DHANIRAM SARDER	I
136/541/141021	006400	2001-02	DIBYENDU DUTTA	I
136/541/141022	012853	2007-08	GOBINDA MANDAL	I
136/541/141023	000248	2013-14	JOYDEB BISWAS	I

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                              UNIVERSITY OF KALYANI            (With Reg. No.)
                              ---------------------
 [ 42 ]           MARKSHEET DESPATCH LIST FOR B.ED. EXAMINATION 2014      Page :3
 COLLEGE :136     SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
 ==============================================================================
 ROLL NUMBER      REG. NO.  SESSION   STUDENT'S NAME                    RESULT
 ==============================================================================

 136/541/141024   000249    2013-14   MADAN KUMAR CHANDA                  I

 136/541/141025   000250    2013-14   MD EHIYA BISWAS (Course 01 = 27)    XC

 136/541/141026   000251    2013-14   MD EJABUL ANAM                      I

 136/541/141027   017615    2007-08   MD GOLAM AMBIYA                     I

 136/541/141028   022715    1999-00   MD SELIM MOLLAH                     I

 136/541/141029   000253    2013-14   NAYAN SAREN                        I

 136/541/141030   071765    2013-14   NIHAR RANJAN ADHIKARI              I

 136/541/141031   000254    2013-14   NIKHIL GHOSH                       I

 136/541/141032   004541    2007-08   PALASH ROY                         I

 136/541/141034   000256    2013-14   PANKAJ SARKAR                      I

 136/541/141035   019058    2005-06   PAPPU CHANDA                       I

 136/541/141036   004527    2007-08   PARTHA GHOSH                       I

 136/541/141037   000257    2013-14   PRABIR KUMAR PRAMANICK             I

 136/541/141038   027785    2006-07   PRAKASH HALDER                     I

 136/541/141039   016345    2007-08   PRANAB DAS                         I

 136/541/141040   000258    2013-14   PRASANTA BESRA (Course 03 = 28)    XC

 136/541/141041   013016    1999-00   PRASENJIT BHOWMIK                  I

 136/541/141042   000259    2013-14   PRATAP PAL                         I

 136/541/141043   007553    2000-01   RAJKUMAR BISWAS                    I

 136/541/141044   003828    2007-08   RAKESH RAJAK                       I

 136/541/141045   022548    2007-08   RAKHO HARI GHOSH                   X

 136/541/141047   000261    2013-14   RANJIT KUMAR BARIK                 I

 136/541/141048   022905    2007-08   RASAMAY BALA                       I

 136/541/141049   004903    2007-08   SAHIN KHADIM                       I

 136/541/141050   000262    2013-14   SAMIRAN KUMAR DEB                  I

 136/541/141051   003331    2006-07   SANJOY PAUL                        I

 136/541/141052   000263    2013-14   SANKAR GOLDER                      I
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                              UNIVERSITY OF KALYANI              (With Reg. No.)
                              ----------------------
 [ 43 ]              MARKSHEET DESPATCH LIST FOR B.ED. EXAMINATION 2014      Page :4
 COLLEGE :136         SHIMURALI SACHINANDAN COLLEGE OF EDUCATION
 ===================================================================================
 ROLL NUMBER      REG.NO.  SESSION    STUDENT'S NAME                        RESULT
 ===================================================================================

 136/541/141053   004606   2007-08    SHYAMAL MONDAL                          I

 136/541/141054   000264   2013-14    SOURAV BASU                             I

 136/541/141055   022965   2007-08    SOURAV DUTTA                            I

 136/541/141056   000265   2013-14    SUDIP GHOSH                             I

 136/541/141057   027764   2006-07    SURAJIT MANDAL                          I

 136/541/141058   004911   2007-08    SUROJ MAJUMDER                          I

 136/541/141059   022410   1999-00    SWAGATA GHOSH                           I

 136/541/141060   003092   2006-07    TAPAS SADHUKHAN                         I

 136/541/141061   039010   2009-10    TAPAS SIKDAR  (Course 03= 32)           XC

 136/541/141062   018390   2001-02    TARUN KUMAR PAL                         I

 136/541/141063   000266   2013-14    TRINATH MALAKAR                         I

 136/541/141064   003832   2007-08    UJJAL DEBNATH                           I

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 Total Students for 136 College  = 93
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Appendix– VII. Academic Calendar with B.Ed., Syllabus

B.ED ACADEMIC CALENDAR

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

2. Admission criteria for B.Ed. Programme:

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Uniform Curriculum Structure
for
Two-Year B.Ed. Programme
in West Bengal

following
NCTE Regulations, 2014

Examined and Recommended

Dedar.
28/7/2015

Prof. S.K. Yadev)
Former Head, Deptt of Teacher Education
NCERT, New Delhi
& Presently Academic Consult
an NCTE
New Delhi

Seen &
Recommend
28/7/15

Prepared by
The Curriculum Committee

(C S Chandra)
Academic Consult
NCTE

Constituted by the
HIGHER EDUCATION DEPARTMENT
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700091

07/08/2015

Fwd: Names of Expert - spalaug552@gmail.com - Gmail

Original message --------
From: Cp
Date:05/08/2015 17:48 (GMT+05:30)
To: Mita Banerjee
Subject: RE: Names of Expert

Dear Professor Banerjee:

Thank you very much for this email, and for informing us that you have formulated detailed syllabus for B.Ed. and M.Ed. which shall be implemented all over West Bengal. I must note that NCTE does not approve any syllabus for which the respective affiliating bodies/state governments are responsible.

However, we had facilitated your process by suggesting a list of experts and sending the draft syllabus being finalised by NCTE. The respective affiliating bodies have also liberty to adapt the model syllabus to local contexts to some extent. Since you have finalised the syllabus based on expert guidance provided by experts and which confirms to 2-year equivalent credit hours and number of marks as given in NCTE draft model syllabus, you may like to go ahead to implement from 2015-16 session as you deem fit.

We shall be glad to further facilitate such and other processes in teacher education in future.

Warm regards,

Prof. Panda

Chairperson

CURRICULUM STRUCTURE FOR TWO-YEAR TEACHER EDUCATION PROGRAMMES (B.ED., M.ED., B.P.ED. &M.P.ED.) IN WEST BENGAL

FOLLOWING NCTE REGULATIONS, 2014

Prepared by the Curriculum Committee

Constituted by the

Higher Education Department

Government of West Bengal

BikashBhavan, Salt Lake, Kolkata – 700091.

**UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEAR B.Ed.
PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014**

COURSE & CODE	COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hour
		Theory	Engagements with the Field		
SEMESTER-I					
Course-I (1.1.1)	Childhood and Growing Up (1st & 2nd half)	50+50	25	100+25 (4+1)	64+32
Course-II (1.1.2)	Contemporary India and Education (1st & 2nd half)	50+50	25	100+25 (4+1)	64+32
Course-IV (1.1.4)	Language across the Curriculum	50	50	50+50 (2+2)	32+64
Course-V (1.1.5)	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
	TOTAL	325	175	500(13+7)	208+224
				Full Marks: 500 (Credit : 20)	
SEMESTER-II					
Course-III (1.2.3)	Learning and Teaching (1st & 2nd half)	50+50	25	100+25 (4+1)	64+32
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
Course-IX (1.2.9)	Assessment for Learning (1st & 2nd half)	50+50	50	100+50 (4+2)	64+64
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
	TOTAL	325	175	500(13+7)	208+224
				Full Marks: 500 (Credit : 20)	
SEMESTER-III					
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II	50	100	50+100 (2+4)	32+128
	School Internship		350	350 (14)	448
	TOTAL	50	450	500(2+18)	32+576
				Full Marks: 500 (Credit : 20)	
SEMESTER-IV					
Course-VI (1.4.6)	Gender, School and Society	50	25	50+25 (2+1)	32+32
Course-VIII(B)(1.4.8B)	Knowledge and Curriculum- Part-II	50	25	50+25 (2+1)	32+32
Course-X (1.4.10)	Creating an Inclusive School	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Vocational/Work Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Health and Physical Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Peace Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Guidance and Counselling	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Environmental and Population Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Yoga Education	50	25	50+25 (2+1)	32+32
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	50	50	50+50 (2+2)	32+64
CourseEPC-4(1.4EPC4)	Understanding the Self	50	50	50+50 (2+2)	32+64
	TOTAL	300	200	500(12+8)	192+256
				Full Marks: 500 (Credit : 20)	
	Total Marks: 2000 (Credit : 80)				

Note:

a) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

b) Course codes are abbreviated in the following manner:

      1st Digit –Course

      2nd Digit – Semester

      3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

➢ Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.

➢ One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.

➢ One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:

1st Year

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

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	64	-	30	70
1.1.2	Contemporary India and Education	50+50	4	64	-	30	70
1.1.4	Language across the Curriculum	50	2	32	-	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	32	-	30	70
1.1. EPC1	Reading and Reflecting on Text	25	1	16	-	100	00
Practicum/Hands on/ Students Activity /Seminar/Workshop/etc.							

Engagement with the Field (Credit-7) (Marks = 175) (224 Hours)
Childhood and Growing Up (Credit-1= 25 Marks)
Contemporary India and Education (Credit-1=25 marks)
Language across the Curriculum (Credit-2=50 marks)
Understanding Disciplines and Subjects (Credit-2=50 Marks)
Reading and Reflecting on Text (Credit1 =25 Marks)

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

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

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.2.3	Learning and Teaching	50+50	4	64	-	30	70
1.2. 7a	Pedagogy of a School Subject- I	50	2	32	-	30	70
1.2. 8a	Knowledge and Curriculum- I	50	2	32	-	30	70
1.2.9	Assessment for Learning	50+50	4	64	-	30	70
1.2. EPC2	Drama and Art in Education	25	1	16	-	100	00
Practicum/Hands on Experience / StudentsActivity /Seminar/Workshop/etc.							

Engagement with Field (Credit-7) (Marks = 175) (224Hours)
Learning and Teaching (Credit -1 = Marks 25)
Pedagogy of a School Subject- I (Credit-2 =Marks 50)
Knowledge and Curriculum- I (Credit-1 =Marks 25)
Assessment for Learning (Credit-2 =Marks 50)
Drama and Art in Education (Credit-1= Marks 25)

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

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

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

Practicum/Hands on Experience / Students Activity /Seminar/Workshop/etc.
Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)
Pedagogy of a school Subject (Credit-1 = Marks 25)
Community-based Activities (Credit-3 = Marks 75)

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

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

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.4.6	Gender School and Society	50	2	32	-	30	70
1.4.8b	Knowledge and Curriculum –II	50	2	32	-	30	70
1.4.10	Creating an Inclusive School	50	2	32	-	30	70
1.4.11	Optional Course*	50	2	32	-	30	70
1.4. EPC3	Critical Understanding of ICT	50	2	32	-	30	70
1.4. EPC4	Understanding the Self	50	2	32	-	30	70

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop/etc.
Engagement with Field (Credit8) (Marks = 200) (256 Hours)
Gender School and Society (Credit 1= Marks 25)
Knowledge and Curriculum –II (Credit 1 = Marks 25)
Creating an Inclusive School (Credit 1= Marks 25)
Optional Course* (Credit 1 = Marks 25)
Critical Understanding of ICT (Credit 2 = Marks 50)
Understanding the Self (Credit 2= Marks 50)

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

*The Optional Courses are :
1. Vocational/Work Education
2. Health and Physical Education
3. Peace Education
4. Guidance and Counselling
5. Environmental and Population Education
6. Yoga Education

APPENDIX – VIII. TIME TABLE

Shimurali Sachinandan College of Education
TIME TABLE w.e.f.1st July, 2014

		1	2	3		4	5	6	7	8
DAY	SEC	11:00-11:40	11:40-12:20	12:20-01:00	01:00-01:30	01:30-02:10	02:10-02:50	02:50-03:30	03:30-04:15	04:15-05:00
MONDAY	A	PII- SRA	PIV-DNC	PIV-IB	R E C E S S	EE-SD MDGCS-SRA EMM-IB COMP-AB	EE-SB MDGCS-SRA EMM-IB COMP-AB	ENG-TG L.SC-SB REST LIBRARY	ENG-TG GEO-AS REST LIBRARY	GEO-AS REST LIBRARY
	B	PIII-SD	PIV-IB	PI-SRA						
TUESDAY	A	PIII-SD	PIII-SS	GEO- AS		BENG-MS L.SC-SB MATH-TR REST LIBRARY	BENG-MS L.SC-SB MATH-TR REST LIBRARY	EDN-TG PHY.SC-RG REST LIBRARY	EDN-TG PHY.SC-RG REST LIBRARY	EDN-TG PHY.SC-RG REST LIBRARY
	B	PII-TG	PII-SRA	REST LIBRARY						
WEDNESDAY	A	PI-AS	PII-TG	PII-SRA		GEO-AS PHY.SC-RG REST LIBRARY	EDN-TG PHY.SC-RG REST LIBRARY	EE-SB MDGCS-SRA EMM-TR COM- AB REST LIBRARY	*EE-SB* MDGCS-SRA EMM-TR COMP- AB REST LIBRARY	L.SC-SB Preparation of Teaching Aids –KH (Eng, Edn, & Hist,)
	B	PIV-DNC	PI-SRA	PI- AS						
THURSDAY	A	PI-TG	PIII-SD	HIST.-SD		*EDN-TG* REST LIBRARY	MATH-TR W.EDN- KH REST LIBRARY	ENG-TG MATH-TR W.EDN-KH REST LIBRARY	W.EDN-SS MATH-TR REST LIBRARY	Tutorial ALL TEACHERS
	B	PIII-SS	PI-TG	L.SC- DNC REST LIBRARY						
FRIDAY	A	PII-SRA	PIV-IB	*PIII-MS*		L.SC- DNC BENG-MS REST LIBRARY	BENG-MS Preparation of Teaching Aids –KH (Maths & Geo)	HIST-SD Preparation of Teaching Aids –KH (, L.Sc, Phy.Sc,& Beng)	HIST-SD REST LIBRARY	HIST-SD REST LIBRARY
	B	PIII-MS	PIII-SD	PII-SRA						
SATURDAY	A	PI-SRA	PI-SRA	HIST-SD		**CO-CURRICULAR** ALL TEACHERS	PIV-SD PII-SRA	ENG-TG W.EDN.-SS REST LIBRARY	ENG-TG W.EDN-SS REST LIBRARY	BENG-MS PHY.SC.-RG REST LIBRARY
	B	PIV-IB	PIV-SD	L.SC-IB REST LIBRARY						

Shimurali Sachinandan College of Education

Time Table For the Session 2015 – 2017
First Semister With Effect from 6[th] July, 2015

Day	Sec	11 – 12	12 – 01	01 – 02		2-30 – 3-30	3-30 – 4-30
Monday	A	C_4 – SRA	C_1 – SB	C_1 – TG		G_A – SRA (Psy Pr) G_B – TG (LAC Pr)	G_A – TG (LAC Pr) G_B – SRA (Psy Pr)
	B	C_4 – SRA	C_1 – SD	C_1 – SB		C_2 – TPM	C_2 – SD
Tuesday	A	C_2 – SD	C_5 – TPM	C_5 – SS		C_1 – SD	RNK (Games)
	B	C_5 – TPM	C_5 – SS	C_2 – SD		C_1 – TG	
Wednesday	A	C_1 – SRA	C_4 – TG	C_5 – TPM		G_A – KH (Art Pr) G_B – AB (ICT Pr)	G_A – AB (ICT Pr) G_B – KH (Art Pr)
	B	C_1 – SRA	C_2 – TPM	C_1 – SB		C_2 – TPM	C_4 – PG
Thursday	A	C_5 – SB	C_2 – SD	C_2 – SS		C_2 – TR	C_1 – SB
	B	C_1 – TG	C_2 – SS	C_2 – TR		C_5 – SB	C_2 – SS
Friday	A	C_1 – SRA	C_2 – SD	C_2 – TR		C_1 – SD	C_2 – TPM
	B	C_1 – SRA	C_2 – TR	C_5 – TPM		G_C – AB (ICT Pr) G_D – KH (Art Pr)	G_C – KH (Art Pr) G_D – AB (ICT Pr)
Saturday	A	C_2 – SS	C_4 – PG	C_1 – TG		C_2 – SD	C_4 –TR
	B	C_4 – TR	C_4 – TG	C_1 – SD		G_c – SRA (Psy Pr) G_D – TG (LAC Pr)	G_C – TG (LAC Pr) G_D – SRA (Psy Pr)

(Column between "01 – 02" and "2-30 – 3-30" is labelled vertically: 02 – 2-30 / Recess)

Dr. Samirranjan Adhikari
Teacher-in-Charge

Appendix– IX. **Feedback**

    (i)   Sample Formats for Students' Evaluation of Programme of Study

Shimurali Sachinandan College of Education

Students' Evaluation of Programme of Study

(To be filled in only after the final results are out)

Department   ::   Year   :

Programme   : B.Ed

Your responses will be seen only after your final results have been finalised and recorded. The information will be used only to improve the programme and provisions.

You may or may not reveal your identity.

1. Before undertaking the programme did you get a prospectus giving details of

    a) courses available   b) admission rules

    c) completion requirements   d) fee and refund structure

    e) support services and training available   f) financial aid?

2. What determined your choice of the subject?

    a) interest in the subject   b) past scores in the subject

    c) influence of parents/friends/teachers   d) ease of getting admission

    e) ease of passing   f) reputation of the department/teachers

    g) ease of getting admission   h) ease of getting a job after completion of higher

                                            studies

    j) availability of scholarship/stipend   k) others, (specify)

3. Was your background to undertake the programme

    a) adequate   b) inadequate

    c) more than adequate?

4. The choice of courses offered was

    a) satisfactory   b) unsatisfactory

    c) not available

5. In case no optional courses were available, would you have liked to have some?

    a) yes   b) no

    c) worth trying

(1)

6. What do you think should be the ratio of optional courses to the total number of courses?

   a) 100%   b) 75%

   c) 50%   d) 25%

7. Was it possible to take a course in other departments?

   a) yes   b) no

8. If, yes did you benefit from the interdisciplinary study?

   a) yes   b) no

9. If not, would you have liked to do interdisciplinary work?

   a) yes   b) no

10. For how many courses did you have (give numbers)

   a) project work   b) practical work

   c) team projects   d) field work

11. Did any of this help

   a) to generate interest to know further   b) to make class work more relevant and understandable

   c) to build team spirit   d) to promote independent study skills

12. Was the practical/studio/workshop component of your courses sequenced integrally with theory classes?

   a) yes   b) no

13. Were the laboratories /studios/workshops adequately equipped and properly maintained?

   a) yes, fully   b) yes, partly

   c) no

14. Were you provided training in library use?

   a) yes   b) no

15. What is your opinion of the library holdings for your subject?

   a) excellent   b) adequate

   c) inadequate   d) very poor

(2)

16. Were you able to get the prescribed readings?

   a) easily   b) with difficulty
   c) not at all

17. Were you provided with training in computer use?

   a) yes   b) no

18. The internal evaluation system as it exists is

   a) desirable   b) undesirable

19. In your opinion, how much of the total weightage of a course should the internal assessment account for?

   a) 100%   b) 75%
   c) 50%   d) 25%
   e) less than 25%

20. If no weightage was given to sessional work, do you think your grades would have been

   a) better   b) poorer
   c) about the same?

21. Is the internal assessment system conducive to

   a) regular work   b) understanding the course
   c) early discovery of difficulties d) interaction with the teacher?

22. The internal assessment system operated

   a) fairly   b) needs improvement
   c) with prejudice

23. The internal assessment was done

   a) regularly in how many courses?   b) haphazardly in how many courses?
   c) only at term end in how many courses?

24. Were your written assignments returned on time?

   a) yes   b) no

25. Were they returned with helpful comments?

   a) yes   b) no

(3)

26. Did the department have provision to take care of grievances?

    a) yes   b) no

27. How many teachers taught you during the full duration of the programme?
    (Give total number)

28. If you had to grade your teachers on the seven point scale (highest O-A-B-C-D-E-F lowest) to how many would you assign the following grades? (Give number of teachers against each grade)

    a) O   b) A   c) B
    d) C   e) D   f) E
    g) F

29. How many teachers prepared their lectures (give numbers)

    a) thoroughly   b) well
    c) poorly   d) indifferently
    e) not at all

30. How many teachers were able to communicate (give numbers)

    a) effectively   b) invariably
    c) satisfactorily   d) badly?

31. How many teachers encouraged students to participate in the class? (give numbers)

    a) through questions answers   b) through discussion
    c) through course related games d) through inviting suggestions?

32. You would like your teachers to be (rank the qualities according to your preference, omitting the ones that do not apply)

    a) scholarly   b) oratorial
    c) open -minded   d) casual
    e) fair   f) aloof
    g) polite   h) strict
    i) painstaking   j) friendly
    k) lenient   l) articulate

33. If you wish you may name the teacher you liked best for the qualities you ranked the highest in question 34.

(4)

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34. At the end of the programme of study you came out

   a) the same as before   b) better informed and skilled

   c) less enthusiastic for further study   d) more enthusiastic for further study

35. When you meet students who have taken a similar programme at other institutions do you feel

   a) inferior   b) superior

   c) equal

36. How do you rate the student-teacher relationship in the institution as a whole?

   a) very good   b) good

   c) satisfactory   d) unsatisfactory

   e) very poor

37. How do you rate the student-teacher relationship in your department?

   a) very good   b) good

   c) satisfactory   d) unsatisfactory

   e) very poor

38. How do you find the institution's administrative offices?

   a) very helpful   b) helpful

   c) indifferent   d) unhelpful

   e) cumbersome

39. Are you satisfied with the hostel facilities?

   a) yes   b) no

   c) not affected

40. How do you find the transport facility of the institution?

   a) adequate   b) inadequate

   c) regular   d) unreliable

41. How do you rate the health- care facilities?

   a) good   b) bad

   c) good but inadequate

(5)

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42. Did you participate in any of the extra curricular activities of the department/institution?

    a) rarely   b) often

    c) never   d) sometimes

43. What was the attitude of teachers to extra curricular activities?

    a) co-operative   b) encouraging

    c) indifferent   d) hostile

    e) cynical   f) enthusiastic

44. What was your relationship with the Students' Union?

    a) member   b) office bearer

    c) voter

45. Was the Students' Union representative of the student community?

    a) yes   b) no

    c) largely   d) marginally

46. Has your time at the institution been intellectually enriching?

    a) yes   b) no

    c) marginally

47. Have you made friends with anyone, which you expect will last long?

    a) some   b) none

    c) many   d) a few

48. After leaving the institution how will you talk about it?

    a) proudly   b) disparagingly

    c) indifferently   d) humorously

    e) try to forget it

(ii)   Feedback from the Supervisors of Practice Teaching

Shimurali Sachinandan College of Education

Shimurali, Nadia, West Bengal
Internship Activity Appraisal of the B. Ed. Trainees in the Session 2006-07
Designed
By
Dr. Samirranjan Adhikari

Practice Teaching School:

Name of the Trainee Teacher: Roll No.:

Subject: Topic:

	Dimensions	Criteria	Supervisor's Ratings		
			Good	Acceptable	Ordinary
Lesion Planning					
a)	Content Analysis	Division into Units			
		Sequential Arrangement			
		Elaboration up to the Syllabus			
b)	Teaching-Learning Materials & Teaching Aids (TLM & TA)	Effectiveness			
		Legibility and Cleanliness			
		Adequate to Overcome Difficulty Point			
c)	Teaching Objectives	Well Framed as per Definition			
		Arrangement			
		Sufficiency			
Class room Teaching					
a)	Teaching Skills	Creating Motivation			
		Reviewing and Drilling			
		Use of Reinforcement			
		Use of TLM & TA			
		Pronunciation and Stimulus Variation			
		Use of Chalk Board			
b)	Art of Questioning	Effective at par Teaching Objectives			
		Well Structured and Exact			
		Simple and Precise			
		Relevance with the Teaching Point			
		Probing and Eliciting Correct Answer			
		Correction of Mistakes			
c)	Class Room Management	Acquaintance with the Students			
		Warmth and Acceptance			
		Maintained Discipline			
		Students' Participation			
d)	Time Management	Motivation and Preparation			
		Presentation and Demonstration			
		Generalization and Application			
Overall Performance:					

Suggestions for Improvement:

Supervisor's Signature: Date:

Appendix– X. Best Practices of the College

Best Practice - I

A PROBE INTO ACHIEVEMENT IN MATHEMATICS IN RELATION TO OTHER SCHOOL SUBJECTS

REPORT OF THE PROJECT CONDUCTED

IN

PARTIAL FULFILMENT OF THE DEGREE OF B. ED. 2014

OF

THE UNIVERSITY OF KALYANI

BY

JOYDEB BISWAS

ROLL NO....................

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

SHIMURALI, NADIA

UNDER THE SUPERVISION & GUIDANCE

OF

SMT. TANIMA ROY

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

SHIMURALI, NADIA

Certificate

Certified that **Sri Joydeb Biswas** has completed all formalities for submission of his project work entitled **"A Probe into Achievement in Mathematics in Relation to Other School Subjects"** for partial fulfilment of the B.Ed. degree of the University of Kalyani.

As per my knowledge, the research work is an original one and has been carried out by Sri Biswas according to standard norms under my direct supervision and guidance.

With great pleasure I am approving the dissertation of Sri Biswas and forwarding the same for examination.

Dated:

(Smt. Tanima Roy)

Shimurali Sachinandan College of Education,

Shimurali, Nadia

ACKNOWLEDGEMENT

In the very beginning I have no hesitation in admitting that this dissertation would not have been possible without the guidance and help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study.

Foremost, I would like to express my sincere gratitude to my mentor Smt. Tanima Roy, Part Time Lecturer in Mathematics, Shimurali Sachinandan College of Education, Shimurali, Nadia, for her never ending fountain of encouragement to my project work – from her I actually have an interest in pedagogy of mathematics education.. Beside my supervisor, I like to stoop my head down to Dr. Debiprosad Nag Chowdhury, our Honourable Principal for his continuous support; his capacities as a teacher often exceeded my capabilities as a student.

I am over whelmed in all humbleness and gratefulness to acknowledge my debt to Prof. Sarmila Das, Prof. Trishna Goswami, Dr. Samirranjan Adhikari and all other teachers of my college who always showed me the right track when I needed help. Their valuable suggestions, guidance and back-up only have made me able to complete this project work.

My sincerest thanks go to my friends of this college and headmaster as well as colleagues of my schools for the stimulating discussions I had with them in time and again. These helped me a lot in my research work and I have come to learn about so many new things from these exhaustive discussions.

I would also like to convey my thanks to my parents, wife and students who always extended their undivided support.

Last but not the least, I would like to thank all in general who appreciated my work and motivated me, and finally to **Almighty God** who eventually made everything possible.

(Joydeb Biswas)

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CHAPTER – I

INTRODUCTION

1.1   Goals of Mathematics Education

Simply stated, mathematisation of the child's thought processes is the chief goal of mathematics education in schools. According to **David Wheeler (1982)**, it is more useful to know how to mathematics than to know a lot of mathematics.

According to **George Polya (1969)**, we can think of two kinds of aims for mathematics education in school – (a) *a good and narrow aim*, (that of turning out employable adults who eventually contribute to social and economic development); and (b) *a higher aim*, (that of developing the inner resources of the growing child).

With regard to school mathematics, the former aim specifically relates to numeracy. In primary schools numbers and operations on them, measurement of quantities, fractions, percentages and ratios are taught. All these are important for numeracy. But in developing a child's inner resources, the role that mathematics plays is mostly about thinking. Clarity of thought and pursuing assumptions to logical conclusions is central to the mathematical enterprise. There are many ways of thinking, and the kind of thinking one learns in mathematics is an ability to handle abstractions.

1.1.2 Mathematics as a Tall Subject

One feature of mathematics which requires special care in education is its "height", that is, the extent to which concepts build on previous concepts. Reasoning in mathematics can be very clear and certain, and, once a principle is established, it can be relied on. This means it is possible to build conceptual structures which are at once very tall, very reliable, and extremely powerful.

The structure is not like a tree, but more like a scaffolding, with many interconnected supports. Once the scaffolding is solidly in place, it is not hard to build it higher, but it is impossible to build a layer before previous layers are in place.

1.1.3 Mathematics as a Broad Subject

Mathematics is also very broad. There are many subjects that are never discussed in the mainline curriculum which culminates in calculus.

The subjects that are discussed have many interesting side-branches that are never explored.

At a time, the standard first college mathematics course was college algebra. Soon afterward, the standard first college course was calculus, and thereafter, calculus became standard for the best high school mathematics students. By now first year calculus has largely migrated to high school, so that most of the better mathematics and science students at our universities have already taken calculus before they arrive.

1.1.4 Mathematics as Intuitive and Real

Students commonly lose touch with the reality and the intuitive nature of mathematics. Young children come up with many ingenious devices to work out mathematical questions, but some teachers usually discourage any non-conventional approach – partly because it is not easy to understand what a child is thinking or trying to say, and the teachers don't catch on, partly because the teachers think it's not okay to use an alternative method or explanation.

1.2 A Vision Statement

School mathematics takes place in a situation where –

(i) ***Learning Mathematics to Enjoy*** – This is an important goal, based on the premise that mathematics can be both used and enjoyed life-long, and hence that school is best placed to create such a taste for mathematics.

(ii) ***Learning the Importance of Mathematics*** – Equating mathematics with formulas and mechanical procedures does great harm. Understanding when and how a mathematical technique is to be used is always more important than recalling the technique from memory (which may easily be done using a book), and the school needs to create such understanding.

(iii) ***Mathematics as a Tool of Communication*** – Children see mathematics as something to talk about, to communicate, to discuss among themselves, to work together on. Making mathematics a part of children's life experience is the best mathematics education possible.

(iv) ***Mathematics as a Tool to Solve Meaningful Problems*** – In school, mathematics is the domain which formally addresses problem solving as a skill. Considering that this is an ability of

use in all of one's life, techniques and approaches learnt in school have great value.

(v) ***Mathematics to Perceive Relationship*** – Children use abstractions to perceive relationships, to see structure, to reason about things, to argue the truth or falsity of statements. Logical thinking is great gift mathematics can offer us, and inculcating such habits of thought and communication in children is a principal goal of teaching mathematics.

(vi) ***Understanding the Basic Structure of Mathematics*** – Arithmetic, algebra, geometry and trigonometry, the basic content areas of school mathematics, all offer a methodology for abstraction and generalization.

(vii) ***Teachers' Expectation –*** Settling for anything less can only act towards systematic exclusion, in the long run. Adequately challenging the talented even while ensuring the participation of all children is a challenge, and offering teachers means and resources to do this is essential for the health of the system.

1.3 A Brief History of Teaching Mathematics

Curriculum is seen as the prescribed course of study to be covered in a prescribed time frame. But, evolution of curriculum as a field of study began in 1890's only. Johann Friedrich Herbart (1776-1841), a German thinker, is generally associated with the evolution of curriculum. Herbart had emphasized the importance of "selection" and "organization" of content in his theories of teaching–learning. The first book devoted to the theme of curriculum entitled, The Curriculum was published in 1918 by Franklin Bobbitt followed by another book How to make Curriculum in 1924. In 1926, the National society for the study of education in America published the year book devoted to the theme of curriculum – The Foundation and Technique of Curriculum Construction. This way the curriculum development movement, from its beginning in 1890's started becoming a vigorous educational movement across the world.

School systems are a relatively new phenomenon in historical terms, having developed only during the past two hundred years or so. Before then, there existed schools in parts of the West, as an appendage to religious organisations. The purpose of these schools was to produce an educated cleric. Interest in mathematics was rudimentary – "the different kinds of numbers and the various shapes and sufficient astronomy to help

to determine the dates of religious rituals". However, in India the practice of education was a well established phenomenon. Arithmetic and astronomy were core components of the course of study. Astronomy was considered essential for determining auspicious times for performing religious, rituals and sacrifices. Geometry was taught because it was required for the construction of sacrificial altars and "havan kunds" of various shapes and sizes.

With the arrival of the British, the system of education underwent a major change. Western system of education was introduced to educate Indians on western lines for the smooth functioning of the Empire.

In 1937, when Gandhiji propounded the idea of basic education, the Zakir Husain committee was appointed to elaborate on this idea. It recommended that knowledge of mathematics was an essential part of any curriculum. Every child is expected to work out the ordinary calculations required in the course of his craft work or his personal and community concerns and activities. The Secondary Education Commission appointed in 1952 also emphasised the need for mathematics as a compulsory subject in the schools.

1.4   Problems in Teaching and Learning of Mathematics

Any analysis of mathematics education in our schools will identify a range of issues as problematic. We structure our understanding of these issues around the following four problems which we deem to be the core areas of concern –

(i)   A sense of fear and failure regarding mathematics among a majority of children,

(ii)   A curriculum that disappoints both a talented minority as well as the non-participating majority at the same time,

(iii)   Crude methods of assessment that encourage perception of mathematics as mechanical computation, and

(iv)   Lack of teacher preparation and support in the teaching of mathematics.

Each of these can and need to be expanded on, since they concern the curricular framework in essential ways.

1.4.1 Fear and Failure

If any subject area of study evokes wide emotional comment, it is mathematics. While no one educated in Tamil would profess (or at the least, not without a sense of shame) ignorance of any Tirukkural, it is quite

the social norm for anyone to proudly declare that s/he never could learn mathematics. While these may be adult attitudes, among children (who are compelled to pass mathematics examinations) there is often fear and anxiety. Mathematics anxiety and "math phobia" are terms that are used in popular literature **(Buxton, 1991)**.

In the Indian context, there is a special dimension to such anxiety. With the universalisation of elementary education made a national priority, and elementary education a legal right, at this historic juncture, a serious attempt must be made to look into every aspect that alienates children in school and contributes towards their non-participation, eventually leading to their dropping out of the system. If any subject taught in school plays a significant role in alienating children and causing them to stop attending school, perhaps mathematics, which inspires so much dread, must take a big part of the blame.

1.4.2 Disappointing Curriculum

Any mathematics curriculum that emphasises procedure and knowledge of formulas over understanding is bound to enhance anxiety. The prevalent practice of school mathematics goes further: a silent majority give up early on, remaining content to fail in mathematics, or at best, to see it through, maintaining a minimal level of achievement. For these children, what the curriculum offers is a store of mathematical facts, borrowed temporarily while preparing for tests.

On the other hand, it is widely acknowledged that more than in any other discipline, mathematics is the subject that also sees great motivation and talent even at an early age in a small number of children **(Krutetskii, 1976).** These are children who take to quantisation and algebra easily and carry on with great facility.

1.4.3 Crude Assessment

We talked of fear and failure. While what happens in class may alienate, it never evokes panic, as does the examination. Most of the problems cited above relate to the tyranny of procedure and memorization of formulas in school mathematics, and the central reason for the ascendancy of procedure is the nature of assessment and evaluation. Tests are designed (only) for assessing a student's knowledge of procedure and memory of formulas and facts, and given the criticality of examination performance in school life, concept learning is replaced by procedural memory. Those children who cannot do such replacement successfully experience panic, and suffer failure.

1.4.4 Inadequate Teacher Preparation

More so than any other content discipline, mathematics education relies very heavily on the preparation that the teacher has, in their own understanding of mathematics, of the nature of mathematics, and in their bag of pedagogic techniques. Textbook-centred pedagogy dulls the teacher's own mathematics activity.

At two ends of the spectrum, mathematics teaching poses special problems. At the primary level, most teachers assume that they know all the mathematics needed, and in the absence of any specific pedagogic training, simply try and uncritically reproduce the techniques they experienced in their school days. Often this ends up perpetuating problems across time and space.

At the secondary and higher secondary level, some teachers face a different situation. The syllabi have considerably changed since their school days and in the absence of systematic and continuing education programmes for teachers, their fundamentals in many concept areas are not strong. This encourages reliance on 'notes' available in the market, offering little breadth or depth for the students.

1.5 Origin of the Research Problem

According to the National Policy on Education (1986) mathematics should be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning.

The National Curriculum Framework for School Education (NCFSE), 2000, document echoes such sentiments as well. Yet, despite this history of exhortations, mathematics education has remained pretty much the same, focussed on narrow aims.

To alleviate the problems to arrive at the ultimate goal of mathematics education we have to find out the barriers on scientific footings. This study was the initial step in search of the solution.

1.5.1 Statement of Purpose

The purpose of this study was to examine the achievement in mathematics in relation to the achievement in other school subjects of the Class-VIII standard students. Actually here, the researcher was in quest of the finding out any speciality, if there, in achievement in mathematics.

1.6   Significance of the Study

Through the investigation of the achievement in mathematics with relation to other school subjects it was hoped that mathematics education in school would be better equipped to provide a meaningful mathematics education experience to all students by considering such information when making curricular, pedagogical, or other program decisions.

1.7   Broad Objective of the Study

The objective of the present study might be divided into two parts –

(a)   To observe the description of the scenarios regarding the achievements in school subjects of the students of Class-VIII.

(b)   To observe the relationships among the achievement in school subjects.

1.7.1   Specific Objective of the Study

The specific objective of the present study was the following –

(a)   To present the descriptive statistics of the achievement in school subjects, especially in mathematics.

(b)   To do factor analysis to ascertain the effect of "g" factor of Spearman to the achievement in mathematics and other school subjects.

(c)   To predict the achievement in mathematics by taking other school subjects as independent variables.

1.8   Delimitation of the Study

Due to time and several other constraints the researcher was forced to delimit the research areas in different aspects –

(a)   Here only one school was considered as source of sample.

(b)   Only one section (Section-A of Class- VIII) of students of the school was selected.

CHAPTER – II

METHODOLOGY

The present study was carried out through descriptive cross-sectional survey method within ex-post-facto research design. The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

2.1 Method

The research design adopted in the present study was presented hereunder.

2.1.1 Variables

In the present study following variables were considered.

2.1.1.1 Independent Variables

Followings were the "Independent Variables" in the present study –

i)   Achievement in Bengali

ii)   Achievement in English

iii)   Achievement in Physical Science

iv)   Achievement in Life Science

v)   Achievement in History

vi)   Achievement in Geography

2.1.1.2 Dependent Variables

The only "Dependent Variable" was Achievement in Mathematics.

2.1.2 Nature of the Present Study

a)   *Survey Part* – Survey research was done in collecting data on the variables – both dependent and independent.

b)   *Factor Analysis* – Factor analysis was done to ascertain the effect of "g" factor on the achievement in school subjects including mathematics.

c)   *Predictive Part* – Multiple regression analysis was done considering "achievement in mathematics" as dependent variable and achievement in other school subjects as independent variables.

2.2 Sampling

In the present study only one Higher Secondary school was considered as source of sample. The name of and address of the school were as follows –

(i)   Name of the School: Kalitala Viswabandhu Siksha Nikatan

(ii)   Address of the School: P.O. – Puratan Bongaon, District – 24 pgs(N)

(iii)   Class from where Data were Collected – VIII Section-A

2.2.1 Sample Size

Out of total 54 subjects participated in the study 33 were male and 21 were female.

Table – 2.1: Gender wise distribution of samples

Gender	Frequency	Percent
Female	21	38.9
Male	33	61.1
Total	54	100.0

2.3 Research Instruments

Marks in the annual examination (2013) were considered as data in the present study. The teacher made tests used in the annual examination were selected as the tools of research in the present study.

2.4 Procedure for Data Collection

Before the collection of data Head Masters of the school was approached and consent was requested and subsequently that was granted. The results of the annual examination, 2013, of Class-VIII were collected from the Head Master of the school.

2.5 Statistical Techniques

The descriptive as well as inferential statistics and underlying relationship were found out by computing appropriate statistics with the help of SPSS-10.01 software.

2.5.1   Descriptive as well as Inferential Statistics

In the following cases descriptive as well as inferential statistics were computed:

i) To show the "Descriptive Statistics" of achievement in mathematics scores, achievement in Bengali scores, achievement in English scores, achievement in physical science scores, achievement in life science scores, achievement in history scores and achievement in geography scores;

ii) To show the "report" of gender wise "Comparison of Means" of achievement in mathematics scores, achievement in Bengali scores, achievement in English scores, achievement in physical science scores, achievement in life science scores, achievement in history scores and achievement in geography scores;

2.5.2   Factor Analysis

Factor analysis is a method for investigating whether a number of variables of interest Y_1, Y_2... Y_l, are linearly related to a smaller number of unobservable factors F_1, F_2... F_k. Under certain conditions the hypothesized factor model has certain implications, and these implications in turn can be tested against the observations.

Factor analysis attempts to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables. Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifest variables. Factor analysis can also be used to generate hypotheses regarding causal mechanisms or to screen variables for subsequent analysis.

The factor analysis procedure offers a high degree of flexibility – (a) seven methods of factor extraction are available; (b) five methods of rotation are available, including direct oblimin and promax for nonorthogonal rotations; (c) three methods of computing factor scores are available, and scores can be saved as variables for further analysis.

Here, achievement in mathematics, achievement in Bengali, achievement in English, achievement in physical science, achievement in life science, achievement in history and achievement in geography were the variables.

2.5.2   Multiple Regression Analysis

Linear Regression estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable. In the present study we have tried to predict the achievement in mathematics scores (the dependent variable) from independent variables such as achievement in Bengali scores, achievement in English scores, achievement in physical science scores, achievement in life science scores, achievement in history scores and achievement in geography scores.

Calculated statistics –

Following statistics are usually calculated in this method.

(i) *For each variable:* Number of valid cases, mean, and standard deviation are calculated.

(ii) *For each model:* Regression coefficients, correlation matrix, part and partial correlations, multiple R, R^2, adjusted R^2, change in R^2, standard error of the estimate, analysis of variance table, predicted values, and residuals are calculated. Also, 95% confidence intervals for each regression coefficient, variance-covariance matrix, variance inflation factor, tolerance, Durbin-Watson test, distance measures (Mahalanobis, Cook, and leverage values), DfBeta, DfFit, prediction intervals, and case wise diagnostics are also made.

Dependent variables

In the present study achievement in mathematics scores was the dependent variable.

Independent Variables

Here the independent variables were achievement in Bengali scores, achievement in English scores, achievement in physical science scores, achievement in life science scores, achievement in history scores and achievement in geography scores.

CHAPTER – III

PRESENTATION OF RESULTS

The purpose of this study was to explore the achievement in mathematics in relation to those in other school subjects.

3.1 Descriptive as well as Inferential Statistics

The results were presented in tabular form. In the tables at first the descriptive as well as inferential statistics were presented hereunder.

3.1.1 Achievement in Mathematics

Achievement in mathematics is presented hereunder in tabular form.

Table – 3.1 shows the descriptive statistics of achievement scores in mathematics. Here, the "minimum" of the scores was 16 and the "maximum" of those was 77. The "mean" and "standard deviation" of the said distribution were 38.65 and 10.78 respectively.

Table – 3.1: Descriptive Statistics of Achievement Scores in Mathematics

	N	Minimum	Maximum	Mean	Std. Deviation
Mathematics	54	16	77	38.65	10.78

The following histogram with normal curve of achievement scores in mathematics of the students is presented.
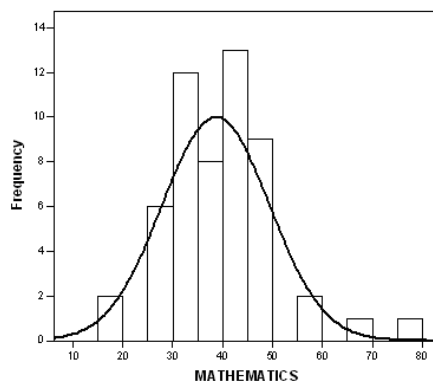
Figure-3.1: Histogram with normal curve of Achievement Scores in Mathematics

Table – 3.1(a) shows that the means of achievement scores in mathematics of female and male students were 42.67 and 36.09 respectively. Again the standard deviations were 12.44 and 8.85 respectively.

Table – 3.1(a): Report of Gender-wise Comparison of Means of Achievement in Mathematics Scores

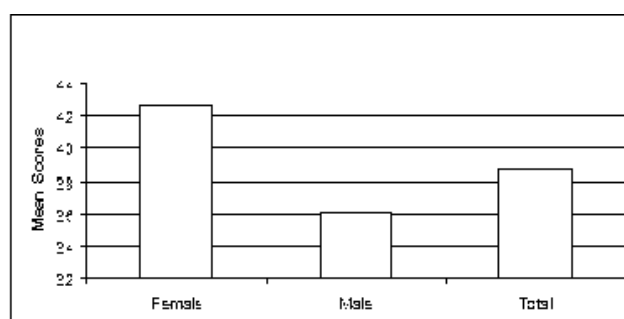| Gender	Mean	N	Std. Deviation
Female	42.67	21	12.44
Male	36.09	33	8.85
Total	**38.65**	**54**	**10.78**

Figure-3.2: Bar Diagram of Mean Achievement Scores in Mathematics of the Female and Male Students

Table – 3.1(b): Results of Independent Samples Test of Gender-wise Comparison of Means of Achievement in Mathematics Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	0.810	0.372	2.269	52	0.027
Equal variances not assumed			2.107	32.842	0.043

From table – 3.1(b) it is transparent that the two means of the achievement scores in mathematics of female and male students were significantly different and the mean of the females was higher than that of the males.

3.1.2 Achievement in other School Subjects

Achievements in other school subjects are presented hereunder in tabular form.

Table-3.2 shows descriptive statistics of achievement scores in Bengali, English, Physical Science, Life Science, History and Geography.

Table – 3.2: Descriptive Statistics of Achievement Scores in other School Subjects

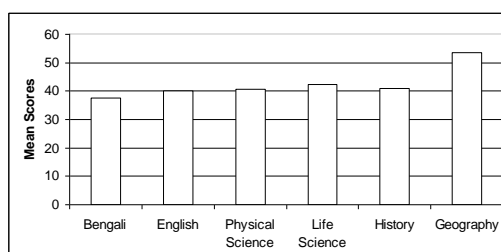| School Subjects	N	Minimum	Maximum	Mean	Std. Deviation
Bengali	54	13	83	37.48	14.056
English	54	21	72	40.07	10.810
Physical Science	54	14	92	40.78	14.921
Life Science	54	14	87	42.30	15.507
History	54	14	83	40.98	16.150
Geography	54	30	89	53.56	14.562

Figure-3.3: Bar Diagram of Achievement Scores in Bengali, English, Physical Science, Life Science, History and geography

Table – 3.2(a): Group Statistics of Gender-wise Comparison of Means of Achievement Scores in other School Subjects

School Subjects	Gender	N	Mean	Std. Deviation
Bengali	Female	21	44.48	16.182

	Male	33	33.03	10.537
English	Female	21	42.19	11.522
	Male	33	38.73	10.284
Physical Science	Female	21	44.81	16.235
	Male	33	38.21	13.658
Life Science	Female	21	46.95	15.085
	Male	33	39.33	15.258
History	Female	21	47.90	18.188
	Male	33	36.58	13.181
Geography	Female	21	61.19	13.486
	Male	33	48.70	13.228

Table-3.2 (a) shows the group statistics of gender-wise comparison of means of achievement scores in Bengali, English, Physical Science, Life Science, History and Geography.
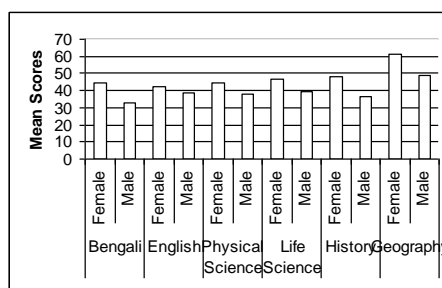

Figure-3.4: Bar Diagram of Achievement in Bengali, English, Physical Science, Life Science, History and geography Scores of the Female and Male Students

From Table-3.2 (b) we get the means of achievement scores of female and male students differed significantly in Bengali, History and geography. In these three subjects the female students secured significantly higher mean scores than their male counterparts. But in English, Physical Science and Life Science the two groups did not differ significantly.

Table – 3.2(b): Results of Independent Samples Test of Gender-wise Comparison of Means of Achievement Scores in other School Subjects

School Subjects		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Bengali	Equal variances assumed	3.506	0.067	3.154	52	0.003
	Equal variances not assumed			2.876	30.845	0.007
English	Equal variances assumed	0.259	0.613	1.151	52	0.255
	Equal variances not assumed			1.122	39.133	0.269
Physical Science	Equal variances assumed	0.709	0.403	1.607	52	0.114
	Equal variances not assumed			1.546	37.340	0.130
Life Science	Equal variances assumed	0.066	0.798	1.797	52	0.078
	Equal variances not assumed			1.801	43.101	0.079
History	Equal variances assumed	4.366	0.042	2.652	52	0.011
	Equal variances not assumed			2.471	33.281	0.019
Geography	Equal variances	0.002	0.967	3.358	52	0.001

	assumed					
	Equal variances not assumed			3.344	42.119	0.002

3.2 Factor Analysis

Factor analysis was done with the help of Principal Component Analysis as the Extraction Method.

Table – 3.3(a): Inter-subject Correlation Matrix

School Subjects	Mathematics	Bengali	English	Physical Science	Life Science	History	Geography
Mathematics	1.000	0.771	0.804	0.799	0.786	0.757	0.706
Bengali	0.771	1.000	0.836	0.889	0.856	0.908	0.785
English	0.804	0.836	1.000	0.880	0.851	0.851	0.778
Physical Science	0.799	0.889	0.880	1.000	0.897	0.910	0.784
Life Science	0.786	0.856	0.851	0.897	1.000	0.886	0.824
History	0.757	0.908	0.851	0.910	0.886	1.000	0.820
Geography	0.706	0.785	0.778	0.784	0.824	0.820	1.000

From table-3.3(a) it is clear that the inter-subject correlation coefficients were very high.

Table –3.3(b): Communalities in Principal Component Analysis as extraction Method

School Subjects	Initial	Extraction
Mathematics	1.000	0.753
Bengali	1.000	0.877

English	1.000	0.862
Physical Science	1.000	0.911
Life Science	1.000	0.893
History	1.000	0.903
Geography	1.000	0.774

Table –3.3(c): Component Matrix in Principal Component Analysis as extraction Method

Subjects	Component
Mathematics	0.868
Bengali	0.936
English	0.929
Physical Science	0.954
Life Science	0.945
History	0.950
Geography	0.880

From table-3.3(c) it is clear that there was single component or factor in all subjects. This factor may be termed as "g"-factor of Spearman.

3.3   Multiple Regression Analysis

Here the results of the multiple regression analysis were presented in tabular forms.

Table – 3.4(a): Variables Entered in Multiple Regression Analysis with Achievement in Mathematics as Dependent Variable

Dependent Variable	Variables Entered	Method
Achievement in mathematics	Achievements in Bengali, English, physical science, life science, history and geography	Enter

Table-3.4(a) shows variables entered in multiple regression analysis.

Dependent variable **was achievement in mathematics.**

Independent variables **were achievements in Bengali, English, physical science, life science, history and geography.**

Method of analysis – **here enter method of analysis was considered.**

Table – 3.4(b): Model Summary in Multiple Regression Analysis with Achievement Scores in Mathematics as Dependent Variable

R	R^2	Adjusted R^2	Std. Error of the Estimate	Change Statistics				
				R^2 Change	F Change	df_1	df_2	Sig. F Change
0.837	0.700	0.662	6.270	0.700	18.278	6	47	0.000

Table-3.4(b) shows the model summery in multiple regression analysis. From this table it is clear that the F change was highly significant.

Table – 3.4(c): ANOVA in Multiple Regression Analysis with Achievement Scores in Mathematics as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Regression	4310.804	6	718.47	18.28	0.00
Residual	1847.511	47	39.31		
Total	6158.315	53			

Table-3.4(c) shows ANOVA in multiple regression analysis, from where we can see that the F was highly significant.

Table – 3.4(d): Coefficients in Multiple Regression Analysis with Achievement Scores in Mathematics as Dependent Variable

Predictors	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
(Constant)	8.114	3.961		2.048	0.046
Bengali	0.144	0.159	0.188	0.907	0.369
English	0.355	0.181	0.356	1.959	0.056
Physical Science	0.168	0.175	0.232	0.960	0.342
Life Science	0.141	0.147	0.202	0.959	0.343
History	0.104	0.162	0.156	0.645	0.522

Geography	0.045	0.113	0.060	0.396	0.694

Table-3.4(d) shows coefficient of multiple regression analysis. The linear multiple regression equation was as follows:

Achievement in Mathematics = 8.114 + 0.144 × Achievement in Bengali + 0.355 × Achievement in English + 0.168 × Achievement in Physical Science + 0.141 × Achievement in Life Science + 0.104 × Achievement in History + 0.045 × Achievement in Geography

CHAPTER – IV

DISCUSSION, CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS FOR FUTURE RESEARCH

4.1   Discussion

The purpose of this study was to probe into the achievement in mathematics under he light of achievement of other school subjects of the students. The specific objective of the present study was – (a) to present the descriptive statistics of the achievement in school subjects, especially in mathematics, (b) to do factor analysis to ascertain the effect of "g" factor of Spearman to the achievement in mathematics and other school subjects, and finally, (c) to predict the achievement in mathematics by taking other school subjects as independent variables.

Results were extracted form the data, collected through the descriptive survey method within ex-post-facto research design and were presented in the previous chapter. This chapter provides a discussion of those results. The discussion is designed to arrive at the conclusions by fulfilling demands of the objectives.

4.1.1 Descriptive Statistics of Achievements

The descriptive statistics presented in table-3.1 and the histogram with normal curve of figure-3.1 of achievement scores in mathematics showed that the distribution of the scores was almost normal with 38.65 as a mean. The descriptive statistics of achievement scores in Bengali, English, Physical Science, Life Science, History and Geography of table-3.2 showed that the means of the distributions of scores were 37.48, 40.07, 40.78, 42.30, 40.98 and 53.56 respectively. Except in Geography the means of other subjects were very close to each other. This fact may reflect that, either much interest had been created in the subject, or the evaluation in the subject was less difficult and much easier.

From the results of table-3.1(a) and table-3.1(b) we have come to understand that the mean of the achievement scores in mathematics of the female students was higher than that of their male counterparts. Again, from the results of the table-3.2(a) and table-3.2(b) we have come to understand in Bengali, History and geography the female students secured significantly higher mean scores than their male counterparts; but in English, Physical Science and Life Science the two groups did not differ significantly. The female students did better than the males here. But as

the data were collected from only one school there might be some bias in sample so from the results no generalized conclusions can be drawn.

4.1.2 Factor Analysis

From table-3.3(a), table-3.3(b) and table-3.3(c) it was clear that there was only one component or factor in all subjects. This fact may be due to the presence of "g"-factor of Spearman in the achievements of all subjects. The students with higher intelligence (i.e., higher loading to "g") may do better performance in all subjects.

4.1.3 Multiple Regression Analysis

From table-3.4(d) we have got the following linear multiple regression equation:

Achievement in Mathematics = 8.114 + 0.144 × Achievement in Bengali + 0.355 × Achievement in English + 0.168 × Achievement in Physical Science + 0.141 × Achievement in Life Science + 0.104 × Achievement in History + 0.045 × Achievement in Geography

The achievement in mathematics can effectively be predicted by the achievement in other subjects.

4.2   Conclusion

As per objective of the National Policy on Education (1986) mathematics should be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically. From the result it was clear that the students who had done better in mathematics had also done better in other subjects. From this we may conclude that apart from being specific subject, mathematics can be treated as connected with any subject involving analysis and reasoning. Through mathematics education if more reasoning and logic is developed the achievement in other subjects would be improved to better and better.

4.3   Limitations

As this research was done through descriptive cross-sectional survey method within ex-post-facto research design, there are limitations inherent to this method.

(i)   There is the primary limitation of non-randomization of sampling to draw the participants – only one school was taken as the source of sample.

(ii)   The tools were not standardized – only teacher made tests were considered.

(iii) Moreover, the researcher was compelled to delimit the study and these delimitations were also the limitations.

4.4 Recommendations for Future Research

There are recommendations for mathematics education practice in particular and education in general that may be gleaned from this research.

Followings are the specific recommendations for the further study –

(a) To overcome the limitations and delimitations of the present study further research may be launched by considering large and randomized sample.

(b) Some psychological and pedagogical variables should be included.

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Best Practice – II

IMPLEMENTATION OF SARVA SHIKSHA MISSION IN TARAKNAGAR MA MAHARANI HIGH SCHOOL – A CASE STUDY

A

REPORT OF THE PROJECT CONDUCTED

FOR

PARTIAL FULFILMENT OF THE DEGREE OF B. ED. 2014

IN

KALYANI UNIVERSITY

BY

PARTHA GHOSH

ROLL NO. ……..

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

UNDER THE SUPERVISION & GUIDANCE

OF

SMT. TRISHNA GOSWAM I(KUNDU)

ASSISTANT PROFESSOR IN EDUCATION

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

SHIMURALI, NADIA

Certificate

Certified that **Sri Partha Ghosh** has completed his project work for partial fulfilment of the B.Ed. degree of the University of Kalyani and is submitting the report entitled **"Implementation of Sarva Shiksha Mission in Taraknagar Ma Maharani High School – A Case Study"**.

As per my knowledge and belief, the research work is an original one. **Sri Ghosh** remaining under my direct supervision and guidance has carried out this work by applying standard methodology of case study. With great pleasure I am approving the dissertation of **Sri Ghosh** and forwarding the same for examination.

Dated:

(Smt. Trishna Goswami)
Assistant Professor in Education
Shimurali Sachinandan College of Education
Shimurali, Nadia

Declaration

I, **Partha Ghosh**, hereby declare that this research project work, entitled **"Implementation of Sarva Shiksha Mission in Taraknagar Ma Maharani High School – A Case Study"**, leading to partial fulfilment of the B.Ed degree, was carried out by me and supervised as well as guided by my teacher **Smt. Trishna Goswami (Kundu),** Assistant Professor in Education, Shimurali Sachinandan College of Education, Shimurali, Nadia.

Now, in course of submission of the report of the Project I am declaring that this work is an original production of my best endeavour and no plagiarism has been done; any part of this report has not been submitted any where for any other degree or diploma.

Dated: The 17th day of May, 2014

(Partha Ghosh)

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(Partha Ghosh)

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CHAPTER – I

INTRODUCTION

1.1   Perspective of the Study

Before the starting the discussion let us make clear ourselves about the Sarva Shiksha Mission (SSM) and Sarva Shiksha Abhiyan (SSA).

1.1.1 Sarva Shiksha Mission (SSM) and Sarva Shiksha Abhiyan (SSA).

The mission is a broad statement of personal or social or business scope, purpose and operation that distinguishes one (or his farm) from others. A personal mission or a farm business or social service mission statement deals with questions like –

(i)   Why are we here?

(ii)   Why do we exist?

(iii)   Why do we get up each day and do what we do?

(iv)   What is it that we get paid for?

(v)   What function does the organization perform? For whom? How?

A farm business or social service cannot have values, beliefs or a mission outside of the people who makeup that business or social service. Therefore, especially for small closely held businesses or social service, it's

important that each principle in the business or social service write their own personal mission statement first, then come together as a group or team to develop a mission statement for the business or social service.

A farm business or social service mission statement reflects the core values and beliefs of the individuals who lead the business or social service. To the extent there are large differences between a farm mission and a personal mission, or between farm business or social service values and personal core values, there will be discord and friction for that individual within the business or social service. Weather you're an owner, an employee or a consultant, one way to help assure happiness and fulfilment at work is to be certain your values and mission are in alignment with those of the business or social service. People have been known to become physically ill from the stress of working in a business or social service where their core values were at odds with the values and ethics practiced in the business or social service.

Sarva Shiksha Mission (SSM), a social service firm, has been setup with the mission do Sarva Shiksha Abhiyan (SSA). Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86[th] amendment to the Constitution of India making free

and compulsory Education to the Children of 6-14 years age group, a 'Fundamental Right'. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks – (i) to open new schools in those habitations which do not have schooling facilities; (ii) to strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants; (iii) to provided existing schools having inadequate teacher strength with additional teachers; (iv) to strengthen the capacity of existing teachers by extensive training; (v) to provide grants for developing teaching-learning materials; (vi) to strengthen the academic support structure at a cluster, block and district level; (vii) to provide quality elementary education including life skills; and (viii) to pay special attention to girl's education and children with special needs.

Thus Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. Useful and

relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity.

The thrust is on bridging up of gender and social gaps and a total retention of all children in schools. Sarva Shiksha Abhiyan (SSA) has two aspects – (a) provisions for a wide convergent framework to implement Elementary Education schemes; and (b) a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

The programme calls for community ownership of school-based interventions through effective decentralisation. The SSA conceives a major capacity building role for national, state and district level

institutions like NUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET. Improvement in quality requires a sustainable support system of resource persons and institutions. The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans. The SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community. There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process. The SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching learning strategies. The SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and

exposure visits for teachers are all designed to develop the human resource among teachers. As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach.

1.2 Research under SSA movement since 2002

This programme has been running for a long time. It definitely has some social, economical and above all educational impact. So, different research studies have also been launched. A quick review is presented hereunder. As mentioned in the Website of SSA following research works have been done or going on or proposed to be done.

1.2.1 Research Studies Completed

a)   All India Sample Survey to estimate the number of Out of school children (2006)

b)   Study of Teachers' absence in primary & upper primary schools (2006-07)

c)   Study of Students' attendance in primary and upper primary schools (2006-07)

d)   Study of Deployment and Competence of Para teachers

(2007-08)

1.2.2 Research Studies under Progress

a)   Study of factors affecting achievement of students at the end of primary level

b)   Time on task study for students

c)   Reasons for large decline in enrolment between class I and class II

d)   Study on effectiveness of Block Resource Centres and Cluster Resource Centres in providing academic support and supervision to elementary schools.

1.2.3 Research Studies Planned

a)   All India Sample Survey for Estimation of Dropout Rates

b)   Impact of teacher training on classroom transactions

c)   Study on teaching of English at primary level

d)   Study on role of Village Education Committees/Parent Teacher Associations/School Management and Development Committees/urban local bodies etc. in School Management and Supervision in the context of SSA

e)   All India Sample Survey to estimate the number of Out of school children.

1.3   Broad Objective of the Present Study

Broad objective of the study is to know the current scenario of the school and augmentation of the academic environment of the school after the intervention of Sarva Shiksha Mission (SSM) through the Sarva Shiksha Abhiyan (SSA) programme.

1.3.1 Specific Objectives of the Study

Present study has been designed to fulfil the following specific objectives –

(i)   To know the provisions for **financial assistances** for additional class rooms, toilets, drinking water, other maintenance and school improvement to strengthen existing school infrastructure;

(ii)   To know the provision for **additional teachers** to provided existing schools having inadequate teacher strength;

(iii)   To know the provision for **extensive training** to strengthen the capacity of existing teachers;

(iv)   To know the provision of **grants for developing** teaching-

learning materials;

(v)   To know the improvement of **academic environment** of the school in terms of admission in class-V, appearing in Madhyamik Pariksha (Secondary Examination).

1.4   Delimitation of the Study

Due to time and several other constraints the researcher was forced to delimit the research areas in different aspects –

(a)   Here only one school was considered as source of sample.

(b)   Only the material aspects of the initiatives were studies; but much psychological momentum has also been developed and these aspects were not considered properly.

CHAPTER – II

METHODOLOGY

The present study was carried out through descriptive cross sectional case study method. The details are reported as under.

2.1 Case Study Method

The contextual nature of the case study is illustrated in **Yin's (1993)** definition of a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context and addresses a situation in which the boundaries between phenomenon and context are not clearly evident.

A case study is expected to capture the complexity of a single case, and the methodology which enables this has developed within the social sciences. Such methodology is applied not only in the social sciences, such as psychology, sociology, anthropology, and economics, but also in practice-oriented fields such as environmental studies, social work, education, and business studies.

Case studies are tailor-made for exploring new processes or behaviours or ones that are little understood **(Hartley 1994).** Hence, the approach is particularly useful for responding to *how* and *why* questions about a contemporary set of events **(Leonard-Barton 1990).** Moreover, researchers have argued that certain kinds of information can be difficult or even impossible to tackle by means other than qualitative approaches such as the case study **(Sykes 1990). Gummesson (1988)** argues that an

important advantage of case study research is the opportunity for a holistic view of the process.

2.2   Design Decisions

It has been discussed that a case is a rather loose design that requires a number of design choices be made. The researcher has gone through the most important choices he faced in the present study. These include – (i) selection of case, (ii) sampling time, (iii) selection of and choices regarding data collection procedures, interviews, documents, and observation.

2.2.1 Selection of Case

There are several choices involved in selecting a case. First, there is the question of how many cases to include. Second, one must sample cases and decide on a unit of analysis.

2.2.1.1   Single or Multiple Cases

Case studies can involve single or multiple cases. The problem of single cases is limitations in generalizability and several information processing biases **(Eisenhardt 1989).**

One way to respond to these biases is by applying a multi-case approach **(Leonard-Barton 1990).** Multiple cases augment external validity

and help guard against observer biases. Moreover, multi-case sampling adds confidence to findings.

By looking at a range of similar and contrasting cases, we can understand a single-case finding, grounding it by specifying how and where and, if possible, why it behaves as it does **(Miles & Huberman 1994)**.

Given these limitations of the single case study, it is desirable to include more than one case study in the study. However, the desire for depth and a pluralist perspective and tracking the cases over time implies that the number of cases must be fairly few.

In the present study due to scarcity of time and paucity of financial support one school was chosen to consider as a case.

2.2.1.2   Sampling Cases

The logic of sampling cases is fundamentally different from statistical sampling. The logic in case studies involves theoretical sampling, in which the goal is to choose cases that are likely to replicate or extend the emergent theory or to fill theoretical categories and provide examples for polar types **(Eisenhardt 1989)**. Hence, whereas quantitative sampling concerns itself with representativeness, qualitative sampling seeks

information richness and selects the cases purposefully rather than randomly **(Crabtree and Miller 1992).**

Sarva Shiksha Abhiyan (SSA) of Sarva Shiksha Mission (SSM) is an effort to universalise elementary education. Through this project an attempt is made to provide infrastructural and other facilities to the schools. In choosing the school as a case the researcher considered the following criteria –

(a)   There is scarcity of infrastructural facilities in schools situated in rural areas.

(b)   Students of the deprived section of people come to the rural school.

(c)   First generation learner comes mostly to the school.

2.2.1.3   Short Description of the School

A short description of the school selected as a case is presented herewith –

(i)	Name of the School	:	Taraknagar Ma Maharani High School
(ii)	Address of the school	:	Village-Taraknagar, Post office – Taraknagar, Gram Panchayet –Shibnibash, Panchayet Samity – Krishnaganj, Police Station-Krishnaganj, Sub-Division-Krishnagar (Sadar), District –Nadia, PIN-

741502

(iii)	Medium of Instructions	:	Bengali
(iv)	Year of establishment	:	1975
(v)	Status of the School	:	Co-educational
(vi)	Subjects Offered in Higher Secondary Course	:	Bengali, English, Mathematics, Geography, History, Sanskrit, Philosophy, Political Science and Education.

2.2.1.4   A Brief History of the School

The environment of the area was not so stimulating – intellectually and educationally. Feeling this gap and lacuna local people having interest in education came forward to setup a school in 1975. To cater the demand of the local first generation learner the school started its journey with the help of 5 (five) educated and interested local youths as organizing teachers and two dedicated local youths as organizing non-teaching staffs. The school commenced with teaching and learning of class-V standard and subsequently opened class-VI, VII, VIII. The school has been able to have its recognition as a Junior High School with effect from 1st day of January, 1986 for the first time and subsequently, it has been recognized as a class-

X class High School with effect from 1ˢᵗ May, 2005 by the West Bengal

Board of Secondary Education. The school has also been upgraded to a

Higher Secondary School fro the session 2013 – 14.

2.2.2 Sampling Time

According to **Pettigrew (1990),** time sets a reference for what

changes can be seen and how those changes are explained. When

conducting a case study, there are several important issues to decide

when sampling time. The first regards how many times data should be

collected, while the second concerns when to enter the school. There is

also a need to decide whether to collect data on a continuous basis or in

distinct periods.

The present study is a cross sectional study in nature. So, data were

collected in only one time.

2.2.3 Selection of Data Collection Procedures

The choice of data collection procedures should be guided by the

research question and the choice of design. The case study approach

typically combines data collection methods such as archives, interviews,

questionnaires, and observations **(Yin 1989).** This triangulated

methodology provides stronger substantiation of constructs and

hypotheses. However, the choice of data collection methods is also subject to constraints in time, financial resources and access.

The researcher chose a combination of interviews, archives, and observation, with main emphasis on the first two. Conducting a survey was inappropriate due to the lack of established concepts and indicators. The reason for limited observation, on the other hand, was due to problems in obtaining access early in the study and time and resource constraints. In addition to choosing among several different data collection methods, there are a number of choices to be made for each individual method.

CHAPTER – III

PRESENTATION OF RESULTS AND DISCUSSIONS

The purpose of the present study was to explore the extent of implementation of Sarva Shiksha Mission in a school. The study was carried out through descriptive cross sectional case study method. The results are presented herewith in two separate headings – (a) current scenario of the school and (b) extent of assistance of Sarva Shiksha Mission as well as the implementation in the school.

3.1   Current Scenario of the school

After exploring the facts the current scenario as revealed are presented herewith.

3.1.1 Management of the School

The school is under the management of a duly constituted "Managing Committee", which has been reconstituted on 10th day of February 2012. The reconstitution is under the normal rules and not special rules, as approved by West Bengal Board of Secondary School. There was no administrator appointed by the Board; even no ad-hoc committee was appointed by the Board. There are no founder(s) approved by the Board. The particulars of the members of the Managing Committee are presented here in table – 3.1.

Table – 3.1: Particulars of the Members of the Managing Committee

Name	Address	Category	Office-bearers
Sri Nishit Mondal	Vill+PO:Taraknagar, Dist:Nadia	Guardians' representative	President
Sri Ramesh Mondal	Vill:Sukantapally,PO;Tarakangar, Dist:Nadia	Guardians' representative	Vice-President
Sri Dhiman Kr Sarkar	Vill:Sukantapally,PO;Tarakangar, Dist:Nadia	Panchayet Nominee	Secretary
Sri Ananada Mohan Mandal	Taraknagar Ma Maharani High School	Headmaster	Jt Secretary
Sri Sudhangsu Kr Mitra	O/o the D.I./s(SE), Nadia	Departmental Nominee	Member
Sri Aloke Kr Patra	Vill+PO:Taraknagar, Dist:Nadia	Guardians' representative	Member
Sri Asim Joardar	Vill:Sukantapally,PO;Tarakangar, Dist:Nadia	Guardians' representative	Member
Sri Ashoke Ganapati	Vill:Gazna,PO:Gazna,Dist:Nadia	Guardians' representative	Member
Sri Jiban Dutta	Vill:Sukantapally,PO;Tarakangar, Dist:Nadia	Guardians' representative	Member
Sri Subrata Kr Biswas	Taraknagar Ma Maharani High School	Teachers'representative	Member
Sri Narayan Nandy	Taraknagar Ma Maharani High School	Teachers'representative	Member
Sri Ripon Saha	Taraknagar Ma Maharani High School	Teachers'representative	Member
Smt Sudha Rani Biswas	Taraknagar Ma Maharani High School	Non-T.R.	Member
Sri Kanailal Biswas	37,Rathtala,Krishnagar, Nadia.	Life member	Member

3.1.2 Accommodation Facilities

The school has a big 2-storied building and 1-storied two separate rooms. There is no Court case pending; so, the land of the school is free from any litigation. The student – classroom ratio is observed as 71:1. The report relating to accommodation and other arrangements are presented herewith in table-3.2.

Table – 3.2: Particulars of Accommodation and other Arrangements

Sl. No.	Room	Number	Measurement in sq ft
1	Head Master's Chamber	1	430
2	Office Room	1	440
3	Class Room	10	432
4	Girls' Common Room	1	425
5	Laboratory (Geography)	1	475
6	Library with Reading Room	1	500

3.1.2.1   Particulars Relating to Laboratory Facilities

The school has only a geography laboratory where about 40 students can do practical works simultaneously. Other laboratories such as (a) Physics Laboratory, (b) Chemistry Laboratory, (c) Biological Sciences Laboratory are under construction. There are sufficient teaching aids and appliances for teaching secondary and higher secondary level.

3.1.2.2   Particulars Relating to Library Facilities

There is a good library with a reading room where about 40 students can sit at a time. There are 500 books on different subjects and the number is increasing day by day.

3.1.2.3   Class-wise Enrolment for the Last 3 Consecutive years

Class-wise enrolments of students in last 3 consecutive years are furnished in table-3.3.

Table – 3.3: Class-wise Enrolment for the Last 3 Consecutive years

	2014			2013			2012		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
V	68	51	119	71	65	136	94	93	187
VI	72	64	136	86	80	166	60	67	127
VII	72	66	138	63	64	127	71	77	148
VIII	60	65	125	71	72	143	74	49	123
IX	68	76	144	72	51	123	59	67	126
X	56	49	105	52	59	111	47	56	103

3.1.3 Rate of Promotion

More than 80% of the total number of students of class-V, VI, VII, VIII and IX were promoted to the next higher classes with at least 40% of marks in aggregate in the last 3 consecutive years. The detailed reports are furnished herewith in table-3.4, 3.5 and 3.6.

Table – 3.4: Class-wise Rate of Promotion to Higher Classes in 2013

Class	Total Number of	Number of Students Securing 40% and above Marks in	% of Students

	Students	Aggregate	Promoted
V to VI	119	81	95%
VI to VII	136	72	93%
VII to VIII	138	69	94%
VIII to IX	125	63	96%
IX to X	144	72	94%

Table – 3.5: Class-wise Rate of Promotion to Higher Classes in 2012

Class	Total Number of Students	Number of Students Securing 40% and above Marks in aggregate	% of Students Promoted
V to VI	136	84	93%
VI to VII	166	115	94%
VII to VIII	127	81	92%
VIII to IX	143	92	91%
IX to X	123	67	96%

Table – 3.6: Class-wise Rate of Promotion to Higher Classes in 2011

Class	Total Number of Students	Number of Students Securing 40% and above Marks in Aggregate	% of Students Promoted
V to VI	187	102	91%
VI to VII	127	64	92%
VII to VIII	148	97	96%

VIII to IX	123	72	94%
IX to X	126	69	93%

3.1.4 Private Tuition

The researcher came to know that the students are not usually compelled to take private tuition otherwise beyond school hours. The system of homework and quality of assessment of home work for the session 2013 is reported herewith in table-3.7.

Table – 3.7: Particulars of Class-wise Private Tuition and Home Task

Class	Total Number of Students	% of Students Taking Private Tuition	Home Task Given	Checking of Home Task
V	136	5%	Regular	Regular
VI	166	9%	Regular	Regular
VII	127	11%	Regular	Regular
VIII	143	12%	Regular	Regular
IX	123	15%	Regular	Regular
X	111	20%	Regular	Regular

3.1.5 Special Activities

As per instructions of the West Bengal Board of Secondary education the school does some special activities regularly. Reports of the same special activities of the school are presented in the table-3.8.

Table – 3.8: Particulars of Special Activities of the School

Sl. No	Activity	Frequency
1	Guardians' Meet	Three times in a year
2	Terminals Examinations with Unit Tests	Three times in a year
3	Remedial Classes on the basis of Results of each Unit Test	Three times in a year
4	Participation of Students in Cleanliness of the School and Class Environment	Regularly usually ones in a week
5	Full day Lesson Transaction	for days as prescribed excluding examination days
6	Use of Teaching-Learning Materials	Regularly at the time of classroom transactions
7	Introduction of Group Learning	Regularly during Curriculum transaction
8	Utilisation of library books for enhancing Skills and reading habit of the students.	Regularly one Class per week
9	Number of Students Attending 80% of the Teaching days.	About 90% of the Total Students
10	Performance of the school in relation to Access, Enrolment, Retention and Quality Management	Innovative measures taken to improve

3.1.6 Teaching and Non-teaching Staff Engaged in Teaching in Secondary Level

There are total 13 fulltime regular teachers and 4 Para-teachers in the school. Particulars of teaching and non-teaching staff engaged in teaching in secondary level are presented in the following table – 3.9.

Table – 3.9: Teaching and Non-Teaching Staff for Secondary Section

Sl. No.	Name with designation	Qualifications
	Headmaster	
1	Ananda Mohan Mandal	M.Sc.(Maths) B.Ed.
	Language Group	
2	Balaram Sardar, Assistant Teacher	M.A.(Bengali)
3	Md Wasim Hasmat Ahmed, Assistant Teacher	M.A.(Eng)
4	Subarna Biswas, Assistant Teacher	M.A.(Eng), B. Ed
5	Tripti Pandit, Assistant Teacher	M.A.(Sans), B.Ed.
	Science Group	
6	Bibrata Kr Biswas, Assistant Teacher	B.Sc.(Bio), B.T.
7	Subrata Kr Biswas, Assistant Teacher	M.Sc.(Maths)
8	Ripon Saha, Assistant Teacher	M.Sc., B.Ed.
9	Ganesh Bhattacharyya, Assistant Teacher	B.Sc.(Pure)
	Social Science Group	

10	Narayan Nandy, Assistant Teacher	M.A.(Hist)
11	Amrita Paul, Assistant Teacher.	M.Sc.(Geo), B.Ed.
Work and Physical Education Group		
12	Sukdeb Mitra, Assistant Teacher	B.A., B.Ed.(Work)
13	Mrityunjoy Sarkar, Assistant Teacher	B.A., B.P.Ed.
Non-Teaching staff		
14	Sudha Rani Biswas, Clerk	S.F.

3.1.7 Teaching and Non-teaching Staff Engaged in Teaching in Higher Secondary Level

There are 12 posts for the higher secondary section in the school, out of the 12 posts 3 posts are laying vacant. Particulars of the teaching and non-teaching staff engaged in imparting Higher Secondary Courses are presented in the following table – 3.10

Table – 3.10: Teaching and Non-Teaching Staff for Higher Secondary Section

Sl.No.	Name of the Teacher	Designation	Teaching Subject	Qualification
1	Ananda Mohan Mandal	Head Master	Mathematics	M.Sc., B.Ed.
1	Balaram Sardar	Assistant Teacher	Bengali	M.A.
2	Sukdeb Mitra	Assistant Teacher	Bengali	M.A.
3	Subarna Biswas	Assistant	English	M.A., B.Ed.

		Teacher		
4	Md Wasim H Ahmed	Assistant Teacher	English	M.A.
5	Tripti Pandit	Assistant Teacher	Sannskrit	M.A., B.Ed
6	Narayan Nandy	Assistant Teacher	History	M.A.
7	Amrita Paul	Assistant Teacher	Geography	M.A., B.Ed
9	Subrata Kr Biswas	Assistant Teacher	Maths	M.Sc.
10	Vacant	Assistant Teacher	Philosophy	M.A.
11	Vacant	Assistant Teacher	Political Science	M.A.
12	Vacant	Assistant Teacher	Education	M.A./M.Sc.

3.1.8 Teacher – Student Ratio

The teacher - student teacher ratio as revealed from the record was

1: 39.

3.1.9 Financial Conditions of the School

Details of financial conditions of the school are presented

hereunder.

(a)   This one is fully Government aided Higher Secondary School.

(b) The school is in a position to operate a Reserve Fund for Higher Secondary Unit. Reserve Fund for Higher Secondary Unit is Rs.14,297.00 Receipt No. CSP/C 0788720 A/c No.0228100449984 at U.B.I. Majdia Branch. Date of issue 10.07.2012

(c) The school is in a position to meet the running expenses in case of Higher Secondary Unit.

3.1.10 Enrolment in Class-XI

Particulars of enrolment in class-XI are given herewith.

(a) Number of students admitted to class-XI in Geography which is a laboratory based subject is 40.

(b) Number of students admitted to class-XI in non-laboratory based subjects is 120

3.1.11 Feeder School to Class-XI

Particulars of school act as feeder to Higher Secondary are given herewith in table – 3.12.

Table – 3.11: Particulars of Feeder School to Class-XI

Sl. No.	Name of the School	Intake Capacity	Distance
1	Khantura Sri Sri Ma High School	50	3km

3.1.12 Distance by the Shortest Route from the Nearest Recognized Higher Secondary School

Distance by the shortest route from the nearest recognized Higher Secondary School (XI&XII) with names and addresses are given herewith in table – 3.13.

Table – 3.12: Distance by the Shortest Route from the Nearest Recognized Higher Secondary School

Direction	Name of the Schools	Distance
North	Majdia Railbazar High School	10 km
South	Jamuna Sundari High School	6 km
East	Gajna A.V. High School	7 km
West	Shibnibas Mohanananda High School	8 km

3.1.13 Vocational Courses

Presently the school has no facility for imparting any vocational course, but the school authority is thinking positively in this direction and in near future their wish and cravings would be fulfilled.

3.1.14 Other Particulars

The school is situated in a locality where almost 100% students belong to SC/ST community and the teachers have been putting their best endeavour for inculcating interest in education among these students.

3.2 Extent of Assistance of Sarva Shiksha Mission and Implementation

Sarva Shiksha Mission has been providing assistances through their programme of Sarva Shiksha Abhiyan.

3.2.1 Financial Assistances

The school was provided with financial assistances, details of which is presented herewith.

3.2.1.1 Additional Class Rooms (ACR)

Approximately Rupees 16 lacks were given form 2002 to 2014 for the construction of total 8 class rooms. The school authority has finished the construction works duly.

3.2.1.2 Toilets

Sarva Shiksha Mission has put assistance to construct two types of toilets.

(a) For the construction of barrier free toilets for the Physically Challenged Students Rs. 1,30,000/- was given in the financial year

2012 -13 and the school authority constructed the same in due time.

(b) For the construction Girls' Toilet Rs. 62,000/- was provided in the financial period 2012-13 and the same was constructed duly.

3.2.1.3   Drinking Water

A tube-well was founded by Local Panchayet and Rs. 1,00,000/- (Approximately) was spent for the purpose. Now the problem of drinking water has been solved.

3.2.1.4   Other Maintenance

For other maintenance Sarva Shiksha Mission is providing two types of assistances.

(a) A School Maintenance Grants (SMG) of Rs. 10,000/- per year has been sanctioned and released from 2002 – 14. The school has a well maintained building; this transpires the fact that the fund is properly utilized.

(b) Another School Grants of Rs. 7,000/- per year has been released from 2002 – 14 and the school utilized these properly.

3.2.1.5   School Improvement

A one time School Major Repair Grants of Rs. 74,000/- was given in

2011 – 12 and the school repaired the old building and did some extension works.

3.2.2 Additional Teachers

Sarva Shiksha Mission sanctioned two types additional teachers.

(a) Number of sanctioned full time Assistant Teachers is 3 and the recruitments have already been made.

(b) Number of sanctioned Para-teachers is 9 and initially 9 Para-teachers were recruited also; but the teachers were well qualified and 5 out of 9 were absorbed in fulltime assignment. Now, 4 Para-teachers are working in the school.

There is no acute scarcity of teachers in the school is now, but in higher secondary section there are three vacancies and the West Bengal School Service Commission has been requested to fill in the vacancies.

3.2.3 Extensive Training

Extensive trainings are impetrated by District Institute of Education and Training (DIET), Nadia, every year for subject teachers including Para-teachers on pedagogy of elementary education.

3.2.4 Grants for Developing Teaching-Learning Materials

Sarva Shiksha Mission provides Rs. 500/- per teacher per year total

Rs. 8,500/- per year for the school to develop teaching-learning materials (TLM). After procuring materials from the market the teachers of the school have developed some TLM. These are used to improve the quality to teaching-learning environment of class room and laboratory.

(a) For Physical Science teaching the apparatus for the preparation of CO_2, H_2, and O_2 were implemented.

(b) For Life Science teaching a compound Microscope has been bought.

(c) For Mathematics teaching some Geometry Instruments were bought.

(d) Some charts and models have been developed for teaching History, Geography, Bengali and English.

3.2.5 Academic Environment

Here is a report relating to the rate of school leaving and /or drop out of students in a cohort. Not beyond 10% of the students enrolled in class-V dropped out in the same cohort. The reports are made excluding new admission in different classes.

Table – 3.13: Report of the Cohort Study considering 2007 – 08 as Base Year

Year	Class-V	Class-VI	Class -VII	Class-VIII	Class-IX	Class-X	% of drop out
2007 – 08 (base year)	142 (Total enrolment)						
2008 – 09		3 (Drop out)					
2009 –10			7 (Drop out)				
2010 –11				1 (Drop out)			
2011 –11					0 (Drop out)		
2012-12						3 (Drop out)	9.9%

The result of the cohort study shows that the drop out rate in the school is not so alarming. But the school authority is trying to make the rate zero. Hence the academic environment of the school is developing from good to better.

3.2.5.1   Results in Madhyamik Pariksha for Last 3 Consecutive Years

Results in Madhyamik Pariksha, specifying the number of examinees appeared and passed in different divisions for last 3 years are presented here in table – 3.11.

Table – 3.14: Results in Madhyamik Pariksha for Last 3 Consecutive Years

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Appeared	Passed	1st Division	2nd Division	Pass Division
102 (2013)	80	15	16	49
101 (2012)	63	6	12	45
95 (2011)	66	5	6	55

CHAPTER – IV

CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS FOR FUTURE RESEARCH

4.1 Conclusions

From the results of the study following conclusions may be drawn.

(vi)   As per record the financial assistance provided by the Sarva Shiksha Mission (SSM) through the Sarva Shiksha Abhiyan (SSA) programme was duly utilized by the school to increase the material and educational environment of the school.

(vii)   Sarva Shiksha Mission (SSM) has provided the school with additional teachers to meet up scarcity of teacher due to inadequate faculty strength.

(viii) The District Institute of Education and Training (DIET), Nadia, is imparting extensive trainings for subject teachers including Para-teachers on pedagogy of elementary education. This activity of DIET actually is increasing the quality of teaching staff.

(ix) A good number of teaching-learning materials are developed by the teachers with the help of financial assistance provided by Sarva Shiksha Mission (SSM).

(x) Result of the cohort study showed that the drop out rate of the school is very low. Again, the results in Madhyamik Pariksha (Secondary Examination) were good.

4.2   Limitations of the Study

There are limitations inherent to a case study such as this one. Moreover, the researcher was compelled to delimit the study and these delimitations were also the limitations.

4.3   Recommendations for Farther Research

The present study can be replicated. The comparative study can be carried out among other cases. Sarva Shiksha Mission (SSM) actually acts as sources of extrinsic motivators, but unless intrinsic motivation could be

developed among the stakeholders no sustainable development can actually be caused. So, to know the psychological impact of Sarva Shiksha Mission (SSM) further research can be launched.

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Best Practice – III

FUNCTIONAL AND STRUCTURAL APPROACH IN TEACHING ENGLISH LANGUAGE – A COMPARATIVE STUDY

REPORT OF THE PROJECT CONDUCTED

IN

PARTIAL FULFILMENT OF THE DEGREE OF B. ED. 2014

OF

THE UNIVERSITY OF KALYANI

BY

SAURAV BASU

ROLL NO....................

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

SHIMURALI, NADIA

UNDER THE SUPERVISION & GUIDANCE

OF

SMT. TRISHNA GOSWAMI

SHIMURALI SACHINANDAN COLLEGE OF EDUCATION

SHIMURALI, NADIA

Certificate

Certified that **Sri Saurav Basu** has completed all formalities for submission of his project work entitled **"Functional and Structural Approach in Teaching English Language – A Comparative Study"** for partial fulfilment of the B.Ed. degree of the University of Kalyani.

As per my knowledge, the research work is an original one and has been carried out by Sri Basu according to standard norms under my direct supervision and guidance.

With great pleasure I am approving the dissertation of Sri Basu and forwarding the same for examination.

Dated:

(Smt. Trishna Goswami)
Assistant Professor in Education
Shimurali Sachinandan College of Education,
Shimurali, Nadia

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(Saurav Basu)

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CHAPTER – I

INTRODUCTION

1.   English as a Global Language in a Multilingual Country

In India English is a symbol of people's aspirations for quality education. It confirms the fuller participation in national and international life. Now its colonial origins have been forgotten or irrelevant. In independent India, its role as a "library language" or a "window on the world" has been shaping our education, particularly higher education. In 1997 **Graddol** has predicted that by 2010, a rush in English-language learning will include a third of the world's people. The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities **(Das, 2005).**

1.1   English in our schools

The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling. The English teaching profession has consistently recommended a relatively late (Class

IV, V, or VI) introduction of English, and this is reflected in spirit in policy documents. The dissatisfaction with this recommendation is evident in the mushrooming of private English-medium schools and the early introduction of English in state school systems **(Khan, 2005).** The popular response to systemic failure has been to extend downwards the very system that has failed to deliver. The level of introduction of English has now become a matter of political response to people's aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction. There are problems of systemic feasibility and preparedness, for example, finding the required number of competent teachers. But there is an expectation that the system should respond to popular needs rather than the other way round.

We address this question, therefore, in various ways. First, we hope through multilingualism to counter some possible ill-effects such as the loss of one's own language(s), or the burden of sheer incomprehension. Second, we describe what can realistically be achieved in given situations, supplemented with affirmative-action interventions where necessary; the aim is to identify delivery systems for comprehensible input to the child, whether in the classroom or outside it. For a fuller understanding of the issues around the early introduction of English, we have included an

assessment of the "critical period" or "sensitive window" hypothesis to show that this does not entail a very early introduction of English.

1.1.1 The variety and range of English teaching in our Schools

The teaching and learning of English today is characterised by, on the one hand, a diversity of schools and linguistic environments supportive of English acquisition, and, on the other hand, by systemically pervasive classroom procedures of teaching a textbook for success in an examination, modulated by teacher beliefs influenced to varying degrees by inputs from the English-language teaching profession.

One way to broadly characterise English-teaching situations in India is in terms of (a) the teacher's English language proficiency **(TP)**, and (b) the exposure of pupils to English outside school, i.e. the availability of English in the environment for language acquisition **(EE)**. **Kurrien (2005**) identifies four types of schools in our country –

(i)   ↑↑TP, ↑↑EE (e.g., English-medium private/government-aided elite schools): proficient teachers; varying degrees of English in the environment, including as a home or first language.

(ii)   ↑TP, ↑EE (e.g., New English-medium private schools, many of which use both English and other Indian languages):

teachers with limited proficiency; children with little or no background in English; parents aspire to upward mobility through English.

(iii)   ↓TP, ⬚ ↓EE (e.g.⬚, Government-aided regional-medium⬚ schools): schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of backgrounds.

(iv)   ↓↓TP, ⬚ ↓↓EE (e.g.⬚, Government regional-medium⬚ schools run by district and municipal education authorities): They enrol the largest number of elementary school children in rural India. They are also the only choice for the urban poor (who, however, have some options of access to English in the environment). Their teachers may be the least proficient in English of these four types of schools.

While these examples suggest a rough correlation between type of school management and the variables of teacher proficiency and environmental English, wide variation also obtains within each of these school types. Private English-medium schools may differ in the learning opportunities they offer, and this may be reflected in differential language attainment **(Nag-Arulmani 2005)**; pupils in, for example, schools with class

libraries read better than those in schools where reading is restricted to monotonous texts and frequent routine tests of spelling lists. **Mathew (1997)** found, in a curriculum-implementation study, that the 2,700-odd schools affiliated to the CBSE differ in the "culture" arising from "the type of management, funding, geographic location, salary structure, teacher motivation and competence, the type of students they cater for and the type of parents". **Prabhu (1987)** suggests that "typologies of teaching situations . . . should thus be seen as an aid to investigating the extent of relevance of a pedagogic proposal", rather than as absolute categories.

1.2   English Language Teaching in India

Traditionally, English was taught by the grammar-translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English **(Prabhu 1987).** The idea was that the teaching of language could be systematised by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. (The structural approach was sometimes implemented as the direct method, with an insistence on monolingual English classrooms.) By the late 1970s, however, the behavioural-psychological and philosophical foundations of the structural method had yielded to the cognitive claims

of Chomsky for language as a "mental organ"[1]. There was also dissatisfaction within the English-teaching profession with the structural method, which was seen as not giving the learners language that was "deployable" or usable in real situations, in spite of an ability to make correct sentences in classroom situations. In hindsight, the structural approach as practised in the classroom led to a fragmentation and trivialisation of thought by breaking up language in two ways – (a) into structures, and (b) into skills. The form-focused teaching of language aggravated the gap between the learner's "linguistic age" and "mental age" to the point where the mind could no longer be engaged[2].

The emphasis thus shifted to teaching language use in meaningful contexts. British linguists argued that something more than grammatical competence was involved in language use; the term "communicative competence" was introduced to signify this extra dimension[3]. The attempt

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[1] Chomsky made a fundamental distinction between the conscious learning of a kind of knowledge that is constructed culturally through painstaking, cooperative effort over time (such as scientific knowledge), and knowledge that seems to naturally unfold in the human mind in the presence of experience, where the complexity of the system that is learnt far outstrips what has environmentally been presented. This mismatch is sometimes referred to as "Plato's problem".

[2] Moreover, the planned and systematized presentation of language inputs was later shown to be out of step with learners' internal learning sequences. The relationship between the language presented and the system internalized is non-linear, being mediated by the learners' mental grammar.

[3] We note, however, that the Chomskyan use of the term competence, in fact, subsumes both systematicity ("grammaticality") and acceptability. It denotes the ability to use language in a variety of contexts spontaneously and appropriately.

to achieve communicative competence assumes the availability of a grammatical competence to build on, and indeed the communicative method succeeds best in the first category of school described above, introducing variety and learner involvement into classrooms where teachers (and learners) have confidence in their knowledge of the language, acquired through exposure. However, for the majority of our learners, the issue is not so much communicative competence as the acquisition of a basic or fundamental competence in the language **(Prabhu 1987).** Input-rich theoretical methodologies (such as the Whole Language, the task-based, and the comprehensible input and balanced approaches) aim at exposure to the language in meaning-focused situations so as to trigger the formation of a language system by the mind.

1.3   Methods and Approaches of Teaching English Language

The word "methodology" is itself often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, a sort of umbrella-term to describe the job of teaching another language. Most often, methodology is understood to mean method*s* in a general sense, and in some cases it is even equated to specific teaching *techniques*. It does (or should) in fact mean and involve much more than that.

1.3.1 Difference between Method and Approach

The term method and approach are very often used and understood as synonyms. But both these terms have different connotations. Within one approach there can be more than one method; but each method must be based on a specific approach. "Approach", is a wider term than "method". Approach is the study of self-evident truths. There several approaches like structural approach and functional approach. Application of approach in practice is method. Method is an overall plan based on some approach; it is procedural. There are various methods of teaching English, such as, Classical Method or Grammar Translation Method, Direct Method, Bilingual Method, Dr. West's New Method, Project Method and Audio Lingual Method etc.

1.3.1.1   Structural Approach

The fundamental assumption of "Structuralism" is that language is a structured system of components with set relationships that may be differentiated by the analyst. The linguist's endeavour is to study the structures of the language by isolating the units of the languages and by establishing the correct relationship among them.

The following assumptions of the structural approach are fundamental:

(i)   Language as reality is structured and structure may be predicted and expressed as a set of relationships.

(ii) The functional views of language as a process and analytic investigations carried out on language from such a perspective can not lad the study of language any far.

(iii) The grammarian who sets out to study the structure of a language is expected to observe and describe the structural elements and organizational features of the languages.

(iv) Since language is essentially speech, priority and attention are given to speech in teaching a foreign language

(v)   Language is essentially a set system of structures the mastery of which forms the core of language learning process

(vi) A fully graded presentation of the structures both in the text book and in the class room is a basic requirement in structural approach

(vii) It requires maximum use of the foreign language

1.3.1.2   Functional Approach

Functional Approach is the communicative competence involves not only knowing the grammatical rules of language but also knowing when,

where and with whom to use the language in a contextually appropriate way. This requires more than mere knowledge of the structures, grammar and vocabulary; it requires skills in how to use English in meaningful situations.

In present day teaching of English in India there are quite a number of paradoxes found. The following categories of teachers are a common sight in the country:

(i)   Teachers of English who have a fair command over the written language but have no speech proficiency whatsoever.

(ii) Teachers who possess competent formal knowledge of the grammar of English language while they themselves are unable to produce fluent and correct sentences in speech.

(iii) Teachers who are trained in the latest methods and techniques of the teaching English but possess no command whatsoever in spoken or written form of the language.

1.4   Origin of the Problem

English has a pride of place in India. India without English would be less well off economically, less well integrated nationally and less important internationally. In modern era, English is a language for national

and international importance in business, commerce, diplomacy, government functioning, industry, political science; technology etc.

But teaching English is somewhat difficult and complicated process. Teaching English in our classroom is governed by formally prescribed syllabus and textbook to provide input help. The students learn English as a living language that is used for a variety of purposes in real life. For teaching English to the young learners, we really need competent teachers who are well versed in the principles of pedagogy, psychology and linguistic skills. There should be special emphasis on the English language skills rather than a study of literature.

Today in West Bengal a large number of students are unable to carry out satisfactorily many activities such as expressing reactions, seeking and giving information, conversing over the telephone, problem solving, discussing ideas, narrating and reporting the event, seeking and giving information, acting out social roles, sharing leisure activities in national as well as international context. A large number of them cannot use English language in real life situation. In most of school language teaching is not appropriate to make able to perform these functions. This is because of traditional method used in classroom, where more emphasis is given to the various structures of the language and drilling those structures by

repetitive examples, this may make the whole teaching learning process monotonous and boring. How ever it depends mainly on teachers.

But there is a scarcity in research in developing teaching-learning materials to use in functional approach in teaching English language. Standing on this context the present research has been launched to compare the efficacy of functional and structural approach in teaching English language on scientific footings.

1.6   Objective of the Study

Research objective gives the perfect direction to researcher. By keeping in the mind the objective of a study, the whole process of research is actually designed.

1.6.1 Broad Objective of the Study

The broad objective of the study was to compare the efficacies of Functional and Structural approach in teaching English language.

1.6.2 Specific Objective of the Study

The specific objective of the study was to compare the achievements of two groups of class-IX standard student – one group after having a lesson from grammar in Functional Approach as well as the other group after having the same lesson in Structural Approach.

1.7   Delimitation

Due to the scarcity of time and financial constraints there remain some delimitations of the study. The delimitations of the Study are reported hereunder –

(a)   As all of the approach related methodological variables influencing English language teaching-learning situation could not be segregated and as also this one is the first venture of the researcher in this field, only a few of those were selected.

(b)   Here only the students of class – IX were was considered as the subjects of the study.

METHODOLOGY

The present study was carried out through the method of experimental research with one variable separate group design. The details regarding research design, sample, tools, procedure of data collection and statistical technique are reported herewith.

2.1 Research Design

The research design adopted in the present study is presented hereunder. The aim of the present research was to investigate the possible cause-and-effect relationship by manipulating one independent variable (i.e., "Approach in Teaching English Language") to influence the other variable (i.e., "Achievement in English Language") in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means.

2.1.1 Variables

In the present study following variables were considered.

2.1.1.1 Independent Variable

Independent Variable is the "Cause" in the "Cause and Effect" relationship. This is actually manipulated by the researcher. If a cause and

effect relationship truly exists, the dependent variable should vary as the independent variable changes. An independent variable has at least two values and may have more. Each value of the independent variable is called a level.

In the present study independent variable was the "Approach in Teaching English Language". Here two levels were considered – (a) "Functional Approach" and "Structural Approach".

2.1.1.2   Dependent Variable

Dependent Variable is the "Effect" in the "Cause and Effect" relationship. It depends on the independent variable. It is usually the variable that is measured at the end of an experiment.

In the present study dependent variable was the "Achievement in English Language".

2.1.1.3   Subject Related Variables

These are the characteristics or attributes of participants that cannot be manipulated by the experimenter. Genders, IQ, ethnicity, age, etc, are the examples of subject related variables. Subject related variables cannot be independent variables.

In the present study educational qualification, gender, age and institution were considered as subject related variables and these variables were controlled by keeping constant through out the study.

2.2 Sample Selection to Frame the Study Groups

This was an experimental study with separate group design. The study groups were framed as per methodology prescribed in research methodology for social sciences and statistical techniques.

2.2.1 Population of the Study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query.

The population for the present study constitutes all the students of class-IX in Secondary schools following the syllabus of West Bengal Board of Secondary Education.

2.2.2 Sample of the Study

Selection of sample is very important step in conducting a research study. The goodness of sample determines the acceptability of the result as well as external validity of the research.

The sample for the present study was selected randomly, the researcher has chosen ………. School at first. There were total 122

students in two sections of class – IX. Out of these 122 students there were 71 male and 51 female students. From total 71 male students to form Group – A 15 students were selected randomly with help of software in computer, in the same way to form Group – B 15 students were selected. Again, from total 51 female students 15 students were selected for Group – A and 15 students were selected for Group – B.

Table – 2.1: Structure of the Groups

Group – A: Teaching in Functional Approach			Group – B: Teaching in Structural Approach		
Male	Female	Total	Male	Female	Total
15	15	30	15	15	30

3.3   Research Instruments

All researchers require appropriate tools to collect the data and to analyze it. The investigators constructed a test to measure and evaluate the "Achievement in English Language" of both the groups. This test was constructed keeping in mind the content of selected English Grammar topic – Direct and the indirect speech. It was divided in to five sections and comprised of 20 true-false items carrying 1 mark each. The allotted time was 25 minutes for the test. The test was constructed and presented

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before the experts to check the validity.

3.4 Procedure for Data Collection

The study was conducted in different phases. The investigator had divided the whole study into different phases like selection of the topic to teach, preparation of lesson plans, preparation of the tool, teaching and data collection**.**

Phases of the Study

Phase – I: Selection of Topic and Preparing Lesson Plan

One grammatical topic was selected by the investigator after consulting the English teacher of Pragati School. The chapter was not taught to the students earlier in the same class. After identifying the topic, researcher has prepared two separate lesson plans one of them based on the Functional and the other on Structural Approach keeping in mind both the group.

Phase – II: Teaching and Data Collection

Selected topic was taught to the students of IX, for this the investigator had taken the necessary permission from the Head Master to carry out the experiment. The researcher taught the same topic to both the group using two different approaches. Here group A was taught with

Functional and the Group B with the help of the Structural Approach. Researcher taught the same topic for the three consecutive days taking two periods (80 minutes) at a stretch.

For the realization of the objective and to test the null hypotheses the required data was collected by taking the post test of both the groups.

3.5 Statistical Techniques

To compare the means of "Achievement in English Language" of the two groups the "Independent-Samples T Test" procedure was adopted. This procedure compares means for two groups of cases. Ideally, for this test, the subjects should be randomly assigned to two groups, so that any difference in response is due to the treatment (or lack of treatment) and not to other factors. This test was done with the help of SPSS 13.0 Software.

PRESENTATION OF RESULTS

The purpose of the study was to compare efficacy of the Functional Approach and Structural Approach in teaching English language. The present study was carried out through experimental research with separate group design. The results in the form of descriptive as well as inferential statistics are presented in the following tables.

3.1 Results Relating to Achievement in English of the Two Study Groups

Out of the two study groups Group-A was taught a lesson from English grammar in Functional Approach and Group-B was taught the same lesson in Structural Approach. At the end of the study a well structured achievement test was administered on the students of both the groups and descriptive statistics of score obtained in the test are presented in table-3.1.

Table–3.1: Descriptive Statistics of Scores in Achievement Test in English of the Two Study Groups

Group	N	Mean	S. D.
Group – A: Teaching in Functional Approach	30	34.93	3.61

Group – B: Teaching in Structural Approach	30	27.60	5.99

From table-3.1 it is clear that the mean and standard division under parenthesis of achievement scores of the students of Group-A and Group-B were 34.93 (3.61) and 27.60 (5.99) respectively.
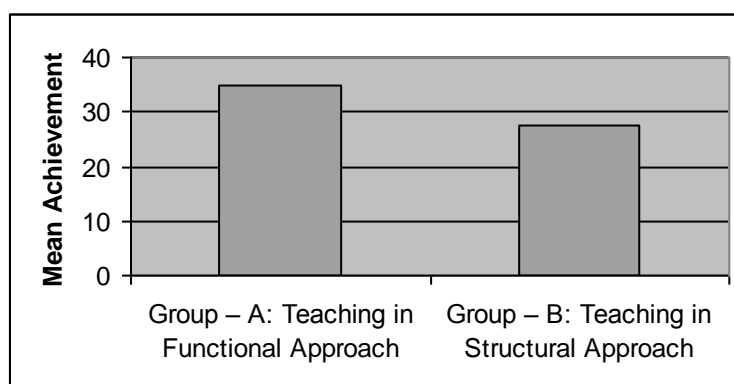
Figure-3.1: Bar Diagram of Mean Achievement Score in English of two study groups

Table–3.2: Independent Samples Tests of Scores in Achievement Test in English of Two Study Groups

Groups	Method	F	Sig.	t	df	Sig. (2-tailed)
Group-A vs. Group-B	**Equal variances assumed**	10.274	0.003	2.456	58	0.021
	Equal variances not assumed			2.456	50.014	0.025

From table-3.2 it is clear that the mean achievement score of the students of Group-A was (statistically) significantly higher than that of Group-B.

DISCUSSION, CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS FOR FUTURE RESEARCH

4.1   Discussion

After the collection and appropriate analysis of the data, the researcher can proceed to the stage of interpretation of the results. Interpretation actually reveals the fact that the result carries.

The present study was carried out with the main objective to compare the efficacy of the Functional Approach and Structural Approach in teaching English language to the school level students. From the results of the table-2.1 and table-2.2 it was found that there was a statistically significant difference between the achievement of the two study groups of students – Group-A taught by Functional Approach and Group-B taught by Structural Approach. The mean achievement scores of the students of Group-A was higher than that of their counter parts of Group-B.

4.2   Conclusion

Finally, it may be concluded that the teaching by Functional Approach was more effective than that by Structural Approach. This study agrees with the teachers who believe that Functional Approach is more

important than the Structural Approach. Thus in teaching English language teacher may give more importance to Functional Approach than to Structural Approach. But to have better result a blending of both the approach may be tried.

4.3   Limitations

There are limitations inherent to an experimental design such as this one. There is the primary limitation of non-randomization of participants. This means that certain random factors among students enrolled in class – IX are not randomly distributed across both the "study" groups.

Moreover, the researcher was compelled to delimit the study and these delimitations were also the limitations.

4.4   Recommendations for Future Research

The present study can be replicated. The comparative study can be carried out between other methods and approaches of the English language teaching .The same study can be conducted on other classes (at Primary or at the Higher Secondary level). The same study can be carried out taking the English medium schools as this study was limited to Bengali Medium School only. Further studies can be carried out by Comparing Mixture of both these approaches with the traditional approaches.

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APPENDIX– XI. PERFORMANCE APPRAISAL REPORTS OF FACULTIES

Dr. Samirranjan Adhikari,

Assistant Professor in Psychology and Teacher-in-Charge
PERFORMANCE APPRAISAL REPORT

General Information

a) Name : Dr. Samirranjan Adhikari

b) Address (Residential): B-6/225, Flat No.-12, Kalyani, Nadia, Pin – 741235; Ph. No. : 9231612366

c) Designation : Assistant Professor in Psychology and Teacher-in-Charge

d) Date of Birth : 6[th] day of October, 1960

e) Area of Specialization : Educational Psychology, Sports Psychology and Rehabilitation Psychology

f) Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks		Subjects/ Discipline*
H.S.	West Bengal Board Secondary Education	1976	2[nd]	58.4	Beng, Eng, Phy, Ch, Bio, Math
B.Sc. (Hons.)	University of Calcutta	1979	2[nd]	47	Phy (Hons), Ch & Math
M.Sc. (Preparatory Course)	University of Calcutta	1980	2[nd]	52.4	Applied Psychology
M.Sc.	University of Calcutta	1982	2[nd]	55.7	Applied Psychology
B.Ed.	University of Calcutta	1989	1[st]	63.6	Physical Sc. & Mathematics
M.Ed.	University of Kalyani	2009	1[st]	71.5	Edu. Tech & Hist of Edu
Ph.D.	University of Calcutta	1993			Applied Psychology

Details of API score according to UGC norm
ACADEMIC PERFORMANCE INDICATORS
(A) CATEGORY – I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES
i) Lectures, Seminars, Tutorials, Practical, Contact Hours (During the last three years)

Sl. No.	Courses/ Papers Taught	Level	Mode of teaching*	Hours per week allotted (Approx)	% of classes taken (80% & above)** See calculation table	API Score
1	**B.Ed.: (Regular Permanent) –** Paper - 1 (Education & Development), Paper – 3 (Learner & Learning), Paper – 4 (Teacher, Teaching & Evaluation), Paper – 5 (Learning Resource & Classroom Management)	U.G./B.Ed	L, T & P	20	90%	40
2	**M.Ed. (Special Education): (Regular Guest) –** Paper – II (Advanced Educational Psychology and Human Development)	P.G.	L	2	95%	45
3	**M.A. (Distance Mode): (Personal Contact Programme) –** Paper – II (Educational Psychology) Paper – III (Sociological Foundation of Education) Paper – V (Methodology of Educational Research) Paper –VII/VIII (Educational Technology)	P.G.	C	60 (Total)	100%	50
4	**B.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops	U.G./B.Ed	C & P	30 (Total)	100%	50
5	**D.El.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops		C & P	30 (Total)	100%	50
Max API Scores 50+10 = 60					**Total**	**60**

* NB: Lecture (L), Seminar (S), Tutorial (T), Practical (P), Contact Hours (C)

** NB: **CALCULATION OF API SCORE FOR I (i) ABOVE**		
		API Score
(a)	Classes Taken (Below 80% performance, no score may be given); For 80% - API Score is 30, and for every 1% higher, one API Score is awarded, subject to a maximum of 50 for 100%	**(Max: 50** for 100%)
(b)	Teaching Load in excess of UGC norm (max score:10 which is over and above 50 as under [a])	**Max: 10**

ii) Reading/Instructional material consulted and additional knowledge resources provided to students

Sl. No.	Course/Paper	Consulted	Prescribed	Additional Resource provided	API Score
1	**B.Ed.: (Regular Permanent) –** Paper - 1 (Education & Development), Paper – 3 (Learner & Learning), Paper – 4 (Teacher, Teaching & Evaluation), Paper – 5 (Learning Resource & Classroom Management)	4×10=40	4×8=32	4×5=20	92
2	**M.Ed. (Special Education): (Regular Guest) –**	1×10=10	1×8=8	1×6=6	24

	Paper – II (Advanced Educational Psychology and Human Development)				
3	**M.A. (Distance Mode): (Personal Contact Programme) –** Paper – II (Educational Psychology) Paper – III (Sociological Foundation of Education) Paper – V (Methodology of Educational Research) Paper –VII/VIII (Educational Technology)	4×15=60	4×10=40	4×10=40	140
4	**B.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops	20	15	10	45
5	**D.El.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops	25	20	8	53
API score based on preparation and imparting of knowledge / instruction as per curriculum & syllabus enrichment by providing additional resources to Students				Total	354
				(Max. API score : 20)	**20**

iii) Use of Participatory and Innovative Teaching-Learning Methodologies, Updating of Subject Content, Course Improvement etc.

S. No.	Short Description in terms of (a) to (k) as listed below	API Score
1	Updating B.Ed. Curriculum of University of Kalyani	5
2	Participation in preparation of Learning Modules for M.A. Education of Barasat State University 3×5	10
3	Use of ICT or Computer-aided methods – ppt: 5×5	10
4	Teaching Remedial/Bridge Courses: 5×5	10
	(a) Updating of Courses/Curriculum Design: 5 per course – Max 10 (b) Participation/Innovative – Interactive courses: 5 (c) Participation/Innovative – Learning Modules: 5 Max 10 (d) Participation/Innovative – Case Studies prepared: 5 (e) Use of ICT or Computer-aided methods – ppt: 5 (f) Use of ICT – Multi-media/Simulation etc: 5 Max 10 (g) Dev/Teaching Remedial/Bridge Courses: 5 each Max 10 (h) Dev/Teaching Soft skill/Communication/Personality Dev: 5 each Max 10 (i) Special Programmes in Phys. Edn. /Library: 5 each Max 10 (j) Innovative Composition/Creation in Music, Fine Arts, Perf Arts: 5 each ; Max 10 (k) Orgn/Teaching Web-based/E-Library/IT-asst teaching: Workshop 10 points; Popularization 5 points	
	(**Max API Score : 20**) **Total Score:**	**20**

iv) Examination Duties Assigned and Performed

S. No.	Type of Examination Duties	Duties Assigned	Extent to which carried out (%)	API Score
1	Invigilation	B.Ed.	100%	10
2	Evaluation	B.Ed., B.Ed. (S.E), M.Ed. (S.E)	100%	5
3	Question-paper Setting	B.Ed., B.Ed. (S.E), M.Ed. (S.E)	100%	5
4	Internal Assessment	B.Ed.	100%	10
5	Exam Flying Squad:	University Examination	100%	10
	(a) Invigilation: 10 (b) Evaluation: 5 Max : 10 (c) Question-paper setting: 5 (d) Internal/Continuous Assessment: 10 Exam Coordination Cell/Outst or Flying Squad: 10			
	(**Max API Score : 25**)			**25**

(B) CATEGORY – II: CO-CURRICULAR, EXTENSION, PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES

Please mention your contribution to any of the following:

Sl.No.	Type of Activity	Average Hrs/week	API Score
1	(i) Extension, Co-curricular & field based Activities		
	a) Field Study / Ed. Tours / Placement: 5 each Max 10	Ed. Tours	5
	b) NSS / NCC / NSO etc: Max 10		
	c) Student / Staff Sports Campus Publ etc: Max 10		
	d) Community work (Env, Hum. Rights, Peace / Relief etc): Max 10		
	(**Max API Score : 20**)		**5**
2	(ii) Contribution to Corporate Life and Management of the Institution	Yearly/ Semester wise responsibilities	API Score
	a) Governance Resp (Dean/Adhyaksha/ Warden/Coord.): Max 10	Hostel Superintendent	5
	b) Admission Comm/ Campus Dev/ Library Comm: 5 each Max 10	Admission Committee	5
	c) Student Welf/ Counselling/ Discipline (Proct) 5 each Max 10	Psychological Counselling	5
	d) Conf Organization/Chair Secy/Treasurer International: 10 National/Reg: 5 Member: 1 each	Member: 5×1	5
	(**Max API Score : 15**)		**15**
3	(iii) Professional Development Activities		
	a) Member in Professional Comm (I) National 3 (II) State 2 ; Max 10		
	b) Particip in Conf/Seminars Without paper: 2 each ; Max 10	5×2	10
	c) Short-term Courses/Training less than a week: 5 each Max 10		
	d) Membership/Particip in State/Central Bodies/Comm 5 each Max 10	5×1	5
	e) Newspaper/Magaizine/ Radio-TV progr (Not covered in Category III): 1 each ; Max 10		
	(**Max API Score : 15**)		**15**
	Total Score (i + ii + iii)		**35**

(C) CATEGORY III: RESEARCH, PUBLICATIONS AND ACADEMIC CONTRIBUTIONS

i) Published papers in journals

API Score –   Category 1- Refereed   – 15

Category 2- Non-Refereed – 10

Sole author -
Fifteen

Total Score = 265

Sl. No	Title with page number	Journal Name	ISBN/ISSN/Categorization	Whether peer-reviewed/ Impact	No of Co-authors	Whether you are the main author	API Score
1	ভাষার আচরণ ও আচরণের ভাষা (Vashar aacharan o aacharaner vesha), 2005, 3(2&3): 232-235	আজকের প্রতিভাস (Aajker Prativaas)	WBBEN: 11973/TC 552 Refereed	Peer-reviewed	Nil	Yes	15
2	The effect of deprivation on intelligence of the rural school-going adolescence. 2006, 1:15-20	Sikskachintan A journal of Education	ISSN 0973-5461 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20

3	Perfectionist self-presentation style of prospective general as well as physical education teachers. 2008, 71(Special Issue):255-260	Indian Psychological Review	ISSN: 0019-6215 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
4	Impact of physical education teachers training programme on experience of purpose of life. 2010, 74(1): 57-64	Indian Psychological Review	ISSN: 0019-6215 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
5	To study the experience of purpose in life of prospective general as well as physical education teachers. 2010, 43(3-4): 34-40	Asian Journal of Psychology & Education	Reg.(No.4)(1)(76)NT Refereed	Peer-reviewed	Nil	Yes	15
6	Happiness under the microscope of positive psychology. 2010, 1(1):121-128	Academic Spectrum	ISSN: 0976-9323 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
7	শিশুর বিকাশ ও চাহিদা নিয়ন্ত্রনের শিক্ষা প্রসঙ্গে (Sisur bikas o chahida niyantraner siksha prasanga), 2010	অভিভাবক দর্পণ (Abhibhabak Darpan)	RNI No. WBBEN/2009/29002 Refereed	Peer-reviewed	Nil	Yes	15
8	মনোবিদের অভীজ্ঞতায় অলীক প্রত্যক্ষণ (Manovider aveejnatay aleek pratykshan), 2012, 1(2)	আমি অরণি (Ami Arani)	ISSN: 2277-8780 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
9	প্রেষণা জাগানর অভিভাবকত্বে (Preshana gaganor abhibhabaktwe), 2012	অভিভাবক দর্পণ (Abhibhabak Darpan)	RNI No. WBBEN/2009/29002 Refereed	Peer-reviewed	Nil	Yes	15
10	শিশুর ব্যক্তিত্ব বিকাশে সহায়তা প্রদানের অভিভাবকত্বে (Sisur byaktitwa bikase sahayata pradaner abhibhabaktwe), 2013	অভিভাবক দর্পণ (Abhibhabak Darpan)	RNI No. WBBEN/2009/29002 Refereed	Peer-reviewed	Nil	Yes	15
11	ব্যক্তিগত বৈষম্যের মনোবিজ্ঞান (Byaktigata bysamyer monovigyan), 2013	আমি অরণি (Ami Arani)	ISSN: 2277-8780 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
12	ভাবতে শেখানোর অভিভাবকত্বে (Bhabte sekhanor abhibhabaktwe), 2014	অভিভাবক দর্পণ (Abhibhabak Darpan)	RNI No. WBBEN/2009/29002 Refereed	Peer-reviewed	Nil	Yes	15

13	বঙ্কিম মানস সরোবরে অবগাহন প্রয়াসে (Bamkim manassarabara abagahan prayesa), 2014	আমি অরণি (Ami Arani)	ISSN: 2277-8780 Refereed	Peer-reviewed & indexed	Nil	Yes	15+5=20
14	মনোবিদের দৃষ্টিতে র্যাগিং (Manobider drishtite ragging), 2014	কৈশোরক (Koishorok)	Regd No. – S/IL 27278 of '04-'05 Refereed	Peer-reviewed	Nil	Yes	15
15	Constructivism in teaching-learning – a great paradigm shift, 2015	Journal for Educational Research Perspective, Special Issue	ISBN: 978-93-84472-08-5 Refereed	Peer-reviewed	Nil	Yes	15+5 = 20
16	প্রজ্ঞা নির্মাণে সহায়তা প্রদানের অভিভাবকত্বে (Pragjna Nirmane Sahayata Pradaner abhibhabaktwe), 2015	অভিভাবক দর্পণ (Abhibhabak Darpan)	RNI No. WBBEN/2009/29002 Refereed	Peer-reviewed	Nil	Yes	Accepted
17	বিবেকানন্দ বনাম বিবেকানন্দ — একটি মনোবৈজ্ঞানীক বিশেষণ প্রয়াস (Vivekananda Banam Vivekananda – Ekti Monobjnaik Vislashan Prayes), 2015	আমি অরণি (Ami Arani)	ISSN: 2277-8780 Refereed	Peer-reviewed & indexed	Nil	Yes	Accepted

Co-authored: Two/three co-authored papers - Twenty Five

Total Score = 188.5

Sl. No	Title with page number	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	Whether peer-reviewed/ Impact	No of Co-authors	Whether you are the main author	API Score
1	A comparative study on deprivation between rural and urban school-going adolescence. 2006, 66(1): 9-14	Indian Psychological Review	ISSN: 0019-6215 Refereed	Peer-reviewed & indexed	1	Yes	(15+5)×60%/2=6
2	The effect of rural deprivation on intelligence of the school-going adolescence, 2006, 39(3-4): 28-32	Asian Journal of Psychology and Education	Reg.(No.4)(1)(76)NT Refereed	Peer-reviewed	1	Supervisor	15×60%/2=4.5

3	Educational status – a study on tribal people of Nadia district of West Bengal. 2008, 2: 81-88	Look East – a journal of CDS-RBCEC	Refereed	Peer-reviewed	2	1st Author	15×60%/2=4.5
4	Impact of perceived deprivation, parenting, sports perfectionism on development of attitude towards physical education of the school-going adolescents. 2011, 1(4): 14-22	MS ACADEMIC	ISSN : 2229-6484 Refereed	Peer-reviewed & indexed	2	3rd Author	(15+5)×40%=8
5	Impact of physical education teachers' training programme on management of test anxiety. 2011, 1(3): 203-208	MS ACADEMIC	ISSN : 2229-6484 Refereed	Peer-reviewed & indexed	1	Supervisor	(15+5)×60%/2=6
6	Impact of sports perfectionism on development of attitude towards physical education of the school-going adolescents. 2012, 2(1): 59-68	MS ACADEMIC	ISSN : 2229-6484 Refereed	Peer-reviewed & indexed	1	Supervisor	(15+5)×60%/2=6
7	Impact of physical education teachers' training programme on development of achievement motivation. 2012, 2(1):13-17	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISBN: 2279-0845. Refereed	Peer-reviewed with **Impact Factor = 1.589**	2	3rd Author	(15+10)×40%=10
8	Impact of sports perfectionism on development of attitude towards physical education of the school-going adolescents. 2012, 2(3): 46-51	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISBN: 2279-0845. Refereed	Peer-reviewed with **Impact Factor = 1.589**	2	Supervisor	(15+10)×60%/2=7.5
9	Impact of physical education teachers training programme on development of purpose in life. 2012, 2(9): 1-4	International Journal of Scientific and Research Publications	ISSN 2250-3153 Refereed	Peer-reviewed with **Impact Factor = 0.69**	2	Supervisor	(15+5)×60%/2=6
10	The relation between anxiety and sports perfectionism of kabaddi players. 2012, 2(10):1-4	International Journal of Scientific and Research Publications	ISSN 2250-3153 Refereed	Peer-reviewed with **Impact Factor = 0.69**	2	Supervisor	(15+5)×60%/2=6

11	A study on physical education teachers' training programme on development of attitude towards physical education. 2012, 2(4): 01-03	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISBN: 2279-0845 Refereed	Peer-reviewed **Impact Factor = 1.589**	2	3rd Author	(15+10)×40%=10
12	Impact of physical education teachers' training programme on management of perfectionism. 2012, 2(4): 10-15	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISBN: 2279-0845 Refereed	Peer-reviewed **Impact Factor = 1.589**	2	3rd Author	(15+10)×40%=10
13	Fuzzy Nominating Technique to Determine Fuzzy Preference Index of a Player in Kabaddi, 2013, 18(1):46-49	IOSR Journal of Humanities and Social Science	ISSN: 2279-0837, ISSN: 2279-0845 Refereed.	Peer-reviewed **Impact Factor = 1.589**	2	Supervisor	(15+10)×60%/2=7.5
14	Assessment of Performance of an Individual Player in Kabaddi with the Help of Analytic Hierarchy Process (AHP), 2013, 2(12): 7220-7231	Int Jr of Inno Res in Sci, Engg and Tech	ISSN: 2319-8753 Refereed	Peer-reviewed with **Impact Factor = 1.672**	2	Supervisor	(15+10)×60%/2=7.5
15	Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a Facilitator to Academic Motivation of the Female Learners, 2013, 2(12): 7179-7183	Int Jr of Inno Res in Sci, Engg and Tech	ISSN: 2319-8753 Refereed	Peer-reviewed with **Impact Factor = 1.672**	2	Supervisor	(15+10)×60%/2=7.5
16	Perceived Parenting of the School-Going Adolescents having Physical Education as Their Additional Subject in Secondary Stage of Education, 2013, 1(7): 1-4	Research Journal of Physical Education Science	ISSN 2320-9011 Refereed	Peer-reviewed & indexed	2	Supervisor	(15+5)×60%/2=6
17	Physical and Anthropometric Characteristics of Kabaddi Players, 2014, 4(1): 464-465	Indian Journal of Applied Research	ISSN - 2249-555X Refereed	Peer-reviewed with **Impact Factor =.0.8215**	1	Supervisor	(15+5)×60%/2=6

18	Management of Sports Multi Dimensional Perfectionism through Teachers' training Programme in Physical Education, 2014, 3(1): 8549-8554	Int Jr of Inno Res in Sci, Engg and Tech	ISSN: 2319-8753 Refereed	Peer-reviewed with **Impact Factor = 1.672**	1	Supervisor	(15+10)×60%/2=7.5
19	Impact of physical education teachers' training programme on management of State and Trait Anxiety. 2013, 2(1): 47-50	International Journal of Humanities and Social Science	ISSN: 2319-7722 Refereed	Peer-reviewed **Impact Factor = 0.587**	2	3rd Author	(15+5)×40%==8
20	A study on the effect of yogic practices on trait anxiety and state anxiety of youth participating in six weeks camp, 2014, 3(5): 279-282	Edulight	ISSN: 2278-9545 Refereed	Peer-reviewed & indexed	2	3rd Author	(15+5)×40%=8
21	A longitudinal study on general intellectual development and its relationship with selected motor performance variables through 10 to 13 year old boys, 2014, I(1): 4-11	PRAYAS - An International Journal of Multidisciplinary Studies	ISSN: 2348-618X Refereed	Peer-reviewed & indexed	2	3rd Author	(15+5)×40%=8
22	Impact of perceived deprivation on development of attitude towards physical education of the school going adolescents, 2014, I(1): 26-32	PRAYAS - An International Journal of Multidisciplinary Studies	ISSN: 2348-618X Refereed	Peer-reviewed & indexed	2	3rd Author	(15+5)×40%=8
23	A Comparative Study on Balance and Flexibility between Dancer and Non-Dancer Girls. Volume 1, Issue 5 (May-Jun. 2014), PP 36-40 www.iosrjournals.org	IOSR Journal of Sports and Physical Education (IOSR-JSPE)	e-ISSN: 2347-6737, p-ISSN: 2347-6745	Peer-reviewed with **Impact Factor = 1.213**	2	3rd Author	(15+10)×40%=10
24	A Study to Locate the Difference Between Active And Passive Recovery After Strenuous Workout. , Volume 1, Issue 6 (Jul-Aug. 2014), PP 45-47 www.iosrjournals.org	IOSR Journal of Sports and Physical Education (IOSR-JSPE)	e-ISSN: 2347-6737, p-ISSN: 2347-6745	Peer-reviewed with **Impact Factor = 1.213**	2	3rd Author	(15+10)×40%=10

| 25 | A Study on the Relationship between Nutrition Status and Physical Fitness of School Boys. Volume 1, Issue 5 (May-Jun. 2014), PP 46-50 www.iosrjournals.org | IOSR Journal of Sports and Physical Education (IOSR-JSPE) | e-ISSN: 2347-6737, p-ISSN: 2347-6745 | Peer-reviewed with **Impact Factor = 1.213** | 2 | 3rd Author | (15+10)×40%=10 |

ii) Published Outputs in CD/DVD/Online/E-form/E-book, etc.
Nil
iii) Public Displays/Exhibitions/Performances with or without outputs in CD/DVD/Online/E-form/E-book
Nil

iv) Articles / Chapters published in Books

API Score (Per Art/Chap) Category 1: International Publication – 10   Category 2: National/ State/ Central/ Societies Publisher   – 5

Category 3: Subject books by other/ Local Publisher   – 3

Category 4: Chapters in Knowledge-based Volumes   – 5

Total Score = 10

Sl. No	Art/Chapter Title with page numbers	Book title, Editor & Publisher	ISBN/ISSN No/ (Or, Renowned publishers) See Cat 1-4 as above for scores	Whether peer-reviewed/Impact	No of Co-authors (Points to be shared)	Whether you are the main author (Full points)	API Score
1	মনোবিদের চোখে বিবেকানন্দ (Monovider Chokhe Vivekananda): 187 – 201	বহুরূপে স্বামীজি (Bahurupe Swamiji) Ed. Roy, Subrata & Roy, Asok Kumer Mitram	ISBN-978-93-80030-51-9	Peer-reviewed	Nil	Yes	5
2	কল্পনা ও সৃজনশীলতা (Kalpana o Srijansilata)	Glimpse Ed. Trishna Goswami S.S. College of Education	ISBN: 978-81-922902-3-2	Peer-reviewed	Nil	Yes	5

v) Full papers in Conference Proceedings
API Score: 10/each

Total Score = 25.5

Sl. No	Title with page number	Details of Conference Publication	ISBN	Whether peer-reviewed	No of Co-authors	Whether you are the main author	API Score
1	Using Technology to Support Effective Mathematics Teaching	Shimurali Sachinandan College of Education, Shimurali, Nadia	978-81-922902-4-9 SSCE Pub No.-5	Yes	1	Supervisor	$(10+5)\times60\%/2=4.5$
2	Impact of 'Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme' as Facilitator to Academic Motivation of the Female Learners	Shimurali Sachinandan College of Education, Shimurali, Nadia	978-81-922902-5-6 SSCE Pub No.-6	Yes	1	Supervisor	$(10+5)\times60\%/2=4.5$
3	Mothering in the Light of Attachment Theory	Shimurali Sachinandan College of Education, Shimurali, Nadia	978-81-922902-5-6 SSCE Pub No.-6	Yes	1	Supervisor	$(10+5)\times60\%/2=4.5$
4	A Comparative Study to Locate the Difference between Time Trial and Pursuit Running	International Conference in Economics, Social Science and Human Behaviour Study	978-1-63248-041-5	Yes	2	3rd	$(10+5)\times40\%=6$
5	A Comparative Study on Selected Motor Performance Variables between Prepubescent Boys and Girls	Shimurali Sachinandan College of Education, Shimurali, Nadia	978-81-922902-7-0 SSCE Pub No.-8	Yes	2	3rd	$(10+5)\times40\%=6$

vi) Shows/Performances with or without other artists/Productions with outputs in CD/DVD/Online/
Nil

vii) Workshops Conducted with or without other artists with or without visible Print/CD/DVD/Online outputs **Nil**

viii) Books Published as a Single/Joint Author/Editor

API Score – Category 1 Text/Reference Books by International Publisher – 50

Category 2 Text/Reference Books by National/Soc/Univ Publ – 25

Category 3 Subject Books by Other/Local Recognized Publ – 15

Total Score = 105

S.No	Title with page number	Type of Book/ and Authorship	Publisher & ISBN/ISSN/ Categorization	Whether peer-reviewed/Impact	No of Co-authors (To be shared)	Whether you are the main author	API Score
1	মনোবিদ্যাঃ শিক্ষা ও শারীর শিক্ষা (Monovidya: Siksha O Sarir Siksha)	Text	Classic Books ISBN-81-87616-39-3	Yes	Nil	Yes	25
2	শারীর শিক্ষায় মনোবিদ্যা (Sarirsikshay Monovidya)	Text	Classic Books ISBN-81-87616-52-0	Yes	Nil	Yes	25
3	শিক্ষায় মনোবিদ্যা (Sikshay Monovidya)	Text	Classic Books ISBN-81-87616-54-7	Yes	Nil	Yes	25
4	শিক্ষক শিক্ষায় মনোবিদ্যা (Sikshak Sikshay Monovidya)	Text	Ruma Publication, Kolkata	Yes	Nil	Yes	15
5	প্রাথমিক শিক্ষক শিক্ষায় মনোবিদ্যা (Prathamik Sikshak Sikshay Monovidya)	Text	Ruma Publication, Kolkata	Yes	Nil	Yes	15

x) Ongoing and Completed Research Projects and Consultancies

Ongoing Projects/Consultancies API Score for **Projects**–

Cat I: (Sc -Rs 30 lakhs+ ; Non-Sc: Rs 5 lakhs +): 20

Cat II: (Sc -Rs 5 lakhs+ ; Non-Sc: Rs 3 lakhs +): 15

Cat III: (Sc -Rs 0.5 lakhs+ ; Non-Sc: Rs 0.25 lakhs+): 10

Other approved projects of Univ/Other agencies: 5

Total Score = 20

S.No	Title	Agency (Funding, Commissioning and/or Collaborating)	Period	Output/ Impact, i.e. Book/paper/ film/ technology / Web-facility/ Program/ Process	Grant(s)/ Amount mobilized (so far) in Rs. (Lakhs)	Whether Principal Investigator/ Co-investigator or Consultant/Quality evaluator	API Score
1	To Explore the Impact of Perceived Parenting and Socio-Economic Status on Sense of Deprivation of the School-Going Adolescents	UGC	2yrs in 2005 – 2007	Papers	0.80	Principal Investigator	10
2	To Explore the Impact of Modernization, Globalization and Revolution in Information Technology on our Cultural and Traditional Heritage: A Study on Generation Gap (A Pilot Study on Tribal Culture).	The Ministry of Culture Government of India	2yrs in 2005 – 2007	Book in "Scribd"	0.85	Principal Investigator	10

x) Research Supervision

  (a) <u>Degree-oriented</u>: API Score – Ph.D. awarded – 10; Ph.D. Submitted – 7; M.Phil. awarded – 3;

Total Score =40

Sl. No.	Number Enrolled	Thesis Submitted	Degree awarded	API Score
Ph.D. or equivalent	8 (4 completed + 4 Continuing)		4	**40**

- Number of Ph.D. thesis *awarded*
Four

Name of student	Title of thesis	Year of Submission	Department	University
Sabyasachi Chatterjee	To Study the Impact of Perceived Deprivation, Parenting, Sports Perfectionism and Facilities for Games and Sports on Development of Attitude towards Physical Education of the School-Going Adolescents	May, 2012 (Awarded 11[th] June 2013)	Department of Physical Education	University of Kalyani
Bhaskar Chakraborty	Impact of Physical Education Teachers' Training Programme on Some Selected Physical and Psychological Aspects	January, 2013 (Awarded 30[th] October 2013)	Department of Physical Education	University of Kalyani
Somnath Nandi	Impact of Physical Education Teachers' Training Programme on Development of Selected	11[th] June, 2014	Department of Physical Education	University of Kalyani

	Psychological Variables			
SK Sabir Ali	A Critical Study on Selected Physical, Psychological and Sociometric Variables in Relation to Group and Individual Performance of the University Level Kabaddi Players	26th November, 2014	Department of Physical Education	University of Kalyani

- **Number of Ph.D. students working under supervision**
  Four

Name of student	Title of thesis	Year of Admission	Department	University
Kajal Das	Impact of 'Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme' as Facilitator to Academic Motivation and Life Satisfaction of the Female Learners	2013	Department of Education	University of Kalyani
Dibakar Ghosh	Impact of General Mental Health, Personality Factors and Purpose in Life on Occupational Stress of School Teachers	2012	Department of Education	University of Kalyani
Debasis Debnath	Effect of Modernization, Rigidity to Change and perceived Deprivation on Personal Value System of the School Going Adolescents	2014	Department of Education	University of Kalyani
Arpita Sarkar	Impact of Perceived Deprivation, Parenting, Achievement Motivation, Learning Style on Academic Achievement of the School Going Adolescents	2014	Department of Education	University of Kalyani

(b) <u>Non-Degree Products</u>**:** API Score – Post-Doctoral – 7; National Scholar – 5;
Guidance to Foreign Scholars & Master's level – 3;

Nil

xi) Conference/Seminar/Workshop paper and Training courses

(i) Papers presented in Conferences, Seminars, Workshops, Symposia

API Score – Category 1 International –
10

Category 2 National   –
7.5

Category 3 Regional   –
5

Total Score = 47.5

Sl. No.	Title of the Paper presented	Title of Conference / Seminar	Organised by	Whether International / National/State/Regional/ University/College	API Score
1	A probe into the experience of purpose in life of prospective general as well as physical education teachers	**International** Conference on Physical Education and Sports Sciences Held in 28/04/2006 – 30/04/2006	Kasturba Medical College, Manipal,	International	10
2	A study on attitude survey of the managers having differential managerial success towards the present management training programme	XXII Annual Conference, The Indian Academy of Applied Psychology, held in 02/03/1985 – 03/03/1985	Department of Applied Psychology, University of Calcutta	National	7.5
3	Counselling and guidance	XXVI Annual Conference, The Indian Academy of Applied Psychology, held in 25/03/1989 – 27/03/1989	Department of Applied Psychology, University of Calcutta	National	7.5

4	A probe into the perfectionistic self-presentation style of M.P.Ed. and B.Ed. students	Physical Education for Health, Culture & Human Resource Development in 21st Century, 29-30th Nov, 2005	The department of Physical Education, University of Kalyani	National	7.5
5	Self-talk – a technique of psychological intervention in sporting domain	Physical Education for Health care & Sports Performance, March 25 & 26, 2006	Department of Physical Education, Mugberia Gangadhar Mahavidyalaya on	National	7.5
6	Dynamics of the sporting behaviour – a mathematical model	Sportsmedcon, 20/01/2007	The department of Physical Education, University of Kalyani	National	7.5

(ii) Invited Lectures and Chairmanships at National/ International Conference / Seminar etc.

API Score – Category 1 International – 10

Category 2 National – 7.5

Category 3 Regional /State level – 5

Category 4 Univ/Endowment Lect – 3

Total Score = 42.5

Sl. No.	Title of Lecture / Academic Session	Title of Conference / Seminar etc.	Organised by	Whether international /national	API Score
1	Physical activities in maintaining mental health – a review	Physical Education for Fitness, Health & Well-being, held on 29th & 30th August, 2011	Mugberia Gangadhar Mahavidyalaya	National	7.5

2	Information and Communication Technology Based Constructivism in Teaching, Learning and Evaluation – A Great Paradigm Shift	Competence Building: Teaching – Learning, Evaluation, held on 5th September, 2012	Panchakote Mahavidyalaya, Purulia	National	7.5
3	বঙ্কিম মানস সরোবরে অবগাহন প্রয়াসে (Bankim Manas Sorobare Abagahan Prayase)	Bankim's 175th Birth Anniversary, held on 29/08/2013	Bankim Bhavan Gaveshana Kendra	Regional /State level	5
4	Child Right and Psychology	Second Spell in- Service Training Course, held on 28/12/2013	Kendriya Vidyalaya No. – 1, Kancharapara	Regional /State level	5
5	A Journey from Pedagogy to Heutagogy	Workshop in Education, held on 26/11/2014	Nahata Jogendranath Smriti Mahavidyalaya	Regional /State level	5
6	Constructivism in Teaching-Learning Process – a New Paradigm	In- Service Training Course, held on 06/12/2014	Kendriya Vidyalaya No. – 1, Kancharapara	Regional /State level	5
7	Constructivism in Teaching-Learning – a Great Paradigm Shift	Different Perspectives of Education in Modern Society, held on 21/02/2015 – 22/02/2015	JRSET College of Education	International	10
8	Psychological Testing	Workshop on Psychological Test	Gokhurapota B.Ed. College	State	5

(iii) Invited Group (Incl. Live/Recorded/Televised/Radio) Performances and/or Lecture-Demonstrations at National or International level
Nil

(iv) Training Received: Academic Staff College Orientation / Refresher Courses/ Methodology Workshops/ Training/Teaching-Learning-Evaluation Technology Programmes/Soft-Skill Development Programmes &Faculty Improvement/Dev. Programmes, including Summer and Winter Schools attended:

Total Score = 60

Sl.	Name of the Course	Place & Institution	Duration (Dates)	Sponsoring Agency	API Score
1	Orientation Programme	Academic Staff College, University of Calcutta	3 Weeks (17/07/2006 – 12/08/2006)	UGC	20
2	Teaching Social Sciences: An Interdisciplinary Approach (Refresher Course)	Academic Staff College, University of Calcutta.	3 Weeks (14/11/2011 – 03/12/2011)	UGC	20
3	Development of a Package on ICT Mediated Constructivist Learning for the Professional Development of Teacher Educators	Regional Institute of Education, Bhubaneswar	7 days (10/03/2010 – 16/03/2010)	RIE (Bhubaneswar)	10
4	National Level Workshop on Modification of Teacher Education Curriculum	Dept. of Education, Kalyani University	7 days (12/12/2012 – 19/12/2012)	CTE Scheme of MHRD through Govt. of W.B.	10

IMPORTANT NOTES:

Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: i) indexed journal – by 5 points; ii) papers with impact factor between 1 and 2 by 10 points; iii) papers with impact factor between 2 and 5 by 15 points; iv) papers with impact factor between 5 and 10 by 25 points.

If a paper presented in Conference/Seminar is published in the form of Proceedings, the points would accrue for the publication 16. C (v) and not under presentation 16. C. (xi) (i).

The API for joint publications/contributions will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 60% of the total points and remaining 40% would be shared equally by all authors.

    SUMMARY OF API SCORES (In Respect of Applicants against Academic Positions)

S. No.	Criteria	Total – API Score for Assessment Period (3Years)	Annual Av. API Score for Assessment Period
I	Teaching, Learning and Evaluation related activities	125×3=375	125
II	Co-curricular, Extension, Professional development etc.	35×3=105	35
	Total I + II	**480**	**160**
III	Research and Academic Contribution		**Total** **801**

Smt. Sarmila Das
Assistant Professor in History

General Information

a) Name : SARMILA DAS
b) Address (Residential): Vill-Dhanicha Nutanpara P.O.-Chakdaha
         Dist- Nadia, W.B., PIN - 741222
c) Designation : Assistant Professor
d) Date of Birth : 16/01/1965
e) Area of Specialization : HISTORY & EDUCATION
f) Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks		Subjects/ Discipline*
Madhyamik	WBBSE	1981	1st	65	Beng,Eng,Hist, Geo Math,Phy.sc,Life.sc
H.S.	WBCHSE	1983	1st	68.1	Beng, Eng, Hist,Phil,Psy,Pol.Sc
B.A.. (Hons.)	Calcutta University	1986	2nd	47	History,Phil,Edn
M.A.	University of Kalyani	1989	2nd	59	History
M.Phil.	Jadavpur University	1993	Passed		History
B.Ed.	University of Kalyani	1994	1st	65.4	Gen4,Hist,Beng,MDGCS
M.Ed.	University of Kalyani	2008	1st	72	Env Edu. & Hist of Edu
Ph.D.	University of Kalyani	Submitted on August, 2015			Education

Part B: Academic Performance Indicators (API)

(July- 2010 to June- 2011)

(Please see detailed instruction of the **PBAS-I** proforma before filling out this section)

CATEGORY 1: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

(ia) Lectures, seminars, tutorials, practical, contact hours undertaken taken as percentage of lectures allocated.

Sl. No.	Course/Paper	Level	Mode of teaching*	Class allotted as per schedule	% of classes taken as per documented record	API Score
1	**B.Ed.: (Regular Permanent) –** Paper - 1 (Education & Development), Paper – 3 (Learner & Learning), Paper – 4 (Teacher, Teaching & Evaluation), Paper – 5 (Learning Resource & Classroom Management)	U.G.	L, T & P	**424 (Yearly)**	95%	47
2	**B.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops	U,G,&B,Ed	C&P	**30**	100	50
3	**D.El.Ed. (Distance Mode): (Personal Contact Programme) –** Theory Papers & Workshops		C&P	**30**	100	50

* NB: Lecture (L), Seminar (S), Tutorial (T), Practical (P), Contact Hours (C) S

(ib) Lectures and other teaching duties in excess of UGC norms

CALCULATION OF API SCORE FOR I(i) ABOVE		API Score
(a)	Classes taken (**Maximum 50** for 100% performance & proportionate score up to 80% performance, below which no score may be given)	**47**

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(b)	Teaching load in excess of UGC norms/ Special Lectures/ Classes taken at the study centre located in the District other than Kolkata (**Max score 10**)	

(ii) Reading/ Instructional material consulted and additional knowledge resources provided to students

Sl. No.	Course/Paper	Consulted	Prescribed	Additional Resource provided	API Score
1	**B.Ed.: (Regular Permanent) –** Paper - 1 (Education & Development), Paper – 3 (Learner & Learning), Paper – 4 (Teacher, Teaching & Evaluation), Paper – 5 (Learning Resource & Classroom Management	25	25	20	70
2	**B.Ed (Distance Mode)(Personal Contact Programme) –Theory papers & Workshops**	20	15	10	45
3	**D.El.Ed (Distance Mode) (Personal Contact Programme) –Theory Papers & Workshop**	25	20	8	53

(iii) Use of Participatory and Innovative Teaching-Learning Methodologies, Updating of Subject Content, Course Improvement etc.

- (a) Updating of Courses/Curriculum Design: 5 per course –   Max 10
- (b) Participation/Innovative – Interactive courses: 5
- (c) Participation/Innovative – Learning Modules: 5   Max 10
- (d) Participation/Innovative – Case Studies prepared: 5
- (e) Use of ICT or Computer-aided methods – ppt: 5
- (f) Use of ICT – Multi-media/Simulation etc: 5   Max 10
- (g) Dev/Teaching Remedial/Bridge Courses: 5 each   Max 10
- (h) Dev/Teaching Soft skill/Communication/Personality Dev: 5 each   Max 10
- (i) Special Programmes in Phys. Edn. /Library: 5 each   Max 10
- (j) Innovative Composition/Creation in Music, Fine Arts, Perf Arts: 5 each ; Max 10
- (k) Orgn/Teaching Web-based/E-Library/IT-asst teaching: Workshop 10 points; Popularization 5 points

Sl. No.	Short Description (in terms of items) as listed above	API Score
1	(iii) (e) Use of ICT or Computer-aided methods – ppt:	5
2	(iii) (g) Teaching Remedial:	10
3	Updating B.Ed. Curriculum of University of Kalyani	5
4	Participation in preparation of Learning Modules for M.A. Education of Barasat State University	10
	(**Max API Score : 20**) **Total Score:**	**20**

(iv) Examination duties Assigned and Performed

(a) Invigil.- 10, Evalua.- 5, Q. paper setting/ Moderation- 5; Max : 20 [100% compliance]

(b) Internal/Continuous Assessment work as allotted-10 [100% compliance];

(c) Exam Coordination Cell/Outstation or Flying Squad: 10 [100% compliance]

Sl. No.	Type of Examination Duties	Duties Assigned	Extent to which carried out (%)	API Score
1	Invigilation	B.Ed.	100%	10
2	Evaluation	B.Ed	100%	10
3	Question-paper Setting	B.Ed	100%	10
4	Internal Assessment	B.Ed.	100%	10
5	Exam Flying Squad:	B.Ed	100%	10
	(**Max API Score : 25**)			**25**

Publication of Papers of Journals & Books

	Title with page number	Type of Book/ and Authorship	Publisher & ISBN/ISSN/ Categorization	Whether peer-reviewed/Impact	No of Co-authors (To be shared)	Whether you are the main author	API Score
1	Rabindranath-o-Amtashakti pp.201-204	Saminar Proceedings	ISBN-978-81-922902-0-1		NIL	YES	7.5
2	A proposalof B.Ed.Curriculam following the N.C.T.E.Guidelines with special reference to Area A:Foundation	Saminar Proceedings	ISBN-978-81-922902-1-8	-	NIL	YES	5

	of Education pp.80-82						374
3	Sarva Shiksha Abhiyan-Our Expectation pp.152-154	Saminar Proceedings	ISBN-978-81-922902-6-3	-	NIL	YES	7.5
4	Sikshangana Marxbad pp-190-195	AMI-ARANI	ISSN 2277-8780	-	NIL	YES	7.5
6	.Empowerment of Muslim Women in Challanging Environment -A Case Study pp 36-39	Saminar Proceedings	ISBN-978-81-922902-5-6	-	NIL	YES	7.5
7	.Education of Muslim Women & Population pp 62-64	Saminar Proceedings	ISSN-0972-7175	-	NIL	YES	7.5
8	Viewpoint of Women Impowerment-A Study	Journal of Educational Thought	ISSN-2348-1714	-	NIL	.YES	7.5
9	Value Education in Schools P-47-51		ISBN-978-93-82420-75-0	-	NIL	YES	7.5
10	.Chrankabi Mukundadas –Ak Baranya Shilpi	AMI-ARANI	ISSN 2277-8780	-	NIL	YES	7.5

11	Muslim Women: Right and Education for Empowerment	-Edulight	ISSN-2278-9545	-	NIL	YES	7.5
12	Value Education in Schools P-47-51	-	ISBN-978-93-82420-75-0	-	NIL	YES	7.5
13	Peace through Education-A Great Hope P-202-205	Saminar Proceedings	ISBN-978-81-922902-7-0	-	NIL	YES	7.5
14	Swamiji's Idea of Emancipating Women Through Women Education	Saminar Proceedings	ISBN-978-81-922902-8-7	-	TWO	NO	7.5
15	Karmajogi Sikshabrati Sir Astutosh Mukherji pp-175-179	AMI ARANI	ISSN 2277-8780		7.5	7.5	7.5
16	Open &Distance Learning pp-68-72		ISBN-978-81-922902-3-2		NIL	YES	7.5

(iv) Training Received: Academic Staff College Orientation / Refresher Courses/ Methodology Workshops/ Training/Teaching-Learning-Evaluation Technology Programmes/Soft-Skill Development Programmes &Faculty Improvement/Dev. Programmes, including Summer and Winter Schools attended:

	Name of the Course	Place & Institution	Duration (Dates)	Sponsoring Agency
1	Refresher Course in .History	Academic Staff College, Jadavpur University	.Nov,2009	UGC
2	Refresher Course in .History	Academic Staff College ,Jadavpur University ..	Dec,2010	UGC
3	Research Methodology	Department Of Education , K.U.	.June,2012	MHRD through Govt. Of W.B.
4	Modification Of Teacher Education Curriculum.	Department Of Education , K.U.	Dec,2012s	UGC
5	Research methodology	Sikshana Mandira,Belurmath	March ,2012	UGC

(iv) Organizing Seminar

SL . No	Name of the National Seminar	Date	Name Of the College	Funded by
1.	Rabindranath Tagore : Nationalism and Internationalism	August 19-20 , 2011	S S College Of Education , Shimurali.	UGC
2.	.Educational Thoughts of Swami Vivakanda:Indian & Global Perspective	.May 10-11 , 2015	S S College Of Education , Shimurali	UGC

viii) Books Published as a Single/Joint Author/Editor

API Score – Category 1 Text/Reference Books by International Publisher –   50

Category 2 Text/Reference Books by National/Soc/Univ Publ   –   25

Category 3 Subject Books by Other/Local Recognized Publ   –   15

Total Score = 105

Sl.No	Title with page number	Type of Book/ and Authorship	Publisher & ISBN/ISSN/ Categorization	Whether peer-reviewed/Impact	No of Co-authors (To be shared)	Whether you are the main author	API Score
1	ITIHAS SHIKSHAN PADDHATI (Methods of Teaching History)	Text	West Bengal State Book Board ISBN-978-81-247-0723-4	Yes	Nil	Yes	25

General Information

a. Name : Smt. Trishna Goswami (Kundu).
b. Address (Residential): B-7/39 , Kalyani, Nadia, Pin – 741235
    a. Ph. No. : 9143549604
c. Designation : Assistant Professor in Education
d. Date of Birth : 30/12/1975
e. Area of Specialization : Educational Technology and Mental Hygiene
f. Academic Qualifications :

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks		Subjects/ Discipline*
Madhyamik	W.B. Board Of Secondary Education	1991	1st 71.11%		Beng., Eng. Math., P.Sc., L.Sc., Hist., Geo., W.Ed.
H.S.	W.B. C.H.S.E.	1993	1st	71.9%	Beng., Eng, Phy, Ch, Math., Bios.
B.A. (Hons.)	University of	1996	2nd	48%	Eng., Beng.,

	Kalyani				Sociology
M.A. (Eng.)	University of Kalyani	1998	2nd	53%	English
B.Ed.	University of Kalyani	2000	1st	64.4	Edn , Beng , Eng.
M.A.(Edn)	University of Kalyani	2002	1st	65.4	Edn , ET , MH
M.A.(Beng)	N.S.O.U	2011	1st	62.88	Beng
Ph.D.	University of Kalyani	Submitted on June, 2015			

TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

i) Lectures, Seminars, Tutorials, Practical, Contact Hours

Sl. No.	Courses/ Papers Taught	Level	Mode of teaching*	Hours per week allotted (Approx)	% of classes taken (80% & above)** See calculation table
1	**B.Ed.: (Regular Permanent) –** Paper - 1 (Education & Development), Paper – 3 (Learner & Learning), Paper – 4 (Teacher, Teaching & Evaluation)	U.G./B.Ed	L, T & P	20	90%
3	**M.A. (Distance Mode): (Personal Contact Programme)** Paper – I(Educational Philosophy) Paper – II (Educational Psychology) Paper – III (Sociological Foundation of Education) Paper –VII/VIII (Educational Technology)	P.G.	C	60 (Total)	100%
4	**B.Ed. (Distance Mode): (Personal Contact Programme)** – Theory Papers & Workshops	U.G./B.Ed	C & P	30 (Total)	100%
5	**D.El.Ed. (Distance Mode): (Personal Contact Programme)** – Theory Papers & Workshops		C & P	30 (Total)	100%

* NB: Lecture (L), Seminar (S), Tutorial (T), Practical (P), Contact Hours (C

ii) Use of Participatory and Innovative Teaching-Learning Methodologies, Updating of Subject Content, Course Improvement etc.

Sl. No.	Short Description in terms of (a) to (k) as listed below
1	Updating B.Ed. Curriculum of University of Kalyani
2	Participation in preparation of Learning Modules for M.A. Education of Barasat State University
3	Use of ICT or Computer-aided methods – ppt:
4	Teaching Remedial/Bridge Courses:

iii) Examination Duties Assigned and Performed

Sl. No.	Type of Examination Duties	Duties Assigned	Extent to which carried out (%)
1	Invigilation	B.Ed.	100%
2	Evaluation	B.Ed.	100%
3	Question-paper Setting	B.Ed.	100%
4	Internal Assessment	B.Ed.	100%
5	Exam Flying Squad:	University Examination	100%

RESEARCH, PUBLICATIONS AND ACADEMIC CONTRIBUTIONS

i) Published papers in journals :

List of Publications in Pre-Reviewed/Indexed Journal :

Sl. No.	Title with page number	Journal Name	ISBN/ISSN/Categorization	Whether peer-reviewed/impact	No of Co-authors	Whether you are main author
01	Challenges of Women Empowerment (104-115)	Academic Spectrum Vol.-1, No.-1, May. 2010	ISSN: 0976-9323	peer-reviewed	NIL	YES
02	Rabindranath Tagore and His Concept of Nationalism (113-118)	M. S. Academic Vol.-1, No.-1, Nov.2010	ISSN:2229-6484	peer-reviewed	NIL	YES
03	The Empowerment of Women and Environmental Management (83-86)	M. S. Academic Vol.-1, No.-2, Jan. 2011	ISSN:2229-6484	peer-reviewed	NIL	YES
04	The Chipko Movement and Women (23-25)	M. S. Academic Vol.-1, No.-4, July. 2011	ISSN:2229-6484	peer-reviewed	NIL	YES
05	Women, Education and Environmental Sustainability (74-76)	M. S. Academic Vol.-2, No.-1, Jan.2012	ISSN:2229-6484	peer-reviewed	NIL	YES
06	Recommendation and implementation : Will they Ever Meet in Women Education (55-63)	Journal of Educational Research Vol.-2, Feb.2012	ISSN:2249-6130	peer-reviewed	NIL	YES
07	Women and Water Resource Management (40-43)	M. S. Academic Vol.-3, No.-2, Aug.2013	ISSN:2229-6484	peer-reviewed	NIL	YES
08	Women and Health (100-104)	M. S. Academic Vol.-4, No.-1, Jan.2014	ISSN:2229-6484	peer-reviewed	NIL	YES

| 09 | Nutrition, Eating Habit and Mother (58-61) | M. S. Academic Vol.-4, No.-2, Aug.2014 | ISSN:2229-6484 | peer-reviewed | NIL | YES |
| 10 | Empowerment of Women through Their Active Participation in Environmental Management: A Study (124-130) | M. S. Academic Vol.-5, No.-1, Feb.2015 | ISSN:2229-6484 | peer-reviewed | NIL | YES |

ii. List of Publications published in books

Sl. No.	Title with page number	Book Name	ISBN/ISSN/Categorization	Whether peer-reviewed/impact	No of Co-authors	Whether you are main author
01	Construction of National Through Rural Reconstruction : Tagore's Experimentation (78-81)	UGC National Seminar Proceedings: Rabindranath Tagore : Nationalism and Internationalism Dec, 2011	ISBN: 978-81-922902-0-1	-	NIL	YES
02	Review and Reassessment of Existing B.Ed. Curriculum in the Context of NCTE Suggestion (67-68)	UGC State Level Workshop Review of B.Ed. curriculum of Different Universities of West Bengal with Respect to Guidelines of NCTE Sep, 2012	ISBN: 978-81-900902-1-8	-	NIL	YES
03	PolliUnnayanPrasange Rabindranath (84-94)	Rabindranath : RoyecheNayaneNayane May, 2012	ISBN: 978-81-921697-2-9	-	NIL	YES
04	Environmental Education for Women in the 21stCentury (129-132)	UGC National Seminar		-	NIL	YES

		Proceedings: Education in the 21st Century- Sep, 2012				
05	Teacher : A Motivation Engineer (73-81)	Glimpse Sep, 2012	ISBN: 978-81-922902-3-2	-	NIL	YES
06	Swami-Vivekananda's Thought on Women Education (227-231)	International Seminar Proceedings: Thoughts and Ideas of Swami Vivekananda on Education Jan, 2013	ISBN: 978-81-924088-0-4	-	NIL	YES
07	Partition of Bengal and Tagore's Search for the Nation (238-243)	Partition of Bengal and Rabindranath Tagore Jan, 2013	ISBN: 978-81-921697-6-7	-	NIL	YES
08	JatiyatabadiAndalon o Jana-jagaroneVivekananderBhumika (104- 118)	Banhumatrik Vivekananda: BartamanPrasangikata Jan, 2013	ISBN: 978-81-921697-5-0	-	NIL	YES
09	Swami Vivekananda, the Great National Leader of India (102-113)	Awake, Arise 2013	978-81-921697-4-3	-	NIL	YES
10	Green Chemistry: Environmental Education and Women (96-107)	Green Chemistry and Sustainable Agriculture Practices: A Step towards Better Future Jan, 2013	ISBN: 978-81-921697-3-6	-	NIL	YES
11	SrinivasaRamanujan: Luminating Star in Math's Galaxy and his Relevance in Today's Society (185-190)	UGC National Seminar Proceedings uses of Technology in Mathematics	ISBN: 978-81-922902-4-9	-	NIL	YES

		Education Mar, 2013					
12	Strengthening the Role of Women in Environmental Sustainability: An Overview (203-208)	UGC National Seminar Proceedings: Women Empowerment and Environmental Sustainability Oct, 2013	ISBN: 978-81-922902-5-6	-		NIL	YES
13	Participation of women in Environmental Management: The Required Measure to Reshape Society (70-74)	UGC National Seminar Proceedings: Impact of Environmental Education on Daily Life Oct, 2013	. ISBN: 978-81-922902-6-3	-		NIL	YES
14	Vivekanada : The Ever-Inspiring Educator for Man Making Personality. (234-238)	Educational Thoughts of Swami Vivekananda Indian & Global Perspective 10-11 April,2015	ISBN:978-81-922902-8-7	-		NIL	YES
15	Values and their importance in 2st century (328-334)	Art,Culture & Ethics in the Perspective of Indian Education	ISBN: 978-81-922902-7-0	-		NIL	YES
16	Teacher: A Motivation Engineer	Glimplse	ISBN: 978-81-922902-3-2	-		NIL	YES

iii. Give details of the minor/major research projects completed by staff members of the institution in last five years.

Sl. No.	Title	Agency	Period	output	Grant/ Amount mobilized (Rs. lakh)	Role
01	MRP: **Empowerment of Women Through Education and**	UGC	1 Year 6 months	Papers	.63	Principle Investigator

	Their participation in Social and Environmental Management in the District of Nadia in West Bengal (See Page No.)		(Nov. 11 – May 13)			

iv) Conference/Seminar/Workshop paper and Training courses

(i) Papers presented in Conferences, Seminars, Workshops, Symposia

Sl. No.	Title of the Paper presented	Title of Conference / Seminar	Organised by	Whether International / National/State/Regiona	API Score
1	Swami Vivekananda's Thoughts on Women Education.	Thoughts of ideas of Swami Vivekananda on Education Held in April 18-19 , 2012	Deartment of Education , KU	International	10
2	Nareer Khamatayan : Bankim-er Devi Chowdhurani.	Bankim Chandra Ebong Ekabingsa Satabdir Bhabna held in March 27-28 , 2014	Department of Bengali , K.U.	International	7.5
3	Female students in ... Issues	Inclusion in Education : A matter of Right to Education for All held in July 17-18 , 2003	IASE , Department Of Education , K.U.	National	7.5

4	Australian Literature and Modern Society	Australian Literature : Identity , Representation and Belonging held in February 21-22 , 2006	Seva –Bharati Mahavidyalaya	National	7.5
5	Education of Excluded Indian Women.	Inclusion of the Excluded held in February 16-17 , 2007	IASE , Department Of Education , K.U.	National	7.5
6	Mental Stress and its Management.	Life Satisfaction vis-a-vis Mental Stress...held in April 18-19 , 2008	S S College Of Education , Shimurali.	National	7.5
7	Construction of Nation through Rural Reconstruction	Rabindranath Tagore Nationalism and Internationalism held in August 19-20 , 2011	S S College Of Education , Shimurali.	National	
8	Rabindranather Drishtite Siksha.	Uttar Adhunikatabader Aloy Rabindranather Siksha Chintar Bishslasan held in November 25-26 , 2011	R.K.M.S. , BelurMath	National	
9	Partition of Bengal And Rabindranath	Partition of Bengal(1905) and Rabindranath Tagore held in December 1-2 , 2011	Panchakot Mahavidyalaya , Purulia.	National	

10	Environmental Education for Women in the 21st Century.	Education in the 21st Century held March 13-14 , 2012	S S College Of Education , Shimurali.	National	
11	Srinivasa Ramanujan : Luminating Star in Math's Galaxy and his Relevance in Today's Society.	Uses of Technology in Mathematical Education held in September 11-12 , 2012	S S College Of Education , Shimurali.	National	
12	Green Chemistry and the Awareness of Women.	Green Chemistry and Sustainable Agricultural Practices... held in February 1-2 , 2013	Panchakot Mahavidyalaya , Purulia.	National	
13	Swami Vivekananda , the Great National Leader of India.	Contribution of Swami Vivekananda to India's National Movement held in February 13-14 , 2013	Panchakot Mahavidyalaya , Purulia.	National	
14	Strengthening the Role of Women in Environmental Sustainability : An Overview	Women Empowerment and Environmental Sustainability held in March 21-22 , 2013	S S College Of Education , Shimurali.	National	
15	Participation of Women in Environmental Management : The Required Measure in Reshape Society.	Impact of Environmental Education on Daily life held in July 16 , 2013	S S College Of Education , Shimurali.	National	

16	Inclusion of Excluded Women and the factors of Empowerment.	Inclusive Education : Policy , Practice and Prospects held in March 21-22 , 2015	Satyapriya Ray College Of Education	National	
17	Values and their Importance in 21st Century.	Art , Culture and Ethics in the Perspective of Indian Education held in April 11-12 , 2015	S S College Of Education , Shimurali.	National	
18	The Ever Inspiring Educator for Man-making Personality.	Educational Thoughts of Swami Vivekananda : Indian And Global Perspective held in May 10-11 , 2015	S S College Of Education , Shimurali.	National	

(iv) Training Received: Academic Staff College Orientation / Refresher Courses/ Methodology Workshops/ Training/Teaching-Learning-Evaluation Technology Programmes/Soft-Skill Development Programmes &Faculty Improvement/Dev. Programmes, including Summer and Winter Schools attended:

Sl.	Name of the Course	Place & Institution	Duration (Dates)	Sponsoring Agency
1	Orientation Programme	Academic Staff College, Jadavpur University	26-07-2010 to 21-08-2010	UGC
2	Refresher Course in Education.	Academic Staff College, University Calcutta.	06-09-2011 to 26-09-2011	UGC
3	Research Methodology	Department Of Education , K.U.	13-06-2012 to 20-06-2012	MHRD through Govt. Of W.B.

4	Modification Of Teacher Education Curriculum.	Department Of Education , K.U.	12-12-2012 to 19-12-2012	UGC

(iv) Organizing Seminar

SL . No	Name of the National Seminar	Date	Name Of the College	Funded by
1.	Rabindranath Tagore : Nationalism and Internationalism	August 19-20 , 2011	S S College Of Education , Shimurali.	UGC
2.	Women Empowerment and Environmental Sustainability.	March 21-22 , 2013	S S College Of Education , Shimurali	UGC

Sambhu Nath Halder,

Librarian and IQAC Coordinator
PERFORMANCE APPRAISAL REPORT

General Information

a) **Name :** Sri Sambhu Nath Halder
b) **Address (Residential):** Habibpur, Ranaghat, Nadia – 741403, West Bengal
c) **Designation :** Librarian and IQAC Coordinator
d) **Date of Birth :** 6th day of June, 1981
e) **Area of Specialization:** Information Processing and Retrieval, ICT Application in Library Services.
f) **Academic Qualifications**

Examination Passed	Board/ University	Year of passing	Division with % of Marks	Subjects studied Specialization
H. S.	WBCHSE	1999	1ST, 63.80%	PHYS, CHEM, BIOLY, AGCC ENG, BENG
CLIS	BENGAL LIBRARY ASSOCIATION	2001	1ST, 67.57%	CATA, CLASS, MGT, BIB, FLIS, PRE
BLIS	UNIVERSITY OF KALYANI	2005	1ST, 68.62%	AS PER SYLLABUS
MLIS	NSOU	2007	1ST, 62.66%	AS PER SYLLABUS
SET	WBCSC	2007	NA	LIBRARY SCIENCE

CATEGORY III: RESEARCH, PUBLICATIONS AND ACADEMIC CONTRIBUTIONS

(i) Published papers in journals   API Score – Category 1- Refereed – 15
                                           Category 2- Non-Refereed – 10

Sl. No	Title with page number	Journal Name	ISBN/ISSN/ Categorization Refereed/ Non	Whether peer-reviewed /Impact	No of Co-authors	Whether you are the main author	API Score
1	A Bibliometric Study of Published Library and Information Science Literature in IASLIC Bulletin: 2003 – 2007 3(2) (pp. 1-9)	PEARL - A Journal of Library and Information Science http://www.indianjournals.com	Refereed Online ISSN: 0975-6922 Print ISSN: 0973-7081	Peer-reviewed & Indexed	1	Main author	9+5=14
2	Multimodal roles of library and information science professionals in present era 1(6) (pp. 092-099)	International Journal of Library and Information Science http://www.academicjournals.org/ijlis	Refereed International ISSN: 2141-2537	Peer-reviewed & Indexed	0	Sole author	15+5=20
3	Library and Information Science Education in India under Open and Distance Mode: A SWOT Analysis 1(3) (pp. 50-59)	International Journal of Information Research	Refereed International ISSN: 2249-8273	Peer-reviewed & Indexed	0	Sole author	15+5=20
4	Strengths, Weakness, Opportunities and Threats of Indigenous Library and Information Science Education in Distance Mode Vol. 6, No. 2, (pp. 57-64)	PEARL - A Journal of Library and Information Science http://www.indianjournals.com/ijor.aspx?target=ijor:pjolis&volume=6&issue=2&article=001	Refereed Online ISSN: 0975-6922 Print ISSN: 0973-7081	Peer-reviewed & Indexed	0	Sole author	15+5=20
5	Users' Attitudes towards Institutional Repository in Jadavpur University: A Critical Study 1(2) (pp. 45-52)	International Journal of Management and Sustainability http://aessweb.com/journal-detail.php?	Refereed International ISSN: 2306-0662	Peer-reviewed & Indexed	1	Main author	9+5=14

		id=5012					
6	Subject access to the Bengali documents in OPACs in university libraries of West Bengal: a critical study in the light of Sears List of Subject Headings *vol*. 16-17 (pp.118-133).	Vidyasagar University Journal of Library and Information Science	Refereed ISSN: 0972-8570	Peer-reviewed	1	Main author	9
7	A critical study of the library facilities provided by the private Engineering colleges in Kolkata 5(5) (pp. 134-139).	*International Journal of Library and Information Science* http://www.academicjournals.org/IJLIS	ISSN: 2306-0662 Refereed International ISSN: 2141-2537	Peer-reviewed & Indexed	1	Main author	9+5=14
8	Subject Headings in Library Catalogue for Retrieval of Bengali Documents: A Critical Review	Librarian 20(2)	Refereed ISSN: 0972-3978	Peer-reviewed	1	Main author	9
9	Essentials of Institutional Digital Repository in Academic Library: A Case Study (pp.1-5).	Indian Journal of Information Sources and Services 3(2)	Refereed ISSN: 2231-6094	Peer-reviewed & Indexed	0	Sole author	15+5=20
10	Searching Pattern of Users of Online Public Access Catalogues for Retrieval of Bengali Documents in the University Libraries of West Bengal 20(1)	Librarian 20(1)	Refereed ISSN: 0972-3978	Peer-reviewed	1	Main author	9
						Total API Score	**149**

ii) Published Outputs in CD/DVD/Online/E-form/E-book, etc. **Nil**

iii) Public Displays/Exhibitions/Performances with or without outputs in CD/DVD/Online/E-form/E-book **Nil**

iv) Articles/Chapters Published in Books

API Score (Per Art/Chap) Category 1: International Publication – 10
Category 2: National/ State/ Central/ Societies Publisher – 5

Category 3: Subject books by other/ Local Publisher – 3

Category 4: Chapters in Knowledge-based Volumes – 5

Total Score = 10

389

(v) Full papers in Conference Proceedings
API Score: 10/each

Sl. No.	Title with page number	Details of Conference Publication	ISBN/ISSN	Whether peer-reviewed/Impact	No of Co-authors (Points to be shared)	Whether you are the main author (Full points)	API Score
1	The Evaluative Study of Web-based OPAC Interfaces for Subject Retrieval. (pp. 326-336).	In Goutam Maity (Eds.), *The Golden Jubilee Commemorative Volume.* Kolkata: Department of Library and Information Science, Jadavpur University 2014	ISBN: 978-81-929886-0-3	Peer reviewed	1	Main Author	10
2	Open source software evolution and its impact on the libraries. (pp. 397-405).	In N C Ghosh and Parthasarathi Mukhopadhyay (Eds.), *Open Access: Gateway to open innovation* (2012).	ISBN: 978-81-8465-741-8	Peer reviewed	1	Main Author	10
3	Digital Preservation Standards in Librarians' Point of View. (pp. 167- 178).	In *Recent Trends in Library Services*. New Delhi: Vayu Education of India 2011	ISBN: 978-93-81348-10-9	Peer reviewed	0	Sole author	10
4	Implementation of Total Quality Management in Academic Library. (pp. 326-332).	In *Role of Quality in Management and Library System*s. New Delhi. Book Age Publication 2010	ISBN: 81-89855-04-x	Peer reviewed	1	Main author	10
5	Bridging Between E-literacy and Library and Information Science Professionals**.	In *Information Access Initiatives and Rural India*. New Delhi. Shree Publisher & Distributors 2010	ISBN: 978-81-8329-368-6	Peer reviewed	1	Main author	10
6	Judging Plagiarism with the Values, Attitudes, and Feelings of Swami Vivekananda	UGC Sponsored National Seminar on Educational Thoughts of Swami Vivekananda: Indian & Global Perspective, Organised by Shimurali	ISBN: 978-81-922902-8-7	Peer reviewed	0	Sole author	10

		Sachinandan College of Education, in collaboration with Krishnanagar B.Ed. College, West Bengal. June, 2015					
7	Digital preservation standards in librarians' point of view pp. 398-401	Proceedings of the National Conference on Information Literacy Skills for College Librarians in Digital Environment. Dept. of LIS, Aggarwal College, Ballabgarh, 2011	ISBN: 978-93-80097-31-2	Peer reviewed	0	Sole author	10
8	Best practices of librarianship in school libraries. Education for all in the Knowledge Society: Role of School Libraries (pp. 165-169).	Proceedings of ABSLA - All Bengal School Librarians' Association. Kolkata: ABSLA 2010	ISBN: 978-81-8465-158-4	Peer reviewed	0	Sole author	10
9	A bibliometric study of IASLIC bulletin: 2003-07 pp 179-188).	Proceeding of the BOSLA-CDAC National Conference on "Putting Knowledge to Work: Best Practices in Librarianship", CDAC, Kharghar, Navi Mumbai 2009	Nil	Peer reviewed	0	Sole author	10
10	Marketing of information products and services in modern library and information centres: an overview. (pp. 22-27).	Proceeding of Two Day National Level Symposium on Librarianship in 21st Century: Challenges & Prospects. Thakur College of Engineering & Technology 2009	Nil	Peer reviewed	0	Sole author	10
11	Internet based library and information services in India: a study. (pp 174-183).	Proceeding of the 10th annual national convention of MANLIBNET. KIIT University, Bhubaneswar 2009	Nil	Peer reviewed	0	Sole author	10

12	Swami Vivekanander nari shiksha bhabana (in Bengali)	UGC Sponsored National Seminar on Educational Thoughts of Swami Vivekananda: Indian & Global Perspective, Organised by Shimurali Sachinandan College of Education, in collaboration with Krishnanagar B.Ed. College, West Bengal. June, 2015	ISBN: 978-81-922902-8-7	Peer reviewed	1	Co-author	4
					Total		**114**

vi) Shows/Performances with or without other artists/Productions with outputs in CD/DVD/Online/ **Nil**

vii) Workshops Conducted with or without other artists with or without visible Print/CD/DVD/Online outputs **Nil**

viii) Books Published as a Single/Joint Author/Editor

API Score – Category 1 Text/Reference Books by International Publisher – 50

Category 2 Text/Reference Books by National/Soc/Univ Publ – 25

Category 3 Subject Books by Other/Local Recognized Publ – 15

Total Score = 105

viii) Books Published as a Single/Joint Author

S.No	Title with page number	Type of Book/ and Authorship	Publisher & ISBN/ISSN/ Categorization	Whether peer-reviewed/Impact	No of Co-authors (To be shared)	Whether you are the main author	API Score
1	Library and Information Science in Changing Paradigm 230p.	Textbook Author	Ess Ess Publications. ISBN 978-81-7000-696-1	Yes	1	Main Author	30

x) Ongoing and Completed Research Projects and Consultancies

        Ongoing Projects/Consultancies   API Score for **Projects**–   Nil

        Cat I: (Sc -Rs 30 lakhs+ ; Non-Sc: Rs 5 lakhs +):   20

        Cat II: (Sc -Rs 5 lakhs+ ; Non-Sc: Rs 3 lakhs +):   15

        Cat III: (Sc -Rs 0.5 lakhs+ ; Non-Sc: Rs 0.25 lakhs+):   10

        Other approved projects of Univ/Other agencies: 5

API Score for **Consultancies**– (Sc -Rs 10 lakhs+ ; Non-Sc: Rs 2 lakhs +):   10

API Score for **Quality Evaluation**– Major Project Eval: 20 Minor Project Eval: 10

API Score for **Project out come** –

Sc.(Patent/Tech. Transfer/Product/Process): International level: 50, National level: 30

Non Sc. (Major policy doc of Govt. Bodies): Central level: 50, State level: 30

Total Score = 20

x) Research Supervision

 (a) <u>Degree-oriented</u>: API Score – Ph.D. awarded – 10; Ph.D. Submitted – 7;   M.Phil. awarded – 3;
(b) <u>Non-Degree Products</u>**:** API Score – Post-Doctoral – 7; National Scholar – 5;
        Guidance to Foreign Scholars & Master's level – 3;   **Nil**

xi) Conference/Seminar/Workshop paper and Training courses
    (i) Papers presented in Conferences, Seminars, Workshops, Symposia
API Score – Category 1 International –   10
Category 2 National   –   7.5
Category 3 Regional   –   5

Total Score = 47.5

Sl. No.	Title of the Paper presented	Title of Conference / Seminar	Organised by	Whether International / National/State/Regional/ University/College level	API Score
1	Library and Information Science Education in Changing Paradigm	Two Days National Seminar on Glorious 100 Years of LIS Education in India: Introspect and Prospects, 2011	Department of Library and Information Science, Vidyasagar University, in Collaboration with Raja Rammohun Roy Library Foundation, Kolkata.	National	7.5
2	Standards best practices of digital preservation in academic library	UGC Sponsored National Seminar on E-Resource Management for Academic Libraries. 2010	Barrackpore Rastraguru Surendranath College, West Bengal.	National	7.5
3	The past, present and future of open source software evolution and its' impact on the libraries.	27th Annual Convention of the Society for Information Science (SIS) & Conference on Open Access Gateway to Open Innovation, 2010	Society of Information Science (SIS) & Bose Institute. Kolkata.	National	7.5
				Total	**22.50**

(ii) Invited Lectures and Chairmanships at National/ International Conference / Seminar etc.

API Score – Category 1 International	–	10
Category 2 National	–	7.5
Category 3 Regional /State level	–	5
Category 4 Univ/Endowment Lect	–	3

Total Score = 37.5

(iii) Invited Group (Incl. Live/Recorded/Televised/Radio) Performances and/or Lecture-Demonstrations at National or International level **Nil**

(iv) Training Received: Academic Staff College Orientation / Refresher Courses/ Methodology Workshops/ Training/Teaching-Learning-Evaluation Technology Programmes/Soft-Skill Development Programmes &Faculty Improvement/Dev. Programmes, including Summer and Winter Schools attended:

Total Score = 60

No.	Name of the Course	Place & Institution	Duration (Dates)	Sponsoring Agency	API Score
1	Orientation Programme	Academic Staff College, Jadavpur University	4 Weeks	UGC	20

Participation in Seminars & Workshops

Participated in the UGC Sponsored National Seminar on *Art, Culture & Ethics in the perspective of Indian Education,* organized by Shimurali Sachinandan College of Education, on April 11-12, 2015, West Bengal.

Participated in National Seminar on Libraries in Next Era organized by Kalyani University Library and Information Science Alumni Association (KULISAA), in collaboration with Department of Library and Information Science, University of Kalyani on January 15, 2015.

Participated in Informatics National Seminar on *Bridging the Knowledge Access Gap: integrating content, technology, and services*, organized by Informatics (India) Limited on October 25, 2013 at Hotel Park Plaza, Kolkata.

Participated in 4 day UGC sponsored Workshop on *Application of Statistical Software in Information Studies.* Organized by the Department of Library and Information Science, Jadavpur University, and UGC Academic Staff College, Jadavpur University Kolkata 700 032 on 25 – 28 February, 2013.

Participated by invitation in NMEICT project *Library Automation and Resource Sharing Network*, sponsored by Ministry of Human Resource Development (MHRD), Govt. of India at Indian Institute of Chemical Biology (IICB), Kolkata 700 032 on 15-18 June, 2012.

Participated in the UGC sponsored National Seminar on *Tagore on Library,* organized by Department of Library and Information Science, Jadavpur University in collaboration with Raja Rammohan Roy Library Foundation, Ministry of Culture, Govt. of India and Rabindranath Studies Centre, Jadavpur University on 22-23 March, 2012.

Presented a paper entitled *"Standards best practices of digital preservation in academic library"* in UGC Sponsored National Seminar on E Resource Management for

Academic Libraries organized by Barrackpore Rastraguru Surendranath College, West Bengal, during 26[th] – 27[th] November, 2010.

Presented a paper entitled *"the past, present and future of open source software evolution and its' impact on the libraries"* in 27[th] Annual Convention of the Society for Information Science (SIS) & Conference on Open Access: Gateway to Open Innovation organized by The Society for Information Science in association with Indian Institute of Chemical Biology and Bose Institute, Kolkata, during 24[th] – 26[th] November, 2010.

Presented a paper entitled "Best practices of librarianship in school libraries" in the seminar on "Education for all in the Knowledge Society: Role of School Libraries" *Organized by All Bengal School Librarians' Association* (*ABSLA*) on 09-10, January *2010* at A.C. Teachers' Training College, Jalpaiguri, West Bengal.

Presented a paper entitled "Internet based library and information services in India: a study" in 10[th] annual national convention of MANLIBNET. KIIT University, Bhubaneswar (Orissa), during January 22-24, *2009*.

Presented a paper entitled "Marketing of information products and services in modern library and information centres: an overview" in Two Day National Level Symposium on Librarianship in 21[st] Century: Challenges & Prospects, Thakur College of Engineering & Technology, Mumbai on 8-9 April, *2009*

Participated in the One-Day Workshop cum Orientation Programme organized by DELNET in collaboration with Central Library, Visva-Bharati, Santiniketan, West Bengal on Friday, June 5, 2009 at *Visva-Bharati, Santiniketan.*

Participated in XXIII National Seminar on *"Library Profession in Search of a New Paradigm"* organized by *IASLIC* at *Bose Institute*, Kolkata, during 10th-13th December, 2008.

Presented a paper entitled "Managerial roles of library and information science professionals in present era" in SIS National Convention & Conference, Indore, on 5-6 December 2008.

Participated in the 4-days training workshop on "Designing Institutional Digital Repository on Social Sciences" organized by University of Kalyani in collaboration with NASSDOC - ICSSR, New Delhi on 11-14, March, 2008.

IMPORTANT NOTES:
Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: i) indexed journal – by 5 points; ii) papers with impact factor between 1 and 2 by 10 points; iii) papers with impact factor between 2 and 5 by 15 points; iv) papers with impact factor between 5 and 10 by 25 points.
If a paper presented in Conference/Seminar is published in the form of Proceedings, the points would accrue for the publication 16. C (v) and not under presentation 16. C. (xi) (i).
The API for joint publications/contributions will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 60% of the total points and remaining 40% would be shared equally by all authors.

SUMMARY OF API SCORES (In Respect of Applicants against Academic Positions)

S. No.	Criteria	Total – API Score for Assessment

		Period (3Years)
Category III	Research and Academic Contribution	335.50

General Information

a) Name TIRTHA PRATIM MAL

b) Address (Residential) : Vill. + P.O.-Ningha, P.S.-Margram, Dist.-Birbhum, Pin-731202, West Bengal.

c) Contact no. : +919432419978

d) Designation : Assistant Professor-in-Geography

e) Date of Birth : 08/05/1984

f) Area of Specialization : Geography of Tourism

g) Academic Qualifications:

Examinatio/ Degree	Board/Council/University/Other Examining body	Duration of the Course & Year of Completion	Division/Class With % of Marks	Subject/Discipline
Madhyamik	WBBSE	10Yrs 2000	1st 69.75	Beng,Eng,L.Sc,P.ScMath,Geo,Hist.
H.S.	WBCHSE	2Yrs 2002	1st 64.80	Beng,Eng,Geo Sansk,Bios,Eco,
B.Sc.(Hons)	UNIVERTY OF kALYANI	3Yrs 2005	2nd 52.50	Geo(Hons.),Ecog, Plsg
M.Sc.	UNIVERTY OF kALYANI	2Yrs 2007	2nd 57.58	Geography
B.Ed.	UNIVERTY OF kALYANI	1Yrs 2009	1st 63.70	Geography & Political Science
M.Ed.	UNIVERTY OF kALYANI	1Yrs 2012	1st 70.75	Hist. of Edu. Env. Of Edn.

Seminar , Workshop participated and Publication

Sl. No	Title with page number	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	Whether peer-reviewed/ Impact	No of Co-authors	Whether you are the main author	API Score
1	An educational Profile of Adibasi Population of Murshidabad District, West Bengal	- Proceeding	ISBN-978-81-922902-2-5	-	One	No	-

P-267-271						

Sl. No.	Title of the seminar/workshop	State/National/ International	Date	Venue
1	NATIONAL LEVEL WORKSHOP ON RESEARCH METHODOLOGY	National	June 13-20,2012	Dept. of Education , K.U.
2	Reality & Practices of NCTE Curriculum Framework-2009 in the light of National Curriculum Framework-2005	National	Sept. 22-23,2011	Dept. of Education , K.U
3	Thoughts &Ideas of SWAMI VIVEKANANDA ON EDUCATION	International	April 18-19,2012	Dept. of Education , K.U
4	Rabindranath Tagore : Nationalism & Internationalism	National	August 19-20,2011	SSCE
5	Art , Culture & Ethics in the perspective of Indian Education.	National	April 11-12,2015	SSCE

General Information

    a. Name : Dr. SANTANU SEN

    b. *Address (Residential): B-1/242, P.O & P.S = KALYANI , Dist. – NADIA , Pin - 741235*

    c. Designation : PART TIME LECTURER (GOVT. APPROVED)

    d. Date of Birth : 22-05-1970

    e. Area of Specialization : EDUCATION , POLITICAL SCIENCE ,WORK

EDUCATION

f. Academic Qualifications

zExamination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks		Subjects/ Discipline*
M.P	WBBSE	10yrs 1987	2nd	57%	Eng,Beng,Math,Geo,Hist,L.sc,P.sc ,W.Edn& Phy Edn
H.S	WBCHSE	+2 1989	2nd	49.4%	Beng, Eng, Pol. Sc,Geo,Econ.
B.A Honours (POL.Sc)	University of Kalyani	3yrs 1993	2nd	45.4%	Pol. Sc(H),
M.A (POL.Sc)	University of Kalyani	2yrs 1996	2nd	47.9%	Pol Science
B.Ed	University of Kalyani	1yr 2007	1st	61.1%	G-4,Pol.sc &w.edn,MDGC
M.A (Education)	University of Kalyani	2 yrs 2008	2nd	57.1%	Education
Ph.D	University of Kalyani	2013	…………		Education

Seminar , Workshop and Publication

Sl. No	Title of the seminar/workshop	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	State/National/International
1	Rabindranath Tagore : Nationalism & Internationalism. .	Proceedings of seminar	ISBN-978-81-922902-0-1	National
2	Review of B.Ed curriculum of different universities of W.B. with	Proceedings of seminar	ISBN-978-81-922902-1-8	State

			ISBN/State	
	respect to guidelines of NCTE.			
3	Education in the 21st century.	Proceedings of seminar	ISBN-978-81-922902-2-5	National
4	Uses of technology in mathematics education.	Proceedings of seminar	ISBN-978-81-922902-4-9	National
5	Women Empowerment and environmental sustainability.	Proceedings of seminar	ISBN-978-81-922902-5-6	National
6	Impact of environmental education on daily life.	Proceedings of seminar	ISBN-978-81-922902-6-3	National
7	Art , Culture & Ethics in the perspective of Indian Education.	Proceedings of seminar	ISBN-978-81-922902-7-0	National
8	Educational Thoughts of Swami Vivekananda : Indian & Global perspective. Participated	Proceedings of seminar	ISBN-978-81-922902-8-7	National.

Seminar , Workshop participated

Sl. No.	Title of the seminar/workshop	State/National/ International	Date	Venue
1	NATIONAL LEVEL WORKSHOP ON RESEARCH METHODOLOGY	National	June 13-20,2012	Dept. of Education , K.U.
2	Reality & Practices of NCTE Curriculum Framework-2009 in the light of National Curriculum Framework-2005	National	Sept. 22-23,2011	Dept. of Education , K.U
3	Thoughts &Ideas of SWAMI	International	April 18-	Dept. of

	VIVEKANANDA ON EDUCATION			19,2012	Education , K.U

Sl. No	Title with page number	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	Whether peer-reviewed / Impact	No of Co-authors	Whether you are the main author	API Score
1	Jugojantranar bibek o Rabindra-natak P-249-252	Proceedings of seminar	ISBN-978-81-922902-0-1	-	One	YES	-
2	Peace education:An antidote to conflict and violence .P-41-45	Proceedings of seminar	ISBN-978-81-922902-2-5	-	One	YES	-
3	The urgent necessity of environmental education. P-95-99	Proceedings of seminar	ISBN-978-81-922902-6-3	-	NIL	YES	-
4	Resolving Parent-Teacher conflict in school through peace education P-297-302	Proceedings of seminar	ISBN-978-81-922902-7-0	-	One	Yes	-
5	Rabindra-Natoke samaj vabna o lokopadaner proyog		ISBN-978-93-81672-24-2	-	NIL	YES	-
6	Swamiji's idea of emancipating women through women education P-524-527	Proceedings of seminar	ISBN-978-81-922902-8-7	-	One	YES	-
7	Universal humanism and Rabindranath Tagore	-	ISSN-0972-7175	-	One	YES	-
8	Need for educational management at Institutional level P-93-102	Book – Education: Thinking Through Quality Parameters	ISBN-978-81-87891-46-8	-	Two	YES	-
9	Pally Unnayan Bhavana o Rabindranath P-84-87	Edulight	ISSN-2278-9545	-	One	YES	-
10	Education for Sustainable Development P-8-13	Journal of Education and Development	ISSN-2248-9703	-	One	YES	-

11	Education for marginalized Children in the context of Sarva Shiskha Abhiyan P-38-45	Journal of Education	ISSN-2249-6130	-	Two	YES	-

General Information

a) Name : KOUSHIK HALDER

a. *Address (Residential): RE 35/1 Raghunathpur north Kolkata- 59 . P.O & P.S Baguiati, flat –A-1.*

b) Designation : PART TIME LECTURER (GOVT. APPROVED)

c) Date of Birth : 10.04.1979

d) Area of Specialization : ART EDUCATION

e) Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks	Subjects/ Discipline*
School Certificate Examination	WBBSE	10yr 1996	2nd 49%	Eng,Beng,Math,Geo,Hist,L.sc,Ph.sc ,w.Edn,
Pre Degree Examination	WBSHSE	+2 1998	Pdiv 41%	Beng, Eng, Econ, Pol sc.,Geo.
B.F.A (Painting)	Indira KalaSangit Viswavidyalaya KHAIRAGARH C.G	1+3yr (4yr)	1st 63.07%	Practical , History of art, Aestheties
M.A (Folklore,Applied art)	University of Kalyani	2yr 2005	2nd 57%	Folk language,Folk performance,Folk Arts & Craft
B.Ed	University of Kalyani	1yr 2008	1st 61.9%	G-4, Bengali ,Work Education, Computer.

Seminar , Workshop participated

Sl. No	Title of the seminar/workshop	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	State/National/International

1	Rabindranath Tagore : Nationalism & Internationalism. .	Proceedings of seminar	ISBN-978-81-922902-0-1	National
2	Reality & Practices of NCTE Currilculum Framework-229 in	Proceedings of seminar	ISBN-978-81-922902-1-8	State
3	Education in the 21st century.	Proceedings of seminar	ISBN-978-81-922902-2-5	National
4	Uses of technology in mathematics education.	Proceedings of seminar	ISBN-978-81-922902-4-9	National
5	Women Empowerment and environmental sustainability.	Proceedings of seminar	ISBN-978-81-922902-5-6	National
6	Impact of environmental education on daily life.	Proceedings of seminar	ISBN-978-81-922902-6-3	National
7	Art , Culture & Ethics in the perspective of Indian Education.	Proceedings of seminar	ISBN-978-81-922902-7-0	National
8	Educational Thoughts of Swami Vivekananda : Indian & Global perspective. Participated	Proceedings of seminar	ISBN-978-81-922902-8-7	National.

General Information

a. Name : DR. SUTAPA BISWAS
b. Address (Residential): B-11/163 , Kalyani, Nadia, Pin – 741235; Ph. No. : 9433342125
c. Designation : PART TIME LECTURER (GOVT. APPROVED)
d. Date of Birth : 5/02/1974
e. Area of Specialization : BOTANY , EDUCATION
f. Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks	Subjects/ Discipline*
Madhyamik	Assam Board Of Secondary Education	10yr 1989	1st 75.1	Eng,Ass,Math,Geo,Soc St,Eco,Sc.Hist.,SUPW
H.S.	Central Board Secondary Education	+2yr 1992	1st 64.4	, Eng, Phy, Ch, Bio, Math
B.Sc. (Hons.)	University of Burdwan	3yr 1995	1st 61.4	Bot (Hons), Ch & Zoo
M.Sc.	University of Burdwan	2yr 1997	1st 68.8	Botany
B.Ed.	University of Kalyani	1yr 2006	1st 63.3	Physical Sc. & Life Sc. G4
M.Ed.	University of Kalyani	1yr 2012	1st 74.4	EnvEdu. & Hist of Edu
Ph.D.	University of Kalyani	2006		Botany

Seminar , Workshop participated

Sl. No	Title of the seminar/workshop	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	State/National/International
1	Rabindranath Tagore : Nationalism &	Proceedings	ISBN-978-81-	National

	Internationalism. .	of seminar	922902-0-1	
2	Review of B.Ed curriculum of different universities of W.B. with respect to guidelines of NCTE.	Proceedings of seminar	ISBN-978-81-922902-1-8	State
3	Education in the 21st century.	Proceedings of seminar	ISBN-978-81-922902-2-5	National
4	Uses of technology in mathematics education.	Proceedings of seminar	ISBN-978-81-922902-4-9	National
5	Women Empowerment and environmental sustainability.	Proceedings of seminar	ISBN-978-81-922902-5-6	National
6	Impact of environmental education on daily life.	Proceedings of seminar	ISBN-978-81-922902-6-3	National
7	Art , Culture & Ethics in the perspective of Indian Education.	Proceedings of seminar	ISBN-978-81-922902-7-0	National
8	Educational Thoughts of Swami Vivekananda : Indian & Global perspective. Participated	Proceedings of seminar	ISBN-978-81-922902-8-7	National.
9	Rabindra Nath Tagore Nationalism & Internationalsm. Participated	Proceedings of seminar		Natinol

10	Thoughts and ideas of Swami Vivekananda on Education	Proceedings of seminar		International
11	National level Workshop on Research Methodology	Proceedings of seminar		National
12	Reality and Practices of NCTE cf 2009 in the light NCF 2005	Proceedings of seminar		National

General Information

a. Name : TANIMA ROY
b. *Address (Residential): AkantaApan Apt, Fl. No. 6 & 7 (2ⁿᵈ Floor)*
   344, East Ghoshpara Road, Shyamnagar
   24 Parganas (N)
   West Bengal – 743127, India
c. Designation : PART TIME LECTURER (GOVT. APPROVED)
d. Date of Birth : 28.10.1979
e. Area of Specialization : MATHEMATICS , EDUCATION
f. Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks	Subjects/ Discipline
School Certificate Examination	Visva Bharati	10yr 1996	1ˢᵗ 77.1	Eng,Beng,Math,Geo,Hist,L.sc,Ph.sc ,w.Edn,
Pre Degree Examination	Visva Bharati	+2yr 1998	1ˢᵗ 72.4	Beng, Eng, Phy, Ch, Stat, Math
B.Sc. Honours (Mathematics)	Visva Bharati	3yr 2001	1ˢᵗ 68.7	Math(Hons),Phy,Chem

M.Sc. (Mathematics)	Visva Bharati	2yr 2003	1st	66.3	Mathematics
B.Ed	Visva Bharati	1yr 2004	1st	66.1	G-4,Physical Sc. & Math,Edn.Stat
M.Ed	IGNOU	Appeared			

Seminar , Workshop participated

Sl. No	Title of the seminar/workshop	Journal Name	ISBN/ISSN/ Categorization Refereed/Non	State/National/International
1	Rabindranath Tagore : Nationalism & Internationalism	Proceedings of seminar	ISBN-978-81-922902-0-1	National
2	Review of B.Ed curriculum of different universities of W.B. with respect to guidelines of NCTE.	Proceedings of seminar	ISBN-978-81-922902-1-8	State
3	Education in the 21st century.	Proceedings of seminar	ISBN-978-81-922902-2-5	National
4	Uses of technology in mathematics education.	Proceedings of seminar	ISBN-978-81-922902-4-9	National
5	Women Empowerment and environmental sustainability.	Proceedings of seminar	ISBN-978-81-922902-5-6	National
6	Impact of environmental education on daily life.	Proceedings of seminar	ISBN-978-81-922902-6-3	National
7	Art , Culture & Ethics in the perspective of Indian Education.	Proceedings of seminar	ISBN-978-81-922902-7-0	National
8	Educational Thoughts of Swami Vivekananda : Indian & Global perspective. Participated	Proceedings of seminar	ISBN-978-81-922902-8-7	National.

General Information

a. Name : ARINDAM BISWAS
b. *Address (Residential): VILL. - HARIPUR, P.O. – HARIPUR CHHITKA, P.S – TEHATTA, DIST. - NADIA, PIN-741163*
c. Designation : GUEST LECTURER
d. Date of Birth : 25-10-1985
e. Area of Specialization : COMPUTER SCIENCE
f. Academic Qualifications

Examination/ Degree	Board/Council/ University/Other Examining Body	Duration of the Course &Year of Completion	Division/Class With % of Marks	Subjects/ Discipline*
M.P	WBBSE	10yrs 2001	1st 69.75%	Eng,Beng,Math,Geo,Hist,L.sc,P.sc ,W.Edn
H.S	WBCHSE	+2 2003	2nd 53.00%	Beng, Eng, Math, Chem, Phys, Bios
B.Sc. Honours (Computer Science)	University of Kalyani	3yrs 2008	2nd 52.75%	Computer Science (H), Mathematics, Physics
M.Sc.(Computer Science)	Vidyasagar University	2yrs 2010	1st 75.41%	Computer Science
B.Ed	Maharshi Dayanand University, Rohtak	1yr 2014	1st 68.00%	G-5, Computer Science (1st method), Mathematics (2nd Method)

General Information

Name	Rajlakshmi Ganguly
Address	Vill - Lalpur (Bosepara) , P.S : Chakdaha, P.O: Chakdaha, Dist : Nadia, WB : 741222.
D.O.B	06.08.1985
Designation	Guest Lecturer
Area of Specialization	Physical Science and Education
Contact	email : rajlakshmi.ganguly@gmail.com ph: 9333671637 / 9051879999

Academic Qualification :

EXAMINATION PASSED	YEAR OF PASSING	NAME OF THE BOARD/ UNIVERSITY	SUBJECTS	DIVISION / CLASS	MARKS OBTAINED	% OF MARKS
MADHYAMIK	2001	W.B.B.S.E	BNGA, ENGB, MATH, P.SC, L.SC, HIST, GEO	1 st	645	80.62 %
HIGHER SECONDARY	2003	W.B.C.H.S.E	BNGA, ENGB, CHEM, MATH, PHYS, BIOS	1 st	699	69.90 %

B.SC	2007	UNIVERSITY OF KALYANI	CHEM (HONS), PHYS & MATH (PASS)	2 nd	414	51.75 %
M.SC	2009	GURU GHASIDAS UNIVERSITY (BILASPUR)	CHEM (ORGANIC)	1st	878	73.16 %
B.Ed	2010	UNIVERSITY OF KALYANI	FOUR GENERAL PAPERS &METHOD PAPERS : PHSICAL SCIENCE (1 st), MATHEMATICS (2 nd)	1 st	675	67.50 %
M.Ed.	2012	UNIVERSITY OF KALYANI	3 GENERAL PAPERS, 2 ELECTIVE PAPERS (HISTORY, ENV. EDN)	1 st	564	70.50 %