

Gandhi Centenary B. T. College, Habra
Self Appraisal Report (SAR)-2015
For Accreditation Cycle II



Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072, India

**GANDHI CENTENARY B. T. COLLEGE, HABRA**

(N.C.T.E. Recognised)

HABRA-PRAFULLANAGAR, NORTH 24 PARGANAS, W.B.

PIN : 743268

E-mail - gcbtc_1968@sancharnet.in Website - www.gcbtccollege.com

Phone : (03216) 237199

Ref. No.

Date.....

To
The Director
National Assessment and Accreditation Council
P.O. Box No: 1075, Nagarbhahi, Bangalore – 560 072, India

15/12/2015

**RE: Submission of Self Appraisal Report (SAR) of Gandhi Centenary
B. T. College, Habra for Cycle II of NAAC Accreditation**

Dear Sir,

We are submitting herewith the Self Appraisal Report (SAR) of Gandhi Centenary B. T. College, Habra to be considered for assessment and accreditation cycle II. Kindly note that we have already sent the AQARs for the last five years at your e-mail, naac.aqar@gmail.com after uploading at our college website on the 19th December, 2015. LOI together with the required amount of fees in the form of an appropriate Demand Draft would be submitted positively by December 31, 2015.

It would be convenient if your peer team can make arrangements to visit us on 5th April / 12th April / 19th April, 2016. This may kindly be considered for assessment and accreditation cycle II.

With kind regards,

Yours sincerely,

R. Mukhopadhyay.

15.12.15

PRINCIPAL
Gandhi Centenary B.T. College
Habra, 24 Pgs. (N)

DR. RAJIB MUKHOPADHYAY, Ph.D.
Principal,
Gandhi Centenary B. T. College, Habra

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FORWARD

Education is a tool to improve the knowledge of human being. Today there is an explosion of knowledge in the world. So by the help of new technology we can change the global scenario. Today knowledge is power and by the help of power we can change the world. This power also helps the individual to contribute the national development. So Gandhi Centenary B. T. College, Habra had decided to share with society by giving 'Quality Education'. With this thought we are ready to submit the SAR to NAAC (National Assessment and Accreditation Council, Bangalore) for assessment Accreditation.

It will help us in uplifting our existing quality this SAR is a back bone of quality improvement exercise.

I am also expected that SAR will carry out the strength & weakness of our institute. I also hope that work of my college will improve by analysis of each and every thing.

(Dr. Rajib Mukhopadhyay)

Principal

Place: Habra-Prafullanagar

Date: December 15, 2015

PART-I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

Name: GANDHI CENTENARY B. T. COLLEGE, HABRA
Address: P.O.- Habra-Prafullanagar, District- North 24-Parganas
 City / Town: Ashokenagar, District: - North 24-Parganas, PIN: 743268,
 State: West Bengal

2. Website URL

www.gcbtcollege.in

3. For communication:

Office

Designation	Name	Telephone with STD code	Mobile Number	Fax	E-mail
Principal	Dr. Rajib Mukhopadhyay, Principal	03216-237199	+91-9051167912	+91-03216-236466	mukhrajib68@gmail.com
Steering Committee Co-ordinator	Dr. Sudip Chaudhuri, Assistant Professor-Stage-3	03216-237199	+91-9433340953	+91-03216-236466	chaudhurusudip@yahoo.co.in
IQAC Co-ordinator	Sri Samir Kumar Banerjee, Associate Professor	03216-237199	+91-9432241220	+91-03216-236466	skb3548@gmail.com

Residence

Designation	Name	Telephone with STD code	Mobile Number	Email
Principal	Dr. Rajib Mukhopadhyay	03216-237199	+91-9051167912	mukhrajib68@gmail.com
Steering Committee Co-ordinator	Dr. Sudip Chaudhuri, Assistant Professor- Stage-3	03216-237199	+91-9433340953	chaudhurusudip@yahoo.co.in
IQAC Co-ordinator	Sri Samir Kumar Banerjee, Associate Professor	03216-237199	+91-9432241220	skb3548@gmail.com

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres: 5.3 Acar
6. Is it a recognized minority institution? Yes No
7. Date of establishment of the institution:
 Month & Year

MM	YYYY
08	1968
8. University/Board to which the institution is affiliated:
West Bengal State University, Barasat
9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
 Month & Year
 2f

MM	YYYY

The College is recognized by U.G.C. before 1972.
 So this section is not applicable for the institute.
 (UGC Grant Sanctioning Letter is Attached, ANNEXURE- XVI)

 Month & Year
 12B

MM	YYYY
10. Type of Institution
- | | | |
|---------------|--|---|
| a. By funding | i. Government <input type="checkbox"/>
ii. Grant-in-aid <input checked="" type="checkbox"/>
iii. Constituent <input type="checkbox"/>
iv. Self-financed <input type="checkbox"/>
v. Any other (specify and indicate) <input type="checkbox"/> | <input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| b. By Gender | i. Only for Men <input type="checkbox"/>
ii. Only for Women <input type="checkbox"/>
iii. Co-education <input type="checkbox"/> | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| c. By Nature | i. University Dept. <input type="checkbox"/>
ii. IASE <input type="checkbox"/>
iii. Autonomous College <input type="checkbox"/>
iv. Affiliated College <input checked="" type="checkbox"/>
v. Constituent College <input type="checkbox"/>
vi. Dept. of Education of Composite College <input type="checkbox"/>
vii. CTE <input type="checkbox"/>
Viii. Any other (specify and indicate) <input type="checkbox"/> | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
		B.Ed. regular, ODL	Graduation	Degree	2 year each *	English, Bengali
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
		M.Ed. (Proposed)	B.Ed.	Degree	**	English, Bengali

(Additional rows may be inserted as per requirement)

* 2 years B.Ed. from session 2015-17, upto 2014-15 it was of one year duration.

** 2 years M.Ed. - Proposed as per NCTE 2014 Guideline.

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B. Ed.	ERC/7-63.6.2/2005/ 2188 dt. 2/4.1.2006	Not mentioned	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

2. a) Does the institution offer self-financed

programme(s)?

Yes		No	√
-----	--	----	---

If yes,

a) How many programmes?

b) Fee charged per programme

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 faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

2

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

D.Ed.

--

B.Ed.

9 (Nine)

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	1 (Regular)
--------	-------------

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

- Heads of practice teaching schools

- 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 the IQAC, Governing Body, Academic Sub-Committee, Dept. of Higher Education, West Bengal
--

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

Yes	√	No	
-----	---	----	--

Number	1 (in ODL)
--------	------------

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

Yes	√	No	
-----	---	----	--

Number	B.Ed. (Regular)
--------	-----------------

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

Yes

No

√

--

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

Yes

√

No

--

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
 - b) Common entrance test conducted by the University/Government
 - c) Through an interview
 - d) Entrance test and interview
 - e) Merit at the qualifying examination
 - f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

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

a) Date of start of the academic year	1.7.2014
b) Date of last admission	10.8.2014
c) Date of closing of the academic year	30.6.2015
d) Total teaching days	198
e) Total working days	215

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	38	62	100	13	14	27	25	48	73
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

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

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled). B.Ed. Regular W.R.T. Session 2014-15

a) Unit cost excluding salary component

Rs. 2,16,963

b) Unit cost including salary component

Rs. 3,13,763

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	82 (M.Sc.)	55 (M.A.)	75 (M.Sc.)	48 (M.A.)
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	45.6	10	43.5
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

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

11. Practice Teaching at School

- a) Number of schools identified for practice teaching
- b) Total number of practice teaching days
- c) Minimum number of practice teaching lessons given by each student

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

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

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	50%	50%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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

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

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

Yes	√	No	
-----	---	----	--

Number	2 (1 Regular, 1 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

Criterion III: Research, Consultancy and Extension

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

Number	3	42	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC (Major)	14,29,000.00	3	No

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

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 X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- ICT & Library Access, Seperate Research Room

√
√
√

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	47		47
National journals - referred papers	11		11
Non referred papers			
Academic articles in reputed magazines/news papers	2		2
Books	2		2
Any other (specify and indicate)			

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

Yes No

Number

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

	Faculty	Students
National seminars	<input type="text" value="21"/>	<input type="text"/>
International seminars	<input type="text" value="2"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

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

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

No

16. Does the institution provide consultancy services?

Yes

No

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

Informal consultancy

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

Local level	√
State level	√
National level	√
International level	X

Criterion IV: Infrastructure and Learning Resources

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

2107

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

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

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

21

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

3 Lakh

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

1.5 Lakh

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

12.464/-

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

12 Lakh

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

Yes

No

9. Total number of posts sanctioned

Open Reserved

	M	F	M	F
Teaching	3	4	0	2
Non-teaching	8	1	4	1

10. Total number of posts vacant

Open Reserved

	M	F	M	F
Teaching	0	0	0	0
Non-teaching	1	0	0	0

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

Open Reserved

	M	F	M	F
Lecturers	0	02		02

	M	F	M	F
Readers	1	0	0	0

	M	F	M	F
Professors	2	1	0	0

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

		Open		Reserved	
		M	F	M	F
Lecturers		01	01		
Readers					
Professors					

c. Number of teachers from

Same state	10
Other states	

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:10
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		07	01	05	01
Temporary					
b. Technical Assistants	N.A. Permanent				

M	F	M	F

Temporary

14. Ratio of Teaching – non-teaching staff

5:6

15. Amount spent on the salaries of teaching faculty during the previous financial year (% of total expenditure) (April, 2014 to March, 2015)

68,19,687.00

(21.74%) Total Expenditure Rs. 3,13,76,333.00

16. Is there an advisory committee for the library?

Yes

√

No

17. Working hours of the Library

On working days

10.30 a.m. to 5 p.m. (Monday to Friday), 10.30 a.m. to 3 p.m. (Saturday)

On holidays

Nil

During examinations

18. Does the library have an Open access facility

Yes

√

No

19. Total collection of the following in the library (as on 13.4.2015)

a. Books

- Textbooks

12001

- Reference books

214

b. Magazines

05

e. Journals subscribed

- Indian journals

07

- Foreign journals

Nil

f. Peer reviewed journals

07

g. Back volumes of journals

08

h. E-information resources

- Online journals/e-journals

6000

- CDs/ DVDs

40

- Databases	01
- Video Cassettes	06
- Audio Cassettes	05

20. Mention the

Total carpet area of the Library (in sq. mts.)	142.11
Seating capacity of the Reading room	35

21. Status of automation of Library

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

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students by faculty

Maximum number of books permitted for issue

for students for faculty Average number of users who visited/consulted per month Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

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

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

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	11060	4,24,004.00	11820	5,02,132.00	11971	5,40,573.00
Ref. books	217	32,399.00	217	32,399.00	220	33,649.00
Journals/ Periodicals	05	8,300.00	06	10,300.00	07	12,300.00
E-Journal	3700	Member of N-List	5000	Member of N-List	6000	Member of N-List
E-Book	77000		91000		97000	
CD/Video	44	2,000.00	45	2000.00	51	3,350.00
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	2012-13	2013-14	2014-15
D.Ed.			
B.Ed.	Nil	Nil	Nil
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes		No	√
-----	--	----	---

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

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M. Phil		
	I 2013	II 2014	III 2015	I	II	III	I	II	III
Pass percentage	96.93	100	100						
Number of first classes	95	95	100						
Number of distinctions	NA	NA	NA						
Exemplary performances (Gold Medal and university ranks)	Nil	Nil	Nil						

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

NET 06 + 05 + 05

SLET/SET 00 + 02 + 00

Any other (specify and indicate)

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

Financial Aid	I (2013)	II (2014)	III (2015)
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	02	03	02
Loan facilities			
Institutional Award	04	04	03

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√
-----	--	----	---

Non-teaching staff

Yes		No	√
-----	--	----	---

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

Yes	√	No	
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If yes, number of students residing in hostels

Men

15

Women

15

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes	√	No	
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12. Availability of rest rooms for Women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised. (2015)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√			√	
Inter-university		√			√	
National		√			√	
Any other (specify and indicate)		√			√	

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2005

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	2013 (%)	2014 (%)	2015 (%)
Higher studies	03	02	05
Employment (Total)	03	X	X
Teaching	03	X	X
Non teaching	X	X	X

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.

1	2	3

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

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (Assessment Year 2014-15)

Governing Body/management	05
Staff council	02
IQAC/or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	G.B.

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

Loan facility

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

Medical assistance

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

Insurance

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

Other (specify and indicate)

Festival Advance

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

2013	2014	2015
Nil	Nil	01

5. Furnish the following details for the past three years

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

Nil

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

National	Nil		
International	Nil		

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

2013	2014	2015
Nil	Nil	01

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

Nil	Nil	01
-----	-----	----

e. Research development programmes attended by the faculty

Nil	Nil	Nil
-----	-----	-----

f. Invited/endowment lectures at the institution

Nil	Nil	Nil
-----	-----	-----

Any other area (specify the programme and indicate)

Nil	Nil	Nil
-----	-----	-----

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. Parents' Feedback	Yes	√	No	

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number of hours spent by the faculty per week

2 hours

8. Provide the income received under various heads of the account by the institution for previous financial year 2014-15

Grant-in-aid	1,09,81,791.00
Fees	31,27,000.00
Donation	5,300.00
Self-funded courses	Nil
Any other (specify and indicate)	Nil

9. Expenditure statement (for last two years) (Financial Year)

	2013-14	2014-15
Total sanctioned Budget	N.A.	N.A.
% spent on the salary of faculty	20.13	21.74
% spent on the salary of non-teaching employees	7.68	7.75
% spent on books and journals	0.11	0.05
% spent on developmental activities (expansion of building)	1.38	2.76

% spent on telephone, electricity and water	0.30	0.22
% spent on maintenance of building, sports facilities, hostels , residential complex and student amenities, etc.	0.47	0.51
% spent on maintenance of equipment, teaching aids, contingency etc.	0.36	0.35
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.03	0.06
% spent on travel	0.07	0.06
Gardening, Sand, Magazine etc.	0.39	0.42
Total expenditure incurred	3,02,67,922.00	3,13,76,333.00

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

	Surplus in Rs.	Deficit in Rs.
F.Y. 2012-13	<input type="text" value="X"/>	<input type="text" value="1,28,000.00"/>
F.Y. 2013-14	<input type="text" value="X"/>	<input type="text" value="53,000.00"/>
F.Y. 2014-15	<input type="text" value="X"/>	<input type="text" value="4,62,500.00"/>

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Career Counselling

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Aptitude Testing

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

Examinations/Evaluation/

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

Assessment

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

Any other (specify and indicate)

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 No

b) for students Yes

c) for non - teaching staff Yes

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	15	15	15	15
b	ST	0	0	01	1
c	OBC	08	8	06	6
d	Physically challenged	0	0	02	2
e	General Category	15	15	28	38
f	Rural	26	26	29	29
g	Urban	12	12	33	33
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	02	20	04	33.3
b	ST	X	X	01	0.33
c	OBC	X	X	01	0.33
d	Women	06	60	02	0.66
e	Physically challenged	X	X	X	X
f	General Category	07	70	07	58.3
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I (13-14)	Batch II (14-15)	Batch I (13-14)	Batch II (14-15)
SC	28	30	28	30
ST	04	01	04	01
OBC	17	14	17	14
Physically challenged	04	02	04	02
General Category	45	52	45	53
Rural	51	55	51	55
Urban	47	45	47	45
Any other (specify)	-	-	-	-

PART- II

(Exucutive Summary giving a Brief Note on the SWOC Analysis, Mapping of the Academic Activities of the Institution and Criterion Wise Analysis)

Executive Summary – SWOC analysis of College

EXECUTIVE SUMMARY- SWOC ANALYSIS OF GANDHI CENTENARY B. T. COLLEGE, HABRA

It is a matter of great pleasure and honour for us to present the Self Appraisal Report for 2nd cycle of reaccreditation. It gives opportunity to review and analyze the progress of the college after first accreditation. The vision of the institution is to transform itself into an institution of excellence for the development of human capital of efficient teaching community and this is reflected in all the policies, programmes and practices of the institution.

Executive Summary

Gandhi Centenary B. T. College, Habra was established in 1968 and the dream of 1968 has already crossed 48 long years. The college now has a rich past, a glorious present and a bright future. Gandhi Centenary B. T. College, Habra is marching ahead with its sole objective of providing quality teacher education to all, irrespective of caste, creed and religion, economic status or physical health. To fulfil the objective, many programmes have been initiated keeping in tune with the changing scenario of education. Top administrative body (Governing Body) of the College constitutes of highly qualified and competent educationists with vast teaching, administrative and research experiences. The leadership, governance and management of the college since its inception works for the total quality management by promoting and nurturing innovative and socially relevant education in the global context. The college has constituted IQAC on the 21st December, 2013 after the first accreditation. IQAC Members interact and co-operate with teachers to bring excellence in teaching and learning process, encourage faculty members to participate in various faculty development programme, design the feed back sheet used for institutional evaluation etc. IQAC takes initiative to encourage and helps the faculty members in applying minor and major research projects to UGC and other funding agencies. It guides the faculty members in preparation of synopsis and thesis. IQAC has also identified the opportunities and challenges of the institution and has paid special attention to the recommendations of the previous Peer Team which in fact paves the way to move towards excellence since the previous accreditation.

In the light of recommendations of Peer Team, IQAC redefine the goals and objectives of the institution to meet with the demands and challenges of ever evolving educational scenario and needs of the national and international world of work.

I. Curriculum Design and Development

Being an affiliated college there is no direct role of the college in curriculum design and development process, however the college develops a system of collecting feedback from various stakeholders on curriculum through suggestion boxes, appraisal proformas and alumni meetings. Suggestions on curriculum are discussed in IQAC meetings and conveyed to statutory academic bodies of affiliating University. Faculty members also participate in syllabus revision workshops and propose changes. The college has been using innovative and comprehensive practices for the implementation of curriculum through use of ICT.

II. Teaching-Learning and Evaluation

The institution promotes self learning and co-operative learning approaches to develop a sense of self sufficiency and self direction in the trainee-teachers. Pragmatic approach in methodology is adopted by the institution by incorporating different methods and techniques in teaching to cater to the diverse learning needs of the students. The college also sensitizes the trainee teachers to various global issues such as equality, inclusion, diversity, environment with the help of co-curricular activities blood donation camp, Banomahotsav, cultural activities, intra-class and intra-college competitions, educational tours, excursions, workshops, seminars, visits etc.

III . Research Consultation and Extension

To stimulate a research culture, the college has established a research committee in the year 2015. Our College also provides various facilities to its faculty and students for the promotion of research, such as internet, digitalized and enriched library, free printouts and Xerox facility from College computers and Xerox machines, duty leave, and financial assistance to participate in conferences and seminars. The college is also collaborating with neighboring schools with honorary consultancy and extension services.

IV. Infrastructure and Learning Resources

The college is located in pollution free and serene environment at prime location, enriched with spacious classrooms, well equipped laboratories and latest ICT facilities.

The college library is well stocked with sufficient reference, research material, with internet connectivity to access e-journals and e-resources. It is the resource centre of the college. ICT facilities connect the learning community of the college to the global network of knowledge and information. (The Language Laboratory is also equipped with e-learning resources in the form of CDs, DVDs and video-cassettes. Language games for school children prepared by the trainee-teachers are there in the language laboratory for the purpose of fostering creative urge in the trainees in developing enjoyable learning resources. The Mathematics Laboratory, Geography laboratory and Science Laboratories, in the same way, provide for teaching-learning resources).

V. Student Support and Progression

The institution ensures participation of students in various curricular and co-curricular activities. The college organizes educational tours, excursions, remedial programmes, group discussions besides classroom teaching to empower the future teachers with requisite knowledge, skills and attitudes. The college also motivates the trainee-teachers to participate in conferences, workshops, symposiums, and seminars. The college provides democratic environment & challenging and co-operative work culture to its students. Placement cell of the college has collaboration with reputed schools of the locality. This cell informs the students about the availability of vacancies in various job opportunities especially teaching positions at educational institutions. Campus interviews have been proposed to be conducted by various schools. Special Classes on writing of 'Bio-Data' and 'Facing the Interview Board' are also arranged.

VI. Governance, Leadership and Management

Admission process is controlled by our Affiliating University (West Bengal State University Barasat) on the basis of Merit and reservation policies through Central Counselling of the applied Students. Presently, one of our faculty members (Dr. Sudip Chaudhuri) is member of the B. Ed. Monitoring Committee (Admission, Examination and Result) of the affiliating University. Gandhi Centenary B. T. College, Habra offers the admission on the basis of students' academic records on merit basis. Before the commencement of the session, the college makes wide publicity through advertisement in reputed daily newspaper as well as notifications through college website etc. Students who secured minimum 50% marks at UG / PG level are eligible to get admission under general

categories. A relaxation of 5% in marks is given to the candidates who belong to SC/ST/ categories. Special weightage is given to the physically handicapped. Admission for SC/ST category is being done as per the State Government reservation policy. The admission committee also assesses knowledge and skill of the aspirants before allocating the optional / elective paper combination.

Although there is no direct role of the college in curriculum development process (College follows the Syllabus and Curriculum of its affiliating University, West Bengal), however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University. During 2010-11 and 2011-12 academic session, our Ex. Principal (Prof. Amalendu Panja) acted the Chairman of the Board of Studies of our affiliating University.

Pragmatic approach in methodology is adopted by the institution by incorporating different methods and techniques in teaching to cater to the diverse learning needs of the students. Special remedial classes are being organized for the students of SC/ST/OBC category. Extra coaching to advance learners are organized informally. The college also sensitizes the student teachers on various global issues such as equality, inclusion, diversity, environment with the help of co-curricular activities like organization of blood donation camp, intra-class and intra-college competitions, educational tours, excursions, workshops, seminars, visits etc. Initiatives are also taken by the institution to make the campus eco-friendly.

At the time of the establishment (During August 31, 1968), Gandhi Centenary B. T. College, Habra was affiliated to the University of Calcutta. As a part of the policy of the State Government, presently the College is affiliated to West Bengal State University, Barasat after its establishment. The vision of the college is to promote quality teacher education to the aspirants and develop aptitude and skills of students to equip them to face global challenges. The college provides updated and value based education within an up growing academic environment. Constant innovations, consistent quality enhancement, maintaining sanctity and standard of evaluation, and persistent value additions and strive to achieving excellence are the core elements that reflect the college mission and vision. The prime objective of the college is to transform the students into well meaning citizens through the committed pattern of instruction-based curricular aspects. The major considerations are

to provide quality teacher education and translate the knowledge along with the co-curricular and extension activities to overall development of school education.

The college has a resourceful library. The recruitment of the teacher as per UGC guidelines is done through (State) the recommendation of West Bengal College Service Commission. At present college has 08 regular, 01 part time and 01 guest teachers. The institution is also ready to provide the facility of substitute under FIP programme as per UGC guidelines. The faculty members get financial grants time to time from UGC for conducting research work.

VII. Innovations and Best Practices

Gandhi Centenary B. T. College, Habra has been accredited by the NAAC with the 'B' level accreditation status during March, 2007. The field work study and action research in the Science, Geography, language and other subject areas are mostly based on regional study. The college obtains the feedback from the students through the questionnaires introduced and evaluated by the institution. Suggestions from the Alumni and Parents are also taken into consideration for further improvement.

The college provides multimedia facility to the faculty members during their lectures. The progress of the students is monitored by the faculty members through time to time assignments, seminars and practical records. The faculty of the college participates in various programmes to update the knowledge in respective subjects areas through Refresher course, Orientation Programme, Seminars, and Workshops. Most of the faculty members use the multimedia modern technology.

The college always encourages and motivates the faculty members to conduct quality research work and publications. The college research committee actively supports the faculty members to promote the research work as per the UGC Norms and present demand. The college faculty members have carried out good research and publication work during last 5 or 6 years and actively participated in various seminars and workshop of International, National and State level standards.

The college is putting all its efforts through various channels for its up-gradation . College has about 5.3 acres of land in which the College main building including departmental laboratories, Principal office, administrative block, girls' and boys' common

rooms as well as Boys' and Girls' Hostels exist. UGC networking rooms are also available within the college campus.

The institution gets variable annual grants under the maintenance of infrastructure heads. For the construction work, the college either invites tender or hand over the budget to the agency which is approved by the state government. The institution publish college magazine 'Eshana' and the college prospectus which contains all the information about admission procedure and rules, subject combinations, available seats, fee-structure, and scholarship / prize etc. given in details. Apart from rules and guidelines, it contains the information related to extracurricular and co-curricular activities organized by the institution.

The additional support is extended to the students through career counseling cell, grievance cell, redressal cell, alumni associations etc. for progression and student support. To promote the sports activities of the college, the students are encouraged and motivated through various incentives as track suit, sport kit, refreshment to increase the number of participation in activity related to students' progression. To achieve the goal and objectives of the institution all the faculty members, office of the Principal and non teaching staff work together, to maintain harmony and discipline in the academic atmosphere.

The Head of the institution regularly conduct meetings with NAAC steering committee and IQAC cell. The college planning and development committee work together regarding maintenance and construction as per the direction given by the principal. To achieve excellence UGC network resource centre, research committee, library committee and works committee work potentially. The college also focuses on enhancing leadership and management quality of the students through inclusion of the students in different committees.

The college adopted the healthy practices in order to improve the smooth functioning of the academic and administrative system. College follows the UGC, university and G.O.s of state Government strictly to achieve the specific objective and goals of the college.

College organises annual sports, cultural functions and Re-union. The college publishes magazine 'Eshana' annually and organises seminars and workshop time to time. The college is known for its academic and administrative environment, sanctity of examination and excellent results.

The College aims to mould the student community hailing mostly from the marginalized and weaker sections of the society into better individuals, and guide them to contribute constructively towards national goals by upholding the values of secularism, national integration and social commitment. The primary objective of the institution is to enable the students to cope with the demands of the contemporary global scenario through effective transaction of the curricular and co-curricular aspects. Academic excellence, personality development and social orientation are our guiding principles.

We strive to develop a strong foundation of ethical principles in our students and make them academically excellent to acquire global competencies with the help of technology, so that they can substantially contribute to national development.

The strength of the institution is its qualified and committed faculty members, industrious administrative staff, well equipped college library with high speed INTERNET (Broad Band) facility, interactive smart class rooms, availability of computers, Digital Language Lab, UGC Network Resource Centre, facilities for scanning, printing and copying, the various programmes and cells funded by UGC and state government, good academic ambience and the enthusiastic students. The college has always been in the frontline in fulfilling its social objectives in terms of educational attainments and producing quality individuals.

The weak points of our institution are the absence of PG programmes and it weakens our efforts to fulfill our academic commitment to the community. Besides, the college is not a research centre as it did not have postgraduate programmes until 2014 (N.B.- Kindly note that our College has recently applied for the PG programme, M. Ed. Course).

The opportunities ahead of us are many. We have already submitted the proposal for the PG programme, M. Ed. We also hope to elicit more funding from different agencies for infrastructural enhancement and academic projects. We strive to sustain our student support activities and improve the quality of our services.

The challenges ahead of us are diverse. We need to assure better financial assistance for the successful accomplishment of our future projects. Continuous enhancement of infrastructure, proper maintenance, improving the quality of academic services, extension, research activities and student support programmes are a few of the challenges ahead.

The college is confident that it can sustain and improve its services to the students and the general public in the coming years.

VISION AND MISSION

Gandhi Centenary B. T. College, Habra was established in 1968 and the dream of 1968 has already crossed 48 long years. The college now has a rich past, a glorious present and a bright future. Gandhi Centenary B. T. College, Habra is marching ahead with its sole objective of providing quality education to all, irrespective of caste, creed and religion, economic status or physical health. To fulfill the objective, many programmes have been initiated keeping in tune with the changing scenario of education.

VISION:-

- To transform the institution to an ideal centre of Teacher Education through a holistic approach.
- To provide quality education to the students and to make their acquired skill, knowledge and qualification more relevant to global needs.

MISSION:-

- To dispel the darkness of ignorance from the society through dissemination of knowledge.
- To create an ideal academic environment fostering quality teaching and learning.
- To create an ambience for greater competitiveness, grooming varied skill and intellectual pursuits.
- To make Teacher Education accessible to various social groups of the society particularly the economically weaker sections and the women students.
- To generate awareness among the people against the social evils, diseases and for protection and sustenance of the environment.
- To inculcate among the students positive thinking, human values, egalitarian and secular outlook, a spirit for social work, prosperity and harmony.
- To build up good moral character of the students with core values of honesty and discipline.
- To encourage all-round development of personality of students.
- To uplift spiritual, ethical and moral values among the students to arrest unethical escalation of value degradation in the society.

SWOC ANALYSIS

STRENGTHS

1. Leading Teacher Education Institution in the area
2. Resources
 - A. Capable and productive faculty
 - B. Experienced leadership team
3. Comprehensive and diverse curriculum
4. Eco friendly campus
5. Diversity
 - A. Diverse student body
 - B. Diverse community
 - C. Diverse faculty
6. Visionary and competent management.
7. Strong community engagement at multiple levels
 - A. Extensive collaborations with Secondary Schools of the locality.
 - B. Extensive experience in community based health education.
 - C. Partnerships in national comparative research
8. Facilitating higher education to rural and weaker section.
9. Large Campus area

WEAKNESSES

1. Rapidly changing educational environment
2. Limited research resources
3. Inadequate technological facilities
4. Scarcity of funds

OPPORTUNITIES

1. Rural area is ideal for educational development
2. Growing awareness of enrolment in higher education
3. Growing awareness of educational technology
4. To introduce new courses
5. Mobilize our alumni to support College
6. New building

CHALLENGES

1. Having to compete with Center For Excellencies
2. Continued “restricted” state funding for higher education
3. Fundraising is more challenging for education
4. Quality research is a challenge.
5. Inadequate seats against applicants
6. Quality education
7. Declining relevance of traditional pattern of education.

Mapping of Academic Activities of the Institution

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	July			August				September					October			November			December		January		February			March			April		May					
Admission and Orientation	█	█																																		
Theory			█	█	█	█	█	█	█	█	█	█	█	█						█		█			█	█	█	█	█	█	█	█	█			
Tutorials/ Seminars													█																			█	█			
Sessional Work - Tests & Assignments																																	█	█		
Practical Work														█						█																
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations							█	█	█	█	█	█	█	█																						
Practice Teaching/ Internship																					█		█													
Co-curricular Activities					█				█				█	█																						
Working with community/ project work														█											█											
End-Term Examination																				█															█	█

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

Criteria-Wise Analysis

CRITERION I: CURRICULAR ASPECTS

1. Curricular Design and Development –Gandhi Centenary B. T. College, Habra

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

The college has set objectives to address all important aspects like Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.

Objectives

- ⇒ To prepare highly competent teachers with global standard to serve the National and International community.
- ⇒ To make the prospective teachers understand the bases of education so that they can perform their role effectively in the society.
- ⇒ To inculcate the right skills, values and attitude among future teachers.
- ⇒ To develop self esteem and self confidence in all trainees, including those belonging to the weaker sections especially women.
- ⇒ To inculcate environmental values among future teachers.
- ⇒ To develop a sense of community/social service among future teachers.
- ⇒ To equip future teachers with latest (ICT) technology and technical know-how.
- ⇒ To provide opportunity to the faculty for continuing professional development and career long professional learning.
- ⇒ To collaborate with reputed educational organizations and professional bodies of our country to develop professional learning communities.
- ⇒ To promote and support professional learning and development of Teachers and Teacher Educators.

1.1.2 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 for the B.Ed. courses is developed by West Bengal State University, Barasat and the same is circulated to the affiliated colleges by the university. Although there is no direct role of the college in curriculum development process, however, the college puts forward suggestions for making improvements/changes in curriculum as and when it is desired by the University. Curriculum feedback is one of the key components of IQAC which can play a significant role in inviting suggestions from the students. For this suggestion boxes are put up in the institute. Feedback on curriculum is also collected from the students of the college at the end of each academic session with the help of a questionnaire. Ex. Students, Parents, and all the employees of the college also play active and contributory role in this regard through IQAC, Alumni, and Parent-Teacher meetings. The suggestions are conveyed to statutory academic bodies of the affiliating University by the college Principal. Our Principal as well as Faculty Members often served / are serving as member(s) of Board of Studies / Regulatory Authority of our affiliating University (West Bengal State University, Barasat). During 2010-11 and 2011-12 sessions the Principal of our College (Amalendu Panja) acted as Chairman of the Board of Studies of West Bengal State University during 2010-11 and 2011-12 academic sessions. Presently, one of our Faculty members (Dr. Sudip Chaudhuri) is a member of the B. Ed. Monitoring Committee of West Bengal State University.

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

As the curriculum and syllabi is framed by our affiliating university, the members of Board of Studies and other academic experts take into consideration the global trends in teacher education by modifying the curriculum to meet emerging needs and prepare the students for employment at national and global level. One of our faculty members is the member of the B. Ed. Monitoring Committee of West Bengal State University.

- ⇒ Global trends like interdisciplinary approach of promoting self learning, internship approach in practice teaching in schools, community related work and work

experience programme (N.B.- We have 'Work Education' as an elective method subject) have been incorporated into the curriculum.

- ⇒ Topics like use of Internet, Education for Children with Special needs, Social Change in Education etc. are incorporated in syllabus of the B.Ed. course. Parents, old students and all the employees of the college also play active and contributory role in this regard through IQAC, Alumni, and Parent-Teacher meetings.

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

All the national issues like environment, ICT, value education have been well addressed in the Teacher Training curriculum of B.Ed. In addition to it, issues like human rights, democracy, national integration, secularism, web browsing, and power point presentations are integral part of these courses. To create and generate awareness among the learners about these national issues, the college has adopted the following measures:

- ⇒ Organization of Blood Donation Camp by the Trainees of our College.
- ⇒ Training of the students in contemporary social responsibilities, values and community service by conducting surveys on various issues like environmental awareness, women education, human rights, etc. (As part of the Action Research Projects which is a compulsory part of the Semester-II B. Ed. Curriculum of West Bengal State University).
- ⇒ Arranging extension lectures by renowned educationists, social workers and retired government officials from different fields.
- ⇒ Providing training in ICT, students are encouraged to give Power Point presentations for University Examination (N.B.- Seminar presentation is a compulsory part of the Semester-I B. Ed. Curriculum of West Bengal State University; some students also use Power Point presentations for their practice and final lessons at Schools where LCD Projectors are available).
- ⇒ Plantation of trees and plants in and around the college.
- ⇒ Organisation of awareness programme on "Primary Health, Environment and Literacy".

College always encourages the trainees to share original and novel ideas on national / social issues through the medium of college annual magazine "ESHANA".

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

Through internet we are connected with the nationally and internationally renowned Teachers' Training Institutes and compare our curriculum with theirs. Innovative and pragmatic curriculums of these esteemed Institutes are discussed at length in formal and informal staff meetings. After reaching unanimous opinion on the same, they are shared with conviction at various workshops organized by affiliating University for syllabus revision from time to time. As far as curriculum planning at college level is concerned, the contents of the curriculum are divided into comprehensive unit plans and are prepared with the help of ICT.

1.2 Academic Flexibility**1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

All the activities of the college are focused to make teaching a reflective practice.

- ⇒ The institution provides practical experience through varied practices of model lesson by subject teachers, microteaching, simulated teaching, observation and teaching practice schedule to develop teaching skills among the students.
- ⇒ College provides multi faceted learning experiences to the students through diverse teaching methodologies, assignments, projects (N.B.- Action Research Projects and Assignments are compulsory parts of the B. Ed. Curriculum of West Bengal State University) on various social problems and current issues (women empowerment, female foeticide, drug abuse, community survey, child labour, dowry system), work experience programmes (gardening, candle making, computer craft, interior decoration, home craft), seminars, workshops and extension lectures.

1.2.2 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 offers varied learning experiences like cultural activities, sports and games educational tour, etc. to the student teachers. For ensuring varied learning experiences the college provides adequate flexibility in following ways:

- ⇒ Students are given freedom to choose method / elective subjects of their own choice.

- ⇒ Students can opt any two of the nine available method subjects and any one of the three available options for special / elective subjects according to their own study at the Graduation / Masters level and interest at B.Ed. level.
- ⇒ Teaching practice schedule is also prepared according to the convenience of the students and the practicing schools.
- ⇒ The Institution conducts several activities for varied learning experiences to the students both in the campus and in the field: -

i) Learning experience to the students in the campus:

- ⇒ Physical development – Health and sports programme, use of gymnasium.
- ⇒ Social development – Social interaction, participation in community programme, organizing social service activities like “Banomohatsav” and “Safai Avijan”, celebration of important days, participation in various social functions, and inclusion of social values.
- ⇒ Cultural development –Organization of cultural activities like “Sarodotsav”, visit to the places of cultural importance, celebration of festivals.
- ⇒ Intellectual development - Seminars and extension lectures, debates, Quiz, special theme based institutional seminars.
- ⇒ Moral development – Roll model behavior by the teachers inside & outside the campus, inculcation of moral values and their reinforcement in day to day behavior monitored by the teachers. Extension lectures on moral values.
- ⇒ Aesthetic development - Class room lay out competition, maintenance of wall magazine, beautification of campus and tree plantation.

The present curriculum provides ‘Computer Application’ as a compulsory paper (Paper- IX) of the B. Ed. course. The teacher trainees should be equipped with use of technology in teaching and learning. The students are encouraged to participate in social activities. Seminar and discussions are also held on present educational problems and national development in our institute and in off-campus and internship activities. Most of the planning is done by the students in campus and in the field.

The institution provides nine (9) optional subjects for paper no. 6/7. Trainees have to select any 2 out of 9 content cum method subjects.

1. Pedagogical Analysis and Methods of Teaching Bengali

2. Pedagogical Analysis and Methods of Teaching English
3. Pedagogical Analysis and Methods of Teaching Mathematics
4. Pedagogical Analysis and Methods of Teaching Physical Science
5. Pedagogical Analysis and Methods of Teaching Life Science
6. Pedagogical Analysis and Methods of Teaching Geography
7. Pedagogical Analysis and Methods of Teaching History
8. Pedagogical Analysis and Methods of Teaching Education
9. Pedagogical Analysis and Methods of Teaching Work Education

The institute provides following learning experience in our campus and in the field as follows:

In-campus:

1. Lectures given by the faculty members
2. Blue-print preparation
3. Achievement Test / Question paper preparation
4. Action Research
5. Seminar Preparation by the Trainees
6. Assignment
7. Preparation of varied teaching aids
8. Planning of micro-teaching, simulated lesson Practice-Teaching and Final-Teaching Lesson
9. Varied co-curricular activities planning-managing etc.
10. Psychological, Science and Geography experiments
11. Decoration of class-rooms
12. Celebration of festivals
13. Debates, Quiz and Extempore

Off-campus:

1. Internship
2. Action research
3. Tour and Picnic
4. Awareness Programmes

1.2.3 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.

Communication Skills

Special classes on Resume/CV writing, job application and facing the Interview Board have been conducted. Common writing errors and mistakes committed by the students during Resume/CV writing and job application are identified by the teachers and proper guidance is provided to avoid the same.

ICT Skills

Information and communication technology is a compulsory component in West Bengal State University curriculum at B.Ed. level (Semester-I). Unlimited internet facility is available in computer laboratory and in the library for all the students and faculty. Students prepare power point presentation for the fulfillment of their course requirement, e.g. for Seminar presentation as well as for demonstration lessons in their respective teaching subjects. They are also involved in online learning and use ICT for the preparation of assignments. Teachers also make use of ICT for preparing lectures by consulting web sites/educational forums.

Life Skills

In order to prepare student teachers for their future roles as professional and as contributory members of the society, the college provides training in life skill education too. Life Skill education is a compulsory component in West Bengal State University curriculum at B.Ed. level (Semester-II). For the purpose, teachers incorporate innovative teaching techniques like demonstration and role-play in teaching. Institution also provides healthy environment for the development of problem solving abilities, emotional intelligence and sharpening skills of stress management, time management and keen observation.

Community Orientation

For community service programme, the college organizes various activities such as BANOMAHOTSAV, ENVIRONMENTAL and AIDS awareness, as well as special campaign for community development.

Social Responsibility

Social Service Committee is established in the college to develop a sense of social responsibility among the students. For addressing burning issues of increasing drug intake among the adolescents, the member trainees of the college (during the teaching practice) conducts a month long “Say No to Drugs” campaign covering 10 practicing schools. Thus the college has been able to address the issue at the local community level. Students conduct surveys on socially sensitive issues in slums and rural areas. Voluntary blood donation camp and free medical camp have been organized by the trainees. Trainees of our College also contribute regarding raising of welfare funds for West Bengal Students’ Health Home (as the organization’s Brotherhood Programme).

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum? i. Interdisciplinary/Multidisciplinary

- ⇒ All the general subjects (Core Papers) and Elective subjects make the curriculum Interdisciplinary / Multidisciplinary.
- ⇒ There are 09 teaching method subjects in the college related to language, science and humanities. Students can choose two teaching subjects out of these at the B.Ed. level under paper VI and VII according to the subjects learned during graduation / post-graduation.
- ⇒ All the subjects at B.Ed. level are interdisciplinary in nature and subjects dealing with major aspects of Education. Philosophical and Sociological bases of education help in understanding and framing the aims and objectives for different teaching subjects. The paper-II (Psychology of Learning and Instruction) prepares teacher trainees and teacher educators for understanding the growth and development of the learners, their individual differences, role of motivation in teaching learning process and personality development. This equips the prospective teachers and teacher educators to deal effectively with the learners in different classroom situations.

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

i. Interdisciplinary/Multidisciplinary

- ⇒ All the general subjects (Core Papers) and Elective subjects make the curriculum Interdisciplinary / Multidisciplinary.
- ⇒ There are 09 teaching subjects in the college related to humanities, languages and science. Students can choose two teaching subjects out of these B.Ed. level under paper VI and VII according to their graduation stream.
- ⇒ To develop comprehensive teaching skills, students may any one of the lective special papers- “Evaluation and Recent Trends in Education”, Education of Children with special needs, and Guidance & counseling at their B.Ed. level.
- ⇒ Similarly, subjects like school management, ICT and Teaching Learning Process develop management and technical skills of the students, along with scientific temperament.

ii. Multi-skill development Besides training the student teachers in teaching skills, the college promotes multi skill development by aiming at the following:

- ⇒ Communication skills
- ⇒ Employability Skills
- ⇒ Technical skills
- ⇒ Leadership Skills
- ⇒ Life skills
- ⇒ Teaching Skills
- ⇒ Creative and technical writing skills
- ⇒ Intelligent reading skills like (skimming and scanning)
- ⇒ Vocational and Psychomotor skills through work experience

iii. Inclusive education

The College admits disabled students to B.Ed. course. Institution has 3% reserved seats (according to West Bengal Government Policy) for physically challenged students in the B. Ed. course. Education is imparted to them along with the normal students in the same classroom. Comfortable environment is given to blind and orthopedically challenged students. Faculty pays special attention to cater to their individual needs.

iv. Practice teaching

- ⇒ Students are sent to various government aided and approved schools of Habra-Ashokenagar Town for a period of 40 days for their practice teaching under the efficient mentorship of faculty members.
- ⇒ Practice teaching comprises of observation and teaching. The students have to undergo orientation, micro-teaching, simulation and pre-practice sessions in the college before going for the same.
- ⇒

Criterion II: Teaching – Learning and Evaluation**2.1 Admission Process and Student Profile:****2.1.1 Give details of the admission process and admission policy (Criteria for admission adherence to the decisions of the regulatory bodies, equity, access, transparency etc.) of the institution.**

Gandhi Centenary B. T. College, Habra is affiliated to West Bengal State University, Barasat and the admission process is done by the University strictly according to merit through central counseling. Our College is a Government-aided institution and according to the State Government G.O. 22%, 6% and 3% seats are reserved for SC, ST and Physically Challenged candidates respectively. Furthermore, according to the policy of West Bengal State University 80% seats are reserved for the “Home University Students” while “Other University Students” are allowed to compete for 20% seats. For the admission, first advertisement is given in the College website and leading news papers by the admission cell of the university that decides the admission criteria and procedure every year. Applications are invited from the applicants keeping in consideration the reservation quota i.e. General, SC, ST, and Physically Challenged. Subject wise, Category wise and University wise online merit list is prepared based on the subject, category, and University quota.

The merit list is announced College wise by the University and admission process is performed strictly according to NCTE norms.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programme through the advertisement and prospective or other similar materials of the institution?

Admission brochure is also available in majority of B.Ed. colleges and can be downloaded from the Websites of respective Colleges.

In the admission form, information is given on number of colleges with their phone nos. and addresses, intake capacity, subject wise strength and facilities available in the colleges. Moreover the admission form contains all the information on admission procedure. Students have to contact concern institute for submission of documents & fees.

Students are admitted as per policy as well as rules and regulations of the NCTE, University and Government of West Bengal.

2.1.3 How does the institution monitor admission decision to ensure that the determined admission criteria are equitably applied to all applicants?

The process of admission is done transparent in the presence of Principal, senior faculties and clerks of the college. Admission is provided considering the reservation policy of state government and NCTE and UGC / University rules and regulations are strictly maintained.

2.1.4 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 background and physically challenged)

Students are given admission on merit basis considering Government reservation policy. So each year students of diverse economic culture, religion, gender, linguistic background, and physical challenged students get admission. Thus students of lower, middle and upper economic status, different culture, all the religion, boys, girls, any language, as well as physically challenged students get admission as per policy of reservation quota fixed by the Govt.

The cultural activities organized in campus are always on the bases of rich cultural heritage giving the message of unity in diversity. These activities help us to retain the diverse population.

Our College organizes 'Free Community Kitchen' on the Birthday of Father of the Nation in order to inculcate harmony among students of cultural, religious, racial, gender and linguistic background.

Students from reserve categories can get scholarship from the Government. So financial help is given to the students coming from reserve category.

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

Yes. In order to provide appropriate elective Special Paper and Method Papers, our Institution conducts a need assessment study for assessing the student's knowledge, needs, and skills before the commencement of the program through marks secured by the candidates and personal interviews before the commencement of teaching programmes. Each individual division identifies and provides remedial support to the weaker students and make them understand the subjects with ease.

2.2 Catering to Diverse Needs:

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

Classrooms are well furnished and equipped with audio-Visual equipments in order to create a conducive learning environment. ICT is employed for effective teaching of different subjects. The Computerized library and information services are upgraded to provide latest technological developments to students through E-Journals, On-line journals audio-visual aids and CD's. The college has a very resourceful library with a large number of latest books, and National Journals in various subjects.

Total syllabus is prepared keeping in mind all over development of student teachers. Weightage to theory and practical is given equal as 700 marks for theory and 700 marks for practical. All the aspects of development of student teachers are covered in the syllabus that makes them excellent in their skills. Practice teaching, internship, action research, social work, use of seminar and internet, debate, quiz and safai avijan make the student teachers feel better in their profession. All the cultural activities are organized in view of students' development.

2.2.2 How does the institution cater the diverse learning needs of the students?

Advanced learners are motivated by giving prizes (money as well as certificates) as per their achievements. The academic calendar is framed to cater the diverse learning needs of the students. As per the diverse learning needs individual differences and interests are taken into account in co curricular activities, games and sports. All the students are provided guidance by the staff members. Slow learner and encouraged and supported by the faculty members. Ample time is given to each and every activity as equal weightage is given to theory and practical.

Each student is advised to use computer and internet during, before and after college hours.

Students are given all the ICT resources by the college. In practical lesson more guidance is given to needy students to cater diverse learning needs.

In particular,

- ✓ Methods of teaching are adjusted to the learning needs of the students.
- ✓ Library and Laboratories are well equipped with modern technologies.
- ✓ Computer facilities are sufficiently made available.
- ✓ Advance learners are provided with enriched materials..
- ✓ Remedial teaching is done to cater to the needs of the slow learners.
- ✓ Internet facility is provided. Students are motivated to use it.
- ✓ Special needs of the students graduated through Tamil as medium of study are fulfilled.

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

The following activities are envisioned in the curriculum for the student teacher to understand the role of diversity and equity in teaching learning process.

- Celebration of National festivals (Independence Day, Republic Day, Birthdays of Matma Gandhi and Netaji Shubhash Chandra Bose and Sarvapalli Radhakrishnan)
- Organization of Free Community Kitchen
- Seminars, workshops and training programs
- Applying for competitive examinations

- Learners with advanced knowledge are helped in getting placements
- Safai Avijan
- Sports day celebration
- Other co-curricular activities, viz. Quiz, Debate, Extempore etc.

With other co-curricular activities teacher trainee are in versioned for creative work-cum-psychological experiments and case study.

Equity in teaching learning are:- theory and practical is given equal weight age. The syllabus covered psychology, philosophy, sociology, management, working experiences, population education, and environment education. The absence of organized arrangements for remedial assistance to the socially deprived provides equity and development needs of such groups.

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

Teacher educators are motivated to meet the students individually to have knowledge about their learning needs. They are encouraged to read literature on diverse learning needs of the students.

Teacher educators are encouraged to participate the Seminars and Guest Lecturers organized for them.

The feedback of students for teacher educators is taken every year and each year informal assessment and evaluation is done discussing with the students and students suggestions are invited for improvement.

The teacher educators are sensitive in the sense that they are always ready to help the slow learners, and gifted learners, ill students, physically challenged students, woman trainee having small babies.

Thus our College ensures that the teacher educators are knowledgeable and sensitive to cater diverse needs.

2.2.5 What are the various practical that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situation?

The weight age of 700 marks is given for practical work related to:

- micro-teaching

- simulated lesson
- laboratory demonstration lesson
- Practice-Teaching lessons / internship programme for 40 days
- action research project
- Seminar Presentations
- co-curricular activities

All teacher trainees ensure to develop knowledge and skill related to diversity to apply them in real class room. Micro lesson, simulated lesson and laboratory demonstration lesson are performed in simulation.

It helps to acquire various skills to use in real class-room and catering of various skills during class-room situation. Before the practice teaching we make them skillful teachers. During introductory session they become familiar with diversity and inclusion.

The institution awards for the highest total marks with first class in the B. Ed. Final Examination (Nirod Kumar Sengupta Memorial Award), for the highest marks in the paper 'Foundation of Education and Evolutionary Perspective of Education' (Core Paper-I) with first class in the B. Ed. Final Examination (Narmada Devi Memorial Award) and for the highest marks in 'History Method Paper' with first class in the B. Ed. Final Examination (Probodh Kumar Sengupta Award) with certificate and prizes (Rs. 1200.00 for each award) to motivate to teacher trainees in class-room teaching. Additional activities include,

- Lectures on factors promoting diversity.
 - Use of ICT to elaborate factors causing diversity.
 - Use of CD's that contain aspects of diversity and inclusion.
 - Encouraging self study on diversity and inclusion.

2.3 Teaching Learning Process:

2.3.1 How does the institution engage students in 'active learning'? (use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internship, practicum etc.)

The vision of Gandhi Centenary B. T. College, Habra is to prepare quality teachers to meet the professional challenges of 21st century knowledge scenario. So

students are kept active in campus and out campus in their learning and teaching. Students are equally kept active in theory and practical. In classroom teaching session, student centered approach is applied, topics are discussed in general and in seminars. For seminar and discussion topics of core topics are given to the students prior so that students can get information using library, websites, from peers and by meeting subject teachers.

Weekly 2 hours practical is organized for computer laboratory so that students can prepare themselves for preparing their seminar presentations, assignments and can get practice teaching lesson information by surfing on internet.

During practice teaching in school, our students has to give at least 2 lessons and 2 observations in a day and in the rest of the time they are engaged in action research, co-curricular activities and observing school teachers record.

Internet facility is available for students to search the knowledge of the world at free of cost as they can get information of assignment on internet. Practical work, project work, group discussion and seminar, celebration of different days are all done by our student teachers with proper planning.

We also form different committees to perform different acts and each student is assigned particular work and duty and responsibility. Students are motivated to take part in various debates and other similar competitions which promote their analytical thinking.

In particular,

- ✓ Students improve their knowledge by reading numerous books at the College.
- ✓ Computer laboratory facilitates are utilized by the students. Educational websites are visited by them.
- ✓ Students are also motivated to engage in group study.
- ✓ Our institution stimulates the students to improve their teaching Competency.
- ✓ Students are trained through peer teaching before going to the actual class room teaching.
- ✓ Students are encouraged to have role playing to improve their Communication skills.

- ✓ Students are motivated to carry out the internship activities with all its sincerity and seriousness in order to improve their teaching competency.

All the above activities enhance active learning of students.

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

A detailed course plan for each paper is prepared by the teachers. Students are given ideas regarding learning processes, use of reference, text books, journals, and internet. They are also encouraged to know the subject beforehand which helps them to understand the subject better and inculcate the habit of lifelong reading and also knowledge management skills. Some participatory learning activities adopted are:

- Interactive Teaching – Learning
- Group Discussion in the Classroom
- Seminars and Workshops
- Self – Learning through ICT

In core papers following methods are adopted in teaching learning.

- | | |
|---------------|--------------------|
| - Questioning | - Team Work |
| - Open Forum | - Group Discussion |
| - Seminar | - Workshop |
| - Debate | |

Following activities are adopted to make the teaching learning student centered:

- Theory assignments and term papers.
- Extensive reading activities in library
- Training for operation of OHP, LCD, slide projector etc.
- Internship
- Practice Teaching Programme
- Psychological experiments
- Psychological test administration
- Lesson observation of peer group lesson
- Blueprint and question paper preparation
- Science experiments

- Group discussion session in classroom teaching learning
- Group work in TLM preparation in each method
- Organization and participation in group
- Organization of co-curricular activities

Conventional lecture method is supplemented by OHP, Laptop and LCD. Student's involvement in learning is realized by project work, seminar presentations, excursions, group discussions.

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

For making class room teaching learning effective, we adopt constructivist approach. In classroom all the topics are discussed by the students and faculty members are just helper to the student teachers. For ensuring effective learning the faculty members adopt the student-centered methods. In teaching learning process information is given with the help of slides, transparencies, models, charts etc.

2.3.4 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.

No, we don't have provision for 'Models of teaching'.

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

Yes, the student teachers use micro-teaching technique for developing teaching skills.

- ✓ Students are made to understand the skills of microteaching.
- ✓ Orientation to micro-teaching is given to the students
- ✓ Exposures on varied teaching skills are given to the students.
- ✓ Demo in micro-teaching skills are given by teacher educators.
- ✓ Students prepare episodes and practice skills.
- ✓ Practice teaching is given in the seven skills namely.

As per the syllabus, six skills are practiced by students before going for the teaching practice.

- Skill of explaining
- Skill of questioning
- Skill of black board work
- Skill of stimulus variation
- Skill of reinforcement
- Skill of illustration with examples.

After getting theoretical understanding, observing the demonstration lessons given by the faculty members and discussion, trainee passes through micro cycle in which he/ she gives a total 6 micro teaching lesson. Microteaching practice is given to students before undertaking macro teaching.

2.3.6 Details the process of practice teaching school (Lessons a student gives per day. Lesson observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanism of lesson plans, etc.)

As per guidelines of NCTE & our affiliating university we have our practice teaching schedule in schools. First we get written or telephonic consent form the school authority and finalize dates for lessons. Then we select units contacting subject teachers. After getting topics, student teachers get guidance from faculty to finalize their lesson. A student teacher has to plan a lesson to be taught in the class room. He has to select a topic covered within a period of 40-45 minutes duration. The topic is also analyzed in terms of the element of the topic of teaching points. The teaching objectives and their weightage are also determined in terms of time (minutes) allotted to them.

Illustration:

As per NCTE norms students have to undergo teaching practice for 40 days. A student gives a minimum of two lessons per day. Out of 40 lessons taught nearly 50% of the lessons are observed by the teacher educators. Peers record 5 lessons given by their companions. Some lessons presented by the students are observed by the school teachers and feedback is recorded in the forms specially meant for it. Lesson plans are thoroughly checked by the teacher educators during their school visit. They offer useful suggestion and constructive criticism in written form for improvement of their lesson plans.

2.3.7 Describe the process of Block teaching/ Internship in vogue

For Block teaching, a group of students are attached with the particular school which is selected by the institution. In that school students acquire knowledge about the system of school. They acquire knowledge about preparation of time table, competitions etc. During Block Teaching period student-teachers participates in keeping the record of students' attendance, learn how to manage materials of the school and also actively participate in the cultural event of the school. They participate in co curricular activities also. In this block teaching student teachers organize sports activities, celebration of important days, various competitions etc.

On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach a minimum of two lessons per day in different classes in the presence of school teacher.

For Internship Programme, Student teachers do following work with the teaching learning.

- preparing daily book everyday
- school register
- Filling different forms e.g. CRC
- Working as class teacher
- study the teacher handbook
- School result study
- library survey
- case study
- Co-curricular activities etc. are the part of internship.

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

Yes, the practice teaching plan is prepared involving the school staffs. While preparing academic calendar, school personnels are contacted and their schedule of examination and different activities is taken into consideration for finalizing the academic calendar of the college.

Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter.

If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. Depending on the necessity, meetings with the Head and other teaching staff of the schools are also arranged in between the practice teaching period. On behalf of student teachers it is the responsibility of the mentor teacher to maintain the discipline

at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

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

The teachers and students keep pace with the recent developments in their subjects by periodically consulting the internet, latest books, and National and International Journals. Trainee teachers are encouraged to meet the teachers prior to the commencement of teaching practice and enquire about the learning needs of the school students. Before going for practice teaching in school, different micro teaching skills and bridge lessons are also taught so that student teachers come to know the different techniques of teaching in the classroom. How to present themselves, how to ask questions and how to motivate the students for their learning? Teaching aids and multi media based lessons are prepared for slow learners as well as advanced learners.

Moreover, psychology of individual differences is also discussed in classroom and how to teach to meet the diverse learning needs of school students.

They are trained for the use of various multi sensory teaching methods and aids. The trainees feel confident to meet the needs of the students.

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

Student teachers are trained in the art of preparing different types of instructional media. This helps them to prepare suitable teaching aids in their teaching. They also make use of charts, maps, tables, computers, CD's, LCD and OHP projectors for their effective teaching. School library and lab resources are also used for making teaching more inspiring and effective.

Gandhi Centenary B. T. College, Habra has trained and qualified faculty who themselves know the best use of technology in teaching learning process. They first become the role model for student teachers. Teacher trainees get motivated for the use of technology in their classroom teaching. Student teachers are also encouraged to give their lesson using technology i.e. OHP, slide, projector, computer and transparency.

We have computer laboratory having 06 computers and internet access. Students can use internet as when required.

2.4 Teacher Quality:

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. Considering the needs, problems and nature of school classes, the student teachers prepare their lesson plan and decide behavioural objectives, do pedagogical analysis, prepare teaching aids, decide teaching learning activities and evaluation techniques in partnership with school staff and mentor teacher.

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

In internship programme, students are sent for their selected schools and teacher educators visit those schools and get in touch with the students. Teacher educators observe 20 lessons of student teachers. We have 7 regular teachers. 100 trainees are divided into 10 groups and sent to 10 different Practice Teaching Schools. So the ratio 14:1.

First of all, schools are identified for the practice teaching of the student- teachers.

Following criteria are kept in mind while identifying the schools:-

- ⇒ School should be near to the college.
- ⇒ It should be in easy access of the student-teachers.
- ⇒ Number of students' strength in the schools.
- ⇒ Basic amenities at the school.
- ⇒ Attitude of the head of the school & staff.
- ⇒ Availability of the school.
- ⇒ Recognition/affiliation of school with the government.
- ⇒ Medium of instructions at the school.

The decision of allotment of practice teaching schools to the student teachers and ratio of student teachers to the identified practice teaching school is based upon the following facts.

- ✓ The total number of students or strength of the practice teaching school available for teaching practice.
- ✓ The infrastructure-classrooms, chalkboards and other facilities available for student teachers.
- ✓ The attitude of head and school staff towards practice teaching.
- ✓ The distance of practice teaching school from college and student teacher's locality or residence.
- ✓ Whether the school is girls school or co-educational?
- ✓ The transport facility available to the practice teaching school.

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

During Practice Teaching, classes are observed and recorded. Feedbacks of every student are given by the teacher educators during visit (both written as well as verbal). After each lesson is over, the mentors give feedback to the student teachers regarding his strengths and weakness of his teaching with suggestion for improvement.

At the micro-teaching, teacher educators give demonstration lessons and necessary guidance for each skill. Then necessary feedback & suggestion are given. There is healthy discussion among the group members.

Feedback is also given by concerned subject teachers and by headmaster / principal of the practice teaching schools. After getting feedback, trainees visit library, go to internet for reference books and again discussion is held. This feedback process is done continuously throughout the year formally and informally. During recess as well as before and after school hours, special guidance is provided.

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

First the educational needs of the schools are understood. Needs of the Schools are understood by them by establishing rapport with the headmaster and the teachers of the practice teaching schools. Observation and study of the campus also help them in this regard.

To update the student teachers on the needs, the following steps are taken:

- The teacher educators keep the students informed of current issues topics in general periods by delivering the lectures.
- Other relevant information is gathered from magazines and news papers.
- Intellectual, brain storming activities like problem solving, quiz etc. are organized.
- TLM construction, teaching aids construction, exhibition also strengthen their educational aspects.

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

Students and faculty keep pace with the recent developments by reading latest books on recent developments, professional literature and visiting websites etc. Participation in seminars and workshops provide them sound knowledge on different subjects and methodologies.

With the advancement of knowledge there are changes in the school subjects and their contents. The teachers of West Bengal State Government-Aided Schools and teacher trainees follow new the syllabus. The method teachers inform the trainees of the changes and revision. New method of teaching ate adopted. The computer, LCD, OHP are utilized in teaching effectively. The unfamiliar topics are specially taught with the use of technology.

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

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff.

- ⇒ Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like Ph.D., UGC Minor and Major Projects in Education and other school subjects.
- ⇒ Teachers are provided with computer, internet access facility, library facility. The faculty can avail occasional academic leaves for their research work.
- ⇒ Teachers are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. and D.A. are paid by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate and enrich the institutional academic excellence.
- ⇒ Institution informs the faculty members about development programs like, orientation course, refresher course, conferences and seminars. Most of the faulty members are familiar with computer & internet for their personal and professional development.

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

- ⇒ The Principal and Governing Body Members have personal equations with our staff members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- ⇒ The institution provides desirable facilities to its good performing staff members, e.g. PC for personal uses and internet for their teaching, training, academic and research work.
- ⇒ The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.

2.5 Evaluation Process and reforms:

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

Conducive environment for learning exists in our institution. Yet there may be barriers to student learning something. They are identified by informal evaluation, observation and suggestion.

During regular theory teaching and practice teaching, barriers to learning are identified and overcome with the help of suggestions and discussion with trainees, teachers and headmasters / principals of the practicing schools. The further activities are planned in advance, so trainees are aware of the adjustment they will have to make.

Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their teaching methodology.

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

Evaluation is the continuous process. It assesses the various activities such as academic curricular, theoretical and practical. For internal evaluation the university has provided a scheme of evaluation, according to which our College practice following assessment/evaluation mechanisms:

- ⇒ Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- ⇒ Project work, practical and class tests are executed for the semester-wise evaluation.
- ⇒ Internal assessment is conducted and finalized on the basis of student teachers' performance in class tests, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- ⇒ The work experience and community participation are supervised and recorded by the respective teacher in-charges in terms of skills and attitude of the student teachers in these areas for internal assessment.

- ⇒ Skill in teaching are observed and evaluated in a conducive environment in micro teaching session and real practice teaching by the teacher in charge.
- ⇒ External evaluation is done by the university in two semesters in theory and practical.

The evaluation format is given in following.

We take terminal exam and preliminary exams in written form.

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

- ✓ Results are communicated to the students.
- ✓ Meritorious student's marks and names are displayed on the notice board
- ✓ Weaker students are taken special attention and evening coaching is provided for those students.
- ✓ The subject wise assignments for evaluation are given to the trainees for the discussion. The written remarks and the oral guidance make great effect on the trainees performance.
 - ✓ The feedback for practical work, practice lesson, presentation in answer sheets in provided orally and in written form personally.

3. How is ICT used in assessment and evaluation process?

ICT is use for preparing different types of testes in bulk.

Question papers are prepared in computers and question bank is also prepared in computer. Marks sheets and internal sheets are prepared in computer.

2.6 Best Practices in teaching- Learning and evaluation Process.

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

- ✓ Use of LCD for lectures and seminars by both students and staff
- ✓ Use of OHP for lectures
- ✓ Learning through Website and internet
- ✓ Educational Trip / Field Trip
- ✓ Organizing seminar

- ✓ Library is kept open during extended hours.
- ✓ Availability of Journals and On –line journals
- ✓ Life skill practice

2.6.2 How does the institute reflect on the best practices in the diversity of instruction, including use of technology?

Our most of the faculty are well aware of use of computer and internet. They use internet for preparing class lectures and use technology in their classroom teaching learning process which encourage the students for the same. We use technology at every stage of instruction. Faculty members easily prepare the computerize papers of examinations. Use of computer helps in every stage of administration, evaluation, preparation of mark sheet etc.

Criterion III: Research Consultancy and Extension

Promotion of Research:

3.1.1 How does the institute motivate its teachers to take up research in education?

Our College tries its best to motivate the teachers to take up research in education and related areas to keep abreast of the current knowledge and development in the field of Teacher Education. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members regularly attend national and few international level seminars, conferences and workshops and papers have also been presented by the faculty members.

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The library is equipped with variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet connectivity is available to the Teacher Educators. Institution motivates its teacher to take up research adopting following measures:

- Encouragement for undertaking research projects.
- Providing registration fees etc. for presenting research paper.

- Teachers are provided with facilities to conduct research studies.
- Guest lectures are arranged to promote research culture.
- Academic leaves are granted for undertaking research activities.
- Action research is promoted at the institutional level.

The following research facilities have been developed on the college Campus

- ⇒ Internet Connectivity.
- ⇒ Computer Laboratory with Computers, Printers, Scanner with Power Backup
- ⇒ Facility of Legal Software such as windows, MS Office 2007, 2010
- ⇒ Data analysis softwares like Origin 6.1, SPSS, EXCEL etc. are loaded on computers.
- ⇒ Reference Books.
- ⇒ Periodicals and journals.

3.1.2 What are the thrust areas of research prioritized by the institution?

The institute and teachers determine the thrust areas of research according to the demand of time and specification area of student teachers. The need of the society the state, national and international scenario is concentrated. We encourage on the following areas:

- Action research related to classroom problems
- Effectiveness of teachers at secondary level
- Value education
- Environmental education
- Sex education
- Population Education
- Methods of teaching, learning and evaluation.
- Literacy Programme
- Test construction and standardization.
- ICT use in Teaching learning
- School drop outs
- Child Psychology, Depression and Tension

3.1.3. Does the institution encourage action research? If yes, give details on some of the major outcome and impact

Yes, the institution encourages action research projects. Action research is a compulsory provision in the syllabi of the B. Ed. course. During the years all the teacher-educators together with student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. Action research is a part of our syllabus the weightage of 25 marks of internal is also assigned to it. The teacher educators give theoretical knowledge to the students in the general assembly and how to conduct action research is explained with examples in various fields of education keeping in mind the needs of the society and past researches are also shown to the student. Then our students conduct action research in school when they go for off campus practice teaching.

The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- ✓ Slow learners
- ✓ Lack of Interest
- ✓ Poor hand writing
- ✓ Incomplete Homework
- ✓ Indiscipline
- ✓ Low attendance during morning assembly
- ✓ Inefficiency in performing science experiments
- ✓ Problem in Mathematics
- ✓ Cleanliness of school campus/own locality
- ✓ Incorrect pronunciation
- ✓ Fear from mathematics

➤ **The outcome and impact of action research are as under:**

- The teacher trainees' interest & attitude towards taking up small scale research could be cultivated.

- Through Action research teacher trainees felt confidence that by conduction such small scale research they could easily solve the everyday class-room problem & problems of students.
- The teacher trainees also felt that they could devise their own plan of action to teach their students by knowing the factors responsible for individual differences by knowing the different personality types of their students and by knowing interests, attitudes, aptitudes, aptitudes and socioeconomics conditions of their students.

3.1.4. Give details of the conference/seminar/workshop attended and/organized by the faculty members in last five years.

The Year wise active Participation of Conference/ Seminar/ Workshop by the faculty members are enlisted below:

2014-2015(total number- 09)

* Swami Vivekanander Chetonay Narir Khamatayon O Narisikkha, Soma Roy Chaudhuri,

Proceedings of the National Level Seminar on Educational Thoughts Of Swami Vivekananda: Indian & Global Perspective, organized by S.S. College of Education, Simurali, Nadia, 10th& 11th May, 2015, ISBN- 978-81-922902-8-7.

* Loko-oitijhyo O Lokosikkhar probohomanotay Bangla Probad, Soma Roy Chaudhuri, Proceedings of the National Level Seminar on Art, Culture & Ethics In The Perspective Of Indian Education, S.S. College of Education, Simurali, Nadia, 11th&12th April, 2015, ISBN- 978-81-922902-7-0.

* Swami Vivekanander Chetonay Narir Khamatayon O Narisikkha, Soma Roy Chaudhuri,

Proceedings of the National Level Seminar on Educational Thoughts Of Swami Vivekananda: Indian & Global Perspective, organized by S.S. College of Education, Simurali, Nadia, 10th& 11th May, 2015, ISBN- 978-81-922902-8-7.

* Loko-oitijhyo O Lokosikkhar probohomanotay Bangla Probad, Soma Roy Chaudhuri, Proceedings of the National Level Seminar on Art, Culture & Ethics In The Perspective Of Indian Education, S.S. College of Education, Simurali, Nadia, 11th&12th April, 2015, ISBN- 978-81-922902-7-0.

* Effect of Instruction Type on Science Learning; Sudip Chaudhuri and Arpita Goswami UGC Sponsored National Seminar on Acquisition and Learning Organized by Ramakrishna Mission Brahmananda College of Education, March 04-05, 2014.

* India's Right to Education Act, 2009: Issues and Challenges; Sudip Chaudhuri
UGC Sponsored National Seminar on Right To Education
Organized by Ramakrishna Mission Brahmananda College of Education, February 18-19, 2014.

* *Social Stratification and Right to Education : A Portrait of Contemporary India* ; Bithi Sarkar
UGC Sponsored National Seminar on *Right to Education in the Perspective of Present Society* organized by Ramkrishna Mission Brahmananda College of Education in collaboration with Department of Education, Gour Banga University; February 18-19, 2014.

* Conservation of wetland through women education and empowerment, Malabika Biswas Roy,
National Seminar on Women Empowerment and role of Teacher, Sundarban Ashutosh B.Ed College for women in collaboration with Annapurna Memorial College of Education 2014.

* Impact of Climate Change on Wetlands Biodiversity of Rural West Bengal, Malabika Biswas Roy, *National Seminar on Environment Ethics and Evaluation*, Bijay Krishna Girls College, Howrah 23-24 november,2015.

2013-2014 (total number- 09)

* Importance of environmental education for sustainable development, Rajib Mukhopadhyay,
in impact of environmental education in daily life, Published by simurali sachinandan college of education, publication no.7, july-13, pp-167-176, isbn-978-81-9222902-6-3, pp-100-105.

* A Critical Spectroscopic Study on the Interaction of Some Flavonoids with Human Hemoglobin
Sudip Chaudhuri, Biswapathik Pahari and Pradeep K. Sengupta
National Conference on Photosciences: Contemporary Challenges and Future Perspectives
Organized by Indian Photobiology Society in collaboration with Department of Chemistry, Jadavpur University, Kolkata, December 12-14, 2013

* Prasthanik Pradhander Dristikone Bishes darmi Sishuder Antarvukti mulok Siksha.
Soma Roy Chaudhuri, National Level Seminar on Inclusive Education Problems and Practices in Present Educational System, organized by RKM Bramhananda College Of Education,
28th&29th November, 2013.

* *Social Exclusion – A Major Barrier for Implementing Inclusive Education* ; Bithi Sarkar

UGC Sponsored National Seminar on *Inclusive Education* organized by Ramkrishna Mission Brahmananda College of Education in collaboration with Kalyani University; November 28-29, 2013.

* *Inclusive Education in India: A Country in Transition*; Sudip Chaudhuri

UGC Sponsored National Seminar on Inclusive Education
Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with University of Kalyani, November 28-29, 2013.

* *Prespectives of Value Education for 21st Century India*; Sudip Chaudhuri

UGC Sponsored National Seminar on Value Education
Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with Ramakrishna Mission Shikshananmandira College of Teacher Education (CTE), October 07-08, 2013.

* *Samajik Dakkhata o kusholotar Bikash: Ekobingsho Satabdite Boyosandhir Prasangikota.*

Soma Roy Chaudhuri, State Level Seminar on Necessity of Life Skill Education For Secondary, H.S & B.Ed Level organized by GCM College of Education & Madhyamgram B.Ed college, 19th& 20th September, 2013.

* *Community Outreach- The Third Dimension of Higher Education*; Sudip Chaudhuri

UGC Sponsored National Seminar on Community Outreach Activities
Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with Department of Adult, Continuing Education and Extension, University of Kalyani, September 10-11, 2013.

* *Life Skill Education- An Effective Instrument for Child Protection*; Sudip Chaudhuri

UGC Sponsored State Level Seminar on Necessity of Life Skill Education for Secondary Level, Higher Secondary Level and B. Ed. Level
Organized by Gopal Chandra Memorial College of Education in Collaboration with Madhyamgram B. Ed. College, September 19-20, 2013.

2012-2013 (Total Number- 02)

* *Impact of technology on various aspects of learning mathematics-* Rajib Mukhopadhyay, in

Uses of technology in mathematics education, Published by simurali sachinandan college of education, publication no.5, septem-2012, pp-167-176, isbn-978-81-9222902-4-9.

* Women empowerment and sustainable development-the conceptual framework, Rajib Mukhopadhyay, in *women empowerment and environmental sustainability*, Published by simurali sachinandan college of education, publication no.6, march-13, isbn-978-81-9222902-5-6, pp-149-154.

2011-2012(Total Number- 00)

NIL

2010-2011(Total Number- 03)

* *Protein-Flavonoid interactions: Steady state and time resolved fluorescence studies.*
Sudip Chaudhuri, Bidisa Sengupta, Biswa Pathik Pahari and Pradeep K. Sengupta.
3rd Asia Pacific Symposium on Radiation Chemistry (APSRC-2010) and DAE-BRNS 10th Biennial Trombay Symposium on Radiation and Photochemistry (TSRP-2010), organized by Radiation and Photochemistry Division, Bhaba Atomic Research Centre, Mumbai and Indian Society for Radiation & photochemical Sciences. Lonavala, India, September 14-17, 2010.
ISBN No.- 81-88513-37-7

* Psychological Challenges Towards Implementing ICT in Teaching-Learning
Santoshi Halder and Sudip Chaudhuri.
5th International Conference on e-Learning, Universiti Sains Malaysia, Penang, Malaysia, 12-13 July 2010.
Published by Academic Publishing Limited, Reading, UK.
ISBN: 978-1-906638-68-9 (Book)

* Wetland, a valuable Resource of Indian Subcontinent: Some study of Wetland in West Bengal
Malabika Biswas Roy, Debasri Roy and Asis Mazumdar, National conference on “Integrated water and wastewater management” organized by Jadavpur University, Kolkata 2010.”

3.2 Research and Publication output:

3.2.1 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.

- ⇒ The staff members have been using OHP as well as LCD projector during demonstration lectures and during micro – teaching.
- ⇒ Students have prepared OHP sheets and power – point presentation and use teaching aids during ‘Practice teaching’ under the guidance of the

subject teacher: These preparations are used during discussion lessons. These instructional aids include audio-visual aids audio, visual (charts, models, transparencies and power point presentations) and audio-visual .

3.2.2 Give details of facilities available in the institution for developing instructional materials?

Our faculty members are well aware of using computer and other technology. They guides and helps our students for the preparation of various types of teaching leaning materials. We have a library as facilitating resources with reference books, text books, newspapers, journals and magazines.

- Library reference rooms are used to develop instructional materials.
- Question bank is provided for all the subjects.
- Knowledge on Current events is updated by the use of internet.
- Printed materials are issued to the students.

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

The institution encourages the development. Our student teachers prepare 1-1 teaching aid in each method as we have compulsory activities of preparing teaching aids as a part of curricular. Students also prepare one teaching aids model as a part of their curricula. During the last five years following instructional technology has been added.

Sl. No.	Items
1	Fax machine
2	DVD player
3	Blank CDs
4	Recorded CDs
5	Printers
6	Microphone, sound system, amplifier, speakers

3.2.4 Give details in various training programme and / or workshops in material development (both instructional and other materials)

Organized by the institution

Attended by the staff

Training provided to the staff

i. Organized by the institution: 01 Workshop and 02 Seminars are organized

ii. Attended by the staff:

All State Level Conferences / Symposia on Teacher Education are attended by all the Faculty Members

iii. Training provided to the staff: 01 Training programme on, “Office Management and Application of ICT” has been provided by our College

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

List of Journals

Academic Session	Journal Name	Author of Our College
2014-2015 (21)	1. <i>The Journal of Physical Chemistry B</i> (American Chemical Society Publications) 119 (2015) 2533–2545, ISSN No.- 1520-6106 (Print Edition); 1520-5207 (Web Edition) Impact Factor: 3.377 Cited By: 03	1. Sudip Chaudhuri
	2. <i>Journal of Chemical and Pharmaceutical Research</i> , 6(9), 328-333, 2014. ISSN No.- 0975 – 7384	2. Malabika Biswas Roy
	3. <i>GALAXY International Interdisciplinary Research Journal</i> , 2 (9), 2014, 100-109	3. Malabika Biswas Roy
	4. <i>ZENITH International Journal of Multidisciplinary Research</i> , 4 (8), 2014, 9-22, ISSN No.- 2347-6915	4. Malabika Biswas Roy
	5. <i>Sustainability, Agri, Food and Environment Research</i> , 2(1), 2014,13-30 ISSN No.- 0719-3726	5. Malabika Biswas Roy
	6. <i>Sustainability, Agri, Food and Environment Research</i> , 2(1), 2014, 1-12 ISSN No.- 0719-3726	6. Malabika Biswas Roy
	7. <i>American Journal of Water Resources</i> , 2 (2), 2014, 41-53. ISSN No.- 2333-4819	7. Malabika Biswas Roy
	8. <i>The Journal of Global Ecology and Environment</i> , 4(1), 18-24, 2015 ISSN No.- 3297:2007	8. Malabika Biswas Roy
	9. <i>The Global Nest</i> , 17(3), 594-606, 2015 ISSN No.- 1790-7632	9. Malabika Biswas Roy
	10. <i>International Journal of Engineering Science Invention</i> , 4(1), 2015, 10-18. ISSN No.- 2319 – 6734	10. Malabika Biswas Roy
	11. <i>IOSR Journal of Environmental Science, Toxicology and Food Technology (IOSR-</i>	11. Malabika Biswas Roy

<p>2014-2015 (Total No.- 21)</p>	<p><i>JESTFT</i>) 9(3), 2015, 66-71 ISSN No.- 2319-2402 12. <i>Clean Technologies and Environmental Policy</i>, 17 (4), 2015, 1065-1076. ISSN No.- 1618-9658</p> <p>13. <i>Climate Change</i> , 1(2), 83-97, 2015. ISSN No.- pISSN: 2394-8558 eISSN: 2394-8566</p> <p>14. <i>Journal of Chemical and Pharmaceutical Research</i>, 7(2), 95-101,2015. ISSN No.- 0975 – 7384</p> <p>15. <i>Indian Journal of Educational Research</i>, vol.3. 2014, 62-80. ISSN 22773819</p> <p>16. Ami Arani, April, 2015, ISSN 2277-8780</p> <p>17. Ami Arani (Literature and Research-oriented Half-yearly Bengali Journal) ; Vol-2, No.-4, 2015, Pages-135-141, ISSN : 2277-8780.</p> <p>18. Anwasha- A Journal of Education (Ramakrishna Mission Brahmananda College of Education Publications), Volume-10, 2015; Pages- 64 -72 ISSN- 0973 – 5895.</p> <p>19. Ami Arani (Literature and Research-oriented Half-yearly Bengali Journal) ; Vol-2, No.-3, 2014, Pages-246-250, ISSN : 2277-8780.</p> <p>20. <i>Journal of Knowledge</i> (Multi-disciplinary, Peer Reviewed Journal) ; Aurangabad B.Ed. College Publications , Vol-2,No.-5, 2014, Pages-122-129, ISSN : 2321-791X.</p> <p>21. <i>Journal of Institution of Engineers-Series E</i>, 95(2), 2014, 97–103</p>	<p>12. Malabika Biswas Roy</p> <p>13. Malabika Biswas Roy</p> <p>14. Malabika Biswas Roy</p> <p>15. Anupama Gangopadhyay</p> <p>16. Soma Roy Chaudhuri</p> <p>17. Bithi Sarkar</p> <p>18. Sudip Chaudhuri</p> <p>19. Bithi Sarkar</p> <p>20. Bithi Sarkar</p> <p>21. Malabika Biswas Roy</p>
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<p>2013-2014 (Total No.- 09)</p>	<p>ISSN No.- 2250-2491</p> <ol style="list-style-type: none"> 1. <i>Food and Nutrition Sciences</i>, 4 (2013), 83-92 ; Impact Factor: 0.84 Cited By: 01 2. <i>International Organisation of scientific research-journal of humanities and social sciences</i>, vol-19, issue-2, version 1, feb-2014, pp- 13-33 , ISSN-2279-0837. 3. <i>Educationia confab</i>, VOL-3, NO-3, MARCH-2014, PP-10-17, ISSN-2320-009X 4. <i>International Organisation of scientific research-journal of humanities and social sciences</i>, vol-19, issue-I, version VII, jan-2014, pp- 13-33 , ISSN-2279-0837. 5. <i>Indian Journal of Educational Research</i> (peer reviewed), vol-iii, march-14, issn-2277-3819, pp25-36. 6. <i>Conflux Journal of Education</i>, vol-1, issue-6, nov-13, issn-2320-9305, pp-68-73. 7. <i>Conflux Journal of Education</i>, vol-1, issue-8, jan-14, issn-2320-9305, pp-5-10. 8. <i>impact of environmental education in daily life</i>, july-13, pp-167-176, isbn-978-81-9222902-6-3, pp-100-105. 9. Lap Lambert Academic Publishing, Germany (International Publication) ISBN -978-3-659-55273-1. 	<ol style="list-style-type: none"> 1. Sudip Chaudhuri 2. Rajib Mukhopadhyay 3. Rajib Mukhopadhyay 4. Rajib Mukhopadhyay 5. Rajib Mukhopadhyay 6. Rajib Mukhopadhyay 7. Rajib Mukhopadhyay 8. Rajib Mukhopadhyay 9. Malabika Biswas Roy
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<p>2012-2013 (Total No.- 15)</p>	<p>1. <i>Current Drug Metabolism</i>, 14 (2013) 491-503, ISSN No.- 1389-2002 (Print); 1875-5453 (Online) ; Impact Factor: 3.487 ; Cited By: 07</p> <p>2. <i>International journal of educational and psychological research</i> vol-2, issue-1, January 2013, pp1-9, ISSN-2279-0179.</p> <p>3., <i>International journal of educational and psychological research</i> vol-4, issue-2, nov-dec 2012, pp24-30, ISSN-2279-0837</p> <p>4. <i>International Organisation of scientific research-journal of humanities and social sciences</i>, vol-6, issue-5, jan-feb 2013, pp-45-50 , ISSN-2279-0837.</p> <p>5. <i>International Organisation of scientific research-journal of humanity and social sciences</i>, vol-8, issue-6, mar-apr 2013, pp- 21-25,ISSN-2279-0837.</p> <p>6. <i>International journal of humanities and social sciences invention</i>, vol-2, issue-1, jan-2013, pp-57-63,issn-2319-7714.</p> <p>7., <i>Conflux Journal of Education</i>, VOL-2, NO-2, feb-13, PP-02-08, ISSN-2320-009X</p> <p>8. <i>Environment and Natural Resources Research</i>, 2(4) 2012, 30-44, ISSN 1927-0496, IF-0.029</p> <p>9. <i>Journal of Water Resource and Protection</i>, 4(8) 2012, 576-589 ISSN: 1945-3108, IF-0.27</p> <p>10. <i>International Journal of Advanced Scientific and Technical Research</i>, 6(2) 2012, 115-131, ISSN: 2229-5518, IF-2.94</p> <p>11. <i>European Journal of Sustainable Development</i>, 1(2) 2012, 97-112</p>	<p>1. Sudip Chaudhuri</p> <p>2. Rajib Mukhopadhyay</p> <p>3. Rajib Mukhopadhyay</p> <p>4. Rajib Mukhopadhyay</p> <p>5. Rajib Mukhopadhyay</p> <p>6. Rajib Mukhopadhyay</p> <p>7. Rajib Mukhopadhyay</p> <p>8. Malabika Biswas Roy</p> <p>9. Malabika Biswas Roy</p> <p>10. Malabika Biswas Roy</p> <p>11. Malabika Biswas Roy</p>
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<p>2012-2013 (Total No.- 15)</p>	<p>ISSN: 2239-6101</p> <p>12. <i>Language in India, Strength for Today and Bright Hope for Tomorrow</i>, 2012 (August) Volume 12, 50-78. No. ISSN 1930-2940.</p> <p>13. <i>Sikshachintan-a journal of education</i>, published by R.K.Mission Sikshanmandira, vol-6, july 2012, pp-133-145</p> <p>14. <i>Avishkar-Xaverian journal of research</i>, published by St. Xavier's College, Kolkata, vol-5, jan-13, pp-67-73.</p> <p>15. <i>Magis-xaverian journal of education</i>, St. Xavier's College, Kolkata, Kolkata, vol-2, may-13, pp-77-85, issn-2319-3239.</p>	<p>12. Anupama Gangopadhyay</p> <p>13. Rajib Mukhopadhyay</p> <p>14. Rajib Mukhopadhyay</p> <p>15. Rajib Mukhopadhyay</p>
<p>2011-2012 (Total No.- 06)</p>	<p>1. <i>Biophysical Chemistry</i> 154 (2011) 26–34 ISSN No.- 0301-4622 ; Impact Factor: 2.203 ; Cited By: 22</p> <p>2. <i>Chemistry and Physics of Lipids</i> 165 (2012) 488-496, ISSN No.- 0009-3084 ; Impact Factor: 2.57 ; Cited By: 11</p> <p>3. <i>Journal of Luminescence</i> 132 (2012) 1522-1528, ISSN No.- 0022-2313 ; Impact Factor: 2.1 ; Cited By: 09</p> <p>4. <i>Journal of Environmental Science & Technology</i>, 5(7) 2011, 512-521</p> <p>5. <i>Journal. Desalination and Water Treatment</i> , 30 (2011), 217-228 , ISSN: 19443994, IF-2.50</p> <p>6. <i>Journal of Global NEST (Global Network of Environmental Science and Technology), Greece</i>, 13 (1) 2011, 1-10, ISSN: 1790-7632, IF-1.0</p>	<p>1. Sudip Chaudhuri</p> <p>2. Sudip Chaudhuri</p> <p>3. Sudip Chaudhuri</p> <p>4. Malabika Biswas Roy</p> <p>5. Malabika Biswas Roy</p> <p>6. Malabika Biswas Roy</p>
	<p>1. <i>Journal of Molecular Structure</i> 975 (2010) 160–165, ISSN No.- 0022-2860 ; Impact Factor: 1.634 ; Cited By: 27</p> <p>2. <i>Journal of Photochemistry and Photobiology B</i> 98 (2010) 12-19., ISSN</p>	<p>1. Sudip Chaudhuri</p> <p>2. Sudip Chaudhuri</p>

<p>2010-2011 (Total No.- 07)</p>	<p>No.- 1011-1344 ; Impact Factor: 1.871 ; Cited By: 21</p> <p>3. <i>Journal of Clean – Soil, Air, Water (Wiley InterScience)</i>, 38 (8) 2010, 706-712 ISSN: 0323-4320, IF-2.046</p> <p>4. <i>J. Indian Chem. Soc.</i> 87 (2010) 1-8. ISSN No.- 0019-4522 ; Impact Factor: 0.382 ; Cited By: 06</p> <p>5. <i>SURVEY A management Research Journal of IISWBM-India</i> , 50(3&4) 2010, 108-116, ISSN: 0586-0008, IF-0.16</p> <p>6. <i>Educatum Journal of Education and Behavioural Science</i>, 2010 (January), Volume 4, No.1, 72-79.</p> <p>7. <i>Journal of Chemical Engineering, Institution of Engineers (India)</i>, 90 (2010), 37-43, ISSN: 0020-3351</p>	<p>3. Malabika Biswas Roy</p> <p>4. Sudip Chaudhuri,</p> <p>5. Malabika Biswas Roy</p> <p>6. Anupama Gangopadhyay</p> <p>7. Malabika Biswas Roy</p>
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3.2.6 Give details of the award, honors and patents received by the faculty members in last five years.

In last five year our one of faculty member has been awarded Ph.D. degree by the University Calcutta and one faculty member has submitted Ph.D. Thesis at the University Calcutta.

TABEL

List of Honor/Award

Sr. No.	Name of Faculty Member	Name Of Honor/Award	Month/Year
1	Dr. Sudip Chaudhuri	Ph.D., University of Calcutta	2010
2	Smt. Anupama Gangopadhyay	Ph.D. (Thesis Submitted), University of Calcutta	2015

3.2.7 Give details of the minor/ major research project completed by staff members in last five years.

Two minor research projects have been completed and one major research project is ongoing.

Nature of the Project	Duration / Year	Name of the Funding Agency	Total Grant Sanctioned	Received
Major project (Dr. Malabika Biswas Roy)	2015-2018	UGC	Rs 14,29000/-	Rs.8,29000/-
Minor Project-1 (Dr. Malabika Biswas Roy)	18 month (2009-2010)	UGC	Rs.82,000/-	Rs. 82,000/-
Minor Project-1 (Dr. Rajib Mukhopadhyay)	18 month (2011-2013)	UGC	Rs.98,000/-	Rs. 98,000/-

3.3 Consultancy:

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

Yes. Practice Teaching Schools have been given informal consultancy about preparation for competitive exams, vocational courses and admissions for next stages.

3.3.2 Are faculty members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiate by the institution to publish the available expertise.

Yes, consultancy on holding interviews and testing proficiency coping with psychological problems.

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

No revenue is generated.

3.3.4 How does the institution use the revenue generated through consultancy?

Not applicable.

3.4 Extension Activities:

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

We try to be in harmony with community in teaching learning, health, medical, social help. Extension activities are an integral part of teaching programme of the college. The College carries out extension activities mainly through social service activities organized by our students' social service committee. Campaigns, awareness programmes (Aids, Thalassemia), free medical camps, free community kitchen, tree plantation have been carried out in the local community. The college runs awareness programmes on Aids, Thalassemia, Environment Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, etc. Special discussions are also conducted in general classroom on environmental issues. We planted trees in our campus and also we provide plants on demand to the local people without taking any money. Our trainees delivered lectures on different awareness programmes during school practice teaching also. We are also planning to initiate the NSS unit at our College.

3.4.2 How the Institution benefited from the community? (Community participation in institution development, development, institution, community networking, institution school networking etc.)

The community people extend their fullest co - operation for the successful conduct of the institutional programs. The students and teachers learn from the community people about unity, social care and affection, supporting others etc. The headmasters / principals of practice teaching schools of our locality always discuss with our teachers and students on teaching learning methods and the best practice in education in education and changes taken place in the regulations of teacher appointment. People associated with social welfare and parents of trainees often come to the college and exchange their views on education. They extend their co-operation and help us in our various programmes.

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

In future we look forward to have the collaboration with NGO's and related government agencies through which our social service committee will enhance the social service programmes as one of the major missions. We wish to enhance these activities so that socially sensitive teachers will be produced by the institution. The college will extend its area wise outreach programs to give it a larger cover for solving problems of the community on a large scale. We will do special awareness programs on varied current issues. We have our alumni association in which such future programmes would be decided and layout of plan is framed.

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

No, we have still not conducted such projects.

3.4.5 How does the institution develop social and citizen values and skills among its students?

- ⇒ The institution observes Republic Day, Independence Day (August 15), Birthdays of M. K. Gandhi (October 02), Netaji Shubhas Chandra Bose (January 23) and Sarvapalli Radhakrishnan (September 05) to inculcate the Nationalism and values among students.
- ⇒ The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
- ⇒ We arrange seminars, debate on social and national issues like Gender imbalance awareness, women empowerment, social values inculcation etc.

3.5 Collaborations:-**3.5.1 Name of the national level organizations, if any with which the institution has established linkages in the last five years. Details the benefits resulted out of such linkages.**

The institution has linkages with the following national level organization.

- NAAC, Bangalore
- Teacher training colleges of the Universities of West Bengal
- NCTE for recognition
- UGC
- Universities of our state to seek admission for upper degrees for trainees after completion of B.Ed.
- NCERT, SCERT, DIETs, for research and extension activities.
- After completion of B.Ed., we have linkages for getting admission in M.Ed.

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

- NIL –

3.5.3 How did the linkage if any contribute to the following?

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

Curricular Development: By this linkage we help and get information from West Bengal State University, Barasat for future curricular development. During 2010-11 and 2011-12 sessions the Principal of our College (Amalendu Panja) acted as Chairman of the Board of Studies of West Bengal State University during 2010-11 and 2011-12 academic sessions. Presently, one of our Faculty members (Dr. Sudip Chaudhuri) is a member of the B. Ed. Monitoring Committee of West Bengal State University.

Teaching:- We get innovations in teaching with the help of networking and linkages with other universities of state, we come to know different methods of teaching and learning.

Various journals & study material of NCERT is helpful in enhancing the teaching quality. Expert lectures by faculty of SCERT further improved the quality of teaching of our faculty.

Training:- The guidelines of University, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Various research, journals and study material help the faculty members and student teacher to give in effective practice training.

Research: - Various action research has been carried out by the College. Linkage with UGC, DIETs, SCERT etc. help us about the thirist areas of research and different methods of research.

Consultancy: - The Institution members provides consultancy to our student teachers on various topics.

Extension :- The staff members of University has guided our student as well as teacher educator in various extension activities .

Publication: - Our faculties have a good number of publications in National and International Journals of high Impact Factors as well as books (both as a single author and chapter in edited books).

Student Placement: - A separate placement cell has recently been established and looked after by a placement officer. Linkages with schools and training colleges put us in a good condition and our trainees receive warm welcome by secondary schools, as well as B. Ed. Colleges.

3.5.4 What are the linkages of the Institution with the school sector (Institute – School – Community –Networking).

The college has linkage with two schools in the local community. Human Resources and material resources of the schools are utilized by the college and vice versa for our development and for their development.

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

Linkage with the 10 Secondary Schools is there in regard to practice teaching. The Headmasters of the schools are discussed by the college regarding practice teaching. The faculty at the school is also engaged during practice teaching with the teacher

educators to make it a smooth and mutually beneficial affair without disturbing their time table and the syllabi.

- Our faculty is in lively contact with school teachers and Head Masters / Principals and the school Managing Committees.
- We get consent of schools for practice teaching. After that get units from teachers of various subject to be taught in practice teaching.
- The process of designing, delivering and evaluating the practice teaching lessons is carried out under-the continuous guidance and supervision of subject method teacher. Active guidance and supervision of experienced school teachers is used for designing and execution of lessons.
- Teachers frequently observe lessons.
- Trainees use teaching material of schools. Some time schools ask for necessary material from our institutions.

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

Collaborate with school

Our College facilitates collaboration with schools, for its progress. The schools on their part invited us to attend certain occasions like school foundation day and annual function. The faculty of the college collaborates with local secondary schools for organizing practice teaching. All the faculty members have good relationship with the principals and teacher of practicing schools.

Collaborate with College :

Our faculty members are in lively contact with other B.Ed. colleges, many degree science, arts and commerce colleges. Some faculty members are engaged for teaching at graduate / post graduate level. The faculty members collaborate with the neighborhood colleges in terms of organizing/ participating seminars, conference, etc. The faculties are provided orientation from time to time by the University faculty through orientation programmes and refresher courses

3.6 Best Practices in Research, Consultancy and Extension

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

The institution encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to its faculty members for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work also by adjusting their work load in the timetable. Additionally, the College provides ICT Laboratory, library facility, laboratory facility to pursue the research activity.

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

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- ⇒ Extensive use of ICT and co-operative learning for pursuit of research.
- ⇒ Action researches were conducted for improving the quality of education and self-esteem of student teachers.
- ⇒ The institution also encourages the teacher trainees to initiate self-managed action research projects.
- ⇒ During Annual Function, Women's Day Function, Republic Day, Independence Day, Teachers day the college invites elders of the locality and parents of student teachers to make them participate in the process.

List of Publications of Faculty Members During Last 5- Tears**2014-15****In Peer-Reviewed International Journals:**

* Ground and Excited State Proton Transfer of the Bioactive Plant Flavonol Robinetin in a Protein Environment: Spectroscopic and Molecular Modeling Studies
Biswa Pathik Pahari, **Sudip Chaudhuri**, Sandipan Chakraborty, and Pradeep K. Sengupta

The Journal of Physical Chemistry B (American Chemical Society Publications) **119** (2015) 2533–2545

ISSN No.- 1520-6106 (Print Edition); 1520-5207 (Web Edition) Impact Factor: 3.377
Cited By: 03

* Role of sewage fed fisheries for treatment of dry weather flow of Kolkata City
maintaining the eco-toxicity balance

Pankaj Kumar Roy, **Malabika Biswas Roy**, Asis Majumder, & Arunavo Majumder
Journal of Chemical and Pharmaceutical Research, 6(9), 328-333, 2014.

ISSN No.- 0975 – 7384

* Resilience and Sustainability of An Aquatic Ecosystem in North-East of India

Mihir Pal, **Malabika Biswas Roy**, Nihar Ranjan Samal, & Pankaj Kumar Roy

GALAXY International Interdisciplinary Research Journal, 2 (9), 2014, 100-109

ISSN No.-

* A Review of Published Forest Hydrology Research 1990-2013: Forest Hydrology and
Hydrological Processes

Malabika Biswas Roy, Debanjana Chatterjee, Pankaj Kumar Roy, Nihar Ranjan Samal,
& Asis Mazumdar

ZENITH International Journal of Multidisciplinary Research, 4 (8), 2014, 9-22

ISSN No.- 2347-6915

* Limnological Comparisons of Threats to aquatic life owing to Thermal Stratification in
two Morphometrically different urban shallow lakes

Nihar Ranjan Samal, Pankaj Kumar Roy, **Malabika BiswasRoy** & Asis Mazumdar

Sustainability, Agri, Food and Environment Research, 2(1), 2014,13-30

ISSN No.- 0719-3726

* Temperature and dissolved oxygen stratification in the lake Rudrasagar: Preliminary Investigation

Mihar Pal, Nihar Ranjan Samal, Pankaj Kumar Roy & **Malabika Biswas Roy**

Sustainability, Agri, Food and Environment Research, 2(1), 2014, 1-12

ISSN No.- 0719-3726

* Six Years Major Historical Urban Floods in West Bengal State in India: Comparative Analysis Using Neuro-Genetic Model

Nihar R. Samal, Pankaj K. Roy, Mrinmoy Majumdar, S. Bhattacharya, **Malabika Biswas Roy**

American Journal of Water Resources, 2 (2), 2014, 41-53.

ISSN No.- 2333-4819

* Sinusoidal Model Development for the Study of Diurnal Variation of Surface Dissolved Oxygen for the Lake Subhas Sarobar, Kolkata

Mihir Pal, Nihar Ranjan Samal, Pankaj Kumar Roy, & **Malabika Biswas Roy**

The Journal of Global Ecology and Environment, 4(1), 18-24, 2015

ISSN No.- 3297:2007

* Integrated assessment of impact of water resources of important river basins in Eastern India under projected climate conditions

Pankaj Kumar Roy, Nihar Ranjan Samal, **Malabika Biswas Roy** & Asis Mazumdar

The Global Nest, 17(3), 594-606, 2015

ISSN No.- 1790-7632

* Sinusoidal Model Development for the Study of Diurnal Variation of Surface Air Temperature and Surface Dissolved Oxygen for the Lake Rudrasagar in Pre-Monsoon Period

Mihir Pal, Pankaj Kumar Roy & **Malabika Biswas Roy**

International Journal of Engineering Science Invention, 4(1), 2015, 10-18.

ISSN No.- 2319 – 6734

* Electrical Conductivity of Lake Water as Environmental Monitoring – A Case Study of Rudrasagar Lake

Mihir Pal, Nihar Ranjan Samal, Pankaj K. Roy, & **Malabika Biswas Roy**

IOSR Journal of Environmental Science, Toxicology and Food Technology (IOSR-JESTFT), 9(3), 2015, 66-71

ISSN No.- 2319-2402

* Removal of arsenic from drinking water using dual treatment Process

Pankaj Kumar.Roy, Asis Majumder, Gourab Banerjee, **Malabika Biswas Roy**, Somnath Pal, & Asis Majumder

Clean Technologies and Environmental Policy, 17 (4), 2015, 1065-1076.

ISSN No.- 1618-9658

* Weather Aberration and its Impact on Agriculture of Habra Block, North 24 Pgs, West Bengal

Malabika Biswas Roy, Alivia Bose, Pankaj Kumar Roy & Asis Mazumdar

Climate Change, 1(2), 83-97, 2015.

ISSN No.- pISSN: 2394-8558 eISSN: 2394-8566

* Education is a tool for conservation of East Kolkata Wetland in West Bengal: A case study

Malabika Biswas Roy, Rea Roy, Pankaj Kumar Roy & Asis Mazumdar

Journal of Chemical and Pharmaceutical Research, 7(2), 95-101, 2015.

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* **Anupama Gangopadhyay**, Developing a Test for Measuring Oral Competence in English of the Secondary level Students in Bengali Medium Schools of West Bengal'. *Indian Journal of Educational Research*, vol.3. 2014, 62-80. ISSN 22773819.

In Indexed Journal:

* **Soma Roy Chaudhuri**, Social Networking site: Sikkhan Sikhane nabo toro madyam, **Ami Arani**, April, 2015, ISSN 2277-8780

* *Habitual Offenders – Oporadher Day Niyei Jonmo Jader* ; **Bithi Sarkar** ; **Ami Arani** (**Literature and Research-oriented Half-yearly Bengali Journal**) ; Editor-Sanjit Das, Co-editor- Sharmila das , Publisher- Surajit Roy ; **Vol-2, No.-4, 2015, Pages-135-141, ISSN : 2277-8780.**

* Inclusive Education in India: A Country in Transition; **Sudip Chaudhuri** **Anwasha- A Journal of Education (Ramakrishna Mission Brahmananda College of Education Publications)**, Volume-10, 2015; Pages- 64 -72
ISSN- 0973 – 5895.

* *Shikhsar Asamyoi Shikhsar Sarbic Unnoyoner Pothe Pradhan Antaray*; **Bithi Sarkar** ; **Ami Arani (Literature and Research-oriented Half-yearly Bengali Journal)** ; Editor- Sanjit Das, Co-editor- Sharmila das , Publisher- Surajit Roy ; **Vol-2, No.-3, 2014, Pages-246-250, ISSN : 2277-8780.**

* *Exclusion of the Socially Disadvantaged – A Major Barrier for Inclusive Education* ; **Bithi Sarkar** ; **Journal of Knowledge** (Multi-disciplinary, Peer Reviewed Journal) ; **Aurangabad B.Ed. College Publications** , **Vol-2, No.-5, 2014, Pages-122-129, ISSN : 2321-791X.**

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Pankaj Kumar Roy, Somnath Pal, Gourab Banerjee, **Malabika Biswas Roy**, Dia Ray & Asis Majumder

Journal of Institution of Engineers-Series E, 95(2), 2014, 97–103

ISSN No.- 2250-2491

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* Swami Vivekanander Chetonay Narir Khamatayon O Narisikkha, **Soma Roy Chaudhuri**, **Proceedings of the National Level Seminar on Educational Thoughts Of Swami Vivekananda: Indian & Global Perspective**, organized by S.S. College of Education, Simurali, Nadia, 10th& 11th May, 2015, **ISBN- 978-81-922902-8-7.**

* Loko-oitijhyo O Lokosikkhar probohomanotay Bangla Probad, **Soma Roy Chaudhuri**, **Proceedings of the National Level Seminar on Art, Culture & Ethics In The Perspective Of Indian Education**, S.S. College of Education, Simurali, Nadia, 11th&12th April, 2015, **ISBN- 978-81-922902-7-0.**

Presentations in National Conferences, Seminars, Symposia:

* Bangla Bigyaponchorchasekalekal, **Soma Roy Chaudhuri**, **International Level Seminar on Bangla Vasha O Sahitye Nana Charcha** organized by Samshi College, Malda, Dept. Of Bengali. 17th February, 2015.

* A Critical Study of Hemoglobin-Flavonoid Interaction via Fluorescence Spectroscopy

Sudip Chaudhuri

UGC Sponsored Two Days National Seminar on Recent Advancement in Physics

Organized by Department of Physics, Vivekananda Satavarshiki Mahavidyalaya, Manikpara, Paschim Medinipur, West Bengal, March 20-21, 2015

* *Canteener Adday Bangla Vasha* ; **Bithi Sarkar, International Seminar on Bangla Vasha O Sahitye Nana Chorchha** organized by Department of Bengali, Samsi College, Samsi, Maldah ; February 15, 2015

* Hemoglobin-Flavonoid Interactions- Insights from Spectroscopic Studies

Sudip Chaudhuri and Pradeep K. Sengupta

1st National Conference on Advancing Biology through Technology and Computation

Organized by Department of Microbiology, West Bengal State University and Kinston College of Science, August 22, 2014

* Effect of Instruction Type on Science Learning; **Sudip Chaudhuri** and Arpita Goswami

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* India's Right to Education Act, 2009: Issues and Challenges; **Sudip Chaudhuri**

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Present Society organized by Ramkrishna Mission Brahmananda College of Education in collaboration with Department of Education, Gour Banga University; February 18-19, 2014.

* Conservation of wetland through women education and empowerment, **Malabika Biswas Roy, National Seminar on Women Empowerment and role of Teacher**, Sundarban Ashutosh B.Ed College for women in collaboration with Annapurna Memorial College of Education 2014.

* Impact of Climate Change on Wetlands Biodiversity of Rural West Bengal, **Malabika Biswas Roy**, *National Seminar on Environment Ethics and Evaluation*, Bijay Krishna Girls College ,Howrah 23-24 november,2015.

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* Sociological perspective of science- **Rajib Mukhopadhyay**, *Educationia confab*, VOL-3, NO-3, MARCH-2014, PP-10-17, ISSN-2320-009X.

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3.6 Best Practices in Research, Consultancy and Extension:

3.6.1 What are the major measures adopted by the institution to enhance quality of research, consultancy and extension activities during last five years?

We always support and assist the research in the field of teaching, learning and solving the educational problems. The following steps have been taken to enhance the quality of research, consultancy and extension activities.

- We have collaborated with Gobardanga Hindu College to arrange a Seminar on “Teacher-Student Relationship” to be held during December, 2015.
- We have IQAC cell as well as Research Committee to monitor and to guide on research and consultancies

- Faculty members are always asked to publish articles in journals and books.
- We helped the deprived section of the society in education.
- Faculty members are encouraged to participate in state, national and international level Seminars to present papers.
- The faculty members are motivated to write articles in periodicals & magazines.
- Institution invites dignitaries of education to deliver guest lecture to orient the teacher trainees with latest trends in education.

3.6.2 What are significant innovations/good practices in research, consultancy and extension activities?

- We have collaborated with Gobardanga Hindu College to arrange a Seminar on “Teacher-Student Relationship” to be held during December, 2015.

Faculty members attended seminar & workshop at various places.

One faculty members has obtained Ph.D. degree in 2010

One faculty members has submitted Ph.D. Thesis in 2015

Faculty members help to teacher trainees in digital lesson.

Criterion IV : Infrastructure and learning Resources

4.1 Physical Facilities:

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

Our College has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect. The building has principal’s office, as well as staff room.

- It comprises the classrooms, washrooms, one conference room, one auditorium and an equipment room for games and sports. Guidance and Counseling Cell, Grievance Redressal Cell, and Placement Cell etc. also work in the same building.
- The library is having a reading room. Psychology Lab, Science Lab and Language Lab are situated in the building.

The College has one big playground for games and sports. The playground is situated behind the college and is very spacious and multipurpose. Details of the facilities are given below.

Details of the Class Room, Laboratories etc.

Sl. No.	Designated Room(s)	Size (Mt.)	Size (Sq. Mt.)
1	Dr. S. Radhakrishnan Class (Room No. 1)	12.80 X 6.09	77.96
2	Swami Vivekananda Class (Room No. 2)	12.80 X 6.09	77.96
3	Dr. B.R. Ambedkar Class (Room No. 3)	9.44 X 6.09	57.54
4	Life Science Laboratory	5.48 X 6.40	35.07
5	Geography Laboratory	11.12 X 4.87	54.23
6	Physics Laboratory	7.01 X 6.09	42.73
7	Chemistry Laboratory	9.14 X 10.66	97.50
8	Work Experience Room	7.62 X 6.09	46.40
9	Computer cum Educational Technology Laboratory	6.09 X 3.35	20.40
10	Boys' Common Room	5.79 X 3.35	19.40
11	Girls' Common Room	8.53 X 5.48	46.79
12	Boys' Toilet	5.48 X 3.04	16.70
13	Girls' Toilet	5.48 X 3.04	16.70
14	Principal's Room	9.14 X 7.62	69.64
15	Principal's Antichenber Room	4.87 X 2.43	11.87
16	Faculty Room	8.53 X 5.63	48.09
17	Office Room	12.49 X 8.22	102.78
18	Cashier's Room	3.96 X 8.22	32.57
19	Staff Toilet - Ladies	3.35 X 2.13	7.14
20	Staff Toilet - Gents	3.35 X 2.74	9.18
21	Toilet for Principal	3.65 X 3.35	12.25
22	Toilet for Faculty	3.65 X 2.43	8.86
23	Generator Room	4.26 X 3.20 + 2.74 X 2.43	20.29
25	Canteen Room	5.79 X 4.26	24.70
26	Ware House	5.79 X 3.04	17.60
27	Toilet for Student (Boys') (1st Floor)	2.74 X 2.43	6.65
28	Toilet for Student (Girls') (1st Floor)	2.74 X 2.43	6.65
29	Medical Room	4.26 X 3.04	12.95
30	2nd Floor - Stock Room	4.57 X 4.57	20.89
31	Seminar Room	8.53 X 5.79	49.39
32	Mathematics Laboratory	8.53 X 4.57	38.98
33	History Room	5.48 X 5.18	28.39
34	Gymnaseum	6.40 X 3.96	25.34
24	Garage Shed	9.14 X 7.62	69.64
Library			
35	Office	7.31 X 2.43	17.77
36	Stack Room	7.31 X 6.40	46.81
37	Reading Room	8.53 X 8.22	70.11
38	Toilet Library Staff	3.65 X 3.35	12.25
Multipurpose Hall			
39	Netaji Centenary Hall	15.24 X 8.83 + 10.66 X 6.40	202.92
Hostel			
40	Boys' Hostel	27.43 X 7.62	209.01
41	Girls' Hostel	12.80 X 12.19 + 12.80 X 12.19	312.10

INFRASTRUCTURAL FACILITIES

College Campus area	15 Bighas of Land with plantation & pond
Building with covered area	Ground Floor : 7444.37 Sft. Ist Floor 6523.00 Sft.
Hostel Building (for Boys)	2233.68 Sft.
Extension tin shed	705 Sft.
Number of Class Rooms	3 (2-800 Sft, 1-360 Sft.)
One Auditorium	1760 Sft.
Library Space Covering Area	800 Sft.
Total No of Books	8962 Provided with computer & Internet facilities.
Common Room	231 Sft
Play ground	19824 Sft.
Laboratory for physical science	
Laboratory for Life Science	
Laboratory for Geography	
Laboratory for Psychology	
Lab for work education	
Audio Visual Teaching Aids	Over head Projectors, Computer, Charts, models, telescope etc.

4.1.2 How does the institution plan to meet the needs for augmenting the infrastructure to keep pace with the academic growth?

The college has enough space to extend its building for extra classrooms or labs if any other programme is introduced. So, through extension, future needs of the institution can be fulfilled.

The institution has planned to augment the infrastructure to keep pace with the academic growth as follows:

- a) Use of modern technologies in teaching-learning.
- b) Well equipped and well furnished class rooms.
- c) College office is equipped with computers, laser printers and internet facility.
- d) Free internet facilities for all B.Ed. students.

- e) Games facilities.
- f) Highly equipped physical science, biological science, psychology and computer laboratories.
- g) Good facilities of parking and canteen.

4.1.3 List the infrastructure facilities available for co-curricular activities and extracurricular activities including game and sports.

Auditorium and the College ground are used for co-curricular, extracurricular and sports activities.

Co- Curricular activities

- Participation of students in quiz, debates and cultural activities
- Environmental Awareness Program
- Field trip and educational trips

Extra-curricular activities

- Provides play fields and courts for Volleyball, Football, Cricket and Badminton.
 - Provides indoor games like carom, chess.
 - Undertakes extension activities like environmental cleanliness, tree plantation, awareness programs, etc.
- Assembly Hall with necessary furniture, for celebration of daily activities for limited audience.
 - LCD projector, OHP, TV, DVD, Public addressing system and Intercom facilities are available.
 - Musical instruments like, harmonium, tabala are available.

For Spots and Games:

- A play-ground in the campus for organizing sports and outdoor games.
- Sports instruments for cricket, football are available.
- Volleyball, Cricket, Badminton are available.

Indoor:

- Carrom board, Chess are available

4.1.4 Give details in the physical infrastructure shared with other programmes of the institution or other institution of the parent society or university.

The playground is used both by the college as well as the local school students. The auditorium hall with a seating capacity of 100 persons is there in the institution to provide a common platform to students, faculty and renowned educationists for conferences and seminars. Cultural events and seminars are organized in this hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

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

Common room (Rest Room) facility- Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with chairs, tables and amusement facilities.

Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution. Proper drainage system is there in the building. First Aid Box is also properly maintained. For providing drinking water, watercoolers are fitted with RO system. Separate wash room facilities for girls are provided by the institution. Rest rooms are available for both sexes.

Canteen - College campus there is provision of hygienic place for canteen which caters hot and cold drinks and snacks.

Thus our institute ensures the health and hygiene of staff and students.

4.1.6 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

Yes. Hostel facility is available. The hostel is in the same campus of college building.

- a. Capacity of hostel : 20 male Students for boys and 20 for females students.
- b. Occupancy: Each room can be occupied by 4 students.
- c. Recreational facilities :

- Recreational room fitted with TV is available at the Hostel.

d. Games :

The following Indoor and outdoor games facilities are available.

- Carom
- Chess
- Volley Ball
- Cricket

Health and hygiene facilities :

- First Aid Box is available in the college.
- In emergency situation, college arranges vehicles for shifting the sick patients to the nearby hospital for special treatment.
- Warden will take care of the hostel students.
- We have toilet and bathroom separately in the hostel.

4.2 Maintenance of Infrastructure:

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

- | | |
|--------------|---------------------|
| - Building | - Equipments |
| - Laboratory | - Computers |
| - Furniture | - Transport/Vehicle |

Budget provisions are optimally made for maintenance of various services in the college. The budget allocation and utilization in the last five years for maintenance is given in the table below.

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2014-15

INCOME			EXPENDITURE		
HEADS	2013-2014	2014-15 (Proposed)	HEADS	2013-2014	2014-15 (Proposed)
Admission	2,00,000.00	4,00,000.00	Library	32,157.00	1,00,000.00
Tuition Fee	3,00,000.00	3,60,000.00	Library Caution		10,000.00
Development	5,50,000.00	7,00,000.00	Laboratory	72,642.00	50,000.00
Teaching Practical	40,000.00	50,000.00	Examination		
NAAC & NCTE	50,000.00		Development	1,12,195.00	10,00,000.00
Games & Sports	19,800.00	20,000.00	Building	3,05,432.00	12,00,000.00
Library	99,000.00	1,00,000.00	Elec. & Tel. Ph.	89,346.00	1,50,000.00
Library Caution	10,000.00	10,000.00	Bank Charges	3,031.00	3,000.00
Magazine	49,500.00	50,000.00	Audit Fee	3,500.00	10,000.00
Elec. & Tel. Ph.	2,50,000.00	2,50,000.00	Stationary	13,662.00	30,000.00
Building	4,90,000.00	7,00,000.00	Printing	41,460.00	75,000.00
Generator	1,18,800.00	1,50,000.00	T.A.	20,683.00	50,000.00
Students' Aid	14,950.00	15,000.00	Contingency	65,997.00	1,00,000.00
Social	1,00,000.00	1,50,000.00	Advertisement	17,626.00	30,000.00
Laboratory	43,000.00	50,000.00	Maintenance	81,194.00	3,00,000.00
Sale Proceeds	13,900.00		Computer	85,414.00	3,00,000.00
Hostel	1,43,000.00	1,60,000.00	Gardening	53,190.00	75,000.00
Health Service	4,700.00	2,500.00	Teaching Practical	27,010.00	50,000.00
Community Outreach	69,300.00	70,000.00	Games & Sports	12,275.00	15,000.00
Computer Fees	99,000.00	3,00,000.00	Social	33,081.00	75,000.00
			Hostel	47,940.00	1,00,000.00
			Magazine	32,000.00	50,000.00
			Legal Expenses		30,000.00
			Students' Aid		5,000.00
			Postage	209.00	2,000.00
			Generator	42,529.00	75,000.00
			Misc.	23,401.00	60,000.00
			Reward	4,800.00	5,000.00
			NAAC & NCTE		50,000.00
	26,64,950.00	35,37,500.00		12,20,774.00	40,00,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2013-14

INCOME			EXPENDITURE		
HEADS	2012-2013	2013-14 (Proposed)	HEADS	2012-2013	2013-14 (Proposed)
Admission	1,20,000.00	2,00,000.00	Library	27,163.00	1,00,000.00
Tuition Fee	3,00,000.00	3,00,000.00	Library Caution	0.00	10,000.00
Development	5,50,000.00	5,50,000.00	Laboratory	15,534.00	40,000.00
Teaching Practical	40,000.00	40,000.00	Examination	16,540.00	25,000.00
NAAC & NCTE	50,000.00	50,000.00	Development	3,36,545.00	5,00,000.00
Games & Sports	20,000.00	20,000.00	Building	3,00,000.00	8,00,000.00
Library	50,000.00	1,00,000.00	Elec. & Tel. Ph.	67,192.00	1,50,000.00
Library Caution	10,000.00	10,000.00	Bank Charges	1,915.00	3,000.00
Magazine	50,000.00	50,000.00	Audit Fee	7,000.00	7,000.00
Elec. & Tel. Ph.	2,50,000.00	2,50,000.00	Stationary	13,551.00	25,000.00
Building	3,50,000.00	5,00,000.00	Printing	31,355.00	75,000.00
Examination	30,000.00	30,000.00	T.A.	24,410.00	40,000.00
Generator	1,00,000.00	1,20,000.00	Contingency	55,252.00	75,000.00
Students' Aid	15,000.00	15,000.00	Advertisement	17,230.00	25,000.00
Social	1,00,000.00	1,00,000.00	Maintenance	67,678.00	1,50,000.00
Laboratory	45,000.00	45,000.00	Computer	0.00	1,00,000.00
Sale Proceeds	3,00,000.00	3,00,000.00	Gardening	41,007.00	75,000.00
Hostel	1,20,000.00	1,40,000.00	Teaching Practical	29,995.00	50,000.00
Bank Charges	10,000.00	10,000.00	Part-Time Allowance	28,800.00	50,000.00
Health Service	5,000.00	4,000.00	Games & Sports	6,512.00	15,000.00
Community Outreach	50,000.00	70,000.00	Social	28,928.00	50,000.00
Computer Fees	0.00	1,00,000.00	Hostel	29,466.00	4,00,000.00
Re-union	3,000.00	0.00	Magazine	34,850.00	50,000.00
			Legal Expenses	15,200.00	30,000.00
			Students' Aid	0.00	5,000.00
			Postage	265.00	2,000.00
			Re-Union/Alumoni	32,773.00	50,000.00
			Generator	27,874.00	50,000.00
			Misc.	29,003.00	50,000.00
			Reward	3,400.00	5,000.00
			NAAC & NCTE		50,000.00
	25,68,000.00	30,04,000.00		12,89,438.00	30,57,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,
DIST.: NORTH 24-PARGANAS.**BUDGET FOR: 2012-13**

INCOME			EXPENDITURE		
HEADS	2011-2012	2012-13 (Proposed)	HEADS	2011-2012	2012-13 (Proposed)
Admission	1,23,600.00	1,20,000.00	Library	10,518.00	1,00,000.00
Tuition Fee	3,14,400.00	3,00,000.00	Laboratory	27,499.00	40,000.00
Development	5,66,500.00	5,50,000.00	Examination	20,200.00	25,000.00
Teaching Practical	41,200.00	40,000.00	Development	3,72,818.00	5,00,000.00
NAAC & NCTE	51,500.00	50,000.00	Building	2,53,748.00	9,00,000.00
Games & Sports	29,330.00	20,000.00	Elec. & Tel. Ph.	1,04,139.00	1,50,000.00
Library	51,500.00	50,000.00	Bank Charges	2,800.00	3,000.00
Library Caution	10,300.00	10,000.00	Audit Fee		6,000.00
Magazine	51,500.00	50,000.00	Stationary	18,407.00	25,000.00
Elec. & Tel. Ph.	2,06,000.00	2,50,000.00	Printing	40,230.00	75,000.00
Building	7,25,300.00	3,50,000.00	T.A.	20,667.00	30,000.00
Examination	30,900.00	30,000.00	Contingency	45,684.00	75,000.00
Generator	51,500.00	1,00,000.00	Advertisement	22,689.00	20,000.00
Students' Aid	15,750.00	15,000.00	Maintenance	73,256.00	1,50,000.00
Social	1,03,000.00	1,00,000.00	Gardening	37,670.00	50,000.00
Laboratory	40,000.00	45,000.00	Teaching Practical	45,676.00	60,000.00
Sale Proceeds	3,64,800.00	3,00,000.00	Part-Time Allowance	2,20,610.00	50,000.00
Hostel	66,000.00	1,20,000.00	Games & Sports	3,392.00	15,000.00
Bank Charges	10,600.00	10,000.00	Social	29,810.00	50,000.00
Health Service	5,810.00	5,000.00	Hostel	25,457.00	1,00,000.00
Community Outreach	51,500.00	50,000.00	Magazine	38,350.00	50,000.00
Re-union		3,000.00	Legal Expenses	9,500.00	20,000.00
			Students' Aid	6,000.00	5,000.00
			Postage	179.00	2,000.00
			Re-Union/Alumoni		50,000.00
			Generator	23,389.00	50,000.00
			Misc.	27,951.00	40,000.00
			Reward	3,400.00	5,000.00
			NAAC & NCTE		50,000.00
	29,10,990.00	25,68,000.00		14,84,039.00	26,96,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2011-12

INCOME			EXPENDITURE		
HEADS	2010-2011	2011-12 (Proposed)	HEADS	2010-2011	2010-11 (Proposed)
Admission	1,32,000.00	1,20,000.00	Library	12,900.00	75,000.00
Tuition Fee	3,12,800.00	3,00,000.00	Laboratory	6,288.00	20,000.00
Development	5,50,000.00	5,50,000.00	Examination	11,694.00	15,000.00
Teaching Practical	44,000.00	40,000.00	Development	3,30,759.00	7,00,000.00
NAAC & NCTE	55,000.00	50,000.00	Building	3,90,892.00	10,00,000.00
Games & Sports	28,000.00	20,000.00	Elec. & Tel. Ph.	1,33,738.00	1,50,000.00
Library	55,000.00	50,000.00	Bank Charges	3,328.00	5,000.00
Magazine	55,000.00	50,000.00	Audit Fee	3,500.00	6,000.00
Elec. & Tel. Ph.	1,65,000.00	2,00,000.00	Stationary	11,055.00	20,000.00
Building	2,75,000.00	3,50,000.00	Printing	39,195.00	75,000.00
Examination	33,000.00	30,000.00	T.A.	16,234.00	30,000.00
Generator	55,000.00	50,000.00	Contingency	22,503.00	75,000.00
Students' Aid	15,500.00	15,000.00	Advertisement	12,784.00	15,000.00
Social	1,90,960.00	1,00,000.00	Maintenance	67,260.00	1,50,000.00
Laboratory	47,500.00	50,000.00	Gardening	29,264.00	40,000.00
Sale Proceeds	6,27,620.00	4,00,000.00	Teaching Practical	19,180.00	35,000.00
Hostel	1,20,000.00	1,20,000.00	Part-Time Allowance	1,90,533.00	2,50,000.00
Bank Charges	10,000.00	10,000.00	Games & Sports	17,665.00	20,000.00
Health Service	5,500.00	5,000.00	Social	39,997.00	50,000.00
Community Outreach	55,000.00	50,000.00	Hostel	22,886.00	30,000.00
Re-union	2,400.00	3,000.00	Magazine	29,300.00	50,000.00
			Legal Expenses	37,000.00	50,000.00
			Students' Aid	5,000.00	15,000.00
			Postage	287.00	2,000.00
			Re-Union/Alumoni	22,589.00	25,000.00
			Generator	23,708.00	50,000.00
			Misc.	9,375.00	20,000.00
			Reward	2,800.00	5,000.00
			NAAC & NCTE	250.00	10,000.00
	28,34,280.00	25,63,000.00		15,11,964.00	29,88,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2010-11

INCOME			EXPENDITURE		
HEADS	2009-2010	2010-11 (Proposed)	HEADS	2009-2010	2010-11 (Proposed)
Admission	1,24,000.00	1,20,000.00	Library	45,475.00	75,000.00
Tuition Fee	3,28,800.00	3,00,000.00	Laboratory	4,709.00	20,000.00
Development	4,96,000.00	5,00,000.00	Examination	9,045.00	15,000.00
Teaching Practical	62,000.00	40,000.00	Development	17,35,725.00	5,00,000.00
NAAC & NCTE	62,000.00	50,000.00	Building	2,51,397.00	9,00,000.00
Games & Sports	30,800.00	20,000.00	Elec. & Tel. Ph.	1,04,108.00	1,25,000.00
Library	62,000.00	50,000.00	Bank Charges	107.00	3,000.00
Magazine	62,000.00	50,000.00	Audit Fee	3,500.00	6,000.00
Elec. & Tel. Ph.	1,25,700.00	1,50,000.00	Stationary	8,288.00	20,000.00
Building	2,48,000.00	2,50,000.00	Printing	31,114.00	75,000.00
Examination	37,200.00	30,000.00	T.A.	17,534.00	30,000.00
Generator	62,000.00	50,000.00	Contingency	62,094.00	75,000.00
Students' Aid	6,200.00	15,000.00	Advertisement	11,256.00	15,000.00
Social	1,17,480.00	1,00,000.00	Maintenance	74,287.00	1,50,000.00
Laboratory	52,500.00	50,000.00	Gardening	26,463.00	30,000.00
Sale Proceeds	2,97,913.00	3,00,000.00	Teaching Practical	27,696.00	35,000.00
Hostel	1,36,000.00	1,20,000.00	Part-Time Allowance	1,40,500.00	2,00,000.00
Bank Charges	15,000.00	10,000.00	Games & Sports	12,501.00	15,000.00
Health Service	11,200.00	5,000.00	Social	39,997.00	50,000.00
Community Outreach	62,000.00	50,000.00	Hostel	30,776.00	30,000.00
Re-union	3,150.00	3,000.00	Magazine	27,757.00	35,000.00
			Legal Expenses	7,200.00	10,000.00
			Students' Aid	0.00	5,000.00
			Postage	365.00	2,000.00
			Re-Union/Alumoni	20,647.00	25,000.00
			Generator	14,175.00	20,000.00
			Misc.	17,803.00	20,000.00
			Reward	3,600.00	5,000.00
			NAAC & NCTE	0.00	10,000.00
	24,01,943.00	22,63,000.00		27,28,119.00	25,01,000.00

4.2.2 How does the institution plan ensure that the available infrastructure is optimally utilized?

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the College, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use.

This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure.

The institution considers the environmental issues associated with the infrastructure. The institution is situated at the main road in a calm and beautiful natural surrounding with a complete pollution free campus. Provision of dustbin is there for maintaining cleanliness in the campus. Proper drainage system is provided in the institution.

The classrooms are spacious with large windows for proper ventilation and have adequate natural light. Water coolers are fitted with water filters for providing clean drinking water. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Provision of garbage pit is there where all the daily waste is thrown in it. Provision of making best out of waste is done in the institution, where waste material is used to make useful things, which can be used in daily life.

The Institution gives a lot of importance to promote environment consciousness with its spacious premises, well-ventilated buildings, and greenery in the Campus. The Institution sent a proposal for a herbal garden of medicinal plants inside the campus.

We provide hygienic drinking water to the trainees and staff. Dustbins are there to keep the campus clean. Tobacco and smoking are strictly prohibited inside the campus. All the rooms are planned properly for air and sunlight circulation.

4.3 Library as a Learning Resource:

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

Yes, we have a qualified librarian. One peon is also in the library to help him. Seating capacity of library is 50. We also provide photocopying and Internet facilities in library. We have already framed an advisory committee for library. We have large number of Text books & reference books in the library. CDs & DVDs are also available in the library. Information display board & notice board is there. Computer & Printer are also in the library.

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

Latest Information:- 2014-15

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	11,820	Rs5,02,132.00	151	Rs. 38,441.00	11,971	Rs. 5,40,573.00
Reference Books	217	Rs. 32,399.00	03	1250	220	Rs. 33,649.00
e-Books	91,000	Rs. 10,000.00	6000	Rs. 5000.00	97,000	Rs. 15,000.00
e-Journals	5000		1000		6000	
Journals	06	Rs. 10,300.00	01	Rs. 2000.00	07	Rs. 12,300.00
Digital Database	--	--	--	--	--	--
CD & Video	45	Rs. 2000.00	06	Rs. 1350.00	51	Rs. 3,350.00
Others (specify)	--	--	--	--	--	--

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

The library has an advisory committee. This committee is headed by the Principal of the institution and other members are faculty members, librarian and a member of the Governing Body of the College. The library committee reviews the library resources and for taking adequate decisions.

There is a systematic way of buying the books. Principal and the librarian often informally ask the students and staff member for the books or journals they want and he also provide catalogues and then requirements are noted and students' choice is given priority. Books are ordered on the base of catalogues.

The library committee asks about requirement of the students and the faculty members. Suggestions and complaints are received from the trainees and faculty members. After securitization of the requirements, library committee advises to purchase the specified books. Library committee also provides answers to the complaints.

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

Yes, our library is computerized. Library is equipped with Data Entry for Cataloguing using OPAC.

4.3.5 Does the institution's library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, institution's library has computers with internet facilities.

- a. **Computer and Printer:-** The library has one separate computer and a Printer. Printing facilities is available for faculty members and teacher trainees of the institution.
- b. **Internet :-** A library has an internet connection for librarian, faculty members and students. We have BSNL broad band connection of internet in library.
- c. **Photocopying :-** The library has its own Xerox machine. The library provides the photocopying service to the staff members as well as to the teacher trainees.

4.3.6 Does the institute make use of number/Delnet/ IUC facilities . If yes, give details.

No, the institution doesn't make use of inflibnet/Delnet/IUC facilities.

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

The library functions six days per week (excluding Sunday). The library remains open from 10.30 and to 5.30 pm. The Library access is allowed to all regular students. Working hours of library during the general day are 7 hours.

4.3.8 How do the staff and student come to know of the new arrivals?

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library. New books and journals (new arrivals) are displayed in separate rack for the attention of staff and students to acquaint themselves with the latest arrivals.

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

Yes, the institution has a good book-bank facility available in the library as books for core papers and optional papers are given to each trainee at the starting of the year. Books for method and special paper are also given to the trainees at the starting of the year. The trainees can get other books from the library throughout the academic session. Students can get the facility of old examination papers set and can have the photo copying facilities.

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

The number of physically challenged person in the institution is not more than 3%. Sometimes they get admission but our staff members and different committees are ready to help them round the clock hours. Our library is on the first floor of the building. For easy accessibility to the library, librarian personally attends the physically challenged student-teachers. Handicapped friendly chairs are provided in each and every floor. There the teacher trainees don't find any difficulty to use the library. ICT is extensively used as learning Resources for such students.

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

Latest Data: For the Session 2014-15

	Total Computers (Including Laptop Sets)	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	29	10	05	02	Nil	04	13	02
Added	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Total	29	10	05	02	Nil	04	13	02

- The software setup has latest version of Windows. Broadband connection for Internet, WAN, LAN, Open source Course were, access to free journals, SPSS, EXCEL, CD's, Multimedia, Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available.
- We have photo copier facility is also available for students.
- Our LCD, OHP, scanner can be used by students during their lessons in the schools.
- Education CDs are used to enhance learning of the teacher trainees.

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

Yes, there is provision in the curriculum for imparting computer skills to all students.

Computer application is there in the curriculum as a compulsory paper and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and Power Point Presentation and Application software.

In our new syllabus compulsory paper IX is composed of “computer application in the classroom”. In compulsory Paper-VI, trainees have to prepare for a seminar

presentation using power point for which every trainee has to use computer. For imparting computer skills to all students our faculty members are ready to help the teacher trainees.

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

- Our most of the lecturers are aware of using computer, LCD, OHD, transparencies in the classroom.
- Some lessons are taught in the classroom using technology.
- Photo copier is also available to give materials to the students when required.
- Special lectures / talks are delivered in mike.
- In the organization of the co-curricular activities, maximum use of ICT is made for recording and presentations.

There is an optimum use of technology is done.

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

a) Developing lesson plan:

A lesson plan format is designed by using multimedia projector and projected for the whole class, so that the student teachers take notes for developing lesson plan in future for practice teaching.

b) Classroom transactions:

The student teachers prepare particular topics using film strips, Transparencies, Power point slides etc., for encouraging proper classroom interaction.

c) Evaluation

The achievement and diagnostic test papers are evaluated manually, and the marks obtained by the school students are stored in the Excel (Microsoft) by the student teachers for proposes of arrangement of marks, ranking, comparing etc.

d) Preparation of teaching aids:

In the class, the all our faculty members present lectures using LCD, slide projector etc. so that the student teachers get idea regarding the preparation of teaching aids for teaching practice.

4.5 Other facilities:

4.5.1 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 institution and the community?

The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions' functions. Faculty members of this college are invited by the other institutions for guest lectures and as a resource person. The audio-visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college. Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.

4.5.2 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?

Television, CD player, CD's, overhead projector, slide projector, computer, Internet etc. are there. Audio Visual aids are adequately used during micro teaching, demonstration lessons, simulated lessons as well as practice teaching. Good quality collection of charts and models are present in our method laboratories. The language lab is used to improve pronunciation of the students having pronunciation problems.

4.5.3 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 psychological lab, physical science (Physics and Chemistry) lab, Computer lab and work education lab for the various activities related to the subjects. The institution uses these facilities during different programs to improve the teacher trainees competence.
- Methods rooms contain models, TLMs.
- Psychology lab is well equipped with psychological tests, instruments, scales.

- Science lab is equipped with Science experiments related to the syllabus of standard 8 to 12. For the demonstration of the experiments multiple sets are their.
- Computer lab is equipped is 06 computers. Each computer is connected with LAN network and is supported by internet connectivity.

4.5.4 Give details on the facilities like multipurpose hall, music and sports, transports

etc. available with the institution.

Multipurpose hall:

Auditorium hall is used for multipurpose i.e. for general lectures, co-curricular activities seminar, debate, group discussion etc. We have one work education laboratory for preparation of teaching learning material, and we have essential musical instruments, sports instruments.

Workshop:-

Work education laboratory is used as workshop of our institute. All the students are appreciated to do art-craft work independently.

Music & Sports rooms

Music & Sports room are well equipped with instruments at 1st floor of our building. There is a well equipped gymnasium in the College. All the instruments are ready for use of teacher trainees.

4.5.5 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 classroom.

- The college classrooms are airy, aptly constructed, equipped with adequate furniture and are properly ventilated.
- The college has planned to equip every classroom with a LCD Projector. White board is present in every classroom.
- A/C conference hall with latest audio-visual equipments

Future Plan:

Our College has decided to install a projector and LCD with speaker in each room. Institute is eager to install CC TV camera in each room.

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?**

Our facilities are themselves using computer and internet to model our student teachers for the use information and communication technology in education. We are providing round the clock school hour internet access facility to all the students.

Our institute & faculty are ready to use ICT for practical demonstration and Preparation of question paper and digital lesson planning.

2. List innovation practice related to the use of ICT, which contributed to quality enhancement.

- We emphasis on use of technological instrument in our routine work particularly in teaching learning process. Access to internet facility and use of LCD, OHP, enhance quality.
- All faculty members are ready to instruct the teacher trainees for presentation of digital lesson in practice teaching.
- We have necessary ICT infrastructure which enables the faculty members as well as the teacher trainees to use the equipments systematically and effectively.
- The faculty members of the institution encourage and guide the teacher trainees to use the ICT during practice teaching in schools.

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

Our institution has modern library equipped with computer, Printer & Xerox & internet also. Library software has also been installed.

Good number of computers are there in computer laboratory.

New CDs and DVDs are purchased every year.

Required reference book & journals every year as per suggestion of library committee.

In future our College decided to install software related to administration.

Criterion V: Student Support and Progression

5.1 Student progression:

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

Students Preparedness for the programme is assessed during the opening session at the commencement of the course. The initial support is established during this orientation to know their levels of aspiration. Communication Skill development programmes are conducted by the Institution to make the students prepared for the new programme and ensures that they receive appropriate academic and professional advice.

The admission of the students is based on merit through central admission organized by our affiliating University. In most of the method subjects majority of the students admitted possess post graduate qualification while ~ 25% seats are filled by the under graduate students. So by their education they are prepared by themselves for the B.Ed. programme. Following activities are organized in our institute to know the preparedness of the student for the programme.

- Oral discussion for selection of second method
- Information seeking questioning for selection of elective subject
- Informal Interview

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

- The institution is situated in urban area, but the environment of the College premisses is Natural and pollution free.
- In the campus there are trees and open space for the students.

- The Campus environment is positive, motivating and welcoming to the students to take initiatives so that they feel confident as well as relaxed to proceed further. No student or staff politics disturbs the environment.
- Trainees can work, read and prepare their lessons/ submissions, teaching aids etc. in a cordial atmosphere.
- All the Rooms of the college are open for reading during college hours.
- Library and internet facility is available for students at any time.
- Trainees are asked for their need and Students necessities are taken into consideration.
- Co- curricular activities are organized by trainees under guidance of the faculty members.
- All the quickly measures for improvement of performance of the students are taken.
- Canteen facility is also available for the students of the institute.

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

The dropout rate is negligible during all the five sessions of the college. A very few dropouts (average within 2% during last five years) are due to students' placement through West Bengal School Service Commission (at the Govt. aided secondary schools) and West Bengal Public Service Commission(at Sub-inspector Schools, Government Schools). All our students completed their attendance requirements. The conducive and encouraging environment of the institute plays the major role in it. Meritorious students are provided prizes in order to impart extrinsic motivation. The guidance and counseling cell has been actively working to help students to solve their emotional, educational as well as personal problems.

5.1.4 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 service through competitive examination in the last two years?

Teaching job in West Bengal is obtained purely on merit basis. During our academic programme, we assist the students for general competitive exam also and take

special classes for the preparation in this regard. UGC sponsored remedial coaching is conducted for SC/ST/OBC for entry in Higher Services, NET/SET/TET.

Sr.No	Detail	Year	No. Of. Students
1	NET (National Eligibility Test)	2013-2014	05
		2014-2015	05
2	SET (State Level Eligibility Test)	2013-2014	00
		2014-2015	00
3	Central/ State Govt.	2013-2014	06 (C-TET)+ 02(PSC)
		2014-2015	06 (C-TET)

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

The details available are presented in the following table:

S.No	Year	Higher Studies	% of the higher studies
1	2012-2013	6	6%
2	2013-2014	03	3%
3	2014-2015	05	5%

S.No	Year	Teaching Career	% Teaching Career
		Secondary + Primary School	Secondary + Primary School
1	2012-2013	10	20%
2	2013-2014	14	28%
3	2014-2015	02	4%

5.1.6 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.

Yes, our institution provides access to library and the teaching aids, e.g. charts, models etc. (prepared by the trainee teacher) to the student teachers after graduating from the institution. But other education related electronic information and video resources, computer hardwares are not provided to the student teachers after graduating from the institution.

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

Till the session 2014-15, our institution does not provide any formal placement services. However, the principal / faculty members informally inform our students regarding vacancies in self-financed ICSE-CBSE Schools / Colleges. Recently we have established our Placement Cell. We are planning to help the students for their placement through campus interviews conducted by various self-financed ICSE-CBSE Schools in the North 24-Parganas districts.

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

Lacking of English fluency and communication skills are the difficulties faced by placement cell. Maximum training is given in communication skill to overcome these difficulties.

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

No, the institution has no such arrangement with practice teaching school.

5.1.10 What are the resources (financial, Human and ICT) provided by the institution to the placement cell?

-NIL-

5.2 Student support:

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

- ⇒ At beginning of the year meeting of faculty members and students is held for planning the curricular, co-curricular and extracurricular programmes (e.g. environment, Thalassemia and Aids awareness programme, Blood Donation, Safai Abhiyan etc.) are planned and implemented according to the convenience.
- ⇒ The academic calendar and paper workload are discussed and distributed.
- ⇒ During the summer recess the concerned staff decides methods and teaching aids for effective implementation of curriculum.
- ⇒ Co-curricular and extracurricular activities are decided and pre planned.
- ⇒ Demonstration lessons, micro- teaching, peer-group lessons, unit lessons, Blue-print, seminar preparation, practical work and its guidance and observation schedule planned and work is divided among the faculty members.
- ⇒ All the academic, practical, co-curricular and extra- curricular activities are planned keeping in view to ensure cognitive, affective and psychomotor domain development of trainees.
- ⇒ The programmes are revised according to the needs of achievement of objectives.

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

Our College is affiliated to West Bengal State University, Barasat and we follow the curriculum framed by university. However, curricular planning is done differently for physically challenged students. The Students' Social Service Committee and Cultural Committee organized special events for physically challenged students if any. Personality Development session is organized for these students.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?

Yes. The college has an effective mentoring system. Students are divided as per their optional and entrusted with teacher educators. Mentors meet with the students under them on regular basis and whenever need arises.

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

- The members of the Governing Body of our College are careful and always take care of faculty and students.
- The faculties are always encouraged to join orientation and refresher course.
- They are encouraged to attend seminar, present papers at national and international level.
- They are always asked to use college resources i.e. internet, computer and library as and when they want even in summer recess.
- Faculty members who are publishing research articles in high impact factor journals are appreciated.

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

Yes, our institution has our own website. The website address is: www.gcbtcollege.in

The information of the institution on the site is given below:

- Mission of the institution
- Vision of the institution
- Objective of the institution
- Programme offered
- Photo gallery of the institution
- Infrastructure facility
- Sport facility
- Prize / Scholarship
- Staff profile
- Admission process, policy & Fee Structure
- Academic Calendar

- Exam Schedule
- Result of the last year

The website always updated regularly.

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

Yes, the college has remedial programme for low achievers. We have continuous evaluation system in which assignments / class tests are executed. The low achiever are given guidance personally and encouraged for hard work. Extra classes and special classes are conducted by the respective faculty members for these low achievers. All teachers willingly guide them if trainees face any problem regarding any topic or practical lessons. More over in practice teaching low achievers are given more guidance and support by the faculties. All faculty members are involved in students counseling both academically and personally.

5.2.7 What specific teaching strategies are adopted for teaching?

(a) Advanced Learners

(b) Slow Learner

In teacher training course, the students from different faculties get the admissions. We adopt different strategies for teaching according to the different levels of the students mentioned as under:

Advanced Learners:

- Seminar in which the advanced learner lead others
- Assignment Method
- Supervised Study
- Group Discussion
- Workshop to prepare lesson plans in which they lead other students.

Slow Learners:

- Group Work
- Interview
- Individual Guidance
- Continuous Evaluation

5.2.8 What are the various guidance and counseling services available to the students? Give details.

Over institute is always ready to support the students. The institution gives the guidance and counseling services to the students by following activities:

- Individual and group guidance for selecting methods and elective subject.
- Guidance on co-curricular activities
- Academic guidance, e.g. how to prepare for examinations.
- Guidance regarding internet surfing and how to search good books from library.
- Guidance of activities of the year, practice teaching etc. given by faculties.
- Priority is given to guidance regarding their educational problems.
- Sometimes personal guidance is also given as in social problem
- Good guidance given during the micro teaching in our campus.

5.2.9 What is the grievance redresses mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Our institute has adopted following mechanism for grievances redresses of the students.

- We have complain and suggestion box in our premises.
- We have advised all the teacher trainees to complain regarding their problems.
- Suggestion box is opened by the convener of the grievances redressal cell.
- Complains & suggestion are collected & scrutinized by grievances redressal cell.
- All minor complains are informally solved.

The major grievances redressed in last two year are as:

- Improved canteen facility made available for students.
- Need of photo copier: it was purchased
- Computer laboratory is modified as per suggestion
- Number of computer is increased in 2011
- Multiple copies of recent reference books
- Sports kit given to student players.
- Concession in examination fee for the students under poverty line.

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

Monitoring and Advising Practical Progress:

- i. Micro-teaching, peer group lesson, and simulated lesson are demonstrated, guided, observed and reinforced by the faculties. Peer students also guide, observe and reinforce.
- ii. Headmasters / Principals and teachers of the practice teaching schools monitor and advise to the trainee during practice teaching programme.

Monitoring and advising academic progress:

- At the starting of the year oral interview is taken by faculties to know the strength, weaknesses and need of the trainee teacher.
- Students are given academic guidance as per their need.
- After taking class test / assignments, students are advised.
- Top rankers and slow learners are also given personal as well as general guidance.

Co-curricular activities:

- Students who are not taking participation are encouraged for such activities.
- Co-curricular activities are monitored and evaluated by the faculty members. Feed back is also given at the end of each co-curricular activity.
- The trainees who don't perform well are scrutinized and given personal guidance to them.

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

The law of easy to hard is applied in practice teaching.

Pre-Practice Teaching:

- Micro-teaching theory is taught and then demonstration by faculty is given and then a healthy discussion is done.

Micro Teaching Cycle:

Planning→Teaching→Reinforcement→Re-planning→Re-teaching done for each skill.

- In micro teaching lesson a healthy discussion is done with peers, so that he/she can enhance his skills in practice teaching.
- For macro teaching, the first demonstration of teaching is given by the respective faculty member and then students deliver their lessons.
- Thus before going to school for practical lesson, trainee teachers have ample practices.
- They are observed and given feedback by our faculty, peers, Headmaster / Principal / or senior teachers of school their during practice teaching in school.

5.3 Student Activities:-

5.3.1 Does the institution has an alumni Association? If yes,

- List the current office bearers.**
- Give the year of the last election.**
- List Alumni Association activities of last two year.**
- Give details of the top ten alumni occupying prominent position.**
- Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution has an active and vibrant Alumni Association named

ALLUMNI ASSOCITATION OF GANDHI CENTENARY B. T. COLLEGE, HABRA

The members our alumni association comes in our college as a family member frequently. They participate in all the co-curricular activities organize by the college.

(i) List the current office bearers,

Name of the student	Designation
Sri Probodh Sarkar	President
Sri Champak Roy	Secretary

(ii) Give the year of the last election.

No election of alumni association, only selection is their.

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

- Students' Re-union
- Independence Day celebration
- Welcome ceremony
- Games celebration

- Farewell function
- During Safai programme

→ The members of alumni association comes in the college to participate in all the programmes and functions that covers from academic to curricular and co-curricular activities. They guide our trainees and give suggestions and advice. They remain in our campus as the member of the institute and we have homely relations. They have their hands in all our programmes.

(iv) List of top ten Alumni Occupying the Prominent Position :

<u>Sl No.</u>	<u>Name</u>	<u>Designation</u>
1	DR. DILIP KUMAR BHATTACHARYYA	EX. PRINCIPAL, BANIPUR MAHILA MAHAVIDYALAYA P.O.- BANIPUR, NORTH 24 PARGANAS, W.B.
2	SRI PROBODH SARKAR	CHAIPERSON, ASHOKNAGAR KALYANGARH MUNICIPALITY P.O.- ASHOKNAGAR DIST: NORTH 24 PARGANAS PIN- 743222
3	SRI SANTANU DUTTA CHAUDHURY	INFORMATION OFFICER DEPTT OF INFORMATION AND CULTURAL AFFAIRS, GOVT. OF WEST BENGAL WRITERS BUILDING, KOLKATA- 700001
4	SRI KALIDAS CHAKRABORTY	EX. TEACHER-IN-CHARGE GANDHI CENTENARY B.T. COLLEGE , HABRA P.O.- HABRA, PRAFULLANAGAR NORTH 24 PARGANAS, 743268
5	SRI RAJARSHI LAHIRI	W.B.C.S. OFFICER
6	SMT. MANDRITA SAMADDER CHAUDHURI	W.B.C.S. OFFICER
7	SRI SOUMEN DUTTA	B.D.O, BARUIPUR BLOCK, SOUTH 24 PARGANAS
8	DR. SUDIP CHAUDHURI	ASSISTANT PROFESSOR- STAGE-3/ READER, GANDHI CENTENARY B.T.COLLEGE, HABRA, P.O.- HABRA,PRAFULLANAGAR NORTH 24 PARGANAS, PIN-743268

9	DR. SK. KAMAL UDDIN	ASSISTANT PROFESSOR AND EX. TEACHER-IN-CHARGE, NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDHYALAYA NORTH 24-PARGANAS
10	SRI TAPAS DAS	ASSISTANT PROFESSOR, VIVEKANANDA SATABARSHIKI MAHAVIDYALAYA, MANIKPARA, PASHCHIM MEDINIPUR

(v) Details on the contribution of alumni to the growth and development of the institution.

- Alumni members are invited in the beginning of the year & in farewell ceremony & in celebration of national festivals. Suggestions are invited for the growth & development of the institution.

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

We have active cultural committee with one faculty member as advisor. We have all the facilities of sports and games. The cultural committee and the sports committee keep the trainees engaged in day special activities. The cultural committee takes care that each student has to participate in activities and the staff members also take care that all students participate in all the programmes and certificates are also given to the students to encourage them. Prizeses also distributed in farewell ceremony in end of the term.

The following activities are done during last two years.

Students proficiency in sports and extracurricular activities is identified at the time of admission itself and notice to this effect is issued to all the classes and interested students are motivated to practice in different events. Based on the interest and talent they are selected to represent the college in the intra-college and inter-college sports and cultural activities. They are given. The players are given track suits, T-shirts, shoes and good nourishment by the college. The winning students are honored by the college during annual function with special prizes (Trophies / championship cups) and compliments (certificates).

An annual magazine and a wall magazine is published in our college which yielded substantial responses from the students. The Editorial board manages this fortnightly.

Details about the varied bodies of the student's representation:-

- a) Cultural Committee
- b) Sports Committee
- c) Social Service (Community Outreach) Committee
- d) Magazine Committee

Academic and administrative activities of the above mentioned bodies are as below:-

- i. Celebration of important historical days and festivals
- ii. Organization and Participation in Co-curricular activities.
- iii. Organization & Participation in sports
- iv. Maintaining cleanliness of the campus
- v. Stress on campus beautification
- vi. Co-Ordination with the college administration

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

The college publishes annual magazine and student participation is ensured.

- Representation to students is given in the editorial board.
- Students publish articles in the magazine.
- They bring out hand written wall magazine also

Students' creative works are collected, scrutinized. The faculty members always encourage them for creation of material. Various type of specimens related to curriculum are prepared in relation to practicum.

5.3.4 Does the institution have a student council or any similar body? Give details on-constitution, Major activities and funding.

We don't have student council. However, each year a student representative (SR) is elected / selected. The student's problems are brought to the knowledge of the

principal by SR. SR and different committees are totally responsible for organizing various programmes throughout the year which provide a platform for student community for exhibiting their talents.

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

The institution believes in participatory management. Students' Representative together with different committees helps in organizing various institutional activities in consultation with the Head of the institution and staff members. Our Student Representative (SR) is a member of the College Governing Body (administrative body). SR is consulted and the feedback is taken before finalizing the decisions on matters pertaining to the institutional administration.

5.3.6 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?

Yes, regular feedback on teaching and other facilities are taken from the students. Feedback on individual faculty members is also collected.

Outgoing students also provide feedback on the courses. Alumni are asked to leave their feedback in prescribed forms. Personal interaction of teachers with parents helps us to collect additional feedback.

Principal of our College collects and analyzes feedback. Based on their suggestions new add-on programmes are introduced.

5.4 Best Practices in student support and progression:

5.4.1 Give details of institutional best practices in student support and progression?

- Providing conducive environment and creative opportunities.
- As explained earlier, the four clubs, the placement cell, The Guidance and Counselling cell, the Grievance Redressal cell, The Discipline committee and the library committee are among the best practices for students support and progression.
- Class test / Assignment.
- Internet access during the college hour
- Computer practical training as they wish

- Maintaining good academic environment
- Use of information and communication technology
- Students can take numbers of books
- Organizing tutorials for solving the problems of students.
- Feedback on teachers is also considered for improving the quality of teachers.
- Feedback on course content also helps in revamping the syllabus.
- There is an established Alumni Association

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership:

6.1.1 What are the institutions stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Gandhi Centenary B. T. College, Habra was established in 1968 and the dream of 1968 has already crossed 48 long years. The college now has a rich past, a glorious present and a bright future. Gandhi Centenary B. T. College, Habra is marching ahead with its sole objective of providing quality education to all, irrespective of caste, creed and religion, economic status or physical health. To fulfill the objective, many programmes have been initiated keeping in tune with the changing scenario of education.

VISION:-

- To transform the institution to an ideal centre of Teacher Education through a holistic approach.
- To provide quality education to the students and to make their acquired skill, knowledge and qualification more relevant to global needs. That is to empower the prospective teachers to meet the challenges of the 21st century knowledge scenario.

MISSION:-

- To dispel the darkness of ignorance from the society through dissemination of knowledge.
- To achieve the excellency in teaching- learning process.
- To enrich the students in modern technology equipments experiences by providing maximum use of ICT and other in education.

- To create an ideal academic environment fostering quality teaching and learning.
- To imbibe the values commensurate with social, cultural and environmental realities at global level.
- To create an ambience for greater competitiveness, grooming varied skill and intellectual pursues.
- To make Teacher Education accessible to various social groups of the society particularly the economically weaker sections and the women students.
- To generate awareness among the people against the social evils, diseases and for protection and sustenance of the environment.
- To inculcate among the students positive thinking, human values, egalitarian and secular outlook, a sprit for social work, prosperity and harmony.
- To uplift spiritual, ethical and moral values among the students to arrest unethical escalation of value degradation in the society.
- To encourage all-round development of personality of students.
- To achieve the Excellency in research.
- To contribute the overall development of the nation.

VALES:

- Academic excellence
- Self discipline
- Environment Awareness
- Scientific Temperament
- Tolerance
- Commitment
- Co-operation
- Adjustability
- Democratic view point
- Leadership

The purpose, vision, mission and values stated by institution made known to the trainees through the orientation programmes, personal interview, everyday prayer in assembly, planning of practical lessons and co-curricular activities.

The vision and mission are circulated to trainees in the induction session. They are also put on the notice board and a display board.

PURPOSE:

- To contribute the building of nation through Teacher Education.
- To prepare the good and talented citizens of a country.
- To develop understanding about the various procedure & techniques of evaluation and their application in class room.
- To prepare the teachers with highly skilled techniques.
- To inculcating values through co-curricular and extra-curricular activities,
- To provide platform to the students to show their ability and wisdom through knowledge.
- To prepare the teachers to identify the problems related to class room.
- To encourage the students and faculties for research.
- To help students to develop their presentation skill.

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

Yes, the mission of the institution addresses the needs of the society. The goals and objectives are reflected in the curriculum and the outreach activities. Trainees participate in various curricular, co-curricular and extra curricular activities which facilitate to develop positive attitude, life skills, knowledge, values etc.

GOAL:

To encourage, nurture and develop a sense of internal strength and confidence to face life, capacity building to contribute towards national development .Our goal is framed in a way to the attainment of our college motto "Progress through Quality Teacher Education for Rural Growth, National Integration, Peace and Prosperity".

OBJECTIVES:

- To provide quality teacher education at semi-urban area.
- To promote higher education among rural women and the rural youth.
- To develop self- esteem and self -confidence

- To develop ability to take their own decisions
- To provide skills for employment
- To equip with technology in the field of teacher education.

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

Governing Body

Prof. Dr. Chintaharan Sengupta	President
Prof. Dr. Rajib Mukhopadhyay	Secretary (Ex – officio)
Dr. Pankaj Kumar Mandal	University Representative
Dr. Amit Majumdar	University Representative
Sri Probodh Sarkar	Govt. Representative
Sri Manoj Mitra	Govt. Representative
Sri Sameer Dutta	Chairperson, Municipality (Ex-officio)
Sri Samir Kr. Banerjee	Teacher Representative
Smt. Soma Roy Chaudhuri	Teacher Representative
Dr. Sudip Chaudhuri	Teacher Representative
Sri Pankaj Kr. Jana (Librarian)	Teacher Representative
Sri Padmakhya Mitra	NTS Representative
Sri Tapan Kr. Chakraborty	NTS Representative
Sri Goutam Saha	Student Representative

List of various Committees/ Sub-committees and its composition

A Administrative

1. Finance sub – Committee

a.	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b.	Sri Samir Kr. Banerjee (Associate Professor)	Convener
c.	Sri Probodh Sarkar (G.B. member)	Member
e.	Smt. Anupama Gangopadhyay (Associate Professor)	Member
f.	Dr. Sudip Chaudhuri, (Assistant Professor- Stage-3)	Member

2 Provident Fund sub committee

a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b.	Dr. Sudip Chaudhuri, Assistant Professor- Stage-3	Convener
c	Sri Monoj Mitra (G.B. Member)	Member
d	Smt. Bithi Sarkar (Assistant Professor)	Member
e	Sri Prosenjit Datta (Head Clerk)	Member

3 Staff Council:

a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	All members of the Teaching staff (Table-1)	Members
c	All members of the non teaching staff (Table-1)	Members

4 Wroks and Development sub-Committee

a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	
b	Sri Pankaj Kr. Jana (SL Gr. Lib)	convener
c	Sri Monoj Mitra (G.B. Member)	Member
d	Dr. Sudip Chaudhuri, Assistant Professor- Stage-3	Member
e	Sri Tapan kr. Chakraborty (office staff)	Member

5 SC/St Welfare Cell

a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Smt. Bithi Sarkar, Assistant Professor	Convener
c	Smt. Soma Ray Chaudhuri/ Assistant Professor	Member
d	Sri Monoj Mitra (G.B. Member)	Member
e	Sri Tapas Saha (office Staff)	Member
f	Sri Goutam Saha, S.R.	Member

6	<u>Sex Harassment (Prevention) Cell</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Smt. Anupama Gangopadhyay, Associate Professor	Convener
c	Sri Samir Kumar Banerjee, Associate Professor	Member
d	Sri Pranab Mitra, office staff	Member
e	Sri Santosh Biswas, office staff	Member
f	Sri Goutam Saha, students representative	Member

7	<u>Grievance Redressal Cell</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Smt. Anupama Gangopadhyay, Associate Professor	Convener
c	Sri Pankaj Kumar Jana, Sl Gr Librarian	Member
d	Sri Susil De, Office Staff	Member
e	Sri Goutam , students representative	Member

B **Academic**

1	<u>Admission Sub committee</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Dr. Sudip Chaudhuri, Assistant Professor- Stage-3	Convener
c	Dr. Amit Majumder (G.B.Member)	Member
d	All whole time lecturers of the college	Members
e	Sri Prosenjit Datta, Head Clerk	Member
f	Sri Tapan Kr. Chakbaborty, Office Staff	Member

2	<u>Academic Council</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Smt. Soma Raychaudhuri, Assistant Professor	Convener
c	Dr. Swapna Banik, G.B. member	Member
d	Sri Samir Kr. Banerjee, Associate Professor	Member
e	Sri Pankaj Kr. Jana, Sl. Gr.,Lib	Member

3	<u>Teachers' Council</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	President
b	Smt. Anupama Gangopadhyay, Associate Professor	Secretary
c	All members of the Teaching staff	Members

4.	<u>Library sub committee</u>	
a	Prof. (Dr.) Rajib Mukhopadhyay, Principal	Chairman
b	Sri Pankaj Kumar Jana, Librarian	Convener
c	Smt. Soma Raychaudhuri, Assistant Professor	Member
d	Dr. Malabika Biswas Roy, Assistant Professor	Member
f	Sri Prosenjit Dutta, Head Clerk	Member
g	Sri Goutam Saha, Students Representative	Member

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

Principal of our College explains the nature of job, prevailing rules and responsibilities to our staff members after their appointment and subsequent joining. The staff members are assigned various duties of the curricular and co-curricular activities as well as admission work by the Principal. It is be intimated through notices and at the meetings of respective committee. Duty allotment – notices are countersigned by concerned staff members. The staff members are encouraged to accept responsibilities of one's own choice. They are permitted to change or to ask for partner of responsibility. The students are also informed about the responsibilities of the concerned staff members.

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

The management keeps close contact with the head of institution and the head of the institution maintains close contact with the faculty members & teacher trainees.

Necessary guidance and valuable suggestions are given by our Governing Body for effective functioning of the institution. The feedback of the students and that of the stakeholders through personal contacts are considered for developing the activities of the Institution. Thus valid information is available to review the activities of the institution.

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

The barriers in achieving the vision, mission and goals are identified and addressed by following mechanism:

- The Examination Results
- Reports of various activities
- Meetings, Interviews, Discussions and Observations.
- Feedback by the appraisal from stakeholders and self-appraisal of faculty member

6.1.7 How does the management encourage and support involvement of the staff for improvement of effectiveness and efficiency of the institutional processes?

The management encourages the staff in various functions, programmes and in the annual function. They take note of their contribution. Through the head of the

institution, appropriate responsibilities are allotted. Management appreciates the activities of the staff and supports the following to improve the efficiency of the staff,

- ✓ Gives freedom to plan and execute curricular and co-curricular activities.
- ✓ Encourages the staff members to qualify themselves and update their knowledge by participating in various programs like seminars, workshops, conferences etc. On duty is allowed and full expenditure is sponsored by the management.
- ✓ Encourages staff to publish papers in journals
- ✓ Periodical review meetings to have a glance over their performance.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resource for the preparation of students.

The head of the institute alongwith the staff and management works for the fulfillment of the objectives of the institute.

The leadership role of the head is as following:

- Principal has meeting with the staff members before the beginning of the new session.
- Feedback of students, parents and alumni members as well as the results are studied carefully.
- Responsibilities are divided among the faculty members.
- The academic programmes, viz. teaching, practice teaching and evaluation are supervised.
- Complaints are studied and actions are taken promptly.
- The progress is reviewed in staff meeting.
- The principal himself also plays active role in demonstration, theory teaching and evaluation.
- The head of the institution attends the different activities and programmes of the University and give feedback.
- The relationship between the head, staff and students is harmonious.
- Positivism and flexibility are the main things to success.

6.2 **ORGANIZATIONAL ARRANGEMENTS:**

6.2.1 List the different committee constituted by the institution for management of different institution 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.

List of the various committees / Sub committees and its functions

A Administrative

1 Finance sub committee

Framing of financial budget of the college

Financial sanctioning of developmental work of the college,

Sanctioning of financial help given to the staff, students of the college

Supervising the annual Audit Report of the college.

2 Provident fund sub committee

Maintaining the Provident Fund records of the staff of the college.

Releasing & Refunding of the P.F. Loan to the member of the college staff

Collection of P.F interest from the Govt. & distributing to the members properly

3 Staff Council

Removing problems & hazards of the college

Helping the administration in smooth running of the college (both administration & academic purpose)

Future planning for better development of the college, academically and administrationally.

4 Works & Development Sub Committee

Planning and implementing the various developmental works of the college

Supervising the works

Planning & utilising the Grants (UGC State Govt etc.) Properly

5 S.C/S.T Welfare Cell

Monitoring the admission (as per s.c & s.t. Rule of State Govt.) of the college

Monitoring the employment procedure adopted in the college (as per roster of the state govt.)

Monitoring the maintenance of the interest of s.c./s.t. students staff of the college

6. Sex Harassment (prevention) Cell

Monitoring the sex harassment (if any) and rightly pointing to the administration for prevention /solution

Future planning for preventing the sex harassment among the students staff of the college

7 Grievance Redressal Cell

Finding & locating the proper grievance

Suggestion for removal of grievance

Future planning for non occurrence of any grievance.

B Academic**1 Admission sub committee**

Making arrangement for admission (advertisement, distribution of forms etc)

Preparing admission lists (following univ, Govt & NCTE rule)

Monitoring admission as per rule

2 Academic Council

Preparing academic calendar for an academic session

Preparing time table & leave calendar

Planning for better academic development & planning.

Monitoring & planning different curricular activities

Removing academic problems/hazards

3 Teachers council

Helping the administration in smooth running of the college

Removing problems & hazards of the college

In framing academic & administrative plans & programmes.

4 Library Sub Committee

Improving & upgrading the library condition of the college as per requirement

Removing grievance in using library books or trainees & staff of the college.

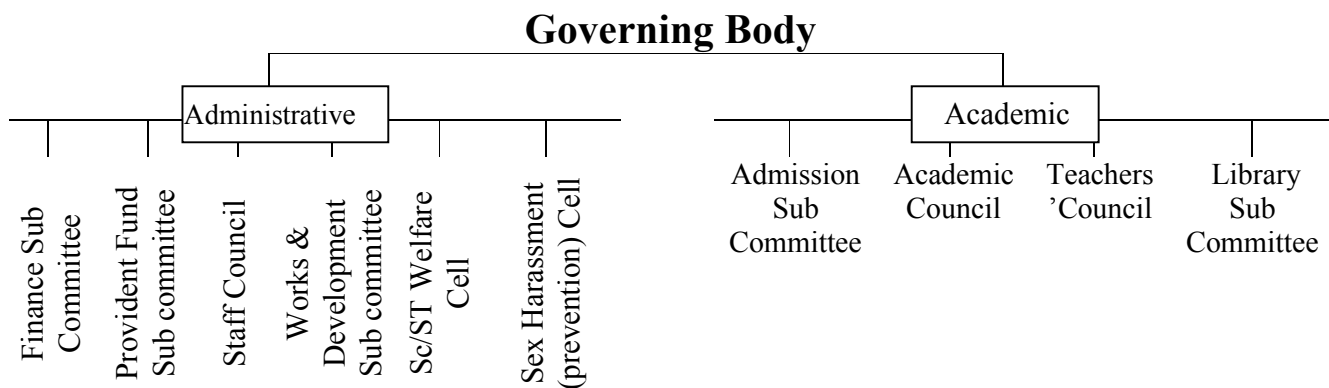
Proper restoration & cataloging of the books

Purchasing books as per demand

Formation of reading habits among the trainees

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

Organizational Structure of Gandhi Centenary B. T. College, Habra



No. of Meetings During 2014-15:

Governing Body- 05

IQAC- 03

Finance Sub-committee- 02

Staff- 02

LIST OF COLLEGE STAFF- GANDHI CENTENARY B.T. COLLEGE, HABRA

Sl. No.	Name	Designation	Contact No.	E-mail ID
01.	Dr. Rajib Mukhopadhyay	Principal	9051167912	mukhrajib68@gmail.com
02.	Anupama Gangopadhyay	Associate Professor	9433295886	anupama.ganguly@rediffmail.com
03.	Samir Kumar Banerjee	Associate Professor	9432241220	skb3548@gmail.com
04.	Soma Ray Chaudhuri	Assistant Professor	9830182619	sraychaudhuri66@gmail.com
05.	Bithi Sarkar	Assistant Professor	9432326406	bithi.sarkar@gmail.com
06.	Dr. Sudip Chaudhuri	Assistant Professor	9433340953	chaudhurusudip@yahoo.co.in
07.	Dr. Malabika Biswas Roy	Assistant Professor	9830499576	malabikabiswasroy@gmail.com
08.	Pankaj Kumar Jana	Sl. Gr. Librarian	9433470340	pkjana62@gmail.com
09.	Anita Karmakar	CWTT	9830770262	anitakarm12345@gmail.com
10.	Chitrani Ghosh	PTT	9932729512	chitrani.ghosh@yahoo.com
11.	Bibhas Malakar	Guest Lecturer	7890104591	malakarbibhasa@gmail.com
	Prosenjit Datta	Head Clerk	9434102743	naruprosenjit@gmail.com
13.	Tapas Saha	Typist	9475014951	tncsaha@gmail.com
14.	Pranab Mitra	Clerk	9434227992	pranabmitra96@gmail.com
15.	Padmaksha Mitra	Lab. Attendant	9474431674	
16.	Tapan Kumar Chakraborty	Lab. Attendant	9333150354	
17.	Ruma Das	Lab. Attendant	8798381510	
18.	Sushil De	Library Peon	9153873192	
19.	Prasanta Kumar Das	Peon	9800712138	gcbtprasanta@gmail.com
20.	Sujit Majumder	Peon	9732963474	
21.	Santosh Biswas	Guard	9474742286	
22.	Sukumar Barik	Guard	9474470285	
23.	Rina Orang	Part-Time Sweeper	9002582426	
24.	Sasanka Sekhar Mondal	Cook	9609187570	
25.	Gopal Das	Assistant Cook	9476398167	

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

The administration is democratic in nature and decentralized to a large extent. The committees shown ahead have power to plan, implement and evaluate their activities.

Infrastructure and managerial activities are looked after by the head of the institution. The faculty members working as a head of a committee, which has all powers

and freedom to take decisions. The principal has supervisory role and various activities are conducted by committees.

Administrative activities are decentralized by this way. All the clerical staff and librarian are informed to do their work independently under the supervision of principal.

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

By conducting seminars, workshops and group discussions, the students and staff members of different divisions share their knowledge. Our College has informal collaboration with practicing schools. During teaching practice, our trainees establish the tie up between our college and practice teaching schools. We can improve the quality of education with the help of practicing schools.

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

Yes, our College collects feedback and also information from the suggestion box. These data are pooled up and analyzed. Actions are undertaken accordingly for the improvement in performance.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty?

(Skill sharing across department creating/providing environment)

The institution encourages the faculty and gives freedom:

- To study further
- To take researches
- To publish books/articles/papers
- To attend seminar/workshop
- To present papers
- To take M.Phil., Ph. D. degree etc.
- To take computer digital lessons

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT:

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

Yes, the institution doesn't have an MIS in place.

The institution selects, collects and analyses the data and information on academic and administrative aspects by decentralization of the power and work. The institution monitors the performance of the teaching and nonteaching staff by self appraisal, students' feedback on the faculty performance and assessment of the faculty members by the Principal. Management appreciates staff members for good performances.

6.3.2 How does the institution allocate resource (human and financial) for accomplishment and sustaining the changes resulting from the action plans.

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources. Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and cocurricular activities. The concerned committees forward the recommendations to the Principal and then Principal and the Finance committee members consider the recommendations for allocation of the human and financial resources.

The principal discusses the various action plans regularly with the Governing Body. The required budget is provided by the Finance committee and approved by the Governing Body.

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

- ✓ To support the implementation of mission and goals an institutional academic plan for the whole session is prepared at the beginning of the session, in which teaching-learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms.
- ✓ There are different committees in the institution for monitoring different activities. Staffs are allotted for admission work, cultural activities, community works, extension activities etc., depending upon their potential.
- ✓ Fee structure is intimated during admission time and then fee collection is reminded to students by notice by the principal, and accounts department monitors the fee collection.

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

The academic plan for the year is prepared after a discussion with all the concerned persons. The following points to be taken into consideration for preparation of academic plan.

- Objectives
- Resources
- Calendar of the University
- Calendar of Secondary Education Board
- University Examinations
- Calendar of Schools
- Celebration of days and weeks
- Suggestions of staff, schools
- Local celebrations, festivals

Calendar is tentative mapping of the year activities. Any limitations or drawbacks in the calendar are properly moderated and modified during the year

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

General and specific objectives are brought to notice of the faculty members, teacher trainees & administrative staff. They are circulated to the faculty members and the non-teaching staff. The objectives are envisioned to the trainees and other stakeholders. Lecturers are given in assembly whenever the academic activities are to be started.

Contributions of ideas by any individual are welcomed in this regard. Opinions are accepted in the meetings of respective bodies and suggestions are made in staff meetings.

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

Review is conducted for the staff member periodically by the Principal to ensure and improve their efficiency. Academic achievements of the students are monitored by

the faculty members as well as by the principal class tests, assignments, reviews and follow ups.

6.3.7 How does the institution plan and deploy the new technology?

Teachers use different technologies for teaching in the classrooms, which are Power Point presentation, LCD Projector, OHP Projector, T.V., audio and video CD etc., and students are trained to use them. They are utilized in seminars and workshops. Library makes use of the modern technology office work and account is done using modern technology.

In the meeting of Teachers' Council, the requirement of instructional material, teaching-aids and computer is discussed. Student's feedback is also scrutinized and budget is allocated for the needs.

From this year we have installed a new software in library as per modern need. We use,

- LCD Projector
- OHP Projector
- Tape Recorder
- Computer
- DVD Player
- Internet

6.4 Human/Resource Management:

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

The institution is always positive and interested in development of faculty. Preference is given for orientation and refresher courses, attending seminar etc. The notice for seminars, workshops, training programmes, orientation and refresher courses are brought to notice of the faculty. The permission is given, adjustment is made and motivation is provided.

Management appreciates for progress of the faculty members.

6.4.2 What are the mechanisms in place for performance assessments (teaching research, service) of faculty and staff? (Self appraisal method, comprehensive evaluation by student and press). Does the institution use the evaluation to improve teaching, research, research and service of the faculty and other staff?

Yes, the institution has the mechanism to assess the performance of the faculty by getting feedback from students as well as through self appraisal report from staff. These data are statistically processed and assessed and concerned teacher is informed through the Principal, which in turn helps the teacher to improve the his/her performance.

6.4.3 What are the welfare measure for the staff and faculty? (Mention only those which effect and improve staff well-being, satisfaction and motivation).

Our Institution recognizes the values of teachers and gives utmost importance to the needs of the teaching community of the college. The following welfare measures are provided to attract and retain the best minds in teaching and other staff members. Some of the welfare measures provided by the college are

- Sponsorship and On duty (OD) is allotted for all staff who present papers in national & international seminars,
- The female staff members are given maternity leave and after 6 months they can rejoin.
- The faculty members are awarded for achievement of higher degrees like, M.Phil., Ph.D.
- Faculty members are encouraged to use ICT in day to day activities.

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

Yes,

- ❖ Staff members are encouraged to participate in in-service programmes conducted by the Government, DIET, etc.,
- ❖ Orientation programmes are attended by the faculty members.
- ❖ Non-teaching staff are encouraged to attend Library workshop and programs regarding computer training.

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

Our College is a State Government aided institution and rules and regulations established by State Government, NCTE and University for recruitment policy, service conditions are obligatorily followed by the institution. For vacant teaching posts, requisition is placed to the West Bengal College Service Commission keeping in mind the caste reservation roster. As per the recommendation of the College Service Commission, Governing Body issue appointment letter for the recommended candidate. For vacant non-teaching posts, applications are invited (through advertisement in leading newspapers of national repute) and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed.

After pay fixation by DPI, Government of West Bengal paying the salary of the employees of our College.

6.4.6 What are the criteria for employing part time/Ad-hoc? How is the part time/Ad-hoc faculty different from the regular faculty? (Eg. Salary structure, work load, specializations).

For recruitment of any Part Time/Guest Faculty, the college follows guide lines of the NCTE, our affiliating university (West Bengal State University, Barasat), State Government (Govt. of West Bengal) as well as UGC.

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

The policies, resources and practices of the institution that support and ensure the professional development of the faculty are as under:

- There is freedom to attend seminars and conferences.

- Institution provides equal opportunities to all the staff members for higher studies
- The faculty members are motivated to attend seminars, workshop and conferences.
- Necessary adjustments are made in daily work during absence of faculty.
- Institution provides financial assistance to attend seminars, workshop & conferences.
- The faculty members are appreciated informally for their special achievements.

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

The facilities provided to faculty are:

- Common staff room
- Separate table, chair and cupboard with lock
- Separate methods class room
- Psychological laboratory
- Science laboratory
- Seminar Hall
- Big Auditorium for cultural programmes
- Library
- Instructional material
- Teaching aid: OHP, LCD
- Computer laboratory
- Canteen facilities

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

Faculty members get information from the Principal through notices. College has provision of suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through website and brochure.

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

The following points are taken in consideration for allotting workload and practices.

- Equal distribution
- Field of interest
- Experience and proficiency
- Personal requirement
- Nature of work

When faculty is engaged in either personal development or academic pursuits their workload is redistributed. Teaching learning methods like seminar, workshop, self study, experiments are used to minimize extra burdens in the absence of staff.

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

Yes, Staff members are encouraged to pursue the higher studies and attend advanced programmes. This helps in the up-gradation of their skills, teaching methodology involving ICT enabled methods.

6.5 Financial Management and Resource Mobilization:

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

Yes, our College is Government aided College. So besides salary of our staff, we get other financial supports of the government.

Grants received in the three years under different heads:

UGC (12th Plan):

(a) Remedial Coaching: Recurring- Rs. 62,500.00 [Memo No. MSWB-020 / 12-13 (ERO) Dated 07.09.2012] ; Non-recurring- Rs. 37,500.00 [Memo No. MSWB-020 / 12-13 (ERO) Dated 30.03.2013].

(b) Books and Journals: Rs. 1,60,000.00 [Memo No. WSB-020 / 12-13 (ERO) Dated 30.03.2013 and WSB-020 / 12-13 (ERO) Dated 04.03.2014].

(c) Equipments: Rs. 1,60,000.00 [Memo No WSB-020 / 12-13 (ERO) Dated 30.03.2013 and WSB-020 / 12-13 (ERO) Dated 04.03.2014].

(d) Heads (31 in Number): Rs. 1,42,290.00 [Memo No. FWBS-020 / 12-13 (ERO) Dated 28.03.2014] .

(e) Heads (35 in Number): Rs. 2,49,000.00 [Memo No. FWBS-020 / 12-13 (ERO) Dated 28.03.2014] .

(f) IQAC: FIQAC-W-358 / 13-14 (ERO) Dated March, 2014.

State Government (West Bengal):

1. Memo No.- 1586- AC Dated 20.03.2015- Amount Received- Rs. 3,00,000.00

(For incentive to non-government other grants college under State Level Assesment Scheme)

2. Memo No.- 301 / 12 (17) Trg. Dated 16.10.2014- Amount Received- Rs. 1,50,000.00

(For COSA and On-Line Admission)

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

Nil

6.5.3 Is the operational budget of the institution adequate to cover the day expenses? If no, how is the deficit meet?

Yes, there is an adequate budget to cover the day to day expenses.

6.5.4 What are the budgetary resources to fulfill the mission and offer quality programs? (Budget allocations over the past five years depicted through income-expenditure statement, future, planning, resources allocated during the current year and access/deficit).

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2014-15

INCOME			EXPENDITURE		
HEADS	2013-2014	2014-15 (Proposed)	HEADS	2013-2014	2014-15 (Proposed)
Admission	2,00,000.00	4,00,000.00	Library	32,157.00	1,00,000.00
Tuition Fee	3,00,000.00	3,60,000.00	Library Caution		10,000.00
Development	5,50,000.00	7,00,000.00	Laboratory	72,642.00	50,000.00
Teaching Practical	40,000.00	50,000.00	Examination		
NAAC & NCTE	50,000.00		Development	1,12,195.00	10,00,000.00
Games & Sports	19,800.00	20,000.00	Building	3,05,432.00	12,00,000.00
Library	99,000.00	1,00,000.00	Elec. & Tel. Ph.	89,346.00	1,50,000.00
Library Caution	10,000.00	10,000.00	Bank Charges	3,031.00	3,000.00
Magazine	49,500.00	50,000.00	Audit Fee	3,500.00	10,000.00
Elec. & Tel. Ph.	2,50,000.00	2,50,000.00	Stationary	13,662.00	30,000.00
Building	4,90,000.00	7,00,000.00	Printing	41,460.00	75,000.00
Generator	1,18,800.00	1,50,000.00	T.A.	20,683.00	50,000.00
Students' Aid	14,950.00	15,000.00	Contingency	65,997.00	1,00,000.00
Social	1,00,000.00	1,50,000.00	Advertisement	17,626.00	30,000.00
Laboratory	43,000.00	50,000.00	Maintenance	81,194.00	3,00,000.00
Sale Proceeds	13,900.00		Computer	85,414.00	3,00,000.00
Hostel	1,43,000.00	1,60,000.00	Gardening	53,190.00	75,000.00
Health Service	4,700.00	2,500.00	Teaching Practical	27,010.00	50,000.00
Community Outreach	69,300.00	70,000.00	Games & Sports	12,275.00	15,000.00
Computer Fees	99,000.00	3,00,000.00	Social	33,081.00	75,000.00
			Hostel	47,940.00	1,00,000.00
			Magazine	32,000.00	50,000.00
			Legal Expenses		30,000.00
			Students' Aid		5,000.00
			Postage	209.00	2,000.00
			Generator	42,529.00	75,000.00
			Misc.	23,401.00	60,000.00
			Reward	4,800.00	5,000.00
			NAAC & NCTE		50,000.00
	26,64,950.00	35,37,500.00		12,20,774.00	40,00,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2013-14

INCOME			EXPENDITURE		
HEADS	2012-2013	2013-14 (Proposed)	HEADS	2012-2013	2013-14 (Proposed)
Admission	1,20,000.00	2,00,000.00	Library	27,163.00	1,00,000.00
Tuition Fee	3,00,000.00	3,00,000.00	Library Caution	0.00	10,000.00
Development	5,50,000.00	5,50,000.00	Laboratory	15,534.00	40,000.00
Teaching Practical	40,000.00	40,000.00	Examination	16,540.00	25,000.00
NAAC & NCTE	50,000.00	50,000.00	Development	3,36,545.00	5,00,000.00
Games & Sports	20,000.00	20,000.00	Building	3,00,000.00	8,00,000.00
Library	50,000.00	1,00,000.00	Elec. & Tel. Ph.	67,192.00	1,50,000.00
Library Caution	10,000.00	10,000.00	Bank Charges	1,915.00	3,000.00
Magazine	50,000.00	50,000.00	Audit Fee	7,000.00	7,000.00
Elec. & Tel. Ph.	2,50,000.00	2,50,000.00	Stationary	13,551.00	25,000.00
Building	3,50,000.00	5,00,000.00	Printing	31,355.00	75,000.00
Examination	30,000.00	30,000.00	T.A.	24,410.00	40,000.00
Generator	1,00,000.00	1,20,000.00	Contingency	55,252.00	75,000.00
Students' Aid	15,000.00	15,000.00	Advertisement	17,230.00	25,000.00
Social	1,00,000.00	1,00,000.00	Maintenance	67,678.00	1,50,000.00
Laboratory	45,000.00	45,000.00	Computer	0.00	1,00,000.00
Sale Proceeds	3,00,000.00	3,00,000.00	Gardening	41,007.00	75,000.00
Hostel	1,20,000.00	1,40,000.00	Teaching Practical	29,995.00	50,000.00
Bank Charges	10,000.00	10,000.00	Part-Time Allowance	28,800.00	50,000.00
Health Service	5,000.00	4,000.00	Games & Sports	6,512.00	15,000.00
Community Outreach	50,000.00	70,000.00	Social	28,928.00	50,000.00
Computer Fees	0.00	1,00,000.00	Hostel	29,466.00	4,00,000.00
Re-union	3,000.00	0.00	Magazine	34,850.00	50,000.00
			Legal Expenses	15,200.00	30,000.00
			Students' Aid	0.00	5,000.00
			Postage	265.00	2,000.00
			Re-Union/Alumoni	32,773.00	50,000.00
			Generator	27,874.00	50,000.00
			Misc.	29,003.00	50,000.00
			Reward	3,400.00	5,000.00
			NAAC & NCTE		50,000.00
	25,68,000.00	30,04,000.00		12,89,438.00	30,57,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,
DIST.: NORTH 24-PARGANAS.**BUDGET FOR: 2012-13**

INCOME			EXPENDITURE		
HEADS	2011-2012	2012-13 (Proposed)	HEADS	2011-2012	2012-13 (Proposed)
Admission	1,23,600.00	1,20,000.00	Library	10,518.00	1,00,000.00
Tuition Fee	3,14,400.00	3,00,000.00	Laboratory	27,499.00	40,000.00
Development	5,66,500.00	5,50,000.00	Examination	20,200.00	25,000.00
Teaching Practical	41,200.00	40,000.00	Development	3,72,818.00	5,00,000.00
NAAC & NCTE	51,500.00	50,000.00	Building	2,53,748.00	9,00,000.00
Games & Sports	29,330.00	20,000.00	Elec. & Tel. Ph.	1,04,139.00	1,50,000.00
Library	51,500.00	50,000.00	Bank Charges	2,800.00	3,000.00
Library Caution	10,300.00	10,000.00	Audit Fee		6,000.00
Magazine	51,500.00	50,000.00	Stationary	18,407.00	25,000.00
Elec. & Tel. Ph.	2,06,000.00	2,50,000.00	Printing	40,230.00	75,000.00
Building	7,25,300.00	3,50,000.00	T.A.	20,667.00	30,000.00
Examination	30,900.00	30,000.00	Contingency	45,684.00	75,000.00
Generator	51,500.00	1,00,000.00	Advertisement	22,689.00	20,000.00
Students' Aid	15,750.00	15,000.00	Maintenance	73,256.00	1,50,000.00
Social	1,03,000.00	1,00,000.00	Gardening	37,670.00	50,000.00
Laboratory	40,000.00	45,000.00	Teaching Practical	45,676.00	60,000.00
Sale Proceeds	3,64,800.00	3,00,000.00	Part-Time Allowance	2,20,610.00	50,000.00
Hostel	66,000.00	1,20,000.00	Games & Sports	3,392.00	15,000.00
Bank Charges	10,600.00	10,000.00	Social	29,810.00	50,000.00
Health Service	5,810.00	5,000.00	Hostel	25,457.00	1,00,000.00
Community Outreach	51,500.00	50,000.00	Magazine	38,350.00	50,000.00
Re-union		3,000.00	Legal Expenses	9,500.00	20,000.00
			Students' Aid	6,000.00	5,000.00
			Postage	179.00	2,000.00
			Re-Union/Alumoni		50,000.00
			Generator	23,389.00	50,000.00
			Misc.	27,951.00	40,000.00
			Reward	3,400.00	5,000.00
			NAAC & NCTE		50,000.00
	29,10,990.00	25,68,000.00		14,84,039.00	26,96,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2011-12

INCOME			EXPENDITURE		
HEADS	2010-2011	2011-12 (Proposed)	HEADS	2010-2011	2010-11 (Proposed)
Admission	1,32,000.00	1,20,000.00	Library	12,900.00	75,000.00
Tuition Fee	3,12,800.00	3,00,000.00	Laboratory	6,288.00	20,000.00
Development	5,50,000.00	5,50,000.00	Examination	11,694.00	15,000.00
Teaching Practical	44,000.00	40,000.00	Development	3,30,759.00	7,00,000.00
NAAC & NCTE	55,000.00	50,000.00	Building	3,90,892.00	10,00,000.00
Games & Sports	28,000.00	20,000.00	Elec. & Tel. Ph.	1,33,738.00	1,50,000.00
Library	55,000.00	50,000.00	Bank Charges	3,328.00	5,000.00
Magazine	55,000.00	50,000.00	Audit Fee	3,500.00	6,000.00
Elec. & Tel. Ph.	1,65,000.00	2,00,000.00	Stationary	11,055.00	20,000.00
Building	2,75,000.00	3,50,000.00	Printing	39,195.00	75,000.00
Examination	33,000.00	30,000.00	T.A.	16,234.00	30,000.00
Generator	55,000.00	50,000.00	Contingency	22,503.00	75,000.00
Students' Aid	15,500.00	15,000.00	Advertisement	12,784.00	15,000.00
Social	1,90,960.00	1,00,000.00	Maintenance	67,260.00	1,50,000.00
Laboratory	47,500.00	50,000.00	Gardening	29,264.00	40,000.00
Sale Proceeds	6,27,620.00	4,00,000.00	Teaching Practical	19,180.00	35,000.00
Hostel	1,20,000.00	1,20,000.00	Part-Time Allowance	1,90,533.00	2,50,000.00
Bank Charges	10,000.00	10,000.00	Games & Sports	17,665.00	20,000.00
Health Service	5,500.00	5,000.00	Social	39,997.00	50,000.00
Community Outreach	55,000.00	50,000.00	Hostel	22,886.00	30,000.00
Re-union	2,400.00	3,000.00	Magazine	29,300.00	50,000.00
			Legal Expenses	37,000.00	50,000.00
			Students' Aid	5,000.00	15,000.00
			Postage	287.00	2,000.00
			Re-Union/Alumoni	22,589.00	25,000.00
			Generator	23,708.00	50,000.00
			Misc.	9,375.00	20,000.00
			Reward	2,800.00	5,000.00
			NAAC & NCTE	250.00	10,000.00
	28,34,280.00	25,63,000.00		15,11,964.00	29,88,000.00

GANDHI CENTENARY B.T.COLLEGE, HABRA.

P.O.: HABRA-PRAFULLANAGAR,

DIST.: NORTH 24-PARGANAS.

BUDGET FOR: 2010-11

INCOME			EXPENDITURE		
HEADS	2009-2010	2010-11 (Proposed)	HEADS	2009-2010	2010-11 (Proposed)
Admission	1,24,000.00	1,20,000.00	Library	45,475.00	75,000.00
Tuition Fee	3,28,800.00	3,00,000.00	Laboratory	4,709.00	20,000.00
Development	4,96,000.00	5,00,000.00	Examination	9,045.00	15,000.00
Teaching Practical	62,000.00	40,000.00	Development	17,35,725.00	5,00,000.00
NAAC & NCTE	62,000.00	50,000.00	Building	2,51,397.00	9,00,000.00
Games & Sports	30,800.00	20,000.00	Elec. & Tel. Ph.	1,04,108.00	1,25,000.00
Library	62,000.00	50,000.00	Bank Charges	107.00	3,000.00
Magazine	62,000.00	50,000.00	Audit Fee	3,500.00	6,000.00
Elec. & Tel. Ph.	1,25,700.00	1,50,000.00	Stationary	8,288.00	20,000.00
Building	2,48,000.00	2,50,000.00	Printing	31,114.00	75,000.00
Examination	37,200.00	30,000.00	T.A.	17,534.00	30,000.00
Generator	62,000.00	50,000.00	Contingency	62,094.00	75,000.00
Students' Aid	6,200.00	15,000.00	Advertisement	11,256.00	15,000.00
Social	1,17,480.00	1,00,000.00	Maintenance	74,287.00	1,50,000.00
Laboratory	52,500.00	50,000.00	Gardening	26,463.00	30,000.00
Sale Proceeds	2,97,913.00	3,00,000.00	Teaching Practical	27,696.00	35,000.00
Hostel	1,36,000.00	1,20,000.00	Part-Time Allowance	1,40,500.00	2,00,000.00
Bank Charges	15,000.00	10,000.00	Games & Sports	12,501.00	15,000.00
Health Service	11,200.00	5,000.00	Social	39,997.00	50,000.00
Community Outreach	62,000.00	50,000.00	Hostel	30,776.00	30,000.00
Re-union	3,150.00	3,000.00	Magazine	27,757.00	35,000.00
			Legal Expenses	7,200.00	10,000.00
			Students' Aid	0.00	5,000.00
			Postage	365.00	2,000.00
			Re-Union/Alumoni	20,647.00	25,000.00
			Generator	14,175.00	20,000.00
			Misc.	17,803.00	20,000.00
			Reward	3,600.00	5,000.00
			NAAC & NCTE	0.00	10,000.00
	24,01,943.00	22,63,000.00		27,28,119.00	25,01,000.00

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

Yes, the account is audited regularly. We have external audit procedure. No objection is raised by the auditor.

6.5.6 Has the institution computerized its financial management systems? If yes, give details.

Yes, the institution has computerized its finance management systems.

6.6 Best practices in Governance and Leadership

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

- ✓ There is Governing Body which functions democratically.
- ✓ Self appraisal report by the teachers
- ✓ Students evaluation on teachers
- ✓ Several welfare schemes are adopted for the teachers by the authority
- ✓ Involving stakeholders for getting feedback and constructive suggestions.
- ✓ Well defined duties and responsibilities to develop organizational and managerial skills in the staff members for smooth functioning.
- ✓ Transparency in administration.
- ✓ Decentralization of the leadership through committee system.
- ✓ Cordial interaction among stakeholders and administrative members.
- ✓ Communication Skills are developed through Seminars, and debate contests.
- ✓ Committed academic leadership.
- ✓ Grievance/redressal mechanism adopted.

Criterion VII : Innovative Practices :**Internal Quality Assurance System:****7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, (1) the institution has established the Internal Quality Assurance cell on the 21st December, 2013.

The members of the committee are as follows.

- (i) Dr. Rajib Mukhopadhyay, Principal (Chairman, Ex-Officio)
- (ii) Sri Samir Kumar Banerjee, Associate Professor (Co-ordinator)
- (iii) Dr. Amit Majumder, (Member, Governing Body)
- (iv) Dr. Avijit Das, Assistant Professor, West Bengal State University (External Member)
- (VI) Smt. Soma Roy Chaudhuri, Assistant Professor (Senior Teacher)
- (VII) Smt. Bithi Sarkar, Assistant Professor (Senior Teacher)
- (V) Dr. Sudip Chaudhuri, Assistant Professor-Stage-3 (Senior Teacher)
- (VIII) Dr. Malabika Biswas Roy, Assistant Professor (Senior Teacher)
- (IX) Sri Pankaj Kumar Jana, Librarian, (Administrative Officer)

Major activities of IQAC:

The quality enhancement measures initiated by IQAC is as follows:

- Dissemination of Information on various quality parameters of Higher Education

- Development and application of quality bench marks parameters for the academic and administrative sections of the College at the beginning of the academic session.
- Organization of Seminars/workshops/ on teaching quality themes.
- Committee reviews the conditions and about new facilities in infrastructure of the Institution. Committee ensures the improvement of present facilities.
- The committee collects the opinion of past students regularly regarding infrastructure facilities.
- Progress and feedback monitoring.
- Personality development
- Communication skills
- Teaching skills and Training

7.1.2. Describe the mechanism used by the institution to evaluate the achievement to goals and objectives.

Various mechanisms are used by the institution to evaluate the achievement of goals and objectives.

- Self – Appraisal of Teachers
- Achievement of students at the university examinations
- Feedback of the Students as well as Alumni Association.
- Opinion of parents.

The achievement of goals and objective is evaluated by the analysis of the results of the end of the session. Feedback is obtained by IQAC from various cells and committees. The feedback is the basis of further planning.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives. To achieve the goals, our College constantly evaluates the academic activities and co-curricular activities with the help of teacher trainees.

Mechanism of Institute:-**Annual Planning:-**

In the beginning of the academic year, Annual planning through Institutional Calender and Academic Calendar are planned to meet the goals and objective of the College.

Frequent meeting with staff:-

Meeting of staff members in institute are held on regular interval during the whole year. Feedbacks of students regarding the process of educational practices are invited.

Formation of Committee:-

In the beginning of the year and after completion of admission process different committees are framed to plan the activities during the year. Faculty members and students are included in each committee and autonomy within the existing rules and regulations of the College is given to these committees for designing appropriate plans.

Meeting with student representative:-

- Meetings with student representative are held with principal and faculty members to solve the problems of students and to reflect the current educational practices of the institute.
- Meetings are held as per requirement.

Meeting with Parents:-

- Institute invites Parents of teacher trainees on different occasions, e.g. Celebration of National festivals, cultural porogramme and farewell ceremony to inform about our mission, objectives and achievements. Feedbacks are taken from parents regarding educational and cultural practices of the institute.

Meeting with Head Masters / Principal of Practicing Schools:-

- Meetings are held with the Head Masters / Principals of practicing schools before beginning of Practice-Teaching. Effective feedback is taken from Head Masters / Principals regarding expectations and necessary change in the teaching programme. This procedure also helps us to plan the activities of the institution.

Meeting with representative of Governing Body:-

- For financial assistance for the implementation of the educational plans, the members of the Governing Body are convinced.
- We also inform the Governing Body regarding expectations of the institution to achieve the objective.

7.1.3. How does the institution ensure the quality of its academic programmes?

- The institution plans in beginning of Academic year to accomplish all the programmes effectively.
- All the teacher trainees of the institute are motivated to participate in curricular and co- curricular activities by providing guidance form faculty and principal
- Our institute has both type of teaching like theory and practical

The process is as below:-

- Theory explanation
- Demonstration
- Planning & Guidance of Practical lessons.
 - Practical work - Simulated lesson (Campus)
 - Micro lessons (Campus)
 - Laboratory practical (Campus)
 - Practice teaching (Field)

Theory Explanation :

During the whole year all the faculty members and Principal teach theory in assembly for common subjects and in method class-room for methods and contents. Theoretical explanation for simulated lesson, Micro-teaching is also provided by the faculty members. The goals and advantage of academic programmes are explained to each trainee and trainees teach sincerely with interest and dedication. Evaluation is done after completion of the programme

Demonstration:-

The faculty members observe the lessons after completion of demonstration lessons. Teacher trainees also observe the lesson given by their peers.

Planning and Guidance of Practical lesson:-

During the whole year as per academic calendar faculty members are ever ready to demonstrate the lesson in campus and each faculty is ready for guiding the unit lessons of trainees for their practice teaching and final lesson for examination.

In final lesson examination two lessons are necessary in two different methods. Minimum forty lessons (20 for each method paper) using appropriate teaching aids for proper knowledge construction are necessary during practice teaching of 40-days duration.

Practical work:-

Only after proper demonstration and guidance teacher trainees are ready to give lesson in campus and outside campus i.e. in practice teaching schools. So several practice lessons are given by each teacher trainee.

Laboratory experiments are performed by the trainees of Science, Geography and Work Education as part of the Semester- I compulsory activity according to the curriculum of West Bengal State University.

Psychological experiments are also to be performed by the teacher trainees since psychological tests (Personality, Intelligence and creativity tests) are compulsory activities as per the Semester- II curriculum of West Bengal State University.

Computer practical are also done in computer laboratory as part of the compulsory activity according to the Semester- I curriculum of West Bengal State University.

Additionally, our institution ensures the quality of its academic programme by the student's academic achievement. Hence the qualities of academic programmes are assured from the University Examination results as well as from Continuous Internal Evaluation.

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. Budget allocation with sources of income and heads of expenditure is done at the beginning

of the academic year. Finance committee is formed to look into the expenditure of the college. The quality initiatives on financial management are like:

- ⇒ Preparation of annual statement of accounts.
- ⇒ Auditing by a registered chartered accountant.

No complaint from stake holders for administration and finance proves the success of the process adopted.

- Our College is a State Government aided (as well as approved) and NCTE recognized Institute. So we strictly follow the rules and regulations laid down by Government of West Bengal, NCTE and our affiliating University, the West Bengal State University, Barasat.
- For administration we have 2 clerks named as in staff list.
- Our administration staff is honest and polite and help the trainees in difficulties during admission and any other condition.
- Decisions related to financial matter are taken by Finance Committee and the Governing Body of the College and financial audit is regularly performed.
- During the process of Admission our faculty members also help the administrative staff in order to distribute the work load.

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted committees consisting of teachers, Governing Body members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participation is also encouraged especially in academic and administrative matters.

Our College identifies & share good practices with the various constituents of the institution by holding meeting with faculty members, student representative, parents, Governing Body and Headmasters / Principals of practice teaching schools.

Feedback from teacher trainees, Alumni and parents are collected regarding educational practices and about faculty members. The institute also gets report of

the activities, achievement & contribution published in University Report / Journal.

Inclusive Practices:-

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

The teachers of our Institution are being exposed to the concept of inclusive education and need based pedagogy on the principles of effective teaching such as- classroom organization, seating arrangement, evaluation process, etc. through various National Level seminars. Value education is incorporated in the curriculum of our affiliating University through the National Education Policy 1986 (National policy of education kept in consideration while forming the curriculum of B. Ed. Course). Government Caste reservation policies are strictly followed by our College.

We have three parts of the curriculum.

- a) Part-I-General Paper
- b) Part-II- Special Paper
- c) Part-III Teaching Methodology/Pedagogy of content

General part is connected with courses of Education and Part-III is connected with method and content of secondary school subjects. Our University makes changes in curriculum as per changes in school subjects.

Psychology of Learning and Instruction, Philosophy of Education, Value Education, Management and Administration, ICT skills, are considered in paper 1 to 4. Paper V which is elective in nature is especially for Education of Children with Special Needs / Evaluation in Education / ICT skills / Environment values. Paper VI & VII are based on pedagogy of secondary school subjects. These two papers are elective methods.

Our College also arranges lectures of experts on current topics of the nation by organizing different co-curricular activities and celebration of festivals.

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

Students learn about inclusion and exceptionalities as well as gender differences and their impact on learning in the following ways:

In educational psychology exceptionality and inclusion are comprehensively dealt with. There are Special courses at B.Ed. level under optional papers on ‘Education of Children with Special Needs. Through these papers, students are made aware about the issues of inclusion and exceptionalities and the facilities and vocational options required for children with special needs. Students are exposed to ‘Gender Discrimination’ issue through special lectures, seminars and discussions. The students are taught to cope up with the socially backwards, economically weaker, differently disabled and physically challenged students.

- As per diverse learning need racial difference are taken into consideration in class-room teaching as well as practice teaching guidance.
- Active & gifted learns are given a chance to lead, while show learns are provided special arrangement for academic programme.
- Institute motivates the teacher trainees and faculty to participate seminars and workshops arranged by Universities and other Colleges.
- Institute also motivates the teacher trainees to participate in debate, cultural function, workshop, songs competition and other co-curricular activities.
- By in- depth study of different topic of vital concern.

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

In the curriculum of B.Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self-motivation are:

The following activities envisioned in the curriculum to create learning environment.

- Action research
- Internship
- Creative work

- Lesson observation
 - Report writing of activity
 - Picnic
 - Education tour
 - Debate, Quiz and Extempore
 - Term paper
 - Group discussion.
- ⇒ to understand each child individually to provide personal attention in the learning process, especially to the children with special needs.
- ⇒ to manage and organize other than classroom school activities for understanding and managing different factors which contribute to building congenial atmosphere for learning.
- ⇒ to prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.

Besides, in the B. Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, organizing various extension activities etc. Action researches are conducted by every student-teacher through which they get self motivated to solve their day to day classroom problems. Adequate attention is provided to the socially backward and economically weaker students through fee concession, extra classes and remedial coaching.

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

Teacher trainees are provided the opportunities to develop proficiency for working with the children from diverse background and exceptionalities as below:

- First of all teacher trainees are made familiar with different Philosophical, Psychological and Sociological aspects of teaching and learning based on theories propounded by philosophers, psychologist, sociologist and educationist.
- Teacher trainees are provided enough opportunities to master different skills and approaches of teaching learning.

- Teacher trainees are provided with opportunities to develop proficiency for working with the children from diverse background and exceptionalities since this institution makes sure that each of the teacher trainees pass through Micro Teaching, Macro teaching, Off Campus and internship as a part of practical during the year.
- We use various strategies like self introduction, Oral expression, hobbies etc. during co-curricular activities.
- By various extension activities we manage to expose them to the diversity of population.
- SC/ST/OBC and PH category students are encouraged to take part in various activities, competitions & programmes.
- Students get admission on merit and following government policy of reservation for different categories.

So the students admitted every year in the institution are of diverse population, viz, economic, religious, gender, linguistic as well as physically challenged.

2. How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution.

3% of the total seats are reserves for physically challenged students of our affiliating University. The curriculum is common for all the trainees.

Special need provided:

- By giving few relaxations in adjustment of time.
- By making provision of writer in examination if required.
- By providing informal sociological & psychological counseling.
- By helping them to empower themselves by retaining high self esteem.
- By helping them educationally and economically without hunting their self respect.
- By taking care and nourishing all desired needs of such students to maintain their emotions high & healthy.

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

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management. Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Women's Day is being celebrated every year at the Institutional level. The inter house discussions are held on the theme of women empowerment. The house is accompanied by the Students, Principal, Faculty Members as well as the support staffs of our College. All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues.

This institution gives priority to promote social responsibilities and citizenship roles among the students.

Our College is a co-education institute. We have 4 female faculty members and one laboratory assistant. 'Women empowerment and sexual harassment prevention cell' is functioning in our College. Furthermore, provisional arrangements have been done for problems of female trainees. Female trainees seek guidance for their problems from the female faculty and the female laboratory assistant. Grievances of female students are dealt with by faculty members with kind attention & rectified.

Stakeholder Relationship:

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholder?

Stakeholders are informed of the organizational performance at the right time. Arrangements are democratic in which transparency is ensured. Every stakeholder participates actively in these arrangements.

- Advertisements are made to the public about the course and the course fee.
- Administrative and organizational performance find a place in the college website.

- Annual report also briefs about the administrative and organizational performance.
- College magazine also give information about the above stated performance.

Thus our College ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders through college website, the Annual Report and by presenting in the college magazine “Eshana”. The academic results are uploaded on the website and displayed on the notice board of the college. Annual report is also uploaded at our College website. Sports and co-curricular achievements are rewarded at annual function, whereas the academic achievements are highlighted at the foundation day ceremony. Website is uploaded from time to time and stake holders can get information from it. They can also get information regarding accounts and administration from the college office through a written request for the same. The access to administrative and organizational performance is also passed on to the stakeholders through periodical meetings of the stakeholders and college authority.

7.3.2 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 stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods and extension activities are concerned. Students’ Cultural committee and social service committee (with a Teacher Educator as an Advisor for each committee) ensure the participation of students in cultural and social activities and competitions. Student-teachers’ suggestions are also invited through suggestion box. Student representative of each house communicate the information, problems and suggestions of the student-teachers to the respective teacher in-charge.

- Institution has feedback mechanism from the trainees, parents and alumni members.

- The institution share and use the information/data on success of various process and satisfaction of the student and stake holders for bringing quality improvement regularly.
- The teacher trainees are asked their valuable opinions and suggestion during their farewell ceremony for the Quality improvement.
- Suggestions of teacher trainees, parents and stake holders are discussed in our staff meeting. We also share our success and failure of various processes with our IQAC and Governing Body.

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

The institution has devised certain proforma to collect data from students, their parents and alumni members about the administration, teaching and on their campus experiences. It also provides the facility to the parents to be able to interact with teachers, provides suggestions and to give feedback on overall institutional operation. Furthermore, student feedback on course, subject, syllabus, and infrastructure are considered for quality sustenance. The student-teachers also provide feedback through suggestion box and through e-mail at the Institutional mail ID.

The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Furthermore, interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also allows students to collaborate with peer groups and participate in various events. The institution makes its vital information like calendar, college announcement etc. available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the

same. In this way the institution manages to maintain the quality in its administration and academic activities. In particular,

- We have suggestion- box in our campus. Complaints and suggestions are collected from suggestion box and discussed with Principal after securitization of each complaint. Our faculty members are always ready to improve quality of education.
- Suggestion from parents and Head Masters / Principals of practicing schools collected regularly.
- Feedback from teacher trainees is collected at the end of every session. From teacher trainees, feedback is collected by filling of teaching learning programme appraisal proforma, teachers' assessment proforma, and teaching practice appraisal proforma.
- Feedback is also collected from Alumni members and Parents.

POST ACCREDITATION INITIATIVES

(The compliance of the suggestions and recommendations made in the Peer Team Report of the institutions during the assessment and accreditation of our Institution during Cycle-I)

In the light of the points indicated in the NAAC report For Cycle-I Accreditation of Gandhi Centenary B.T. College, Habra (which we append herewith as ANNEXURE- XVII for convenience of ready reference) additional information have been provided in relevant cases and necessary clarification are given.

Re: SAR was to be edited from language and content point of view before its submission

SAR for Cycle-II has been carefully drafted from language and content point of view. We have tried our best to make the SAR a clear, well-intentioned skillfully thought-out document.

Re: The College sought recognition from NCTE only in Jan 2006, although it was running the course since 1968?

Re: As per NCTE recognition letter, the college was supposed to comply with the four conditions, which now may be complied at the earliest.

Response: The conditions indicated in the NCTE recognition letter of our Institution, have been complied with.

Re: For making the working of the Institution effective, it is desirable to obtain feedback from various stakeholders.

Response: We appreciate the comments of the 'NAAC Peer Team' regarding the importance of obtaining feedback from various stakeholders. We are glad to inform you that we regularly obtain feedback from various stakeholders, viz. Students, Alumni, Parents and Head Masters / Principals of Practice Teaching Schools.

Re: Pursuit of a professional course like B. Ed. makes special demands-academic, psychological and sociological. It is desirable to check the entry level skills and attainments of students after they are admitted specially with respect to subject knowledge and communication skills. This will help the college to take up remedial

measures and suitable plans of instruction accommodating the strength as well as weak areas of students.

Response: Until 2014-15 B. Ed. Academic session, in view of the curriculum framed by our affiliating University (West Bengal State University, Barasat), there was very little scope of checking the entry level skills and attainments of students after they are admitted with respect to subject knowledge and communication skills. We are now (From the B. Ed. academic session 2015-17) actively planning to check the entry level skills and attainments of students after they are admitted with respect to subject knowledge and communication skills.

Re: For Monitoring of student progress the college may organize students into small tutorial groups (10 students in each group) to function under mentor teachers. The groups may meet periodically on mutually agreed dates.

Response: We are actively planning to organize our B. Ed. students into small tutorial groups to function under mentor teachers.

Re: The College may organise an interactive meeting with the principals of practice teaching schools to discuss various issues relating to organisation of practice teaching before the practice teaching starts.

Response: We regret that till now we are unable to formally organise an interactive meeting with the Head Masters / Principals of practice teaching schools before the practice teaching starts. However, informal interactions with the Headmasters / Principals of practice teaching schools are made every year before starting of the practice teaching session to discuss various issues relating to organisation of practice teaching.

Re: Practice teaching may be so organized as to reflect the pattern of internship where the student identifies himself with the school and participates in all its activities including classroom management and teaching, instructional planning, tests and examinations, cocurricular activities, interaction with community and parents and guidance and counselling to acquire total school experience.

Response: We appreciate the comments of the 'NAAC Peer Team' regarding the importance of organizing the practice teaching so as to reflect the pattern of internship where the student identifies himself with the school and participates in all its activities. We are glad to inform you that we organize our practice teaching session so that it

reflects the pattern of internship where the student identifies himself with the school and participates in all its activities including classroom management and teaching, instructional planning, tests and examinations, cocurricular activities, interaction with community and parents and guidance and counselling to acquire total school experience.

Re: Psychology lab may be strengthened.

Response: Psychology practical was a compulsory paper in the syllabus of our affiliating University (West Bengal State University, Barasat since 2012-13 B. Ed. academic session). Psychology laboratory has been strengthened accordingly.

Re: Language Lab needs to be upgraded with modern equipments.

Response: Language Laboratory has been upgraded with modern equipments including CDs, DVDs, Media Players etc.

Re: It would be desirable to have a trained counselor for proper professional guidance and trainging.

Response: We regret that due to financial problem (Our College is a State Government Aided College and we have to follow the Fee Structure determined by the State Government) till now we are unable to appoint a trained counselor for proper professional guidance and training.

Re: More weightage is to be given to interviews in the admission process.

Response: We appreciate the 'NAAC Peer Team' members' valuable comment regarding providing more weightage to interviews in the admission process. But, selection of candidates for admission at our College is controlled by our affiliating University (West Bengal State University, Barasat) where there is no provision of interviews. Selection for the admission process is done by the University strictly according to academic scores based on qualification (marks obtained in previous examinations) through central counseling.

Re: Computer Science may be included as a subject / optional paper.

Response: We are glad to inform you that 'Computer Science' is a compulsory component in West Bengal State University curriculum at B.Ed. level (Semester-I).

Re: The faculty may be motivated to pursue / M.Ed. / Ph.D. and provided with required facilities.

Response: We are grateful to the 'NAAC Peer Team' members for the valuable and most appropriate suggestion regarding the qualification of the faculty members of our Institution. In accordance with the valuable comment, faculty members have been motivated and provided with required facilities to pursue M.Ed. and Ph.D. degrees. All the faculty members already obtained M. Ed. degree pursuing regular courses at the University of Calcutta / University of Kalyani. Three of our present faculty members (including Principal) hold Ph.D. degree and one faculty member has submitted her Ph.D. thesis.

Re: The faculty may be encouraged to undertake research projects/Action research.

Response: We thank the 'NAAC Peer Team' members for the enlightening comments regarding undertaking of research projects/Action research by the faculty members. Two UGC sponsored minor research projects have been completed by two of our faculty members. Additionally, one UGC sponsored major research project is ongoing under the guidance of one of our faculty members.

Re: The faculty has to attained Orientation Courses and Refresher Courses as prescribed by the UGC and also programme organised by IASEs / CTEs.

Response: We are glad to inform you that our faculties regularly participate Orientation Courses and Refresher Courses as prescribed by the UGC and also programme organised by IASEs / CTEs.

Re: Staff council may meet frequently.

Response: We are glad to inform you that we have established a very active Staff Council which meets frequently in order to discuss various Institutional issues.

Re: PTA may be constituted

Response: We regret that till now we don't have any formal Parent-Teacher Association (PTA). However, we informally meet parents and take their written feedback regarding the performance of our Institution in various parameters.

Re: Emphasis is to be given to ICT in teaching - learning process and in developing CAL materials.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding ICT in teaching - learning process and in developing CAL materials, we provided especial emphasis on ICT in teaching - learning process.

Re: Vacant teaching and non teaching posts may be filled on priority.

Response: All the vacant teaching posts have been filled, while in spite of all our initiatives, one non-teaching post still remain vacant due to State Government policies.

Re: The library functions need to be made fully automated. Its holding of educational journals appears small. Library should be strengthened by adding more encyclopedias and other reference books.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding making library functions fully automated, our College Library is equipped with 'Data Entry for Cataloguing' using OPAC. Additionally, adequate numbers of text books and reference books have been purchased.

Re: Placement service can be formulated in order to help students to get employment in self financing institutions and institutions outside the State.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding formulation of placement service, we have established our placement cell. in order to help students to get employment in self financing institutions. Our Principal is presently acting as Placement Officer of the Placement Cell of our Institution. A major difficulty in this regard is related with documentation. Calls about leave vacancy and part time vacancy get communicated orally or by phone calls which cannot be responded to on time. The placement cell tries its best to give maximum job opportunities to the teacher trainees. The authorities of self financed schools are communicated and the trainees who have academic records and good communication skills are selected for interviews in these schools.

Re: The College may offer consultancy service.

Response: We regret to inform you that till now we are unable to offer any formal consultancy service. However, informal consultancy services are being provided at the secondary schools of our locality including our practice teaching schools.

Re: The Alumni association is to be made more functional. They may be involved in organizing various programmes. Periodical meetings of alumni may be held.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding making the Alumni association more functional, we have transformed our

Alumni association into a more functional organization through periodical meetings of Alumni to discuss various issues including improvement of teaching-learning.

Re: Medical /Insurance facilities may be extended to both teaching and non teaching staff.

Response: Presently, we have Group Insurance facilities for both teaching and non teaching staff. We are actively planning to extend medical facilities to both teaching and non teaching staff.

Re: Canteen facilities may be upgraded.

Response: Canteen facilities have been upgraded appropriately.

Re: Faculty Development Programmes may be organised for teaching and non-teaching staff.

Response: In view of the valuable comment of the 'NAAC Peer Team' members regarding organizing faculty development programmes, we have organized One training programme for support staff on e-Governance has been organized by our College and one workshop on, "Office Management and Application of ICT" has been organized by our College.

Re: Experts may be invited to interact on recent issues.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding inviting of experts to interact on recent issues, we have have initiated such activity.

Re: Internal financial audit mechanism may be developed.

Response: We regret that till now we are unable to initiate internal financial audit mechanism.

Re: The college has to constitute an Internal Quality Assurance Cell.

Response: In accordance with the valuable comment of the 'NAAC Peer Team' members regarding the constitution of an Internal Quality Assurance Cell, we have established the Internal Quality Assurance Cell of our Institution on the 21st December, 2016.

SELF APPRAISAL OF TEACHERS

Appendix - 2 :FOR SELF APPRAISAL OF TEACHERS**DR. RAJIB MUKHOPADHYAY, PRINCIPAL**

1. Name : Dr. Rajib Mukhopadhyay

2. Address (Residential) : 46/c/1, k.h.sarani, konnagar, Hooghly, PIN-712235

3. Designation : Principal, Gandhi Centenary B.T. College, habra

4. Date of Birth : 24-12-1968

5. Area of Specialization : Science Education, Education Psychology, Educational Evaluation.

6. Qualification : M.Sc.Tech in Applied Physics (from university of Calcutta), M.Ed (from university of Calcutta), Ph.D. (in Education, from university of Calcutta)

7. Title of Theses : Scientific creativity in relation with aptitude in physics, scientific attitude, and approaches to study

8. Research Projects carried out : One Minor research project, funded by UGC for the period 2011-2013, grant sanctioned-98,000, sanction letter no-F.PHW-094/11-12(ERO).

9. Papers published-

i) Investigation of creativity in physics in the context of learning in association with deep approach to study, Dr. rajibmukhopadhyay and Dr. Malay kumarsen, International journal of educational and psychological research vol-4, issue-2, nov-dec 2012, pp24-30, ISSN-2279-0837

ii) Scientific creativity: an emerging field of research-some considerations
Dr. rajibmukhopadhyay and Dr. Malay kumarsen, International journal of educational and psychological research vol-2, issue-1, January 2013, pp1-9, ISSN-2279-0179

iii) Measurement of creativity in physics-a brief review on the related tools,
Dr. Rajib Mukhopadhyay, International Organisation of scientific research-journal of humanities and social sciences, vol-6, issue-5, jan-feb 2013, pp- 45-50 , ISSN-2279-0837

iv) Problem solving in science learning-some important considerations of a teacher-
Dr. Rajib Mukhopadhyay, International Organisation of scientific research-journal of humanity and social sciences, vol-8, issue-6, mar-apr 2013, pp- 21-25, ISSN-2279-0837

v) Whether aptitude in physics, scientific attitude, and deep approach to study explain achievement in physics-an investigation, International journal of humanities and social sciences invention, vol-2, issue-1, jan-2013, pp-57-63, issn-2319-7714

vi) Quality in teacher education-various parameters and effective quality management-Dr.rajibmukhopadhyay, International Organisation of scientific research-journal of humanities and social sciences, vol-19, issue-2, version 1, feb-2014, pp- 13-33 , ISSN-2279-0837

vii) Sociological perspective of science-dr. r. mukhopadhyay, Educationia confab, VOL-3, NO-3, MARCH-2014, PP-10-17, ISSN-2320-009X

viii) Scientific attitude-some psychometric considerations, dr. r.mukhopadhyay, , International Organisation of scientific research-journal of humanities and social sciences, vol-19, issue-I, version VII, jan-2014, pp- 13-33 , ISSN-2279-0837

ix) Nature of science and science learning-an important component of science teachers' knowledge for their professional development, dr.r.mukhopadhyay, VOL-2, NO-2, feb-13, PP-02-08, ISSN-2320-009X

x) Gender difference in creativity in physics in relation to aptitude in physics, scientific attitude, and approaches to study-an investigation, dr. malaykumarsen, dr. rajibmukhopadhyay, Sikshachintan-a journal of education, published by R.K.MissionSikshanmandira, vol-6, july 2012, pp-133-145

xi) Achievement in physics : its relationship with aptitude in physics, creativity in physics, and scientific attitude, dr. r.mukjhopadhyay, Avishkar-Xaverian journal of research, published by st.xavier's college, Kolkata, vol-5, jan-13, pp-67-73

xii) Diversity in students' achievement in physics in relation to gender and habitat, dr.r.mukhopadhyay, Magis-xaverian journal of education, st.xavier's college, Kolkata, vol-2, may-13, pp-77-85, issn-2319-3239

xiii) Dev of value through science education, dr.r.mukhopadhyay, conflux journal of education, vol-1, issue-6, nov-13, issn-2320-9305, pp-68-73

xiv) Quality research in teacher education- dr.r.mukhopadhyay, conflux journal of education, vol-1, issue-8, jan-14, issn-2320-9305, pp-5-10

xv) Attitude towards teaching profession of trainee science teachers in relation to their understanding of the nature of science, dr.r.mukhopadhyay, indian journal of educational research (peer reviewed), vol-iii, march-14, issn-2277-3819, pp25-36

10. Full papers on conference proceedings-

i. Impact of technology on various aspects of learning mathematics- dr. r.mukhopadhyay, in Uses of technology in mathemstics education, Published by simuralisachinandan college of education, publication no.5, septem-2012, pp-167-176, isbn-978-81-9222902-4-9.

- ii. Women empowerment and sustainable development-the conceptual framework, dr. r.mukhopadhyay, in women empowerment and environmental sustainability, Published by simuralisachinandan college of education, publication no.6, march-13, isbn-978-81-9222902-5-6, pp-149-154
- iii. Importance of environmental education for sustainable development, , dr. r.mukhopadhyay, in impact of environmental education in daily life, Published by simuralisachinandan college of education, publication no.7, july-13, pp-167-176, isbn-978-81-9222902-6-3, pp-100-105

11. RESOURCE TALK DELIVERED-

- i. CONSTRUCTION OF TEST ON CREATIVITY IN PHYSICS-IN INTERNATIONAL W.SHOP ORG. BY Jagdishbose national talent search on feb-14
- ii. Pedagogical aspects of physical science- in workshop on revised b.ed curriculum, org by the dpt of education, univ of cal, on oct-13

12. Ph.D GUIDANCE- IN EDUCATION, DPT OF EDUCATION, UNIV OF CALCUTTA, 2 Scholars REGISTERED ON 2012, 2013 (SOMA DUTTA, SANAT MALLICK respectively)

Appendix- 2: Sample formats for Teacher appraisal Reports (Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS



i) **General Information**

a) Name : Anupama Gangopadhyay

b) Address (Residential) : 88, D.D.Khanna Rd., Ph. No.
(033)23649006

Kolkata – 700054

West Bengal.

c) Designation : Associate Professor

d) Department : Education (B.Ed.)

e) Date of Birth : 03.03.1959

f) Area of Specialization : Teaching of English

N) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
Higher Secondary or Pre-degree	W.B.Board of Secondary Education	Beng., Eng., Phy., Chem., Maths.	1975	1 st
Bachelor's Degree (s)	University of Calcutta	Eng. (Hons), Beng., Hist., Eng.	1978	2 nd
Master's Degree (s)	University of Calcutta	English	1980	2 nd
Research Degree (s)	N.A	N.A.	N.A.	N.A.
Other Diploma / Certificates etc.	1. B.Ed.	Education, Eng., Hist.	1984	1 st
	2. M.Ed	Education, Children with Special Needs, Guidance and Counselling	2008	1 st

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

ii) Research Experience & Training

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

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
1. Teachers' Perception of Inclusive Education	No funding agency	2007-08	Done as a part of M.Ed, course
2. Influence of Home Environment on Students' Academic Achievement	No funding agency	2007-08	Done as a part of M.Ed, course

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1. Seminar on 'Management in Teacher Education: Perspective and Prospect	U.G.C.	Fakir Chand College, 24-25 Sept, 2010
2. Professionalism in Teacher Education	U.G.C.	St. Xavier's College, 21-22 Feb., 2011.
3. Workshop on 'B.Ed. Syllabus Modification'	U.G.C.	Govt. college of Education , Banipur, 18-19 Nov., 2011
4. Orientation Prog. for B.Ed. Syllabus of WBSU, Barasat	WBSU	Govt. College of Education, Banipur Bnipur, 26-27 March, 2012.
5. Orientation for Counsellors of B.Ed. ODL Course of NSOU	School of Education, NSOU and Dept. of Higher Education, W.B.	Govt. College of Education, Banipur Bnipur, 2013
6. Teaching Strategies in 21 st Century Classrooms	U.G.C.	Uluberia College, Howrah, 1 st and 3 rd Oct., 2013
7. Seminar 'Humour: Effect in literature, stage and Screen	UGC	Sri Chaitanya Mahavidyalaya.13-14 Nov. 2014
8. Workshop on Uniform B.Ed. Curriculum (2015-17)	Satyapriya Roy Col. Of education , West Bengal State University, Barasat, & WBUTTEPA	Satyapriya Roy Col. Of education, Salt Lake, 26.08.2015
9. Seminar on Quality in Teacher Education	G.C.B.T. College, Habra. , North 24 Parganas	30.11.2015

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
i) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	---	---
ii) P.G. (B.Ed.) (M.A./ M.Sc., etc.)	Gandhi Centenary B.T.College, Habra, affiliated to W.B.State University, Barasat (at present)	23+ Years
iii) M.Phil	---	---
iv) Any other: Secondary level School	Chapala Devi Balika Vidyalaya,	6 Years (approx.)

Total Teaching Experience : 29 Years (approx.)

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate : B.Ed. -- 23+ Years

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum: Took active part in the reconstruction of B.Ed. Curriculum introduced by W.B. State University in the year 2012.
- b) Teaching methods: Encouraged peer-teaching followed by constructive criticism, Simulated teaching by Teacher-trainees for enhancing their teaching performance.
- c) Laboratory experiments: Engaging trainee-teachers in creating language games in the language laboratory for making language learning a fun.

- d) Evaluation methods: Peer-evaluation of simulated teaching by trainee-teachers followed by critical evaluation.
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc:

Handouts containing brief reading materials and PPT slides used in class teaching and distributed among the trainee-teachers. A book named '*Teaching of English*' (4th Edition, 2012, Rita Publication, 18B Shyamacharan Dey Street, Kolkata) has been published for the help of the students.
- f) Remedial Teaching / Student Counseling (academic): Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2012-13, 2013-14, 2014-15.
- g) Any Other: Achievement test construction for remedial measures
- ix) Extension Work/Community Service**
- a) Please give a short account of your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.:
Organisation of and participation in community work like plantation of trees, blood donation camp, and Programme of Encouraging literacy among school children and Environment awareness programme.
- ii) National Literacy Mission: Nil
- b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity: Nil

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution:
Served as Teacher-in-charge for 2 years and a half (approx) till 22nd June, 2015.
- By virtue of being teacher-in charge for two years and a half, I happened to be the secretary of the Governing Body (G.B) of the College as well as the chairperson of different sub-committees like Finance-sub committees, Academic sub-committees, and other sub-committees of the G.B.
- b) Co-curricular Activities: Encouraged and extended help to colleagues and students in organising sports, games, cultural activities, debate, quiz, publication of magazine, etc.
- Acted as a member of the 'Jury' in the Inter college debate competition on 'Students are solely responsible for Campus Unrest', held at Institute of Education for Women, Hastings House [CTE] on 10.04.2015.
- c) Enrichment of Campus Life (Hostels, sports, games, cultural activities):
- In compliance with trainee-teachers' requirements and colleagues' suggestions, took initiative to purchase different sports goods like carom, cricket bat and wickets, football, Aqua-guard in Girls' hostel, etc.
- d) Students Welfare and Discipline: Took initiative, for the welfare of the students, to make them attached to Students' Health Home, an organization working for students' health, installation of Aqua-guard in canteen, etc.
- e) Membership/Participation in Bodies/Committees on Education and National Development: No membership/participation
- f) Professional Organization of Teachers: No membership/participation

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

(b) Editorship of Journals : Nil

F. Any other information : Nil

Anupama Gangopadhyay

(Signature of the Teacher)

Format- 2**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) Name: Anupama Gangopadhyay
- b) Date of Birth: 03.03.1959.
- c) Address (Residential): 88, D.D.Khanna Rd., Ph. No.
(033)23649006
Kolkata - 700054
West Bengal.
- d) Designation: Associate Professor
- e) Department: Education (B.Ed.)
- f) Area of Specialization: Teaching of English
- g) Date of Appointment:
 - (i) in the institution: 31st July, 1992.
 - (ii) in the present post: 31st July, 2006
- h) Honors Conferred: Nil

B. Teaching

(a) Classes Taught (2014-15)

Class		Periods		
		Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
B.Ed.	2010-11	14 (8, 1/5)	412 (230, 25/157)	Tried utmost to take the periods missed during absence or leave with other teachers' classes during their absence. Extra classes were also taken to bridge the gap as much as possible.
	2011-12	12 (6, 1/5)	350 (176, 25/149)	
	2012-13	14 (7, 1/6)	407 (206, 23/178)	
	2013-14	14 (7, 1/6)	402 (193, 23/176)	
	2014-15	12 (6, 1/5)	346 (176, 22/148)	

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality: Regular and punctual.

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students: PPT is regularly shared with students, sometimes lecture notes are also supplied to students.

d) Details of participation in the following:

- (i) University Education: Teaching B.Ed. and M.Ed. course in the Department of Education, University of Calcutta.
- (ii) Internal Evaluation: Served as internal evaluator in 7 papers (including Education and English) of 100 marks each.
- (iii) Paper Setting: Set papers for B.Ed. Examination of

- a) W.B. State University, Barasat, for the last five years.
- b) St. Xavier's College (Autonomous) for all the last five years.
- iv) Assessment of Home assignments: Assessed Home assignments as per University curriculum.
- v) Conduct of Examinations: Organising Internal and External Examinations of the course, Serving as Internal and External Examiner of practical Examination.
- vi) Evaluation of Dissertation etc. Acted as the evaluator of the Action Researches done by the trainees.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum: Took active part in the reconstruction of B.Ed. Curriculum introduced by W.B. State University in the year 2012.
- b) Teaching methods: Encouraged peer-teaching followed by constructive criticism, Simulated teaching by Teacher-trainees for enhancing their teaching performance.
- c) Laboratory experiments: Engaging trainee-teachers in creating language games in the language laboratory for making language learning a fun.
- d) Evaluation methods: Peer-evaluation of simulated teaching by trainee-teachers followed by critical evaluation.
- e) Preparation of resource material including books, reading materials, laboratory manuals etc: Handouts containing brief reading materials and PPT slides used in class teaching and distributed among the trainee-teachers. A book named 'Teaching of English' has been published for the help of the students.
- f) Remedial Teaching / Student Counseling (academic): Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2012-13, 2013-14, 2014-15.

g) Any other: Achievement test construction for remedial measures.

D. Improvement of Professional Competence:

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

Name of the Course/Seminar/Conference/ Symposia Workshop, etc.	Organising Authority	Date
1. Seminar on 'Management in Teacher Education: Perspective and Prospect	Fakir Chand College	24-25 Sept, 2010
2. Professionalism in Teacher Education	St. Xavier's College	21-22 Feb., 2011.
3. Workshop on 'B.Ed. Syllabus Modification'	West Bengal state University, Barasat	18-19 Nov., 2011
4. Orientation Prog. for B.Ed. Syllabus of WBSU, Barasat	WBSU	26-27 March, 2012.
5. Teaching Strategies in 21 st Century Classrooms	Uluberia College, Howrah,	1 st and 3 rd Oct., 2013
6. Orientation for Counsellors of B.Ed. ODL Course of NSOU	School of Education, NSOU and Dept. of Higher Education, W.B.	2013
7. Seminar 'Humour: Effect in literature, stage and Screen	Sri Chaitanya Mahavidyalaya	13-14 Nov, 2014
8. Workshop on Uniform B.Ed. Curriculum (2015-17)	Satyapriya Roy Col. Of education, Salt Lake,	26.08.2015
9. Seminar on Quality in Teacher Education	G.C.B.T. College, Habra. , North 24 Parganas	30.11.2015

(Details of last five years)

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil	NIL	N.A.	N.A.
Ph.D.	NIL	N.A.	N.A.

b) No. of research papers published (please enclose list)

1. Teachers' Perception of Inclusive Education , *Educatum Journal of Education and Behavioural Science*, 2010 (January), Volume 4, No.1, ISSN 0975-2641, pp 72-79.
2. Second Language Learning Anxiety and Its Effect on Achievement in the Language, *Language in India, Strength for Today and Bright Hope for Tomorrow*, 2012 (August) Volume 12, No. ISSN 1930-2940, pp 50-78.
3. 'Developing a Test for Measuring L₂ (English) Oral Competence in English of the Secondary level Students in Bengali Medium Schools of West Bengal'. Chakrabarti Anupama. (2014). *Indian Journal of Educational Research*, 3, 62-80. ISSN 22773819.

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
1. Teachers' Perception of Inclusive Education	No funding agency	2007-08
2. Influence of Home Environment on Students' Academic Achievement	No funding agency	2007-08

- d) Details of Seminars, Conferences, Symposia organized: Organised college level seminar on 'Stress Management'.
- e) Patents taken, if any, give a brief description: Nil
- f) Membership of Professional Bodies, Editorship of Journals etc. : Nil

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc. :

 Organisation of and participation in community work like plantation of trees, blood donation camp, and Programme of Encouraging literacy among school children and Environment awareness programme.
 - ii) National Literacy Mission: Nil
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity: Nil

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a. College/University/Institution:
 Served as Teacher-in-charge for 2 years and a half (approx) till 22nd June, 2015.

 By virtue of being teacher-in charge for two years and a half, I happened to be the secretary of the Governing Body (G.B) of the College as well as the chairperson of different sub-committees like Finance-sub committees, Academic sub-committees, and other sub-committees of the G.B.
- b. Co-curricular activities :
 Encouraged and extended help to colleagues and students in organising sports, games, cultural activities, debate, quiz, publication of magazine, etc.

Acted as a member of the 'Jury' in the Inter college debate competition on 'Students are solely responsible for Campus Unrest', held at Institute of Education for Women, Hastings House [CTE] on 10.04.2015.

- c) Enrichment of campus life (hostels, sports, games, cultural activities) : In compliance with trainee-teachers' requirements and colleagues' suggestions, took initiative to purchase different sports goods like carom, cricket bat and wickets, football, Aqua-guard in Girls' hostel, etc.
- d) Students welfare and Discipline: Took initiative, for the welfare of the students, to make them attached to Students' Health Home, an organization working for students' health, installation of Aqua-guard in canteen, etc.
- e) Membership/Participation in Bodies/Committees on Education and National Development: Nil
- f) Professional Organizations of Teachers: Nil

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught: Feedback from trainee-teachers and teachers have been taken.

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

Achievement: **A thesis on "A STUDY OF ANXIETY, SELF-EFFICACY AND BELIEFS ABOUT LANGUAGE LEARNING IN RELATION TO COMMUNICATIVE COMPETENCE OF SECONDARY LEVEL LEARNERS IN ENGLISH" has been submitted to the University of Calcutta.

** Was able to satisfy the trainees with learning materials (PPT prepared for class teaching, 4th edition of *Teaching of English*, a book published in 2012) and guidance required for their academic activities action research and enhancement of teaching skills.

** Could add spice to the life of the trainees by cooperating and participating with them in organizing different co-curricular activities - e.g., cultural functions, games and sports, tree plantation, blood donation camp, educational tour, etc.

Difficulties faced: Being the Teacher-in-charge of the college I could not avail myself of leave required for writing the thesis. It caused delay in submission.

Suggestions: a) Need to concentrate on bringing projects to the college.

- b) Participation in Refresher course in near future is required.
- c) Writing of books related to the newly introduced (in 2015) curriculum, should be emphasised.

Anupama Gangopadhyay

(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

Appendix- 2: Sample formats for Teacher appraisal Reports**(Source: UGC)****Format- 1****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS**ii) **General Information**

g) Name : SAMIR KUMAR BANERJEE

b) Address (Residential): Ratneswar Ghat Road Bye Lane, P.O. - Garulia,
Dist. - North 24 Parganas, State- West Bengal, Pin-743133, Ph
.No.-9432241220

c) Designation: Associate Professor

d) Department: B.Ed. (Mathematics)

e) Date of Birth: 02nd Day of February 1958

f) Area of Specialization: Algebra

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
Higher Secondary or Pre-degree	W.B. Board of Secondary Education	Beng,Eng,Phy,Chem,Ma th,Mech.	1975	II
Bachelor's Degree (s) B.Sc.(H)	University of Calcutta	Math (H),Phy, Chem.	1979	II
Master's Degree (s) M.Sc.	University of Calcutta	Pure Mathematics.	1982	II
Research Degree (s) M.Phil	University of Calcutta	Pure Mathematics.	1985	P
Other Diploma / Certificates etc. B.Ed.	University of Calcutta	Gen.Papers, Math, P.Sc., M.Ed.(Spl.)	1985	I
M.Ed.	University of Calcutta	Gen. Papers, Math.Edu.,Non Formal and Open Edu.	2007	I

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

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent M.phil.	A Brief Account of some Basic Problems in the theory of Rings of Continuous Functions Defined over Topological Spaces.	University of Calcutta
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
1. A Study of Opinion of Mathematics Teachers for developing Mathematics Syllabus at Secondary Stage of West Bengal.	No fund	2005-2006	As part of M.Ed. Course in University of Calcutta
2. The present standard of the learner in terms of learning outcome of a Post-Literacy Centre in West Bengal.	No fund	2005-2006	

C) Seminars, Conferences, Symposia Workshops etc. attended

<i>Name of the Seminar/ Conference/ Symposia Workshop, etc.</i>	<i>Name of the Sponsoring Agency</i>	<i>Place and Date</i>
1. <i>Emerging Trends in Environmental Education.</i>	1. IASE Seminar-cum-Workshop Programme.	1. David Hare Training College, Kol-700019, dt.25 th & 26 th March 2009.
2. Professionalism in Teacher Education.	2. UGC Sponsored National Seminar.	2. St. Xavier's College (Autonomous), Kol-700016 dt.21 st & 22 nd February 2011.
3. B.Ed. Syllabus Modification.	3. UGC Sponsored National Level Workshop.	3. W.B.S.U., Barasat, North 24Parganas, dt.18 th & 19 th November 2011.
4. Newly Framed B.Ed. Syllabus.	4. Orientation Programme.	4. Govt. College of Education, Banipur, N-24Parganas, 26 th & 27 th March 2012.

5. All India Survey of Higher Education.	5. Workshop on State Level.	5. W.B.S.U. Barasat, North 24 Parganas, dt. 16 th April 2015.
6. Uniform B.Ed. Curriculum Workshop (2015-2017).	6. Workshop on State Level.	6. Satyapriya Roy College of Education, Salt Lake, Kol-700064 dt. 26 th August 2015
7. Workshop for Orientation / Awareness Programme on NAAC Accreditation.	7. Organized by the W.B. State Council of H.E. in collaboration with The W.B. University of Teachers' Training, Education Planning & Administration.	7. W.B.U.T.T.E.P.A., Ballygunge Circular Road, Kol-700019, dt. 27 th November 2015.
8. Quality in Teacher Education.	8. IQAC Sponsored Seminar.	8. Gandhi Centenary B.T. College, Habra, North 24 Parganas, dt. 30 th November 2015

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G.		
v) P.G. B.Ed.	Gandhi Centenary B.T. College, Habra	From 1 st July 1998 to continue.
vi) M.Phil		
vii) Any other (Higher Secondary School)	Barrackpore Debiprasad High School, North 24 Parganas	From 7 th March 1986 to 30 th June 1998.

Total Teaching Experience: 29 + Years

a) Under-graduate (Pass): Nil

b) Under-graduate (Hons): Nil

c) Post-graduate : 17+ Years

viii) Innovations/Contributions in Teaching

h) Design of Curriculum: Took active part in reconstruction of B.Ed. Syllabus introduced by W.B.S.U., Barasat, in July 2012.

- i) Teaching methods: Depending upon the demands of the trainees, various methods of teaching (like Simulation teaching) are used for their better performance.
- j) Laboratory experiments: To help the trainees of Mathematics in performing the preparation and use of Teaching-Learning Materials to encourage “learning by doing” in Mathematics Laboratory.
- k) Evaluation methods: Group discussions and short tests are taken for evaluation.
- l) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.: Different Teaching aids are prepared for making the lesson effective and interesting.
- m) Remedial Teaching / Student Counseling (academic) : Remedial Teaching of backward students was conducted.
- g) Any Other: (i) Achievement test and Diagnostic test construction for remedial measure. (ii) Tried to develop the teaching skills of the trainees through micro-teaching and simulation teaching.

ix) Extension Work/Community Service

- a) Please give a short account of your contribution to :
 - i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc. : Organising
Blood Donation Camp, Common Kitchen programme with local people, Tree
Plantation.
 - ii) National Literacy Mission : Nil
 - b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity: Nil

D. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution: (i) Serving as G.B. member of the college for the last 16 years. (ii) Coordinator of Finance Sub-Committee of the college for the last 8 years. (iii) Member of Academic Sub-Committee of the college for the last 14 years.

b) Co-curricular Activities: Being in-charge of the Sports Committee (Internal Com.) of the college organized games and sports of the college for the last 16 years.

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities) : (i) Member of college Hostel Committee from 2006. (ii) Teacher-in-charge of sports committee from 2000. (iii) To help the trainees for organizing various cultural activities.

d) Students Welfare and Discipline: Take extra class, tutorial class and informal counseling.

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

f) Professional Organization of Teachers. : Nil

E. (a) Membership of Professional Bodies, Societies etc. : No Membership

(c) Editorship of Journals : Nil

F. Any other information: Nil

Samir Kumar Banerjee
(Signature of the Teacher)

Format- 2

**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS**

A. General Information

j) Name : SAMIR KUMAR BANERJEE.

k) Date of Birth: 02nd day of February 1958.

l) Address (Residential) : Ratneswar Ghat Road Bye Lane, P.O.- Garulia, Dist.- North 24 Parganas, State- West Bengal, Pin-743133 Ph .No.-9432241220

m) Designation : Associate Professor.

- n) Department : B.Ed.(Mathematics)
- o) Area of Specialization: Algebra.
- p) Date of Appointment
 (i) in the institution: 01st July 1998.
 (ii) in the present post: 01st November 2012.
- q) Honors Conferred : Nil

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
Session	(1)	(2)	(3)
i) U.G.			
ii) PG B.Ed.			Extra class taken
2010-11	8, 2/4	184, 48/124	
2011-12	6, 2/4	167, 43/115	
2012-13	6, 2/4	158, 39/112	
2013-14	5, 1/4	147, 25/118	
2014-15	5, 1/4	150, 24/121	
iii) M.Phil			
iv) Any other			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

- b) Regularity and Punctuality : Regularity and Punctuality is maintained.

- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students: List of books relevant to the papers taught are regularly supplied.
- d) Details of participation in the following:
- (iv) University Education : Nil
 - (v) Internal Evaluation: Term Paper, Action Research, Teaching skills, Pedagogical Analysis, Achievement test Construction, Seminar presentation and Practice Teaching Practical evaluated internally.
 - (vi) Paper Setting : Mathematics (Method paper)
 - (vii) Assessment of Home assignments: Assessed Home assignments as per University Curriculum.
 - (viii) Conduct of Examinations: (i) Centre-in-charge in B.Ed. Examination of West Bengal State University. (ii) Head Examiner of EDMC (Assessment, Measurement, and Evaluation of Learning and Planning and Management of school education) (iii) Head Examiner of PMTH (Pedagogical Analysis of Content and Knowledge of Mathematics) (iv) External Examiner of Practical Examinations (Final Teaching Practical, , Action Research, Pedagogical Analysis, Achievement test Construction, Seminar presentation , Sessional Activities, Psychology Practical and Simulation teaching)
 - (ix) Evaluation of Dissertation etc. : Nil

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum: Took active part in reconstruction of B.Ed. Syllabus introduced by W.B.S.U., Barasat, in July 2012.
- b) Teaching methods: Depending upon the demands of the trainees, various methods of teaching (like Simulation teaching) are used for their better performance.
- c) Laboratory experiments: To help the trainees of Mathematics in performing the preparation and use of Teaching-Learning Materials to encourage “learning by doing” in Mathematics Laboratory.

- d) Evaluation methods: Group discussions and short tests are taken for evaluation.
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.: Different Teaching aids are prepared for making the lesson effective and interesting.
- f) Remedial Teaching / Student Counseling (academic) : Remedial Teaching of backward students was conducted.
- g) Any Other : (i) Achievement test and Diagnostic test construction for remedial measure. (ii) Tried to develop the teaching skills of the trainees through micro-teaching and simulation teaching.

F. Improvement of Professional Competence:

- (b) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

<i>Name of the Seminar/ Conference/ Symposia Workshop, etc.</i>	<i>Name of the Sponsoring Agency</i>	<i>Place and Date</i>
1. Refresher Course in Mathematics.	1. Academic Staff College, University of Calcutta, Kol – 700009	1. Department of Mathematics 92, A.P.C. Road, Kol-700009 dt.13 th November to 4 th December 2002.
2. Orientation Programme (OP-56).	2. Academic Staff College, University of Calcutta, Kol – 700009	2. Raja Bazar Science College, 92, A.P.C. Road, Kol-700009 dt.17 th October to 18 th November 2003.
3. Refresher Course in Mathematics.	3. Academic Staff College, University of Calcutta, Kol – 700009	3. Department of Mathematics 92, A.P.C. Road, Kol-700009 dt.06 th November to 25 th November 2006.
4. Refresher Course in Mathematics.	4. Academic Staff College, University of Calcutta, Kol - 700009	4. Department of Mathematics 35, Ballygange Circular Road, Kol-700019 dt. 07 th September to 27 th September 2007.
5. Emerging Trends in Environmental Education.	5. IASE Seminar-cum-Workshop Programme.	5. David Hare Training College, Kol-700019, dt.25 th & 26 th March 2009.
6. Professionalism in Teacher	6. UGC Sponsored	6. St. Xavier's College

Education.	National Seminar.	(Autonomous), Kol-700016 dt.21 st & 22 nd February 2011.
7. B.Ed. Syllabus Modification.	7. UGC Sponsored National Level Workshop.	7. W.B.S.U., Barasat, North 24Parganas, dt.18 th & 19 th November 2011.
8. Newly Framed B.Ed. Syllabus.	8. Orientation Programme.	8. Govt. College of Education, Banipur, N-24Parganas, 26 th & 27 th March 2012.
9. All India Survey of Higher Education.	9. Workshop on State Level.	9. W.B.S.U. Barasat, North 24 Parganas, dt. 16 th April 2015.
10. Uniform B.Ed. Curriculum Workshop (2015-2017).	10. Workshop on State Level.	10. Satyapriya Roy College of Education, Salt Lake, Kol-700064 dt. 26 th August 2015
11. Workshop for Orientation / Awareness Programme on NAAC Accreditation.	11. Organized by the W.B. State Council of H.E. in collaboration with The W.B. University of Teachers' Training, Education Planning & Administration.	11. W.B.U.T.T.E.P.A., Ballygunge Circular Road, Kol-700019 ,dt. 27 th November 2015.
12. Quality in Teacher Education.	12. IQAC Sponsored Seminar.	12. Gandhi Centenary B.T. College, Habra, North 24 Parganas, dt. 30 th November 2015

E. Research Contributions:

a) Number of students (M.Phil. / Ph.D.) Nil

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list) Nil

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
1. A Study of Opinion of Mathematics Teachers for developing Mathematics Syllabus at Secondary Stage of West Bengal.	No Fund	2005-2006
2. The present standard of the learner in terms of learning outcome of a Post-Literacy Centre in West Bengal.	No fund	2005-2006

d) Details of Seminars, Conferences, Symposia organized: Nil

e) Patents taken, if any, give a brief description: Nil

f) Membership of Professional Bodies, Editorship of Journals etc.: Nil

F. Extension Work/Community Service Nil

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

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

ii) National Literacy Mission

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

G. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution: (i) Serving as G.B. member of the college for the last 16 years. (ii) Coordinator of Finance Sub-Committee of the college for the last 8 years. (iii) Member of Academic Sub-Committee of the college for the last 14 years.

b) Co-curricular Activities: Being in-charge of the Sports Committee (Internal Com.) of the college organized games and sports of the college for the last 16 years.

c) Enrichment of Campus Life

(hostels, sports, games, cultural activities) : (i) Member of college Hostel Committee from 2006. (ii) Teacher-in-charge of sports committee from 2000. (iii) To help the trainees for organizing various cultural activities.

d) Students Welfare and Discipline: Take extra class, tutorial class and informal counseling.

e) Membership/Participation in Bodies/Committee on Education and National Development : Nil

f) Professional Organization of Teachers. : Nil

H. Assessment

d) Steps taken by you for the evaluation of the course programme taught: Feedback taken from the students.

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.: Nil

Samir Kumar Banerjee
(Signature of the Teacher)

J. * Verification of factual data

H. General Information

I. Teaching

J. Details of Innovations/Contribution in teaching, during the year

K. Improvement of Professional competence

L. Research contributions

M. Extension work/community service

N. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

a) Name : SOMA RAY CHAUDHURI, Assistant Professor In Bengali.

b) Address (Residential) : AE-575, Sector 1, Salt Lake City, Kolkata-64

Ph. No. : 9830182619

c) Designation : Assistant Professor In Bengali.

d) Department : B.Ed, Bengali

e) Date of Birth : 10.01.1974

f) Area of Specialization : Folk lore

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	WBSBE	Ben, Eng, Hist, Geo, Math, P.Sc, L.Sc, W.ed,	1989	1 st div
Higher Secondary or Pre-degree	WBHSC	Ben, Eng ,Philosophy, History, Education	1991	1 st div

Bachelor's Degree (s)	University of Calcutta	Bengali (Hons), Philosophy, Education	1994	2 nd Class
Master's Degree (s)	C.U	Bengali	1996	1 st Class
Research Degree (s) M.Phil	C.U	Bengali	2000	1 st Class
Other Diploma/ Certificates etc. B.Ed , M.Ed	C.U CU	General Paper, Mental Hygiene, Bengali, History Education, spl needs, guidance and counselling	1997 2009	1 st Class 1 st Class

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Rameswar Bhattacharyar Sibayan kavye loko oitijyer byabohar.	University Of Calcutta
Ph.D.	N.A	
Post-Doctoral	N.A	
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	N.A	
Training (please specify)		

B) Research Projects carried out : N.A

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1.Management In Teacher Education: Perspective And Prospects.	UGC Sponsored National Level Seminar.	Fakir Chand College on 24 th &25 th Sept, 2010.
2. Professionalism in teacher education	UGC Sponsored National Level Seminar.	St. Xavier's College (Autonomous), Kolkata on 21&22 Feb, 2011.
3.B.Ed Syllabus modification	UGC Sponsored National Level Workshop	Govt. college of Education, Banipur, on 18 th &19 th Nov, 2011.
4.Value Education: A Process Of Social Reproduction	UGC Sponsored State Level Seminar	Banipur Mahila Mahabidyalaya on 20 th Dec, 2011.
5.Rabindranath O Annyo Bhashar Sahitya	Department of Bengali, Visva Bharati.	Vasha Vabana, Visva Bharati on 16 th Feb, 2012.
6.Orientation Programme on B.Ed Syllabus Of WBSUB	WBSUB, 24 th Pgs(N)	Govt. college of Education, Banipur, on 26 th &27 th March, 2012.
7.Necessity Of Life Skill Education For Sec.& H.S & B.Ed Level.	UGC Sponsored State Level Seminar	G.C.M.College Of Edn on 19 th &20 th September, 2013
8.Inclusive Education		RKM Brahmananda College of education,

9.Orientation programme for counsellors of B.Ed ODL course of NSOU .	UGC Sponsored National Level Seminar.	Rahara on 28 th & 29 th November, 2013
10.Hasyaras: Sahitye, Moanche O Chalachitre	School Of Education, NSOU, collaboration with Dept. of Higher Education, W.B.	Govt. college of Education, Banipur, on 31 st May, 2013.
11.Bangla Vasha O Sahitye Nana Charcha.	UGC Sponsored National Level Seminar.	Sree Chaitanya Mahabidyaloya on 13 th & 14 th 2014.
12.Workshop on State Level Uniform B.Ed Curriculum 2015-17	International Level Seminar.	Dept Of Bengali, Samsi College, Malda, 17 th Feb, 2015
13.Workshop on B.Ed syllabus and practicum on two years B.Ed course 2015-17	WBSUB, WBUTTEPA, Satyapriya Roy College Of Education	Satyapriya Roy College Of Education on 26 th August, 2015
14.Quality in teacher education.	WBSUB, Adamas Institute Of Teacher Education, RKM Bramhananda College Of Education.	Adamas Institute Of Teacher Education,
	IQAC, Gandhi Centenary B.T. College, Habra.	Gandhi Centenary B.T. College, Habra on 30 th Nov , 2015

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed	Gandhi Centenary B.T. College, Habra	From 2001 to Till now
v) P.G. (M.A./ M.Sc., etc.)	N.A	N.A
vi) M.Phil	N.A	N.A

Total Teaching Experience : _____ 15 YEARS _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): B.Ed- 15 Years

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum: Actively participated and gave inputs in different workshops, seminars organised by different institutions on B.Ed curriculum introduced by WBSUB .
- b) Teaching methods: computer aided methods---PPT , Encourage peer teaching followed by constructive criticism, Group discussion.
- c) Laboratory experiments: Helped to rectify defective pronunciation of some trainee students' speech .The students are asked to read a part of text. Then they listen to a recorded version of same part of the text read by a good reader played on a tape recorder. Then the differences between the recorded reading and his/her own are marked. The students are then asked to practice the same at their home to remove defects in their speech.
- d) Evaluation method : Taken Class test, Peer evaluation of simulated teaching and practice teaching by trainee teachers followed by evaluation by the teacher (myself)
- e) Preparations of resource material, Laboratory manuals: PPT Presentation , Low cost teaching aids preparation for Bengali Methods, Reference books suggested for collateral reading, Journal article suggested for extended reading purpose.

f) Remedial Teaching / Student Counselling (academic): Remedial Teaching Classes for academically backward students were regularly conducted.

g) Any Other

ix) Extension Work/Community Service

Please give a short account of your contribution to:

i) Community work

such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc:

- a) Organised Blood Donation Camp and donated blood ,
- b) Organised National Integration programme and communal harmony by propagating the essence of all the major religion on 2nd Oct every year in the college campus,
- c) Organised plantation of trees/Bonomahatsav programme
- d) Organised literacy awareness programmes among primary school children,
- e) Organised awareness programme against Environmental pollution including general health and hygiene activity among school children in Ashoke Nagar, Habra Locality.

ii) National Literacy Mission

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/~~University/Institution~~ : Acting as G.B. Member (Teacher representative) for 10 years, Academic sub committee (convenor) for 15 years, Admission subcommittee(member).

b) Co-curricular Activities:

i) Publication of Wall Magazine and Annual Magazine **Eshona** of the GCBT College, Habra (As Teacher In Charge)

ii) Organize and participate in the educational tour conducted by the college.

c) Enrichment of Campus Life (Hostels, sports, games, cultural activities) : Organised and participate in various cultural programmes (Recitation, drama, dance, song, dance-drama etc.) in our college.

d) Students Welfare and Discipline : Counsel the students in their academic life, Ensure that the students are properly disciplined and regular in the class through regular contacts with the students.

e) Membership/Participation in Bodies/Committees
on Education and National Development: None

f) Professional Organization of Teachers: None

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

b) Editorship of Journals N.A.

F. Any other information N.A.

Sd/- Soma Ray Chaudhuri

(Signature of the Teacher)

Format- 2

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERSA. *General Information*

g) Name SOMA RAY CHAUDHURI, Assistant Professor In Bengali.

h) Address (Residential) : AE-575, Sector 1, Salt Lake City, Kolkata-64

Ph. No. : 9830182619

i) Designation : Assistant Professor In Bengali.

j) Department : B.Ed, Bengali

k) Date of Birth : 10.01.1974

l) Area of Specialization : Folk lore

a) Date of Appointment

(i) in the institution : 17.01.2001

(ii) in the present post : 17.01.2001

b) Honors Conferred

Teaching

(a) Classes Taught

Class	Session	Periods		
		Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G.	2010-11	8, 1 / 5	162, 28/123	Special and remedial classes were taken regularly for all academic years to compensate the teaching of periods missed during absence or leave
B.Ed	2011-12	7, 1 / 5	147, 26/119	
	2012-13	7, 1 / 6	141, 27 /131	
	2013-14	7, 1/4	148 28/128	
	2014-15	7, 1/6	138 28/137	

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality: Utmost care is taken to maintain regularity and punctuality in teaching and learning as well as other aspects of college teaching. Students are also regularly monitored for their attendance and steady performance.

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

- (i) University Education:
 - a) Impart UG teaching according the syllabus formulated by the affiliating university.
 - b) Imparted teaching in the two year B.ED ODL course for the secondary level in service teacher according to the syllabus formulated by NSOU
 - c) Imparted teaching in the one year primary ODL bridge course for the primary level in service teacher according to the syllabus formulated by NSOU
- ii) **Internal Evaluation :**
 - a) Simulation Lesson practical(P-VII), P-IX- Pedagogical Analysis, Achievement test, Sessional Activity related to teaching Bengali Method.(P-X) (2010-2011/ 2011-12,)
 - b) 1st Sem-Term Paper& Seminar(P-6.1,6.2), Pedagogical Analysis and Achievement Test(P-7.1, 7.2). 2nd Sem.- Action Research(P-8.2), Sessional Activities(L.P& T.A, P-11.1, 11.2) Bengali simulation practical(P-13),Psychology Practical(P-14.2). (2012-13)
 - c) 1st Sem-Term Paper&Seminar(P-6.1,6.2), Pedagogical Analysis and Achievement Test(P-7.1, 7.2). 2nd Sem.- Action Research(P-8.2), Sessional Activities(L.P& T.A, P-11.1, 11.2) Bengali simulation practical(P-13). (2013-14)
 - d) 1st Sem- Bengali simulation practical(P-5) Term Paper & Seminar(P-6.1,6.2), Pedagogical Analysis and Achievement Test(P-7.1, 7.2). 2nd Sem.- Action Research(P-8.2), Sessional Activities(L.P& T.A, P-11.1, 11.2), Term Paper (P-14). (2014-15)
- iii) **Paper Setting:** AMBE-Spl Paper of WBSU(2010-11), AMBE-Spl Paper, BNGM-Method paper (2011-12) , BNGM-Method paper (1st Sem.) AMBE-Spl Paper (2nd Sem) BNGM-Method paper (1st Sem.) AMBE-Spl Paper (2nd Sem) (2012-13) BNGM-Method paper (2013-14), Not Assigned (2014-15)
- iv) **Assessment of Home assignments:** Evaluated Term Papers , Internal examination answers scripts etc.
- v) **Conduct of Examinations :**
 - a) Evaluation of Bengali method paper, Paper-1,Ext. Examiner in Simulation Teaching Paper VII of WBSU.
 - b) Evaluation of 1st paper 2nd half(DEIC) of Calcutta University.(2010-11)
 - c) Evaluation of Bengali method paper(WBSU) Paper-1, AMBE & Ext Examiner (Prac.) Paper-VII& IX (2011-12), 1st Sem- Bengali method paper (BNGM) Paper-1.2 & As Ext Examiner (Prac.) Paper7.1 and 7.2 2ndSem- Paper 8 (LEAR) (2012-13) Sem-1 Evaluation of Paper-1,& Ext Examiner(Prac.) Paper-7.1, 7.2,5,6.2. Sem 2 Paper 8.1& Bengali Method.
 - d) External Evaluator for final teaching D.El.Ed ODL. Examiner & Scrutineer of one yr Bridge Course,2014 (2013-14), Sem-1 Evaluation of Paper-1,& Ext Examiner (Prac.) Paper-7.1, 7.2,5, 6.2. 2nd Sem-8.1& Bengali Method.
 - e) External Evaluator for final teaching D.El.Ed ODL. Examiner & Scrutineer of one year bridge course, 2014. (2014-15)

- i) **Evaluation of Dissertation etc.:** Evaluated Action Research Papers as per WBSUB syllabus.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum: Actively participated and gave feedback in different workshops, seminars organised by different institutions on B.Ed curriculum introduced by WBSUB .
- b) Teaching methods : computer aided methods---PPT , Encourage peer teaching followed by constructive criticism, Group discussion.
- c) Laboratory experiments : Helped to rectify defective pronunciation of some trainee students speech .The students are asked to read a part of text. Then they listen to a recorded version of same part of the text read by a good reader played on a tape recorder. Then the differences between the recorded reading and his/her own are marked. The students are then asked to practice the same at their home to remove defects in their speech.
- d) Evaluation methods : Taken Class test, Peer evaluation of simulated teaching and practice teaching by trainee teachers followed by evaluation by the teacher(myself)
- e) Preparation of resource material including books, reading materials, laboratory manuals etc. : PPT Presentation , Low cost teaching aids preparation for Bengali Methods, Reference books suggested for collateral reading, Journal article suggested for extended reading purpose.
- f) Remedial Teaching / Student Counseling (academic): Remedial Teaching of academically backward students was conducted during the year 2012-13, 2013-14, 2014-15.
- g) Any other

D. Improvement of Professional Competence:

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

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

1. Management In Teacher Education: Perspective And Prospects.	UGC Sponsored National Level Seminar.	Fakir Chand College on 24 th & 25 th Sept, 2010.
2. Professionalism in teacher education	UGC Sponsored National Level Seminar.	St. Xavier's College (Autonomous), Kolkata on 21 & 22 Feb, 2011.
3. B.Ed Syllabus modification	UGC Sponsored National Level Workshop	Govt. college of Education, Banipur, on 18 th & 19 th Nov, 2011.
4. Value Education: A Process Of Social Reproduction	UGC Sponsored State Level Seminar	Banipur Mahila Mahabidyalaya on 20 th Dec, 2011.
5. Rabindranath O Annyo Bhashar Sahitya	Department of Bengali, Visva Bharati.	Vasha Vabana, Visva Bharati on 16 th Feb, 2012.
6. Orientation Programme on B.Ed Syllabus Of WBSUB	WBSUB, 24 th Pgs(N)	Govt. college of Education, Banipur, on 26 th & 27 th March, 2012.
7. Necessity Of Life Skill Education For Sec. & H.S & B.Ed Level.	UGC Sponsored State Level Seminar	G.C.M.College Of Edn on 19 th & 20 th September, 2013
8. Inclusive Education	UGC Sponsored National Level Seminar.	RKM Brahmananda College of education, Rahara on 28 th & 29 th November, 2013 Govt. college of Education, Banipur, on 31 st May, 2013.
9. Orientation programme for councellors of B.Ed ODL course of NSOU .	School Of Education, NSOU, collaboration with Dept.of Higher Educaton, W.B.	Sree Chaitanya Mahabidyaloya on 13 th & 14 th 2014.
10. Hasyaras: Sahitye, Moanche O Chalachitre	UGC Sponsored National Level Seminar.	Dept Of Bengali, Samsi College, Malda, 17 th Feb, 2015
11. Bangla Vasha O Sahitye Nana Charcha.	International Level Seminar.	Satyapriya Roy College Of Education on 26 th August, 2015
12. Workshop on State Level Uniform B.Ed Curriculum 2015-17	WBSUB, WBUTTEPA, Satyapriya	
13. Workshop on B.Ed		

syllabus and practicum on two years B.Ed course 2015-17	Roy College Of Education WBSUB, Adamas Institute Of Teacher Education, RKM Bramhananda College Of Education. IQAC, Gandhi Centenary B.T. College, Habra.	Adamas Institute Of Teacher Education, Gandhi Centenary B.T. College, Habra on 30 th Nov ,2015
14. Quality in teacher education.		

Distance education teaching:

- Imparted teaching in the two year B.ED ODL course for the secondary level in service teacher according to the syllabus formulated by NSOU
- Imparted teaching in the one year primary ODL bridge course for the primary level in service teacher according to the syllabus formulated by NSOU

Academic Staff College Orientation/ Refresher Course attended during the year:

Name of the Course/Summer School	Place	Duration	Sponsoring Agency
Refresher Course in Bengali	University of Kalyani .	17 th February to 11 th March, 2004.	UGC Sponsored, University of Kalyani .
Orientation Course	Academic Staff College .	10 th February to 09 th March , 2006.	UGC- ASC-CU
Refresher course in Bengali	Academic Staff College. Dept. of Bengali C.U.	21 st Nov to Dec12, 2011	UGC- ASC-CU
One week short term course on Soft Skill Development And Stress Management	Sarojini Naidu College For Women.	4 th February to 10 th February, 2015	Sarojini Naidu College For Women.

E. Research Contributions: N.A

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year	Registered during the year	Completed during the year
M.Phil		

Ph.D.			
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a) No. of research papers published (please enclose list)

b) Research Projects:

Title of the Project	Name of the funding agency	Duration

c) Details of Seminars, Conferences, Symposia organized

Convenor of IQAC Sponsored Seminar on *Quality of Teacher Education* at G.C.B.T.College, Habra.

d) Patents taken, if any, give a brief description: N.A

e) Membership of Professional Bodies, Editorship of Journals etc. No

iv. Extension Work/Community Service

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

i) Community work such as values of National Integration, secularism, democracsocialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.:

- a) Organised Blood Donation Camp and donated blood ,
- b) Organised National Integration programme and communal harmony by propagating the essence of all the major religion on 2nd Oct every year in the college campus,
- c) Organised plantation of trees/Bonomahatsav programme
- d) Organised literacy awareness programmes among primary school children,
- e) Organised awareness prgramme against Environmental pollution including general health and hygiene activity among school children in Ashoke Nagar, Habra Locality.

ii) National Literacy Mission: N.A

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

G. Participation in Corporate Life:

Please give a short account of your contribution to

a) College/University/Institution : Acting as G.B. Member(Teacher representative) for 10 years, Academic sub committee (convenor)for 15 years, Admission subcommittee(member).

b) Co-curricular activities : i) Publication Of Wall Magazine And Annual Magazine **Eshona** of the GCBT College, Habra (As Teacher In Charge),
ii) organize and participate in the educational tour conducted by the college.

c)Enrichment of campus life (hostels, sports, games, cultural activities) : Organised and participate in various cultural programmes(Recitation, drama, dance, song, dance-drama etc.) in our college.

d) Students welfare and Discipline: : Counsel the students in their academic life the , Ensure that the students are properly disciplined and regular in the class through regular contacts with the students.

e)Membership/Participation in Bodies/Committees on Education and National Development: N.A

f)Professional Organizations of Teachers: N.A

H. Assessment

a) Steps taken by you for the evaluation of the course programme taught : N.A.

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

Soma Ray Chaudhuri
(Signature of the Teacher)

J. * Verification of factual data

A. General Information

B. Teaching

C. Details of Innovations/Contribution in teaching, during the year

- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/ community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

a) Name : Bithi Sarkar, Assistant Professor in Sociology

b) Address (Residential) : 8/25 Joygopal Das Rd., Purbapalli, P.O. Sodpur,

Dist- North 24 Parganas, Kolkata- 700110 Ph. No. : 9432326406

c) Designation : Assistant Professor (Stage-2)

d) Department : Education

e) Date of Birth : 20.01.1972

f) Area of Specialization : Sociology of Education

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	West Bengal Board of Secondary Education	Begali, English, Physical Science, Life Science, Mathematics, Geography, History, Work Education, Sanskrit(Additional)	1988	1st
Higher Secondary or Pre-degree	West Bengal Council of Higher Secondary Education	Begali, English, Physical Science, Life Science, Mathematics	1990	2nd

Bachelor's Degree (s)		University of Kalyani	Sociology	1994	2nd
Master's Degree (s)		University of Kalyani	Sociology	1996	2nd
Research Degree (s)		Nil	Nil	Nil	Nil
Other Diploma / Certificates etc.	B.Ed	University of Kalyani	Education, Economics-Civics, Work Education	1998	1st
	M.Ed	University of Kalyani	Education, Educational Technology, Special Education	2007	1st

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

ii) **Research Experience & Training : Nil**

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

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
A Survey on Career Choice of +2 Students	No Fund	2007-2008	A dissertation made for the fulfillment of M.Ed. Degree in the University of Kalyani

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<ul style="list-style-type: none"> ▪ One Day Seminar on Quality in Teacher Education 	Organised by IQAC, Gandhi Centenary B.T.College, Habra	At Gandhi Centenary B. T. College, Habra on 30. 11. 2015
<ul style="list-style-type: none"> ▪ Workshop on B.Ed. Syllabus and Practicum on Two Years B.Ed. Course (2015-17) 	Organised by West Bengal State University and Adamas Institute of Teacher Education in collaboration with Ramkrishna Mission Brahmananda College of Education	At Adamas Institute of Teacher Education, Barasat on 14. 10. 2015
<ul style="list-style-type: none"> ▪ Workshop on State Level Uniform B. Ed. Curriculum (2015-17) 	Organised jointly by West Bengal State University, Barasat and Satyapriya Roy College of Education	At Satyapriya Roy College of Education on 26.08.2015
<ul style="list-style-type: none"> ▪ Cluster Wise Orientation Programme for Councillors of B.Ed. 	Organised by The School of Education, Netaji Subhas Open University in collaboration with Department of Higher Education, Govt. of West Bengal, DEP-SSA	At Govt. College of Education, Banipur on 31.05.2013

ODL Course of NSOU	(An MHRD Project), New Delhi and Kolkata	
<ul style="list-style-type: none"> ▪ Two Days Orientation Programme on Newly Framed B.Ed Syllabus 	Organised by West Bengal State University, Barasat	At Govt. College of Education, Banipur on 26.03.2012 and 27.03.2012
<ul style="list-style-type: none"> ▪ One Day State Level Seminar on Value Education : A Process Of Social Reproduction 	Sponsored by UGC, Organised by Banipur Mahila Mahavidyalaya and Govt. College of Education, Banipur	At Banipur Mahila Mahavidyalaya on 20.12.2011
<ul style="list-style-type: none"> ▪ Two Days National Level Workshop cum Seminar on <i>B.Ed Syllabus Modification</i> 	Organised by West Bengal State University, Barasat	At Govt. College of Education, Banipur on 18.11.2011 and 19.11.2011
<ul style="list-style-type: none"> ▪ One Day State Level Seminar on <i>Non Academic Role of Teacher</i> 	Sponsored by U.G.C., organised by Gandhi Centenary B. T. College, Habra	At Gandhi Centenary B. T. College, Habra. on 20 th September, 2006
<ul style="list-style-type: none"> ▪ Seminar on <i>Review of Question Patterns and Evaluation Procedure of New B.Ed. Curriculum (C.U.)</i> 	Organised by G.C.M. College of Education	At G.C.M. College of Education, New Barrackpur on 18 th September, 2006.
<ul style="list-style-type: none"> ▪ Seminar cum Workshop on <i>Review of B.Ed. Syllabus : Method</i> 	Organised by Scottish Church College	At the Teacher Education Department, Scottish Church

<p><i>Papers.</i></p> <ul style="list-style-type: none"> ▪ Seminar on <i>Impact of Globalisation on Teacher Education</i> ▪ Seminar cum Workshop on <i>Model Question Papers for Different Methods, Elective Papers</i> ▪ Seminar-cum-Workshop ▪ Seminar on <i>Approaches to Teaching of Core Papers and Simulated Lesson in the New B.Ed. Syllabus</i> ▪ Workshop on <i>Teaching Practical, Simulated Lesson and Lesson Plan</i> ▪ Seminar cum Workshop on <i>Geography and Non-laboratory Based</i> 	<p>Organised by Govt. College of Education, Banipur</p> <p>Organised by G.C.M. College of Education</p> <p>Organised by Institute of Education for Women, Hastings House</p> <p>Organised by All Bengal Teachers Training College</p> <p>Organised by Ramkrishna Mission Brahmananda College of Education</p> <p>Organised by Scottish Church College</p>	<p>College, Kolkata on 8th May, 2006</p> <p>At Govt. College of Education, Banipur on 19th December, 2005</p> <p>At G.C.M. College of Education, New Barrackpur on 15th January, 2005.</p> <p>At Institute of Education for Women, Hastings House, Alipore, Kolkata on 8th January, 2005</p> <p>At All Bengal Teachers Training College, Kolkata. on 6th May, 2004</p> <p>At Ramkrishna Mission Brahmananda College of Education, Rahara on 26th March, 2004</p> <p>In the B.Ed. Department, Scottish Church College, Kolkata</p>
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<p><i>Subjects</i></p> <ul style="list-style-type: none"> ▪ <i>Seminar on Teaching Aids and Development of Teaching Skill</i> ▪ <i>State Level Seminar on Environmental Crisis in West Bengal : The Alternative Development Paradigm</i> ▪ <i>Seminar on Evaluation Procedure of Syllabus in Practical Exam</i> ▪ <i>National Workshop on Revitalising Teacher Education Programmes : Roles and Responsibilities of IASEs and CTEs</i> 	<p>Organised by Gandhi Centenary B. T. College, Habra</p> <p>Sponsored by U.G.C., organised by Sree Chaitanya College of Commerce</p> <p>Organised by G.C.M. College of Education</p> <p>Organised by University Of Kalyani</p>	<p>on 20th March, 2004</p> <p>At Gandhi Centenary B. T. College, Habra on 2nd September, 2002</p> <p>At Sree Chaitanya College of Commerce, Habra on 22nd February, 2002</p> <p>At G.C.M. College of Education, New Barrackpur on 15th October, 2001</p> <p>At University Of Kalyani, Nadia, on 30th May, 2001</p>
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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	–	–

v) P.G. : (M.A./ M.Sc., etc.)	B.Ed.	University of Calcutta & W.B.State University, Barasat	14+ Years
vi) M.Phil		–	–
vii) Any other		–	–

Total Teaching Experience : 14+ Years

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate : B.Ed., 14+ Years

viii) Innovations/Contributions in Teaching

a) Design of Curriculum:

Actively participated in constructing the B.Ed. curriculum introduced by West Bengal State University for the Session 2012-13 and in modifying the curriculum for consequent two sessions (Session : 2013-14 and Session : 2014-15)

b) Teaching methods:

- Helping and guiding trainee-teachers to use technology effectively in their teaching (e.g. by showing video clippings, documentary films, photographs or by using PPT etc.)
- Micro- teaching
- Re-teaching after getting feedback from peers

c) Laboratory experiments:

Encouraging trainee-teachers -

- to prepare low-cost and effective teaching aids for teaching of different school-subjects.
- to prepare various types of useful and fancy goods using waste material and non-disposable things such as plastic bottles, coffee-cups, thermocol-plates, polythene packets etc.

d) Evaluation methods:

Self evaluation of prepared goods with 5-points rating scale in practical examinations.

e) Preparation of resource material Including books, reading materials, Laboratory manuals etc:

- Distribution of printed study-materials among the student-teachers
- Power Point Presentation during teaching
- Providing raw-materials and necessary equipments (e.g., instruments, accessories and utensils) in the laboratory.

f) Remedial Teaching / Student Counseling (academic):

Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2012-13, 2013-14, 2014-15.

g) Any Other: Nil

ix) Extension Work/Community Service

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

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc. :

- Organisation of Blood Donation Camp
- Tree-plantation in and outside the college
- Organisation of health awareness programme in the local primary schools

ii) National Literacy Mission : Nil

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution :

Served as the Secretary of Teachers Council for the session- : 13-14 and was member of Provident Fund Sub-Committee

b) Co-curricular Activities :

Acted as teacher-in-charge of different students' committees, such as Debate Committee, Cultural Committee, Magazine Committee and Social Committee.

c) Enrichment of Campus Life : (Hostels, sports, games, cultural activities) :

Arranged fund for purchasing necessary goods and appliances needed for different students' committees and supervised their performances in different co-curricular activities.

d) Students Welfare and Discipline :

Carrying out the responsibility of organization of Brotherhood Programme of Students' Health Home (an organization provides health care and medical support to the students) in college since 2013.

e) Membership/Participation in Bodies/Committees on Education and National Development : No membership /participation

f) Professional Organization of Teachers : No membership /participation

E. (a) Membership of Professional Bodies, Societies etc. : No membership

(b) Editorship of Journals : Nil

F. Any other information :

Bithi Sarkar

(Signature of the Teacher)

Format- 2**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS****A. General Information**

a) Name : Bithi Sarkar, Assistant Professor in Sociology

b) Date of Birth : 20.01.1972

Address (Residential) : 8/25 Joygopal Das Rd.,
Purbapalli, P.O. Sodpur,
Dist- North 24 Parganas,
Kolkata- 700110

Ph. No. : 9432326406

c) Designation : Assistant Professor (Stage-2)

d) Department : Education

e) Area of Specialization : Sociology of Education

f) Date of Appointment

(i) in the institution : 11th April, 2001

(ii) in the present post : 11th April, 2007

g) Honors Conferred : Nil

B. Teaching**(a) Classes Taught**

Class	Periods			
	Assigned per week		Steps taken for the teaching of periods missed during absence or leave	
	**L	T/P		
	(1)	(2)	(3)	
i) U.G.				
ii) PG				
B.Ed.	2010-11	8, 1/5	186, 29/143	Extra class taken
	2011-12	7, 2/5	168, 42/114	
	2012-13	7, 1/6	170, 26/131	
	2013-14	8, 1/5	172, 27/132	
	2014-15	8, 1/5	164, 28/124	
iii) M.Phil				
iv) Any other				

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

- b) Regularity and Punctuality : Tried my best to be regular and punctual.
- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students
- d) Details of participation in the following:
- (i) University Education : Nil
 - (ii) Internal Evaluation : Acted as Internal Examiner in the following practical papers :

Year	Subjects
2010-2011	<ol style="list-style-type: none"> 1. Demonstration Practical (Paper-VII) in Work Education 2. Pedagogical Analysis of Content and Achievement Test (Paper-IX) in Work Education 3. Sessional Activities (Lesson Plan and Teaching Aid) (P- X) in Work Education Method.
2011-2012	<ol style="list-style-type: none"> 1. Demonstration Practical (Paper-VII) in Work Education 2. Pedagogical Analysis of Content and Achievement Test (Paper-IX) in Work Education 3. Sessional Activities (Lesson Plan and Teaching Aid) (P- X) in Work Education Method.
2012-2013	<p>Semester – I</p> <ol style="list-style-type: none"> 1. Term Paper (Paper-VI) 2. Pedagogical Analysis of Content and Achievement Test (Paper-VII) in Work Education <p>Semester – II</p> <ol style="list-style-type: none"> 3. Action Research (Paper- VIII) 4. Sessional Activities (Lesson Plan and Teaching Aid) (Paper-XI) 5. Demonstration Practical (Paper - XIII) in Work Education
2013-2014	<p>Semester – I</p> <ol style="list-style-type: none"> 1. Demonstration Practical(Paper-V) in Work Education 2. Term Paper (Paper-VI) 3. Pedagogical Analysis of Content and Achievement Test (Paper-VII) in Work Education <p>Semester – II</p> <ol style="list-style-type: none"> 4. Action Research (Paper- X) 5. Sessional Activities (Lesson Plan and Teaching Aid) (Paper-XI)

2014-2015	Semester – I <ol style="list-style-type: none"> 1. Demonstration Practical(Paper-V) in Work Education 2. Term Paper (Paper-VI) 3. Pedagogical Analysis of Content and Achievement Test (Paper-VII) in Work Education Semester – II <ol style="list-style-type: none"> 4. Action Research (Paper- X) 5. Sessional Activities (Lesson Plan and Teaching Aid) (Paper-VIII)
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- (iii) Paper Setting : Set Work Education Method Paper as part of B.Ed. Evaluation conducted by West Bengal State University for the following sessions : 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015.
- (iv) Assessment of Home assignments : Home assignments were given to the trainees as per curriculum and assessments were made on that.
- (v) Conduct of Examinations : Carried out the duty of Head Examiner of the paper *Understanding the Learner and Learning Process (CC-2)* in the B.Ed.O.D.L. Term-End Examination conducted by Netaji Subhas Open University (an MHRD Project undertaken by Govt. of West Bengal, DEP-SSA)
- (vi) Evaluation of Dissertation etc. : Nil

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum :

Actively participated in constructing the B.Ed. curriculum introduced by West Bengal State University for the Session 2012-13 and in modifying the curriculum for consequent two sessions (Session : 2013-14 and Session : 2014-15)

b) Teaching methods :

- Helping and guiding trainee-teachers to use technology effectively in their teaching (e.g. by showing video clippings, documentary films, photographs or by using PPT etc.)
- Micro- teaching

- Re-teaching after getting feedback from peers
- c) Laboratory experiments :
 - Encouraging trainee-teachers -
 - to prepare low-cost and effective teaching aids for teaching of different school-subjects.
 - to prepare various types of useful and fancy goods using waste material and non-disposable things such as plastic bottles, coffee-cups, thermocol-plates, polythene packets etc.
- d) Evaluation methods :

Self evaluation of prepared goods with 5-points rating scale in practical examinations.
- e) Preparation of resource material including books, reading materials, laboratory manuals etc. :
 - Brief outline of the content of teaching (printed and hand written)
 - PPT slides
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

D. *Improvement of Professional Competence:*

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.
- 1. Acted as Joint Convener in One Day Seminar on *Quality in Teacher Education* organized by IQAC, Gandhi Centenary B. T. College, Habra on 30. 11. 2015 at Gandhi Centenary B. T. College, Habra.
- 2. Participation in the *Workshop on B.Ed. Syllabus and Practicum on Two Years B.Ed. Course (2015-17)* organised by West Bengal State University and Adamas Institute of Teacher Education in collaboration with Ramkrishna Mission Brahmananda College of Education on 14. 10. 2015 at Adamas Institute of Teacher Education, Barasat.

3. Participation in the *Workshop on State Level Uniform B. Ed. Curriculum (2015-17)* organised jointly by West Bengal State University, Barasat and Satyapriya Roy College of Education on 26.08.2015 at Satyapriya Roy College of Education
4. Participation in a cross-functional and multidimensional Refresher Course on *Management for a Better Societal Environment – A Socio-Technical Approach* organized by UGC-Human Resource Development Centre, Jadavpur University and Department of Civil Engineering, Jadavpur University from July 3rd – July 24th, 2015 in the Department of Civil Engineering, Jadavpur University.
5. Presentation of paper (Title : *Canteen er Adday Bangla Vasa*) in an International Seminar on *Bangla Vasa o Sahitye Nana Chorchha* organized by Department of Bengali, Samsi College, Malda on 17th February, 2015 at Samsi College, Malda.
6. Participation in a Short Term Course on *Soft Skill Development and Stress Management* jointly organized by Sarojini Naidu College for Women and Centre for Counselling Services and Studies in Self Development (CCSSS), Jadavpur University from 04. 02.2015 – 10.02.2015 at Sarojini Naidu College for Women.
7. Presentation of paper (Title : *Social Stratification and Right to Education : A Portrait of Contemporary India*) in a UGC sponsored National Level Seminar on *Right to Education in the Perspective of Present Society* organized by Ramkrishna Mission Brahmananda College of Education in collaboration with Department of Education, Gour Banga University on 18th February, 2014 at Ramkrishna Mission Brahmananda College of Education, Rahara.
8. Presentation of paper (Title : *Social Exclusion – A Major Barrier for Implementing Inclusive Education*) in a UGC sponsored National Level Seminar on *Inclusive Education* organized by Ramkrishna Mission Brahmananda College of Education in collaboration with Kalyani University on 28th November, 2013 at Ramkrishna Mission Brahmananda College of Education, Rahara.
9. Participation in the Cluster Wise Orientation Programme for Councillors of B.Ed. ODL Course of NSOU Organised by The School of Education, Netaji Subhas Open University in collaboration with Department of Higher Education, Govt. of West Bengal, DEP-SSA (An MHRD Project), New Delhi and Kolkata at Govt. College of Education, Banipur on 31.05.2013

10. Participation in the Two Days Orientation Programme on *Newly Framed B.Ed Syllabus* Organised by West Bengal State University, Barasat at Govt. College of Education, Banipur on 26.03.2012 and 27.03.2012
11. Participation in the One Day State Level Seminar on *Value Education : A Process Of Social Reproduction* Sponsored by UGC, Organised by Banipur Mahila Mahavidyalaya and Govt. College of Education, Banipur on 20.12.2011 at Banipur Mahila Mahavidyalaya.
12. Participation in the Two Days National Level Workshop cum Seminar on *B.Ed Syllabus Modification* organised by West Bengal State University, Barasat on 18.11.2011 and 19.11.2011 at Govt. College of Education, Banipur.
13. Participation in UGC Sponsored Refresher Course On Education organized by Academic Staff College, Calcutta University, From 6th September 2011 to 26th September, 2011 at Alipore Campus, Kolkata.
14. Participation in the U.G.C. Sponsored One Day State Level Seminar on *Non Academic Role of Teacher* organised by Gandhi Centenary B. T. College, Habra on 20th September, 2006 at Gandhi Centenary B. T. College, Habra.
15. Participation in the Seminar on *Review of Question Patterns and Evaluation Procedure of New B.Ed. Curriculum (C.U.)* organised by G.C.M. College of Education on 18th September, 2006 at G.C.M. College of Education, New Barrackpur.
16. Participation in UGC Sponsored Orientation Program organized by Academic Staff College, Calcutta University, From 17th July,2006 to 12th August, 2006 at Rajabazar Science College, Kolkata.
17. Participation in the Seminar cum Workshop on *Review of B.Ed. Syllabus : Method Papers* organised by Scottish Church College, on 8th May, 2006 at the Teacher Education Department, Scottish Church College, Kolkata.
18. Participation in the U.G.C. Sponsored Seminar on *Impact of Globalisation on Teacher Education* organised by Govt. College of Education, Banipur on 19th December, 2005 at Govt. College of Education, Banipur.
19. Participation in the Seminar cum Workshop on *Model Question Papers for Different Methods, Elective Papers* organised by G.C.M. College of Education on 15th January, 2005 at G.C.M. College of Education, New Barrackpur.

20. Participation in the Seminar-cum-Workshop on 8th January, 2005 held at Institute of Education for Women, Hastings House, Alipore, Kolkata.
21. Participation in the Seminar on *Approaches to Teaching of Core Papers and Simulated Lesson in the New B.Ed. Syllabus* organised by All Bengal Teachers Training College, on 6th May, 2004 at All Bengal Teachers Training College, Kolkata.
22. Participation in the Workshop on *Teaching Practical, Simulated Lesson and Lesson Plan* organised by Ramkrishna Mission Brahmananda College of Education on 26th March, 2004 at Ramkrishna Mission Brahmananda College of Education, Rahara.
23. Participation in the Seminar cum Workshop on *Geography and Non-laboratory Based Subjects* organised by Scottish Church College, on 20th March, 2004 in the B.Ed. Department, Scottish Church College, Kolkata.
24. Participation in UGC Sponsored Refresher Course On Education organized by University of Kalyani, From 4th November,2003 to 25th November,2003 in the Department of Education, University of Kalyani.
25. Participation in the Seminar on *Teaching Aids and Development of Teaching Skill* organised by Gandhi Centenary B. T. College, Habra on 2nd September, 2002 at Gandhi Centenary B. T. College, Habra.
26. Participation in the U.G.C. Sponsored State Level Seminar on *Environmental Crisis in West Bengal : The Alternative Development Paradigm* organised by Sree Chaitanya College of Commerce, on 22nd February, 2002 at Sree Chaitanya College of Commerce, Habra.
27. Participation in the Seminar on *Evaluation Procedure of Syllabus in Practical Exam* organised by G.C.M. College of Education on 15th October, 2001 at G.C.M. College of Education, New Barrackpur.
28. Participation in the National Workshop on *Revitalising Teacher Education Programmes : Roles and Responsibilities of IASEs and CTEs* organised by University Of Kalyani on 30th May, 2001 at University Of Kalyani, Nadia, West Bengal.

E. Research Contributions: Nil

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list) : Nil

c) Research Projects:

Title of the Project	Name of the funding agency	Duration
A Survey on Career Choice of +2 Students	No fund	2007-2008

d) Details of Seminars, Conferences, Symposia organized :

Acted as Joint Coordinator in One Day Seminar on Quality in Teacher Education organized by IQAC, Gandhi Centenary B. T. College, Habra

e) Patents taken, if any, give a brief description : Nil

f) Membership of Professional Bodies, Editorship of Journals etc. : Nil

F. Extension Work/Community Service

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

- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc. :
- Organisation of Blood Donation Camp
 - Tree-plantation in and outside the college
 - Organisation of health awareness programme in the local primary schools

ii) National Literacy Mission : Nil

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

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a. College/University/Institution :

Served as the Secretary of Teachers Council for the session- : 13-14 and was member of Provident Fund Sub-Committee

- b. Co-curricular activities :

Acted as teacher-in-charge of different students' committees, such as Debate Committee, Cultural Committee, Magazine Committee and Social Committee.

- c. Enrichment of campus life:
(hostels, sports, games, cultural activities) :

Arranged fund for purchasing necessary goods and appliances needed for different students' committees and supervised students' performances in different co-curricular activities.

- d. Students welfare and Discipline :

Carrying out the responsibility of organization of Brotherhood Programme of Students' Health Home (an organization provides health care and medical support to the students) in college since 2013.

- e) Membership/Participation in Bodies/Committees on
Education and National Development : No membership
- f) Professional Organizations of Teachers : No membership

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught :
- Feedback from the students had been taken at the end of each session.

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

Bithi Sarkar

(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

DR. SUDIP CHAUDHURI: Teacher appraisal Reports**PERFORMANCE APPRAISAL REPORT****i) General Information**

- h) Name : DR. SUDIP CHAUDHURI
- i) Address (Residential) : P.O.-Habra-Prafullanagar
District-North 24-Parganas
West Bengal State
PIN-743268
- j) Ph. No. : + 91-9433340953 / 03216-237841
- k) Designation : Assistant Professor- State-3 / Reader
- l) Department : B. Ed. (Education)
- m) Date of Birth : 01.01.1970
- n) Area of Specialization : Science Education, Biomolecular Spectroscopy

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.	
High School	W. B. B. S. E	BBE (m)	1985	1 st Division	
Higher Secondary or Pre-degree	W. B. C. H. S. E.	Bengali, English, Physics, Chemistry, Mathematics, Biology	1987	1 st Division	
Bachelor's Degree(s) (B. Sc.- Honours)	University of Calcutta	Chemistry (Hons.), Physics (Pass), Mathematics (Pass)	1991	2 nd Class	
Master's Degree (s) (M. Sc.)	University of Kalyani	Biochemistry	1993	1 st Class	
Research Degree (s)	M. Tech.	Jadavpur University	Biotechnology	1996	1 st Class
	Ph. D. *	University of Calcutta	Biophysics, Molecular Biology and Genetics	2010	Not Applicable
Other Diploma / Certificates etc.	B. Ed.	University of Calcutta	Educational Psychology, Educational Measurement, Science Teaching	1998	1 st Class
	M. Ed.	University of Calcutta	Science Education, Educational Technology	2010	1 st Class

* Under the Mentorship of Professor Pradeep K. Sengupta (Ph.D.-Florida State, Student of Renowned Physical Chemist, Professor Michael Kasha), Biophysics Division, SINP.

ACHIEVEMENTS:

A) Declared successful in joint **CSIR – UGC NET** (National Eligibility Test) for Lectureship held on 20.06.1999.

B) Qualified at the West Bengal **State Level Eligibility Test (SLET) – 1997** for Lectureship (Accredited by UGC) in Universities / Colleges of India.

C) Qualified in Graduate Aptitude Test in Engineering (GATE) '94; Percentile Score: 93.90, All India Rank: 146.

D) Selected in the **JNU Entrance Test for M. Tech. Biotechnology** Course of Jadavpur / Anna Universities.

E) Selected by **Biotech Consortium India Limited (BCIL)**, under **Biotech Industrial Training Programme (BITP)** in **The Narang Industries Limited**, a well known company in the field of Fermentation & Distillation, production of Alcohol, Beer, Malt Spirit.

SCHOLARSHIP (S) AWARDED:

Received National Scholarship and Certificates of Merit based on Secondary level (1985).

Received Scholarship of Department of Biotechnology (DBT), Government of India for perusing M. Tech. (Biotechnology) course.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent, M. Tech.	Optimization and downstream separation for the production of the industrial enzyme alkaline protease using <i>Bacillus thuringiensis</i> H-14.	Jadavpur University
Ph.D.	Spectroscopic and Related Biophysical Studies on Some Therapeutically Relevant Compounds with Proteins, Membranes and other Microheterogenous Systems”	University of Calcutta (The research work was performed at Saha Institute of Nuclear Physics, Kolkata)
Post-Doctoral	Fluorescence Spectroscopic Studies on Protein-Flavonoid Interactions	Saha Institute of Nuclear Physics (SINP), Kolkata
Publications (give a list separately)	A Separate List is Attached as APPENDIX-I	
Research Guidance (give names of students guided successfully)	Nil	NA
Training (please specify)	Nil	NA

Research Projects carried out

1. **Secondary School Teachers' Computer Self-Efficacy: Insights from a case study in West Bengal**, M. Ed. Dissertation on Educational Technology, Kolkata, University of Calcutta.
2. **The Comparative Study about the self-efficacy of the science and non-science teachers trainees': A Case Study from West Bengal**, M. Ed. Dissertation on Educational Technology, Kolkata, University of Calcutta.
3. **Mechanism of Protein Localization and Membrane Traffic** M. Sc. Dissertation Project, University of Kalyani, Kalyani.
4. **Optimization and downstream separation for the production of the industrial enzyme alkaline protease using *Bacillus thuringiensis* H-14**, M. Tech. Dissertation Project, Jadavpur University, Kolkata.
5. **Spectroscopic and Related Biophysical Studies on Some Therapeutically Relevant Compounds with Proteins, Membranes and other Microheterogenous Systems**, for Ph. D. Dissertation Project, University of Calcutta, Kolkata, (Performed at Saha Institute of Nuclear Physics, Kolkata).

C) Seminars, Conferences, Symposia Workshops etc. attended

N.B. Attended All State Level Conferences / Symposia on Teacher Education.

For active participation (contributions through oral presentation) kindly see the Publication List

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
i) U.G. – B. Ed., B. Sc. Hons. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	1. Gandhi Centenary B. T. College, Habra 2. Acharya Prafulla Chandra College, New Barrackpore	1. 2003 – Till Now 2. 1998 - 2003
ii) P.G.- M. Sc. (As Guest Faculty) (M.A./ M.Sc., etc.)	1. Acharya Prafulla Chandra College, New Barrackpore (Microbiology PG Course) 2. West Bengal State University, Barasat, (Chemistry PG Course)	1. 2008 – Till Now 2. 2010 – Till Now

Total Teaching Experience : **17 + Years**

a) Under-graduate (Pass) : **Not Applicable**

b) Under-graduate (Hons): **B. Ed.- 12 + Years, B. Sc. Hons.- 5 Years**

c) Post-graduate : **7 + Years**

DETAILS OF TEACHING ACTIVITIES:

Lectures and Other Teaching Duties As Per UGC Norm:

* Teaching as an Assistant Professor at the B. Ed. course at Gandhi Centenary B. T. College, Habra, North 24-Parganas, since July, 2003.

* Taught (as a Part Time lecturer) the Biophysical Chemistry and Industrial Microbiology courses of Microbiology at the Honours Level at the Acharya Prafulla Chandra College, New Barrackpore, Kolkata, from 1998-2003.

Lectures, seminars, tutorials, practical, contact hours undertaken taken as percentage of lectures allocated at Gandhi Centenary B. T. College, Habra (Source- UGC-PBAS – 2012-13)

Sl. No.	Course/Paper	Level	Mode of Teaching#	Class allotted as per schedule	% of classes taken as documented per record	API Score
01	B. Ed. / P-II (Edu. Psychol.), P-IV/V (P.Sc. Methodology) P-X (Evaluation-Measur.)	PG	Lecture	155	100	50
02	B. Ed. / Edu. Psychol., P. Sc. Methodology, Term Paper Writing	PG	Practical	32		
03	Preparation of Seminar Presentation by the Trainees of P. Sc.	PG	Seminar	30		
04	B. Ed. / Teaching Practical; Action Research Projects	PG	Contact Hours	100 Hrs. + 50 Hrs.	100	

Lecture (L), Seminar (S), Tutorial (T), Contact Hours (C).

Lectures and Other Teaching Duties in Excess of UGC Norms:

* Teaching (as a Guest Faculty) the Biomolecular Spectroscopy courses of Microbiology at the M. Sc. Level in the Acharya Prafulla Chandra College, New Barrackpore, Kolkata.

* Teaching (as a Guest Faculty) the Biophysical Chemistry courses of Chemistry at the M. Sc. Level at the Acharya Prafulla Chandra College, New Barrackpore, Kolkata.

* Guiding and conduction of practical course works of short term visiting students from universities (of both undergraduate and postgraduate levels), in the laboratory of Prof. P. K. Sengupta, at Biophysics Division, SINP, Kolkata.

OTHER ACADEMIC RECORDS BESIDES TEACHING:

- ✓ M. Sc. Paper Setter / External Examiner (theoretical and practical) at Acharya Prafulla Chandra College,
New Barrackpore, and West Bengal State University Barasat.
- ✓ External Expert as M. Sc. (Chemistry) Project Dissertation Viva at West Bengal State University, Barasat.

Examination duties Assigned and Performed During 2012-13 Academic Session

Sl. No.	Type of Examination Duties	Duties Assigned
01	Invigilation	University B. Ed. Examination
02	Evaluation	WBSU B. Ed.- Theoretical- Paper-II, Paper IV/V, Paper VI; Practical (As External Examiner)- Paper VII, IX WBSU M. Sc. (Biochemistry)- External Examiner for Viva
03	Question paper setting/ Moderation	Paper Setting: WBSU B. Ed.- Paper IV/V (P. Sc. Method); Moderation: St. Xavier's B. Ed.- Evaluation & Measurement
04	Internal/Continuous Assessment	Paper VII (Demonstration Practical and Seminar Presentation in Methodology Paper); Practice Teaching; Action Research; Psychology Practical

Academic Staff College Orientation / Refresher Course attended:

Name of the Course / Summer School	Place	Duration	Sponsoring Agency
Refresher Course in Environmental Studies	UGC-Academic Staff College, University of Calcutta	March 06 – March 26, 2013	UGC (UGC-ASC-CU)
Orientation Programme (OP) 69/70	UGC-Academic Staff College, University of Calcutta	November 27 – December 23, 2006	UGC (UGC-ASC-CU)
Refresher Course in Life Science	Dept. of Zoology, University of Calcutta	August 08-30, 2005	UGC-Academic Staff College, University of Calcutta

iv) Innovations/Contributions in Teaching

- a) Design of Curriculum: As Member of B. Ed. Monitoring Committee, West Bengal State University, Barasat.
- b) Evaluation methods: Contributed for the Planning of Evaluation Scheme as Member of B. Ed. Monitoring Committee (Examination, Result and Evaluation) West Bengal State University, Barasat.
- c) Preparation of resource material Including books, reading materials, Laboratory manuals etc. (**ANNEXURE-I- Publication List**)
- d) Remedial Teaching / Student Counseling (academic): **Conducted for Trainee Teachers at Gandhi Centenary B. T. College, Habra**

v) Extension Work/Community Service:

Organized the Brotherhood Programme of West Bengal Students' Health Home

D. Participation in Corporate Life:

Please give a short account of your contribution to : **College/University/Institution**

Administrative/related work Experiences: Served as Convener of the Admission Sub-committee of Gandhi Centenary B. T. College, Habra, India.

Currently, Co-ordinator, NAAC Steering Committee, Member of the Governing Body as well as of the following committees of the Gandhi Centenary B. T. College, Habra: Finance Sub-Committee, Provident Fund Sub-Committee, Works Committee.

c) Enrichment of Campus Life: (Hostels, sports, games, cultural activities)
Convener, Hostel Committee and Member, Sports Committee, Gandhi Centenary B. T. College, Habra

d) Students Welfare and Discipline: Special Classes taken on writing of Bio-Data and Facing the Interview Board for the B. Ed. Trainee Teachers.

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

- 1. Indian Society for Radiation and Photochemical Sciences (ISRAPS).**
- 2. DNA Society of India (DSI).**
- 3. Indian Biophysical Society (IBS).**

(d) Editorship of Journals: NIL

(Signature of the Teacher)

APPENDIX- I

Dr. Sudip Chaudhuri- List of Publications**During Last 5- Years:****1. In Peer-Reviewed Journals****(A) In International Journals:**

* Ground and Excited State Proton Transfer of the Bioactive Plant Flavonol Robinetin in a Protein Environment: Spectroscopic and Molecular Modeling Studies
Biswa Pathik Pahari, **Sudip Chaudhuri**, Sandipan Chakraborty, and Pradeep K. Sengupta

The Journal of Physical Chemistry B (American Chemical Society Publications)

119 (2015) 2533–2545

ISSN No.- 1520-6106 (Print Edition); 1520-5207 (Web Edition) Impact Factor: 3.377

Cited By: 01

* Interactions of Dietary Flavonoids with Proteins: Insights from Fluorescence Spectroscopy and Other Related Biophysical Studies

Sudip Chaudhuri, Bidisha Sengupta, Jasmine Taylor, Biswa Pathik Pahari and Pradeep K. Sengupta

Current Drug Metabolism, 14 (2013) 491-503

ISSN No.- 1389-2002 (Print); 1875-5453 (Online) ; Impact Factor: 3.487 ; Cited By: 02

* Biophysical Characterization of Genistein in Its Natural Carrier Human Hemoglobin Using Spectroscopic and Computational Approaches

Biswapathik Pahari, Sandipan Chakraborty, Bidisha Sengupta, **Sudip Chaudhuri**, William Martin, Jasmine Taylor, Jordan Henley, Donald Davis, Pradip K. Biswas, Amit K. Sharma, Pradeep K. Sengupta

Food and Nutrition Sciences, 4 (2013), 83-92 ; Impact Factor: 0.84

ISSN No.-: 2157-944X (Print); 2157-9458 (Online)

* Binding and antioxidant properties of therapeutically important plant flavonoids in biomembranes: Insights from spectroscopic and quantum chemical studies

Biswapathik Pahari, Sandipan Chakraborty, **Sudip Chaudhuri**, Bidisha Sengupta, Pradeep K. Sengupta

Chemistry and Physics of Lipids 165 (2012) 488-496

ISSN No.- 0009-3084 ; Impact Factor: 2.57 ; Cited By: 09

* A critical study on the interactions of hesperitin with human hemoglobin: Fluorescence spectroscopic and molecular modeling approach

Sandipan Chakraborty, **Sudip Chaudhuri**, Biswapathik Pahari, Jasmine Taylor, Pradeep K. Sengupta and Bidisha Sengupta,

Journal of Luminescence 132 (2012) 1522-1528

ISSN No.- 0022-2313 ; Impact Factor: 2.1 ; Cited By: 08

* Probing the interactions of hemoglobin with antioxidant flavonoids via fluorescence spectroscopy and molecular modeling studies

Sudip Chaudhuri, Sandipan Chakraborty, and Pradeep K. Sengupta.

Biophysical Chemistry 154 (2011) 26–34

ISSN No.- 0301-4622 ; Impact Factor: 2.203 ; Cited By: 22

* Encapsulation of serotonin in β -cyclodextrin nano-cavities: Fluorescence spectroscopic and molecular modeling studies

Sudip Chaudhuri, Sandipan Chakraborty, and Pradeep K. Sengupta.

Journal of Molecular Structure 975 (2010) 160–165

ISSN No.- 0022-2860 ; Impact Factor: 1.634 ; Cited By: 27

* Binding of the bioflavonoid robinetin with model membranes and hemoglobin: Inhibition of lipid peroxidation and protein glycosylation.

Sudip Chaudhuri, Biswapathik Pahari, and Pradeep K. Sengupta.

Journal of Photochemistry and Photobiology B 98 (2010) 12-19.

ISSN No.- 1011-1344 ; Impact Factor: 1.871 ; Cited By: 20

(B) In National Journal:

* Interactions of therapeutically active plant flavonols with biological targets : Insights from fluorescence spectroscopic studies.

Pradeep K. Sengupta and **Sudip Chaudhuri**,

J. Indian Chem. Soc. 87 (2010) 1-8.

ISSN No.- 0019-4522 ; Impact Factor: 0.382 ; Cited By: 04

(C) In Indexed Journal:

* Inclusive Education in India: A Country in Transition; **Sudip Chaudhuri**

Anwasha- A Journal of Education (Ramakrishna Mission Brahmananda College of Education Publications), Volume-10, 2015; Pages- 64 -72

ISSN- 0973 – 5895

* Action Research- The Search for Meaning; **Sudip Chaudhuri**

Anwasha- A Journal of Education (Ramakrishna Mission Brahmananda College of Education Publications), Volume-08, 2013; Pages- 16-23

ISSN- 0973 – 5895

2. (a) Chapter in Edited Book

* Interactions of Plant Flavonoids with Biomembranes: Insights from Fluorescence Spectroscopic Studies

Sudip Chaudhuri, Bidisa Sengupta, Biswapathik Pahari, and Pradeep K Sengupta,

in Chandana Haldar and Priyoneel Basu (Edited) **Treatise on Photophysiology**, Imagination: Editors & Printers Varanasi, U.P. India, (2012) 85 - 98

ISBN: 978-81-9214J4-1-1

2. (b) Books Published as Single Author

- * Leading Action Research in Teacher Education: An Introduction to Theory and Practice
Sudip Chaudhuri
April, 2013, Rita Publication, 43, Beniatola Lane, Kolkata-700 009
(Subject Book by Recognized Local Publisher)
ISBN -978-93-82229-56-8

3. Full Paper in Conference Proceedings:

- * *Protein-Flavonoid interactions: Steady state and time resolved fluorescence studies.*
Sudip Chaudhuri, Bidisa Sengupta, Biswa Pathik Pahari and Pradeep K. Sengupta.
3rd Asia Pacific Symposium on Radiation Chemistry (APSRC-2010) and DAE-BRNS 10th Biennial Trombay Symposium on Radiation and Photochemistry (TSRP-2010), organized by Radiation and Photochemistry Division, Bhaba Atomic Research Centre, Mumbai and Indian Society for Radiation & photochemical Sciences. Lonavala, India, September 14-17, 2010.
ISBN No.- 81-88513-37-7
- * Psychological Challenges Towards Implementing ICT in Teaching-Learning
Santoshi Halder and **Sudip Chaudhuri**.
5th International Conference on e-Learning, Universiti Sains Malaysia, Penang, Malaysia, 12-13 July 2010.
Published by Academic Publishing Limited, Reading, UK.
ISBN: 978-1-906638-68-9 (Book)

4. (a) Presentations in International Conferences, Seminars, Symposia:

- * Psychological Challenges Towards Implementing ICT in Teaching-Learning
Santoshi Halder and **Sudip Chaudhuri**.
5th International Conference on e-Learning, Universiti Sains Malaysia, Penang, Malaysia, 12-13 July, 2010.
- * *Protein-Flavonoid interactions: Steady state and time resolved fluorescence studies.*
Sudip Chaudhuri, Bidisa Sengupta, Biswa Pathik Pahari and Pradeep K. Sengupta.
3rd Asia Pacific Symposium on Radiation Chemistry (APSRC-2010) and DAE-BRNS 10th Biennial Trombay Symposium on Radiation and Photochemistry (TSRP-2010), organized by Radiation and Photochemistry Division, Bhaba Atomic Research Centre, Mumbai and Indian Society for Radiation & photochemical Sciences. Lonavala, India, September 14-17, 2010.

4. (b) Presentations in National Conferences, Seminars, Symposia:

- * A Critical Study of Hemoglobin-Flavonoid Interaction via Fluorescence Spectroscopy
Sudip Chaudhuri
UGC Sponsored Two Days National Seminar on Recent Advancement in Physics
Organized by Department of Physics, Vivekananda Satavarshiki Mahavidyalaya, Manikpara, Paschim Medinipur, West Bengal, March 20-21, 2015

* Hemoglobin-Flavonoid Interactions- Insights from Spectroscopic Studies

Sudip Chaudhuri and Pradeep K. Sengupta

1st National Conference on Advancing Biology through Technology and Computation

Organized by Department of Microbiology, West Bengal State University and Kinston College of Science, August 22, 2014

* Effect of Instruction Type on Science Learning; **Sudip Chaudhuri** and Arpita Goswami

UGC Sponsored National Seminar on Acquisition and Learning

Organized by Ramakrishna Mission Brahmananda College of Education, March 04-05, 2014.

* India's Right to Education Act, 2009: Issues and Challenges; **Sudip Chaudhuri**

UGC Sponsored National Seminar on Right To Education

Organized by Ramakrishna Mission Brahmananda College of Education, February 18-19, 2014.

* A Critical Spectroscopic Study on the Interaction of Some Flavonoids with Human Hemoglobin

Sudip Chaudhuri, Biswapathik Pahari and Pradeep K. Sengupta

National Conference on Photosciences: Contemporary Challenges and Future Perspectives

Organized by Indian Photobiology Society in collaboration with Department of Chemistry, Jadavpur University, Kolkata, December 12-14, 2013

* Community Outreach- The Third Dimension of Higher Education; **Sudip Chaudhuri**

UGC Sponsored National Seminar on Community Outreach Activities

Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with Department of Adult, Continuing Education and Extension, University of Kalyani, September 10-11, 2013.

* Life Skill Education- An Effective Instrument for Child Protection; **Sudip Chaudhuri**
UGC Sponsored State Level Seminar on Necessity of Life Skill Education for Secondary Level, Higher Secondary Level and B. Ed. Level

Organized by Gopal Chandra Memorial College of Education in Collaboration with Madhyamgram B. Ed. College, September 19-20, 2013.

* Perspectives of Value Education for 21st Century India; **Sudip Chaudhuri**

UGC Sponsored National Seminar on Value Education

Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with Ramakrishna Mission Shikshanamandira College of Teacher Education (CTE), October 07-08, 2013.

* Inclusive Education in India: A Country in Transition; **Sudip Chaudhuri**

UGC Sponsored National Seminar on Inclusive Education

Organized by Ramakrishna Mission Brahmananda College of Education in Collaboration with University of Kalyani, November 28-29, 2013.

Earlier than Last 5- Years**In Peer-Reviewed Journals**

* Ground- and excited-state proton transfer and antioxidant activity of 7-hydroxyflavone in model membranes: absorption and fluorescence spectroscopic studies.

Sudip Chaudhuri, Biswapathik Pahari, and Pradeep K. Sengupta.

Biophysical Chemistry 139 (2009) 29-36.

ISSN No.- 0301-4622 ; Impact Factor: 2.203 ; Cited By: 25

* Ground- and excited-state proton transfer and antioxidant activity of 3-hydroxyflavone in egg yolk phosphatidylcholine liposomes: absorption and fluorescence spectroscopic studies.

Sudip Chaudhuri, Kaushik Basu, Bidisa Sengupta, Anwesha Banerjee, Pradeep K Sengupta

Luminescence, 23 (2008) 397-402.

ISSN No.- 1522-7243 ; Impact Factor: 1.731 ; Cited By: 22

* Interaction of flavonoids with red blood cell membrane lipids and proteins: antioxidant and antihemolytic effects.

Sudip Chaudhuri, Anwesha Banerjee, Kaushik Basu, Bidisa Sengupta, P. K. Sengupta

International Journal of Biological Macromolecules, 41 (2007) 42-48.

ISSN No.- 0141-8130 ; Impact Factor: 2.453 ; Cited By: 154

*Encapsulation of Prodan in beta-cyclodextrins : A critical study via electronic spectroscopy and molecular mechanics.

Anwesha Banerjee, Bidisa Sengupta, **Sudip Chaudhuri**, Kaushik Basu and P. K. Sengupta.

Journal of Molecular Structure, Vol. 794, (2006) 181-189.

ISSN No.- 0022-2860 ; Impact Factor: 1.634 ; Cited By: 19

* Characterization of Serotonin in Protein and Membrane Mimetic Environment: A spectroscopic study. Bidisa Sengupta, **Sudip Chaudhuri**, Anwesha Banerjee and Pradeep K. Sengupta

Chemistry and Biodiversity, 1 (2004) 868-877.

ISSN No.- 1612-1880 ; Impact Factor: 1.804 ; Cited By: 03

Presentations in Conferences, Seminars, Symposia:

* *Flavonoid and isoflavonoid binding with red blood cell membranes: Absorption and fluorescence spectroscopic studies.*

Sudip Chaudhuri, Kaushik Basu and Pradeep K. Sengupta,

International Conference on Soft System

Organized by Centre for Surface Science, Jadavpur University, 13th – 15th February, 2008.

* *Absorption and Fluorescence Spectroscopic studies of Ground and Excited State Proton Transfer and Antioxidant Effects of 3-Hydroxyflavone in Egg Yolk Phosphatidylcholine Liposomes*

Sudip Chaudhari, Kaushik Basu and Pradeep K. Sengupta,

International Symposium on Recent Trends in Surface and Colloid Science (ISSCS-2007) organized by Surface and Colloidal Science Group, Geological Studies Unit, Indian Statistical Institute, November 15-16, 2007.

* *Spectroscopic Studies on the Interaction of Some Flavonoids with Red Blood Cell Membranes: antioxidant and Antihemolytic Effects.*

Sudip Chaudhari, Anwesha Banerjee, Kaushik Basu, Bidisa Sengupta and Pradeep K. Sengupta.

International Conference on Chromosomes to Neurons organized by Department of Biophysics, Molecular Biology & Genetics, University of Calcutta and Saha Institute of Nuclear Physics, Kolkata in association with IICB, IACS, EMSI (zck), January 12-14, 2007.

* *Absorption and fluorescence spectroscopic studies on the interactions of some flavonoids with red blood cell membranes: antioxidant and antihemolytic effects:*

Sudip Chaudhuri, Anwesha Banerjee, Kaushik Basu, Bidisa Sengupta and Pradeep K. Sengupta.

International Conference on Structure & Dynamics: From Micro to Macro organized by the Department of Chemistry, University of Calcutta. Saha Institute of Nuclear Physics, December 15-17, 2006.

* *Fluorescence Spectroscopic and Electron Microscopic Investigations on the Influence of the Plant Flavonoid, Fisetin on the Structural Alteration (if any) of Some Model Biomembranes:*

Bidisa Sengupta, Anwesha Banerjee, **Sudip Chaudhuri**, Ajoy Chakraborty and Pradeep K. Sengupta

International Symposium on Recent Trends in Macromolecular Structure and Function. Department of Crystallography and Biophysics; Madras University; 19-23 January, 2004

* *Ground and Excited State Proton Transfer and Antioxidant Effects of 7-Hydroxyflavone in Model Membranes: Absorption and Fluorescence Spectroscopic Studies.*

Sudip Chaudhuri, Biswapathik Pahari and Pradeep K. Sengupta.

National Conference on Recent Advances in Photosciences

Organized by Department of Chemistry, Jadabpur University and Indian Photobiology Society, Jadabpur University, Kolkata, August 09, 2008.

* *Spectroscopic Studies of the Binding and Antioxidant Effects of 3-Hydroxyflavone in Egg Phosphatidylcholine Liposomes and RBC Ghost Membranes*

Sudip Chaudhuri, Kaushik Basu, Anwasha Banerjee, Bidisa Sengupta and Pradeep K. Sengupta.

National Conference on 21st Century Research in Biochemistry and Biophysics Organized by Department of Biochemistry and Biophysics, University of Kalyani, February 1-3, 2007.

* *Interaction and Antioxidant Activity of 3-Hydroxyflavone with Egg Phosphatidylcholine Liposome: Absorption and Fluorescence Spectroscopic Studies.*

Sudip Chaudhuri, Anwasha Banerjee, Kaushik Basu, Bidisa Sengupta and Pradeep K. Sengupta.

National Conference on Photosciences organized by Indian Photobiology Society. Jadavpur University, Kolkata, January 31, 2007.

* *Binding and Antioxidant Properties of Some Flavonoids in RBC- Ghost Membranes:*

Sudip Chaudhuri, Anwasha Banerjee, Kaushik Basu, and Pradeep K. Sengupta

National Symposium on Molecules, Interactions and Design: A Biophysical Perspective (IBS 2006) organized by West Bengal University of Technology and Saha Institute of Nuclear Physics, Kolkata, January 7-9, 2006.

* *Spectroscopic studies of Serotonin in Reverse Micellar and Protein Environment:*

Bidisa Sengupta, **Sudip Chaudhuri** and Pradeep K. Sengupta

National Symposium on Radiation and Photochemistry, IIT Kanpur, March 3-5 2003.

* *Interactions of a Plant Flavonol, Fisetin with Model Membranes: Fluorescence Spectroscopic and Electron Microscopic Studies:*

Sudip Chaudhuri, Bidisa Sengupta, Ajoy Chakraborty and Pradeep K. Sengupta

National Conference on Application of Identified Chemical and Biological Technologies in Agriculture, Jadavpur University, Kolkata, March 14-15, 2003.

Dr. Sudip Chaudhuri- Measure Scientific Reputation Through Research Gate

1/8/2016

Sudip Chaudhuri - Stats

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Sudip Chaudhuri 18.60

M. Sc., M. Tech., Ph. D.
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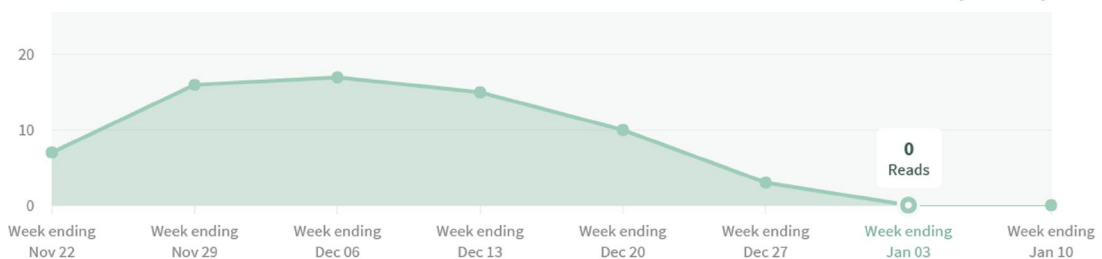
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PROFILE VIEWS
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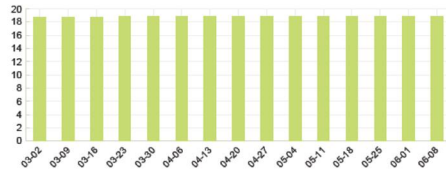
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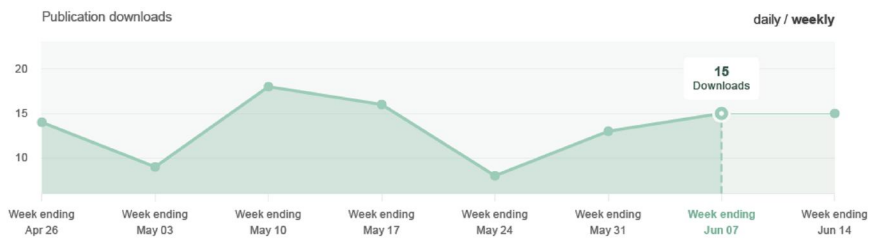
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Dr. Malabika Biswas Roy- Teacher appraisal Reports**(Source: UGC)****Format- 1****PERFORMANCE APPRAISAL REPORT****FOR SELF APPRAISAL OF TEACHERS****iii) General Information**

o) Name : Dr. Malabika Biswas Roy

p) Address (Residential) : Hemkamal Apartment ,Flat no-6,4/80

Chanditala Lane ,Kolkata -40

Ph. No.: 9830499576

q) Designation :Assistant Professor (Geography)

r) Department :B.Ed

s) Date of Birth :15.11.1977

t) Area of Specialization : Wetland Management, Hydrology,

Environment, Fluvial Geomorphology

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	WBSE	BBE (m)	1993	2nd
Higher Secondary or Pre-degree	WBHSE	Beng,Eng,Geo, Hist,Nutri.	1995	2nd
Bachelor's Degree (s)	University of Calcutta	Geography Hons	1999	2nd

Master's Degree (s)	CSJM University, Kanpur		Geography	2001	1st
Research Degree (s) PhD	SWRE, Jadavpur University		Wetland Management	2008	
Other Diploma / Certificates etc.	B.Ed	University of Calcutta	Education, Geography History, Mental Measurement	2003	2nd
	M.Ed	University of Calcutta	Education, Population and Env.Edu, Children with Special needs	2013	1st

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	Participatory Management Of Ecosystem Services: A Study of Wetlands in West Bengal	SWRE ,Jadavpur University
Post-Doctoral	Study on Wetlands Conservation ,Restoration and Management through Participatory Approach in the Bhagirathi Hooghly Basin.	SWRE ,Jadavpur University
Publications (give a list separately)	Annexure 1	
Research Guidance (give names of students)	1. Debanjana Chatterjee (Title-	Faculty of Interdisciplinary Studies, Law & Management,

guided successfully)	Role of Hydrological services with special reference to forest and water relationship in a holistic approach) 2. Mihir Pal (Modeling of Wind-Induced Circulation in some selected Indian lakes and reservoirs)	SWRE.Jadavpur University
Training (please specify)	Remote Sensing and GIS	Department of Science and Technoloy,Govt. of West Bengal
	Training Programme on-Aquifer Management and Local Ground water Issue	Central Groundwater Board, Eastern region Govt. of India
	International Workshop on SME Bridging And Entrepreneurship Development	DST, Govt. of India and European Commission Jadavpur University

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
A holistic approach of participatory management (woman participation) of ecosystem Services: Case of wetland in West Bengal No.F.PWS-181/09-10(ERO)	UGC Minor Research Project Completed 2010-2011	18 month	Completed 82 thousand
Study on Improving Benefit transfer for Wetland Valuation : Water Environment and Economoc values of Ecosystem Services through Peoples Participation in the Bhagirathi Hooghly Basin	UGC Major Research Project (ongoing) F.O. NO.-43-354/2014(SR)	36 th month 2015-2018 On going	14.29 lakhs

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Workshop Programme for – Water safety plan for Rural Area	Ministry of Drinking Water & Sanitation,	Jadavpur University 9 th and 10 th march ,2015
Preparing quality teachers in the light of NCTE 2009	UGC sponsored National Level Seminar	Institute of Education or Women, Hasting House and St. Xaviers College Kolkata 18.12.2012
One Day Seminar on Quality in Teacher Education	Organised by IQAC, Gandhi Centenary B.T.College, Habra	At Gandhi Centenary B. T. College, Habra on 30. 11. 2015
Workshop on B.Ed. Syllabus and Practicum on Two Years B.Ed. Course (2015-17)	Organised by West Bengal State University and Adamas Institute of Teacher Education in collaboration with Ramkrishna Mission Brahmananda College of Education	At Adamas Institute of Teacher Education, Barasat on 14. 10. 2015
Two Days Orientation Programme on Newly Framed B.Ed Syllabus	Organised by West Bengal State University, Barasat	At Govt. College of Education, Banipur on 26.03.2012 and 27.03.2012
Two Days National Level Workshop cum Seminar on <i>B.Ed Syllabus Modification</i>	Organised by West Bengal State University, Barasat	At Govt. College of Education, Banipur on 18.11.2011 and 19.11.2011
One day Seminar on Sanitation in Rural and Urban India: Present Status	Organised by SWRE, Jadavpur University	Jadavpur University, 22 nd March 2008

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	University of Calcutta & W.B.State University, Barasat	7+
vi) M.Phil		
vii) Any other		

Total Teaching Experience : 12 years

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate :7+

viii) Innovations/Contributions in Teaching**n) Design of Curriculum**

Actively participated in constructing the B.Ed. curriculum introduced by West Bengal State University for the Session 2012-13 and in modifying the curriculum for consequent two sessions (Session : 2013-14 and Session : 2014-15)

o) Teaching methods

- Helping and guiding trainee-teachers to use technology effectively in their teaching (e.g. by showing video clippings, documentary films, photographs or by using PPT etc.)
- Micro- teaching
- Re-teaching after getting feedback from peers

p) Laboratory experiments

- to prepare low-cost and effective teaching aids for teaching of different school-subjects.
- to prepare various types of geography related model, field trip for different research , project report preparation etc.

q) Evaluation methods

Self evaluation of prepared goods with 5-points rating scale in practical examinations

r) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

- Distribution of printed study-materials among the student-teachers
- Power Point Presentation during teaching
- Providing raw-materials and necessary equipments (e.g., instruments, accessories and utensils) in the laboratory.

s) Remedial Teaching / Student Counseling (academic)

Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2013-14, 2014-15.

g) Any Other -nil

ix) Extension Work/Community Service

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

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

- Organisation of Blood Donation Camp
- Tree-plantation in and outside the college
- Organisation of health awareness programme in the local primary schools

ii) National Literacy Mission -Nil

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

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
Member of Admission sub Committee ,Member of Library Committee
 - b) Co-curricular Activities
 - c) Acted as teacher-in-charge of different students' committees, such as Debate
 - d) Committee, Cultural Committee, Magazine and Social Committee.
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- Arranged fund for purchasing necessary goods and appliances needed for different students' committees and supervised their performances in different co-curricular activities.
- d) Students Welfare and Discipline
 - e) Membership/Participation in Bodies/Committees on Education and National Development
 - e) Professional Organization of Teachers.

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

1.Life member of INCA, membership no-L-26785

2.Life member of Indian Science Congress, , membership no-L-28415

- (e) Editorship of Journals -nil

F. Any other information

(Signature of the Teacher)

Anexture-1 List of Publication**Dr. Malabika Biswas Roy- List of Publications****1. In Peer-Reviewed Journals****(A) In International Journals:**

* Sinusoidal Model Development for the Study of Diurnal Variation of Surface Dissolved Oxygen for the Lake Subhas Sarobar, Kolkata

MihirPal ,Nihar Ranjan Samal, Pankaj Kumar Roy, & **MalabikaBiswas Roy**

The Journal of Global Ecology and Environment

4(1), 18-24, 2015

ISSN No.- 3297:2007

* Integrated assessment of impact of water resources of important river basins in Eastern India under projected climate conditions

Pankaj Kumar Roy, Nihar Ranjan Samal, **MalabikaBiswas Roy** & Asis Mazumdar

The Global Nest

17(3), 594-606, 2015

ISSN No.- 1790-7632

* Sinusoidal Model Development for the Study of Diurnal Variation of Surface Air Temperature and Surface Dissolved Oxygen for the Lake Rudrasagar in Pre-Monsoon Period

Mihir Pal, Pankaj KumarRoy & **MalabikaBiswas Roy**

International Journal of Engineering Science Invention

4(1), 2015, 10-18

ISSN No.- 2319 – 6734

* Electrical Conductivity of Lake Water as Environmental Monitoring – A Case Study of Rudrasagar Lake

Mihir Pal, Nihar Ranjan Samal, PankajK.Roy, & **Malabika Biswas Roy**

IOSR Journal of Environmental Science, Toxicology and Food Technology (IOSR-JESTFT)

9(3),2015, 66-71

ISSN No.- 2319-2402

* Removal of arsenic from drinking water using dual treatment Process

Pankaj Kumar.Roy, Asis Majumder, Gourab Banerjee, **Malabika Biswas Roy**, Somnath Pal, & Asis Majumder

Clean Technologies and Environmental Policy

Springer 17 (4), 2015, 1065-1076

ISSN No.- 1618-9658

* Weather Aberration and its Impact on Agriculture of Habra Block, North 24 Pgs, West Bengal

Malabika Biswas Roy, Alivia Bose, Pankaj Kumar Roy & Asis Mazumdar

Climate Change 1(2), 83-97, 2015, ISSN No.- pISSN: 2394-8558 eISSN: 2394-8566

* Education is a tool for conservation of East Kolkata Wetland in West Bengal: A case study

Malabika Biswas Roy, Rea Roy, Pankaj Kumar Roy & Asis Mazumdar

Journal of Chemical and Pharmaceutical Research,

7(2), 95-101, 2015

ISSN No.- 0975 – 7384

* Role of sewage fed fisheries for treatment of dry weather flow of Kolkata City maintaining the eco-toxicity balance

Pankaj Kumar Roy, **Malabika Biswas Roy**, Asis Majumder, & Arunavo Majumder

Journal of Chemical and Pharmaceutical Research,

6(9), 328-333, 2014

ISSN No.- 0975 – 7384

* Resilience and Sustainability of An Aquatic Ecosystem in North-East of India

Mihir Pal, **Malabika Biswas Roy**, Nihar Ranjan Samal, & Pankaj Kumar Roy

GALAXY International Interdisciplinary Research Journal,

2 (9), 2014, 100-109

ISSN No.-

* A Review of Published Forest Hydrology Research 1990-2013: Forest Hydrology and Hydrological Processes

Malabika Biswas Roy, Debanjana Chatterjee, Pankaj Kumar Roy, Nihar Ranjan Samal, & Asis Mazumdar

ZENITH International Journal of Multidisciplinary Research,

4 (8), 2014, 9-22

ISSN No.- 2347-6915

* Limnological Comparisons of Threats to aquatic life owing to Thermal Stratification in two Morphometrically different urban shallow lakes

Nihar Ranjan Samal, Pankaj Kumar Roy, **Malabika Biswas Roy** & Asis Mazumdar

Sustainability, Agri, Food and Environment Research,

2(1), 2014, 13-30

ISSN No.- 0719-3726

* Temperature and dissolved oxygen stratification in the lake Rudrasagar: Preliminary Investigation

Mihar Pal, Nihar Ranjan Samal, Pankaj Kumar Roy & **Malabika Biswas Roy**

Sustainability, Agri, Food and Environment Research,

2(1), 2014, 1-12

ISSN No.- 0719-3726

* Six Years Major Historical Urban Floods in West Bengal State in India: Comparative Analysis Using Neuro-Genetic Model

Nihar R. Samal, Pankaj K. Roy, Mrinmoy Majumdar, S. Bhattacharya, **Malabika Biswas Roy**

American Journal of Water Resources,

2 (2), 2014, 41-53

ISSN No.- 2333-4819

* Variation of water quality parameters with siltation depth for River Ichamati along International Border with Bangladesh using Multivariate Statistical Techniques

Pankaj Kumar Roy, Somnath Pal, Gourab Banerjee, **Malabika Biswas Roy**, Dia Ray & Asis Majumder

Journal of Institution of Engineers-Series E

95(2), 2014, 97–103

ISSN No.- 2250-2491

*A Study to ascertain the Optimum Yield from Groundwater Source in the Eastern Part of Kolkata Municipal Corporation Area in West Bengal, India

Panakj Kumar Roy, Gourab Banerjee, Asis Mazumdar, Amlyan Kar, Asis Majumder & **Malabika Biswas Roy**

European Journal of Sustainable Development

1(2) 2012, 97-112

ISSN: 2239-6101

* Socio-economic valuations of Wetland based Occupations of Lower Gangetic Basin through Participatory Approach

Malabika Biswas Roy, Pankaj Kumar Roy, Nihar Ranjan Samal, & Asis Mazumdar

Environment and Natural Resources Research

2(4) 2012, 30-44

ISSN 1927-0496, IF-0.029

* Impact of Land Use and Aquatic Plants on the Water Quality of the Sub-Tropical Alpine Wetlands in India: A Case Study using Neuro-Genetic Models

Malabika Biswas Roy, Pankaj Kumar Roy, Nihar Ranjan Samal, & Asis Mazumdar

Journal of Water Resource and Protection

4(8) 2012, 576-589

ISSN: 1945-3108, IF-0.27

* Water Quality Monitoring by Multivariate Statistical Methods in the Alpine Lake of Darjeeling Himalaya, India

Malabika Biswas Roy, Pankaj Kumar Roy, Nihar Ranjan Samal, & Asis Mazumdar

International Journal of Advanced Scientific and Technical Research

6(2) 2012, 115-131

ISSN: 2229-5518, IF-2.94

* Impact of enhanced flow on the flow system and wastewater characteristics of sewage-fed fisheries in India

Pankaj Kumar Roy, Asis Majumder, Arunavo Mazumdar, Mrinmoy Majumder, &

Malabika Biswas Roy

Journal of Environmental Science & Technology

5(7) 2011, 512-521

ISSN: 1735-2630, IF- 5.257

* Limnological analysis of an urban polluted lake in Bangalore city in India in India.
Nihar Ranjan. Samal, Papita Saha, Pankaj Kumar Roy, **Malabika Biswas Roy**, R. V. Ramana & Asis Mazumdar.

Journal. Desalination and Water Treatment ,
30 (2011), 217-228 ,
ISSN: 19443994, IF-2.50

* Watershed Management With Special Emphasis On Fresh Water Wetland: A Case Study Of Mathura Beel in West Bengal, India.

M. B. Roy, N. R. Samal, P.K. Roy & A. Mazumdar.

Journal of Global NEST (Global Network of Environmental Science and Technology), Greece,
13 (1) 2011, 1-10,
ISSN: 1790-7632, IF-1.0

* Soil carbon and nutrient accumulation under forest plantations in Jharkhand State of India

Pankaj Kumar Roy, Nihar Ranjan Samal, **Malabika Biass Roy** & Asis Mazumdar

Journal of Clean – Soil, Air, Water (Wiley InterScience)
38 (8) 2010, 706-712
ISSN: 0323-4320, IF-2.046

* Application of Artificial Neural Network to Measure the impact of Increasing Depth on Agriculture and Fishing activities of Bhomra Beel

Malabika Biswas Roy, Mrinmoy Majumder, Pankaj Kumar Roy & Asis Mazumdar

Journal of Environmental Science, Published in enviro.philica .com, 150 (2009)
ISSN 1751-3030

* Man-wetland dependency and socio-economic evaluation of wetland functions of rural India through participatory approach

Malabika Biswas Roy, Nihar Ranjan Samal, Pankaj Kumar Roy & Asis Mazumdar

International Journal Of Water Science and Engineering Hohai University Nanjing
210098, China,
3(4), 2009
ISSN:1674-2370, IF- 1.1

(B) In National Journal:

* A Holistic Approach of Participatory Management of Wetland: Bhomra Beel- A case study

Malabika Biswas, Sumana Bandopadhyay, Pankaj Kumar Roy & Asis Mazumdar

Journal of Public Health Engineers, (India)
2006(1) 2006, 21-25
ISSN-0970-3195

* A Comprehensive Study of Users Perception of Wetland Regions

Malabika Biswas, Pankaj Kumar Roy & Asis Mazumdar

Indian Journal of Environmental Protection

27(3) 2007, 209-215

ISSN: 0253 - 7141

* Versatile Role of an Urban Wetland; Subhas Sarobar: A Case Study, Kolkata

Malabika Biswas, Pankaj Kumar Roy, Dea Roy & Asis Mazumdar

Journal of Indian Association for Environmental Management

34(2) 2007, 110-115

ISSN: 0970-8480

* A Case Study: An Integrated Approach of Wetland Management in Nadia District, West Bengal

Malabika Biswas, Pankaj Kumar Roy, Debasri Roy & Asis Mazumdar

Indian Journal of Water Works Association

XXXIX(4) 2007, 265-270

ISSN: 0970-275X

* Management Plan of an Alpine Wetland: Mirik lake, A Case Study

Malabika Biswas, Rabindra Nath Barman, Arun Kumar Biswas, Pankaj Kanti Roy & Asis Mazumdar

Journal of the River Research Institute, West Bengal

28(2007-08) 2008, 13-21

ISSN: 0970-9258

* Pollutional Load Assessment on Water System of River Basin, Agartala through Qualitative and Quantitative Analysis

Mihar Pal, Shekhar Datta, **Malabika Biswas**, Pankaj Kumar Roy & Asis Mazumdar

Journal of IAEM

36(2) 2009, 78-82

ISSN: 0970-8480

* Neighbourhood Perception and Management Options for the National Lake in a Metro City: A Case of SubhasSarobar, Kolkata

Malabia Biswas, Mrinmoy Majumder, Pankaj Kumar Roy & Asis Mazumdar

Journal of Water and Land Use Management

9(1-2) 2009, 1-14

ISSN 0973-9300

*Summer thermal stratification: an indicator of water pollution in shallow lake

Nihar Ranjan Samal, Pankaj Kumar Roy, **Malabika Biswas** & Asis Mazumdar

Journal of Chemical Engineering, Institution of Engineers (India)

90 (2010), 37-43

ISSN: 0020-3351

*Woman Participation in terms of their livelihood around Natural Resource, in case of Floodplain Wetland in West Bengal

Malabika Biswas Roy, Pankaj Kumar Roy & Asis Mazumdar
SURVEY A management Research Journal of IISWBM-India
 50(3&4) 2010, 108-116
 ISSN: 0586-0008, IF-0.16

2. (a) Chapter in Edited Book

* Biodiversity and Carbon Sequestration, two important values of the Wetlands of West Bengal

Malabika Biswas Roy, Pankaj kumar Roy and Asis Mazumdar
 in *Arvind Kumar and Shisir Suman Misra*
 (Edited) **Environmental Engineering**
 , Daya publishing house, Delhi
 . India, (2011) chapter-8,page- 58-68
 ISBN: 978-81-7035-644-8

* A case study: an integrated approach of Wetland Management in Nadia District, West Bengal,

Malabika Biswas Roy, Pankaj kumar Roy and Asis Mazumdar
 in *Arvind Kumar* (Edited) **Fundamentals of Limnology**,
 , APH publisher, corporation, New Delhi

. India, (2009) chapter-21,page- 143-150
 ISBN: 81-7648-919-0

2. (b) Books Published as Single Author ,International Publication

* Woman Participation of Ecosystem Services in a Holistic Approach

,
Malabika Biswas Roy
 2013, Lap Lambert Academic Publishing, Germany
 ISBN -978-3-659-55273-1

2. (b) Books Published as a 1st Author ,International Publication

* Conservation of Ecosystem Services through Participatory Management: Cases of Wetlands in West Bengal, India

,
Malabika Biswas Roy, Pankaj Kumar Roy and Asis Mazumdar
 2012, Lap Lambert Academic Publishing, Germany
 ISBN -978-3-659-40541-9

3. Full Paper in Conference Proceedings:

- * Upgradation and Management of Rabindra Srobar Lake in Kolkata
Malabika Biswas Roy, Pankaj Kumar Roy and Asis Mazumdar

National conference on “Conservation and Restoration of Lake” organized by National Institute of Hydrology, Roorkee, Uttarakhand, 2009

- * Wetland, a valuable Resource of Indian Subcontinent: Some study of Wetland in West Bengal

Malabika Biswas Roy, Debasri Roy and Asis Mazumdar

National conference on “Integrated water and wastewater management” organized by Jadavpur University, Kolkata 2010

4. (a) Presentations in Conferences, Seminars, Symposia:

- * Wetland, a valuable Resource of Indian Subcontinent: Some study of Wetland in West Bengal

Malabika Biswas Roy, Debasri Roy and Asis Mazumdar

National conference on “Integrated water and wastewater management” organized by Jadavpur University, Kolkata 2010

- * Conservation of wetland through women education and empowerment

Malabika Biswas Roy

National Seminar on Women Empowerment and role of Teacher, Sundarban Ashutosh B.Ed College for women in collaboration with Annapurna Memorial College of Education 2014.

- * Conservation and Management of Wetland in a Holistic Approach: A Case of Bhomra Beel of West Bengal

Malabika Biswas Roy

National Seminar on Water: A Threatened Social Resource of the Century, At Women s Christian college, Kolkata, 9th October, 2015

- * *Impact of Climate Change on Wetlands Biodiversity of Rural West Bengal*

Malabika Biswas Roy

National Seminar on Environment Ethics and Evaluation, Bijay Krishna Girls College, Howrah 23-24 november, 2015

Format- 2**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- r) Name : Dr. Malabika Biswas Roy
- s) Address (Residential) : Hemkamal Apartment ,Flat no-6,4/80
Chanditala Lane ,Kolkata -40 Ph. No. :9830499576
- t) Designation :Assistant Professor (Geography)
- u) Department :B.Ed
- v) Date of Birth :15.11.1977
- w) Area of Specialization : Wetland Management, Hydrology,
Environment, Fluvial Geomorphology
- x) Date of Appointment
 - (i) in the institution -1st October ,2008
 - (ii) in the present post-
- y) Honors Conferred -Nil

B. Teaching**(a) Classes Taught**

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G. ii) PG B.Ed. 2014-15 iii) M.Phil iv) Any other	9, 1/5	166, 28/124	Extra class taken

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality : Tried my best to be regular and punctual.

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

(i) University Education : Nil

(ii) Internal Evaluation : Acted as Internal Examiner in the following practical papers :

2014-2015	Semester – I 1. Demonstration Practical(Paper-V) in Geography 2. Term Paper (Paper-VI) 3. Pedagogical Analysis of Content and Achievement Test (Paper-VII) in Geography Semester – II 4. Action Research (Paper- X) 5. Sessional Activities (Lesson Plan and Teaching Aid) (Paper- VIII)
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(x) Paper Setting -nil

(iv) Assessment of Home assignments: Home assignments were given to the trainees as per curriculum and assessments were made on that.

(xi) Conduct of Examinations-nil

(xii) Evaluation of Dissertation etc.-nil

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum

Actively participated in constructing the B.Ed. curriculum introduced by West Bengal State University for the Session 2012-13 and in modifying the curriculum for consequent two sessions (Session : 2013-14 and Session : 2014-15)

b) Teaching methods

b) Teaching methods :

- Helping and guiding trainee-teachers to use technology effectively in their teaching (e.g. by showing video clippings, documentary films, photographs or by using PPT etc.)
- Micro- teaching
- Re-teaching after getting feedback from peers

c) Laboratory experiments

- to prepare low-cost and effective teaching aids for teaching of different school-subjects.
- to prepare various types of geography related model, filed trip for different research , project report preparation etc.

d) Evaluation methods

Self evaluation of prepared goods with 5-points rating scale in practical examinations.

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

- Brief outline of the content of teaching (printed and hand written)
- PPT slides

f) Remedial Teaching / Student Counseling (academic)

g) Any other

G. Improvement of Professional Competence:

(c) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

Title of the Course	Nature of the course/workshop	Sponsoring/ Funding Agency	Duration of the Course	Host /Organizing Institute
Recent Applications of Water Resources Development and Management	Refresher course	UGC Academic Staff College	3 weeks 25.8.2014 to 13.9.2014	SWRE, Jadavpur University
UGC Sponsored Orientation Course	Orientation Course	UGC Academic Staff College, JU	4 weeks 11.11.2013 to 9.12.2013	Jadavpur University
Training Programme on-Aquifer Management and Local Ground water Issue .	Five days Training Programme	Ministry of Water Resource, Govt. of India	5 days 20.1.2014 to 24.4.2014	Central Groundwater Board, Eastern region Govt. of India
International Workshop on SME Bridging And Entrepreneurship Development	Five days Training Programme	DST, Govt. of India and European Commission	5 days 8.5.2014 to 11.5.2014 and 13.5.2014	Jadavpur University
Workshop Programme for – Water safety plan for Rural Area	Two days Workshop Programme	Ministry of Drinking Water & Sanitation	2 days 9.3.2015 and 10.3.2015	Jadavpur University
Preparing quality teachers in the light of NCTE 2009	One day Seminar	UGC sponsored National Level Seminar	1 days 18.12. 2012	Institute of Education or Women, Hasting House and St. Xaviers College Kolkata
Advances in Water Resources Technology &	Refresher course	UGC Academic Staff College	1.12.2009 to 21.12.2009	SWRE, Jadavpur University

Management				
Remote Sensing and GIS	Training Program	Department of Science and Technoloy, Govt. of West Bengal	10.12.15-23.12.15	Department of Science and Technoloy, Govt. of West Bengal
One Day Seminar on Quality in Teacher Education	One Day Seminar	Organised by IQAC, Gandhi Centenary B.T.College, Habra	30. 11. 2015	At Gandhi Centenary B. T. College, Habra on
Workshop on B.Ed. Syllabus and Practicum on Two Years B.Ed. Course (2015-17)	One Day Workshop	Organised by West Bengal State University and Adamas Institute of Teacher Education	14.10.2015	Adamas Institute of Teacher Education
Two Days Orientation Programme on Newly Framed B.Ed Syllabus	Two Days Workshop	Organised by West Bengal State University, Barasat	26.03.2012 and 27.03.2012	At Govt. College of Education, Banipur
Two Days National Level Workshop cum Seminar on <i>B.Ed Syllabus Modification</i>	Two Days Workshop	Organised by West Bengal State University, Barasat	on 18.11.2011 and 19.11.2011	At Govt. College of Education, Banipur
One day Seminar on Sanitation in Rural and Urban India: Present Status	One day Seminar	Jadavpur University, 22 nd	22 nd March 2008	Jadavpur University,

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.	Research Guidance (give names of students guided successfully)	1. Debanjana 2015 Chatterjee (Title- Role of Hydrological services with special reference to forest and water relationship in a holistic approach) 2. Mihir Pal 2013 (Modeling of Wind-Induced Circulation in some selected Indian lakes and reservoirs)	

e) No. of research papers published (please enclose list) Anexuture-2

f) Research Projects:

Title of the Project	Name of the funding agency	Duration
A holistic approach of participatory management (woman participation) of ecosystem Services: Case of wetland in West Bengal No.F.PWS-181/09-10(ERO)	UGC Minor Research Project Completed 2010-2011 82 thousand	18 month
Study on Improving Benefit transfer for Wetland Valuation : Water Environment and Economoc values of Ecosystem Services through Peoples Participation in the Bhagirathi Hooghly Basin	UGC Major Research Project (ongoing) F.O. NO.-43-354/2014(SR)	36 th month 2015-2018 On going 14.29 lakhs

- g) Details of Seminars, Conferences, Symposia organized-nil
- h) Patents taken, if any, give a brief description
- i) Membership of Professional Bodies, Editorship of Journals etc.
 - 1. Life member of INCA, membership no-L-26785
 - 2. Life member of Indian Science Congress, , membership no-L-28415

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - Organisation of Blood Donation Camp
 - Tree-plantation in and outside the college
 - Organisation of health awareness programme in the local primary schools
 - ii) National Literacy Mission -nil
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity. -nil

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution

Member of Admission sub committee and was member of Library Committee

- b) Co-curricular activities

Acted as teacher-in-charge of different students' committees, such as Debate Committee, Cultural Committee, and Social

- c) Enrichment of campus life
(hostels, sports, games, cultural activities)

Arranged fund for purchasing necessary goods and appliances needed for different students' committees and supervised students' performances in different co-curricular activities.

- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development
- j) Professional Organizations of Teachers

H. Assessment

- e) Steps taken by you for the evaluation of the course programme taught
Feedback from the students had been taken at the end of each session

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

Malabika Biswas Roy

(Signature of the Teacher)

J. * Verification of factual data

- O. General Information
- P. Teaching
- Q. Details of Innovations/Contribution in teaching, during the year
- R. Improvement of Professional competence
- S. Research contributions
- T. Extension work/community service
- U. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

iv) **General Information**

u) Name : Anita Karmakar

v) Address (Residential) : 36,Patbari lane, P.O. Panihati

Dist- North 24 Parganas, Kolkata- 700114 Ph. No. : 9830770262

w) Designation : Contractual whole- time teacher(Govt. Approved

C.W.T.T)

x) Department : History

y) Date of Birth : 01.01.1981

z) Area of Specialization : Islamic History and Culture



A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	West Bengal Board of Secondary Education	Begali, English, Physical Science, Life Science, Mathematics, Geography, History,Home Science(Additional)	1997	1st
Higher Secondary or Pre-degree	West Bengal Council of Higher Secondary Education	Begali, English, Geography, History,Political Science,Education	1999	2nd
Bachelor's Degree (s)	University of Calcutta	History	2002	2nd

Master's Degree (s)		University of Calcutta	History	2004	2nd
Research Degree (s)		Nil	Nil	Nil	Nil
Other Diploma / Certificates etc.	B.Ed	University of Calcutta	Education, History, Education	1998	1st
	M.Ed	University of Kalyani	Education, History of Education, Environmental Education	2007	1st

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

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	A Study on the Effectiveness of Teaching History with Teaching Aid In Classes VI-VIII	N.S.O.U.
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Bharatiya	M.Ed Dissertation Project, Kalyani	1 year	

Sikhshar Adhunikikorone Engregi Sikhsha nitir Abodan	University, Kalyani		
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C) Seminars, Conferences, Symposia Workshops etc. attended

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

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
B.Ed	West Bengal State University	5 years+
v) P.G. (M.A./ M.Sc., etc.)	-----	-----
vi) M.Phil	-----	-----
vii) Any other	-----	-----

Total Teaching Experience : _____6years_____

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

- t) Design of Curriculum
 - u) Teaching methods
 - v) Laboratory experiments
 - w) Evaluation methods
 - x) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
 - y) Remedial Teaching / Student Counseling (academic)
 - g) Any Other
- ix) Extension Work/Community Service**
- k) Please give a short account of your contribution to:
 - i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
 - b) Positions held/Leadership role played in organizations linked with
Extension
Work and National Service Scheme (NSS), or NCC or any other similar
activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

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

f) Professional Organization of Teachers.

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

(f) Editorship of Journals

F. Any other information

Anita Karmakar

(Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT**FOR SELF APPRAISAL OF TEACHERS**v) **General Information**

aa) Name : Chitrani Ghosh

bb) Address (Residential) : Aurobindo Road,
P.O.- Habra
Dist - North 24 Parganas
West Bengal.
PIN Code -743263
Ph. No. 09932729512

cc) Designation : Part Time Teacher

dd) Department : Education

ee) Date of Birth : 20.10.1964

ff) Area of Specialization : Teaching of Life Science

O) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	W.BBoard of Secondary Education	All Comp. Subs	1981	1st
Higher Secondary or Pre-degree	W.B.Council of Higher Secondary Education	Beng., Eng., Phy., Chem., Bios.	1983	2nd
Bachelor's Degree (s)	University of Calcutta	Zoo. (Hons), Bot, Chem, Compulsory Addl. Eng	1986	2nd
Master's Degree (s)	University of Kalyani	Zoology	1989	1st
Research Degree (s)	Nil	N.A.	N.A.	N.A.
Other Diploma / Certificates etc.	3. B.Ed.	Education, L.Sc., P.Sc.	1991	1st

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

ii) Research Experience & Training

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

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Nil	N.A.	N.A.	N.A.

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1) Seminar on Science and Mathamatics	G.C.M College of Education	New Barrackpur North 24 Pgs On February 2004

<p>2)Workshop on Teaching Practical ,Simulated Lesson and Lesson Plan</p> <p>3)U.G.C Sponsored State Level seminar on Non Academic Role of Teacher</p> <p>4)Seminar cum workshop on Evaluation of lab. Based & Non-lab. Based subject and Question Pattern of different subjects of B.Ed Curriculum of West Bengal State University(Barasat)</p>	<p>Ramkrishna Mission Brahmanada College of Education</p> <p>Gandhi Centenary B.T.College , Habra</p> <p>G.C.M. College of Education</p>	<p>Rahara Kolkata-700118 On March 2004</p> <p>Habra - Prafullanagar, North 24 pgs On September 2006</p> <p>New Barrackpur North 24 Pgs Kolkata-700131 On January 2009</p>
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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	N.A	N.A
v) P.G. (M.A./ M.Sc., etc.)	N.A	N.A
vi) M.Phil	N.A	N.A
vii) B.Ed.	University of Calcutta & W.B.State University, Barasat	18 Years

Total Teaching Experience : 18 Years

a) Under-graduate (Pass) :

_____ Nil _____

b) Under-graduate (Hons):

_____ Nil _____

c) Post-graduate : B.Ed. -- 18 Years

viii) Innovations/Contributions in Teaching

z) Design of Curriculum: Took active part in the reconstruction of B.Ed. curriculum (Practical Syllabus of Life Science Method) introduced by W.B. State University in the year 2013.

aa) Teaching methods: Encouraged peer-teaching followed by constructive, criticism, microteaching, simulated teaching .

bb) Laboratory experiments: Engaging trainee-teachers in demonstration of laboratory practicals .

cc) Evaluation methods: Peer-evaluation of simulated teaching and demonstration of laboratory practicals by trainee-teachers followed by the teacher (myself) .

dd) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc: Handouts containing brief reading materials used in class teaching are distributed among the Trainee-teachers.

ee) Remedial Teaching / Student Counseling (academic): Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2012-13, 2013-14, 2014-15.

g) Any Other: Nil

ix) Extension Work/Community Service

g) Any Other: Nil

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

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.:
Organised community work like plantation of trees, blood donation
camp and health awareness programme.
- ii) National Literacy Mission : Nil
- b) Positions held/Leadership role played in organizations linked with
Extension
Work and National Service Scheme (NSS), or NCC or any other similar
activity: Nil

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- g) College/University/Institution : Nil
- h) Co-curricular Activities: Encouraged and extended help to colleagues and
students in organising sports, games, cultural activities, debate, quiz, publication
of magazine, etc. Regularly take part in cultural prog.
- i) Enrichment of Campus Life (Hostels, sports, games, cultural activities): In
compliance with trainee-teachers' requirements and colleagues' suggestions,
took initiative in preparing progs. in cultural activities .
- d) Students Welfare and Discipline: Took initiative for the welfare of the
students to make them attached to Students' Health Home, an organization
working for students' health.
- e) Membership/Participation in Bodies/Committees
on Education and National Development: No
membership/participation
- f) Professional Organization of Teachers: No
membership/participation

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

- (g) Editorship of Journals : Nil
- F. Any other information : Nil

Chitrani Ghosh
(Signature of the Teacher)

Format- 2**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS****A. General Information**

z) Name: Chitrani Ghosh.

aa) Date of Birth: 20. 10. 1964.

bb) Address (Residential): Aurobindo Rd., Ph. No. +919932729512
P.O. Habra
Dist. North 24 Parganas. West Bengal. 743263

cc) Designation: Part Time Teacher

dd) Department: Education (B.Ed.)

ee) Area of Specialization: Teaching of Life Science

ff) Date of Appointment:

(i) in the institution: 2nd Jan., 1998

(ii) in the present post: N.A

gg) Honors Conferred: Nil

B. Teaching

(a) Classes Taught (2014-15)

Class		Periods		
		Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
B.Ed.	2010-11	6 (3, 1/2)	144 (54, 10/80)	Tried utmost to take the periods missed during absence or leave with other teachers' classes during their absence. Extra classes were also taken to bridge the gap as much as possible.
	2011-12	8 (4, 1/3)	138 (40, 8/90)	
	2012-13	8 (4, 1/3)	220 (80, 10/130)	
	2013-14	8 (4, 1/3)	220 (80, 10/130)	
	2014-15	8 (4, 1/3)	230 (70, 10/150)	

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality: Regular and punctual.

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students: PPT is regularly shared with students, sometimes lecture notes are also supplied to students.

d) Details of participation in the following:

(xiii) University Education: Nil

(xiv) Internal Evaluation: Served as internal evaluator in method subject (Life Sc.)

(xv) Paper Setting: Served as practical paper setter for University B.Ed exam (for college)

- (xvi) Assessment of Home assignments done according to Uni. Curriculum.
- (xvii) Conduct of Examinations: Served as external and internal examiner (for practical) and invigilator
- (xviii) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum : Took active part in the reconstruction of B.Ed. curriculum (Practical Syllabus of Life Science Method) introduced by W.B. State University in the year 2013.
- b) Teaching methods : Encouraged peer-teaching followed by constructive, criticism, microteaching, simulated teaching
- c) Laboratory experiments : Encouraged peer-teaching followed by constructive, criticism, microteaching, simulated teaching
- ff) Evaluation methods: Peer-evaluation of simulated teaching and demonstration of laboratory practicals by trainee-teachers followed by the teacher (myself) .
- e) Preparation of resource material including books, reading materials, laboratory manual etc: Handouts containing brief reading materials used in class teaching are distributed among the Trainee-teachers.
- f) Remedial Teaching / Student Counseling (academic): Remedial teaching of backward students (identified on the basis of classroom interaction), specially students belonging to the S.C., S.T. and O.B.C. category, was conducted during 2012-13, 2013-14, 2014-15.
- g) Any other

H. *Improvement of Professional Competence:*

- (d) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

- a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil	Nil	Nil	Nil
Ph.D.	Nil	Nil	Nil

- aa) No. of research papers published (please enclose list)

- bb) Research Projects:

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

- cc) Details of Seminars, Conferences, Symposia organized

- dd) Patents taken, if any, give a brief description

Nil

- ee) Membership of Professional Bodies, Editorship of Journals etc.

Nil

f) Professional Organizations of Teachers membership/participation No

H. Assessment

f) Steps taken by you for the evaluation of the course programme taught
I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(a) Achievements

- ✓ Able to satisfy the trainees with learning materials and guidance required for their academic activities , action research and for improving their teaching skills
- ✓ Help the trainees by cooperating and participating with them in organizing different co-curricular activities like cultural programs, games , sports , plantation , blood donation camp etc

(b) Difficulties faced

- ✓ Nothing serious

(h) Suggestions for improvement

- ✓ Need to participate in short training courses for professional development
- ✓ Emphasis should be given on writing books on newly introduced curriculum
- ✓ Faced difficulties in enhancing professional qualification as there is no provision for on duty leave for doing course

Chitrani Ghosh
(Signature of the Teacher)

J. * Verification of factual data

V. General Information

W. Teaching

X. Details of Innovations/Contribution in teaching, during the year

Y. Improvement of Professional competence

Z. Research contributions

AA. Extension work/community service

BB.Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

SRI BIBHAS MALAKAR, Guest Faculty



BIBHAS MALAKAR

C/O – Gobinda Malakar

PERSONAL INFORMATION :-

Date of Birth : 30TH April 1988

Marital Status : Single.

Hight : 5'6"

Weight : 62 kg

Sex : Male.

Nationality : Indian.

Cast : SC.

ADDRESS: -

Vill : 59/J K.N.C. Road , Barendra Para

P.S-Barasat. P.O-Barasat.

Kolkata – 700124,Dist-(N) 24 pgs,W.B

CONTACT DETAILS:-

Phone :- +917890104591

Email :- malakarbibhas@gmail.com

ACADEMIC QUALIFICATION :-

QUALIFICATION	BOARD	YEAR	DIV
B.A.(H)	C.U.	2009	2 ND
M.A.(EDUCATION)	W.B.S.U	2011	1 ST
B.ED.	W.B.S.U	2013	1 ST
M.ED.	C.U.	2015	1ST

LANGUAGE KNOWN :-

Bengali :- (Write , Read, Speak)

English:- (Write , Read, Speak)

Hindi :- (Speak)

Extra Qualification :

Basic Computer knowledge

HOBBY :-

Playing Cricket.

DECLARATION :-

I hereby state and declare that the particulars given above are true to the best of my knowledge.

Date:- 23/12/2015

Signature

Place:- Barasat

Best Practices

College arranges many “Best Practices” that add values to the education offering to the trainees out of such ‘Best Practices’ two are stated below :

1. Title : Organisation of Annual Blood donation camp.

Initiation :

Human blood is an essential material for the existence of mankind. People suffering from various diseases require blood in every day in every moment. But this blood cannot be manufactured only it is to be collected from the living Human body in certain circumstances. So, scarcity of such blood is always prevailing and the demand is ever increasing. Understanding the growing demand of Human blood, about 25 years ago the college launched a programme of blood donation camp. From then, at every year, on the 31st August, the foundation day of the college, the camp has been arranged gloriously. The present and old trainees along with the teaching and non teaching staff of the college donate blood spontaneously. In this regard “ The voluntary Blood Donors Association, West Bengal is helping the college in all respects, Every year, before the commencement of the camp, the association sends an expert team to the college for motivating the donors in donating blood. On the day of blood donation, the Association sends a medical team of Govt. Blood Bank who receives the blood from the donors in a proper way.

Objectives :

College arranges blood donation camp for full filling the following objectives :

- i) Blood is an essential component for a living creature. So human blood is important for mankind for its existence. But this blood is not available in open marketing fresh form. So the college, a social agency to supply this type of fresh blood by opening a camp in its premisses.
- ii) Sometimes, the trainees and the staff are badly in need of blood and due to non availability of blood in huge manner, they can get blood from the Govt. Blood Bank on production of blood cards which are received from the Blood Donation camp. Thus the important problem may be solved in many cases.
- iii) Other than the trainees & the staff of the college, the local people are often benefitted from the college on receiving the blood cards and using them in their needs , so the college launches the camp for helping the general people.
- iv) Trainees are trained in every respect in the college with the development of teaching skills, they are trained in performing community oriented activities in many ways. To launch the blood donation camp in the college premisses is an idea for performing such activity. By doing this activity the trainees social quality is developed and in next phase they rouse this quality among many others. Thus a blood donation camp can rouse many others to a social quality.

Practice :

From the beginning of the session, the trainees are acquainted with many community oriented activities which are performed in the college. Out of them, Blood opening donation camp is an important one. So, on priority basis, discussions and planning about the camp is carried on from the beginning of the session. Before commencement of the camp, correspondence is made with the West Bengal voluntary Blood Donors' Association'. The Association Sends an expert team to the college for success full completion of the team. The expert persons motivate the trainees on cordial discussions with them. Also, they help the college in planning for successful execution of the camp.

On the day of the camp, the association sends a govt medical team for collecting the blood and preserving the same in an adequate way. Before commencement of the camp. A blood donors' list is prepared and also a list of volunteers for helping the donors in many ways. Prepared on the right time the camp is launched by a social work, MLA, MP etc in a colourful ceremony.

During the blood donation period, the donors are properly cared and nursed by group of well trained volunteers. Thus the whole process of donation is keenly observed and properly maintained by the college.

Obstacles :

For successful completion of the camp the college sometimes faces some obstacles from various concerns which are as follows :

- i) To launch such an important camp, financial stability becomes an prior factor. The college is not sufficiently strong enough to afford good finance for launching such a camp. So, in every year the college faces such problem.
- ii) The voluntary Blood Donors' Association usually sends a good medical team for collecting blood, but it is found in many cases that the medical team is not sufficiently manpowered. So, due to dearth of medical persons, the process of donation becomes slow.

Impact :

Organisation of Blood donation camp in the college premises impacts a lot on different areas which are as follows :

- i) Every educational institution is a social agency to educate its members directly or indirectly. Gandhi Centenary B. T. College also acts the role of Social agent educating directly its members and indirectly many others. Organisation of blood donation camp in the college primarily educates its trainees about the importance of blood donation. The trainees in turn make aware many others about the importance of blood donation, Thus the organisation of blood donation creates an impact on society.
- ii) Practice of blood donation develops good habit in an individual. Thus, the college has been trying to develop good habit for more than twenty five years.
- iii) Every year a good number of people collect blood donation cards from the college and use them for their personal need. So people benefited from the college, possesses good faith and idea on the college, this is a good impact for organisation of the campaign the general people.
- iv) Organisation of blood donation camp enhances the dignity of the college with respect to the other colleges situated in the area.

Resources required :

Success of the organisation of blood donation camp requires the following :

- i) Adequate financial assistance from Govt. and different social agencies.
- ii) Adequate supply of food, milk, fruits etc.
- iii) Adequate medical assistance from Govt. Health Centres
- iv) Adequate manpower resources from inside and outside college.
- v) Adequate furniture for establishing camp and arranging beds for donars.
- vi) Adequate numbers of blood donors.

Contact Persons :

Collection and preservation of blood requires proper medical knowledge and skill so , oly properly skilled and trained personel can do these works . such type of personels are available in govt. organisation. So for opening the camp, primarily Govt. Sponsored organisations are solicited.

Our College initially makes a contact with the West Bengal voluntary Blood Donars' Association" Then this Association makes contact with the Govt. Blood Bank the Bank then sends proper personnel for collecting & preserving blood. Ultimately the collect blood is sent to the blood Bank properly.

Except collection of blood persons of other field are contacted for getting financial help. Sometimes financial grants are available from different Govt. organisations. So proper contact is to be made in due time. Only then the complete success is attained.

2. Title : Organisation of Educational Excursion

Initiation : It is now generally accepted that the curriculum includes all those experiences in or outside the school which have been planned to achieve the educational objectives to help the learner to grow physically, mentally, emotionally, socially, morally and spiritually. Remembering this, the trainees of this college are engaged in acquiring all sorts of experiences in or outside , out of many outside activities, Educational Tour plays an active role in growing physical, mental, emotional, social, moral and spiritual qualities in the trainees.

In this college, Educational Tour is organised for all trainees in general or specially. In general, Educational tour is organised for common objectives and in special cases, Educational tour is arranged for Science students, History students, Geography students etc. In all cases , objectives are mentioned by the teachers initially, then attempts are made to fulfil them. For this a committee, headed by two or three teachers, is formed with the participating trainees. In this committee, proper planning is chalked out and in general body, the planning is stated for proper execution of the Educational Tour.

Objectives : The following are the objectives of Educational Tour :

- I. Providing opportunity to learn independently :Teaching in a regular classroom can not meet the needs of the individual learner. Educational Tour is such an activity in which he can pursue his work and can learn independently .
- II. Familiarization of students with problems and activities related to lining : Students involve themselves in various works and identify the problems and

- issues related to that works. They engaged themselves in understanding and experimenting with such problems.
- III. Non-formal atmosphere: In Educational Tour the students are free to work without any rigid and formal time table. Thus students get an opportunity to work at their own pace and seek cooperation from fellows and other members of the society.
 - IV. Development of Correlation with various fields of Education: In a general educational tour, students of various fields of education take part. During the tour period, they are acquainted with various learning materials and the knowledge is exchanged among themselves. Hence the students are able to find good correlation among various fields of education.
 - V. Development of National integrity : During Educational Tour, students visit historical places, places of scientific and industrial activities, Mines, Rivers, Hills etc. All these are National properties . Through observing, understanding and feeling, students' love and sentiment are roused towards the Nation and this National integrity is tremendously developed.
 - VI. Development of interests, attitudes, hobbies etc : Educational Tour develops interests among the students, as they get scopes of travelling various places of interest. At the same time, scientific attitudes, historical attitudes, geographical attitudes, literal attitudes etc. are considerably developed. When interests & attitudes are properly developed, students become habituated to visit different places. Thus students' hobbies are developed properly.

4. **Practice** : In the college-institutional calendar, the scope and time of Educational tour is mentioned. At the pre-determined time, the teachers, in-charge of the Educational Tour, convene meeting. In the meeting, the teachers speak to the trainees about the necessity of Educational Tour on Consultation with the trainees, places, time etc. are fixed. Thus explaining the purpose, proper planning is made for suitable execution of the Education Tour. In this regard, dependable travel agency is chosen. As per direction of the Teachers in-charge of the Educational Tour, vehicles, hotel, food etc. are arranged by the agency. A tour committee, formed among the trainees, always takes attention about every affair of the tour and gives report to the teachers in proper time. Thus the Educational tour is smoothly executed in a planned manner.

5. **Obstacles faced & strategies adopted** : In every Education tour following obstacles may arise:

- I) Financial
- II) Vehicles
- III) Food & Shelter
- IV) Illness among the Participants etc.

In the session(2005-2006) , Educational Tour was conducted in the Districts of Hooghly & Bankura & Purulia. To face the Financial obstacles, financial help from the college fund was given to the Tour committee and the Travel agency, chosen for the tour, was asked to charge a moderate cost. Thus the obstacles was over come.

No obstacles was faced from the food & shelter. The agency made a arrangement in a hotel in Bankura and its own catering system was employed to supply fresh & suitable food timely.

A little vehicular obstacle was faced during the journey, but it was over-come properly.

Another obstacles was illness. Two or three trainees became ill for time being. This was also over-come within short time by arranging Doctors & medicines.

6. Impact: Every educational tour has greater impact over education, teaching – learning system, learners & educational institutions etc.

In our college , every year educational tour is arranged and greater impact is felt on the following aspects :

- I) Trainees gather much experiences in different fields of Education. Their knowledge is enhanced when unknown places are visited by them.
- II) Good relationship is created among the trainees also among the trainees & the teachers. In teaching-learning situation this relationship is very much essential.
- III) Understanding, Reception etc. are developed when places of Scientific interests are travelled.
- IV) National integration is strengthened. This integration is essential for smooth administration of the whole Nation.
- V) Trainees' subjective knowledge is enriched. This enrichment helps the trainees in teaching-learning process. Thus, a trainee when becomes a teacher, becomes successful in teaching.
- VI) Social qualities are developed among the trainees.
- VII) Good correlation is developed with the Institution and the Society.

1. **Resources Required :** Organisation of Educational tour requires following resources :

- I) Finance is the main resource which is very essential for any tour. In our college tour, some financial help is given from the college fund.
- II) Education tour when arranged for Life science and Geography students, different types of materials necessary for the students, are collected.
- III) In the execution period of Educational tour, certain materials are to be arranged previously.
- IV) Different types of medicines are required for any tour. The participants may feel illness during the journey. So, few common medicines are to be arranged previously.
- V) Proper guidance is very essential for any educational tour. So, skilled guides are to be arranged. These guides help the participants in acknowledging & appreciating places of visit.
- VI) Expert Teacher-guides are very essential person. College administration shall provide such teacher guide.

2. **Contact Person :** For smooth & proper execution of every Educational Tour requires :

- I) **Places of visit are to be initially chosen and proper contact be made with the places previously. In some cases, proper**

- permission is to be sought from the authority (exp.: D.V.C., Chittaranjan locomotive etc.).**
- II) Suitable Travel Agency is to be chosen for smooth conduct of the tour. So, in right time the Agency should be chosen and proper contact be made previously.
 - III) Contact be made with skilled guides who will show and demonstrate or discuss everything in every way.

Thus, organisation of Educational Tour is stated.

CERTIFICATE OF COMPLIANCE



GANDHI CENTENARY B. T. COLLEGE, HABRA

(N.C.T.E. Recognised)

HABRA-PRAFULLANAGAR, NORTH 24 PARGANAS, W.B.

PIN : 743268

E-mail - gcbtc_1968@sancharnet.in Website - www.gcbtcollege.com

Phone : (03216) 237199

Ref. No.

Date.....

Certificate of Compliance- (Track ID WBCOTE13454 Dated 28/12/2015)

(Affiliated / Constituent / Autonomous Colleges and Recognized Institutions)

This is to certify that Gandhi Centenary B. T. College, Habra (Name of the institution) fulfils all the 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.
4. In case the affiliation /recognition is withdrawn by the authority concerned the same will be informed to NAAC immediately.

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 (www.gcbtcollege.in).

Further certified that Gandhi Centenary B. T. College, Habra has organized its institutional activities for the period 2010-11 to 2014-15 especially in view of the previous recommendations of NAAC Cycle-I Accreditation. Self Appraisal Report (SAR) has been written accordingly and to the best of my knowledge the information shown there are true. I am aware that the peer team will validate the information provided in this SAR during the peer team visit for the accreditation Cycle-II of our Institution.

R. Mukhopadhyay.

15.12.15

PRINCIPAL
Gandhi Centenary B.T. College
Habra, 24 Pgs. (N)

Date: 15.12.2015

Place: Gandhi Centenary B. T. College, Habra

Dr. Rajib Mukhopadhyay, Ph.D.
Principal / Head of the Institution
(Name and Signature with Office seal)

Declaration by the Head of the Institution

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

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

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

R. Mukhopadhyay.
15.12.15

PRINCIPAL
Gandhi Centenary B.T. College
Habra, 24 Pgs. (N)

Signature of the Head of the Institution with Seal

DR. RAJIB MUKHOPADHYAY, Ph. D.
Principal, Gandhi Centenary B. T. College, Habra

Place: Gandhi Centenary B. T. College, Habra

Date: 15.12.2015

ANNEXURE

NAAC Accreditation Certificate of Cycle-I

ANNEXURE-I



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Gandhi Centenary B. T. College
Prafullanagar, Dist. North 24 Parganas
affiliated to University of Calcutta, West Bengal as
Accredited
at the B level.*

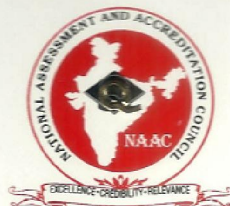
Date : March 31, 2007



K. Anand
Director

- This certification is valid for a period of Five years with effect from March 31, 2007
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C" grade, 65-70-C" grade, 70-75- B grade, 75-80- B' grade, 80-85-B" grade, 85-90- A grade, 90-95-A' grade, 95-100-A" grade (upper limits exclusive)

March 31, 2007/384



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Gandhi Centenary B. T. College

Place : Prafullanagar, Dist. North 24 Parganas, West Bengal

Criterion	Weightage (W _i)	Criterion Score (C _i)
I. Curricular Design and Planning	100	67
II. Curricular Transaction and Evaluation	350	273
III. Research, Development and Extension	100	46
IV. Infrastructure and Learning Resources	150	105
V. Student Support and Progression	100	77
VI. Organization and Management	200	134
Total	ΣW _i =1000	ΣC _i = 702

$$\text{Institutional Score} = \frac{\sum C_i}{\sum W_i} \times 100 = \frac{702}{1000} \times 100 = 70.20$$

Date : March 31, 2007

M. K. Das
Director

March 31, 2007/384

ANNEXURE – II**TEACHER EDUCATION SCENARIO IN THE STATE**

West Bengal is the fast growing state of India. Explosion of knowledge is there in the world. Due to this explosion Global Scenario had been changed. As per policy of Central Government, State Government had adopted policy of self finance B.Ed. course since 2001.

More than ~ 200 institutions are running in West Bengal State. More than 10,000 students get admission in B.Ed. course every year. All the colleges are affiliated to respective affiliating University and strictly follow the curriculum forward by University. However, there is uniformity in curriculum as per the NCTE guidelines. Due to high enrollment ratio as well as output of trained teachers from Teacher Education Institutions (TEIs) of West Bengal, sufficient number of trained teachers are available in the state.

The new policy of NCTE as well as central government of making B.Ed. degree compulsory for school teaching (along with graduate / Post graduate degree) will definitely ensure the improved quality of senior secondary education in next days.

ANNEXURE- III

Institutional Academic Calendar and Timetable (For the Session 2014-15)**Subject-Foundation of Education & Evolutionary Perspectives of Education****1st paper (Semester -1), July to December, 2014**

Month	Unit	Sub-unit/Topic	Classes
July,2014	1.1.1	i) Concept, Nature and Scope of Education; four pillars of education, ii) Aims of education, changing aims of education in the context of globalisation, iii) Scope: Education for conservation, enrichment and transmission of knowledge iv) Agencies of Education: Home , school, community , media. Types of Education: Formal, Non formal education, open education. Role of their agencies.	10
	1.1.2	i) Bases of Education: Psychological, Philosophical, Sociological, Economical, Biological. ii) Factors of Education and their interrelation. Qualities and role of a teacher , Professional ethics.	6
	1.2.1	Evolutionary knowledge base in Education.	4
	1.2.2	Learning environment: the changing scenario: changes in a) teacher's role b) Learner participation c) Knowledge emphasis d) Learning resources.	5
August,2014	1.1.3	i) Different schools of education: Idealism, Naturalism, Pragmatism, Realism ii) value education.	9
	1.1.4	i) Concept, nature and scope of curriculum.	3
	1.2.1	ii) Meaning and concept of (a) Information (b) Knowledge (c) Belief (d) Opinion & their differences.	6
	1.2.2	e) Environment (Uni-modal to multimedia, school-based to community- based, real to virtual, formal to open –distance)	8
September,2014	1.1.4	ii) Types of curriculum: Subject centric, Learner centric, Activity centric, formal, Non-formal, informal, Hidden. iii) Principle of Curriculum construction iv) Critical analysis of the present secondary and higher secondary curriculum in W.B.	10
	1.1.5	i) Philosophical & Educational thoughts of Indian thinkers—Gandhiji, Tagore, Swami Vivekananda, J. Krishnamurty.	4
	1.2.3	Expansion in modes of Education: Face to face to distant modes; oral to digital; Individualised and	5

	1.2.4	group based. Kothari Commission	8
October,2014	-----	Puja Vacation	---
November,2014	1.1.5	Philosophical & Educational thoughts of western thinkers—John Dewey, Froebel, Friere.	3
	1.2.4	b) NPE 1986, c) POA1992, d)NCF 2005 with respect to secondary & higher secondary level.	6
	1.2.5	Role of NCERT, SCERT, NCTE in the development of secondary education.	6
December, 2014		Practical Examination	

Semester – I (From July, 2014 to December, 2014)*Paper-II : Psychology of Learner and Learning And Psychology of Instruction*

Month	Unit	Sub-unit	No. of Classes	Total Classes
July	2.1.1	(i) Concept and modern trend in educational Psychology (ii) Developmental characteristics of a child and a adolescent: - Physical, Cognitive (Piaget theory only), Social, Emotional, Moral and Language; their relevance to education. (iii) Factors influencing development such as heredity and environment.	8	26
	2.1.2	Understanding difference between learners: - (i) Meaning and concept of individual differences; its implication in the classroom. (ii) Area of differences: - Intelligence (Spearman,, Guilford, Thurstone, Gardner), Creativity (Characteristics, features, process or development of creativity), Interest(Definition, relation with attention, classroom application)	10	
	2.2.1	(i) Concept of teaching and instruction and their differences (ii) Types of instruction- Direct, Indirect	8	
August	2.1.3	Perspective on learning (i) Meaning and concept of learning (ii) Learning theories (a) Behaviorism (Throndike, Pavlov, Skinner) (b) Cognitivism (Gestalt)	12	24
	2.2.3	(i) Models of teaching- Concept Attainment Models(Bruner), Inquiry Training Models (ii) Instructional designs: Gagne & Markle	12	

September	2.1.3	Perspective on learning © Social cognitivism (Bandura) (d) Social constructivism (Piaget, Vygodsky) (e) Meaningful learning (Ausubel)	8	26
	2.1.4	Motivation (i) Concept and meaning; Types of motivation. (ii) Theorise of motivation (a) Maslow- Need Hierarchy	3	
	2.2.2	(i) Concept of Instructional objectives (ii) Taxonomy of instructional objectives with classroom objectives	5	
	2.2.3	(iii) Approaches to instruction – • Group instruction- Brainstorming, Role play, Group discussion • Web- Based instruction, Multi-media, CD-ROM	10	
October	Puja Vacation		–	–
November	2.2.2	Motivation (b) Weiner’s Attribution © Mclelland’s Achievement motivation. (iii) Factors affecting motivation: Self-efficiency, locus of control anxiety, curiosity, Interest & classroom environment.	4	14
	2.2.3	(iii) Approaches to instruction – • Intelligence Tutoring System (ITS) • Programmed Instruction (PI), Computer Assisted Instruction (CAI)	3	
	2.2.4	(i) Meaning and Concept Of Classroom Management (ii) Models of classroom management (QUAIT, Carrol, Koounin, Dayle Model) (iii) Causes of classroom Problems (iv) Roll of a teacher in Classroom Management	7	
December	Practical Examination		–	–
Total			90	

Assessment, Measurement and Evaluation of learning and
Planning and Management of School Education
Semester I, Session: 2014-15
(Teaching Plan and Distribution of classes: July to December, 2014)

Month	Topic	No. Of Classes/days
July	• Assessment	9
	• Evaluation and Measurement	8
	• Planning	8
August	• Tools and Techniques of Evaluation	7
	• N.R.T., C.R.T., Diagnostic Test, Achievement Test, Trends in Evaluation,	6
	• Management	10
September	• Educational Statistics	18
	• Role of Headmaster	4
October	PUJA VACATION	0
November	• Controlling Authorities of School Administration.	10
	• Students' Self-government and Discipline	3
	• Organisation of Co-curricular Activities	3
	• Physical Education	2
	• Community outreach Activities	2
December	• Practical and Theoretical Examination and Evaluation	30 days

Semester – I (From July, 2014 to December, 2014)*Paper-IV : Education of Children with Special Need*

Month	Unit	Sub-unit	No. of Classes	Total Classes
July	9.1.1 Exceptional Children	i. Definition ii. Types iii. Concept of Impairment, Disability and Handicapped	3	8
	9.1.4 Mentally Retarded	i. Definition and Characteristics ii. Types	2	
	9.1.5 Gifted Children	i. Definition and Characteristics	2	
	9.1.7 Socially Disadvantaged	i. Definition and Characteristics	1	
August	9.1.1 Exceptional Children	iv. Concept and Bases (Philosophical, Economical and Social) of mainstreaming including inclusive and integrated education.	3	7
	9.1.4 Mentally Retarded	iii. Educational provisions in normal class room situation	2	
	9.1.5 Gifted Children	i. Problems and Educational provisions in normal class room situation (former part)	1	
	9.1.7 Socially Disadvantaged	ii. Causes	1	
September	9.1.2 Visual Impairment	i. Definition and Characteristics ii. Handling in normal class room Situation	4	8
	9.1.5 Gifted Children	iii. Problems and Educational provisions in normal class room situation (latter part)	1	

September	9.1.6 Learning Disabilities	i. Definition and Characteristics ii. Types	2	
	9.1.7 Socially Disadvantaged	i. Types	1	
October	Puja Vacation		–	–
November	9.1.3 Auditory Impairment	iii. Definition and Characteristics iv. Handling in normal class room situation	4	7
	9.1.6 Learning Disabilities	iii. Educational Provisions	2	
	9.1.7 Socially Disadvantaged	iv. Education	1	
December	Practical Examination		–	–
Total Classes				30

Paper-IV : Computer Application in Class-room

Month	Unit	Sub-unit	No. of Classes	Total Classes
July	9.2.1 Fundamental Concepts of Computer	i. Basic Anatomy of Computer; Introduction to Computing ii. What is Computer iii. Characteristics of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence iv. Classification of Computer v. Types of Computer vi. Data Representation Within Computer vii. Basic Structure of Computer : a. Input (Key boards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner), b. Output (VDU, Printer, Laser,	3	

		Inkjet), c. Processor, d. Memory, ROM, RAM, e. Data Storage Devices – Hard Disk, CD ROM, Optical Disk, Pen Drive and other devices		11
	9.2.2 Operating System	i. What is Operating System ? ii. Types of Operating System iii. Relative Meits and Demerits iv. Computer Networks v. Distributed Processing vi. Installation of Software vii. Open Source Operating System	5	
	9.2.3 Internet	i. Introduction to Internet ii. Social Network iii. Discussion and Learning Groups	3	
August	9.2.3 Internet	iv. ICT	2	13
	9.2.4 Applications	Word Processors, Worksheets, Presentations and Open-source materials from internet for teaching	2	
	9.2.5 Lab Works	Practice+Projects	9	
September	9.2.5 Lab Works	Practice+Projects		12
October	Puja Vacation			
November	9.2.5 Lab Works	Practice+Projects		9
December	Practical Examination			
Total				45

Semester – II (From January,2015 to May, 2015)*Paper-XII : Guidance and Counseling*

Month	Unit	Sub-unit	No. of Classes	Total Classes
January	10.1 Guidance	i. Meaning, Principles, Types (Educational, Vocational and Personal)	2	11+ Practice Teaching in Schools
	10.3 Organisation of School Guidance Service	Concept <ul style="list-style-type: none"> ▪ Minimum Requirements ▪ Activities and Steps for opening Guidance Centre In Schools ▪ Role of School Functionaries ▪ Child Guidance Clinic 	6	
	10.5 Counseling	i. Meaning, Principles, Types (Directive and non-directive)	1	
	10.6 Mental Health	i. Meaning, Definition and Criteria	2	
February	Practice Teaching in Schools			
March	10.1 Guidance	i. Kinds (Individual and Group) ii. Needs and Purposes with special reference to Secondary and Higher Secondary stages of Education	4	33
	10.2 Techniques of collecting information for Guidance and Counseling	Tests- Achievement, Aptitude, Intelligence, Personality, Sociometric Interest Inventories, Interview and Questionnaire, Case Study, Anecdotal Record, Cumulative Record Card	8	
	10.4 Vocational Guidance	<ul style="list-style-type: none"> ▪ Nature and Scope. ▪ Relation between Vocational and Educational Guidance ▪ Career Information Sources ▪ Methos of collecting and disseminating information 	5	
	10.5 Counseling	i. Types (Eclectic and Group),Relation between Guidance and Counseling ii. Skills of a good Counselor. Role of School Counselor for the Learners with Special Needs	5	

	10.6 Mental Health	ii. Concept of adjustment, purpose and techniques of adjustment, relation between mental health and adjustment	3	
	10.7 Maladjusted behavior pattern in childhood	i. Feeding, Eating and Sleeping Disorder ii. Attention deficit hyper-activity disorder (ADHD)	8	
April	10.2 Techniques of collecting information for Guidance and Counselling	Tests- Interest Inventories, Interview and Questionnaire, Case Study, Anecdotal Record, Cumulative Record Card	4	31
	10.7 Maladjusted behavior pattern in childhood	iii. Anxiety, Autism and Conduct Disorder	11	
	10.8 Maladjusted behavior pattern after childhood	<ul style="list-style-type: none"> ▪ Maladjusted behavior pattern in the adolescence ▪ Typical mal-adjusted behavior in schools ▪ Truancy, Lying, Stealing ▪ Timidity, Anxiety, Phobia, Hysteria, Obsessive Compulsive Disorder, Depression ▪ Remedial Measure 	16	
May	Examination (Theory and Practical)			
Total			75	

Pedagogical Analysis of Content and knowledge of Bengali**Paper V/VI****Semester-I (July- December, 2014)**

Months	Topic	Class
July ,2014	পাঠ্য বিষয়ের শিক্ষাতাত্ত্বিক বিশ্লেষণ: ধারণা, পরিধি পাঠ্য বিষয়ের শিক্ষাতাত্ত্বিক বিশ্লেষণ: গঠন	২৪
August, 2014	পাঠ্য বিষয়ের শিক্ষাতাত্ত্বিক বিশ্লেষণ অনুকৃতি পাঠ: ধারণা ও পাঠ পরিকল্পনা	৮ ১৪
September, 2014	অনুকৃতি পাঠ: অভ্যাস পারদর্শিতার অভীক্ষা: ধারণা ও পরিকল্পনা সেমিনার উপস্থাপনা	৮ ৬ ১০
October,2014	দুজোর ছুটি পারদর্শিতার অভীক্ষা: পরিকল্পনা সেমিনার উপস্থাপনা	---- ৩ ৩
November,2014	অনুকৃতি পাঠ: অভ্যাস সেমিনার উপস্থাপনা পারদর্শিতার অভীক্ষা: পরিকল্পনা	৮ ১২ ৩
December, 2014	মূল্যায়ন	--

Semester II (January'15 to May 2015)

Months	Topic	Classes
January, 2015	পাঠ্য বিষয়ের শিক্ষাতাত্ত্বিক বিশ্লেষণ: ধারণা, পরিধি। (পুনঃপাঠ) শ্রেণিশিক্ষনে উপযোগিতা ও সীমাবদ্ধতা।	৩
	বাংলা ভাষা ও সাহিত্য শিক্ষণের বিভিন্ন পদ্ধতি ও কৌশল: বিভিন্ন পদ্ধতির ধারণা ও উপযোগিতা- বক্তৃতাধারিত পদ্ধতি, প্রশ্নউত্তর পদ্ধতি, অভিনয় পদ্ধতি, পাঠ্যপুস্তক পদ্ধতি,	৫
	পাঠ পরিকল্পনা ধারণা ও গঠন ও শ্রেণীকক্ষে অভ্যাস	১০
	শিক্ষণ প্রশিক্ষণ	--
February, 2015	শিক্ষণ প্রশিক্ষণ ও চূড়ান্ত মূল্যায়ন	---
March, 2015	শিক্ষাতাত্ত্বিক বিশ্লেষণ (পুনঃপাঠ)	৩
	বাংলা ভাষা ও সাহিত্য শিক্ষণের বিভিন্ন পদ্ধতি ও কৌশল: বিভিন্ন পদ্ধতির ধারণা ও উপযোগিতা- আরোহী ও অবরোহী পদ্ধতি, সূত্র পদ্ধতি, ব্যাখ্যা বিশ্লেষণ পদ্ধতি, আবিষ্কার পদ্ধতি,	৪
	মাতৃভাষার ধারণা ও চর্চা: মাতৃভাষার ধারণা, শিক্ষণের লক্ষ্য ও উদ্দেশ্য, মাতৃভাষা চর্চার সংকট ও নিরসনের উপায়	৩
	ভাষা আয়ত্তিকরণ ও শিখন বাংলা বালান চর্চার ইতিহাস বাংলা বালান ভুলের কারণ ও প্রতিকার	৩
	গদ্য, কবিতা, ব্যাকরণ, দ্রুতপঠন, অনুবাদ ও রচনা দ্রুতপঠন, রচনা, অনুবাদ শিক্ষণের পদ্ধতি ও কৌশল	৫

April, 2015	শিক্ষা সহায়ক প্রদীপন ও সাহিত্য অনুশীলনমূলক কার্যাবলী: বাংলা ভাষা ও সাহিত্য শিক্ষণে শিক্ষামূলক প্রদীপনের প্রয়োজনীয়তা, প্রকারভেদ ও তার ব্যবহার, শ্রবণ, দর্শন, শ্রবণ-দর্শন ভিত্তিক প্রদীপন। ভাষা ও সাহিত্য শিক্ষণে কম্পিউটারের ব্যবহার। সাহিত্যানুশীলনমূলক কার্যাবলী- প্রকারভেদ ও গুরুত্ব।	৮
	ভাষা সাহিত্য শিক্ষক গণাবলী ও দায়বদ্ধতা	৩
May, 2015	অন্তঃমূল্যায়ন ও বিশ্ববিদ্যালয়ের লিখিত মূল্যায়ন	---

Pedagogical Analysis of content & Knowledge of English

Session: 2014-15

(Teaching Plan and Distribution of classes: July to December, 2014)

Month	Topic	No. Of Classes/days
July	• Pedagogical Analysis	22
August	• Pedagogical Analysis	10
	• Simulated Lessons	12
September	• Simulated Lessons	6
	• Preparing the trainees for Seminar Presentation.	12
	• Achievement Test	6
October	• Simulated Lessons (PUJA VACATION)	6
November	• Pedagogical Analysis	8
	• Simulated Lessons	6
	• Achievement Test	4
	• Practical Examination	6 days
December	• Examination (theory) and Evaluation	30 days

(Teaching Plan and Distribution of classes: January to June, 2015)

Month	Topic	No. Of Classes/days
January	• Pedagogical Analysis	7
	• Lesson Plan and teaching practice	16
	• Importance of English in the Indian multilingual context as an international language.	3
	&	
	• Bilingualism – the concept, how to implement it in classroom teaching, problems.	=26
	and	
	• Teaching Practical	19 days

February	Teaching Practical (including Final teaching)	21 days
March	<ul style="list-style-type: none"> • Position of English in the school curriculum, Three Language Formula. • Language Acquisition and Language Learning. • Aims and Objectives-- meaning and differences, aims and objectives of teaching English as a second language • Concepts of Method, Approach and Technique, their relations. • Grammar Translation method, Direct method, Dr. West's method, Structural Approach, Functional Communicative Approach 	3 1 4 2 7 =17
April	<ul style="list-style-type: none"> • Task-based Approach, Learner-centered techniques of Developing LSRW skills and Vocabulary • Teaching Aids – Types (in-class , outside the class) 	6 4 =10
May (upto 15 th)	<ul style="list-style-type: none"> • Practical Examination 	15 days
June	<ul style="list-style-type: none"> • Evaluation and Publication of Results 	30 days

Pedagogical Analysis of content & Knowledge of Life Science
Teaching Plan and Distribution of classes: July to December (Semester 1), 2015
Session : 2014-15

Month	Topic	No. Of Classes/days
July(2014)	• Theoretical concept on Pedagogical analysis	2 classes
	• Construction of Pedagogical analysis of the content	25 classes
	• Theoretical concept of evaluation with special emphasis on achievement	2 classes
	• Construction of achievement test	3 classes
August(2014)	• Preparation of seminar presentation by the student	15 classes
	• Demonstration of lab based practical	15 classes
September(2014)	• Demonstration of lab based practical	25 classes
October(2014)	• Holiday for puja vacation	NIL
November (upto 15 th November 2014)	• Practise on seminar presentation	4 classes
	• Practise on demonstration on lab based practical	4 classes
(from 16 th to 30 th November 2014)	• University practical examination	15days
December(2014)	• University evaluation	30 days

Pedagogical Analysis of content & Knowledge of Mathematics
Session: 2014-15

(Teaching Plan and Distribution of classes: July to December, 2014)

Month	Topic	No. Of Classes/days
July	<ul style="list-style-type: none"> Pedagogical Analysis 	22
August	<ul style="list-style-type: none"> Pedagogical Analysis Simulated Lessons 	10 12
September	<ul style="list-style-type: none"> Simulated Lessons Preparing the trainees for Seminar Presentation. Achievement Test 	6 12 6
October	<ul style="list-style-type: none"> Simulated Lessons (PUJA VACATION) 	6
November	<ul style="list-style-type: none"> Pedagogical Analysis Simulated Lessons Achievement Test Practical Examination 	8 6 6 6 days
December	<ul style="list-style-type: none"> Examination (theory) and Evaluation 	30 days

(Teaching Plan and Distribution of classes: January to June, 2015)

Month	Topic	No. Of Classes/days
January	<ul style="list-style-type: none"> Pedagogical Analysis Lesson Plan and teaching practice in simulated situation. Teaching Practical 	7 10 =17 19 days
February	Teaching Practical (including Final teaching) Foundations of Mathematics Education	21 days 3
March	<ul style="list-style-type: none"> Strategies of Teaching Mathematics. Correlation and Integration with different branches of Mathematics and other school subjects. Psychological theories pertaining to the Teaching of Mathematics. 	10 3 4 =17
April	<ul style="list-style-type: none"> Instructional Aids Co-curricular Activities Evaluation in Mathematics & Achievement Test 	3 2 5 =10
May (upto 15 th)	<ul style="list-style-type: none"> Practical Examination 	15 days
June	<ul style="list-style-type: none"> Evaluation and Publication of Results 	30 days

*Subject : Physical Science***Semester – I (From July,2014 to December, 2014)**

Month wise distribution of classes :

Month	Paper-VII		Paper-VI Demonstration of Laboratory Practical	Seminar	Total	Remarks
	Pedagogical Analysis of Contents	Achievement Test				
July	15	–	8	–	23	–
August	5	–	10	6	21	–
September	–	5	07	4	16	–
October	–	5	4	2	11	Puja Vacation
November	–	5	2	2	9	–
December	–	–	–			Practical Examination
Total	20	15	31	14	80	

*Subject : Physical Science***Semester – II (From January, 2015 to May, 2015)**

Month	Unit	Sub-unit	No of Classes	Total Classes
January	Pedagogical Analysis (Revision)+ Lesson Plan		2+4	18+ Practice Teaching in Schools
	*.1.2	Teaching methods, Experiment / Demonstration	12	

February	Practice Teaching in Schools			
March	Pedagogical Analysis (Revision)		2	17
	*.2.1	(i) Philosophy of science Teaching – Kurl Popper, Kunn (ii) Approaches of science Teaching- Inductive, Deductive, Constructive (i) Scope and Subject matter of Physical Science (ii) Aims and objectives of teaching physical science (iii) Value of teaching Physical Science Critical analysis of present Physical Science curriculum of WBBSE, ICSE and CBSE.	4	
	*.2.2	(i) Scope and Subject matter of Physical Science (ii) Aims and Objectives of Teaching Physical Science (iii) Values of teaching Physical Science (iv) Critical analysis of present physical science curriculum of WBBSE, ICSE and CBSE	2	
*.2.3	(i) Correlation and Integration of Physical Science with different branches of science and social science subjects. (ii) Importance of text book, reference book, laboratory classroom in teaching physical science.	3		

	*.2.4	Meaning and concept of each following methods of teaching physical science- lecture, Demonstration, Heuristic, Problem solving, project, Computer Assisted Instruction.	6	
April	*.2.5	Teaching Aids (i) Meaning and concept (ii) Visual, Audio, Audio-visual and improvised Teaching aids	3	15
	*.2.6	Co-curricular activities: Science club, Excursion, Exhibition, Seminar, quiz, Museum-function, importance in educational field.	4	
	*.2.7	(i) Developing attitude, interest, temperament to physical science (ii) Identification and Nurturing of talented and slow learners.	3	
	*.2.8	Evolution (Theory & Practical) Concept, type, Tools and techniques, Steps of construction of Achievement Test.	5	
May	Examination (Theory and Practical)			50
Total				

Pedagogical Analysis of content & Knowledge of Life Science

Teaching Plan and Distribution of classes: January to June (Semester 2), 2015

Session : 2014-15

Month	Topic	No. Of Classes/days
January(2015)	<ul style="list-style-type: none"> • Theoretical concept of Pedagogical analysis of the content and Lesson plan and Teaching practise • Teaching practical 	<p>11 classes</p> <p>19 days</p>
February (2015)	<ul style="list-style-type: none"> • Teaching practical (including Final Teaching) • Pedagogical analysis 	<p>21 days</p> <p>8 classes</p>
March(2015)	<ul style="list-style-type: none"> • Philosophy of Science Teaching – Kurl Popper, Kunn • Approaches of Science Teaching – Inductive, Deductive, Constructive • Scope and subject matter of Life Science • Aims and objective of teaching Life Science • Values of teaching Life Science in Indian perspective • Place of Life Science in school curriculum of WBBSE • Correlation & Integration of Life Science with different branches of science and social science subjects • Importance of Text book , reference books , laboratory , classroom in teaching Life Science 	<p>3 classes</p> <p>4 classes</p> <p>2 classes</p> <p>3 classes</p> <p>1 class</p> <p>2 classes</p> <p>8 classes</p> <p>4 classes</p> <p>2 classes</p> <p>2 classes</p>

	<ul style="list-style-type: none"> • Quality of a good Life Science teacher • Meaning and concept of lecture method 	
April(2015)	<ul style="list-style-type: none"> • Meaning and concept each following methods of teaching Life Science – Demonstration , Heuristic , Problem solving , Project Laboratory , Programmed Instruction , Computer Assisted Instruction • Teaching Aids Meaning and concept of visual , audio-visual and Improvised teaching aids • Co-curricular activities : Science club Excursion , Exhibition , Seminar , Quiz ,Museum-functions importance in educational field • Developing scientific attitude , interest in Life science Identification and Nurturing of talented and slow learners • Evaluation – Concept , Type , Tools and techniques , Steps of construction of Achievement Test 	<p>18 classes</p> <p>3 classes</p> <p>5 classes</p> <p>3 classes</p> <p>4 classes</p>
May (upto 15 th May 2015)	<ul style="list-style-type: none"> • University practical examination 	15 days
June (2015)	<ul style="list-style-type: none"> • University evaluation and publication of result 	30 days

*Subject : History***Semester – I (From July,2014 to December, 2014)**

Month wise distribution of classes :

Month	Paper-VII		Paper-VI Simulated Teaching	Total	Remarks
	Pedagogical Analysis of Contents	Achievement Test			
July	20	–	2	22	–
August	8	–	12	20	–
September	–	5	12	17	–
October	–	6	4	10	Puja Vacation
November	–	6	6	12	–
December	–	–	–		Practical Examination
Total	28	17	36	71	

Semester – II (From January, 2015 to May, 2015)

Month	Unit	Sub-unit	No of Classes	Total Classes
January	Pedagogical Analysis (Revision) + Lesson Plan		2+4	18+ Practice Teaching in Schools
	2.1	Methodology of teaching i) Definition ii) Scope and subject matter of History iii) Aims and objectives of teaching History iv) Values of teaching History with reference to Indian Perspective. v) Place of History in school curriculum.	6	

	2.2	i. Correlation and Integration with Social Science ii. Necessity of teaching History iii. Qualities of an ideal history text book iv. Importance of a history room and library v. Qualities of a good history teacher	6	
February	Practice Teaching in Schools			
March	Pedagogical Analysis (Revision)		5	17
	2.3	Different Methods and Techniques of teaching History. i) Meaning and Concept ii) lecture, demonstration, Discussion, Question-Answer , Workshop, Dramatic, Computer Assisted Instruction.	6	
	2.4	Teaching Aids i) Meaning and concept ii) Visual , Audio, Audio-visual and Improvised Teaching Aids.	6	
April	2.5	Co-curricular Activities: Excursion, Exhibition, Seminar, Debate, Museum---- functions, importance in educational field.	10	10
May	Examination (Theory and Practical)			45
Total				

*Subject : Work Education***Semester – I (From July,2014 to December, 2014)**

Month wise distribution of classes :

Month	Paper-VII		Paper-VI Demonstration of Laboratory Practical	Total	Remarks
	Pedagogical Analysis of Contents	Achievement Test			
July	16	–	6	22	–
August	6	–	12	18	–
September	–	5	10	15	–
October	–	5	4	9	Puja Vacation
November	–	5	6	11	–
December	–	–	–		Practical Examination
Total	22	15	38	75	

Semester – II (From January, 2015 to May, 2015)

Month	Unit	Sub-unit	No of Classes	Total Classes
January	Pedagogical Analysis (Revision)+ Lesson Plan		2+4	17+ Practice Teaching in Schools
	2.1	i) Definition of Work Education , Work Experience, S.U.P.W , Basic education, Vocational education, Industrial and Craft education.	2	
		ii) Nature & Scope of Work Education.	2	
		iii)Areas of Work Education, Occupational exploration, Innovative	1	

		and creative practice, Exhibition, Seminar , Field study.		
		iv)Aims and objectives of teaching Work Education.	1	
		v) Factors of Work Education: Teacher, Student, curriculum, infrastructure, Society, Human and material Resource	1	
		vi)Values of teaching Work Education in Indian perspective.	1	
		vii) Recommendations of difference Commissions and committees regarding the inclusion of work in general education.	2	
		viii) Place of Work Education in school curriculum.	1	
February	Practice Teaching in Schools			
March	Pedagogical Analysis (Revision)		5	
	2.2	i) Philosophical , Psychological , Sociological, Economic and Historical.	3	
		ii)Four pillars of education: The International commission on Education, 1996	3	
	2.3	i) Correlation & Integration of Work Education with other school subjects, Significance and Limitations.	2	
		ii) Importance of Text materials, Work book & Workshop in teaching Work Education.	1	
		iii) Qualities and responsibilities of a good Work Education Teacher.	2	
	2.4	Different Methods and Techniques of teaching Work Education : Lecture, Demonstration, Discussion,	2	18

Subject- Life Skill Education & Action Research**Paper-VIII (Semester -II), January To May, 2015**

Month	Topic	No of Classes
January, 2015	8.1.1 Concept of health and mental health	2
	Action Research (theory) Practice Teaching	5
February,2015	Practice Teaching (Conduct Action Research in practicing School)	15
March, 2015	8.1.1 Necessity of mental health in school level	1
	8.1.2 Mental Health Problem: Definition, identification f the problem among school children, different types Emotional problems – anxiety , obsessive compulsive disorder (OCD) , Depression and suicide.	11
	8.2.2 preparation of Action Research Report	8
April, 2015	8.1.2 Behavioural problems—attention deficit hyperactivity disorder, Role of teacher	4
	8.1.3 Adolescence & high risk behaviour & substance abuse, corporal punishment, Role of teacher as a counsellor.	3
	8.1.4 Role of life skill in promotion of mental health. Core life skill as prescribed by WHO- Empathy	5
	8.2.2 preparation of Action Research Report	12
May , 2015	8.1.4 Core life skill as prescribed by WHO—Interpersonal relationship, stress management, self awareness	4
	8.2.2 preparation of Action Research Report .	5
	Internal and External Examination	---

APPENDIX- III- Time Table- Semester- I

Gandhi Centenary B.T. College, Habra: Time Table for Sem-I (2014-2015)								
Time Day	10:45	11:30	12:15	1:00	1:45	2:15	3:00	4:00 to 5:00
Monday	SC-II A	AK- III A	SRC- I A	MB- II A	R E C E S S	SKB- Maths. SRC- Beng BS- W.Ed	Computer Parc, (Group A, 1-20) Tutorial: SKB, SRC & BS	Computer Parc, (Group B, 21-40)
	AK- III B	SC- II B	MB- II B	SRC- I B		Library	Library/Co-Cur	
Tuesday	SRC- IA	MB-II A	SKB- III A	AK- III A		SC-P.Sc. AK- Hist BS- W.Ed. AG- Engliah	Computer Parc, (Group C, 41-60) Tutorial: SC, AK, AG & BS	Computer Parc, (Group D, 61-80)
	MB-II B	SRC- IB	AK- III B	SKB- IIIB		Library	Library/Co-Cur	
Wednesday	AG- III A	AK- I A	SC- II A	BS- I A		SRC- Beng CG- L.Sc. MB- Geo BM- Ed.	Computer Parc, (Group E, 81-100) Tutorial: SRC, CG, MB & BM	Computer Parc, (Group A, 1-20)
	AK- I B	AG- III B	BS- I B	SC- II B		Library	Library/Co-Cur	
Thursday	SC- II A	BS- IV A	SKB- Maths. AG- Eng. CG- L.Sc. BM- Ed.			SC-P.Sc AK- Hist BS- W.Ed	Computer Parc, (Group B, 21-40) Tutorial: SC, AK, BS	Computer Parc, (Group C, 41-60)
	BS- IV B	SC- II B				Library	Library/Co-Cur	
Friday	BS- IA	MB- IV A	SKB- Maths. AG- Eng. CG- L.Sc. BM- Ed.			SRC- Beng CG- L.Sc. MB- Geo BM- Ed.	Computer Parc, (Group D, 61-80) Tutorial: SRC, CG, MB & BM	Computer Parc, (Group E, 81-100)
	MB- IV B	BS- IB				Library	Library/Co-Cur	
Saturday	SKB- III A	SRC- I A	SRC- I A	AK-Hist → 2:30 SC – P.Sc. →2:30 MB- Geo →2:30	x x x x x x x x x			
	SRC- I B	SKB- III B	AG- IV B					

APPENDIX- III- Time Table- Semester- II

Gandhi Centenary B.T. College, Habra: Time Table for Sem-II (2014-2015)								
Time Day	10:45	11:30	12:15	1:00	1:45	2:15	3:00	3:45 to 4:30
Monday	SC-ERTE SRC- GUCE	→ AK- GUCE	SKB- Maths. SRC- Beng BS- W.Ed		R E C S S	AK- Hist MB- Geo CG- L.Sc BM- Ed.		SC- P.Sc. (AR) SRC- Beng (AR) AK- Hist (AR) BS- Edu (AR) Library
Tuesday	SRC- X A AK-X B	AK-X A SRC- X B	SKB- ERTE BS- GUCE			SC-P.Sc. AG- English MB- Geo	SRC- Beng	BS- W.Ed Tutorial: SRC, MB, SKB, SC, AG & AK
Wednesday	MB- ERTE BS- GUCE	→ AG- GUCE	SRC- X A AK-X B	AK-X A SRC- X B		SC-P.Sc (AR) AG- Eng. BS- W.Ed	SC –Psy. Prac MB- Psy. Prac	
Thursday	SC- ERTE AK- GUCE	→ BS- GUCE	SKB- Maths. AG- Eng. CG- L.Sc. BM- Ed.			SC-P.Sc AK- Hist BS- W.Ed		AG- Eng (AR) AK- Hist (AR) Tutorial: SC, SRC, AK , BS, SKB, CG, BM
Friday	MB- ERTE BS- GUCE	→ →	SKB- Maths. AG- Eng. CG- L.Sc. BM- Ed.			SRC- Beng CG- L.Sc (AR). SKB- Maths (AR) MB- Geo (AR).		AG- Eng (AR) SRC- Beng (AR) BS- Edu (AR) Library
Saturday	SKB- ERTE AG- GUCE	→ SRC- GUCE	SC- P.Sc. AK- Hist MB- Geo			x x x x x x x x x		

ANNEXURE- IV- A Copy of the Syllabus

B.Ed. Syllabus of WBSUB according to NCTE guideline

w.e.f. the academic session 2012-2013

B.Ed Programme, WBSUB***Credit & Credit-hour Distribution of Courses:*****SEMESTER I***Duration 15 Weeks*

Course Code	Course Type		Credit	Class hour per week	Total Class-hour
1.1	Theoretical	Foundation of Education	3	3	45
1.2	Theoretical	Evolutionary Perspectives of Education	3	3	45
2.1	Theoretical	Psychology of Learner & Learning	3	3	45
2.2	Theoretical	Psychology of Instruction	3	3	45
3.1	Theoretical	Assessment, Measurement & Evaluation of Learning	3	3	45
3.2	Theoretical	Planning and Management of School Education	3	3	45
6.1	Practical	Sessional activity : Term Paper	1	1	15
6.2	Practical	Sessional activity : Seminar	2	2	30
7.1	Practical	Practicum : Construction of achievement tests	1	1	15
7.2	Practical	Practicum : Pedagogical Analysis of contents	2	2	30
9.1	Theoretical	Education of Children with Special Needs	2	2	30
9.2	Practical	Computer application in classroom	3	3	45
13	Practical	Simulation/Practical (two methods)	2x2	4	60
Total			32	32	480 hours

SEMESTER II*Duration 15 Weeks*

Course Code	Course Type		Credit	Class hour per week	Total Class-hour
4.1	Theoretical	Pedagogical Analysis of Content	2	2	30
4.2	Theoretical	Methodology of Teaching	2	2	30
5.1	Theoretical	Pedagogical Analysis of Content	2	2	30
5.2	Theoretical	Methodology of Teaching	2	2	30
8.1	Theoretical	Life Skill Education	2	2	30
8.2	Practical	Action Research	3	3	45
10	Theoretical	Special Paper	5	5	75
11.1	Practical	Practice Teaching : Lesson Plan (two methods)	1x2	2	30
11.2	Practical	Practice Teaching : Teaching Aids (two methods)	1x2	2	30
12	Practical	Final Teaching (two methods)	2x2	4	60
14.1	Practical	Community Service	1	1	15
14.2	Practical	Psychology Practical	3	3	45
14.3	Practical	Term Paper	1	1	15
Total			32	32	480 hours

**Paper IV, V - Pedagogical Analysis of Content and Knowledge of School Subject
(Method 1, 2)**

LIST OF METHOD SUBJECTS

Subject*
Bengali
English
Hindi
Sanskrit
Life Science
Mathematics
Physical Science
Economic and Civics
Commerce
Geography
History
Philosophy & Logic
Education
Physical Education
Work Education
Music
Computer Science
Urdu
Arabic

MARKS DISTRIBUTION

Area	Type	No. of Q.	Marks	Total
*.1	Short Answer (Methodology)	5	2	10
	Pedagogical Analysis (See Appendix)	1	40	40
*.2	Essay Type (Methodology)	5	10	50
Each Method paper(IV,V)				100

Paper VI - Sessional Activities

1. Term Paper on any two compulsory Papers (I II III) (2 x 25 = 50 marks)
Handwritten and within 1200 words each (**Int**)
2. One Seminar on any method subject (current issues) (**Ext + Int**) (50 marks)
Soft copy (in CD) and Hard copy (20 marks); Presentation (20 marks); Discussion (10 marks)

Paper VII – Practicum (Ext+Int**)**

1. Construction of Achievement tests (1) for each method subject (2 x 20 = 40 marks)
2. Pedagogical Analysis of contents (3)
(One from VI, VII, VIII: two from IX, X, XI, XII) for each method subject (2 x 30 = 60 marks)

Paper XI- Practice Teaching

Lesson Plan +Teaching Aids

(Two method subjects)

(2 x 50 =100 marks)

Paper XII- Final Teaching Practical(Two method subjects) (Ext + Int)
marks)

(2 x 50=100

Paper XIII- Simulation (Non-Lab based) + Practical demonstration(Lab based)

Two method subjects

(2 x 50 =100 marks) (Ext + Int)

Practical and Demonstration for Teaching Physical Education

Formal Exercise: (i) Calisthenics (ii) Squad Drill (iii) Light apparatus Drill with Dumbbell

- Yoga
- Rhythmic: Bratachari.
- Individual Sports: Track and field, Gymnastics.
- Team games: Football, cricket, kabaddi, kho-kho, Handball
- Recreational Activity: Minor games of low organization.

Practical and Demonstration for Teaching Work Education

Projects for exposure stage ((VI-VIII)

- i. Clay modeling
- ii. Cardboard work (cover file, box, tray, pen stand, waste paper basket etc.)
- iii. Creative paper cutting work
- iv. Fancy goods making
- v. Spray printing
- vi. Envelop making
- vii. Book binding
- viii. Needle work
- ix. Candle making
- x. Chalk making
- xi. Preparation of low cost teaching aids of different school subjects.

Projects for involvement stage (IX-X)

- i. flower and vegetable gardening.
- ii. Cultivation(paddy, wheat, jute, mushroom, medicinal plants)
- iii. Soap & phenyl making
- iv. Electrical wiring and repairing
- v. Tailoring
- vi. Tailoring
- vii. Dsigning, dycing and drawing
- viii. Weaving
- ix. Nitting

Practical and Demonstration for Teaching Music

- a) Drut Kheyal: Bhupali, Yaman, Ashabari, Malkoush, Behag, Bhairab.
- b) Rabindrasangeet: Any two Typical Songs
- c) Puratani: Any old Bengali Song
- d) Traditional Folk Song: Baul, Bhatiyali
- e) Kirtan: any traditional composition

Practical and Demonstration for Teaching other Lab-based Method Papers

(Minimum 6 experiments/items as per current syllabus of WBCHSE)

Paper XIV - Community Service, Psychology Practical and Term paper

1. Community Service (any two) (25 marks)
 - i) Campaign on superstition
 - ii) Awareness programs on environment.
 - iii) Blood Donation camp
 - iv) Cleaning of surrounding areas of the college.

2. Psychology Practical (Ext+Int) (50 marks)
 - Intelligence- Koh's Block Design
 - Creativity- Passi Test of Creativity
 - Personality- KNPI (Kundu Neurotic Personality Inventory)

3. Term paper on paper VIII or IX (any one) (25 marks)

within 1200 words (Int)

ANNEXURE- V- Master Plan of the Institution

Plan in Terms of Building Design: Appropriate building plan is attached

Plan in Terms of Future Line of Action:

- i) To extend the existing B.Ed. Programme from single unit to double unit.
- ii) To introduce the M.Ed. Programme for the expansion of academic and research activity of the Institution.
- iii) To organise frequent national and international seminars as a measure of faculty development.
- iv) To ensure more internal resource generation of the institution introducing various short-term diploma and value oriented courses.
- v) To publish recognized research journal (having ISSN no) besides the College Magazine for promoting a better research environment in the institution.
- vi) To organise various inter-college co-curricular activities.
- vii) To introduce faculty exchange programmes to ensure a better scope of academic sharing among faculty members.
- viii) To emphasise on extensive use to technology in class rooms and for office automation.
- ix) To encourage more faculty members to take part in Ph.D. research or various major/minor research (funded by UGC/DST) activities.
- x) To strengths the functioning of the newly formed placement cell.

ANNEXURE- VI- Analysis of Student and Parent Feedback**Analysis of Students' Feedback- (2014-2015)- Part – A****Table - 1.A : Analysis of Students' Feedback regarding the Environment of the Institution**

Item No.	Criteria	Average Score
1	Institutional academic environment	4
2	Eco-friendly nature of institutional environment	3.4
3	Available infrastructural facilities	4.6
4	Role of administration	4
5	Available hostel facilities	3.8
6	Available health care facilities	4.2
7	Provision of computer training	4
8	Opportunities of using computer in institution	3
9	Library facilities	4
10	Quality of library material	3.8
11	Opportunity of using internet in library	2.4
12	Organisation of co-curricular activities	4.5
13	Equal opportunities provided to the students	4
14	ICT facilities provided by the nstitution	3.8
15	Maintenance of gender equity in the institution	3
Total average score		56.5

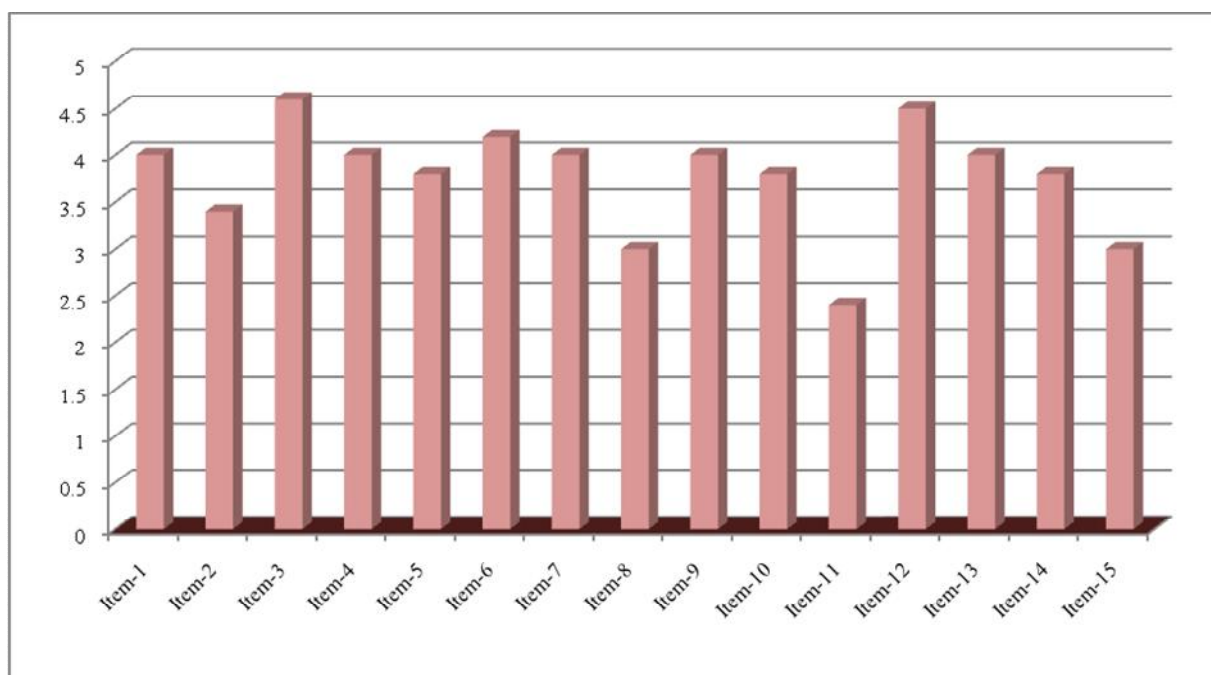


Figure - 1.A : Analysis of Students' Feedback regarding the Environment of the Institution

Analysis of Students' Feedback- (2014-15)- Part – B

Table : 1.B - Analysis of Students' Feedback regarding Teachers (2014-2015)

Item No.	Criteria	Average Score
1	Preparation of teachers for class	4.9
2	Use of ICT by te teachers	4
3	Class room interaction by the teachers	3.8
4	Constructive Feedback provided by the teachers	4.5
5	Encouraging the students by the teachers	3.5
6	Pupil-Teacher relationship	4
7	Accountability of the teachers to the students	4.4
8	Overall performance of the teachers	4.2
Total average score		33.3

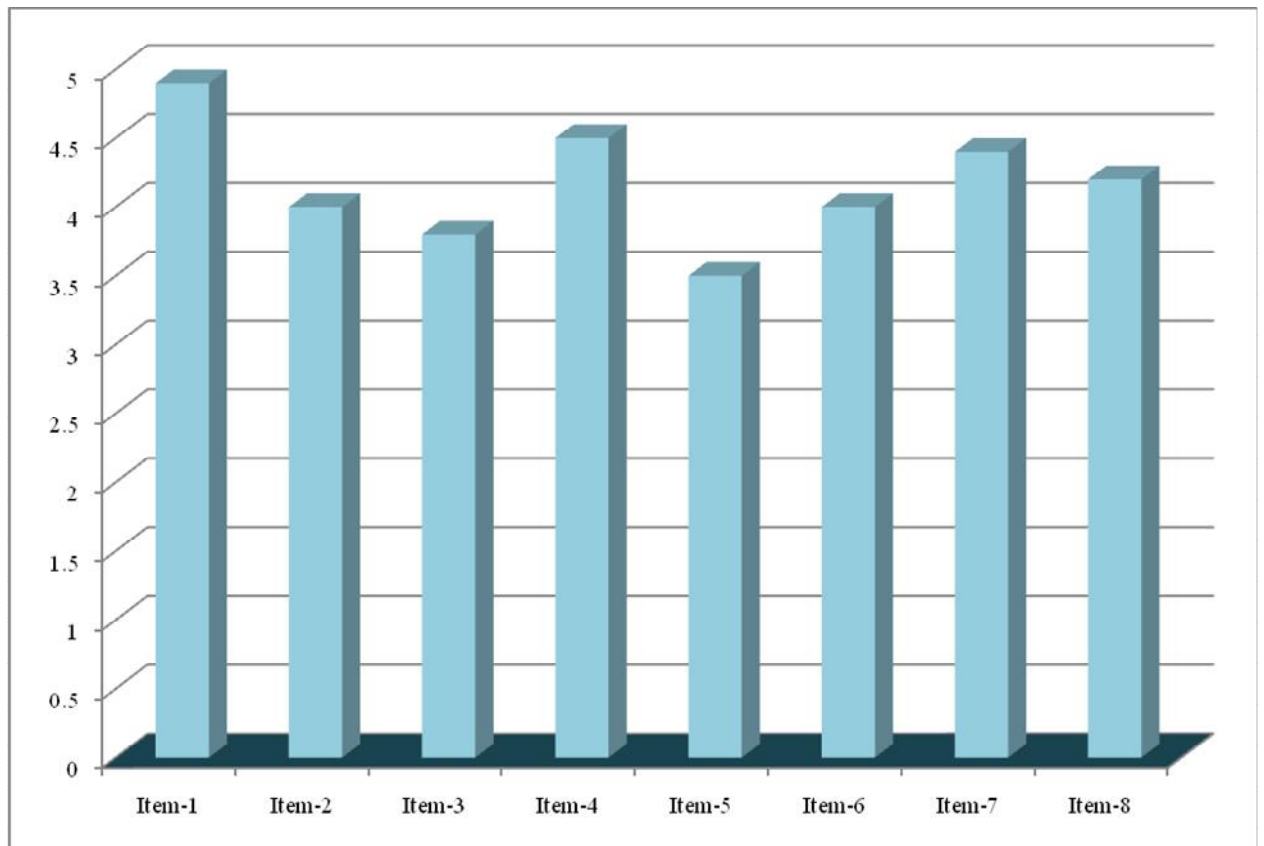


Figure : 1.B - Analysis of Students' Feedback regarding Teachers (2014-2015)

Analysis of Parents' Feedback- (2014-15)**Table : 2 - Analysis of Parents' Feedback (2014-2015)**

Item No.	Criteria	Average Score	
1	Parents' pride in getting their wards admitted in the institution	4	
2	Parents' satisfaction about the quality of teaching	3.5	
3	Information of the wards' performance to their parents by the institution	3.8	
4	Development of knowledge and personality of the wards in the institution as felt by the parents	4.5	
5	Parents' preparation and positive change in their wards' behaviour after getting admitted in the institution	4	
6	Conducive atmosphere for learning as felt by the parents	3.6	
7	Parents' view about the maintenance of discipline in the institution	4.5	
8	Parents' feeling whether college web-site is dynamic and informative	3	
9	Adequate cooperation from the college-staff	2.8	
10	Well designed curriculum-promoting learning environment – parents' view	3.6	
11	Students' encouragement on the part of the institution in co-curricular activities – parents' view	4.5	
12	Satisfactory institutional facilities as felt by the parents with respect to	a. Library	4
		b. Laboratory	3.5
		c. Hostel	3
		d. Canteen	2
		e. Medical assistance	2.5
Total average score		56.8	

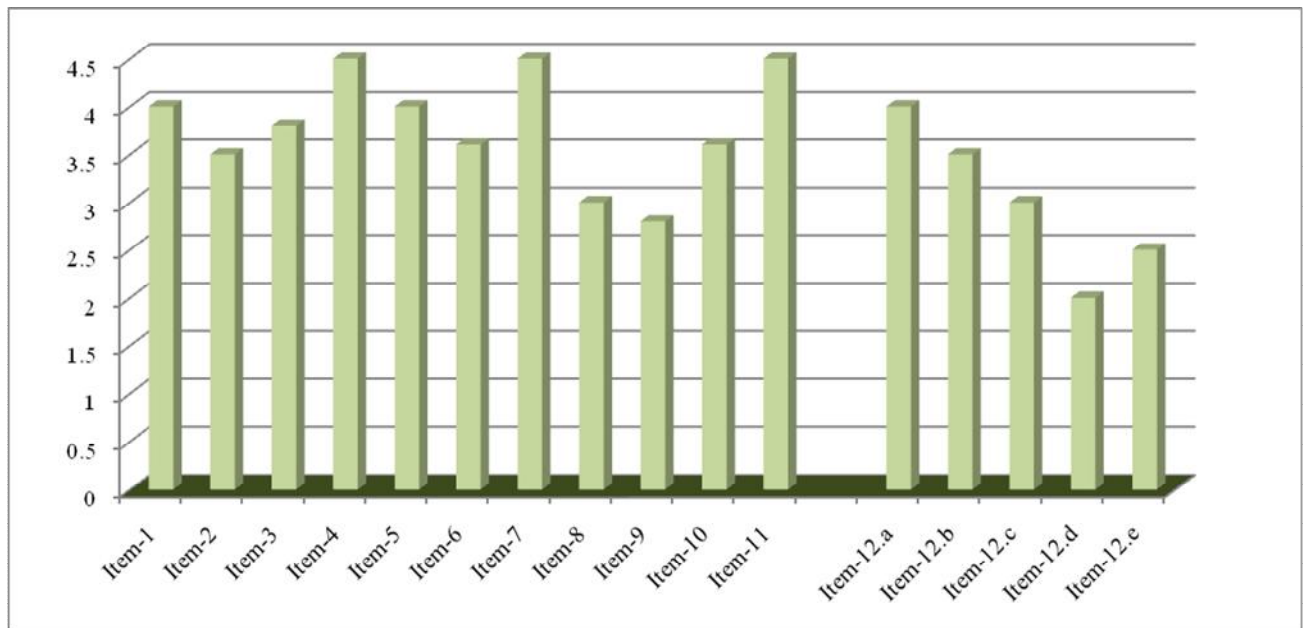



Figure : 2 - Analysis of Parents' Feedback (2014-2015)

ANNEXURE- VII- Audited Income-Expenditure State of the Previous Academic Year

GANDHI CENTENARY B. T. COLLEGE, HABRA
HABRA-PAFULLANAGAR, NORTH 24-PARGANAS PIN-743288
Income & Expenditure Account for the year ended 31st March 2014

Expenditure	Amount(Rs)	Amount(Rs)	Income	Amount(Rs)	Amount(Rs)
To University Exam. Fee Deposit		67,533.00	By University Exam. Fees Collection		67,500.00
* Tuition fees 50% Deposit to Govt.		300,000.00	* Admission Collection		200,000.00
* Misc. Exp.		23,401.00	* Tuition Fees Collection		300,000.00
* Electricity Exp.		68,623.00	* Health Home Membership		990.00
* Telephone Exp.		20,723.00	* Generator Collection		118,800.00
* Hostel Exp.		47,940.00	* Electricity Ph. Collection		250,000.00
* Generator Exp.		42,520.00	* College Exam. Collection		29,700.00
* Sale Proceeds(T/F)		122,500.00	* Hostel Collection		143,000.00
* Contingency Exp.		65,997.00	* Sale Proceeds Collection		13,900.00
* Travelling Exp.		20,683.00	* Bank interest received		184,116.00
* Gardening		53,190.00	* Fine Collection		850.00
* Lab based Centre pay		3,000.00			
* Maintenance		81,194.00	* Community-out reach Collection		69,300.00
* Postage Exp.		209.00	* Health-Service Collection		4,700.00
* Printing Exp.		41,460.00	* Student Scholarship Collection		3,060.00
* Stationery Exp.		13,662.00	* Re Exam. (Review) Collection		2,400.00
* W. T. Ts/P. T. Ts Allowance pay		1,152,379.00	* W.T.T.S./P.T.T.S.Allowance Collection		587,079.00
* University form Purchase		2,000.00	* University Form		1,920.00
* Ex-Gratia pay		1,600.00	* O D L (Primary)		25,000.00
* Audit Exp.		3,500.00	* O D L (B Ed)		226,700.00
* Advertisement Exp.		17,626.00	* Advance against Salary Recovery		302,600.00
* Bank Charges		3,031.00	* Computer fees collection		99,000.00
* Student Scholarship(M) pay		3,060.00	* University Games & Sports		9,600.00
* Re-Exam. (Review)		2,400.00	* University Form		
* Tender Exp.		10,000.00	* O D L (Primary)		
			* O D L (B Ed)		
* Membership Deposit		1,000.00			
* O D L (Primary)		26,215.00			
* O D L (B Ed)		211,420.00			
* Computer Exp.		85,414.00			
* Educational Tour		15,000.00			
* University Games & Sports		4,800.00			
* Depreciation*		3,709.85			
* Excess income over Expenditure		124816.15			
		2640615.00			2640615.00

A. Gangopadhyay
 Teacher-in-charge
 Gandhi Centenary B.T. College
 Habra, 24 Pgs. (N) 20.1.15



ANNEXURE- VIII- A Copy of the Recognition Order Issued by NCTE**Speed Post****National Council for Teacher Education
Eastern Regional Committee**

(A Statutory Body of the Govt. of India)
15, Nilakantha Nagar, Nayapalli, Bhubaneswar – 751 012
Tel: (0674) 2393252, 2395793, 2396156, FAX: (0674) 2393873
Email-ncteerc@hotmail.com Visit us at: <http://www.ncte-in.org>

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4**Code No.APE00310**

January 2, 2006

ERC/7-63.6.2/2005/2188

Order

In terms of Section 14(1) of the NCTE Act, 1993 Gandhi Centenary B.T.College, PO- Habra – Prafullanagar, Dist- North 24 Parganas, West Bengal - 743268 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 188 (one hundred eighty eight) 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 is functioning from its own building.
- iii. The institution has selected the Principal, 05 (five) permanent faculty members and 04 (four) temporary faculty members on consolidated salary of Rs.4000/- for the said course and the list of faculty members has not been duly approved by Registrar of the affiliating university.

3. Now, therefore, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Eastern Regional Committee hereby grants recognition to **Gandhi Centenary B.T.College, PO- Habra – Prafullanagar, Dist- North 24 Parganas, West Bengal – 743268** for B.Ed. Course of one year duration from the academic session **2006-2007** 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 to 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 affiliating 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 ensure that lecturers not having M.Ed. should acquire M.Ed. qualification within five years.
- e) The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.

P.T.O.

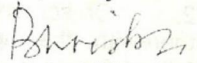
- 2 -

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 there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order


Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

C.C.

1. The Principal, Gandhi Centenary B.T College, PO- Habra – Prafullanagar, Dist- North 24 Parganas, West Bengal - 743268.
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 – 700 091
4. The Director of Public Instruction, Govt. of West Bengal, 6th Floor, Bikash Bhavan, Salt Lake, Kolkata, West Bengal – 700 091
5. The Registrar, University of Calcutta, 87/1, College Street, Kolkata, West Bengal-700073
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 – 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. Office Order file / Institution file

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4**National Council for Teacher Education****Eastern Regional Committee****(A Statutory Body of the Govt. of India)****15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012****Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873**

F. ERC/NCTE/APE00310/B.Ed.(Revised Order)/2015/ 32462

Date: 30/05/2015

ORDER

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS** the institution viz. **Gandhi Centenary B.T. College, Habra Prafullanagar, North 24 Parganas, West Bengal-743268** 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/ 7-63.6.2/ 2005/ 2188 dt.04.01.2006**.

3. **AND WHEREAS**, the institution viz. Gandhi Centenary B.T. College, Habra Prafullanagar, North 24 Parganas, West Bengal-743268 has by affidavit dated **28.01.2015** consented to come under New Regulations 2014 and sought for **One Basic Unit in B.Ed. course**.

4. **AND WHEREAS**, it has been decided to permit the institution to have One Basic Unit of 50 students subject to fulfilling following conditions, namely,

- I. The Endowment fund of Rs. 5 lakhs and Reserve fund of Rs. 7 lakhs kept in joint account with Regional Director of NCTE should be maintained perpetually. Loan raising against or mortgaging of FDR's shall not be done.
- II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- III. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(10) of the NCTE (Recognition Norms & Procedure) Regulations 2014.
- IV. The institution shall ensure that the required number of academic staff duly approved by affiliating body for conducting the course should always remain in position.

Contd...2



//2//

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 **Gandhi Centenary B.T. College, Habra Prafullanagar, North 24 Parganas, West Bengal-743268** for conducting **B.Ed.** Programme of **two** years duration with an intake of 50 for One Basic Unit of 50 students from the academic session **2015-2016**.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by NCTE from time to time and 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.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.



Contd...3

1/3/11

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 Registrar**

Gandhi Centenary B.T. College,
Habra Prafullanagar, North 24 Parganas,
West Bengal-743268

Copy to:

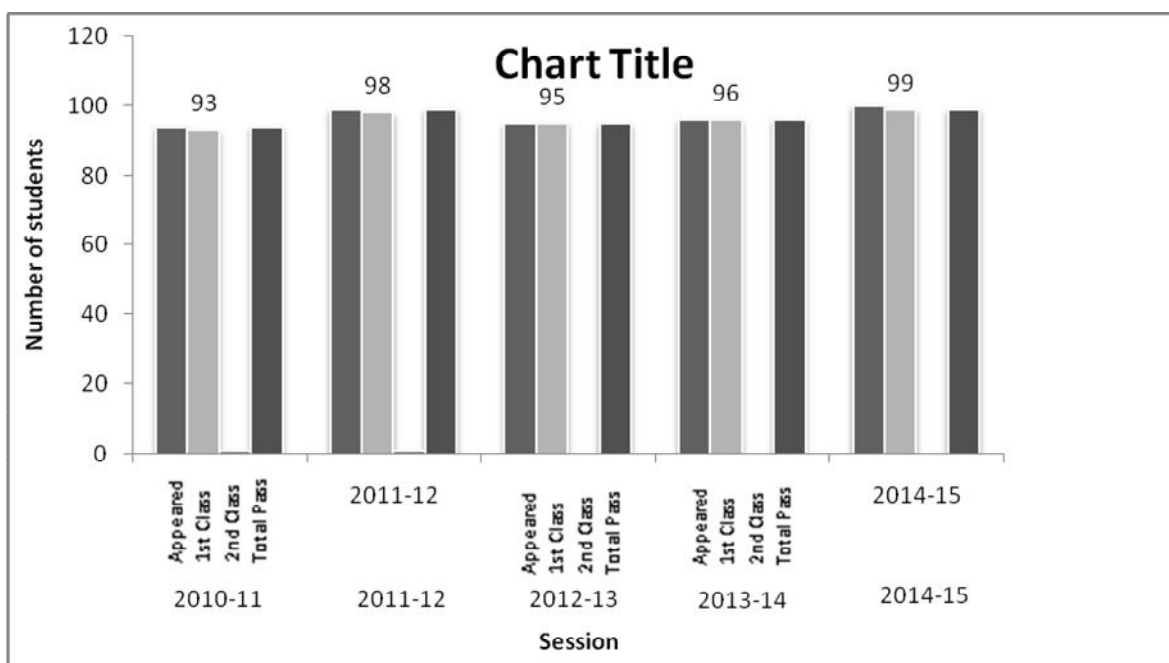
1. The Secretary to the Govt. of West Bengal, Department of Higher Education, 6th floor, Bikash Bhawan Salt Lake, Kolkata, West Bengal - 700091.
2. The Registrar, University of Calcutta, 87/1, College Street, Kolkata, West Bengal - 700073.
3. The Director of Public Instruction, Govt. of West Bengal, 6th floor, Bikash Bhawan, Salt Lake, Kolkata, West Bengal - 700091
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi – 110002.
6. Office Order file/ Institution file.



Regional Director

ANNEXURE- IX- University Results of Previous Academic Years

Session	Appeared	1st Class	2nd Class	Total Pass
2010-11	94	93	1	94
2011-12	99	98	1	99
2012-13	95	95	0	95
2013-14	96	96	0	96
2014-15	100	99	0	99



ANNEXURE- X- Sample Feedback on Practice Teaching by Practice Teaching Schools

GRADATION PROFORMA FOR PRACTICE TEACHING PROGRAMME BY HEAD OF THE SCHOOL						
SL NO	ROLL NO	NAME	GRADE			OVERALL GRADE
			ATTENDANCE	TEACHING SKILL	OTHERS	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

GRADE	MARKS
A+	above 90%
A	80% to 89%
B+	70% to 79%
B	60% to 69%
C	below 60%

SIGNATURE OF THE HEADMASTER/HEADMISTRESS

N.B.

- i) The gradation by Headmaster/Headmistress will be converted to numerical scores for both Method subjects (**out of 20 marks**) by the Head of the concerned college. Subjects. Marks will be equally distributed to both the Method
- ii) **Rest 80 marks (40+40)** : Evaluation will be done by External and Internal Examiner.

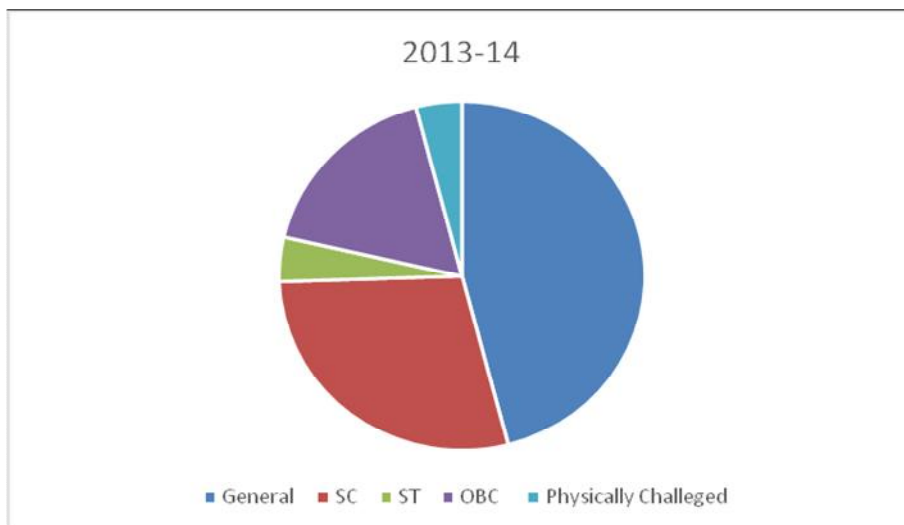
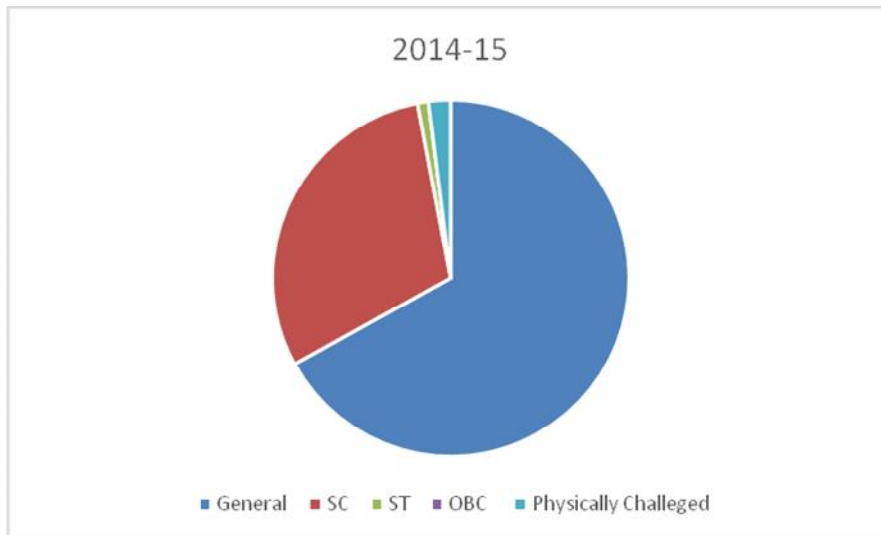
ANNEXURE- XI- Institutional Calendar (2014-15)

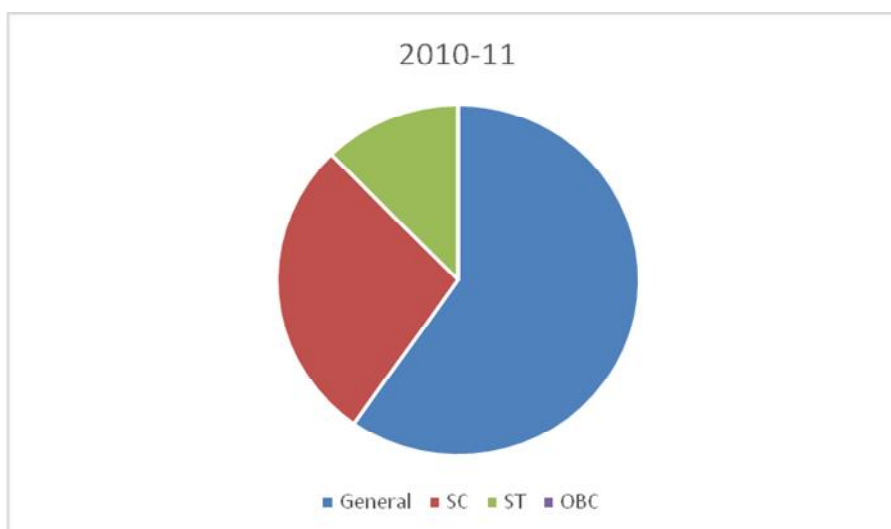
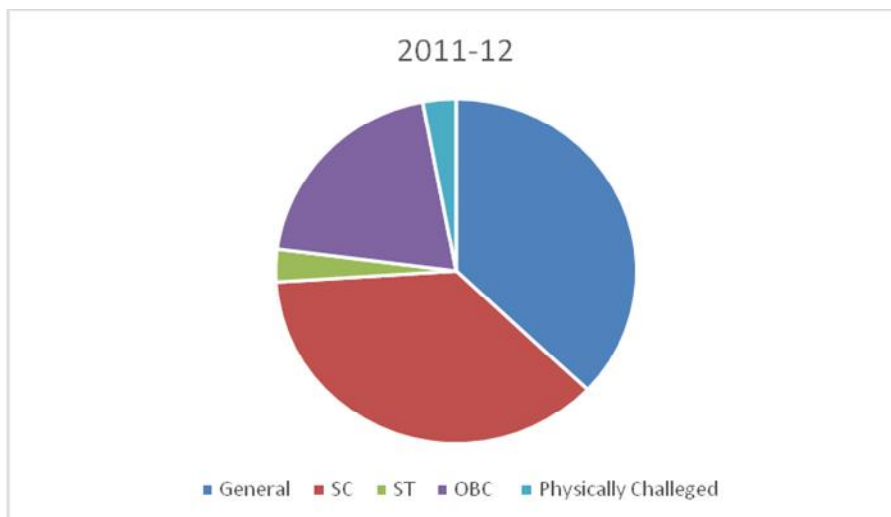
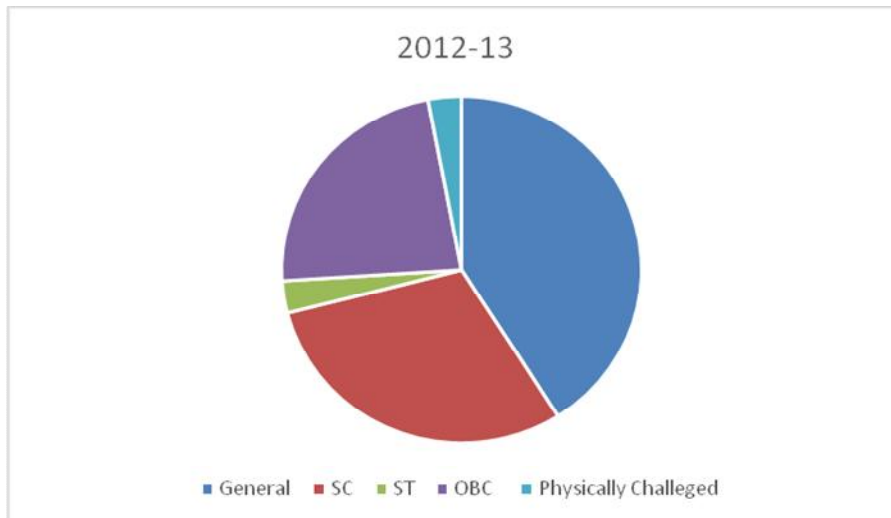
SI	Description	Date	Days
1	Inauguration of the session	1st July, 2014(Tuesday)	-
3	Ratha yatra	June	-
4	Banamahotsav	19th August(Tuesday)	-
5	Id-UI-Fitre	29th Jul(Tuesday)	1
6	Independence day	15th August(Friday)	01
7	Janmastami	17th August(Sunday)	00
8	College Foundation Day (Blood Donation Camp)	31st August(Sunday)	To be celebrated
9	Janmastami	17th August(Sunday)	00
10	Foundation Day Closure	1st (for Sunday) and 2nd September(Monday Tuesday)	01
11	Teachers' Day	5th September(Friday)	To be celebrated
12	BiswaKarma Puja	17th September(Wednesday)	01
13	Mahalaya	23rd September(Tuesday)	01
14	Debate, Quiz, Extempore	26th September(Friday)	-
15	Sarodatsav	29rd September(Monday)	-
16	Puja Vacation (Durga Puja, Gandhi Birthday, Laksmi Puja, Kali Puja, Vratni dwitiya, Id- Ud-Zoha))	(Saturday)	23
17	Gandhi Birthday Celebration	31st October(Thursday)	To be celebrated
18	Closure for Gandhi Birthday Celebration	31st October(From principal's Discretion)	00
19	Jagaddhatri puja	1st November(Saturday)	01
20	Maharam	4th November(Tuesday)	01
21	Guru Nanak's Birthday	6th November(Thursday)	01
22	Social Outreach Activity	-	-
23	Semester 1(Practical & Theory) Exam	17, 19, 22, 24th December	-
24	Christmas Day	25th December(Thursday)	01
25	Winter Recess(To be finalised later)	26 to 31 December(Friday to Wednesday)	-

Sl	Description	Date	Days
26	New Year's Day	1st January, 2015(Thursday)	01
27	Winter Recess(To be finalised later)	26 to 31 December(Friday to Wednesday)	-
28	Fateha Doaz Daham	4th January(Sunday)	01
29	Annual Sports	8th and 19th January(Friday, Saturday)	-
30	Closure for Annual Sports	10th January	01
31	Vivekananda Birth Day	12 January	01
32	Practice Teaching and Final Teaching	January-February(40 days)	-
33	Pous Parban	15 January(Thursday)	01
34	Netaji's Birthday	23rd January(Friday)	01
35	Republic Day & Swaraswati Puja	25th & 26th January(Sunday & Monday)	01
36	Shibrati	17th February(Tuesday)	01
37	University Foundation Day	25th February(Wednesday)	01
38	Dol Yatra	5th & 6th March(Thursday & Friday)	02
39	Good Friday	3rd April(Tuesday)	01
40	Chaitra Sankranti	14th April	01
41	Bengali New Year	15th April(Wednesday)	01
42	Mayday	1st May(Friday)	01
43	Buddha Purnima	4th April(Monday)	01
44	Rabindra Jayanti	9th May(Saturday)	01
45	Annual Function & Distribution Of Certificates	15th May(Friday)	01
46	Summer Recess	16th May to 30th Jun	-
47	Semester II(Practical & Theory) Exam	May-Jun(Probable)	-
48	Students' Assessment of the session and end of the session	30th June(Tuesday) 2015	-
49	Principal's Discretion	-	01

ANNEXURE- XII- Caste-Wise Distribution of Students Admitted

Session	General	SC	ST	OBC	Physically C	Total
2009-10	61	25	8	0	2	96
2010-11	58	27	12	0	3	100
2011-12	37	37	3	20	3	100
2012-13	41	30	3	23	3	100
2013-14	45	28	4	17	4	98
2014-15	67	30	1	0	2	100





ANNEXURE- XIII-
Present Faculty Member's Membership of the Affiliating University's
B. Ed. Monitoring Committee



WEST BENGAL STATE UNIVERSITY

Berunanpukuria, Malikapur Barasat
 24 Parganas (North), Kolkata - 700 126

Phone : (033) 2524 1975 / 1976 / 1978 / 1979 Fax : (033) 2524 1977

Ref. No. : WBSU/Reg/B.Ed/Monitoring/Committee/1162/15-16

Date :

08.05.2015

From
 The Registrar (Officiating)
 West Bengal State University
 Barasat, Kolkata 700126

Sub: Notification of B.Ed Monitoring Committee (for Result, Examination and Admission)

I am directed to inform that in compliance with the Executive Council Resolution (16.03.2015 and 06.05.2015), the Vice Chancellor is pleased to form the *B.Ed Monitoring Committee (for Result, Examination and Admission)* and nominate the following member for the same:

1. Prof. Ruby Das Sain, Dept. of Sociology, Jadavpur University
2. Mr. Arabindo Shet, Berachapa College (Convener)
3. Dr. Asit Sen, Ramkrishna Mission, B.Ed College
4. Dr. Subrata Sahoo, S.P Roy College of Education
5. Dr. Sudip Chowdhury, Gandhi Centenary B.T College
6. Dr. Shakti Pada Barik, Gobardanga Hindu College (B.Ed)
7. Dr. Abhijit Pal, Head, Dept. of Education, WBSU
8. Inspector of Colleges, WBSU

(Ramanuj Ganguly)

Ramanuj Ganguly
 Registrar (Officiating)
 West Bengal State University
 Barasat, Kolkata-700 126

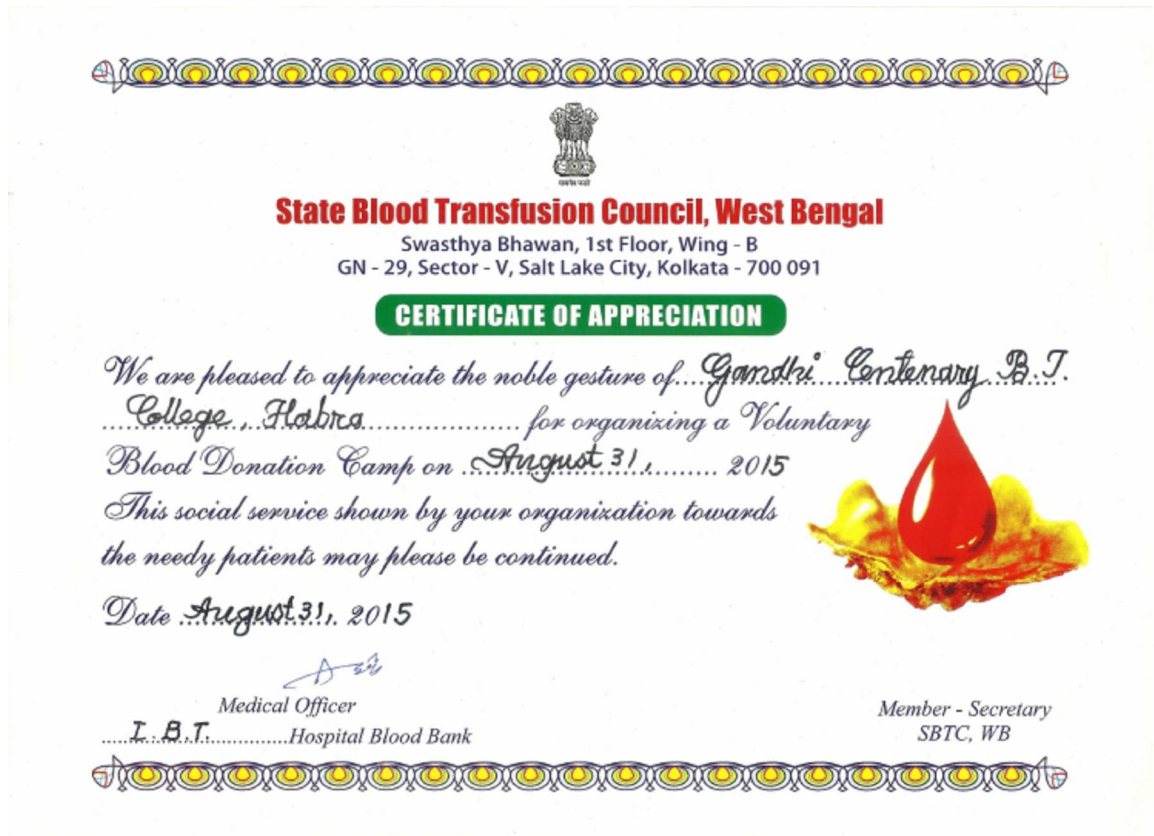
Copy forwarded to:

1. V.C's Secretariat
2. Registrar's Guard File
3. Controller of Examinations, WBSU
4. Deputy Registrar's Section, WBSU
5. Prof. Ruby Das Sain, Dept. of Sociology, Jadavpur University
6. Mr. Arabindo Shet, Berachapa College (Convener)
7. Dr. Asit Sen, Ramkrishna Mission, B.Ed College
8. Dr. Subrata Sahoo, S.P Roy College of Education
9. Dr. Sudip Chowdhury, Gandhi Centenary B.T College
10. Dr. Shakti Pada Barik, Gobardanga Hindu College (B.Ed)
11. Dr. Abhijit Pal, Head, Dept. of Education, WBSU
12. Inspector of Colleges, WBSU

ANNEXURE – XIV**Practice Teaching Schools****Session – 2014-2015**

Sl.No.	Name of Schools	Distance from the College
1.	Prafullanagar Vidyamandir (Boys' High School, H.S.)	Adjoining with the College
2.	Prafullanagar Balika Vidyalaya (Girls' High School, H.S.)	Adjoining with the College
3.	Kalyangarh Vidyamandir (Boys' High School, H.S.)	2 Km
4.	Kalyangarh Balika Vidyalaya (Girls' High School, H.S.)	2 Km
5.	Kalyangarh Bidhan Chandra Vidyapith (Boys' High School, H.S.)	3 Km.
6.	Ashoknagar Bharati Balika Vidyamandir	1 Km.
7.	Banipur Baniniketan High School (Boys' High School, H.S.)	1.5 Km.
8.	Banipur Baniniketan Girls' School	1.5 Km.
9.	Ashoknagar Banipith Balika Vidyalaya	2.5 Km
10.	Purbanchal High School (Boys' High School, H.S.)	4 Km

ANNEXURE- XV- Certificate For Institution's Blood Donation Camp



ANNEXURE- XVI- UGC Grant Sanctioning Letter

No. WBS-020/12-13

(ERO) ID No. WBS-020

Date: 28-Mar-14

The Accounts Officer
University Grants Commission
Eastern Regional Office, Kolkata 700 098

S. No. 222176

Sub : Release of Grant-in-Aid during the Current financial year (2013-14), during XIIth Plan, to
Gandhi Centenary B.T. College

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. **391450** towards the scheme **XIIth Plan College Development** to the Principal, **Gandhi Centenary B.T. College** for the Plan expenditure to be incurred during the current financial year as per details given below:

Purpose of the grant	Approved allocation (Rs.)	Amount already sanctioned (Rs.)	Amount being sanctioned now (Rs.)	Total grant including the grant now being sanctioned (Rs.)
Undergraduate				
Plan Block Grant				
Plan Block Grant-Head-31	355725	0	142290	142290
Plan Block Grant-Head-35	1422900	320000	249160	569160
Total			391450	

The College is requested to note:

- SC concentrated district: SC-15%, ST-7.5%, General (including Minorities)-77.5%
- ST concentrated district: ST-15%, SC-7.5%, General (including Minorities)-77.5%
- General district: General-77.5%, SC-15% and ST-7.5%
- No photocopy of bills/vouchers or the originals and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

- The sanctioned amount is debit to Head 1.B-(i)b and valid for payment during the financial year 2013-14 only.
- The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Electronic mode as per the following details:

(a) Details (Name & Address) of Account Holder:
Principal,

Gandhi Centenary B.T. College
Habra, Prafulla Nagar, 24 Parganas (North)
West Bengal 743268

(b) Account No.: 0130050010004

(c) Name & Address of Branch: United Bank of India, Sree Chaitanya College, Kolkata

(d) MICR Code of Branch: 700027314

(e) IFSC Code : UTBIOSCGF71

(f) Type of Account : SB/Current/Cash Credit

- The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
- The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure
- 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 there under from time to time.
- 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.
- The assets acquired wholly or substantially out of the University Grants Commission's grant shall not be disposed or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
- A register of assets acquired, wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.
- The grantee institution shall ensure the utilization of grant-in-aid for which it is being sanctioned/paid. In case of non-utilization/part utilization, the simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawal to the date of refund as per provisions contained in General Financial Rules of Govt. of India will be charged.



UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 098

PO 2

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 (used for official purposes of the Union) Rules, 1976 etc.
13. The sanction issues in exercise of the delegation of powers vide UGC Order No. 130/2013 [F.No.10-11/12(Admn IA&B)] dated 28.5/2013.
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 Controller & 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 are to be prepared strictly in accordance with the Uniform Format of Accounting prescribed by Government.
18. Funds to the extent of Rs. _____ are available under the scheme.
19. This issue with the concurrence of UGC vide Diary No. 531 (UGC) dated 3/28/2014
20. This issue with the approval of _____ vide Diary No. _____ dated _____

Yours faithfully,

(Signature)
(Dr. Mohammad. Arif)
Joint Secretary

Copy forwarded for information and necessary action to :

1. Principal,
Gandhi Centenary B.T. College
Habra, Prafulla Nagar, 24 Parganas (North)
West Bengal 743268

He/She is requested to abide by these instructions/Guidelines of sanction order

2. Registrar/ Director, Co-ordinator, College Development Council, WB State 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.	303373
SC component:Rs.	58717
ST component: Rs.	29358
TOTAL:	391450

(Signature)
(Avtar Singh)
Under Secretary



UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 098

GRANT-IN-AID BILL

Name of the Section: Accounts Department.

1. Name of the beneficiary Institution: **Gandhi Centenary B.T. College**
ID No. **WBS-020** Habra, Prafulla Nagar, 24 Parganas (North)
S. No. **222176** West Bengal 743268

(Under University) WB State

2. Sanction number and date: F. **WBS-020/12-13** Date: 28-Mar-14

3. Amount sanctioned : Rs. **391450**

Purpose of the grant-in-aid : **XIIth Plan College Developm Undergraduate**

5. Head of Account : **Plan Block Grant**
1.B-(i)b

6. Designation and address of Authorized Officer: **Principal**

7. Payment Details:

- (a) Name of the Bank : **United Bank of India, Sree Chaitanya College, Kolkata**
(b) Account No.: **0130050010004**
(c) Type of Account: **(SB/Current/Cash Credit)**
(d) IFSC Code: **UTBI0SCGF71**
(e) MICR Code Branch: **700027314**
(f) Whether bank branch is RTGS or NEFT enable : **RTGS/NEFT/Both**
(g) Name & address of Account Holder: **Principal,**
Gandhi Centenary B.T. College
Habra, Prafulla Nagar, 24 Parganas (North)
West Bengal 743268

Received a sum of Rs. **391450**
Rupees

being the amount sanctioned vide sanction No. F. **WBS-020/12-13** Dated **28-Mar-14**
(Copy enclosed) for disbursement to the Principal,

Gandhi Centenary B.T. College

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.

[Signature]
Signature with stamp of the Officer

Accounts Officer
University Grants Commission
Eastern Regional Office
Kolkata

ANNEXURE-XVII-**NAAC report For Cycle-I Accreditation of Gandhi Centenary B.T. College, Habra
Section - 1 : Introduction**

Gandhi Centenary B.T. College (hereafter, GCC) was established in the year 1968. This college is located in Habra, a semi urban area, at a distance of 45 Km from Kolkata. The regulatory authority of the college is a Governing body which comprises of 14 members by election or nomination according to the University Statute. It is a Govt. aided co-educational college affiliated to Calcutta University and recognized by the NCTE vide ERC/7-63.6.2/2005/2188 dt.2/1/2006. Sanctioned student intake for B.Ed is 100 . In the session 2006-2007, there are 50 male and 50 female students. The college campus area is 3.38 acres. The actual area in possession is 5.33 acres. The land has been availed on lease basis for a period of 30 years. The total number of teachers sanctioned is 8 (6 general and 2 reserved) of which 2 posts are vacant. 5 contractual teachers (2 full time and 3 part time) are appointed by the college. The number of non-teaching staff is 16(10 open and 6 reserved) of which 2 open posts are vacant.

The college works on the academic year system. The unit cost including salary is Rs.27909/- and excluding salary is Rs 3260.46. It has the facility of a library, Reading Room, two computer centres, multi purpose room, hostel, canteen, work experience room, garage shed Computer and ET Lab, Psychology, Language and Science labs.

GCC developed its Self-Appraisal Report (SAR) and submitted it to NAAC in January 2007 for its institutional assessment and accreditation, After receiving SAR from it, NAAC constituted a three member peer team comprising Prof. R.S.Khan former Vice Chairman NCTE and currently Professor in IASE, Jamia as Chairman, Prof. Nandita Sarma, Former Head and Dean, Dept. of Education, Guwahati University as Membner Coordinator and Prof. N.J. Joseph, Principal, St. John the Baptist College of Education, Kottayam (Kerala).

The Peer team visited GCC campus on 24th and 25th March, 2007. It analyzed the SAR submitted by the college. During these two days, the peer team visited various units and support services of the college, Besides, the peer team interacted with various stakeholder groups viz. The management, the principal, the faculty, the students, the alumni, the parents and the non-teaching staff. It also visited Prafulla Nagar Vidyamandir

(Girls) and Prafullanagar Vidyamandir (Boys) , where the college conducts its practice teaching programme.

On the basis of information made available and inputs generated through interaction with various stakeholder groups, the peer team analyzed the functioning and performance of GCC in terms of its strength and areas of concern, Criteriawise analysis of the strengths and areas of concern of the college is given Section - II, while overall analysis and suggestions for further improvement are given in Section- III.

Section II: Criterion-wise Analysis

Criterion I: Curriculum Design and Planning

GCC is a co-educational college with an intake of 100 students. Selection of students is based on the academic score in their Board/University examination, their performance in interview and their performance in different co-curricular activities.

The institution had a total of 183 teaching days and 200 working days in 2005-2006. The pre-practice teaching preparation duration is 30 days and practice teaching days 30. 15 schools were associated with practice teaching and the number of practice lessons for each trainee was 40.

Vision and Mission of the college

The vision is to develop the institution as a centre of teaching, learning and research. The institution works with the mission of preparing efficient and quality teachers for and from all strata of the society. The goals, objectives, values and vision are communicated to the stake holder through web-site, brochure and activities of the college.

Curriculum Development

As the institution has no representation in the Board of Studies of education, it has very little scope of participating in curriculum design. But the faculty members participated in seminars and workshops organised by Culcutta University for the designing and revision of the syllabus. The institution has representation in the faculty council for postgraduate studies in education, journalism and and library science.

As regards curriculum planning, the college prepares its academic calendar and institutional calendar. Duration of the course is of one full calendar year including the

annual examination. The session commences on and from the 1st July every year. The programme consists of Theory and Practicum components. Theory (600 marks) consists of three compulsory core courses (3X100marks), One of elective courses (1X100marks) and pedagogical study of school subjects (200 marks). Each candidate chooses two school subjects on the pedagogical studies prescribed in the curriculum. The practicals are given weightage of 400 marks. (Demonstration of laboratory practical/ or simulated lesson 100 marks, teaching practical 100 marks, sessional activities related to pedagogical study 100 marks and sessional activities related to teaching and community out reach activities 100 marks) Inclusive education has a place in the B. Ed. curriculum of Calcutta university. The college obtains feed back from the students on the curriculum, its transaction, on teachers' performance and functioning of the college.

Criterion II: Curriculum Transaction and Evaluation.

GCC develops its academic calendar, which includes orientation, theory and practice sessions, internal tests, community activities etc. In 2005-2006 academic year classes commenced on 1st July and ended on 15th May. The academic calendar shows spread of various activities, theory, pre-practice teaching practice teaching, field study and final examination . The practice teaching is scheduled in January. Before going to the school they practice microteaching technique in the form of simulated lessons when they practice different teaching skills. The teachers also give demonstration lessons.

Practice teaching in selected schools involves classroom teaching, observation of peer teaching and peer feedback. It lasts for 30 days . Students teach 40 lessons (20 lessons each in two teaching subjects). Supervision and evaluation of practice teaching is done through faculty visits and school teachers observations.

Evaluation

The institution follows a continuous evaluation process. Internal assessment is done through class tests, assignments, term end evaluation/annual examination and observation of regular activities. The evaluation outcomes are directly communicated in the class or through notice board.

Criterion III: Research , Development and Extension

The faculty of the institution has not undertaken any research / action research project. Qualification wise also the faculty is lacking. A member of the faculty is engaged

in research in Bio-Chemistry and has published a number of papers in National & International Journals. English lecturer has published a book on 'Teaching of English'. The librarian has to his credit a no of Articles and papers.

The college has developed a 'Question Bank' covering all the courses.

The faculty members are encouraged to attend conferences/seminars/workshops and refresher courses in education.

There is a need to develop and use CALM. The college has close links with the community and organises health checkup and blood donation camp.

The institution has linkage with NCERT, SCERT and British Council and British institute. The institution invites school teachers and college teachers to seminars, exhibition/exhibition cum sale, organized by it.

Criterion IV : Infrastructure and learning Resources

The college has 3.38 acres of land. It has a built-in area of 1774.29sq.mt. The land is availed on lease basis for a period of 30years from the Refugee Relief and Rehabilitation Department, W.B.. The campus has facilities of a men's hostel, canteen shed ,playground, garage and a medical unit.

The Librarian arranges orientation classes for the new students in the beginning of the session to acquaint them with the library system. The library has 9098 books (181 Reference books), 6 Journals and 5 Magazines relating to Education. The library works from 10.30 A.M. to 5.00 P.M. and can accomodate 35 students and 6 teachers at a time. Two computers in the library are linked with other computers of the College through LAN and have Internet connection. The cataloguing of books through computer is in the completion process. OPAC is working through LAN. Library materials worth Rs 59708.50 were purchase in 2005-2006 and worth Rs 50889 in 2004-2005.

The College has a multipurpose hall and instructional space for the classrooms and offices. The college has facilities for sports & games. The college has 9 computers. It has psychology lab, computer cum Educational Technology lab, Language lab, Life Science lab, Physics lab. Chemistry lab, Geography lab and Work Experience room. Under Work Experience file preparation, clay modelling, book binding and soap making activities are under taken. The rooms are utilised both for Theory & Practicals.

The college ensures that facilities are optimally utilized through regular conduct of instructional activities and functioning of library, laboratory, sports and other support items like photo copying and internet. The campus is kept beautiful, clean and healthy by gardening and plantation by students.

Criterion VI : Student Support and Progression

The faculty and librarian act as advisers of trainees. The college has developed a web-site. The drop out rate of the students in 2004-2005 is 4.78% and in 2005-06 - 3.62%. The institution provides remedial instruction to academically weak students. The success rate is 96.5% in 2005 and 96.7% in 2004. Progression to employment is 23% and 24% in the last two years. Financial aid to students is available in the form of merit scholarship. Needy students get fee concession. During the last three years 15 students have received merit scholarship and four have received fee concession.

Ten students have passed the NET and 16 students SLET examination during the past 3 years. One of the students published a book titled ' Theory of Love'. The college has an Alumni Association which was established in 2005. The Student Association organizes co-curricular activities. The college publishes its updated prospectus and a magazine annually. Recreational facilities are available in the form of indoor and outdoor games and literary activities. The college also has a canteen shed, garage shed and a medical unit. The institution provides hostel facilities to men students. A grievance redressal mechanism for teachers, students and nonteaching staff is functioning in the institution. A sex harassment (prevention) Sub-committee has also been formed.

Criterion VI : Organisation and Management

GCC has a Governing body which helps in its smooth functioning and quality management. For this purpose, the college has various committees like Finance sub committee, PF sub-committee, SC/ST Welfare committee, Admission sub-committee, Academic Council, Library sub-committee, etc. For effective management, responsibilities are defined and communicated to faculty members. Feedback is provided to the management to improve the functioning of the college. The recruitment of faculty members is made following the rules and regulations of the UGC and NCTE by the state Government as per the recommendations of the College Service Commission.

The salary of the staff is given by the State Govt. UGC gives grants for books & journals, equipments and extension activities. For salary and other heads, the college received Rs. 53,95,947 in 2004-2005 and Rs 58,13,968 in 2005-2006 from the State Govt. It also received a grant of Rs 3,80,000 for equipment, books & journals and for extension activities from UGC under X plan. It also received Rs 55,000/= as UGC (NRC) grant in 2005. The fees received from students amounted to Rs 3,86,600 in 2004-05 and Rs 4,90,200 in 2005-2006. Unit cost excluding salary component was Rs 3260.40 and including salary component Rs 27,909 during 2005-2006.

Administration, finance and student records are ICT supported. The college has developed internal coordinating and monitoring mechanism through the above committees. A Grievance Redressal mechanism has also been evolved.

Section III : Overall Analysis and Suggestions for Further Improvement

Gandhi Centenary B.T. College, Habra established in August, 1968 got NCTE recognition in Jan 2006. It is a Government aided co-education Institution located in semi urban area. Its vision is to develop as resource centre of teaching learning and research and produce efficient and quality teachers.

The Governing Body of the college feels concerned about the development of the college and meets regularly. Its role is facilitative.

The College has a big campus with large area of vacant land which is being utilised for building a women's hostel, swimming pool etc. UGC has sanctioned Rs 30,26,184 for the construction of women's hostel. It is making efforts to improve the infrastructure facilities and learning resources.

The college is well aware of its strengths, weaknesses and threats. With sincere and dedicated faculty, non teaching staff and available infrastructure facilities, it is trying to achieve its mission, goals and objectives. The principal is energetic, feels seriously concerned about the outstanding issues for the development of the college and taking suitable steps to overcome the difficulties.

The peer team feels that the college can become a well organised and well equipped learning resource centre. It is the this prospective that the peer team suggests the following measures for future development of the college:

- ✓ SAR was to be edited from language and content point of view before its submission.
- ✓ The college sought recognition from NCTE only in Jan 2006, although it was running the course since 1968?
- ✓ As per NCTE recognition letter, the college was supposed to comply with the four conditions, which now may be complied at the earliest.
- ✓ For making the working of the Institution effective, it is desirable to obtain feedback from various stakeholders .
- ✓ Pursuit of a professional course like B. Ed. makes special demands-academic, psychological and sociological. It is desirable to check the entry level skills and attainments of students after they are admitted specially with respect to subject knowledge and communication skills. This will help the college to take up remedial measures and suitable plans of instruction accommodating the strength as well as weak areas of students.
- ✓ For Monitoring of student progress the college may organize students into small tutorial groups (10 students in each group) to function under mentor teachers.
- ✓ The groups may meet periodically on mutually agreed dates.
- ✓ The College may organise an interactive meeting with the principals of practice teaching schools to discuss various issues relating to organisation of practice teaching before the practice teaching starts.
- ✓ Practice teaching may be so organized as to reflect the pattern of internship where the student identifies himself with the school and participates in all its activities including classroom management and teaching, instructional planning, tests and examinations, cocurricular activities, interaction with community and parents and guidance and counselling to acquire total school experience.
- ✓ Psychology lab may be strengthened.
- ✓ Language Lab needs to be upgraded with modern equipments.
- ✓ It would be desirable to have a trained counselor for proper professional guidance and training.
- ✓ More weightage is to be given to interviews in the admission process.
- ✓ Computer Science may be included as a subject / optional paper.

- ✓ The faculty may be motivated to pursue/MEd./ Ph.D and provided with required facilities.
- ✓ The faculty may be encouraged to undertake research projects/Action research.
- ✓ The faculty has to attained Orientation Courses and Refresher Courses as prescribed by the UGC and also programme organised by IASEs / CTEs.
- ✓ Staff council may meet frequently.
- ✓ PTA may be constituted
- ✓ Emphasis is to be given to ICT in teaching - learning process and in developing CAL materials.
- ✓ Vacant teaching and non teaching posts may be filled on priority.
- ✓ The library functions need to be made fully automated. Its holding of educational journals appears small. Library should be strengthend by adding more encyclopedias and other reference books.
- ✓ Placement service can be formulated in order to help students to get employment in self financing institutions and institutions outside the State.
- ✓ The college may offer consultancy service
- ✓ The Alumni association is to be made more functional. They may be involved in organizing various programmes. Periodical meetings of alumni may be held.
- ✓ Medical /Insurance facilities may be extended to both teaching and non teaching staff.
- ✓ Canteen facilities may be upgraded.
- ✓ Faculty Development Programmes may be organised for teaching and non-teaching staff.
- ✓ Experts may be invited to interact on recent issues.
- ✓ Internal financial audit mechanism may be developed.
- ✓ The college has to constitute an Internal Quality Assurance Cell.
- ✓ The peer team appreciates and puts on record its gratitude for the ready cooperation; it received from all quarters during its on-site validation visit. It wishes the very best in its endeavors to attain its laudable mission and goals.

Prof R.S. Khan
(Chairman)
Prof. Nandita Sharma
(Member Coordinator)
Prof. N.J. Joseph
(Member)
(Amalendu Panja)
Principal,
Gandhi Centenary B.T. College, Habra
Habra-Prafullanagar
North 24 Parganas
Place : Habra
Date : 25th March, 2007



GANDHI CENTENARY B. T. COLLEGE, HABRA

(N.C.T.E. Recognised)

HABRA-PRAFULLANAGAR, NORTH 24 PARGANAS, W.B.

PIN : 743268

E-mail - gcbtc_1968@sancharnet.in Website - www.gcbtcollege.com

Phone : (03216) 237199

Ref. No.

Date.....

Certificate of Compliance- (Track ID WBCOTE13454 Dated 28/12/2015)

(Affiliated / Constituent / Autonomous Colleges and Recognized Institutions)

This is to certify that Gandhi Centenary B. T. College, Habra (Name of the institution) fulfils all the 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.
4. In case the affiliation /recognition is withdrawn by the authority concerned the same will be informed to NAAC immediately.

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 (www.gcbtcollege.in).

Further certified that Gandhi Centenary B. T. College, Habra has organized its institutional activities for the period 2010-11 to 2014-15 especially in view of the previous recommendations of NAAC Cycle-I Accreditation. Self Appraisal Report (SAR) has been written accordingly and to the best of my knowledge the information shown there are true. I am aware that the peer team will validate the information provided in this SAR during the peer team visit for the accreditation Cycle-II of our Institution.

R. Mukhopadhyay.

15.12.15

PRINCIPAL
Gandhi Centenary B.T. College
Habra, 24 Pgs. (N)

Date: 15.12.2015

Place: Gandhi Centenary B. T. College, Habra

Dr. Rajib Mukhopadhyay, Ph.D.
Principal / Head of the Institution
(Name and Signature with Office seal)